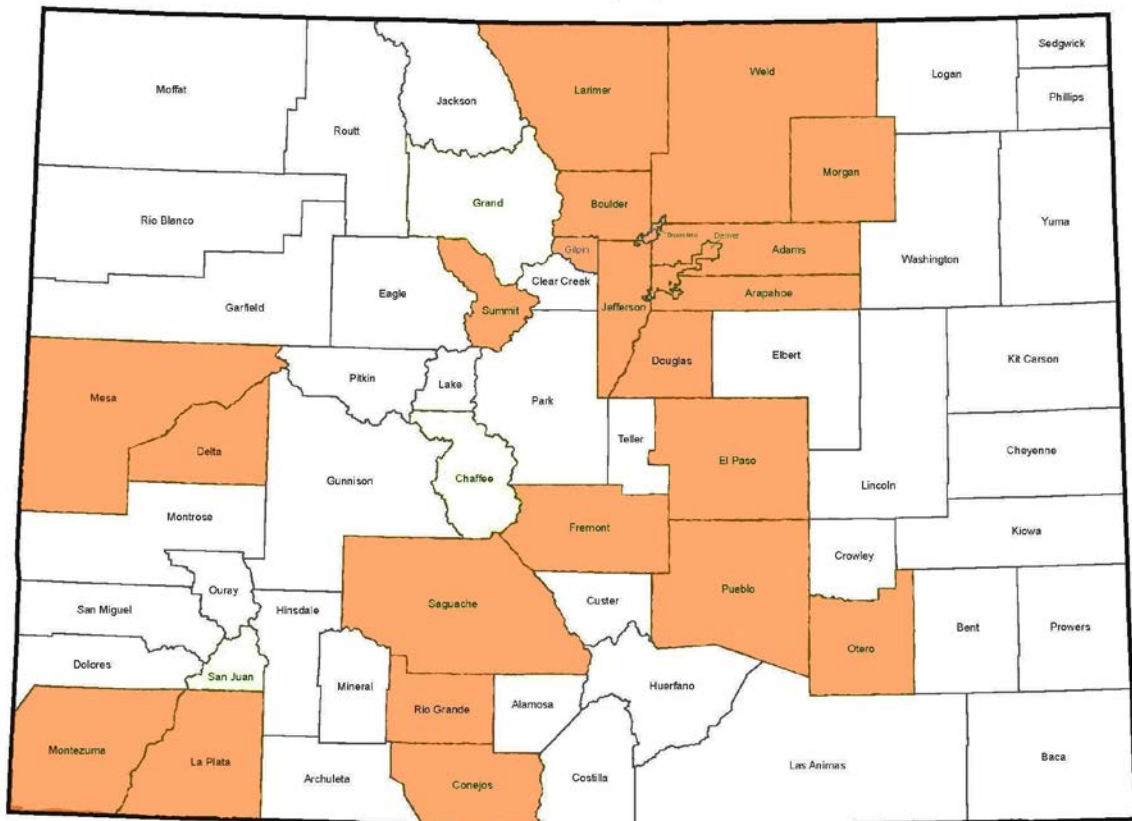# COLORADO
Department of Education

Expelled and At-Risk Student Services Grant Program

Evaluation Report to the Colorado Legislature

Grantee Award Period: July 1, 2014 to June 30, 2015

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Submitted to:

Colorado State Board of Education

Colorado House Education Committee

Colorado Senate Education Committee

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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 students at risk of suspension or expulsion. Funds are annually appropriated to the Colorado Department of Education (CDE) for the purpose of making grants to school districts, alternative schools within school districts, charter schools, Boards of Cooperative Educational Services (BOCES), nonpublic non-parochial schools, and facility schools. Each year, the authorizing legislation (C.R.S. 22-33-205) requires reporting on the status of the grant to the house and senate education committees by January 1.

In 2014-2015, $7,493,560 was appropriated to the EARSS grant program, of which $7,216,825 was distributed to grantees. Awards distributed to grantees resulted in the following:

- 44 grantees located in 23 counties served 9,897 students.
- 7,196 parents/guardians of EARSS students also received services.

Addressing Unique Needs
In 2014-2015, EARSS grantees reported 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 553 expelled students. The most common reasons for participation were due to marijuana violations (30.7%), detrimental behavior (17%), and dangerous weapons (12.5%).

Students At Risk of Suspension or Expulsion
There were 9,344 at-risk students participating in an EARSS program, which represented 94 percent of students served. Students participating in an EARSS program were identified as "at-risk" mainly due to truancy issues (53.1%), disobedience (18.9%), detrimental behavior (7.4%), and marijuana violations (6.5%).

Demographics for Expelled Students in Non-Facility Schools
Of the available data for 396 expelled students served in non-facility schools, 76.7 percent served were male and most were Hispanic (52.5%) or White (33.1%); 17.9 percent had a special education designation; 18.9 percent were classified as English learners; and 66.2 percent were in 9-12th grade.

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

In 2014-2015, a total of 44 EARSS grantees served 9,897 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 3.8 percent. This is lower than the 16.7 percent dropout rate posted by the state's alternative schools.

17.9 percent of the expelled students served had a special education designation exceeding the state rate of 10.1 percent.

18.9 percent of the expelled students served were classified as English learners (18.9%), exceeding the state average of 14.3 percent.

Demographics for Students At Risk of Suspension or Expulsion in Non-Facility Schools
Of the available data for 6,738 students served, 59.5 percent were male. Most of the at-risk students served were Hispanic (54.8%) or White (32.4%); 13.9 percent had a special education designation; and 22.8 percent were classified as English learners. The highest percent of at-risk students served were in 9-12th grade (58%).

Facility Schools
Seven facility schools funded by the EARSS grant served 1,148 students. Of the available data for 577 students served, 55.8 percent were male. Most of the students served were White (43.3%) or Hispanic (35.9%); 31.2 percent had a special education designation; and 10.4 percent were classified as English learners. The highest percent of facility students were in 9-12th grade (65.7%).

Student and Parent Outcomes
- 83 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.
- 65 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.
- 52.2 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 3.9 percent, which was a slight increase from last year's rate of 3.3 percent.
- The dropout rate of expelled 7-12th grade students in an EARSS program was 3.8 percent. This is lower than the last reported state dropout rate for alternative schools, which was 16.7 percent.

Program Results
Program results are based on tracking grantees' progress on performance objectives in in four goal areas: 1) Parent engagement, 2) Academic achievement, 3) School attendance and 4) Safety and discipline or social emotional functioning.
When the percentages of "met goal" and "exceeded goal" are combined for all grantees, 34.1 percent of EARSS grantees reported having met or exceeded at least 3 out of 4 their objectives.   However, the ratings varied based on the grantee's year of funding. While 22.2 percent of first year grantees reported only meeting 1 out 4 of their objectives, 45.5 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 period. As the awards decrease in the 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). By re-engaging expelled students and students at risk of suspension or expulsion to stay in school, the districts will continue to receive PPR for their education. Grantees reported that an estimated $22.7 million of PPR would be retained in the 2015-16 school year. Grantees anticipated directing 19.8 percent of these dollars back into their EARSS programs to maintain and supplement provision of quality services or sustain services upon completion of their four-year grant period.

> Program results are based on grantee self-reports with evidence of measureable indicators to substantiate responses.

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 or 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 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 EARSS Program represents the state's primary investment in reducing expulsions, decreasing truancy, and supporting re-engagement of expelled students and those at risk of suspension or 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]

What the Research Says:

- In 2011, a report by The Council of State Governments Justice Center and 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." [3]
- Once a student is suspended or expelled, it also increases the probability of future repetitive expulsions and suspensions which may lead to negative academic and systematic outcomes.[4]
- School discipline statistics show that students with educational disabilities, students of color, especially males, English language learners, and students with mental health problems are disproportionately more likely to receive out-of-school suspensions and expulsions when compared to other student populations.[5,6,7]

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 suspension or 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.

The EARSS Grant Program

Established in 1997, the Expelled and At-risk Student Services (EARSS) Grant Program at the Colorado Department of Education (CDE) awards grants to assist in providing educational services to expelled students and students at risk of suspension or expulsion. 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 habitual 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.

Research shows that these students may struggle academically which can lead to lower self-esteem and lack of school engagement. These are risk factors that lead to participating in behaviors that counter academic success (e.g., delinquent behavior, use drugs and alcohol, or become disruptive in class) which may lead to suspensions and expulsions as well as a higher likelihood of dropping out.[8]

The EARSS grant program directs resources to address the unique needs and challenges of these students.

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

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* – These services includes tutoring, alternative, and vocational education for instruction in reading, writing, math, science, and social studies

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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, or any successor committees, the evaluation findings on the outcomes and the effectiveness of the program related to school attendance, attachment, and achievement.

- *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), habitually disruptive student is 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* – These services 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 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 Period

Each EARSS grant award represents a four-year funding period. Continuation grant awards are distributed annually contingent on the availability of state funds and a review of annual evaluation reports submitted by grantees in July. The continuation grant 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 period.

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) through the analysis of program level and student level information.

Program data is collected through an annual survey of grantees, which includes measurable indicators of performance objectives that verify self-reported data. See *Appendix D: EARSS EOY Reporting Survey* for a copy of the survey. In addition, staff repeatedly checked for data quality and integrity. Student level data is obtained through State Assigned Student Identifiers (SASIDS) submitted by grantees. Secure submission of SASIDs eliminates duplication in reporting student demographics and data entry errors. This approach helps to assess the effectiveness of the EARSS program and impacts on students and families. For more details on the evaluation methodology, see *Appendix F: Evaluation Methodology*.

Service Area

The 44 grantees represented 28 districts (out of 178 Colorado school districts), 7 facility schools, 1 charter schools, 2 BOCES, and 1 nonpublic non-parochial school. This represents 23 counties across Colorado and represented and included services to facility schools, BOCES, and a nonpublic non-parochial school.

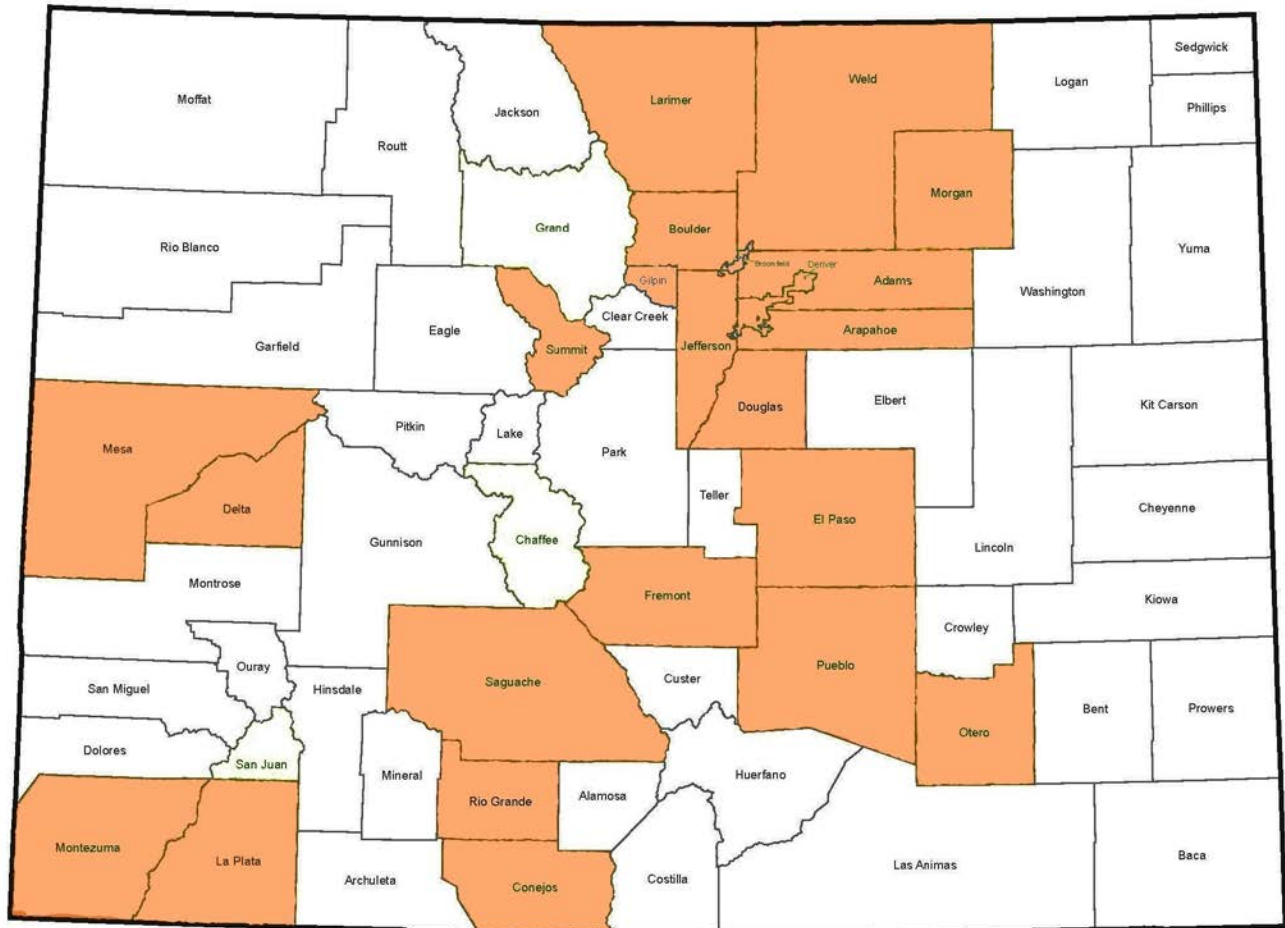### Colorado County Map where EARSS Grantees Provide Services

Figure 1: County Map of FY15-15 EARSS Program Grantees in Colorado
*Shaded areas represent the 23 counties served by EARSS-funded programs.

