



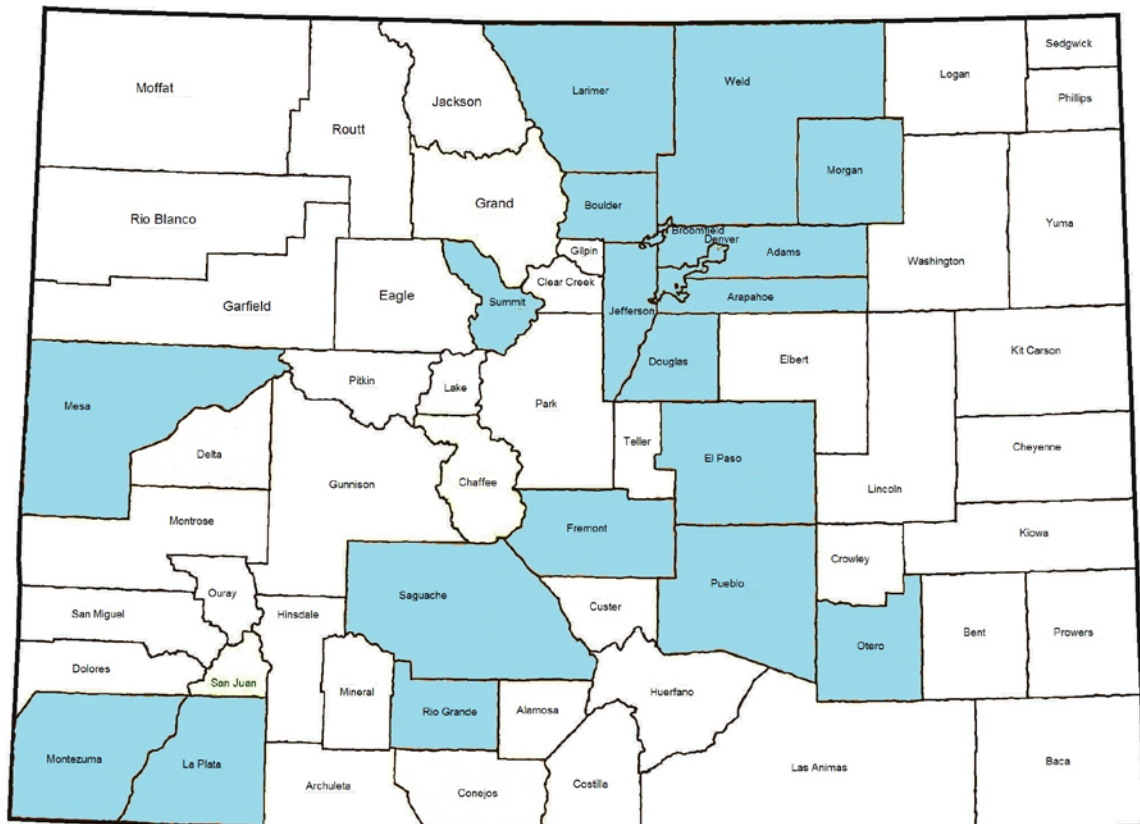
**COLORADO**  
Department of Education

Expelled and At-Risk Student Services Grant Program

# Evaluation Report to the Colorado Legislature

*Grantee Award Period: July 1, 2015 to June 30, 2016*

Colorado County Map





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

Submitted to:  
**Colorado State Board of Education**  
**Colorado House Education Committee**  
**Colorado Senate Education Committee**

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

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

[Rosa\\_J@cde.state.co.us](mailto:Rosa_J@cde.state.co.us)

**Judith Martinez, Director of Dropout Prevention and Student Re-engagement**

[Martinez\\_J@cde.state.co.us](mailto:Martinez_J@cde.state.co.us)

**Janelle Krueger, Expelled and At-Risk Student Services Program Manager**

[Krueger\\_J@cde.state.co.us](mailto:Krueger_J@cde.state.co.us)

**Annette Severson, Consultant, Information Management Services - Data Services**

[Severson\\_A@cde.state.co.us](mailto:Severson_A@cde.state.co.us)

December 2016



## Table of Contents

<a href="#"><u>Executive Summary</u></a>	5
<a href="#"><u>Background: Expulsion Prevention and Intervention</u></a>	7
<a href="#"><u>The EARSS Grant Program</u></a>	8
<a href="#"><u>Students Served</u></a>	11
<a href="#"><u>Program Strategies and Implementation</u></a>	19
<a href="#"><u>Performance Monitoring: Site Visits and Phone Interviews</u></a>	21
<a href="#"><u>Student Outcomes for all Grantees</u></a>	23
<a href="#"><u>Parent Outcomes for all Grantees</u></a>	25
<a href="#"><u>Summary of Program Results for all Grantees</u></a>	26
<a href="#"><u>Program Strategies Used and Outcomes for Facility Schools</u></a>	34
<a href="#"><u>Leveraging Resources and Sustaining Strategies</u></a>	36
<a href="#"><u>Conclusion</u></a>	37
<a href="#"><u>Endnote</u></a>	39
<a href="#"><u>Appendix A: C.R.S. Title 22, Article 33, Part 2: Expulsion Prevention Programs</u></a>	40



---

<a href="#"><u>Appendix B: 2015-2016 EARSS Grantees by County</u></a>	45
<a href="#"><u>Appendix C: EARSS Program Summaries by Type</u></a>	47
<a href="#"><u>Appendix D: 2015-2016 EARSS End-of-Year Reporting Survey</u></a>	59
<a href="#"><u>Appendix E: Description of Strategies</u></a>	71
<a href="#"><u>Appendix F: Evaluation Methodology</u></a>	74

---



## 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 evaluation of the grant to the House and Senate Education Committees by January 1.

In 2015-2016, \$7,113,286 was distributed to grantees.

- The 44 grantees located in 20 counties served 9,094 students.
- Grantees served 5,484 parents/guardians of EARSS students.

### Addressing Unique Needs

In 2015-2016, 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. The EARSS grant program directs resources to support the learning needs and behavioral challenges of these students.

### Expelled Students Served by EARSS Grant

EARSS grantees reported serving 403 expelled students. The most common reasons for student participation included marijuana violations (34.0%), detrimental behavior (13.4%), and disobedient/defiant behavior (10.7%).

### Students at Risk of Suspension or Expulsion Served by EARSS Grant

EARSS grantees reported serving 8,691 at-risk students, which represented 95.6 percent of students served. Students participating in an EARSS program were identified as “at-risk” mainly due to truancy issues (49.4%), disobedience (17.8%), detrimental behavior (10.9%), and marijuana violations (9.5%).

### Demographics for Expelled Students Served by EARSS Grant in Non-Facility Schools

“Non-facility” refers to the EARSS grantees representing school districts, alternative education schools and charter schools within school districts or the Charter School Institute, Boards of Cooperative Education, and non-public non-parochial schools. Of the available data for the expelled students served in non-facility schools, 73.4 percent served were male and most were Hispanic (51.6%) or White (37.5%); 14.4 percent had a special education designation; 18.3 percent were classified as English learners; and 71.1 percent were in 9<sup>th</sup> to 12<sup>th</sup> grade.

## REPORT HIGHLIGHTS

EARSS grants are made to eligible applicants to assist in providing educational services and support to expelled students, those at risk of being suspended or 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 2015-2016, a total of 44 EARSS grantees served 9,094 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 lower than dropout rate posted by the state’s alternative schools.

14.4 percent of the expelled students served had a special education designation exceeding the state rate of 10.3 percent.

18.3 percent of the expelled students served were classified as English learners, exceeding the state rate of 14.2 percent.



## Demographics for Students at Risk of Suspension or Expulsion Served by EARSS Grant in Non-Facility Schools

Of the available data for the at-risk students served, 58 percent were male. Most of the at-risk students served were Hispanic (52.8%) or White (35.8%); 13.3 percent had a special education designation; and 22 percent were classified as English learners. The highest percent of at-risk students served were in 9<sup>th</sup> to 12<sup>th</sup> grade (51.4%).

## Demographics for Students Served by EARSS Grant in Facility Schools

Formerly known as *Approved or Eligible Facilities*, the term “Facility School” refers to educational programs and services that are provided by a facility. Six facility schools funded by the EARSS grant served 682 students. Of the available data for 597 students served, 58.3 percent were male. Most of the students served were American Indian or Alaska Native (30.4%) or White (27.0%); 18.7 percent had a special education designation; and 5.2 percent were classified as English learners. The highest percent of facility school students were in 9<sup>th</sup> to 12<sup>th</sup> grade (68.9%).

## Student and Parent Outcomes

EARSS grantees reported that 76.4 percent of expelled students experienced positive outcomes. These outcomes reflect school completion, continuation of education, completion of expulsion, and return to school. The dropout rate of expelled 7<sup>th</sup> to 12<sup>th</sup> grade students in an EARSS program was 4.0 percent. This is lower than the last reported state dropout rate for alternative schools, which was 17.9 percent.

EARSS grantees reported that 87.5 percent of at-risk students experienced positive outcomes. These outcomes reflect school completion and continuation of education within the same school district. The dropout rate of at-risk 7<sup>th</sup> to 12<sup>th</sup> grade students in an EARSS program was 3.9 percent, which was an increase from last year’s rate of 3.0 percent. Of the 5,484 parents/guardians served, 47.5 percent improved their ability to support their child’s learning as reported by EARSS grantees.

## EARSS Program Results

Program results are based on grantee self-reports with evidence of measureable indicators to substantiate responses. Program results are based on tracking grantees’ progress on performance objectives in four goal areas: 1) Parent Engagement, 2) Academic Achievement, 3) School Attendance and 4) Safety and Discipline or Social Emotional Functioning.

When the percent of “met goal” and “exceeded goal” are combined for all grantees, 59.1 percent of EARSS grantees reported having met or exceeded two or more of their objectives. However, the ratings varied based on the grantee’s cohort. While 18.2 percent of grantees from the first year cohort reported meeting at least two or more of their objectives, 78.6 percent of grantees from the fourth year cohort reported meeting two or more of their objectives.

## EARSS Program Sustainability

The EARSS grant dollar amounts are adjusted through phased reductions 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 engaging expelled students, students at-risk of suspension or expulsion, and truant students to stay in school, school districts will continue to receive PPR for their education. Grantees reported that an estimated \$13.3 million of PPR would be retained in the 2016-2017 school year. Grantees anticipated directing 29.4 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.



## 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 states 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](#).*

### Importance of Addressing Expulsion and Suspension

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

The program's theory of change maintains that more students will stay in school, maintain regular attendance, and make progress toward graduation by providing supports and services to expelled students, offering alternatives to suspension and expulsion, and creating effective attendance and discipline systems in schools.

### What the Research Says:

Exclusionary discipline practices and harsh disciplinary policies disrupt academic achievement and push students out of school.<sup>1</sup>

- Once a student is suspended or expelled, it increases the odds that the student will receive additional expulsions and suspensions, become involved in the juvenile justice system, and/or experience negative academic outcomes (e.g., repeating a grade, dropping out of school).<sup>2,3</sup>
- A student's likelihood of being arrested is also highest during a suspension or expulsion period.<sup>4</sup>

Education-based advocacy groups assert that alternatives to expulsion and suspension will help close the achievement and disciplinary gaps because several student populations are disproportionately involved in out-of-school disciplinary actions.<sup>5</sup>

- Compared to other student populations, this includes students with educational disabilities, students of color (especially males), English learners, and students with mental health problems.<sup>6,7,8</sup>

### 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, such as traumatic life events, homelessness, or foster care placement. These students may have psychosocial and academic difficulties which can lead to low school engagement.<sup>9</sup> Research has shown that low school engagement is linked to health risk behaviors (e.g., substance use), delinquency, and academic achievement.<sup>10, 11</sup> Low school engagement is also linked to a higher likelihood of being suspended, expelled, and dropping out of school.<sup>9, 11, 12</sup> The EARSS grant program directs resources to address the learning needs and behavioral challenges of these students.

### Definition and Terms

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. 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* as identified by unexcused absences per attendance policies.
- **Educational Services** – These services includes tutoring, alternative, and vocational education for instruction in reading, writing, math, science, and social studies.
- **Facility School** – Formerly known as *Approved or Eligible Facilities*, the term, “Facility School” refers to educational programs and services that are provided by a facility. A facility is defined as a day treatment center, residential child care facility, or other facility licensed by the Department of Human Services or hospital licensed by the Department of Public Health and Environment pursuant to Colorado statute.

### 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.





- **Non-Facility School** – Represents school districts, alternative education schools and charter schools within school districts or the Charter School Institute, Boards of Cooperative Education, and non-public non-parochial schools.
- **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.

### EARSS 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 complying with assurances and cooperative agreements.

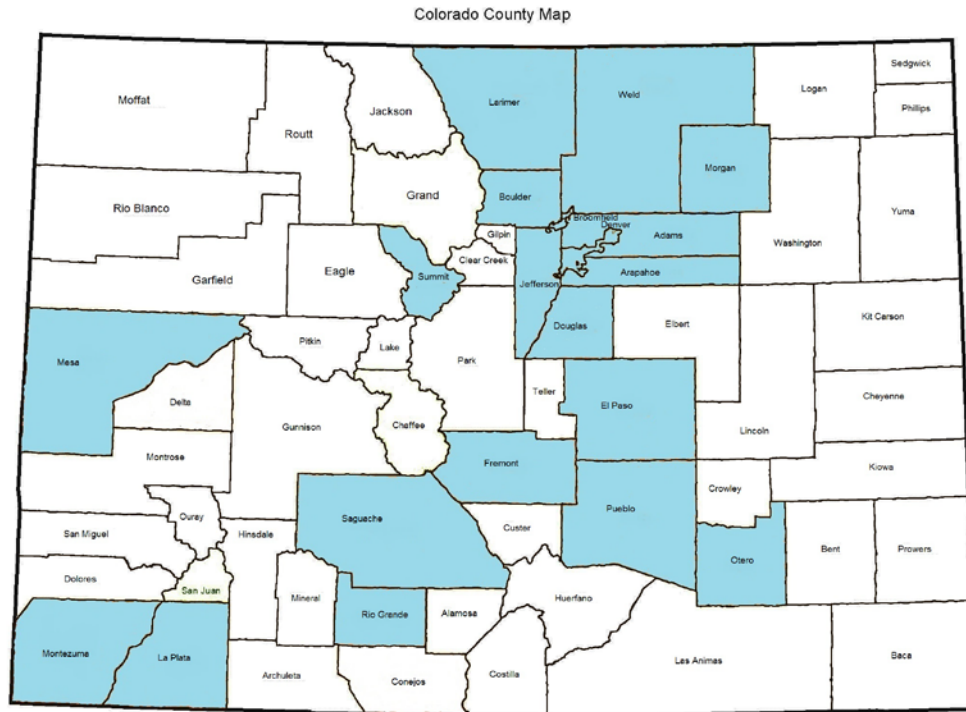
### Reporting Requirements

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 funded grantees represented 20 counties across Colorado and included 28 districts (out of 178 Colorado school districts), 6 facility schools, 5 charter schools, 4 BOCES, and 1 nonpublic non-parochial school.



### 2015-2016 Grant Awards

In 2015-2016, \$7,113,286 was awarded to EARSS grantees. Funds were designated for 33 continuing and 11 new grantees. See [Appendix B: 2015-2016 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 of grantees were in their fourth year (32%). **TABLE 1** shows the number and percent of grantees per cohort year.

**TABLE 1: NUMBER OF GRANTEEES PER COHORT**

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

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

Fourteen grantees (31.8%) served students from more than one school district. This equaled 25.9 percent of the funds awarded. 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 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 and facility schools accept students from several school districts.



