



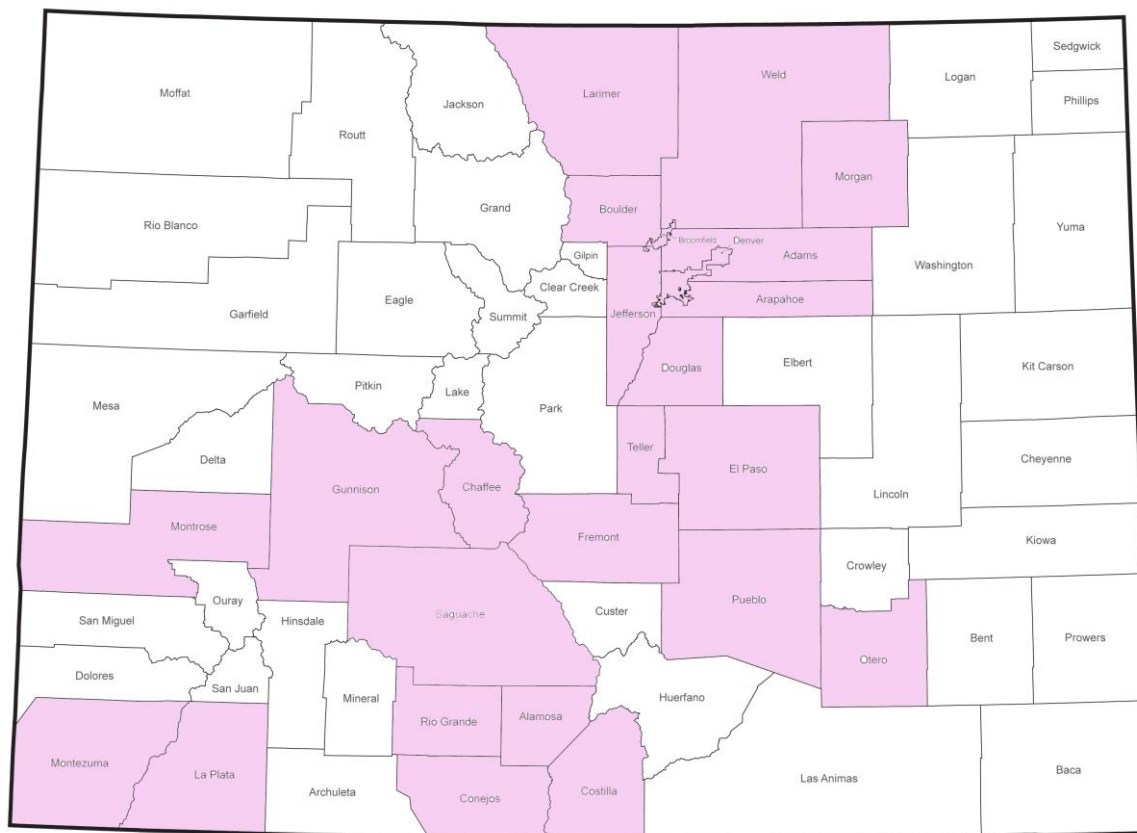
COLORADO
Department of Education

Expelled and At-Risk Student Services Grant Program

Evaluation Report to the Colorado Legislature

Grantee Award Period: July 1, 2016 to June 30, 2017

Colorado County Map





Expelled and At-Risk Student Services Grant Program Evaluation Report to the Colorado Legislature

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

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

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Executive Summary

The Expelled and At-Risk Student Services (EARSS) grant program was enacted by the Colorado state legislature in 1997 to assist in providing educational services to expelled students and students at risk of suspension or expulsion. An amendment in 2008 added services for truant students. 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), non-public 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.