2014-2015 Grant Awards

In the 2014-2015 fiscal year, $7,216,825 was awarded to the EARSS grantees. Funds were designated for 35 continuing and 9 new grantees. *See Appendix B: 2014-2015 EARSS Grantees for the list of grantees and Appendix C: EARSS Program Summaries by Type for a brief description of each program.*

Each grant represents a four-year funding period and grantees are grouped by cohort. The highest percent (32%) of grantees were in their third year of funding. **TABLE 1** *shows the number of grantees per cohort.*

Sixteen grantees (36%) served students from more than one school district. Their award amount equaled 27.1 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 proposed 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.

TABLE 1: NUMBER OF GRANTEES PER COHORT

Cohort Year	Number of Grantees	Percent of Grantees
1st Year	9	20%
2nd Year	10	23%
3rd Year	14	32%
4th Year	11	25%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Students Served

A total of 9,897 students participated in an EARSS program. The number of participating students increased from last year with 1,262 more students served in 2014-2015 compared to 2013-14.

Scope and Reason for Expulsion

Overall, EARSS grantees reported serving 553 expelled students. This represents 6 percent of all EARSS students served. Colorado education statistics show that 1,091 students were expelled in 2014-2015. Students participating in an EARSS program were expelled primarily for marijuana violations (30.7%), detrimental behavior (17%), or dangerous weapons (12.5%). **CHART 1** *provides a breakout of the reasons that expelled students were served by an EARSS program.*

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

CHART 1: REASONS FOR EXPULSION FOR EARSS EXPELLED STUDENTS SERVED
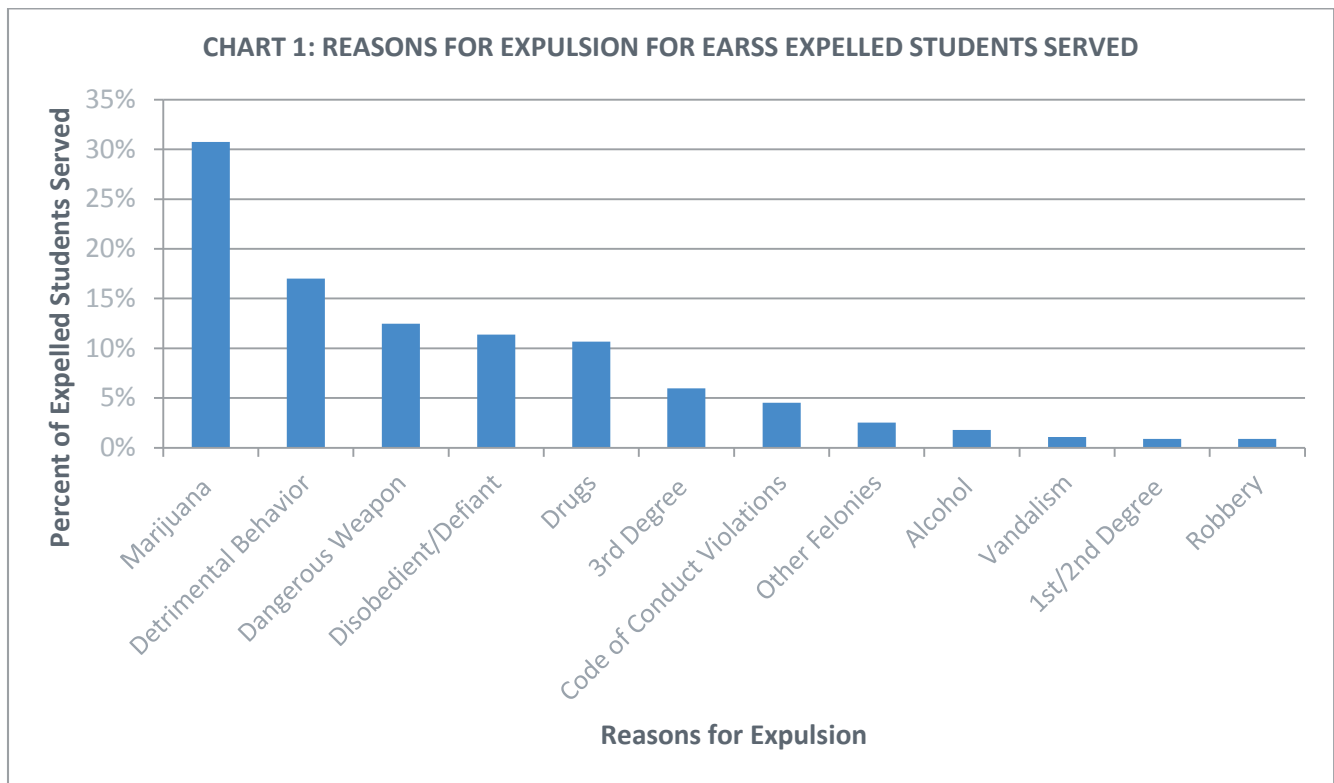
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Colorado education statistics show that the most common reasons for expulsion in 2014-2015 statewide were drug-related violations (40.8%), detrimental behavior (14.7%), dangerous weapons (11.5%), and other code of conduct violations (14.4%).

Information Specific to Marijuana

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 2014-2015 school year. No compatible data is currently available at state level.

- Of the 553 expelled students served by grantees, 30.7% had been expelled for marijuana-related code of conduct violations.
- This is a slight increase from the 2013-14 school year in which 30.5% of 514 expelled students served by grantees were expelled due to marijuana violations.

Because marijuana-related expulsions is a subset of drug violations and not specifically collected statewide and expelled students served by grantees are 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 other drugs. The results illustrate 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 1,091 total statewide expulsions that occurred during the 2014-2015 school year, 446 were for drug-related violations. **TABLE 2** *reflects the number of drug-related expulsions and suspensions over the past 5 years.*

TABLE 2: 5 -YEAR TREND: COLORADO PUBLIC PREK-12 SCHOOL SUSPENSIONS AND EXPULSIONS FOR DRUGS

	SCHOOL-YEAR				
	2010-2011	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
SUSPENSIONS (Classroom + In-School + Out of School)	4,650	4,561	4,319	4,714	4,529
EXPULSIONS	767	718	614	535	446
Total School Drug Suspensions & Expulsions:	5,417	5,279	4,933	5,249	4,975

Source: Colorado Department of Education, Data Services, 2014-2015

Scope and Reason for "At-Risk" Identification

There were 9,344 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 2014-2015 school year 47,599 incidents were reported (excluding expulsion or out-of-school suspension) for violations to school codes of conduct.

 Approximately 5,365 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 17.6 percent of the state's at-risk students.

A high percentage of students participating in an EARSS program were identified as "at-risk" because of truancy issues (53.0%). In statute, identification of students at risk of suspension or expulsion 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.[10] **CHART 2** *provides a breakout of the reasons, other than for truancy, that at-risk students were served by 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 (18.9%), detrimental behavior (7.4%), and marijuana violations (6.5%).

CHART 2: REASONS* OTHER THAN TRUANCY FOR EARSS PARTICIPATION RELATED TO CONDUCT AND DISCIPLINARY VIOLATIONS
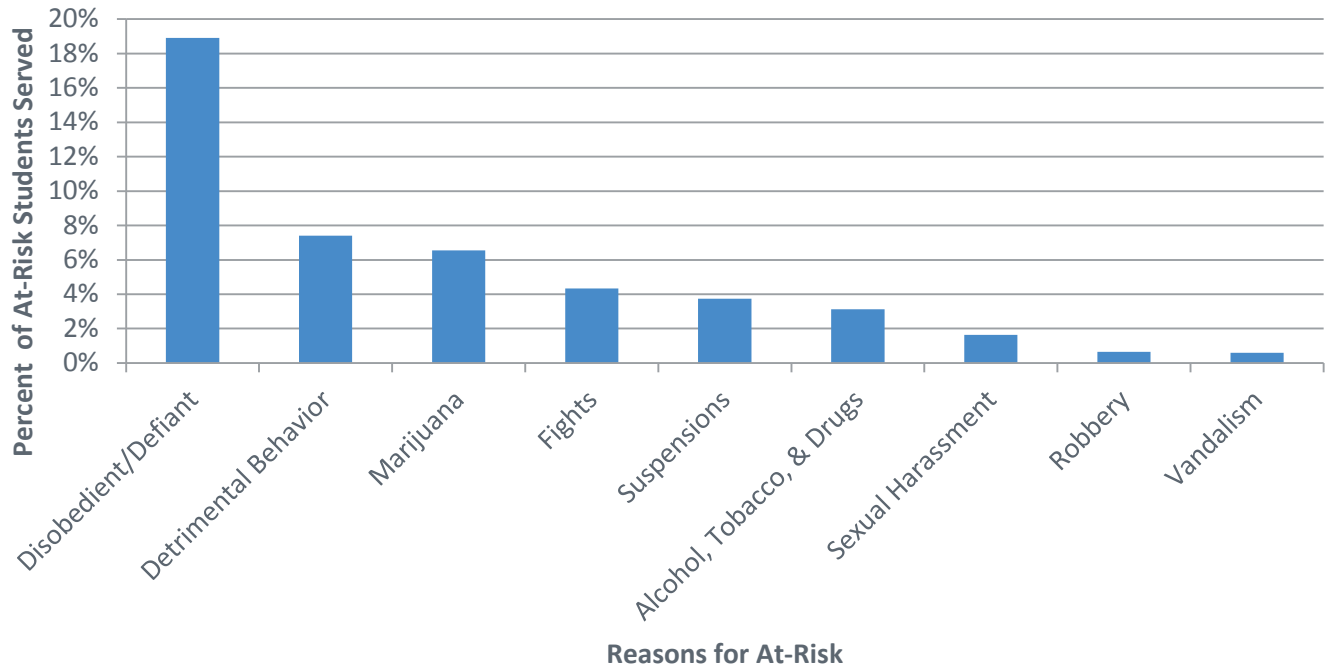
*Rates do not equal 100% because truancy numbers were excluded from chart
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Demographics

Demographics for students served are described in this section in three categories: 1) Expelled, 2) At risk of suspension or expulsion, and 3) Facility schools. 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 16.

Expelled Students

Twenty-six EARSS grantees served 476 expelled students in non-facility schools. Grantees securely submitted State Assigned Student Identifiers (SASIDs) for all the expelled students they served. Complete records were available for 396 of the expelled students served by an EARSS program in non-facility schools. The available data showed that 76.7 percent of the students served were male and most were Hispanic (52.5%) or White (33.1%).

State statistics indicate that American Indian, Black, and Hispanic students continued to be disproportionately expelled based on comparing the disaggregated rates of state expulsions with the data on 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 and American Indian or Alaska Native students were served and a lower percent of Black students, White students, and students of two or more races were served. *TABLE 3 provides more details on race/ethnicity state comparisons for expelled students.*

TABLE 3: EXPELLED RACE/ETHNICITY COMPARISON OF STUDENT POPULATION TO PERCENT OF STATE EXPELLED AND EARSS EXPELLED STUDENTS SERVED, 2014-15

Racial/Ethnic Group	Percent of Student Population	Percent of State Expulsion	Percent of EARSS-served Expelled
American Indian or Alaska Native	0.7%	1.8%	4.3%
Asian	3.1%	0.8%	0.5%
Black	4.7%	11.2%	7.1%
Hispanic or Latino	33.1%	37.3%	52.5%
Native Hawaiian or Other Pacific Islander	0.2%	0.6%	0.3%
White	54.5%	43.9%	33.1%
Two or More Races	3.7%	4.4%	2.2%

Source: Colorado Department of Education, Data Services and EARSS End-of-Year Reporting, 2014-2015

It was reported that 17.9 percent of the expelled students served had a special education designation, which exceeded the state rate of 10.1 percent. The percent of EARSS expelled students classified as English learners (18.9%) also exceeded the state average of 14.3 percent. A review by grade level shows that 66.2 percent of expelled students served were in 9th to 12th grade. *TABLE 4 shows a breakdown of grade levels of expelled students served by EARSS in non- facility schools.*

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	17	117	262
Percent of Expelled	0%	4.3%	29.5%	66.2%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Students At Risk of Suspension or Expulsion

EARSS grantees served 8,273 students identified as "at risk" of suspension or expulsion in non-facility schools. Each grantee was required to provide SASIDs for the at-risk students they served. Complete records were available for 6,738 of the students "at risk" of suspension or expulsion served by an EARSS program in non-facility schools. Results for the available data indicate that of those served, 59.5 percent were male and most of the at-risk students served in non-facility schools were Hispanic (54.8%) or White (32.4%). *CHART 3 shows a breakout by race and ethnicity for the at-risk students served by EARSS in non-facility schools.*