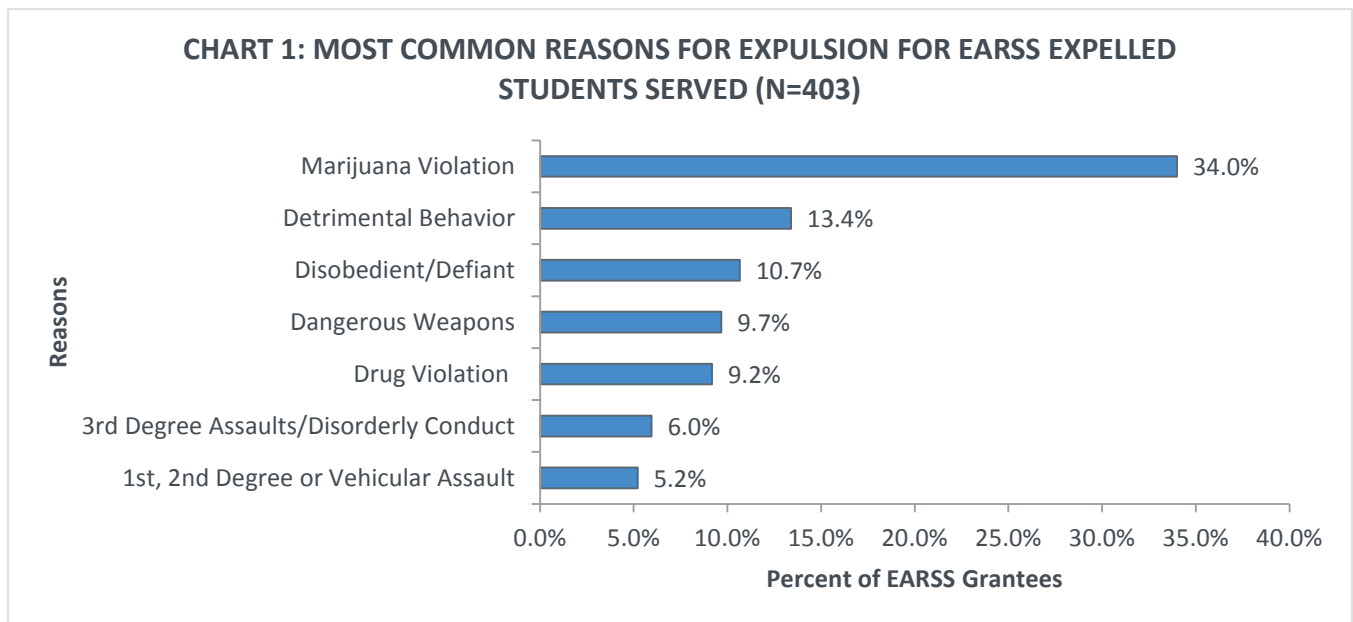
## Students Served

A total of 9,094 students participated in an EARSS program in 2015-2016. The number of participating students decreased from 2014-2015 by 803 students.

### Scope and Reasons for Expelled Students Served

EARSS grantees reported serving 403 expelled students (4.4 % of the 9,094 EARSS students served). Students participating in an EARSS program were expelled primarily for marijuana violations (34%), detrimental behavior (13.4%), or disobedient/defiant or repeated interference (10.7%). This reflects Colorado education statistics which show that the most common reasons for expulsion in 2015-2016 statewide were marijuana violations (20.1%), detrimental behavior (17.8%), and other code of conduct violations (17.6%). **CHART 1** provides a breakout of the most common 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.



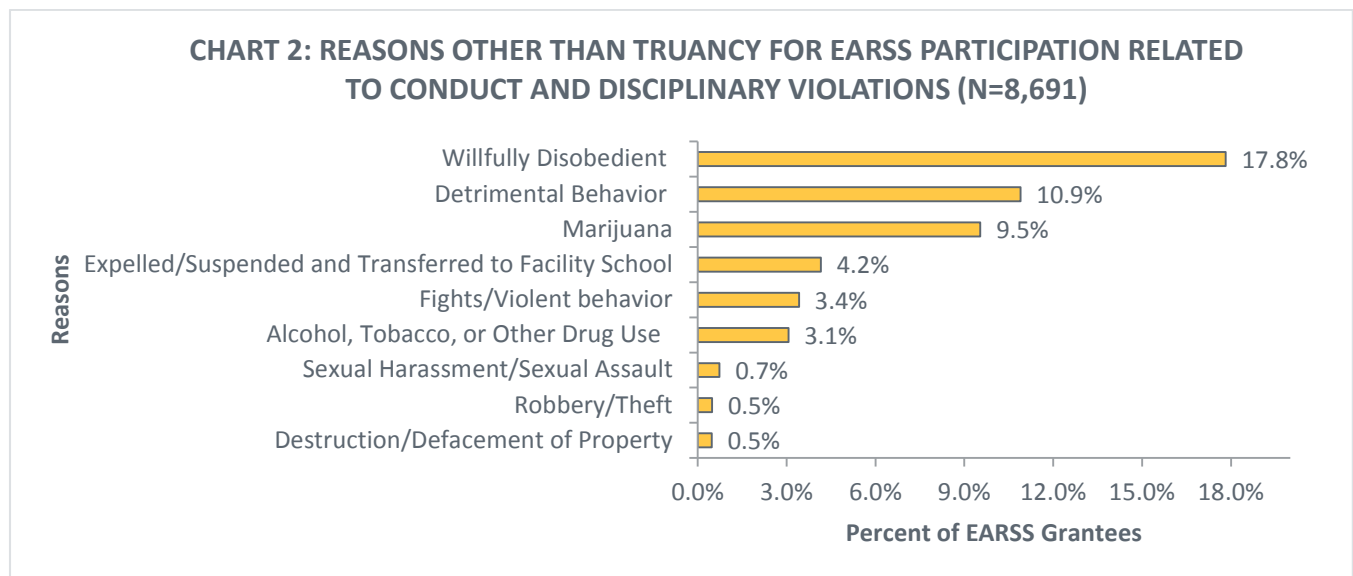
**Note:** Rates do not equal 100% because counts under 16 students were excluded from chart

**Source:** Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

### Scope and Reasons for At-Risk Students Served

In the context of this grant, at-risk refers to a student who is at risk of suspension or expulsion from school. 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*. There were 8,691 at-risk students participating in an EARSS program, which represented 95.6 percent of students served by grantees. It is unclear how many at-risk students there are in Colorado. Approximately 5,310 students were placed in facility schools in Colorado in 2015-2016. Using this information as a proxy for the number of at-risk students, it suggests that EARSS programs served approximately 12.8 percent of the state’s at-risk students.

A high percent of students participating in an EARSS program were identified as “at-risk” because of truancy issues (49.4%). Studies have shown a link between juvenile delinquency and truancy, which makes a case for prevention and supporting regular school attendance.<sup>13</sup> 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 willful disobedience (17.8%), detrimental behavior (10.9%), and marijuana violations (9.5%). **CHART 2** provides a breakout of the reasons, other than for truancy, that at-risk students were served by an EARSS program.



**Note:** Rates do not equal 100% because truancy numbers were excluded from chart

**Source:** Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

### Marijuana Code of Conduct Violations Reported by EARSS Grantees

EARSS grantees were asked to separate out marijuana from all other drug-related violations when reporting the reasons for serving students during the 2015-2016 school year.

- **Expelled Students** – Of the 403 expelled students served by an EARSS program, 34% had been expelled for marijuana-related code of conduct violations.
- **At-Risk Students** – Of the 8,691 at-risk students served by an EARSS program, 9.5% were served due to marijuana-related code of conduct violations.



### Colorado Public PreK-12 School Drug-Related and Marijuana Violations

School districts are required to report drug-related incidents to the CDE. Marijuana-related incidents in Colorado schools were reported statewide for the first time in 2015-16. Alcohol, tobacco, and marijuana incidents were each reported separately from other drugs. Statewide data indicate that drug-related behavior is consistently one of the main reasons for expulsions in Colorado. Of the 969 total statewide expulsions that occurred during the 2015-2016 school year, 142 were for other drug-related violations (14.6%) and 195 were for marijuana violations (20.1%). **TABLE 2** reflects the number of drug-related expulsions and suspensions incidents over the past 5 years.

**TABLE 2: 5-YEAR TREND: COLORADO PUBLIC PREK-12 SCHOOL SUSPENSIONS AND EXPULSIONS FOR DRUG VIOLATIONS (OTHER THAN ALCOHOL, TOBACCO, AND MARIJUANA)**

	School Year				
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Classroom, In-School, Out of School Suspensions	4,561	4,319	4,714	4,529	1,579
Expulsions	718	614	535	446	142
<b>Total School Suspensions &amp; Expulsions</b>	<b>5,279</b>	<b>4,933</b>	<b>5,249</b>	<b>4,975</b>	<b>1,721</b>

Source: Colorado Department of Education, Data Services, 2015-2016

**Note:** A factor that contributed to the decrease in the Colorado incidents of drug-related expulsions and suspensions in 2015-2016 was that marijuana violations were counted for the first time as a separate discipline category. **TABLE 3** reflects the Colorado number of marijuana-related disciplinary incidents.

**TABLE 3: COLORADO PUBLIC PREK-12 SCHOOL 2015-16 MARIJUANA -INCIDENTS BY ACTION TAKEN**

Action Taken	Number of Incidents	Percent
Classroom, In-School, Out of School Suspensions	2,657	3.3% of suspension incidents
Expulsions	195	20.1% of expulsion incidents
Referral to Law Enforcement	832	21.6% of referral incidents
Other Action Taken	20	0.3% of other action taken

Source: Colorado Department of Education, Data Services, 2015-2016



## 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 facility school students are accounted for separately in this report on page 17.

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. For more information on evidence-based, supportive disciplinary methods that serve as alternatives to suspensions and expulsions as well as recommendations on ways to help decrease the disciplinary gap visit: <https://www.cde.state.co.us/dropoutprevention/bestpracticesalternativestozerotolerance>

### Expelled Students

Twenty-five out of the 36 non-facility school EARSS grantees served expelled students (318 students). Complete records were available for 80.5 percent of the expelled students served by an EARSS program in non-facility schools. The available data showed that 73.4 percent of the students served were male. Most of the expelled students served in non-facility schools were Hispanic (51.6%) or White (37.5%).

In comparing the percent of expelled students participating in an EARSS program to the percent of expelled students in the state, a higher percent of Hispanic students 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 4** provides more details on race/ethnicity state comparisons for expelled students.

**TABLE 4: EXPELLED RACE/ETHNICITY COMPARISON OF STUDENT POPULATION TO PERCENT OF STATE EXPELLED AND EARSS EXPELLED STUDENTS SERVED, 2015-2016 (NON-FACILITY SCHOOLS)**

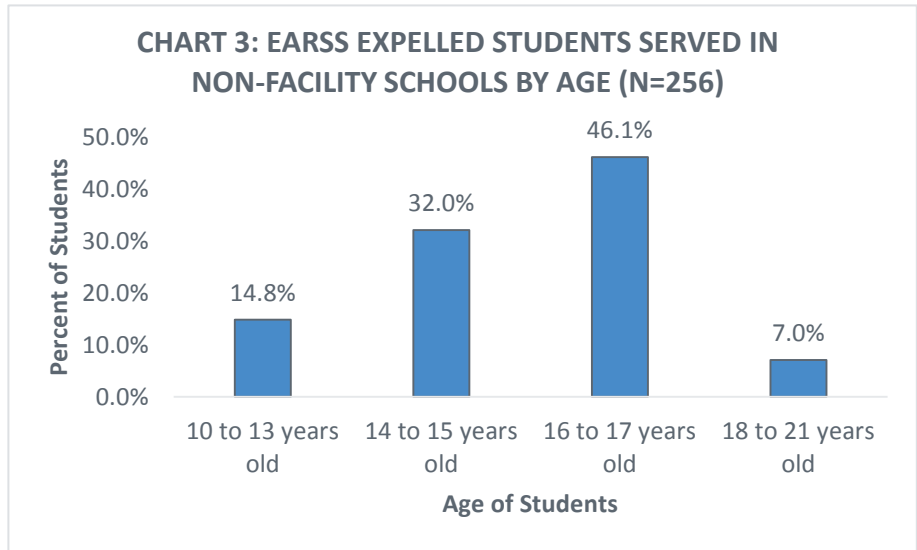
Racial/Ethnic Group	Percent of Student Population	Percent of State Expulsion	Percent of EARSS Expelled Student Served
American Indian/Alaska Native	0.7%	1.4%	N<16
Asian	3.1%	1.1%	N<16
Black	4.6%	11.8%	7.0%
Hispanic or Latino	33.4%	37.9%	51.6%
Native Hawaiian/Other Pacific Islander	0.2%	0.3%	N<16
White	54.2%	41.6%	37.5%
Two or More Races	3.8%	5.9%	N<16

**Note:** Rates for percent of EARSS expelled students served do not equal 100% because counts under 16 were excluded as indicated by "N<16"

**Source:** Colorado Department of Education, Data Services and EARSS End-of-Year Reporting, 2015-2016

Ages of expelled students served in non-facility schools ranged from 10 years old to 20 years old (average age of 15.4 years old) as of November 1, 2015. **CHART 3** shows a breakout by age for the expelled students served by EARSS in non-facility schools.

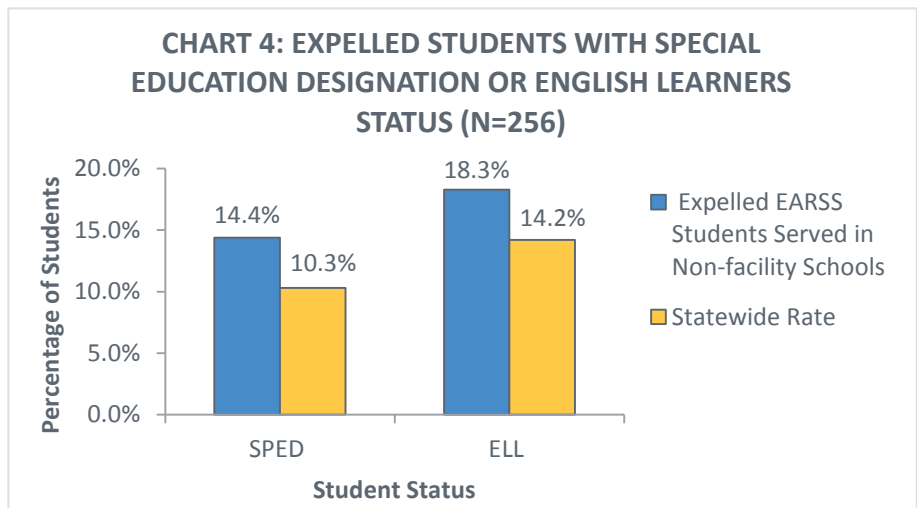
A review by grade level shows that 28.9 percent of expelled students served were between K to 8<sup>th</sup> grade and 71.1 percent of expelled students served were in 9<sup>th</sup> to 12<sup>th</sup> grade.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

It was reported that 14.4 percent of the expelled students served had a Special Education Designation (SPED) and 18.3 were English learners (ELL).

**CHART 4** compares the rate of EARSS expelled students served with a special education designation or English learner status compared to the statewide rate.

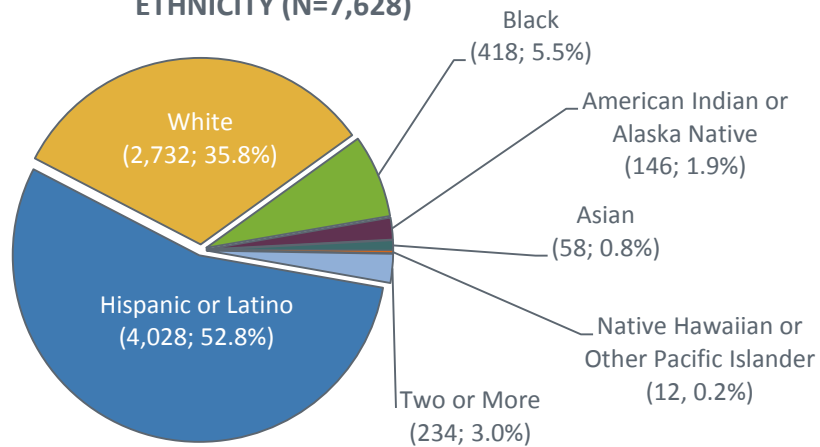


Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

### Students at Risk of Suspension or Expulsion in Non-Facility Schools

All non-facility school EARSS grantees served at-risk students. EARSS grantees served 8,094 students identified as “at risk” of suspension or expulsion. Demographic records were available 94.2 percent of the students at risk of suspension or expulsion served by an EARSS program. Results for the available data indicate that of those served, 58 percent were male. Most of the at-risk students served in non-facility schools were Hispanic (52.8%) or White (35.8%). **CHART 5** shows a breakout by race and ethnicity for the at-risk students served by EARSS in non-facility schools.