Grantees are Making Gains

- **EARSS Program Provides Results:** Evaluation results verify that the legislative intent of the EARSS program to prevent expulsions, suspensions, and truancy is being met. While the 6,479 at-risk students were being served in an EARSS program in 2016-17, 99.7 percent were not expelled, 89.1 percent did not receive an in-school suspension, 83.8 percent did not receive an out-of-school suspension, and 97.9 percent did not have a truancy petition filed in court. Without program support through EARSS, it is more likely that these students may have been expelled, had unexcused absences, or dropped out.
- **More Time is an Important Component of Success:** 70.3 percent of EARSS grantees reported having met or exceeded two or more of their objectives. Ratings varied based on the grantee's cohort. While 55.5 percent of grantees from the first-year cohort reported meeting at least two or more of their objectives, 100 percent of grantees from the fourth-year cohort reported meeting two or more of their objectives.
- **Three out of four Expelled Students Experienced Positive Outcomes:** EARSS grantees reported that 72.6 percent of expelled students experienced positive outcomes such as school completion, continuation of education, completion of expulsion, and return to school. The dropout rate of expelled seventh- to 12th-grade students in an EARSS program was 2.0 percent. This was a decrease from last year's rate of 4.0 percent and a lower, improved rate than the last reported state dropout rate for alternative schools of 18.6 percent.
- **Nine out of 10 At-Risk Students Experienced Positive Outcomes:** EARSS grantees reported that 88.2 percent of at-risk students experienced positive outcomes such as school completion and continuation of education within the same school district. The dropout rate of at-risk seventh- to 12th-grade students in an EARSS program was 3.0 percent -a decrease from last year's rate of 3.9 percent.
- **\$10 Million Benefit to Schools:** By keeping expelled students, students at risk of suspension or expulsion and truant students in school, school districts will continue to receive Per Pupil Revenue (PPR) for their education. Grantees reported that an estimated \$10.8 million of PPR would be secured in the 2017-2018 school year as a direct result of these students reenrolling in school. Grantees anticipated directing \$2 million (21.6 percent) of these dollars back into their EARSS programs to continue providing services, or to sustain services after completing their four-year grant.

Addressing Unique Needs

- In 2016-17, \$6,013,155 was distributed to 37 four-year grantees located in 27 Colorado counties. These grantees served 6,796 students and 5,170 parents/guardians of EARSS students.



- In addition, planning and implementation grants totaling \$1,152,532 were awarded in December 2017 to 11 grantees to bolster the development of Restorative Practices. These grantees are in process of completing their work and results will be included in the 2017-18 EARSS report to the legislature.
- In 2016-17, 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 of these students.
- **Expelled Students Served by EARSS Grant:** EARSS grantees reported serving 317 expelled students mainly due to marijuana violations (28.1 percent), drug violations (13.2 percent), or disobedient/defiant or repeated interference (12.3 percent).
- **Students At Risk of Suspension or Expulsion Served by EARSS Grant:** EARSS grantees reported serving 6,479 at-risk students, which represented 95.3 percent of students served. Students participating in an EARSS program were identified as “at-risk” mainly due to truancy issues (48.1 percent), disobedient/defiant or repeated interference (18 percent), detrimental behaviors (10.8 percent), and marijuana violations (9.1 percent).

Student Demographics

- **Demographics for Expelled Students Served by EARSS Grants in K-12 Public Schools:** K-12 public schools refers to the EARSS grantees representing school districts, alternative education schools, charter schools within school districts or the Charter School Institute, Boards of Cooperative Education, and non-public non-parochial schools. They do not include facilities schools. The available demographic data for the expelled students served in K-12 public schools showed that 76.6 percent were male, and most were Hispanic (49.7 percent) or White (36.2 percent). The available demographic data showed that 7.4 percent of expelled students served were in Kindergarten through sixth grade and 92.6 percent were in seventh through 12th grades.
- **Demographics for Students at Risk of Suspension or Expulsion Served by EARSS Grants in K-12 Public Schools:** The available demographic data for the at-risk students served showed that 58.3 percent were male, most were Hispanic (52.2 percent) or White (38.2 percent), and 3.4 percent were African American. The available demographic data showed that 4.9 percent of at-risk students served were in Kindergarten through third grade, 15.1 percent were in fourth through sixth grades, 28 percent were in seventh and eighth grades, and 52 percent were in ninth through 12th grades.
- **Demographics for Students Served by EARSS Grant in Facility Schools:** Six facility schools funded by the EARSS grant served 944 students. The available data for students served by facility schools showed that 70.5 percent were male, most were Hispanic (32.8 percent) or White (45.7 percent), and 14 percent were African American. The available demographic data showed that 4.7 percent of students served by facility schools were in Kindergarten through third grade, 11.3 percent were in fourth through sixth grades, 15.6 percent were in seventh and eighth grades, and 68.4 percent were in ninth through 12th grades.



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. Some of 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 and at-risk 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.¹

- 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).^{2,3}
- A student's likelihood of being arrested is also highest during a suspension or expulsion period.⁴

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 non-public 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.



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.⁵ Compared to other student populations, this includes students of color (especially males), students with educational disabilities, English language learners, and students with mental health problems.^{6, 7, 8}

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>

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. An amendment in 2008 added services for truant students. Specific goals of the grant program included: (1) to support students who have been expelled; (2) to develop strategies to help students who are at risk of suspension or expulsion, and (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.⁹ Research has shown that low school engagement is linked to health risk behaviors (e.g., substance use), delinquency, and academic achievement.^{10, 11} Low school engagement is also linked to a higher likelihood of being suspended, expelled, and dropping out of school.^{9, 11, 12} 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 from state statute are commonly used in the administration of the EARSS grant program (C.R.S. 22-33-201.5)

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
- Non-public 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.