CHART 3: EARSS AT-RISK STUDENTS BY RACE AND ETHNICITY (NON-FACILITY SCHOOLS)

White
(2,182; 32.4%)

Black
(487; 7.2%)

American Indian or
Alaska Native
(129; 2.0%)

Asian
(63; 0.9%)

Native Hawaiian or
Other Pacific
Islander
(14, 0.2%)

Hispanic or Latino
(3,693; 54.8%)

Two or More
(170; 2.5%)
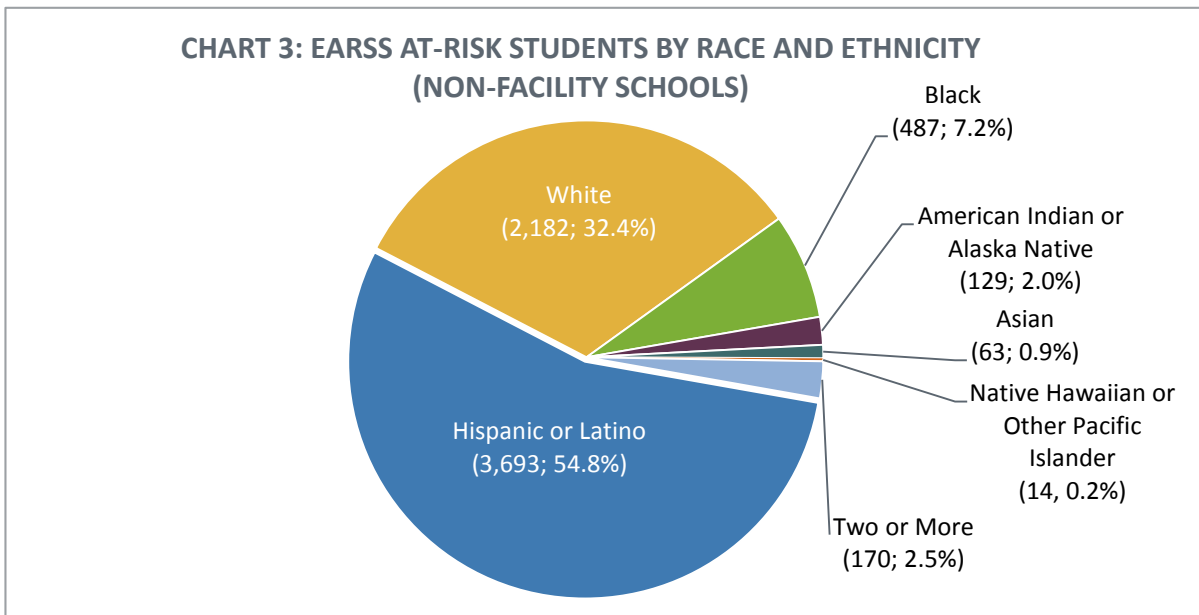
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Of the at-risk students participating in an EARSS program, 13.9 percent had a special education designation. This represents a notably higher rate of special education status when compared to the state rate of 10.1 percent, but is lower than the rate of expelled students served by an EARSS program. Of the at-risk students served, 22.8 percent were classified as English learners. This rate is higher than the rate for expelled students served by an EARSS program but above the state average of 14.3 percent. The highest percent of at-risk students were in high school (58.0%). This closely matches the statistics for the expelled students served. *TABLE 5 shows a breakdown of grade levels of at-risk students served by EARSS in non- facility schools.*

TABLE 5: EARSS AT-RISK STUDENTS SERVED BY GRADE LEVEL (NON-FACILITY SCHOOLS)

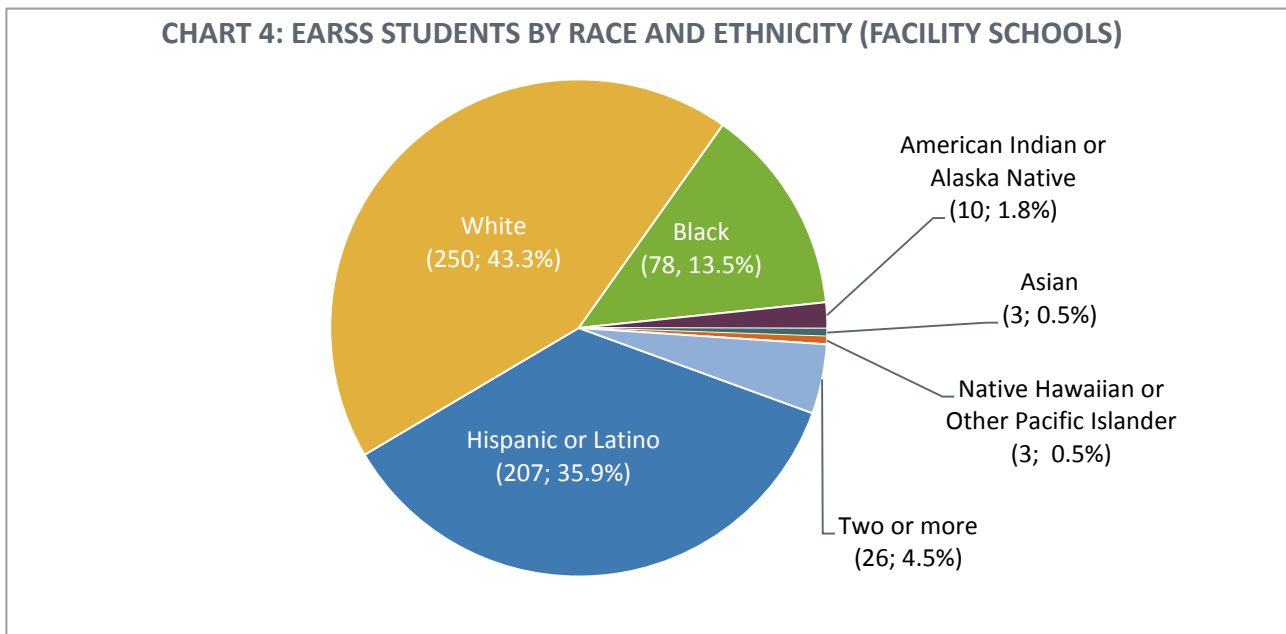| Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	543	842	1,442	3,911
Percent of At-Risk Students	8.1%	12.5%	21.4%	58.0%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Note: SASIDs numbers were also provided for 1,159 additional students. However, this data was not complete since some grantees did not identify students as either at-risk or expelled. These students were not included in the previous analyses. Demographics for this group of students were similar to that of the expelled and at-risk students listed above. Students served were male (57.5%), Hispanic (47%) and in high school (36%).

Facility Schools

Seven facility schools served 1,148 students. Seventy-seven students were expelled and 1,071 students were designated as "at-risk." To collect demographic data, facility school grantees reported the SASIDs for all EARSS students they served. Demographics were available for 577 of the students served in facility schools. The available data indicated that these students were most commonly male (55.8%), White (43.3%) or Hispanic (35.9%). ***CHART 4*** shows a breakout by race and ethnicity for students served in facility schools.

CHART 4: EARSS STUDENTS BY RACE AND ETHNICITY (FACILITY SCHOOLS)

White (250; 43.3%)
Black (78, 13.5%)
American Indian or Alaska Native (10; 1.8%)
Asian (3; 0.5%)
Native Hawaiian or Other Pacific Islander (3; 0.5%)
Hispanic or Latino (207; 35.9%)
Two or more (26; 4.5%)

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

About 31.2 percent of the EARSS students in a facility school had a special education designation and 10.4 percent were identified as English learners. ***TABLE 6*** shows data by grade level for the 577 facility school students served by EARSS.

TABLE 6: EARSS FACILITY SCHOOL STUDENTS SERVED BY GRADE LEVEL

Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	15	33	150	379
Percent of EARSS served Facility School Students	2.6%	5.7%	26.0%	65.7%

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

Program Strategies and Implementation

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 breaks down the percent of most commonly used strategies and services in each of these three areas. EARSS grantees that are meeting their goals may serve as a model for strategies and services that best serve students and families. For more information on strategies see *Appendix E: Description of Strategies.* **CHART 5** through **CHART 7** *showcase the strategies that are most commonly used by grantees that met or exceeded their performance objectives in all goal areas. Note: Descriptions of the strategies can be found in Appendix E: Description of Strategies.*

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.
    - 61.4 percent of grantees used EARSS funding for this strategy.


Credit Recovery Gains

A total of 5,824 high school students (grades 9-12) received services from EARSS-funded programs.
- More than half of high school students receiving services (63.3%) began the school year behind their expected age and credit accumulation for their grade level. Of these students who began the school year, 43.6 percent earned one-half or more of the credits they needed to be on-track to graduate.
- In addition, 76.5% percent of high school students served by the EARSS funded-programs who started the school year on track with credit accumulation to graduate in four years remained on track to graduate. This indicates that these students were keeping up with the number of credits needed to graduate with their class.

- **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.
    - 65.9 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.
    - 54.5 percent of grantees used EARSS funding for this strategy.

CHART 5: ACADEMIC AND ATTENDANCE STRATEGIES MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR GRANTEES WHO MET/EXCEEDED ALL GOALS (N=14)
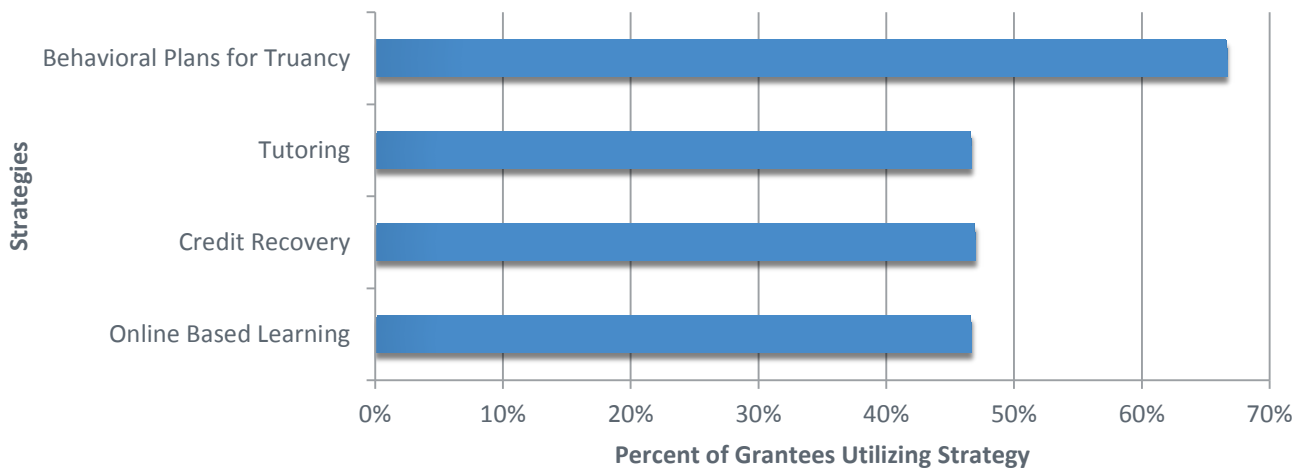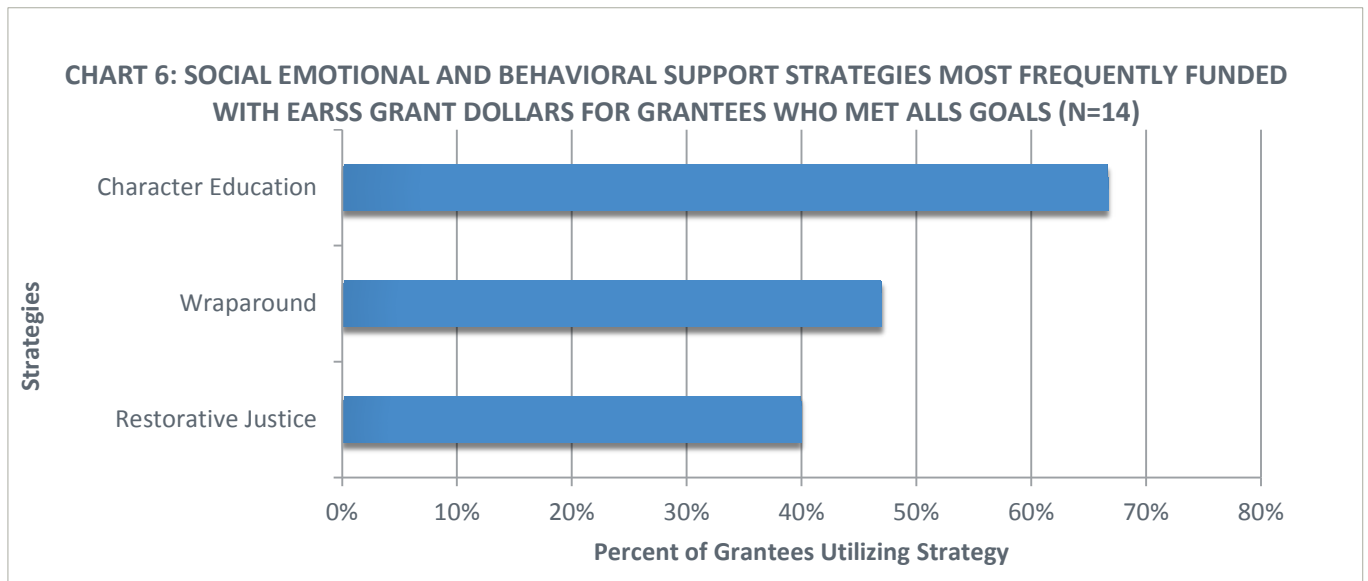

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Social Emotional and Behavioral Support

Social emotional and behavioral supports include services that assist students to 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.
  - 77.3 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. Involves provision of services and interventions to both students and parents and activities that facilitate family access to needed community services.
  - 45.5 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.
  - 45.5 percent of grantees used EARSS funding for this strategy.