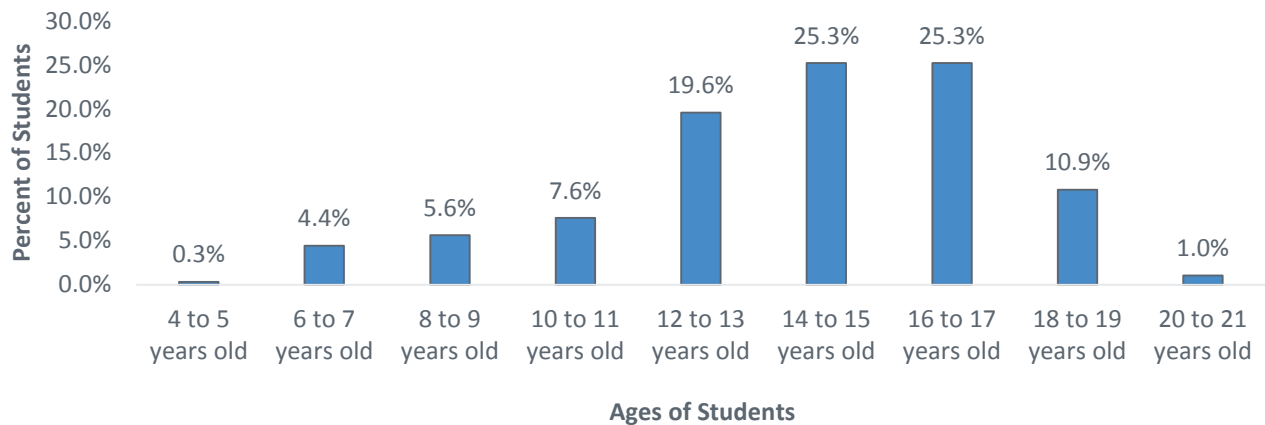
**CHART 5: EARSS AT-RISK STUDENTS IN NON-FACILITY SCHOOLS BY RACE AND ETHNICITY (N=7,628)**



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

Ages of at-risk students served in non-facility schools ranged from 4 years old to 21 years old (average age of 14.1 years old) as of November 1, 2015. **CHART 6** shows a breakout by age for the at-risk students served by EARSS in non-facility schools.

**CHART 6: EARSS AT-RISK STUDENTS SERVED IN NON-FACILITY SCHOOLS BY AGE (N=7,628)**



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

Grade level information was only available for 93.9 percent of at-risk students served in non-facility schools. The highest percent of at-risk students were in high school (51.4%). 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.





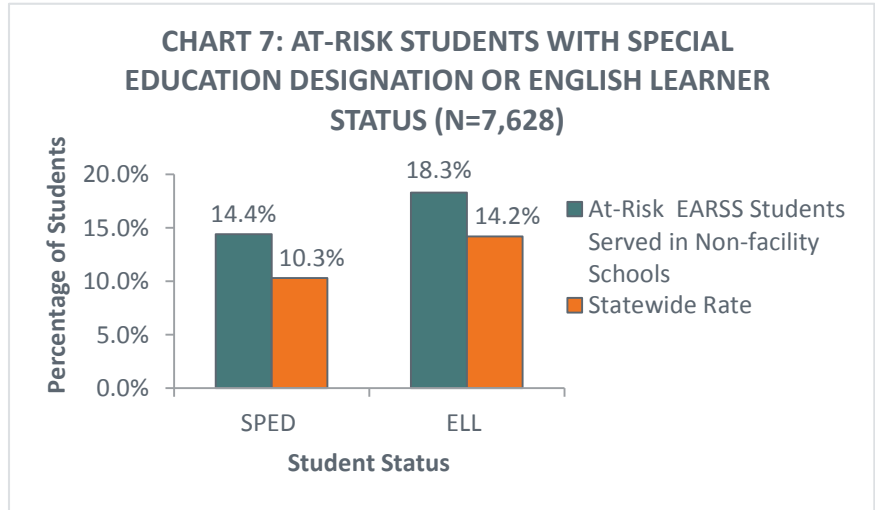
**TABLE 5: EARSS AT-RISK STUDENTS SERVED IN NON-FACILITY SCHOOLS BY GRADE LEVEL (N=7,606)**

Grade Level	K-3	4 to 6	7 to 8	9 to 12
<b>Total</b>	721	1,058	1,917	3,910
<b>Percent of At-Risk Students</b>	9.5%	13.9%	25.2%	51.4%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

Of the data available for the at-risk students participating in an EARSS program, 13.3 percent had a special education designation. This is lower than the rate of expelled students served by an EARSS program. Of the at-risk students served, 22 percent were classified as English learners.

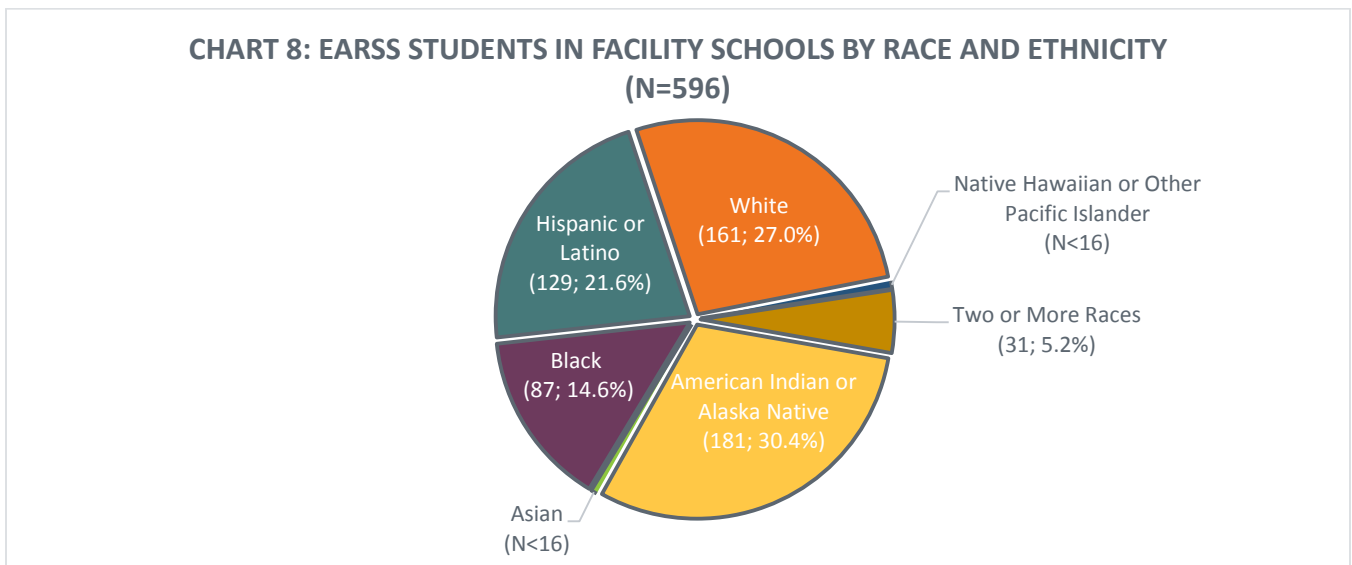
**CHART 7** compares the rate of EARSS at-risk students served with a special education designation or English learner status compared to the statewide rate.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

**Facility Schools**

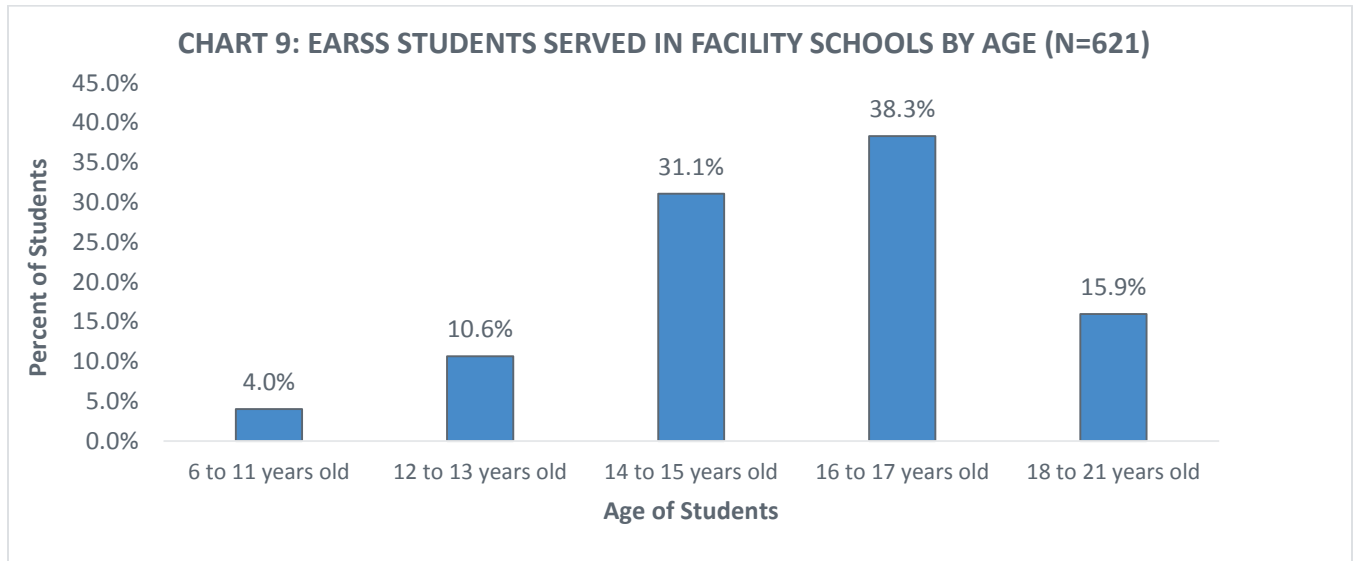
Six facility schools served 682 students. Eight-five students were expelled and 597 students were designated as at risk. Demographic information was available for 91.3 percent of students served in facility schools. The available data indicated that these students were most commonly male (58.3%). Most of the students served in facility schools were American Indian or Alaska Native (30.4%) or White (27%). **CHART 8** shows a breakout by race and ethnicity for students served in facility schools.



Note: Rates do not equal 100% because counts under 16 were excluded as indicated by "N<16"

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

Ages of students served in facility schools ranged from 6 years old to 20 years old (average age of 15.5 years old) as of November 1, 2015. **CHART 9** shows a breakout by age for the students served by EARSS in facility schools.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

Grade level information was only available for 51.3 percent of facility school students served. **TABLE 6** shows a breakdown of grade level for the facility school students served by EARSS.

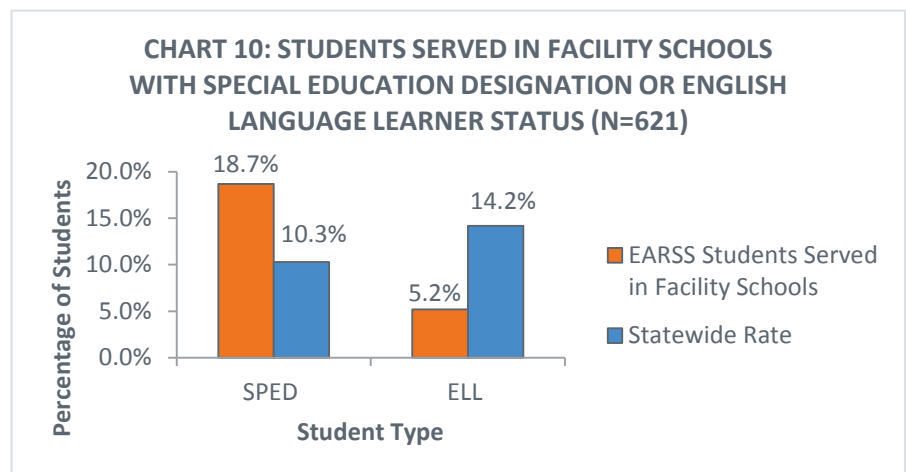
**TABLE 6: EARSS SCHOOL STUDENTS IN FACILITY SCHOOLS SERVED BY GRADE LEVEL (N=350)**

Grade Level	K to 6	7 to 8	9 to 12
Total Students	24	85	241
Percent of EARSS served Facility School Students	6.9%	24.3%	68.8%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

Of the 621 students served in facility schools, 18.7 percent had a special education designation and 5.2 percent were identified as English language learners.

**CHART 10** compares the rate of EARSS students served in facility schools with a special education designation or English learner status compared to the statewide rate.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

## 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. In 2015-2016, grantees used EARSS grant dollars to fund up to 20 strategies with an average of 16 strategies. This section breaks down the percent of most commonly used strategies and services in each of these three areas. For more information on strategies see [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 academic and attendance strategies most frequently funded with EARSS grant dollars included:

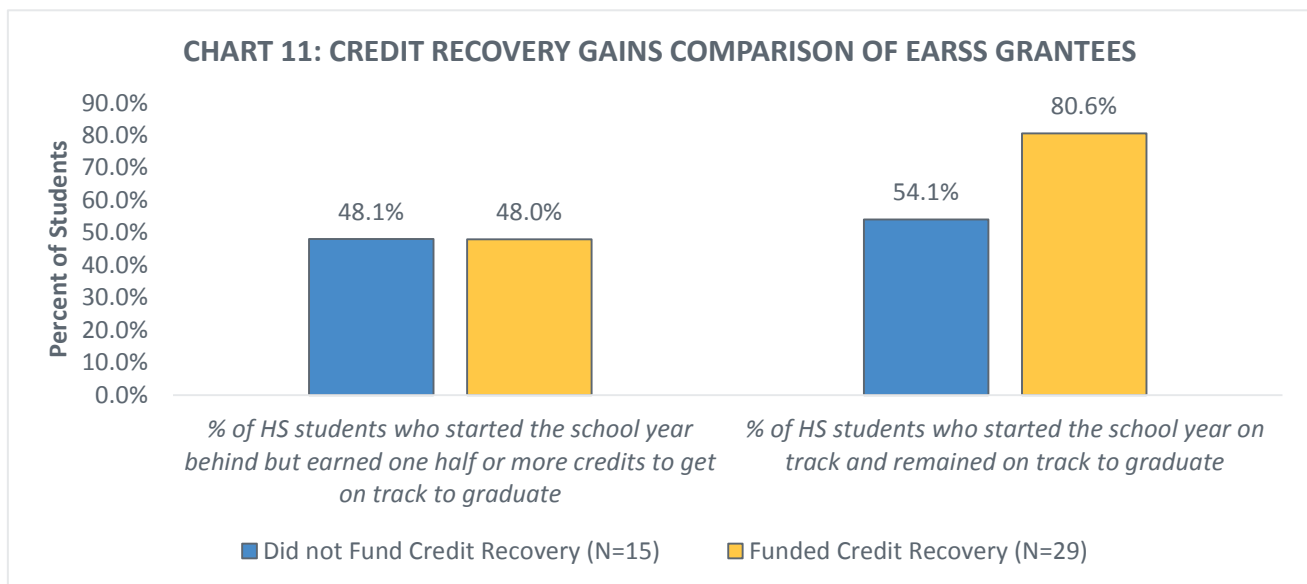
- **Credit Recovery**
  - Refers to programs/activities that allow a student to continue earning course credits and to advance toward graduation and/or facilitate accrual of credits, especially in core courses.
  - This strategy was funded with EARSS grant dollars by 65.9 percent of grantees.

#### Credit Recovery Gains

A total of 4,833 high school students (grades 9 to 12) received services from the 44 EARSS-funded programs. A little over half of high school students receiving services (51.2%) began the school year behind their expected age and credit accumulation for their grade level while 48.8 percent started the school year on track.

The 29 grantees who funded credit recovery served 2,830 high school students (58.5% of all high school students served). Of these students, 56.6 percent of high school students receiving services began the school year behind their expected age and credit accumulation for their grade level while 43.4 percent started the school year on track.

Grantees that funded credit recovery with the EARSS grant made higher gains in keeping students on track if the students started the school year on track to graduate. **Chart 11** shows the credit recovery gains made by grantees that funded credit recovery compared to grantees that did not fund credit recovery with EARSS grant dollars.





- **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.
  - This strategy was funded with EARSS grant dollars by 54.5 percent of grantees.
- **Online and technology-based learning**
  - 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."
  - This strategy was funded with EARSS grant dollars by 45.5 percent of grantees.

## 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). The social emotional and behavioral support most frequently funded with EARSS Grant dollars included:

- **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.
  - This strategy was funded with EARSS grant dollars by 72.7 percent of grantees.
- **Wraparound Case Management**
  - Refers to 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.
  - This strategy was funded with EARSS grant dollars by 45.5 percent of grantees.
- **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.
  - This strategy was funded with EARSS grant dollars by 43.2 percent of grantees.

## System Approaches

System approaches refer to strategies at the organizational level that promote student success (e.g., positive staff-student relationships). The system approaches most frequently funded with EARSS Grant dollars included:

- **Professional Development Days**
  - Refers to time designated for staff learning and skill building.
  - This strategy was funded with EARSS grant dollars by 68.2 percent of grantees.
- **Positive Staff-Student Mentoring and Relationships**
  - Refers to one-on-one or small group mentoring by staff and student connections to a caring adult.
  - This strategy was funded with EARSS grant dollars by 59.1 percent of grantees.



- **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.
  - This strategy was funded with EARSS grant dollars by 47.7 percent of grantees.