- **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 career and technical 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.
- **K-12 Public School** – Represents school districts, alternative education schools and charter schools within school districts or the Charter School Institute, and Boards of Cooperative Education. There were no non-public non-parochial schools funded in 2016-17. This definition does not include facility 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) substance use disorder treatment programs, and 4) family preservation (C.R.S. 22-33-204).

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, non-public non-parochial schools, and facility schools.

Four-Year Grant Period

EARSS grants are annually awarded for a four-year funding period. Continuation grant awards are distributed annually contingent on the availability of state funds and a review of a continuation application and budget 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.



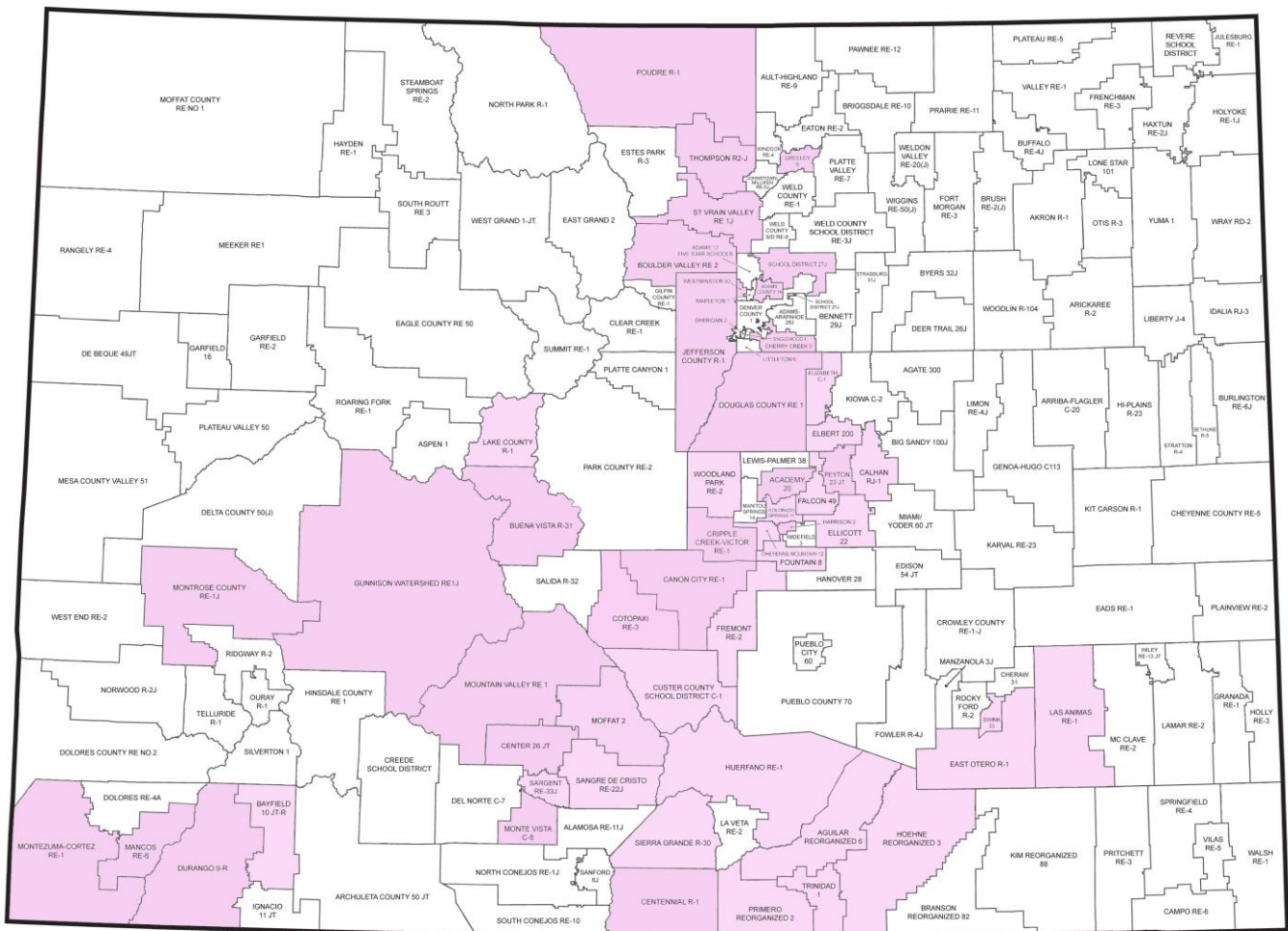
Program data is collected through an annual survey of grantees, which includes measurable indicators of performance objectives that verify self-reported data. See [Appendix C: EARSS EOY Reporting Survey](#) for a copy of the survey.