CHART 6: SOCIAL EMOTIONAL AND BEHAVIORAL SUPPORT STRATEGIES MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR GRANTEES WHO MET ALLS GOALS (N=14)

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

System Approaches

System approaches refer to strategies at the organizational level that promote student success (e.g., positive staff-student relationships). System approaches 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.

- **Professional Development Days**
  - Refers to time designated for staff learning and skill building.
  - 52.3 percent of grantees used EARSS funding for this strategy.

- **Multi-Tiered System of Support**
  - Refers to 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
  - 43.2 percent of grantees used EARSS funding for this strategy.

CHART 7: SYSTEMS APPROACHES/ STRATEGIES MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR GRANTEES WHO MET ALL GOALS (N=14)
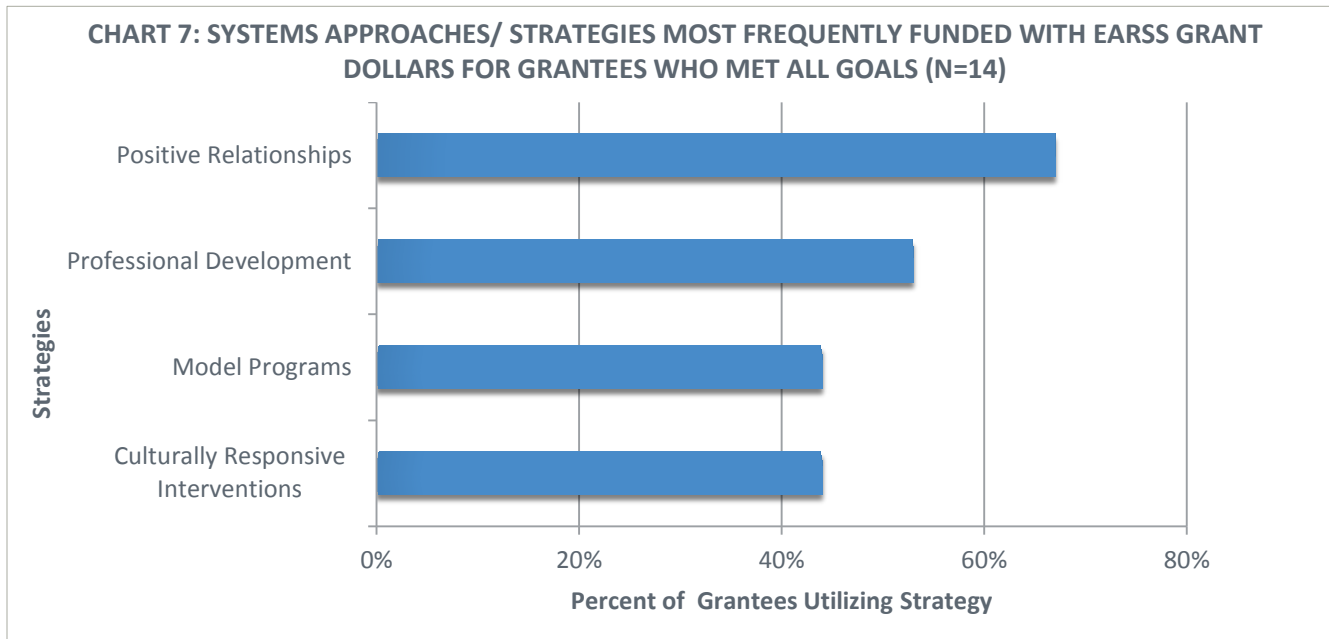
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

## Site Visits and Program Implementation

In 2014-2015, EARSS staff conducted site visits with 9 grantees in year one and 10 grantees in year four of funding. During the visit, grantees were rated on seven domains based on their progress in implementing the approved grants proposed program, for delivering overall services to at-risk and expelled students. These domains are:

- **Personnel/Leadership Indicators** –Evidence of staffing and leadership that is conducive to dynamic program implementation.
- **Process Indicators** - Evidence of engaging target populations, delivering appropriate programming, and broadening outreach efforts.
- **Evidence-based Programs** – Evidence of consistent use of promising practices or evidence-based strategies in program or policy implementation.
- **Clear Linkages** – Include evidence of performance measures and activities that are related to the grant for current funding year.
- **Feedback Loop** – Evidence that data are being used to improve program implementation.
- **Congruency** – Evidence exists that frontline staff activities are aware of and engaging in activities that are congruent with the activities of the grant/program plan.
- **Sustainability** – Evidence exists that the program is engaged in efforts to foster culture change and enhance sustainability.

For each of these domains, grantees were rated on a rubric scale. The scale rating not evident (0), needs improvement (1), meets expectations (2), exceeds expectations (3), or exemplary (4).
The results show that in general, year one grantees were more likely to score around meets expectations (*Mean*=1.8) while forth year grantees were more likely to score around exceeds expectations (*Mean*=3.0).

CHART 8 shows the average scores and ratings for the seven domains for grantees in year one and in year four.

CHART 8: SCORES ON IMPLEMENTATION RUBRIC
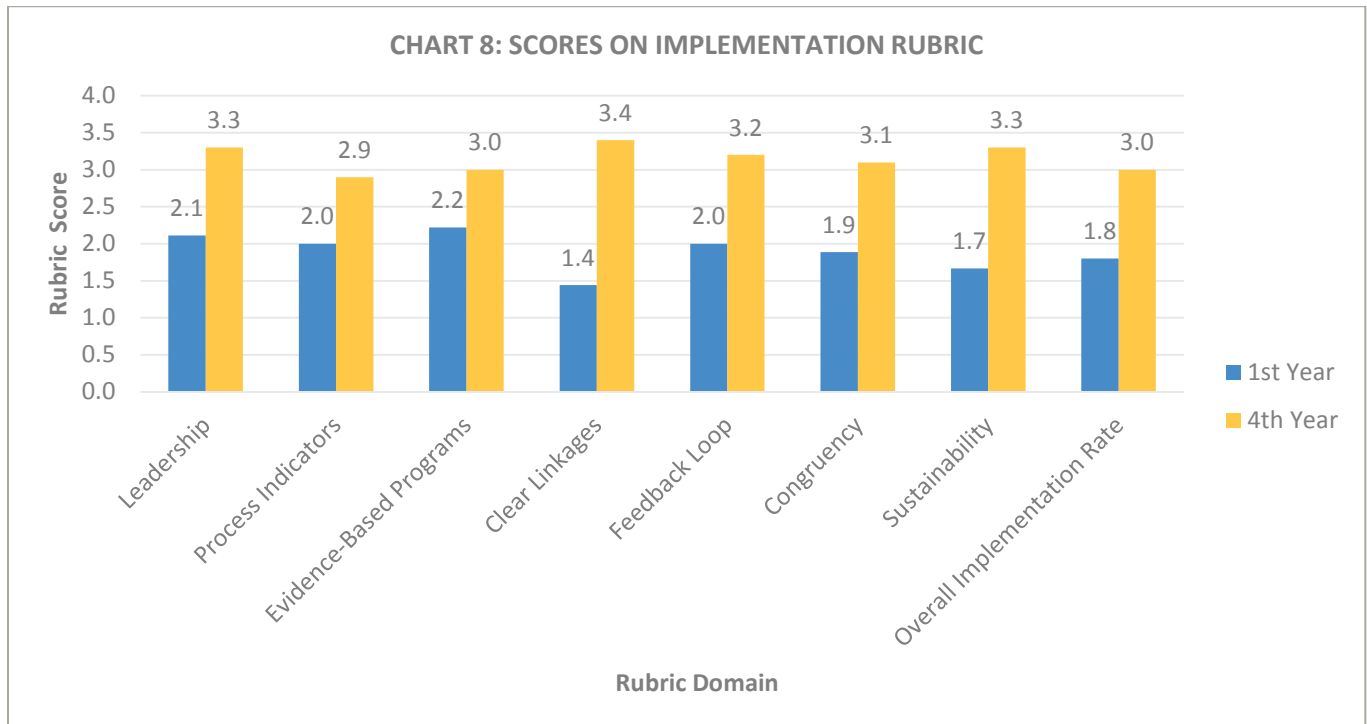
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

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

- 65 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.
    - The dropout rate of expelled 7-12 grade students in an EARSS program was 3.8 percent, which is an increase from last year's rate of 2.5 percent.

- 83 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within the same school district.
    - The dropout rate of at-risk 7-12 grade students in an EARSS program was 3.9 percent which is higher than the state dropout rate for 2013-2014 (2.4%).

These outcomes are based on reporting by grantees on the status of students at the end of the funding period, which ended on June 30, 2015.   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.*

Alternatives to Expulsion

Student Success Story submitted by an EARSS Grantee

"The student came to us in April of 2012, a young, loud, addicted student who was not attending/failing everything at the traditional high school, and they wanted him out. He was at risk for expulsion based on two previous incidents: defiance of authority and ditching (both of which also involved suspected drug use)…All of the staff mentored the student, supported him academically, socially, and emotionally… he graduated on time, with a job, enlisted in the US Army, drug free, and full of goals and confidence."

Parent Outcomes

In addition to students, 7,196 parents/guardians of 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 1,097 more parents served in 2014-2015 compared to 2013-2014.
- Grantees reported that 52.2 percent of parents/guardians improved their ability to support their child's learning.
- Grantees indicated that the most common examples of parent/family supports, services, and interventions used included frequent communication with parents, parent education programs, home visits, counseling services, referrals to community services, and parent events at the school.

Promoting Parent-School Partnerships

Parent Success Story submitted by an EARSS Grantee

"First semester mother wasn't involved in any school events…Repeated attempts to get mother to allow the child to engage in services were refused, and she failed to follow-through on suggested interventions. The parent engagement coordinator began contacting the parent to offer support and to explain the consequences of the child's behavior. She did three home visits with the parent and also made personal phone calls to the parent to invite her to parent teacher conferences and parent nights. The parent is a limited English speaker, and the parent engagement coordinator also provided information to her in Spanish to increase her comfort level. The parent and the parent-engagement coordinator forged a relationship that the parent looked to for support and guidance. For the first time, the parent agreed to counseling for the child. She also agreed to allow the child to engage in the after-school peer mentoring program…His mother attended parent teacher conferences in February and contacted the parent engagement coordinator to help with translation. By the end of the year, mother felt comfortable to connect with the school for any concern and question regarding her students, and she agreed to the interventions described above."

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 aggregated 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	% Reported *Not/Rarely Occurring*	% Reported *Occasionally Occurring*	% 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.*	3.50	4.5%	40.9%	54.6%
2. Communicating effectively: *Families and school staff engages in regular, two-way, meaningful communication about student learning.*	3.59	2.3%	36.3%	61.4%
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.*	3.43	2.3%	52.2%	45.5%
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.*	3.63	0%	36.4%	63.6%
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.*	3.29	6.8%	56.8%	36.4%
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.*	3.41	9.3%	39.5%	51.2%

Source: Colorado Department of Education EARSS End-of-Year Reporting, 2014-2015

Summary of Program Results

Each grantee sets performance objectives in four goal areas:

1) Parent engagement

2) Academic achievement

3) School attendance

4) Safety and discipline or social emotional functioning

For each goal area grantees could report up to two performance objectives (one required and one optional objective), for a possible total of eight objectives per grantee. The forty-four grantees identified a total of 268 objectives in 2014-15; 66 parent engagement objectives, 66 academic achievement objectives, 77 school attendance objectives, and 59 safety and discipline or social emotional functioning objectives.

Note: Grantees applying prior to the 2014-15 grant year identified objectives to be achieved by the end of each year. A change starting with 2014-15's application procedures required grantees to chart progress against a 2-year benchmark measure and an end of the 4th year measure.

Grantees rate whether they have exceeded, have met, are making progress, or are not making progress for each of their objectives. Ratings for these objectives include:

- **Exceeded or met their goal**- Grantees reported exceeding or meeting from 31% to 40% of their objectives. The most commonly met objective was in Safety and Discipline or Social Emotional Functioning (43% safety and discipline objectives were exceeded or met).
- **Making progress**- Grantees reported that they were making progress on 59% to 61% of their objectives.
- **Not making progress**- Grantees reported that they were not making progress on 3% to 10% of their objectives.