## Performance Monitoring: Site Visits and Phone Interviews

---

In 2015-2016, EARSS CDE staff conducted site visits with 11 grantees in year one and conducted phone interviews with 12 grantees in year four. During the process, grantees were rated on seven domains based on their progress in implementing the approved grants proposed program and for delivering overall services to at-risk and expelled students. These domains include:

- **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.

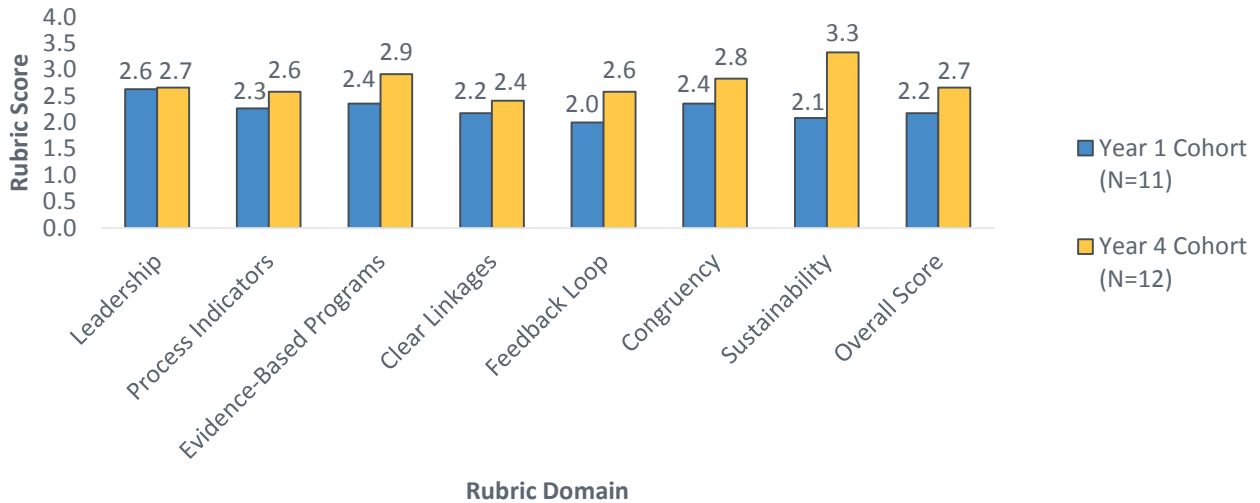
For each of these domains, grantees were rated on a rubric scale. The scale rating included *not evident* (0), *needs improvement* (1), *meets expectations* (2), *exceeds expectations* (3), or *exemplary* (4).

### Comparison of First Year and Fourth Year Cohort

The results showed that grantees in the year four cohort rated the implementation indicators higher than grantees in the first year cohort. This indicates that, as expected, grantees in their last year of the EARSS grant are further along in implementation of programs and services. **CHART 12** shows the average scores and ratings for the seven domains for grantees in the first year cohort and grantees in year four cohort during the 2015-2016 school year.



**CHART 12: 2015-2016 MEAN SCORES ON IMPLEMENTATION RUBRIC FOR YEAR 1 COHORT AND YEAR 4 COHORT GRANTEEES**

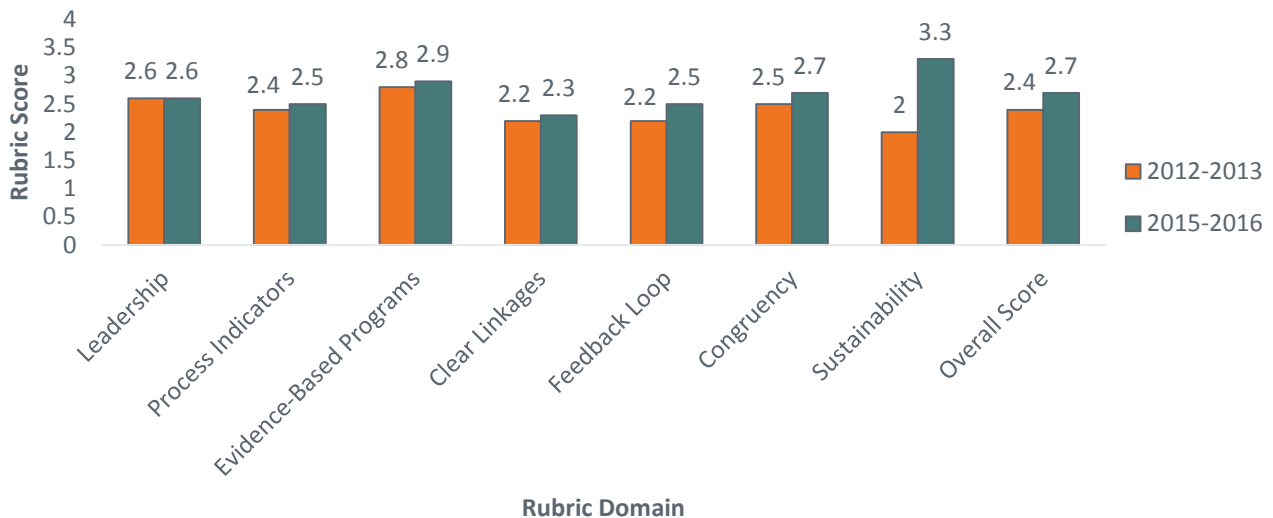


Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

**Pre and Post Comparison of Cohort in 2012-2013 and in 2015-2016**

The implementation rubric was first piloted in 2012-2013 with first year grantees. The grantees who took part in the initial pilot were in the year four cohort in 2015-2016. Comparison data was only available for 10 out of the 14 grantees in the year four cohort. The results showed that as these 10 grantees progressed in the program, their implementation scores improved. The most notable increase was seen in sustainability scores where grantees were able to make more progress on sustaining their program towards the end of their grant. **CHART 13** shows the average scores for the seven domains for current year four grantees during their first year of the grant (2012-2013) and also in their last year of the grant (2015-2016).

**CHART 13: COMPARISON OF YEAR 4 PRE AND POST COHORT SCORES ON IMPLEMENTATION RUBRIC (N=10)**



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016



## Lessons Learned

Phone interviews were conducted with grant program coordinators in their last year of funding to better understand lessons learned during their four years with the EARSS program. Over 26 themes emerged during the phone interview, but the most common themes for program success that emerged included:

- **Whole School and District Involvement** – Grant program coordinators mentioned that it was important to involve the whole school and district (e.g., staff, administrators, stakeholders, gatekeepers, parents, and community members) when implementing programs and services. Grant program coordinators also stated that integrating the EARSS program with other school or community efforts was important for the success of the program. Integration helped build strong collaborations and avoided duplication of services.
- **Importance of a Plan** – Grant program coordinators stated that it was important to set a plan early during the grant so that implementation could occur closer to the start of the grant. Grant program coordinators emphasized the importance of having a realistic plan for what could be accomplished during the four years of the grant as well as what could be maintained after the grant ended. Grant program coordinators also stated that it was important to stay with the plan and give the programs/strategies time to be implemented correctly, but to also be mindful of the data available when programs and strategies did not seem to be effectively helping student.
- **Importance of Staff and Leadership Stability** – Grant program coordinators mentioned that staff and leadership turnover delayed implementation of services and programs. Grant program coordinators mentioned that it was important to have a stable leader who was the point person for the EARSS grant to avoid delays. Grant program coordinators also mentioned the importance of having well established training procedures for when changes in personnel inevitably occurred.
- **Track the Data** – Grant program coordinators mentioned that it was important to track data early on and consistently throughout the four years. Grant program coordinators specifically mentioned that data should be used to track progress on goals, student and parent outcomes, and fidelity of implementation.
- **Early Planning of Sustainability Efforts** – Grant program coordinators stated that sustainability is important and that grantees should not wait to create a sustainability plan until the 3<sup>rd</sup> and 4<sup>th</sup> year of the grant when funding was reduced. Sustainability should be part of the plan throughout the grant.

## Student Outcomes for all Grantees

The effectiveness of the EARSS grant program is determined by measuring student outcomes and tracking progress on grant objectives. 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, 2016. 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](#).

### Expelled Students

Of the expelled students served, 76.4 percent experienced positive outcomes. These outcomes reflect school completion, continuation of education, completion of expulsion, and return to school.

- Of the 403 expelled students served, 53 students successfully completed the EARSS program.
- Of the 403 expelled students served, 160 students will continue in the EARSS program.



The dropout rate of expelled 7<sup>th</sup> to 12<sup>th</sup> grade students in an EARSS program was 4.0 percent, which is an increase from last year's rate of 3.8 percent.

### **Alternatives to Suspension and Expulsion**

*Student Success Story submitted by an EARSS Grantee*

"The student we have chosen for our success story was considered at-risk of expulsion in the previous year, but has made many improvements in this year. He had nine referrals in the 2014-2015 school year, including fighting, willful disobedience, and truancy. The student had many incidences of displays of anger and was constantly combative with teachers. He spent over 45 days out of class between out of and in school suspension. He was not involved in any after school or tutoring programs. RTI meetings were held with his parents, and we developed an intervention plan. The student's activity level greatly improved in the 2015-2016 school year. He got involved in an after-school experiential education club, in which he attended 13 of the 17 times it was offered. He was also assigned a high school mentor and attended nine life skills classes after-school. He also completed 22 hours of English tutoring, attended counseling sessions, and his parents attended parent nights. By the end of the year, the student had only received two behavior referrals, a drastic improvement. His NWEA score in Language improved by six points. All in all, this student's behavior, temperament, and school involvement improved drastically this school year. In the new school year we are intending on keeping him in our programs and we hope that his grades and test scores will continue to improve."

### **At-Risk Students**

Of the at-risk students served, 87.5 percent experienced positive outcomes, which represents school completion and continuation of education within the same school district.

- Of the 8,691 at-risk students served, 2,583 students successfully completed the EARSS program.
- Of the 8,691 at-risk students served, 4,093 at-risk students will continue in the EARSS program.

The dropout rate of at-risk 7<sup>th</sup> to 12<sup>th</sup> grade students in an EARSS program was 3.0 percent, which is a decrease from last year's rate of 3.9 percent. It is higher than the state dropout rate for 2014-2015 (2.5%).

### **Truancy Concerns**

*Student Success Story submitted by an EARSS Grantee*

"Student was identified as an at-risk student with truancy concerns last school year. During the spring of 2015 the student attended the truancy workshop. Her attendance at the time of the workshop was at 76 percent. During the 1st quarter of this year she raised her attendance to 97 percent. Student worked with Behavior Interventionist and her counselor to determine classes that would support her in having a successful future. The student identified an area that she would like to work in and decided to pursue training at a technical college, while attending half day of high school classes. The student has raised her GPA from a 2.3 to a 3.0. She identifies that finding a subject she was passionate about and having options for post-secondary workforce readiness has helped her be more engaged in school and her education. She is excited about her classes and believes she has found an area that she will continue to work in, after she graduates from high school. She will also receive a certificate in her field from the technical college, which will allow her many choices in finding a job after high school."





## Parent Outcomes for All Grantees

In addition to students, EARSS grantees also serve 5,484 parents and guardians of EARSS students. These parents and guardians received services and supports to assist in their child’s learning and positive development.

- Of those parents and guardians, grantees reported that 47.5 percent improved their ability to support their child’s learning.

**Example Family Support Interventions:**  
 “Parents are invited to attend all monthly Multi-Disciplinary Team staffing. During this time, they hold an equal voice on the team and play an active role in supporting their student in the program. A teacher also attends this monthly meeting and reports to the team to the youth’s educational progress.”

### 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. The highest rated strategies included communicating effectively and supporting student success.

**TABLE 7** shows the aggregated average scores and ratings for the Family-School Partnership Scale.

**TABLE 7: EARSS GRANTEE RATING OF FAMILY-SCHOOL PARTNERSHIP (N=43)**

Standards	Average Score on a 4-Point Scale	% Reported Not/Rarely Occurring	% Reported Occasionally Occurring	% Reported Frequently Occurring
<b>1. Welcoming all families into the school:</b> <i>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.</i>	3.41	2.3%	46.5%	51.2%
<b>2. Communicating effectively:</b> <i>Families and school staff engages in regular, two-way, meaningful communication about student learning.</i>	3.63	2.3%	32.6%	65.1%
<b>3. Supporting student success:</b> <i>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.</i>	3.58	0%	41.9%	58.1%
<b>4. Speaking up for every child:</b> <i>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.</i>	3.35	9.3%	46.5%	44.2%
<b>5. Sharing power:</b> <i>Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.</i>	3.07	23.2%	44.2%	32.6%
<b>6. Collaborating with community:</b> <i>Families and school staff collaborate with community members to connect students, families and staff to expand learning opportunities, community services and civic participation</i>	3.44	9.3%	37.2%	53.5%

Source: Colorado Department of Education, Data Services, 2015-2016



## Supports, Services, and Interventions Provided to Parents

Grantees provided various supports, services, and interventions for parents, guardians, and families using EARSS grant dollars. The grantees indicated that the most common supports, services, and interventions available to families included:

- Wraparound case management/ Referrals to needed resources and services available in the community
- Frequent communication with parents
- Classes and workshops on various topics
- Progress meetings and conferences about their child(ren)
- Parent/guardian and family centered events (e.g., parent night)
- Counseling and support groups
- Home visitations

For many of the grantees, these supports, services, and interventions were provided through parent liaisons, student/parent advocates, counselors, and/or caseworkers.

## Summary of Program Results for all Grantees

---

Each grantee sets performance objectives in four goal areas: (1) Parent Engagement; (2) Academic Achievement; (3) School Attendance; and (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.

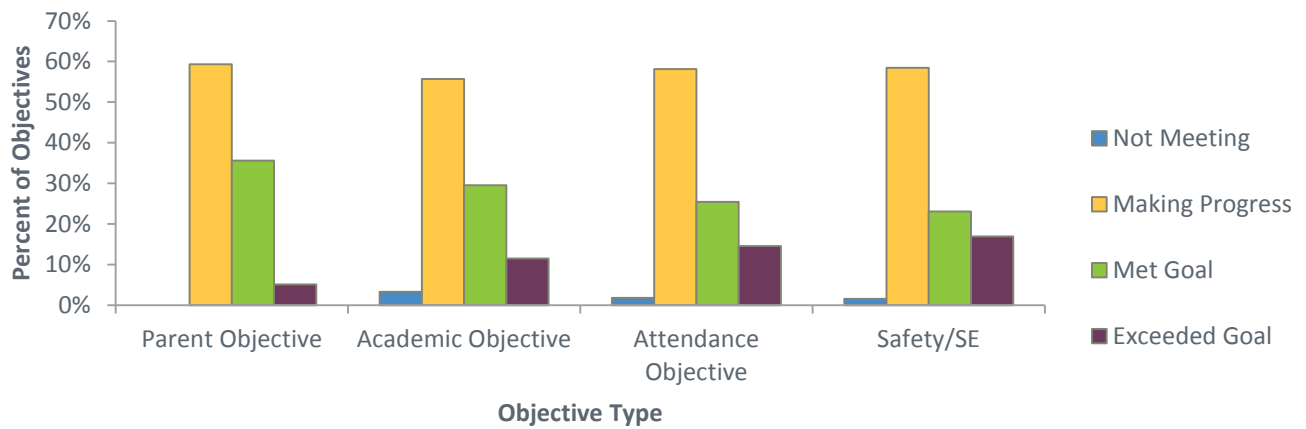
**Note:** Grantees applying prior to the 2014-15 grant year identified objectives to be achieved by the end of each year. A change starting with 2014-15's application procedures required grantees to chart progress against a two year benchmark measure and an end of the fourth year measure.

Grantees rated whether they had exceeded, met, were making progress, or were not meeting each of their objectives. Ratings for these objectives include:

- **Exceeded or met their goal** – Grantees reported exceeding or meeting 40.4 percent of their objectives.
- **Making progress** – Grantees reported that they were making progress on 57.9 percent of their objectives.
- **Not making progress** – Grantees reported that they were not making progress on 1.7 percent of their objectives.

Overall, ratings were similar across the four objective areas. Grantees were most likely to rate meeting or exceeding their academic achievement objectives (41% of academic objectives). **CHART 14** shows the percent by ratings for each of the four objective areas.