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 E: Evaluation Methodology](#).

Map of 4-year Grantees

The 37 funded grantees represented 27 counties across Colorado. Grantees included 24 public school districts (of 178 in Colorado), which include an additional 3 individual charter school grants. Additionally, 6 facility schools and 4 BOCES were also funded. BOCES reported serving students in 29 school districts.

Colorado School District Map





2016-2017 Grant Awards

In 2016-2017, \$6,013,155 was awarded to the four-year EARSS grantees. Funds were designated for 28 continuing and nine new grantees. See [Appendix B: 2016-2017 Funded EARSS Grantees](#) for the list of grantees and a brief description of each program. This report includes performance for all current four-year grantees. The highest percent of grantees were in their second year (29.7 percent). **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 | 9 | 24.3% |
| 2nd Year | 11 | 29.7% |
| 3rd Year | 7 | 18.9% |
| 4th Year | 10 | 27.0% |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

Twelve grantees (32.4 percent) served students from more than one school district. This equaled 34.1 percent of the funds awarded (\$2,049,264). The authorizing legislation requires 45 percent of the appropriation be awarded to grantees serving students from more than one school district. CDE 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. The exceptions are BOCES that serve member districts, especially in rural areas, and facility schools that accept students from several school districts.

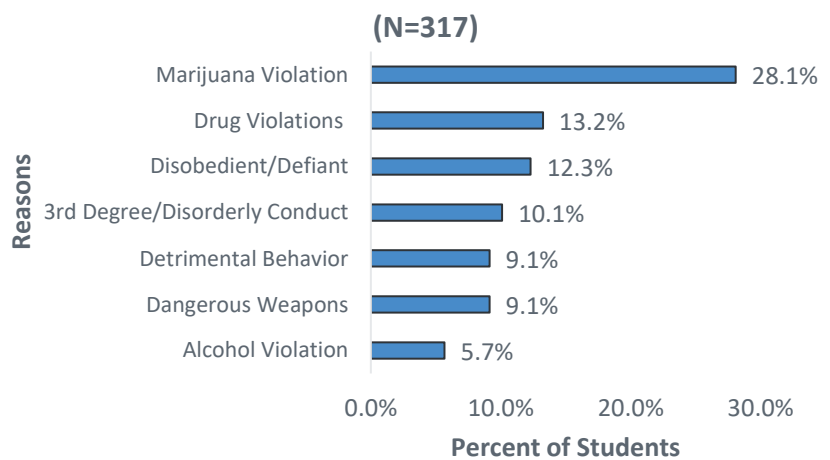
Students Served

A total of 6,796 students participated in an EARSS program in 2016-2017. EARSS grantees reported serving 317 expelled students (4.7 percent of the EARSS students served) and 6,479 at-risk students (95.3 percent of the EARSS students served).

Scope and Reasons for Expelled Students Served

Students participating in an EARSS program were expelled primarily for marijuana violations (28.1 percent), drug violations (13.2 percent), or disobedient/defiant or repeated interference (12.3 percent). This reflects Colorado education statistics which show that the most common reasons for expulsion in 2016-2017 statewide were marijuana violations (21.7 percent). **CHART 1** provides a breakout of the most common reasons that expelled students were served by an EARSS program.