CHART 9 *shows the percentage by ratings for each of the four objective areas.*
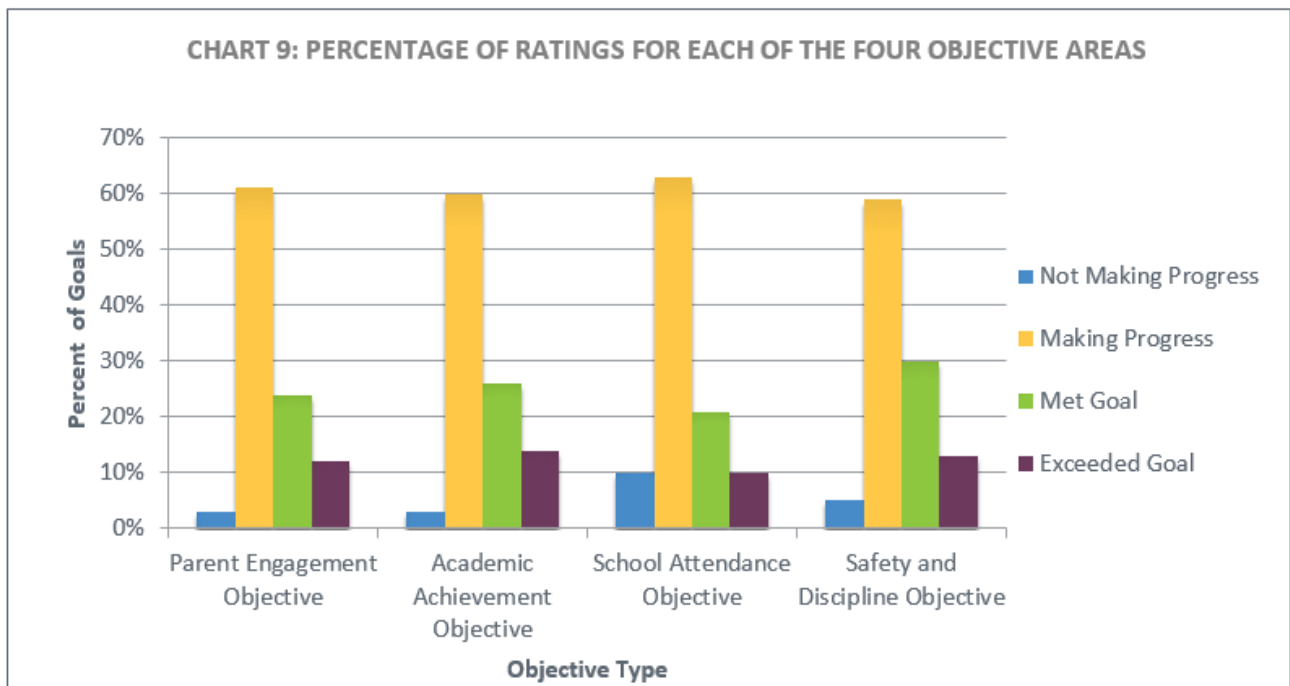
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

To better identify how many objectives (out of 4 required objectives) per grantee were being met, the data was aggregated across all objective areas. In addition, the ratings *exceeded* and *met* were combined. Results showed that 34.1 percent of EARSS grantees reported having met or exceeded at least 3 out of 4 of their required objectives.

Ratings varied by the grantee's year of funding, which supports allowing multiple years for making progress:
- Of the 9 grantees in their first year, 22.2 percent reported meeting or exceeding only 1 out of 4 of their objectives
- Of the 10 grantees in their second year, 40 percent reported meeting or exceeding only 1 out of 4 of their objectives
- Of the 14 grantees in their third year, 35.7 percent reported meeting or exceeding at least 2 out of the 4 objectives
- Of the 11 grantees in their fourth year, 45.5 percent reported meeting or exceeding at least 3 out of 4 of their objectives.

CHART 10 *shows the percentage of grantees that reported meeting or exceeding their objectives (out of 4) within each year of the grant.*

The results indicated that, as grantees progressed in the program, more of their objectives were met. Grantees in their first year are still in the process of implementing their EARSS programs, services, and strategies while grantees in their third or fourth year of the grant have programs, services, and strategies well 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: Description of Strategies.*
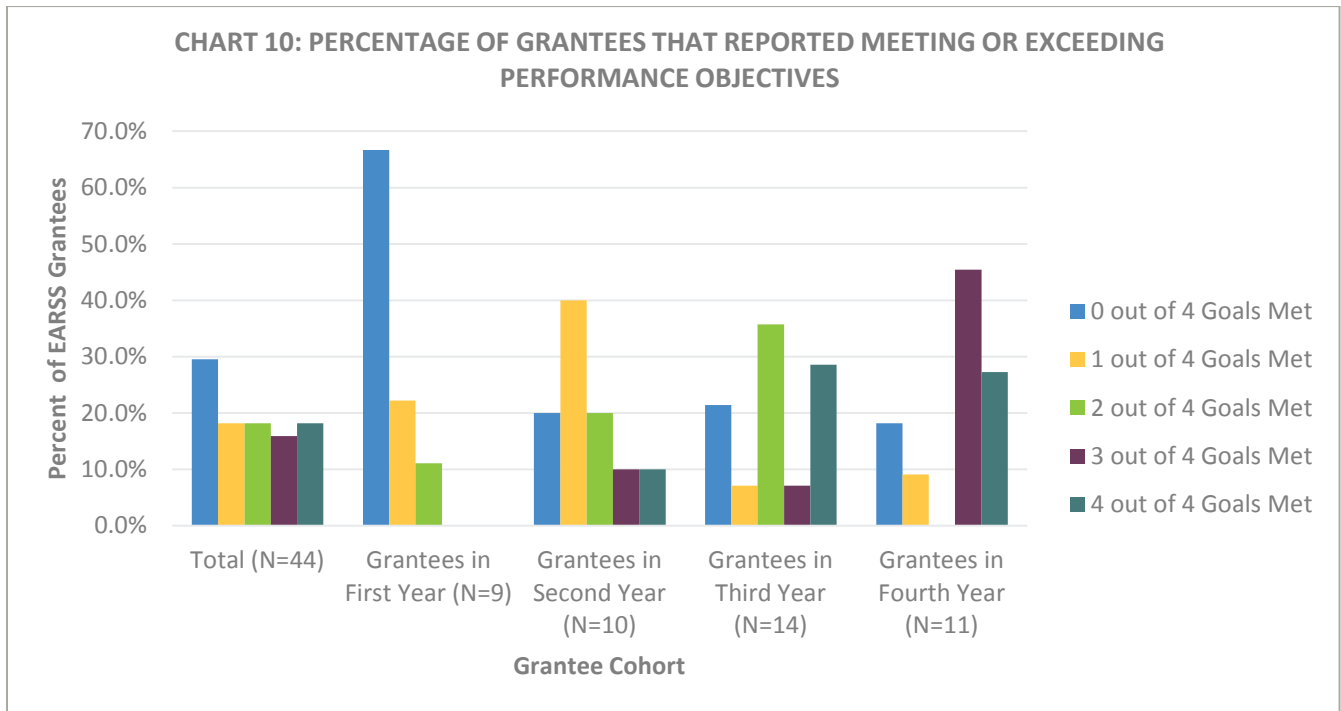
CHART 10: PERCENTAGE OF GRANTEES THAT REPORTED MEETING OR EXCEEDING PERFORMANCE OBJECTIVES

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

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:

- 77.3 percent of EARSS grantees reported using observed behavior improvement and/or reports by school staff and/or student.
- 63.6 percent of EARSS grantees reported increasing parent participation.
- 54.5 percent of EARSS grantees reported following up with parents after referrals.

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		
Example Theme	**Description**	**Example Quote**
Positive Parent Engagement Circumstances		
Parent-Staff Communication	Responses indicated that grantees were able to keep open and frequent communication with parents via emails, phone calls, meetings, and home visits.	*"Our parent engagement coordinator has worked to engage the parents of our most at-risk students…our parent engagement coordinator did home visits with these parents, did personal invitations to RTI meetings, parent nights, parent classes, and parent-teacher conferences. Our parent-engagement coordinator is bi-lingual, greatly enhancing her ability to communicate and relate to parents."*
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.	
Parent Liaisons/ Coordinators	Responses indicated that contacting parents, building relationships with parents, and increasing parent engagement was facilitated by having staff dedicated to work with parents (e.g., parent liaisons, parent coordinators, and outreach teams).	
Negative Parent Engagement Circumstances		
Environmental Barriers	Responses indicated that external barriers (e.g., lack of transportation) negatively impacted parent engagement goals. This also made it difficult to track parents over time to report improvements.	*"Issues negatively affecting progress were parent work schedules, parent phone number and address changes but not reported to schools, homelessness and multiple environmental factors or stressful situations."*
Staff Limitations	Responses indicated that it was difficult for some grantees to reach their parent engagement goals and build relationships with parents due to staff limitations (e.g., late hire and turnover).	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Results for Academic Achievement Objectives

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

- 90.9 percent of EARSS grantees reported tracking students' completion of coursework and classes.
- 65.9 percent of EARSS grantees reported tracking reduction of failing grades in core classes.
- 54.5 percent of EARSS grantees reported students completed credit recovery.

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 ACHIEVEMENT OBJECTIVE - CIRCUMSTANCES AND ISSUES		
Example Theme	**Description**	**Example Quote**
Positive Academic Circumstances		
Use of Multiple Programs and Strategies	Responses indicated the use of more than one academic strategy (e.g., credit recovery, online classes, and case managers) was essential in reaching academic goals.	*"Circumstances that have positively benefited our academic objective are the availability of course completion interventions at the middle school and high school, homework help, Friday school, and ZAP are three programs that have provided time and space for students to complete missed assignments, finish homework, and be in contact with a supportive adult in the school."*
Individualized Attention	Responses indicated that grantees had one on one instruction or smaller class sizes which allowed for more individualized student attention.	
Negative Academic Circumstances		
Behavioral Problems	Responses indicated that behavioral problems for some students impeded reaching academic goals. The most cited problem was truancy.	*"At the end of the year both staff members were replaced and this will mean a significant amount of training and relationship will be necessary as the new school year begins. Overall, attendance continues to be a major area of concern with the students who have not been successful in their classroom…"*
Lack of resources and staff	Responses indicated that changes in staff or lack of staff caused a setback in achieving academic goals. Similarly, lack of resources was indicated as a barrier.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Results for School Attendance Objectives

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

- 70.5 percent of EARSS grantees reported monitoring attendance on a weekly or daily basis.
- 63.6 percent reported making attendance comparisons from baseline to year-end.
- 56.8 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: SCHOOL ATTENDANCE OBJECTIVE - CIRCUMSTANCES AND ISSUES		
Example Theme	**Description**	**Example Quote**
Positive Attendance Circumstances		
Communication with Parents	Responses indicated that constant communication with parents about their child's attendance was effective at reaching attendance goals (e.g., phone calls, meetings, letters).	*"The attendance advocates are so committed to these students and to the work they do… they also are very purposeful about making it more difficult for students NOT to go to school than to be there because they call them, text them, go to their homes, work, and friends' houses to track them down and get them back to school."*
Staff Focused on Attendance	Responses indicated that having a staff member or a team (e.g., attendance advocate, truancy team, truancy coordinator, and attendance liaisons) focused on attendance helped in achieving their attendance goals.	
Negative Attendance Circumstances		
Life Circumstances	Responses indicated that 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 students' living circumstances, including health issues, the legalization of marijuana, cultural norms, parental responsibilities, and financial insecurity (the obligation to support the family over school) often negatively impact their attendance."*
Lack of Parent Involvement/ Support	Although communication with parents was a positive circumstance for many of grantees, some responses also indicated that there was a lack of parent support and involvement in regard to attendance strategies.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

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:

- 63.6 percent of EARSS grantees reported tracking decline in suspensions.
- 61.4 percent of EARSS grantees reported comparison of discipline and referral records from baseline to year-end.
- 45.5 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		
Example Theme	Description	Example Quote
Positive Safety and Discipline or Social Emotional Functioning Circumstances		
Alternative Disciplinary Practices	Responses indicated that implementing alternatives to zero tolerance practices (e.g., Positive Behavioral Intervention Supports, restorative justice practices) was helpful in reaching safety and discipline or social emotional functioning objectives.	*"We utilize a number of interventions to reach this goal. These includes counseling, service-learning, experiential learning, adventure education, life skills/character education, and mentoring."*
Collaboration	Responses indicated that fostering collaborations with outside organizations and agencies was helpful in reaching safety and discipline or social emotional functioning objectives.	
Focus on Mental Health	Responses indicated that many of the grantees included mental health components, primarily counseling, in reaching safety and discipline or social emotional functioning objectives.	
Negative Safety and Discipline or Social Emotional Functioning Circumstances		
Inconsistent Disciplinary Practices and Consequences	Responses indicated that inconsistency in follow through of disciplinary practices impacted safety and discipline or social emotional functioning goals.	*"Significant mental health issues that many of our students are dealing with, compounded by ongoing family issues."*
Mental Health issues	Responses indicated that mental health issues (e.g., trauma, substances) prevented grantees from meeting their safety and discipline or social emotional functioning goals.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

# Strategies Used and Outcomes for Facility Schools

Students served by facility schools with EARSS funding made up 11.9 percent of all EARSS students served in 2014-2015 (13.5 percent expelled and 11.5 percent at risk of suspension or expulsion). Five facility schools were in their 4th year of funding and two facility schools were in their 1st year of funding. A brief summary of strategies used and outcomes observed reported by facility schools can be seen in the sections below.