**CHART 14: PERCENT OF RATING FOR EACH OF THE FOUR OBJECTIVE AREAS**

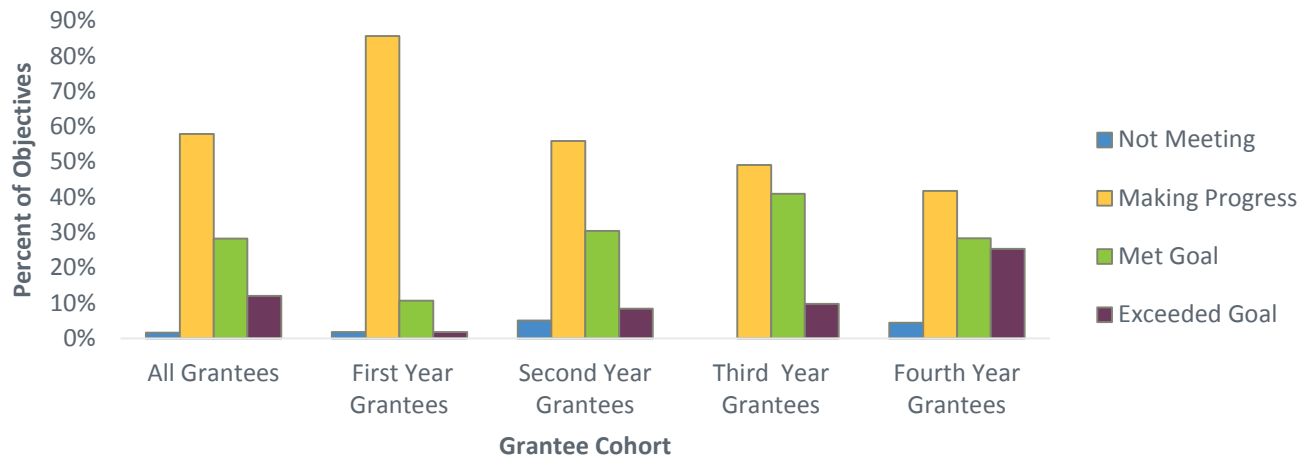


*Note:* SE =Social Emotional Functioning

*Source:* Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

Ratings varied by grantee cohort. Fourth year grantees were more likely to report meeting or exceeding their objectives (53.7%) while first year grantees were more likely to report making progress on their objective (85.7%). **CHART 15** shows the percent of rating for all objectives by grantee cohort.

**CHART 15: PERCENT OF RATING FOR ALL OBJECTIVES BY GRANTEE COHORT**



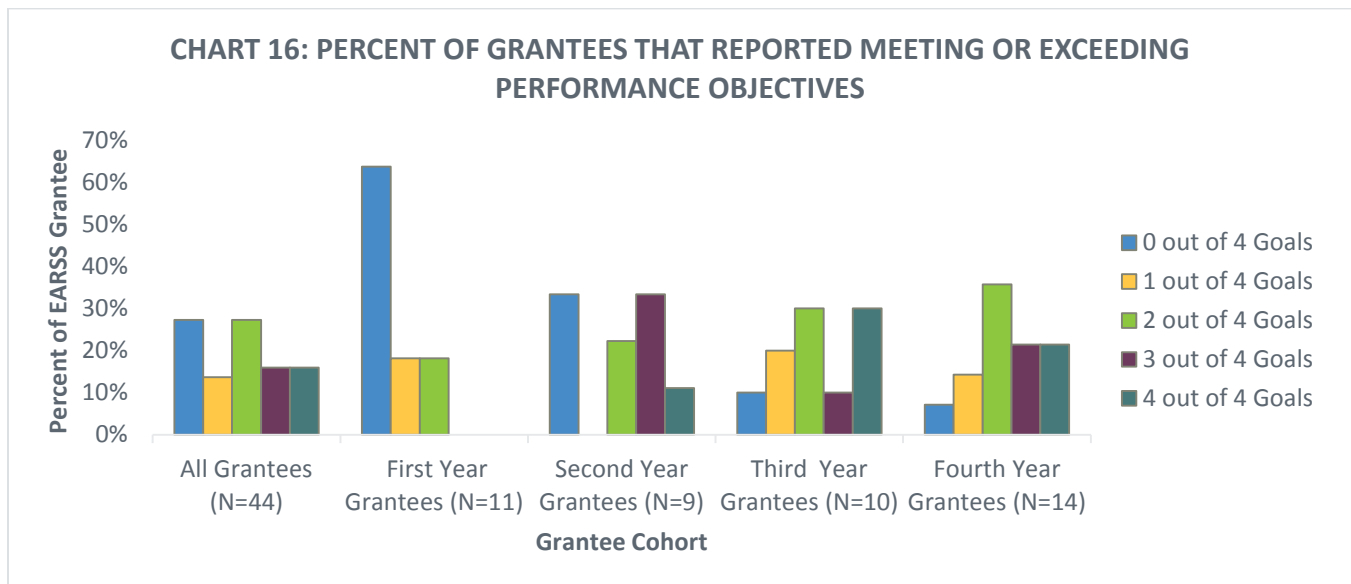
*Source:* Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

To better identify how many objectives (out of 4 required objectives) per grantee were being met by cohort, the data was aggregated across all objective areas. In addition, the ratings *exceeded* and *met* were combined. Results showed that 59.1 percent of EARSS grantees reported having met or exceeded two or more of their required objectives. Ratings varied by the grantee’s year of funding, which supports the four-year structure to allow for multiple years for making progress:

- Of the 11 grantees in their first year, 18.2 percent reported meeting or exceeding two or more objectives.
- Of the 9 grantees in their second year, 66.7 percent reported meeting or exceeding two or more objectives.
- Of the 10 grantees in their third year, 70 percent reported meeting or exceeding two or more objectives.
- Of the 14 grantees in their fourth year, 78.6 percent reported meeting or exceeding two or more objectives.

**CHART 16** shows the percent 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.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

### Results for Parent Engagement Objectives

Of the 44 grantees, 45.5 percent reported meeting or exceeding their parent engagement objective(s). 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:

- Increasing parent participation was reported by 75 percent of EARSS grantees.
- Using observed behavior improvement and/or reports by school staff and/or student was reported by 72.7 percent of EARSS grantees.
- Following up with parents after referral was reported by EARSS 52.3 percent of grantees.

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
<i>Positive Parent Engagement Circumstances</i>		
<b>Parent Focused Activities and Events</b>	Responses indicated that grantees were able to improve parent engagement by providing parents with parent-centered activities and events as well as learning opportunities (e.g., parenting classes).	<i>“We have effective communication with the majority of parents whose students are enrolled in our program and can easily gauge their needs and provide information to them in a timely manner. Parents have benefited from engaging /completing drug/alcohol education classes/treatment with their student(s). The support provided by case managers has been integral to their success.”</i>
<b>Staff Focused on Parents and Families</b>	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).	
<b>Parent-Staff Communication</b>	Responses indicated that grantees were able to keep open and frequent communication with parents via emails, phone calls, meetings, and home visits which was necessary in achieving their parent engagement objectives.	
<i>Negative Parent Engagement Circumstances</i>		
<b>Disengaged or Uninterested</b>	Responses indicated that parents are either disengaged from the process or uninterested in participating. Many grantees mentioned this may be due to a generational effect.	<i>“One of our greatest challenges is communication. Many of the families have disconnected phone numbers or move without changing their address with the school. Another challenge is helping parents understand the impact of coming into the school for conferences, events, meetings, etc.”</i>
<b>Environmental Barriers</b>	Responses indicated that external barriers (e.g., lack of transportation) negatively impacted parent engagement objectives.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

### Results for Academic Achievement Objectives

Of the 44 grantees, 43.2 percent reported meeting or exceeding their academic achievement objective(s). The most commonly used indicators to track progress for academic achievement objectives are as follows:

- Tracking students’ completion of coursework and classes was reported by 90.9 percent of EARSS grantees.
- Tracking whether students completed credit recovery was reported by 77.3 percent of EARSS grantees.
- Tracking reduction of failing grades in core classes was reported by 65.9 percent of EARSS grantees.

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



TABLE 9: ACADEMIC ACHIEVEMENT OBJECTIVE - CIRCUMSTANCES AND ISSUES		
Example Theme	Description	Example Quote
<i>Positive Academic Circumstances</i>		
<b>Use of Multiple Programs and Strategies</b>	Responses indicated the use of more than one academic strategy (e.g., credit recovery, online classes, and case managers) was essential in achieving academic objectives.	<i>“The teachers working with our high school in particular are skilled at creating a warm and welcoming environment to some of our most disconnected students. Their ability to motivate students to hang in there, believe in themselves and make a string of small steps into successful completion is commendable.”</i>
<b>Staff/Student Relationships</b>	Responses indicated that fostering positive staff and student relationships was necessary in achieving academic objectives.	
<b>Monitoring Progress</b>	Responses indicated that staff were effectively able to monitor student progress and keep students on track which helped in achieving academic objectives.	
<i>Negative Academic Circumstances</i>		
<b>Student Engagement</b>	Responses indicated that making and keeping students engaged was difficult and hindered achievement of academic objectives.	<i>“Many students referred to us perceive school to be a negative experience and it is challenging for our teachers to re-engage students and make school a successful experience for them.”</i>
<b>Lack of resources and staff</b>	Responses indicated that changes in staff or lack of staff caused a setback in achieving academic objectives. Similarly, lack of resources was also indicated as a barrier.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

### Results for School Attendance Objectives

Of the 44 grantees, 43.2 percent reported meeting or exceeding their school attendance objective(s). The most commonly used indicators to track progress for school attendance objectives are as follows:

- Monitoring attendance on a weekly or daily basis was reported by 81.8 percent of EARSS grantees.
- Making attendance comparisons from baseline to year-end was reported by 70.5 percent of EARSS grantees.
- Tracking average improvements in daily attendance was reported by 65.9 percent of EARSS grantees.

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
<i>Positive Attendance Circumstances</i>		
<b>Staff Focused on Attendance</b>	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 attendance objectives.	<i>“Establishing positive relationships with staff through Check and Connect mentors has had a positive impact on students’ willingness to attend school. The use of our student information system for attendance calls to parents has increased parent awareness of truant behavior.”</i>
<b>Staff/Student Relationships</b>	Responses indicated that positive staff and student relationships was also necessary in reaching attendance objectives.	
<b>Communication with Parents</b>	Responses indicated that constant communication with parents about their child’s attendance (e.g., phone calls, meetings, and letters) was effective at helping reach attendance objectives.	
<i>Negative Attendance Circumstances</i>		
<b>Life Circumstances and Environment</b>	Responses indicated that life circumstances (e.g., work, family life) prevented students from attending school and grantees from reaching their attendance objectives.	<i>“Students often report that outside factors such as living circumstances, 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.”</i>
<b>Student Engagement</b>	Responses indicated that getting students engaged and willing to come to school was difficult which also made it difficult in achieving attendance objectives.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

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

Of the 44 grantees, 47.7 percent reported meeting or exceeding their 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:

- Comparing discipline and referral records from baseline to year-end was reported by 79.5 percent of EARSS grantees.
- Tracking decline in suspensions was reported by 70.5 percent of EARSS grantees.
- Using satisfactory progress in behavior/conduct plan was reported by 59.1 percent of EARSS grantees.

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
<i>Positive Safety and Discipline or Social Emotional Functioning Circumstances</i>		
<b>Alternative Disciplinary Practices</b>	Responses indicated that implementing alternatives to zero tolerance disciplinary practices was helpful in reaching safety and discipline/ social emotional functioning objectives. The most common mentioned alternatives included restorative justice practices and Positive Behavioral Intervention Supports.	<i>“Administrators have worked with Case Managers to use alternative to suspension and alternative to expulsion measures to provide more problem solving and support for student change vs. being punitive.”</i>
<b>Staff Focused on Safety/Social Emotional Functioning</b>	Responses indicated that having a staff member or a team (e.g., caseworker) focused on safety and discipline issues and/or social emotional functioning was needed in reaching their objectives.	
<b>Focus on Mental Health</b>	Responses indicated that many of the grantees provided or referred students to mental health services, primarily counseling, which helped in reaching safety and discipline or social emotional functioning objectives.	
<i>Negative Safety and Discipline or Social Emotional Functioning Circumstances</i>		
<b>Substance Use/Abuse</b>	Responses indicated that substance use and abuse, particularly in regard to marijuana, made it difficult in reaching safety and discipline or social emotional functioning objectives.	<i>“The biggest challenge we face is working with staff that are stuck in traditional ideas of discipline. We spent a great deal of funding this year to help move staff in a more creative and positive direction with regard to these issues and are looking forward to putting our new training into practice.”</i>
<b>Discipline Culture</b>	Responses indicated that it was difficult for staff and teachers to adjust to changes in the discipline policies and culture. Responses also indicated that some students were resistant to disciplinary changes and assistance being offered.	

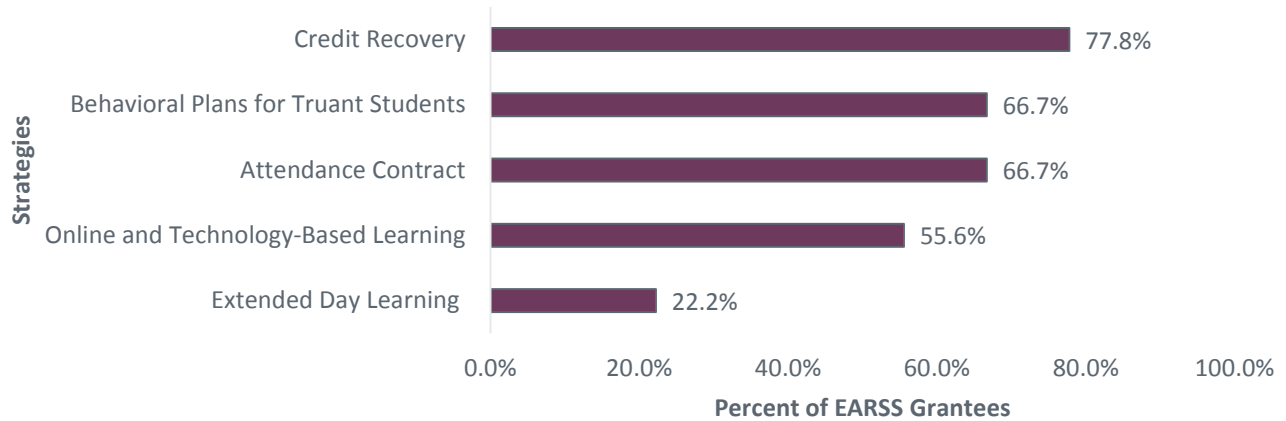
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

### Program Strategies Funded by Grantees who Met/Exceeded All Objectives

EARSS grantees that met all of their objectives may serve as a model for strategies and services that best serve students and families. The most commonly funded strategies of the 9 grantees who met or exceeded all of their objectives included character education and social skills building (88.9%), credit recovery (77.8%), behavioral plans for truant students (66.7%), and attendance contracts (66.7%). **CHART 17** shows the academic and attendance strategies most frequently funded with EARSS grant dollars for grantees who met/exceeded all of their goals.



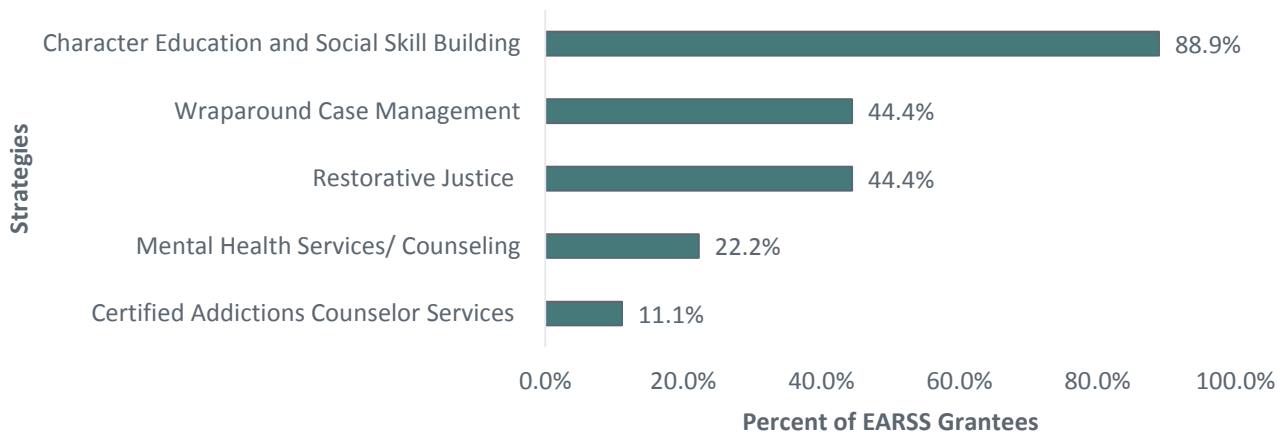
**CHART 17: ACADEMIC AND ATTENDANCE STRATEGIES MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR GRANTEES WHO MET/EXCEEDED ALL OF THEIR GOALS (N=9)**



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

**CHART 18** shows the social emotional and behavioral supports most frequently funded with EARSS grant dollars for grantees who met/exceeded all of their goals.