CHART 1: MOST COMMON REASONS FOR EXPULSION FOR EXPELLED STUDENTS SERVED



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, 2016-2017

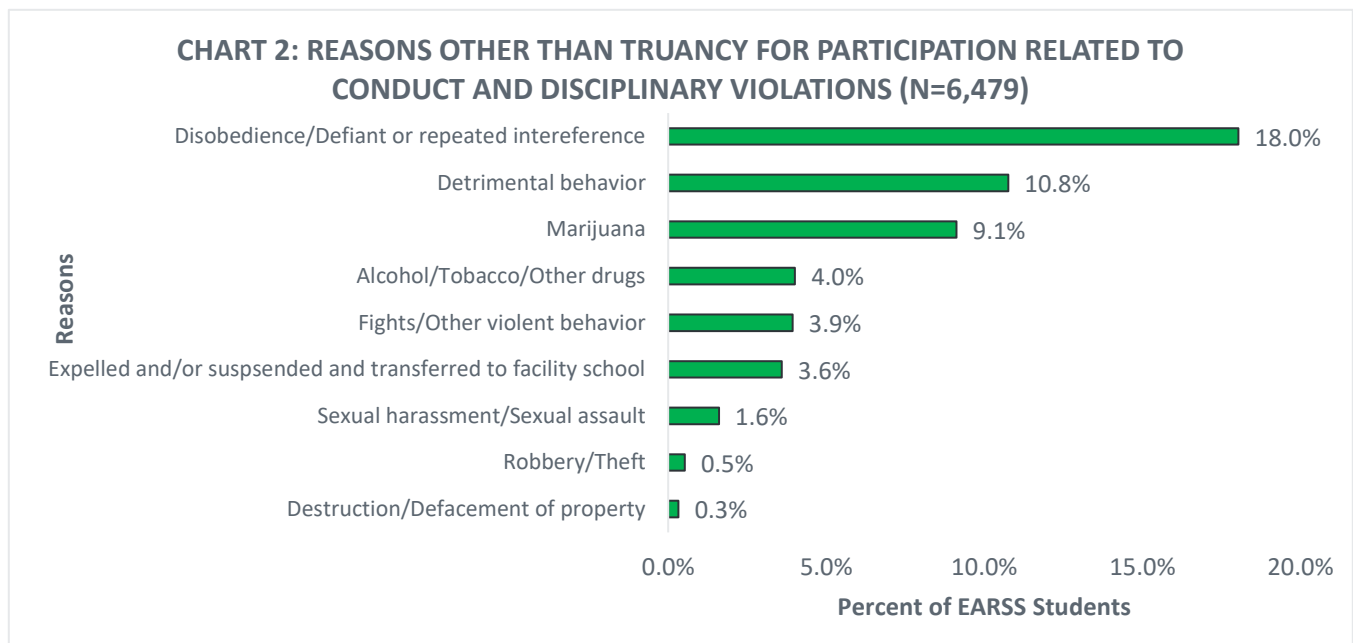


Note: A few expelled students served by an EARSS program may have been serving a term of expulsion stemming from the previous school year.

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 or at risk of being declared *habitually truant*. 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*.

A high percent of students participating in an EARSS program were identified as “at-risk” because of truancy issues (48.1 percent). Studies have shown a link between juvenile delinquency and truancy, which makes a case for prevention and supporting regular school attendance.¹³ Reasons for truancy represent behaviors that lead or could lead to disciplinary action such as suspension and expulsion. Many EARSS students were considered at-risk due to disobedient/defiant or repeated interference (18 percent), detrimental behavior (10.8 percent), and marijuana violations (9.1 percent). **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, 2016-2017

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

School districts are required to report drug-related incidents to CDE. Marijuana-related incidents in Colorado schools were reported statewide for the first time in 2015-16. Alcohol, tobacco, and marijuana incidents are 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 971 total expulsion incidents that occurred during the 2016-2017 school year, 10 percent were for other drug-related violations and 21.7 percent were for marijuana violations. **TABLE 2** reflects the number of drug-related expulsions and suspensions incidents over the past 5 years. **TABLE 3** reflects the Colorado number of marijuana-related disciplinary incidents.



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

| | SCHOOL YEAR | | | | |
|---|-------------|-----------|-----------|------------|----------|
| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016* | 2016-17* |
| CLASSROOM, IN-SCHOOL, OUT OF SCHOOL SUSPENSIONS | 4,319 | 4,714 | 4,529 | 1,579 | 1,006 |
| EXPULSIONS | 614 | 535 | 446 | 142 | 97 |
| TOTAL SCHOOL SUSPENSIONS & EXPULSIONS | 4,933 | 5,249 | 4,975 | 1,721 | 1,103 |

*Beginning in 2015-2016, there was a change in reporting of marijuana violations. As of 2015-2016, marijuana-related incidents are now reported under a separate category titled, "marijuana violations." Prior to 2015-16, marijuana-related incidents were counted in the category of "drug violations."

Source: Colorado Department of Education, Data Services, 2016-2017

TABLE 3: COLORADO PUBLIC PREK-12 SCHOOL 2016-17 MARIJUANA - INCIDENTS BY ACTION TAKEN

| ACTION TAKEN | NUMBER OF INCIDENTS | PERCENT |
|---|---------------------|------------------------------|
| CLASSROOM, IN-SCHOOL, OUT OF SCHOOL SUSPENSIONS | 3,147 | 3.6% of suspension incidents |
| EXPULSIONS | 211 | 21.7% of expulsion incidents |
| REFERRAL TO LAW ENFORCEMENT | 851 | 24.1% of referral incidents |
| OTHER ACTION TAKEN | 44 | 0.2% of other action taken |

Source: Colorado Department of Education, Data Services, 2016-2017

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 15](#).