Program Strategies Used by Facility Schools
This section breaks down the percentage of most commonly used strategies and services (i.e., academic and attendance strategies, social emotional and behavioral supports, and system approaches) used by facility schools.

- **Academic and Attendance Strategies-** All facility school grantees used funding for credit recovery. Six out of 7 facility school grantees used funding for high school equivalency preparation classes and online based learning.
- **Social Emotional and Behavioral Support Strategies-** Six out of 7 facility school grantees funded character education. Four out of 7 facility school grantees funded wrap-around services.
- **System Approaches and Strategies-** Six out of 7 facility school grantees reported funding both professional development and transition planning.

These results indicate that facility schools fund different services than other EARSS grantees (with the exception of credit recovery). ***CHART 11*** lists the strategies most commonly funded by facility schools.
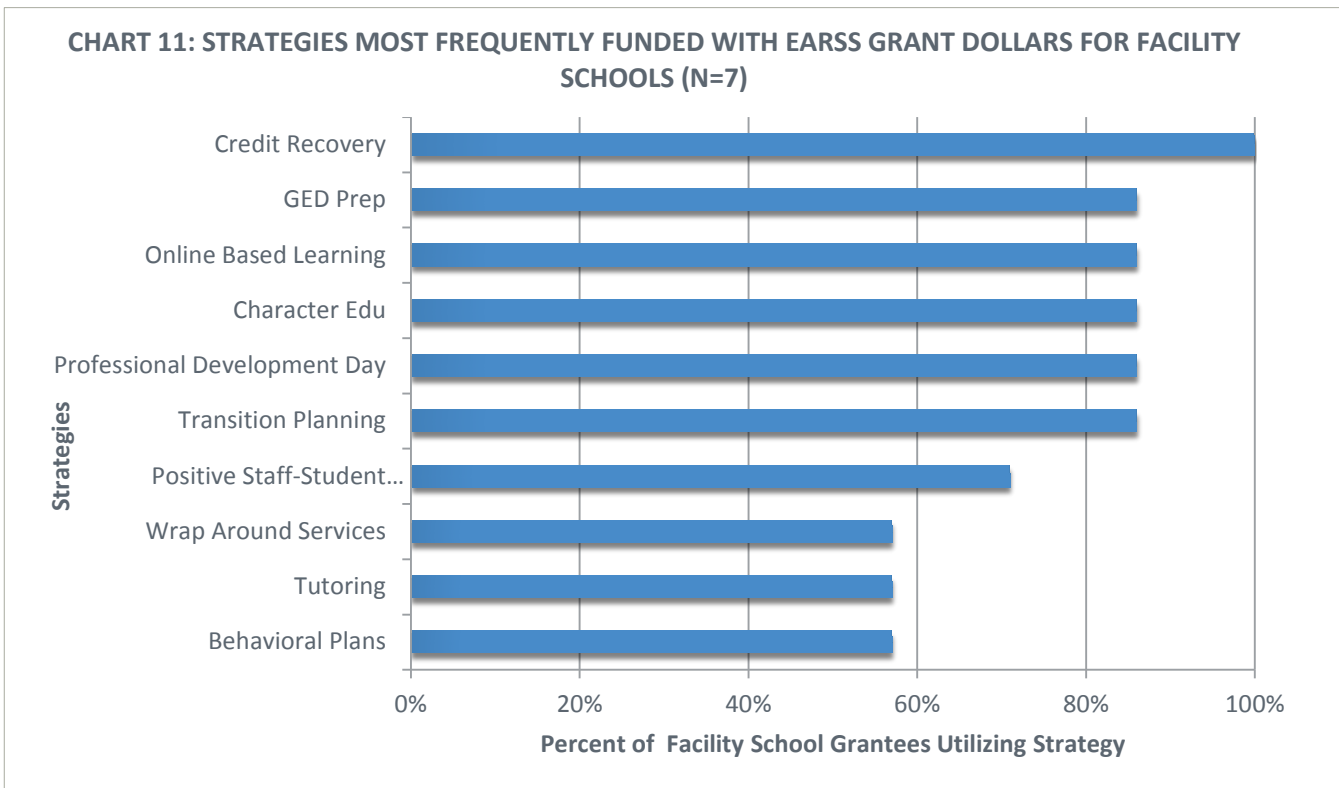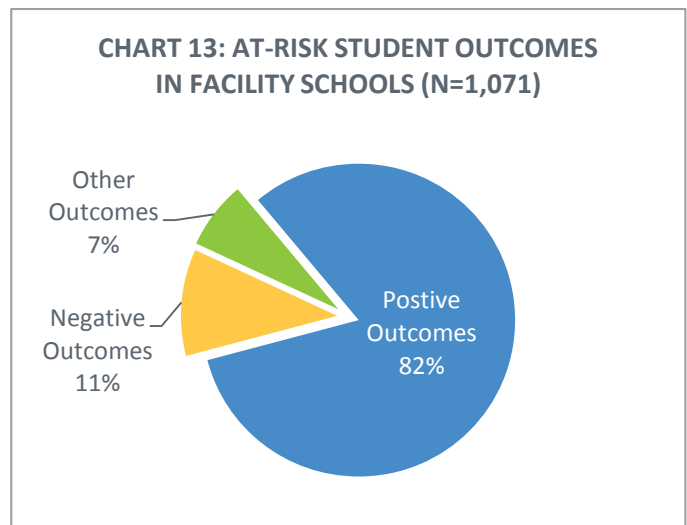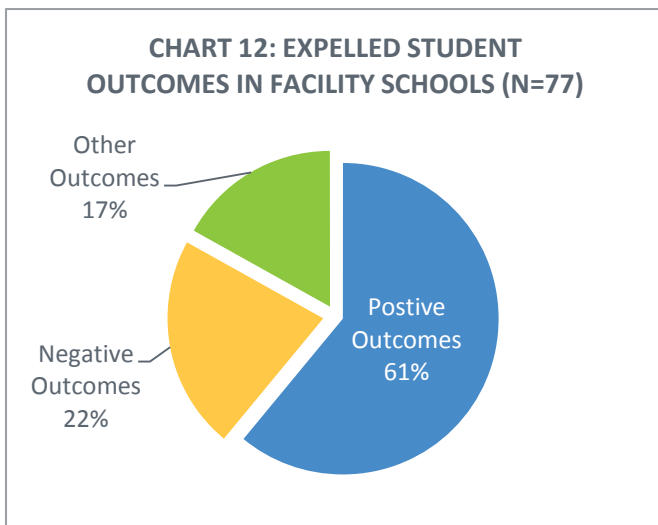

CHART 11: STRATEGIES MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR FACILITY SCHOOLS (N=7)

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Outcomes for Students Served by Facility Schools

- 61 percent of expelled students served by facility schools experienced positive outcomes (e.g., school completion, continuation of education, completion of expulsion, and return to school).
  - o The dropout rate of expelled 7-12 grade facility school students in an EARSS program was 2.6 percent.
- 82 percent of at-risk students served by facility schools experienced positive outcomes (e.g., school completion, continuation of education within the same school district).
  - o The dropout rate of at-risk 7-12 grade facility school students in an EARSS program was 2.9 percent.

CHART 12 and *CHART 13* depict the outcomes reported for expelled and at-risk students in facility schools.

CHART 12: EXPELLED STUDENT OUTCOMES IN FACILITY SCHOOLS (N=77)

Other Outcomes 17%
Negative Outcomes 22%
Postive Outcomes 61%

CHART 13: AT-RISK STUDENT OUTCOMES IN FACILITY SCHOOLS (N=1,071)

Other Outcomes 7%
Negative Outcomes 11%
Postive Outcomes 82%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Outcomes for Parents Served by Facility Schools

Facility schools funded by EARSS provided services and supports to 722 parents/guardians.

- These grantees reported 73.3 percent of parents/guardians improved their ability to support their child's learning.
- An example parent/family supports cited by facility school grantees included weekly check in and progress reports, parent night/open house, individual and family therapy, wrap around services, frequent communication with parents, and in home services.

Example Family Support Interventions
"Parents are included in all education decisions including staffing, IEP meetings, and educational transition. In addition, parents are included in the integration and process of utilizing the educational behavior coach on staff."

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 period 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.
- Grantees estimated $22.4 million of PPR would be retained in 2015-2016.
- Of the $22.4 million, grantees anticipated investing 19.8 percent of these dollars back into their programs.

Investing PPR dollars can help grantees supplement and maintain quality programming or sustain services upon completion of their four-year grant period.

Sustainability Strategies

Grantees were asked to indicate which actions were taken in 2014-2015 to sustain the program. Across all grantees, the reports are as follows:
- 52% reported building capacity through professional development as a stainability strategy that was used.
- 45% reported that EARSS results were shared with district administrators.
- 41% reported that budget line items were specified to fund strategies

CHART 14 *shows the sustainability strategies used for fourth- year grantees.*

CHART 14: Most Common Sustainability Strategies used by Fourth-Year Grantees
(N=11)

Percent of Grantees (x-axis, 0% to 50%)

Strategies (y-axis):
- Building capacity — ~45%
- Absorption of funds — ~27%
- Budget line items specified — ~27%
- Board member presentation(s) on EARSS results — ~18%
- Applied for grants — ~18%
- Formed secure community partnerships — ~18%
- Shared EARSS results — ~18%
- Training related to EARSS strategies institutionalized — ~18%
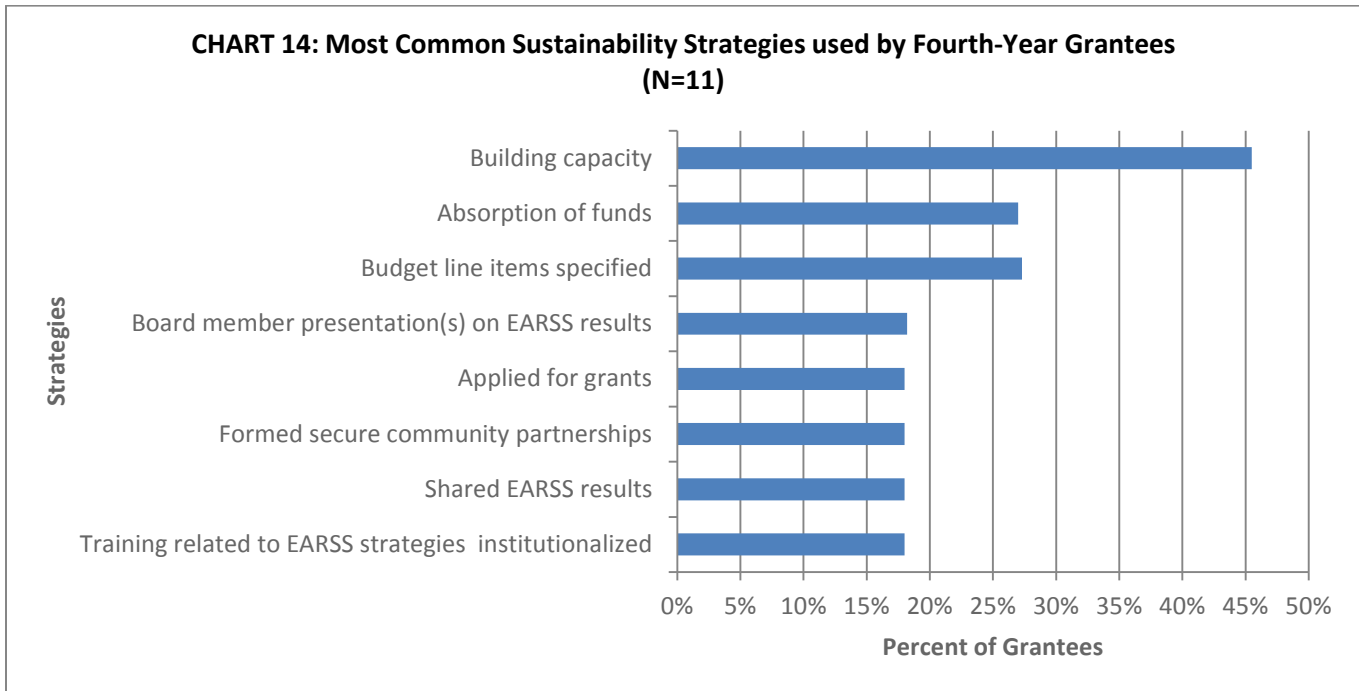
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015

Conclusion

This report includes data collected from 44 grantees in 2014-2015 by self-report and reporting of SASIDs for all students served. Data indicators were also reported by grantee for verification of the self-reported data. The results confirm the effectiveness of the EARSS grant program at increasing parent engagement, improving student progress, and implementing strategies and services.

In 2014-2015, grantees reported positive outcomes for 65 percent of expelled and 83 percent of at-risk students served by the EARSS program. This included outcomes such as continuation of education and school completion. Parents, guardians, and families were also positively influenced by the EARSS program. More than half (52.2%) of parents/ guardians improved their ability to support their child's learning (73.3% in facility schools). In addition, grantees reported positive family-school partnerships.