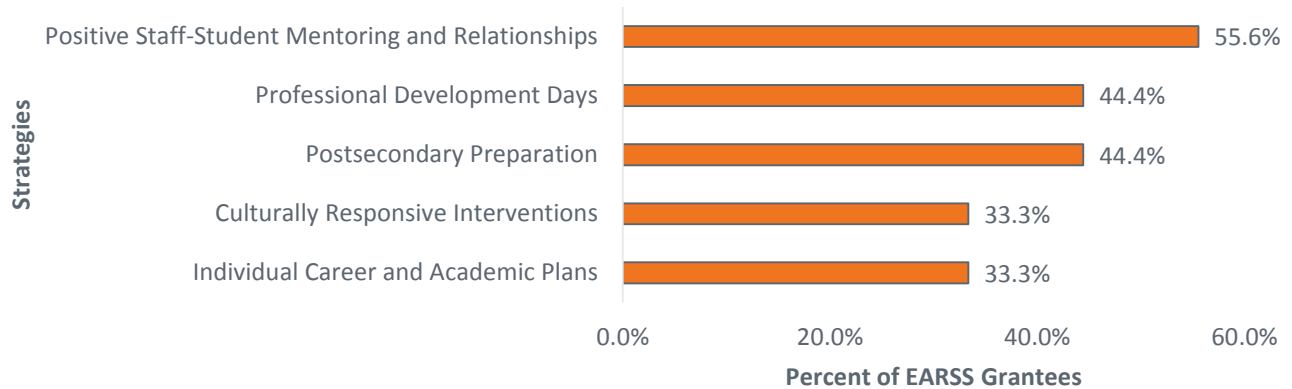
**CHART 18: SOCIAL EMOTIONAL AND BEHAVIORAL SUPPORTS MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR GRANTEES WHO MET/EXCEEDED ALL OF THEIR GOALS (N=9)**



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

**CHART 19** shows the system approaches most frequently funded with EARSS grant dollars for grantees who met/exceeded all of their goals.

**CHART 19: SYSTEM APPROACHES MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR GRANTEEES WHO MET/EXCEEDED ALL OF THEIR GOALS (N=9)**



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

## Program Strategies Used and Outcomes for Facility Schools

Students served by 6 facility schools with EARSS funding made up 7.5 percent of all EARSS students served in 2015-2016 (21.1% of total expelled students served and 6.9% of total at-risk students served). Of the 6 facility schools, 4 facility schools were in their first year of funding and 2 facility schools were in their second year of funding. A brief summary of strategies used and outcomes reported by facility schools can be seen in the sections below.

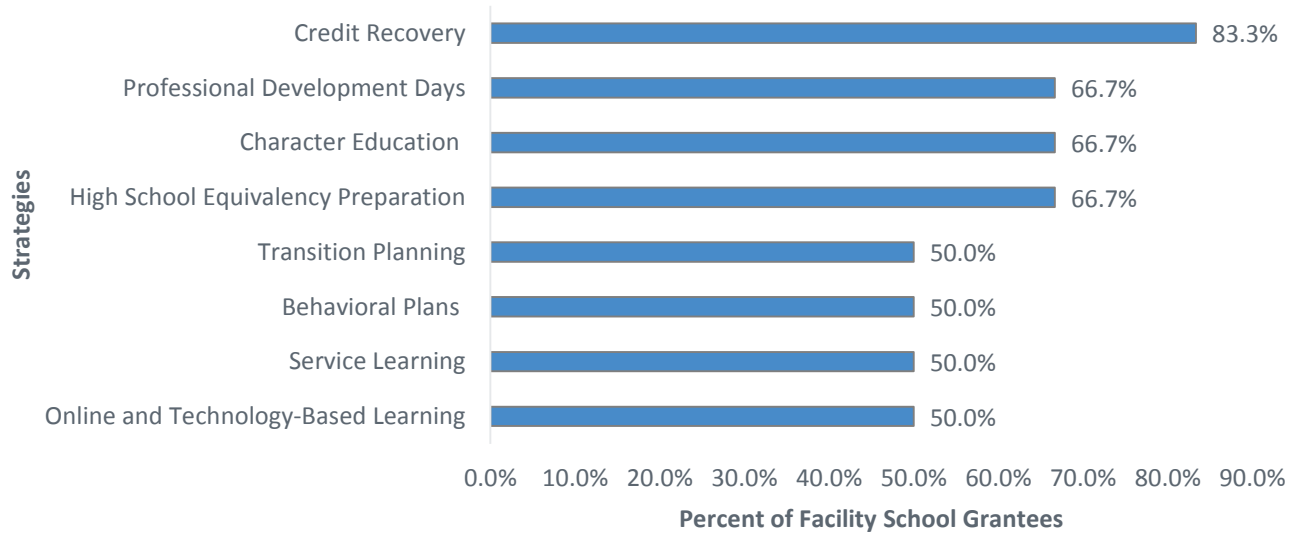
### Program Strategies Used by Facility Schools

This section breaks down the percent 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** – 5 out of 6 facility schools used EARSS funding for credit recovery and 4 of 6 facility schools used funding for high school equivalency preparation classes and online based learning.
- **Social Emotional and Behavioral Support Strategies**– 4 out of 6 facility schools used EARSS funding for character education and 2 out of 6 facility schools used funding for mental health services/counseling.
- **System Approaches and Strategies**– 4 out of 6 facility schools used funding for professional development and 3 out of 6 facility schools used funding for transition planning.

These results indicate that facility schools fund different services than other EARSS grantees (with the exception of credit recovery). **CHART 20** lists the strategies most commonly funded by facility schools.

**CHART 20: STRATEGIES MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR FACILITY SCHOOLS (N=6)**



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

### Outcomes for Students Served by Facility Schools

Grantees reported that 95.3 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) which is higher than the rate reported by non-facility EARSS grantees.

- Of the EARSS students served by facility schools, 40 expelled students either successfully completed the EARSS program or will continue in the EARSS program.

The dropout rate of expelled 7<sup>th</sup> to 12<sup>th</sup> grade facility school students in an EARSS program was 2.3 percent.

Grantees reported that 94.3 percent of at-risk students served by facility schools experienced positive outcomes (e.g., school completion, continuation of education within the same school district) which is higher than the rate reported by non-facility EARSS grantees.

- Of EARSS students served by facility schools, 176 of at-risk students successfully completed the EARSS program or will continue in the EARSS program.

The dropout rate of at-risk 7<sup>th</sup> to 12<sup>th</sup> grade facility school students in an EARSS program was 3.3 percent.

### Outcomes for Parents Served by Facility Schools

Facility schools funded by EARSS provided services and supports to 328 parents/guardians.

- These grantees reported 50.6 percent of parents/guardians improved their ability to support their child's learning.
- Examples of parent/family supports cited by facility school grantees included consistent check in and progress reports, leadership meetings, parent night/open house, individual and family therapy, classes and workshops, support groups, wraparound services, frequent communication with parents, and in home services.



## 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-enroll. By continuing to engage 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 expected to be re-enrolled, because of receiving EARSS services, by the base amount of PPR for the state.

- Grantees estimated \$13.3 million of PPR would be retained in 2016-2017.
- Of the \$13.3 million, grantees anticipated investing 29.4 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.

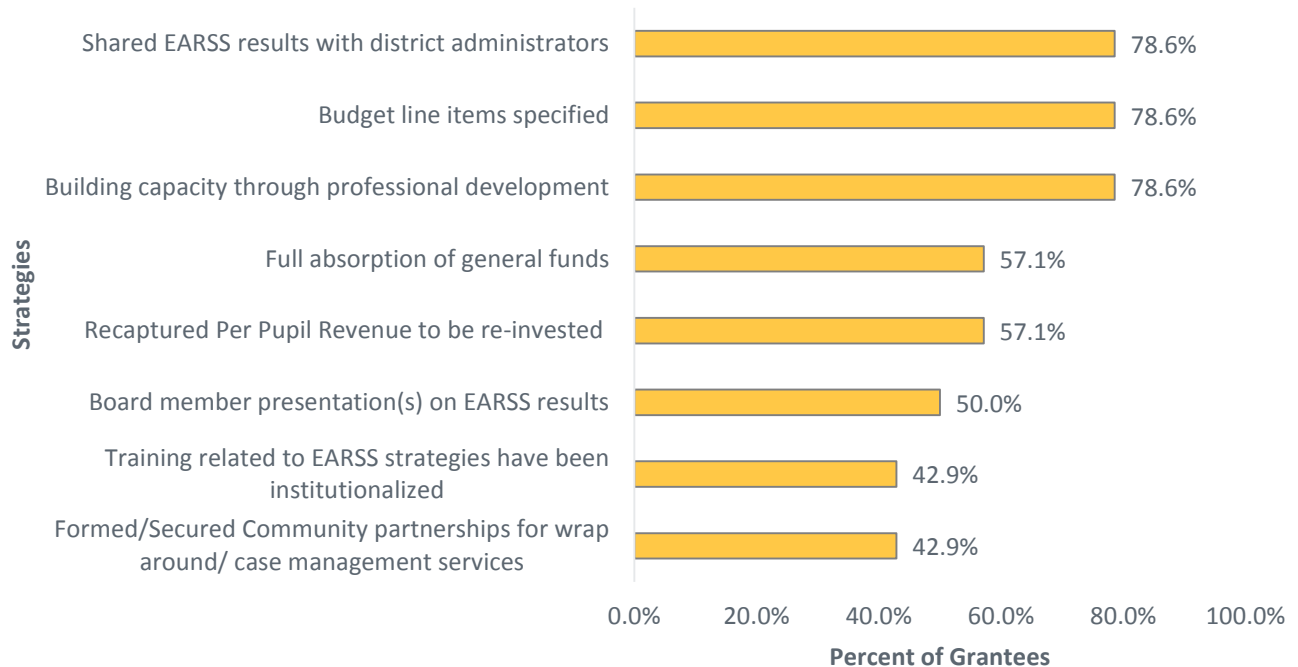
### Sustainability Strategies

Grantees were asked to indicate what actions were taken in 2015-2016 to sustain the program. Across all grantees, the five most common actions were as follows:

- Building capacity through professional development as was reported by 84.1 percent of EARSS grantees.
- Sharing EARSS results with district administrators was reported by 65.9 percent of EARSS grantees.
- Specifying budget line items to fund strategies was reported by 65.9 percent of EARSS grantees.
- Sharing EARSS results with board members was reported by 56.8 percent of EARSS grantees.
- Forming or securing community partnerships for wraparound case management services was reported by 47.7 percent of EARSS grantees.

The most common actions taken by fourth year grantees included shared EARSS results with district administrators (78.6%), budgeted line items (78.6%), and built capacity through professional development (78.6%). **CHART 21** shows the sustainability strategies used by fourth-year grantees.

**CHART 21: MOST COMMON SUSTAINABILITY STRATEGIES USED BY FOURTH YEAR GRANTEES (N=14)**



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2015-2016

## Conclusion

This report includes data collected from 44 grantees in 2015-2016 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 2015-2016, grantees reported positive outcomes for 76.4 percent of expelled and 87.5 percent of at-risk students served by the EARSS program. Facility school grantees reported that 95.3 percent of expelled students and 94.3 percent of at-risk students served by the EARSS program experienced positive outcomes. This included outcomes such as continuation of education and school completion.

Parents, guardians, and families were also positively influenced by the EARSS program. Almost half (47.5%) of parents/ guardians improved their ability to support their child’s learning. 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, academic achievement, school attendance, safety and discipline/ social emotional functioning. Although 59.1 percent of all grantees reported meeting or exceeding two or more of their objectives, the percent was higher for fourth year grantees (78.6%). 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. First year grantees were more likely to score “meets expectations” across the seven domains of the implementation rubric, while year four grantees were more likely to score “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 76 percent of expelled students and students at risk for being suspended, expelled, or declared habitually truant were able to make progress towards educational success.



## Endnote

- <sup>1</sup> 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" (See <http://www.padresunidos.org>).
- <sup>2</sup> 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.
- <sup>3</sup> 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.
- <sup>4</sup> Monahan, K., VanDerhei, S., Bechtold, J., & Cauffman, E. (2014). *From the school yard to the squad car; School discipline, truancy, and arrest*. Available in the *Journal of Youth and Adolescence*, Volume 43, Pages 1110-1122
- <sup>5</sup> 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>.
- <sup>6</sup> U.S. Department of Education's Office for Civil Rights (OCR). *District or School Reports*. Available at <http://ocrdata.ed.gov>.
- <sup>7</sup> 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>
- <sup>8</sup> 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
- <sup>9</sup> Janosz, M., Archambault, I., Morizot, J., & Pagani, L. (2008). *School engagement trajectories and their differential predictive relations to dropout*. Available in the *Journal of Social Issues*, Volume 64, Pages 21-40.
- <sup>10</sup> Dolzan, M., Sartori, R., Charkhabi, M., & De Paola, F. (2015). *The effect of school engagement on health risk behaviours among high school students: Testing the mediating role of self-efficacy*. Available in *Procedia-Social and Behavioral Sciences*, Volume 205, Pages 608-613.
- <sup>11</sup> Li, Y., & Lerner, R. M. (2011). *Trajectories of school engagement during adolescence: Implications for grades, depression, delinquency, and substance use*. Available in *Developmental Psychology*, Volume 47, Pages 233.
- <sup>12</sup> Finn, D. (1989). *Withdrawing from School*. Available in *Review of Educational Research*, Volume 59, Pages 117-142.
- <sup>13</sup> National Center for School Engagement. *Truancy Fact Sheet*. Available at [www.schoolengagement.org](http://www.schoolengagement.org).



## Appendices

---

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

#### **22-33-201. Legislative declaration.**

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

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

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

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

#### **22-33-203. Educational alternatives for expelled students**

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

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





credit the student shall receive toward graduation for the educational services provided pursuant to this section.

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

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

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

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

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

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

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

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



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

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

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

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

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

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

**Declaration.** The general assembly finds that a student who is placed in a residential child care facility or other facility licensed by the department of human services or in a hospital or who is receiving educational services through a day treatment center is, in most cases, dealing with significant behavioral and emotional issues. These issues make it difficult, if not impossible, for the 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.

Establishes the EARSS grant program at CDE.

**[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.)

(III) The number of expelled, at-risk, or truant students who are receiving educational services through the applicant under agreements

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.

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.



entered into pursuant to the provisions of this part 2 during the school year preceding the year for which the grant is requested;

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

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

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

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

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

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

(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,

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.

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.