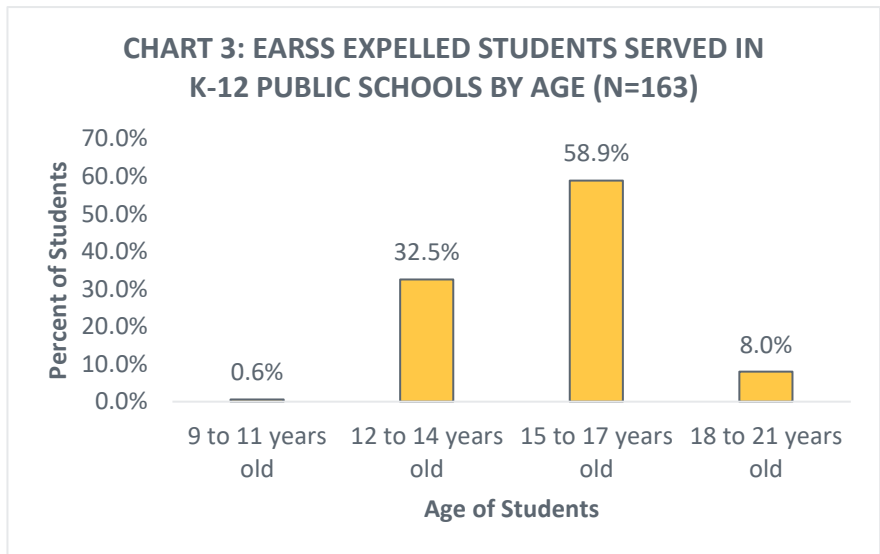


Expelled Students

Expelled students (174 students) were served by grantees in 18 of 32 K-12 public schools (56.3 percent). Demographic data were available for 93.7 percent of the expelled students served by an EARSS program in K-12 public schools.

The available data showed that 76.6 percent of the students served were male and most of the expelled students served in K-12 public schools were Hispanic (49.7 percent) or White (36.2 percent).

The average age of expelled students served was 15.2 years old as of November 1, 2016. Ages ranged from nine years old to 20 years old. **CHART 3** shows a breakout by age for the expelled students served by EARSS in K-12 public schools.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

A review by grade level shows that 7.4 percent of expelled students (12 students) served were in Kindergarten through sixth grade and 92.6 percent of expelled students served were in seventh through 12th grades.

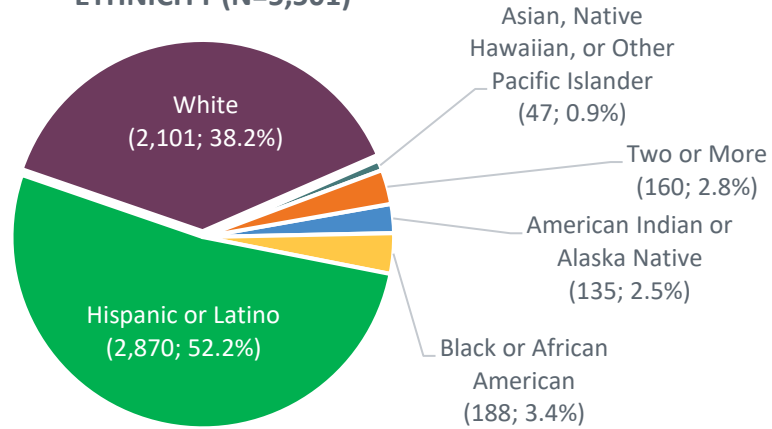
Based on the data available, 18.4 percent of the expelled students served had a special education designation and 10.4 percent were English learners.

Students at Risk of Suspension or Expulsion in K-12 Public Schools

At-risk students were served by all grantees in K-12 public schools. EARSS grantees served 5,678 students identified as “at risk” of suspension or expulsion. Demographic data were available for 96.8 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, 58.3 percent were male and most were Hispanic (52.2 percent) or White (38.2 percent). **CHART 4** shows a breakout by race and ethnicity for the at-risk students served by EARSS in K-12 public schools.



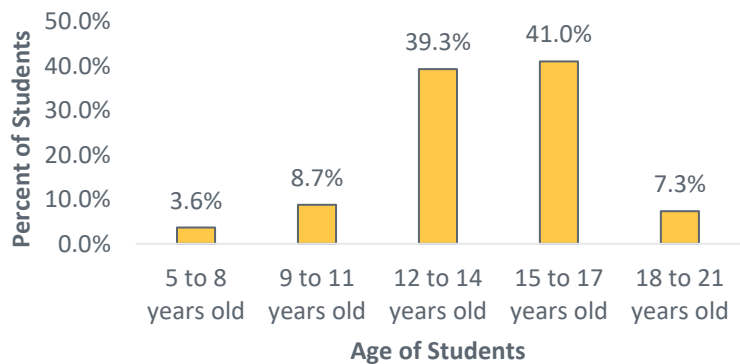
CHART 4: EARSS AT-RISK STUDENTS IN K-12 PUBLIC SCHOOLS BY RACE AND ETHNICITY (N=5,501)



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

The average age of at-risk students served was 14.2 years old as of November 1, 2016. Ages ranged from 5 years old to 21 years old. **CHART 5** shows a breakout by age for the at-risk students served by EARSS in K-12 public schools.