Most of grantees reported meeting or making progress in meeting their performance objectives in four goal areas - parent engagement, achievement, attendance, safety and discipline/ social emotional functioning. Although 34.1 percent of all grantees reported meeting or exceeding at least 3 out of 4 objectives, the percentage was higher for fourth year grantees (45.5%). By year four, all of the grantees reported meeting all of their objectives. This suggests that most grantees are able to make progress on their goals as they continue developing their program.

In addition, different implementation patterns were also seen during site visits as grantees progressed in the program. Year one grantees scored "meets expectations" across the seven domains of the implementation

rubric, while year four grantees scored "exceeds expectations" on the rubric. This also suggests that grantees make progress in implementation as they continue developing their program.

Academic and attendance strategies (e.g., credit recovery), social emotional and behavioral support strategies (e.g., character education), and the system approaches and strategies (e.g., positive relationships) funded had positive results on performance objectives. Due to these funds, grantees reported that more than 82 percent of expelled students and students at risk for being suspended, expelled, or declared habitually truant were able to make progress towards educational 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

(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.

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.

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

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

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

CDE may use up to 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.

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: 2014-2015 EARSS Grantees

County	Year of 4-year Grant	Grantee	School or Program Funded, or District-wide Strategies	Amount Awarded
Adams	1	School District 27J	27J Intervention Services Program	$77,277
Adams	3	Mapleton Public Schools	Mapleton Expelled and At-Risk Student Services Program	$90,362
Adams	1	Adams 50 School District	Adams 50 CARES	$438,660
Adams	4	Adams 12 Five Star Schools	Adams 12 Five Star Schools	$173,522
Adams & Arapahoe	3	Adams-Arapahoe 28J	Aurora Public School District	$349,048
Arapahoe	1	Excelsior Youth Centers, Inc.	Excelsior Youth Center School	$220,578
Arapahoe	3	Littleton Public Schools	Alternative Education: Options High School; Pathways Program; Redirection Center Day and Evening Programs; Truancy Team; Center for Online Studies Program	$203,768
Arapahoe	3	Sheridan School District 2	Sheridan Alternative Education Program	$218,194
Arapahoe	4	Englewood Schools	Student Support Center	$156,000
Boulder, Broomfield, unincorporated Gilpin	1	Boulder Valley School District Re-2	Boulder At-Risk Student Services (BARSS)	$295,804
Boulder/ Weld	2	St. Vrain Valley School District Re-1J	Multi-School EARSS Initiative	$522,586
Conejos	4	North Conejos RE1J		$60,021
Delta	4	Delta County Joint School District 50	Delta Opportunity School	$42,688
Denver	4	Denver Public Schools	ACE Community Challenge School - Reanudid y Reducir Riesgos	$145,950
Denver	3	Denver Public Schools	Escuela Tlatelolco School (Escuela Success for our Youth)	$71,465
Denver	4	Savio House	Savio House	$87,163
Denver	4	Third Way Center	Expelled and At-Risk Student Services	$110,000
Denver	1	Family Crisis Center School/Denver Human Services	Family Crisis Center School/Denver Human Services	$125,700
Denver	3	Denver Public Schools	PREP Academy	$112,718
Denver	4	Denver Public Schools	DPS Transitions Program	$64,188
Douglas	1	Hope Online Learning Academy Co-Op	Hope Online Learning Academy Co-Op	$140,000
El Paso	2	Pikes Peak BOCES	Tiered Intervention Program for High-Risk Youth	$167,246
El Paso	2	Harrison School District 2	Atlas Preparatory School	$139,380

El Paso	2	Peyton School District 23 JT	Peyton Junior/ Senior High School	$163,230
El Paso	3	Fountain-Fort Carson School District 8	Middle School Student Support Program (Success Academy)	$139,267
Jefferson	4	Shiloh Home	Expelled and At-Risk Student Services	$112,506
La Plata	2	Durango School District 9R	Durango/ Bayfield Youth & Family Services	$214,851
Larimer	4	Turning Point Waverly School	Turning Point Waverly School	$120,031
Larimer	4	Reflections for Youth, Inc.	Expelled and At-Risk Student Services	$74,557
Larimer	2	Thompson School District	EARSS for Secondary Students	$213,600
Larimer	2	Poudre School District	Poudre School District	$136,256
Mesa	3	Mesa County Valley School District 51	Mesa County Valley School District Prevention Services Program	$175,130
Montezuma	1	Montezuma-Cortez School District RE-1	Southwest Open School	$250,000
Montezuma	1	Montezuma-Cortez School District RE-1	Montezuma Student Support Program	$299,461
Montezuma	2	Mancos School District	Mancos Middle & High School	$62,968
Morgan	3	Centennial BOCES	Innovative Connections Academy	$98,000
n/a	3	Charter School Institute	New America School (Lowry, Denver, Lakewood)	$116,034
Pueblo	3	Pueblo City Schools	Pueblo City Schools Alternative Support Programs	$236,040
Pueblo, Fremont and Otero	3	Falcon 49 School District	GOAL Academy Charter School	$83,000
Rio Grande	1	Monte Vista School District (Monte Vista C-8)	Monte Vista School District - Truancy Mediation/Restorative Discipline	$168,170
Saguache	2	Center Consolidated Schools	Center Consolidated Schools	$224,580
Summit	3	Summit School District Re-1	Snowy Peaks High School	$18,300
Weld	2	Greeley Evans School District 6	Ninth Grade EARSS Initiative	$268,328
Weld	3	Johnstown Milliken Weld Re-5j	Roosevelt High School	$50,114

Appendix C: EARSS Program Summaries by Type

Boards of Cooperative Education

BOCES: Centennial
Year of 4-year grant: 3   **FY15 Award Amount: $98,000**
Contact: Tanisha Bules   **Address:**
Phone: 970-370-3663   **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: 2   **FY15 Award Amount: $167,246**
Contact: Deborah Montgomery   **Address:**
Phone: 719-622-2086   **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.

Charter Schools

Charter Authorizer/Fiscal Agent: Denver Public Schools   **County: Denver**
Year of 4-year grant: 4   **FY15 Award Amount: $145,950**
Contact: Eloy Chavez   **Address:**
Phone: 303-436-9588   **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: 2
Contact: Danny Gibbons
Phone: 719-358-7196

County: El Paso
FY15 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. An estimated 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: 3
Contact: Carolyn Gery
Phone: 719-248-8669

Counties Served: Pueblo, Fremont, Otero
FY15 Award Amount: $83,000
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: HOPE Online Learning Academy Co-Op
Year of 4-year grant: 1
Contact: Susan McAlonan
Phone: 720-402-3000

Counties Served:

FY15 Award Amount: $140,000
Address:
373 Inverness Parkway Suite 205
Englewood, CO 80112

School Name: HOPE Online Learning Academy Co-Op
Program Description: HOPE Project Restore
The EARSS grant is intended to increase academic success and the ability for students to follow the code of conduct by increasing access to mental health support, provide assistance to those families who are typically underserved to access mental health services, provide social/emotional curriculum instruction to middle school students once a week to mitigate lack of impulse control, bullying and expand their ability to think critically and plan, and provide behavioral support in the classroom with home connections for students struggling with mental health and behavior issues.

Charter Authorizer/Fiscal Agent: Charter School Institute

Year of 4-year grant: 3
Contact: David Rein
Phone: 303-894-3160

Counties of Schools: Adams, Arapahoe, Jefferson
FY15 Award Amount: $116,034
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. These initiatives will serve 170 students ages 15-20.

Charter Authorizer/Fiscal Agent: Montezuma-Cortez School District Re-1
Year of 4-year grant: 1
Contact: Dave Finely
Phone: 970-565-1150

County of School: Montezuma

FY15 Award Amount: 250,000
Address:
401 N Dolores Rd PO Box DD
Cortez, CO 81321

School Name: Southwest Open School
Program Description: Project Engage will provide support for 125 students at Southwest Open School by improving and differentiating curriculum and instructional strategies to support engagement and learning readiness by expanding the school's character education program, by paring identified students with highly trained and caring advisors/mentors/advocates that systematically provide research-based behavioral and emotional interventions to buoy student success in the areas of attendance and learning readiness, while at the same time engaging the student's families to bolster support.

School Districts

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

County: Adams
FY15 Award Amount: $173,522
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. It will also 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: Adams 50 School District
Year of 4-year grant: 1
Contact: Kristi Labriola
Phone: 720-542-5298

County: Adams
FY15 Award Amount: $438,660
Address:
7200 Lowell Blvd
Westminster, CO 80030

Program Name: Adams 50 CARES
Program Description: Adams 50 CARES (Creating A Responsible and Engaged Student) will reach 800 at-risk and suspended/expelled/truant students at the elementary and middle school level. The program will provide parent support, academic support, behavioral plans/monitoring, mentoring, wellness services, and reintegration of expelled students in the school setting. The intervention will reduce truancy and suspension rates, improve academic performance, and improve parent capacity to support their children. Adams 50 CARES will also establish a district-wide restorative justice approach that will restructure school culture.

District: Arapahoe County School District 6
Year of 4-year grant: 3
Contact: Nate Thompson
Phone: 303-347-3570

County: Arapahoe
FY15 Award Amount: $203,768
Address:
5776 S. Crocker Street
Littleton, CO 80120

Program Name: Alternative Education
Program Description: The EARSS grant will 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: 3
Contact: Barbara Chapman
Phone: 303-344-8060 x29006

County: Arapahoe
FY15 Award Amount: $349,048
Address:
15701 E. 1st Avenue, Suite 217
Aurora, CO 80011

Program Name: Early Intervention Program
Program Description: The EARSS grant will 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. The grant will support over 750 students at two elementary schools, a middle school and high school.

District: Boulder Valley School District Re-2
Year of 4-year grant: 1
Contact: Michele DeBerry
Phone: 720-542-5298

County: Boulder, Broomfield
FY15 Award Amount: $295,804
Address:
6500 Arapahoe Rd
Boulder, CO 80303

Program Name: Boulder At-Risk Student Services (BARSS)
Program Description: The Boulder At-Risk Student Services (BARSS) will provide intensive intervention and wraparound services to the district's highest risk students, serving all 58 schools. The project will target children/youth from preschool through 12th grade who demonstrate multiple risk factors in addition to current truancy and/or delinquency. Services will include: comprehensive needs assessment, counseling, restorative justice for in-school and out-of-school delinquency/infractions, meaningful and specific parent engagement, mental health services, academic/college/career/attendance/behavioral plans, rigorous and extended monitoring, and supports to access other school, district and community resources to help the child and family.

District: Center Consolidated Schools
Year of 4-year grant: 2
Contact: Katrina Ruggles
Phone: 719-754-2232

County: Saguache
FY15 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: 4
Contact: John Jones and Wilyn Webb
Phone: 970-874-7671

County: Delta
FY15 Award Amount: $42,688
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: 4
Contact: Aviva Katz
Phone: 720-423-1231

County: Denver
FY15 Award Amount: $64,188
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 or incarceration to the school setting that best fits students' needs.

District: Denver Public Schools
Year of 4-year grant: 3
Contact: Amy McDiarmid
Phone: 720-424-8459

County: Denver
FY15 Award Amount: $112,718
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: 2
Contact: Jacqueline Oros
Phone: 970-247-5411 x1100

County: La Plata
FY15 Award Amount: $214,851
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: Englewood Schools
Year of 4-year grant: 4
Contact: Diana Zakhem
Phone: 303-806-2005

County: Arapahoe
FY15 Award Amount: $156,000
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: 3
Contact: Nita Gonzales
Phone: 303-964-8993

County: Denver
FY15 Award Amount: $71,465
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: 3
Contact: Clinton Allison
Phone: 719-382-1570

County: El Paso
FY15 Award Amount: $139,267
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: 2
Contact: Jodi Anderson
Phone: 970-348-6303

County: Weld
FY15 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. Goals recommended by the OMNI Institute through an intensive needs assessment analysis will be included in this proposal: increasing student support systems; and developing consistent system-level protocols and practices among school administrators.

District: Mancos School District
Year of 4-year grant: 2
Contact: Brian Hanson
Phone: 970-533-7748

County: Montezuma
FY15 Award Amount: $62,968
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: 3
Contact: Donna Clifford
Phone: 303-853-1008

County: Adams
FY15 Award Amount: $90,362
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: 3
Contact: Catherine Haller/John Pomaski
Phone: 970-254-5488/970-254-7500

County: Mesa
FY15 Award Amount: $175,130
Address:
Basil T Knight Center
2523 Patterson Road
Grand Junction, CO 81505

Program Name: Prevention Services
Program Description: The program will serve 1,200 students grades K-12 in 39 of our district schools. Attendance advocates will support students with below 80% attendance and address barriers to attendance. Substance use suspensions are addressed through a partnership with Colorado West Mental Health. This consists of evaluation, education and therapy for identified students with tutoring for skill deficits.