Appendix B: 2015-2016 EARSS Grantees by County

County	Year of 4-year Grant	Grantee	School or Program Funded, or District-wide Strategies	Amount Awarded
Adams	1	Adams County School District 14	Adams 14 EARSS	\$249,600
Adams	2	School District 27J	27J Intervention Services Program	\$349,847
Adams	4	Mapleton Public Schools	Mapleton Expelled and At-Risk Student Services Program	\$60,241
Adams	2	Adams 50 School District	Adams 50 CARES	\$438,660
Adams & Arapahoe	4	Adams-Arapahoe 28J	Aurora Public School District	\$210,998
Arapahoe	1	Cherry Creek School District 5	Endeavor Academy	\$385,566
Arapahoe	2	Excelsior Youth Centers, Inc.	Excelsior Youth Center School	\$221,015
Arapahoe	4	Littleton Public Schools	Alternative Education: Options High School; Pathways Program; Redirection Center Day and Evening Programs; Truancy Team; Center for Online Studies Program	\$135,817
Arapahoe	4	Sheridan School District 2	Sheridan Alternative Education Program	\$145,463
Boulder, Broomfield, unincorporated Gilpin	2	Boulder Valley School District Re-2	Boulder At-Risk Student Services (BARSS)	\$294,319
Boulder/ Weld	3	St. Vrain Valley School District Re-1J	Multi-School EARSS Initiative	\$391,940
Denver	4	Denver Public Schools	Escuela Tlatelolco School (Escuela Success for our Youth)	\$49,335
Denver	2	Family Crisis Center School/Denver Human Services	Family Crisis Center School/Denver Human Services	\$125,700
Denver	4	Denver Public Schools	PREP Academy	\$75,145
Douglas	2	Hope Online Learning Academy Co-Op	Hope Online Learning Academy Co-Op	\$126,500
El Paso	1	Academy School District 20	Academy School District 20	\$213,309
El Paso	3	Pikes Peak BOCES	Tiered Intervention Program for High-Risk Youth	\$121,897
El Paso	3	Harrison School District 2	Atlas Preparatory School	\$104,535
El Paso	3	Peyton School District 23 JT	Peyton Junior/ Senior High School	\$124,576
El Paso	4	Fountain-Fort Carson School District 8	Middle School Student Support Program (Success Academy)	\$92,845
Jefferson	1	Jeffco Public Schools	Office of Student Engagement	\$204,994
La Plata	3	Durango School District 9R	Durango/ Bayfield Youth & Family Services	\$160,158



Larimer	1	Midway Youth Services	Remington House School	\$101,975
Larimer	3	Thompson School District	EARSS for Secondary Students	\$172,278
Larimer	3	Poudre School District	Poudre School District	\$111,472
Mesa	4	Mesa County Valley School District 51	Mesa County Valley School District Prevention Services Program	\$116,754
Montezuma	2	Montezuma-Cortez School District RE-1	Southwest Open School	\$298,474
Montezuma	2	Montezuma-Cortez School District RE-1	Montezuma Student Support Program	\$244,200
Montezuma	3	Mancos School District	Mancos Middle & High School	\$47,781
Morgan	1	Converge Day Treatment Center	Converge Day Treatment Center	\$30,000
Morgan	4	Centennial BOCES	Innovative Connections Academy	\$65,512
Pueblo	4	Pueblo City Schools	Pueblo City Schools Alternative Support Programs	\$156,600
Pueblo, Fremont and Otero	4	Falcon 49 School District	GOAL Academy Charter School	\$55,500
Otero	1	Santa Fe Trail BOCES	SFTBOCES Alternative Education Academy	\$112,500
Rio Grande	2	Monte Vista School District (Monte Vista C-8)	Monte Vista School District - Truancy Mediation/Restorative Discipline	\$168,170
Saguache	1	Mountain Valley School District RE-1	Mountain Valley School District RE-1	\$123,600
Saguache	3	Center Consolidated Schools	Center Consolidated Schools	\$168,435
Summit	4	Summit School District Re-1	Snowy Peaks High School	\$12,500
Weld	1	Alternative Homes for Youth	Alternative Homes for Youth	\$44,015
Weld	3	Greeley Evans School District 6	Ninth Grade EARSS Initiative	\$201,246
Weld	4	Johnstown Milliken Weld Re-5j	Roosevelt High School	\$35,104
n/a	1	South Central BOCES	Dropout Prevention Program	\$305,100
n/a	4	Charter School Institute	New America School (Lowry, Denver, Lakewood)	\$76,240
n/a	1	Jefferson Hills	Jefferson Hills Aurora	\$279,200



## Appendix C: EARSS Program Summaries by Type

The “Services to Expelled Students” grant program was enacted by the Colorado state legislature in 1997. It was amended in 2000 to add services for students at-risk of expulsion and renamed as “Expelled and At-Risk Student Services.” Funds can also support increasing school attendance for students at-risk of being declared habitually truant. Funds are annually appropriated to the Colorado Department of Education for the purpose of making grants to school districts, alternative schools within school districts, charter schools, BOCES, non-profit, non-parochial schools, and facility schools. Grants are awarded on a competitive basis for a four-year award period. For the 2015-16 school year, 11 new grants were awarded and 33 continuation awards were made to grantees moving into years 2-4 for a total of 43 grantees. Additional information can be found at: [http://www.cde.state.co.us/DropoutPrevention/p\\_EARSS.htm](http://www.cde.state.co.us/DropoutPrevention/p_EARSS.htm)

### Boards of Cooperative Educational Services

**BOCES: Centennial****Year of 4-year grant: 4****Contact: Tanisha Bules****Phone: 970-370-3663****FY16 Award Amount: \$65,512****Address:****2020 Clubhouse Drive****Greeley, CO 80634****School Name: Innovation Connections Academy****Program Description:** Centennial BOCES’ program will be utilized/offered at each member district.

Interventions described in this application will target 125 students and will be administered within the RTI model to reduce suspensions and expulsions and improve attendance, credit accumulation, graduation rate and parental involvement. Programming includes credit recovery opportunities, parent outreach, truancy monitoring, utilization of Discovery and mentoring, and Saturday School/ISS as alternatives to suspension.

**BOCES: Pikes Peak****Year of 4-year grant: 3****Contact: Deborah Montgomery****Phone: 719-622-2086****FY16 Award Amount: \$121,897****Address:****2883 S. Circle Drive****Colorado Springs, CO 80906****Program Name: Tiered Intervention Program for High-Risk Youth**

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

**BOCES: Santa Fe Trail****Year of 4-year grant: 1****Contact: Sandy Malouff****Phone: 719-383-2623****FY16 Award Amount: \$112,500****Address:****302 Colorado Avenue****La Junta, CO 81050****Program Name: SFTBOCES Alternative Education Academy**

**Program Description:** Santa Fe Train BOCES Alternative Education Academy will provide a high engagement environment by offering a blended learning environment to up to 60 students in grades 7-12 who are at-risk for expulsion, suspension, truancy or dropping out of school. The SFTBOCES AEA will provide students with online courses, flexible scheduling, field experiences, vocational opportunities, project-based learning, community service-learning opportunities and counseling services. There will be a focus on attendance, targeted instruction,



positive behavior components, vocational and career skill development, and increased parental engagement.

**BOCES: South Central**

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

**Contact: Dr. Henry Roman**

**Phone: 719-647-0023 x138**

**FY16 Award Amount: \$305,100**

**Address:**

**323 South Purcell Boulevard**

**Pueblo West, CO 81007**

**Program Name:**

**Program Description:** The proposed Dropout Prevention Program will provide comprehensive social-emotional learning (SEL) support, promote increased parent engagement, and work to reengage and support EARSS-eligible students. Funding will support 135 students in grades 6-12, beginning in Fall 2015, at the following South Central Board of Cooperative Educational Services (SC BOCES) member districts: Huerfano, Aguilar, La Veta, Hoehne, Trinidad, Primero, Branson, Cotopaxi and Custer County.

### Charter Schools

**Charter Authorizer/Fiscal Manager: Harrison School District**

**Year of 4-year grant: 3**

**Contact: Danny Gibbons**

**Phone: 719-358-7196**

**County: El Paso**

**FY16 Award Amount: \$104,535**

**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: 4**

**Contact: Carolyn Gery**

**Phone: 719-248-8669**

**Counties Served: Pueblo, Fremont, Otero**

**FY16 Award Amount: \$55,500**

**Address:**

**107 W. 11<sup>th</sup> 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: Douglas County School District**

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

**Contact: Susan McAlonan**

**Phone: 720-402-3000**

**Counties Served: Statewide**

**FY16 Award Amount: \$126,500**

**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: 4**  
**Contact: David Rein**  
**Phone: 303-894-3160**

**Counties of Schools: Adams, Arapahoe, Jefferson**

**FY16 Award Amount: \$76,240**  
**Address:**  
**925 S. Moagara Street Suite 140**  
**Denver, CO 80224**

**School Name: New America School (Lowry, Denver, Lakewood)**

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

**Charter Authorizer/Fiscal Agent: Montezuma-Cortez School District Re-1**

**Year of 4-year grant: 2**  
**Contact: Dave Finely**  
**Phone: 970-565-1150**

**County of School: Montezuma**

**FY16 Award Amount: 244,200**  
**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 pairing 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: Academy School District 20**

**Year of 4-year grant: 1**  
**Contact: Dr. Jim Smith**  
**Phone: 719-234-1213**

**County: El Paso**

**FY16 Award Amount: \$213,309**  
**Address:**  
**110 Chapel Hills Drive**  
**Colorado Springs, CO 80920**

**School Name: Academy School District 20**

**Program Description:** An analysis of all D20 secondary students, identified 241 students as significantly at-risk. The EARSS Grant will provide the necessary funds to support these students and their families, through the implementation of Student Advocates For Engagement (SAFE), at targeted secondary strands. SAFE counselors will identify the significantly at-risk students in their strand and provide support through facilitating groups, individualized goal setting, social-emotional learning, parent outreach, connecting community resources with families and monitoring social, emotional, and academic growth of identified students.

**District: Adams County School District 14**

**Year of 4-year grant: 1**  
**Contact: Ruben Chacon**  
**Phone: 720-839-2300**

**County: Adams**

**FY16 Award Amount: \$249,600**  
**Address:**  
**5291 E 60<sup>th</sup> Avenue**

**Commerce City, CO 80022****School Name:**

**Program Description:** Adams 14 has identified three significant predictors of dropout: (1) low school attendance, (2) failing core courses, (3) behavior issues. Previous studies (Balfanz) have identified these same characteristics as early warning signs.

These characteristics are not only evident at the high school level. Thus, Adams 14 must plan to intervene as early as kindergarten and design the appropriate path for school success. Adams 14 will strategically target 200 EARSS-eligible students while building district capacity and intervention frameworks.

**District:** Adams 50 School District

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

**Contact:** Kristi Labriola

**Phone:** 720-542-5298

**County:** Adams

**FY16 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:** 4

**Contact:** Nate Thompson

**Phone:** 303-347-3570

**County:** Arapahoe

**FY16 Award Amount:** \$135,817

**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:** 4

**Contact:** Barbara Chapman

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

**County:** Arapahoe

**FY16 Award Amount:** \$210,998

**Address:**

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

**Aurora, CO 80011**

**Program Name:** Early Intervention Program

**Program Description:** The EARSS grant will help develop a district-wide systemic process of Multi-Tiered Systems of Support focused on the more intensive issues occurring in the RtI/PBIS continuum within the Secondary/Tertiary Prevention Tiers. 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:** 2

**Contact:** Michele DeBerry

**Phone:** 720-542-5298

**County:** Boulder, Broomfield

**FY16 Award Amount:** \$294,319

**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 12<sup>th</sup> 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: 3****Contact: Katrina Ruggles****Phone: 719-754-2232****County: Saguache****FY16 Award Amount: \$168,435****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: Cherry Creek School District 5****Year of 4-year grant: 1****Contact: Mark Morgan****Phone: 720-886-7203****County: Arapahoe****FY16 Award Amount: \$385,566****Address:****14076 East Briarwood Avenue  
Centennial, CO 80112****Program Name: Endeavor Academy**

**Program Description:** Cherry Creek School District will implement a multi-tiered approach to reduce truancy rates for students at Endeavor Academy (EA) as well as increase credit recovery for students who are at-risk or expelled district-wide. By 2019, 1,732 at-risk students will improve their attendance and academic outcomes. This will be obtained through expansion of truancy interventions, alternative education, substance abuse and social-emotional in-school suspension supports, community partnerships, truancy, and Wrap-around case management, Service Learning, Experiential Education and Restorative Justice.

**District: Denver Public Schools****Year of 4-year grant: 4****Contact: Amy McDiarmid****Phone: 720-424-8459****County: Denver****FY16 Award Amount: \$75,145****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: 3****Contact: Jacqueline Oros****Phone: 970-247-5411 x1100****County: La Plata****FY16 Award Amount: \$160,158****Address:****201 E. 12<sup>th</sup> 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 (Acting) Fiscal Agent: Denver Public Schools**

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

**Contact: Nita Gonzales**

**Phone: 303-964-8993**

**County: Denver**

**FY16 Award Amount: \$49,335**

**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: 4**

**Contact: Clinton Allison**

**Phone: 719-382-1570**

**County: El Paso**

**FY16 Award Amount: \$92,845**

**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: 3**

**Contact: Ann Hudson**

**Phone: 970-348-6303**

**County: Weld**

**FY16 Award Amount: \$201,246**

**Address:**

**1025 9<sup>th</sup> 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: Jefferson County Public School District**

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

**Contact: Dave Kollar**

**Phone: 303-982-6794**

**County: Jefferson**

**FY16 Award Amount: \$204,994**

**Address:**

**1829 Denver West Drive #27**

**Golden, CO 80401**

**Program Name: Office of Student Engagement**

**Program Description:** The Jefferson County Public Schools Expelled and At-Risk Intervention Program will provide intervention support and case management to youth in Jeffco Schools identified with data driven at-risk indicators as well as students who, throughout the course of the project display substance abuse related behaviors. The goal is to prevent repeat behavior (suspension/expulsion) and improve the attendance and academic standing of these youth.

**District: Mancos School District****Year of 4-year grant: 3****Contact: Brian Hanson****Phone: 970-533-7748****County: Montezuma****FY16 Award Amount: \$47,781****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 two fold; 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 students 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: 4****Contact: Donna Clifford****Phone: 303-853-1008****County: Adams****FY16 Award Amount: \$60,241****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: 4****Contact: Catherine Ebel/John Pomaski****Phone: 970-254-5488/970-254-7500****County: Mesa****FY16 Award Amount: \$116,754****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: 2****Contact: Robert Webb****Phone: 719-852-5996****County: Rio Grande****FY16 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: 2****Contact: Jeff Carr****Phone: 970-749-0485****County: Montezuma****FY16 Award Amount: \$298,474****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: Mountain Valley School District RE-1****Year of 4-year grant: 1****Contact: Megan Strauss****Phone: 719-655-2578****County: Saguache****FY16 Award Amount: \$123,600****Address:****403 Pitkin Ave****Saguache, CO 81149****Program Name: Mountain Valley School District RE-1**

**Program Description:** Mountain Valley School District RE-1 will be the acting fiscal agent for Mountain Valley and Moffat Consolidated School District 2. The acting fiscal agent would provide direct intervention supports to 75 EARSS-eligible students at these schools. The program would include services for eligible students in the form of AmeriCorps volunteers as mentors, tutoring, credit recovery, GED, leadership activities and counseling. The schools would work with families of EARSS students to meet their specific needs to graduate and reduce truancy.

**District: Peyton School District 23 JT****Year of 4-year grant: 3****Contact: Charine Chase****Phone: 719-749-0417 x517****County: El Paso****FY16 Award Amount: \$124,576****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: 3****County: Larimer****FY16 Award Amount: \$111,472**



**Contact: Troy Krotz**  
**Phone: 970-490-3295**

**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: 4**  
**Contact: Christine Elich**  
**Phone: 719-549-7188**

**County: Pueblo**  
**FY16 Award Amount: \$156,600**  
**Address:**  
**315 W. 11<sup>th</sup> Street**  
**Pueblo, CO 81003**

**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: 2**  
**Contact: Kevin West**  
**Phone: 303-655-2816**

**County: Adams**  
**FY16 Award Amount: \$349,847**  
**Address:**  
**18551 E 160<sup>th</sup> 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: 4**  
**Contact: Jackie Webb**  
**Phone: 720-833-6932**

**County: Arapahoe**  
**FY16 Award Amount: \$145,463**  
**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:** 3  
**Contact:** Tyrell Hirschert  
**Phone:** 303-702-7805 x 57838

**County:** Boulder & Weld  
**FY16 Award Amount:** \$391,940  
**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:** 4  
**Contact:** James Smith  
**Phone:** 970-368-1145

**County:** Summit  
**FY16 Award Amount:** \$12,500  
**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:** 3  
**Contact:** Raquel Macias  
**Phone:** 970-613-6871

**County:** Larimer  
**FY16 Award Amount:** \$172,278  
**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:** 4  
**Contact:** Jason Seybert  
**Phone:** 970-587-6804

**County:** Weld  
**FY16 Award Amount:** \$35,104  
**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:** Alternative Homes for Youth  
**Year of 4-year grant:** 1  
**Contact:** Shayna Miller  
**Phone:** 303-881-1247

**County:** Weld  
**FY16 Award Amount:** \$44,015  
**Address:**  
1110 M Street  
Greeley, CO 80631

**Program Name:** Alternative Homes for Youth

**Program Description:** AHFY serves on average 30 at-risk students annually in grades 8 through 12 referred to us for mental health treatment. The educational programs are focused on key elements to improve our students' educational participation and achievement. They involve efforts to improve (1) family engagement through expanded activities, (2) improved academic achievement through on-line core course work, life skills training and a new horticultural curriculum, and (3) improved assessment of individual student needs.

**Facility:** Converge Day Treatment Center  
**Year of 4-year grant:** 1  
**Contact:** Monica Buettel  
**Phone:** 970-867-0998

**County:** Morgan  
**FY16 Award Amount:** \$30,000  
**Address:**  
400 State Street  
Fort Morgan, CO 80701

**Program Name:** Converge Day Treatment Center

**Program Description:** Converge Day Treatment Center provides full-day instruction and wraparound therapeutic interventions for ten to fifteen students in grades kindergarten through sixth grade in rural Northeastern Colorado. Therapeutic services include individual therapy, family therapy, and a variety of different group therapies, including cognitive-behavioral therapy, social skills training, art therapy, and music therapy. Students also participate in daily community-based activities, including swimming, bowling, and therapeutic horseback riding. We aim to strengthen family relationships and increase students' social-emotional competence.