CHART 5: EARSS AT-RISK STUDENTS SERVED IN K-12 PUBLIC SCHOOLS BY AGE (N=5,501)



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

TABLE 4: EARSS AT-RISK STUDENTS SERVED IN K-12 PUBLIC SCHOOLS BY GRADE LEVEL (N=5,501)

| Grade Level | K to 3 | 4 to 6 | 7 to 8 | 9 to 12 |
|------------------------------------|--------|--------|--------|---------|
| Total | 271 | 831 | 1,541 | 2,858 |
| Percent of At-Risk Students | 4.9% | 15.1% | 28.0% | 52.0% |

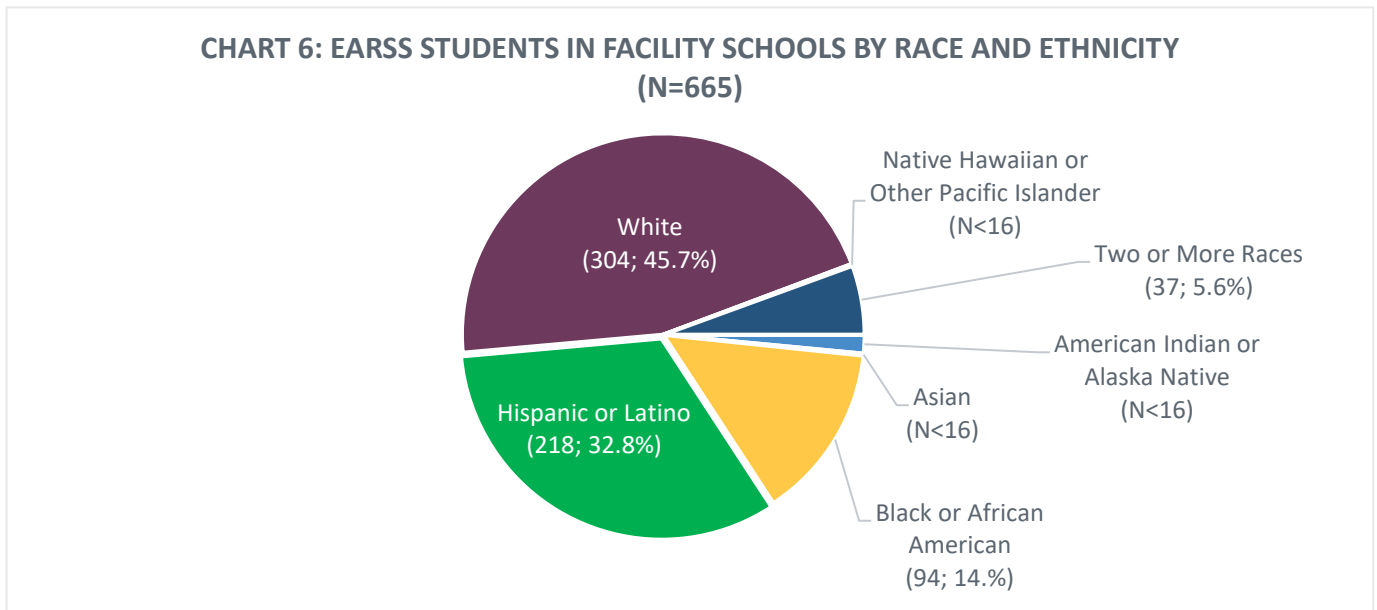
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017



Based on the data available, 14.6 percent of the at-risk students served had a special education designation and 18.2 percent were English learners.