District: Monte Vista School District (Monte Vista C-8)
Year of 4-year grant: 1
Contact: Robert Webb
Phone: 719-852-5996

County: Rio Grande
FY15 Award Amount: $168,170
Address:
345 East Prospect Ave
Monte Vista, CO 81144

Program Name: Monte Vista School District-Truancy Mediation/Restorative Discipline
Program Description: The Monte Vista School District will employ a comprehensive approach to truancy and behavior concerns through a focus on restorative discipline and academic credit recovery. Truancy Mediation and Behavior Mediation will be key restorative discipline interventions and will help identify academic and other supports that students need in order to succeed. Efforts will also be focused on gathering more complete data to better measure their success.

District: Montezuma-Cortez School District RE-1
Year of 4-year grant: 1
Contact: Lori Haukeness
Phone: 970-749-0485

County: Montezuma
FY15 Award Amount: $299,461
Address:
PO Drawer R
Cortez, CO 81321

Program Name: Montezuma Student Support Program
Program Description: The Montezuma Student Support Program (MSSP) will build a comprehensive student support system within Montezuma-Cortez High School and Cortez Middle School, within the ABC's of drop-out/expulsion/truancy risk factor indicators; Attendance, Behavior and Credits. The purpose of MSSP is to institutionalize a system and culture that provides educational and supportive services to expelled students, students at-risk for expulsion, and students who are habitually truant.

District: North Conejos RE1J
Year of 4-year grant: 4
Contact: Susan Hamilton
Phone: 719-274-5174

County: Conejos
FY15 Award Amount: $60,021
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: 2
Contact: Charine Chase
Phone: 719-749-0417 x517

County: El Paso
FY15 Award Amount: $163,230
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: 2
Contact: Troy Krotz
Phone: 970-490-3295

County: Larimer
FY15 Award Amount: $136,256
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: 3
Contact: Christine Elich
Phone: 719-549-7188

County: Pueblo
FY15 Award Amount: $236,040
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: School District 27J
Year of 4-year grant: 1
Contact: Kevin West
Phone: 303-655-2816

County: Adams
FY15 Award Amount: $77,277
Address:
18551 E 160ᵗʰ Ave
Brighton, CO 80601

Program Name: 27J Intervention Services Program
Program Description: Brighton School District 27J seeks funding to add services designed to improve school attendance, academic achievement, social/emotional functioning and parent capacity. The proposed services include: expand educational programming for expelled services; students at risk of expulsion or suspension and habitually truant students; alternative to suspension classes; individual and family therapy; intensive mental health services; service learning and restorative justice; individual case mentoring; social/emotional curriculum; and parenting classes. These services are expected to reach 226 students grades K-12 each year.

District: Sheridan School District 2
Year of 4-year grant: 3
Contact: Jackie Webb
Phone: 720-833-6932

County: Arapahoe
FY15 Award Amount: $218,194
Address:
4000 S. Lowell Boulevard
Denver, CO 80236

School Name: Sheridan High School
Program Description: This grant will expand the current Student Outreach and Academic Recovery (SOAR) program 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 campus.

District: St. Vrain Valley School District Re-1J
Year of 4-year grant: 2
Contact: Tyrell Hirchert
Phone: 303-702-7805 x 57838

County: Boulder &Weld
FY15 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: 3
Contact: James Smith
Phone: 970-368-1145

County: Summit
FY15 Award Amount: $18,360
Address:
PO Box 7, 150 School Road
Frisco, CO 80443

School Name: Snowy Peaks High School
Program Description: The EARSS grant will 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: 2
Contact: Dan Melendrez
Phone: 970-613-5092

County: Larimer
FY15 Award Amount: $213,600
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 and (3) Expanded Behavioral Intervention Support (Life Skills, Restorative Practices, PBIS, Student Effectiveness Camps).

District: Weld RE-5J
Year of 4-year grant: 3
Contact: Jason Seybert
Phone: 970-587-6804

County: Weld
FY15 Award Amount: $50,114
Address:
110 S. Centennial Drive Suite A
Milliken, CO 80543

School Name: Roosevelt High School (Johnstown)
Program Description: The EARSS grant will create a system 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: Excelsior Youth Centers, Inc
Year of 4-year grant: 1
Contact: Deb Huerta
Phone: 303-693-1550

County: Arapahoe
FY15 Award Amount: $220,578
Address:
15001 E Oxford Ave
Aurora, CO 80014

Program Name: Excelsior Youth Center School
Program Description: Excelsior Youth Center's EARSS program will provide multi-dimensional support to female middle and high school students as they transition from our facility environment to communities and public schools. EYS's program will help approximately 225 girls per year strengthen the educational and community connections in their lives through educational case management services for girls and caregivers, credit recovery, caregiver peer support, and sustainable community connections for girls.

Facility: Family Crisis Center School/Denver Human Services
Year of 4-year grant: 1
Contact: Lisa Saliman
Phone: 720-944-3765

County: Denver
FY15 Award Amount: $125,700
Address:
2929 W 10th Ave
Denver, CO 80204

Program Name: Family Crisis Center School/Denver Human Services
Program Description: The Denver Department of Human Services Family Crisis Center proposes the *Catalyst for School Engagement* program, which will annually serve 164 youth, ages 10-18, who are at high risk for suspension or expulsion, through behavioral interventions and academic social support.
Intervention strategies include: school social worker, credit recovery program, and art programs.
Overarching program objectives include: improve graduation rates among participants, improve student and parent engagement, and increase pro-social behaviors and sense of belonging among participants.

Facility: Reflections for Youth, Inc.
Year of 4-year grant: 4
Contact: Scott Keenan
Phone: 303-403-4177

County: Larimer
FY15 Award Amount: $74,557
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 I services, access to technology, enhanced parental engagement strategies, individualized interventions and transition planning.

Facility: Savio House
Year of 4-year grant: 4
Contact: Tammie Shipp
Phone: 303-225-4060

County: Denver
FY15 Award Amount: $87,163
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: 4
Contact: Kevin Tracy
Phone: 303-932-9599

County: Arapahoe
FY15 Award Amount: $112,506
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 settings across our four school campuses.

Facility: Third Way Center
Year of 4-year grant: 4
Contact: Heidi Coughlin
Phone: 303-780-9191 x676

County: Denver
FY15 Award Amount: $110,000
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: 4
Contact: Lisa Broeder
Phone: 970-567-0940

County: Larimer
FY15 Award Amount: $120,031
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: 2014-2015 EARSS End of Year Reporting Survey

Section I: Contract and Grant Information
   a) Grantee:
   b) Name of Program:
   c) District Code or Facility School Code:
   d) Name of Contact:
   e) Contact Phone Number:
   f) Email:
   g) Survey covers which year of the 4-year grant?: (*Please select one*)

   ☐1st Year   ☐3rd Year

   ☐2nd 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?

   i) Please note if there are any changes to the above information:

Section II: Students Served
Q1. How many students have you served in your program from July 1st through June 30th?

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?
   2b. Of the above number indicated in Q1, how many at-risk students has your programs served?
   2c. Of the above number indicated in Q1, how many high school (9th to 12th grade) students has your program served?

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	
b) Marijuana violation	
c) Alcohol violation	
d) 1st, 2nd degree or vehicular assault	
e) 3rd degree assaults/disorderly conduct	
f) Dangerous weapons	
g) Robbery	
h) Other felonies	
i) Disobedient/defiant or repeated interference	
j) Detrimental behavior	
k) Destruction of school property	
l) Other violation of code of conduct	

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

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	
b) Marijuana	
c) Destruction or defacement of school property/vandalism	
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)	
e) Fights or other violent behavior	
f) Robbery/theft/stealing	
g) Sexual harassment/sexual assault	
h) Truancy	
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	
j) Expelled and/or suspended and transferred to Facility School	

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

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.*

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)	☐	☐	☐

Category	(1) Expelled	(2) At-Risk	(3) Funded by EARSS Grant
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:*	☐	☐	☐
y) Other (please describe):			

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)

    2)

    3)

Family/School Partnering:

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

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** 1- Not occurring 2- Rarely occurs 3- Occasionally occurs 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* ☐1- Not occurring ☐2- Rarely occurs ☐ 3- Occasionally occurs ☐4 - Frequently occurs

b)	**Communicating effectively**—Families and school staff engages in regular, two-way, meaningful communication about student learning.	*Select one* ☐1- Not occurring ☐2- Rarely occurs ☐ 3- Occasionally occurs ☐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* ☐1- Not occurring ☐2- Rarely occurs ☐ 3- Occasionally occurs ☐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* ☐1- Not occurring ☐2- Rarely occurs ☐ 3- Occasionally occurs ☐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* ☐1- Not occurring ☐2- Rarely occurs ☐ 3- Occasionally occurs ☐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* ☐1- Not occurring ☐2- Rarely occurs ☐ 3- Occasionally occurs ☐4 - Frequently occurs

Q11: *OPTIONAL*: Please describe a formal collaboration that is vital to your program's success.
- Name of Partner
- Describe support provided by partner
- Example of result.

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)
- Program intervention/services provided
- Describe the success

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		
b) **Refused services** from EARSS program but returned to or continued at original school		

c) **Successfully completed** the EARSS program and remains in school		
d) **Completed expulsion** and transitioned back to original school		
e) **Facility School Only:** Transitioned to district school or another facility school		
f) **Transferred to another school district** in Colorado, another state or country		
g) **Transferred to detention center**		
h) **Home-schooled**		
i) **Discontinued schooling/dropped out**		
j) **K-6 student exited to an unknown educational setting/status.**		
k) **Expulsion, No Services**		
l) **Expulsion Receiving Services**		
m) **GED Transfer**		
n) **General Education Development Certificate (GED)**		
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.		
p) **Graduated with regular diploma**		

Q14. *OPTIONAL*: Please comment on student outcomes:

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)
- Program intervention/services provided
- Describe the success

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:

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

16c. Parent-Focused Objective 2
　　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)
 (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*)

16f. Please describe special circumstances that have positively affected progress on achieving your parent focused objectives:
16g. Please describe issues that have negatively affected progress on achieving your parent focused objectives:
16h. Of the parents served, how many improved ability to support their child's learning?

Q17. Academic Performance Objective
　　17a. Academic Objective 1:
　　17b. Report Progress on Objective (*select one*)
☐Exceeded goal
☐Met goal
☐Making progress
☐Not making progress

17c. Academic Objective 2:
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*)

17f. Please describe special circumstances that have positively affected progress on achieving your academic performance objectives:

17g. Please describe issues that have negatively affected progress on achieving your academic performance objectives:

Q18. Attendance Performance Objective
  18a. Attendance Objective 1:
  18b. Report Progress on Objective (*select one*)
       ☐ Exceeded goal
       ☐ Met goal
       ☐ Making progress
       ☐ Not making progress

  18c. Attendance Objective 2:
  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)*

18f. Please describe special circumstances that have positively affected progress on achieving your attendance objectives:

18g. Please describe issues that have negatively affected progress on achieving your attendance objectives:

Q19. Safety and Discipline Performance Objective
  19a.Safety/Discipline Objective 1:
  19b. Report Progress on Objective (*select one*)
       ☐ Exceeded goal

☐Met goal
☐Making progress
☐Not making progress

19c. Safety/Discipline Objective 2:
19d. Report Progress on Objective (*select one*)
☐Exceeded goal
☐Met goal
☐Making progress
☐Not making progress

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

19f. Please describe special circumstances that have positively affected progress on achieving your safety/discipline objectives:

19g. Please describe issues that have negatively affected progress on achieving your safety/discipline objectives:

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?

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

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?

Q21b. Of these students, how many remained on track to graduate?

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

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.

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?

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

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)

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*)

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*)

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*)

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*):

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*)

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

29a. Parent-focused objective
29b. (as applicable): Parent-focused objective
29c. Academic objective
29d. (as applicable): Academic objective
29e. Attendance objective:
29f. (as applicable): Attendance objective
29g. Safety/Discipline may address social/emotional objectives
29h. (as applicable): Safety/Discipline may address social/emotional objectives:

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

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.
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.

Q33. Required: Please describe below the non-grant dollars (in-kind) that will support the program in the next year.

[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

Evaluation data were collected from all 44 grantees funded by the 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 2014-2015 school year and that covered the period of July 1, 2014 to June 30, 2015. Three webinars were conducted in preparing grantees to collect and enter data. In addition, throughout the reporting period, EARSS program staff were 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. CDE staff analyzed the data for any irregularities.

Analysis

Data from the materials collected were downloaded from the SEES program as an Excel spreadsheet by the EARSS program staff, which facilitates the statistical analysis of demographic and outcome data. Quantitative and qualitative analysis was conducted by CDE staff. Descriptive statistics were used to calculate both aggregate and disaggregate data.

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.

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

[3] 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.

[4] Osher, D., Bear, G., Sprague, J., & Doyle, W. (2010). *How can we improve school discipline?* Available in the *Educational Researcher,* Volume 39, Pages 48-58.

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

[6] U.S. Department of Justice and U.S. Department of Education. *School Discipline Guidance*. Available at http://www.justice.gov/crt/about/edu/documents/dcl.pdf

[7] Blackborby, J., & Cameto, R (2004). *Changes in School Engagement and Academic Performance of Students with Disabilities*. Available at Wave1 Wave 2 Overview (SEELS). Menlo Park, CA

[8] Finn, D. (1989). *Withdrawing from School.* Available in *Review of Educational Research*, Volume 59*,* Pages 117-142.

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

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