**Facility:** Excelsior Youth Centers, Inc  
**Year of 4-year grant:** 2  
**Contact:** Karen Rosen  
**Phone:** 303-693-1550

**County:** Arapahoe  
**FY16 Award Amount:** \$221,015  
**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:** 2  
**Contact:** Lisa Saliman  
**Phone:** 720-944-3765

**County:** Denver  
**FY16 Award Amount:** \$125,700  
**Address:**  
2929 W 10<sup>th</sup> 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:** Jefferson Hills  
**Year of 4-year grant:** 1  
**Contact:** David Molineux  
**Phone:** 303-996-3882

**County:**  
**FY16 Award Amount:** \$279,200  
**Address:**  
421 Zang Street  
Lakewood, CO 80228

**Program Name:** Jefferson Hills Aurora

**Program Description:** Jefferson Hills Aurora provides services to 170 students each year grades 6-12. Students enrolled in this program will benefit from research based education and treatment services; a transition coordinator and transition planning, access to credit recovery courseware, and strategies to increase parent engagement. These services will improve student's academic and social achievements within their community.

**Facility:** Midway Youth Services  
**Year of 4-year grant:** 1  
**Contact:** Erin Spies  
**Phone:** 970-484-7447

**County:** Larimer  
**FY16 Award Amount:** \$101,975  
**Address:**  
729 Remington St  
Fort Collins, CO 80524

**Program Name:** Remington House School

**Program Description:** Remington House School aims to serve students who are at high risk for expulsion and suspension by providing enhanced programming. We hope to serve 45 youth the first year, grades 6-12. If awarded our W.I.N.S. (What I Need to Succeed) program will focus on the following areas: Improving academic growth/engagement; increasing family support; increasing student attendance and participation; increasing vocational capabilities; and improving transitional services for youth and families.



## Appendix D: 2015-2016 EARSS End-of-Year Reporting Survey

### SECTION I: Contract and Grant Information

1. **Grantee Name** (Please note in the space provided if this information has changed)
2. **Name of Program** (Please note in the space provided if this information has changed)
3. **District Code or Facility School Code** (Please note in the space provided if this information has changed)
4. **Name of Contact** (Please note in the space provided if this information has changed)
5. **Contact Phone Number** (Please note in the space provided if this information has changed)
6. **Contact Email Address** (Please note in the space provided if this information has changed)
7. **Grant Year:** Survey covers which year of the 4-year EARSS grant? (Please note in the space provided if this information has changed)
8. **Districts Served:** Did you serve students from more than one district with this grant? *(Please select an option)*
  - Yes
  - No

### SECTION II: Students Served

9. **Anticipated Number of First Year Served Students:** How many students did you anticipate serving in the first year of this grant?
10. **Total Served:** How many students have you served in your program from July 1, 2015 through June 30, 2016?
11. **Expelled Students.** Of the above number indicated in Q10, how many expelled students has your program served?
12. **Reason for Participation.** Of the students you served **July 1, 2015 through June 30, 2016**, how many were officially expelled for the following reasons

Official Reason	Expelled Number of Students
a) Drug violation (except Marijuana or Alcohol)	
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 violations of code of conduct	

12b. Please explain other types of code of conduct violations not listed above

13. **Expelled Student Outcomes.** Of the total number of students served, indicate their status as of **June 30, 2016**. Please report primary outcome for EXPELLED students served.



Outcomes	<u>Expelled</u>
a) <b>Will continue</b> in EARSS program	
b) <b>Refused services</b> from EARSS program but returned to or continued at	
c) <b>Successfully completed</b> the EARSS program and remains in school	
d) <b>Completed expulsion</b> and transitioned back to original school	
e) <b>Facility School Only:</b> Transitioned to district school or another facility school	
f) <b>Transferred to another school district</b> in Colorado, another state or country	
g) <b>Transferred to detention center or facility school</b>	
h) <b>Home-schooled</b>	
i) <b>Discontinued schooling/dropped out</b>	
j) <b>K-6 student exited to an unknown educational setting/status</b>	
k) <b>Expelled, No Services</b>	
l) <b>Expulsion Receiving Services</b>	
m) <b>GED Transfer</b>	
n) <b>General Education Development Certificate (GED)</b>	
o) <b>Transfer to a Career and Technical (vocational) Education program administered by a Colorado school district, BOCES or other institution</b> that leads to a certificate or other evidence of completion.	
p) <b>Graduated with regular diploma</b>	

14. **OPTIONAL.** Please comment on expelled student outcomes (if any)

15. **At-Risk Students.** Of the above number indicated in Q10, how many at-risk students has your program served?



16. Reason for Participation.

Official Reason	At-Risk Number of Students
a) Alcohol, tobacco or other drug use (except Marijuana)	
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	

17. At-Risk Student Outcomes. Of the total number of students served, indicate their status as of **June 30, 2016**. Please report primary outcome for AT-RISK students served.

Outcomes	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 or facility school	
h) Home-schooled	
i) Discontinued schooling/dropped out	
j) K-6 student exited to an unknown educational setting/status -	
k) Expelled, No Services	
l) Expulsion Receiving Services	



m) <b>GED Transfer</b>	
n) <b>General Education Development Certificate (GED)</b>	
o) <b>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.</b>	
p) <b>Graduated with regular diploma</b>	

18. **OPTIONAL:** Please comment on student outcomes (if any)

**SECTION III: Family and School Partnering**

19. **Parents Served of Expelled Students.** Of the expelled students served **July 1, 2015 through June 30, 2016**, how many of their parents/guardians did you serve?

20. **Parents Served of At-Risk Students.** Of the at-risk students served **July 1, 2015 through June 30, 2016**, how many of their parents/guardians did you serve?

21. **Parent Improvement.** Of the parents/guardians served (as indicated in Q19 and Q20), how many improved their ability to support their child’s learning?

22. **Family Supports and Interventions:** Please describe the parent/family supports, services, and interventions provided as part of your program.

23. **Standards for Family-School Partnerships:** Using the rating scale below, please select the answer that best describes the level of activity in each area between **July 1, 2015 through June 30, 2016**.

	<b>Level of Activity</b> 1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
a) <b>Welcoming all families into the school community</b> —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.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
b) <b>Communicating effectively</b> —Families and school staff engages in regular, two-way, meaningful communication about student learning.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
c) <b>Supporting student success</b> —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.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs



d) <b>Speaking up for every child</b> —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.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
e) <b>Sharing power</b> —Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
f) <b>Collaborating with community</b> —Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs

**SECTION IV: Program Strategies and Services**

24. **Strategies:** The below questions aim to address two things: (1) what strategies and programs were available and used **July 1, 2015 through June 30, 2016** to serve at-risk and/or expelled students? And (2) which of these strategies and programs were funded by the EARSS grant?

**Column 1 and 2** - Please identify all strategies and programs available to expelled and at-risk students (even if the students are not participating in EARSS) between **July 1, 2015 through June 30, 2016** (identify at least one). If a strategy/program was available to both expelled and at-risk students, please identify in both columns.

**Column 3** – Please identify which strategies and programs were funded by the EARSS grant dollars during **July 1, 2015 through June 30, 2016** (identify at least one). If an option in Column 3 is identified, Column 1 and/or 2 should also be marked for that option.

Category	(1) Expelled	(2) At- Risk	(3) Funded by EARSS Grant
<b>Academic and Attendance Strategies</b>			
a) Credit recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Extended day learning (Before and After school opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) GED preparation/classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Online and technology-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Service Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Attendance contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Behavioral plans for habitually truant students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



i) Court mandated case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Diversion from truancy court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Student Attendance Review Board (SARB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Social Emotional Behavioral Support</u></b>			
l) Character education and social skill building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Mental health services/ counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Restorative justice for discipline problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Certified Addictions Counselor (CAC) services (drug/ alcohol/ substance abuse treatment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Wraparound case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Systems Approaches</u></b>			
q) Culturally responsive interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Multi-tiered system of support (MTSS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Positive staff-student mentoring and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) Professional development days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u) Individual Career and Academic Plans (ICAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Transition Planning/ Staffing from facility to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w) Postsecondary Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x) Model Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y) Other			

24b. If you selected "model programs" above (row x), please list the model programs that were used:

24c. If you selected "other" above (row y), please list the other strategies that were used

24d. **OPTIONAL:** Of the strategies/programs that were funded by the EARSS grant (selected above), list the three most effective strategies in achieving successful outcomes for students served. Please list these strategies in order of effectiveness.

**SECTION V: Success Stories**





25. **OPTIONAL: Describe a formal collaboration.** Please describe below a formal collaboration that is vital to your EARSS program's success.
- Name of Partner
  - Describe support provided by partner
  - Describe an example that resulted from this collaboration
26. **OPTIONAL: Parent or Family Success Story.** Please describe below a parent's, guardian's, or family's success story from your EARSS program. The success should be related to the services made possible by the EARSS grant and connected to why a student needed EARSS services. Based on your story please include the following:
- family's circumstances (expelled or at-risk) without using names or other personally identifiable information:
  - Program intervention and/or services provided:
  - Describe the success:
27. **OPTIONAL: Student Success Story.** Please describe below a student's success story from your EARSS program. The success should be related to the services made possible by the EARSS grant and connected to the reasons the student needs the services. Based on your story, please include the following.
- Describe Student's circumstances (expelled or at-risk) without using names or other personally identifiable information:
  - Program intervention/services provided:
  - Describe the success:

#### SECTION VI: Parent Focused Performance Measures

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

28. **Parent-Focused Objective 1:** Please report your progress on Parent Focused Objective 1.
- Exceeded goal
  - Met goal
  - Making progress
  - Not making progress
29. **Parent-Focused Objective 2:** Please report your progress on Parent Focused Objective 2.
- Exceeded goal
  - Met goal
  - Making progress
  - Not making progress
30. **Parent-Focused Indicators:** Please check up to three indicators being used to track progress on your parent-focused objective(s)
- Assessed improvement (pre-posttest, family functioning assessment, Nurturing Parent Program surveys...)
  - Completion of specialized program (parenting class, parent education workshops, ART, PEP)
  - Increased parent's/guardian's participation in school activities
  - Improved family functioning (observation/anecdotal evidence such as, family participated in counseling, unemployed parent obtained a job, and family is problem solving issues related to bedtime routines, homework, child care, transportation...)
  - Observed behavior improvement and/or reports by school staff and/or student
  - Parent/family follow-up on referrals to services
  - Other



31. Describe special circumstances that have positively affected progress on achieving your parent-focused objectives
32. Please describe issues that have negatively affected progress on achieving your parent-focused objectives

**SECTION VII: Academic Performance Measures**

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

33. **Academic Objective 1.** Please report progress on Academic Objective 1.
  - Exceeded goal
  - Met goal
  - Making progress
  - Not making progress
34. **Academic Objective 2.** Please report progress on Academic Objective 2.
  - Exceeded goal
  - Met goal
  - Making progress
  - Not making progress
35. **Academic Objective Indicators:** Please check up to three indicators being used to track progress on your academic objective(s)
  - Formally assessed improvement (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
36. Please describe special circumstances that have positively affected progress on achieving your academic performance objectives
37. Please describe issues that have negatively affected progress on achieving your academic performance objectives:

**SECTION VIII: Attendance Performance Measures**

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

38. **Attendance Objective 1:** Please report your progress on Attendance Objective 1.
  - Exceeded goal
  - Met goal
  - Making progress
  - Not making progress
39. **Attendance Objective 2:** Please report your progress on Attendance Objective 2.
  - Exceeded goal
  - Met goal



- Making progress
- Not making progress

40. **Attendance Objective Indicators:** Please check up to three indicators being used to track progress on your attendance objective(s)
- 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 (*If you selected "other" for Q41, please describe in the space provided-1500 character limit.*)
41. Please describe special circumstances that have positively affected progress on achieving your attendance objectives
42. Please describe issues that have negatively affected progress on achieving your attendance objectives

#### **SECTION IX: Safety and Discipline/Social and Emotional Performance Measures**

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

43. **Safety and Discipline/ Social and Emotional Performance Objective 1:** Please report your progress on Safety and Discipline/ Social and Emotional Performance Objective 1.
- Exceeded goal
  - Met goal
  - Making progress
  - Not making progress
44. **Safety and Discipline/ Social and Emotional Performance Objective 2:** Please report your progress on Safety and Discipline/ Social and Emotional Performance Objective 2.
- Exceeded goal
  - Met goal
  - Making progress
  - Not making progress
45. **Safety and Discipline/ Social and Emotional Performance Objective Indicators:** Please check up to three indicators being used to track progress on your Safety and Discipline/ Social and Emotional Performance Objective(s)
- 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
46. Please describe special circumstances that have positively affected progress on achieving your safety and discipline/ social and emotional performance objectives



47. Please describe issues that have negatively affected progress on achieving your safety and discipline/ social and emotional performance objectives

**SECTION X: Progress Indicator Questions for EARSS Program Serving High School Students.**

48. **High School Students.** Of the above number indicated in Q10, how many high school (9th to 12th grade) students has your program served?
49. How many began the school year behind their expected age, grade, and/or credit accumulation to graduate with a regular diploma?
50. Of these students who began the school year behind, how many earned on half or more of the credits they need to get on track to graduate?
51. **High School Students On Track.** Out of the number of high school students (9th to 12th grade) served by the EARSS program, how many began the school year on track with credit accumulation to graduate with a regular diploma?
52. Of these students who began the school year on track to graduate, how many remained on track to graduate?
53. What is the total number of credits required to receive a diploma from your high school?
54. **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 XI: Sustainability**

55. **Actions Taken for Sustainability:** Please describe action that has been taken to sustain your program – *(Please 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, Title X partnerships
  - Linking EARSS 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
  - Full absorption of general funds
  - Other
56. **Required:** Please describe the next steps toward sustainability



57. **For Public schools/districts only:** Amount of Per Pupil Revenue you have recaptured for your district by keeping these students in your program or school?
58. **For Public schools/districts only:** What is the percent of recaptured Per Pupil Operating Revenue you will re-invest in the program?
59. **Attention** – Programs finishing their 4<sup>th</sup> year of EARSS funding: Please outline your plan to continue strategies and programs in 2016-17.

## SECTION XII: Capacity Building

60. **Training and Technical Assistance Questions:** Please indicate your needs for technical assistance from CDE from the following list (*Please 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
61. **Topics:** Check topics of interest for additional training/technical assistance (*Please check all that apply*).
- Alternative education
  - Attendance/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 (MTSS)
  - Service Learning
  - Sustainability planning (includes using data, program improvement, fund development...)
  - Welcoming School Climate/School Engagement
  - Other

## Section XIII: Continuation Application

62. **Changes in Application.** If your program changed has been revised from the original application, please provide a short abstract of your current program (*100 character limit*).
63. **Measureable Objectives\*** - List each program objective identified for the 2016-17 fiscal year.
- 63a. **Parent Focused Objective 1**(if Parent Focused Objective 1 has been updated for 2016-2017 fiscal year, please enter it in the space provided):
  - 63b. (as applicable): **Parent Focused Objective 2** (if Parent Focused Objective 2 has been updated for 2016-2017 fiscal year, please enter it in the space provided):
  - 63c. **Academic Objective 1** (if Academic Objective 1 has been updated for 2016-2017 fiscal year, please enter it in the space provided):
  - 63d. (as applicable): **Academic Objective 2**(if Academic Objective 2 has been updated for 2016-2017 fiscal year, please enter it in the space provided):
  - 63e. **Attendance Objective 1**(if Attendance Objective 1 has been updated for 2016-2017 fiscal year, please enter it in the space provided):



- 63f. (as applicable): **Attendance Objective 2**(if Attendance Objective 2 has been updated for 2016-2017 fiscal year, please enter it in the space provided):
  - 63g. **Safety/Discipline and/or Social Emotional Objective 1** (if Safety/Discipline and/or Social Emotional Objective 1 has been updated for 2016-2017 fiscal year, please enter it in the space provided):
  - 63h. (as applicable): **Safety/Discipline and/or Social Emotional Objective 2** (if Safety/Discipline and/or Social Emotional Objective 2 has been updated for 2016-2017 fiscal year, please enter it in the space provided):
64. **OPTIONAL:** Please describe best practices, activities, and/or strategies that will ensure attainment of program objectives.
65. Did you receive assistance from your local BOCES to write this continuation application? (*select one*)
- Yes
- No
66. **Required Budget narrative:** 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.
67. **Maximum Award.** Does the maximum award for 2016-17 fiscal year listed below match your records: \$ xxx,xxxx.
68. **Required:** Provide a budget narrative below for the line items listed in the EARSS budget spreadsheet.
69. **Required:** Please describe below the non-EARSS 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](http://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](http://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](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 securely 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 2015-2016 school year and that covered the period of July 1, 2015 to June 30, 2016. 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.

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.