Facility Schools

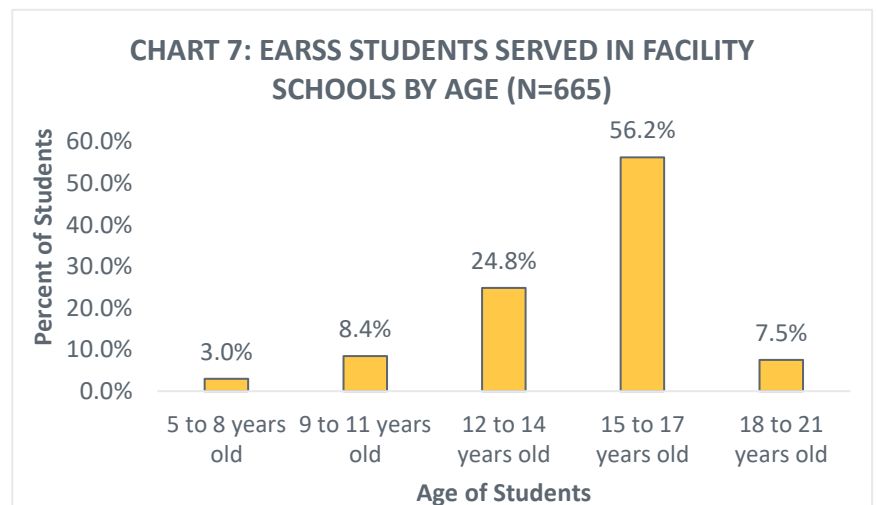
Approximately 4,712 students were placed in facility schools in Colorado in 2016-2017. EARSS programs served approximately 20 percent of these at-risk students across 6 facility schools; 143 expelled students (15.1 percent) and 801 at-risk students (84.9 percent). Demographic records were available for 70.4 percent of students served in facility schools. The available data indicates that these students were most commonly male (70.5 percent) and most were Hispanic (32.2 percent) or White (45.7 percent). **CHART 6** 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, 2016-2017

The average age of students served in a facility school was 14.7 years old as of November 1, 2016. Ages ranged from 5 years old to 21 years old. **CHART 7** shows a breakout by age for the students served by EARSS in facility schools.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017



The highest percent of at-risk students were in high school (61.0 percent). **TABLE 5** shows a breakdown of grade level for the facility school students served by EARSS.

TABLE 5: EARSS STUDENTS SERVED IN FACILITY SCHOOLS BY GRADE LEVEL (N=665)

| Grade Level | K to 3 | 4 to 6 | 7 to 8 | 9 to 12 |
|--|--------|--------|--------|---------|
| Total Students | 31 | 75 | 104 | 455 |
| Percent of Students in Facility Schools | 4.7% | 11.3% | 15.6% | 68.4% |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

Based on the data available, 38.6 percent of students served in facility schools had a special education designation and 6 percent were English learners.

Program Strategies and Services

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. For more information on strategies see [Appendix D: Description of Strategies](#).

Academic and Attendance Strategies

Academic and attendance strategies refer to strategies that help students successfully progress in their schooling as well as strategies that increase student achievement. 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.
 - 62.2 percent of all grantees applied this strategy.
- **Action 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.
 - 51.4 percent of all grantees applied this strategy.

CREDIT RECOVERY GAINS

A total of 3,504 high school students (grades 9 to 12) received services from EARSS programs. A little under half of high school students receiving services (44.6%) began the school year behind their expected age and credit accumulation for their grade level while 55.4 percent started the school year on track.

- Of the students behind, 49.1 percent earned one half or more of the credits they need to get on track to graduate.
- Of the students on track, 72.5 percent remained on track to graduate.



- **Tutoring**
 - Refers to one-on-one or small group instruction to supplement learning and support academic improvement. This may include homework help, instruction in core courses and instruction to assist in credit recovery and grade advancement.
 - 45.9 percent of all grantees applied this strategy.

System Approaches

System approaches refer to strategies at the organizational level that promote student success. The system approaches most frequently funded with EARSS grant dollars included:

- **Positive Staff-Student Mentoring and Relationship Building**
 - Refers to one-on-one or small group mentoring by staff and student connections to a caring safe and supportive adult.
 - 54.1 percent of all grantees applied this strategy.
- **Professional Development Days**
 - Refers to time designated for staff learning and skill building.
 - 45.9 percent of all grantees applied this strategy.
- **Culturally Responsive Interventions**
 - Refers to strategies and activities that are relevant and sensitive to a student's background, culture and language and may include examples such as reducing inappropriate referrals to special education, addressing over representation of specific cultural groups in disciplinary actions and closing the achievement gap.
 - 43.2 percent of all grantees applied this strategy.

Social Emotional and Behavioral Support

Social emotional and behavioral supports include services that assist students to succeed in school and promote wellbeing. The social emotional and behavioral support most frequently funded with EARSS grant dollars included:

- **Essential Skills Building**
 - Refers to programming that addresses the development of creativity and innovation skills, critical-thinking and problem-solving skills, communication and collaboration skills, social and cultural awareness, civic engagement, initiative and self-direction, flexibility, productivity and accountability, character and leadership.
 - 73.0 percent of all grantees applied this strategy.
- **Counseling**
 - Refers to social-emotional counseling that may be school-based or community-based and is provided by qualified school staff or other counseling professionals.
 - 45.9 percent of all grantees applied this strategy.
- **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.
 - 32.4 percent of all grantees applied this strategy.



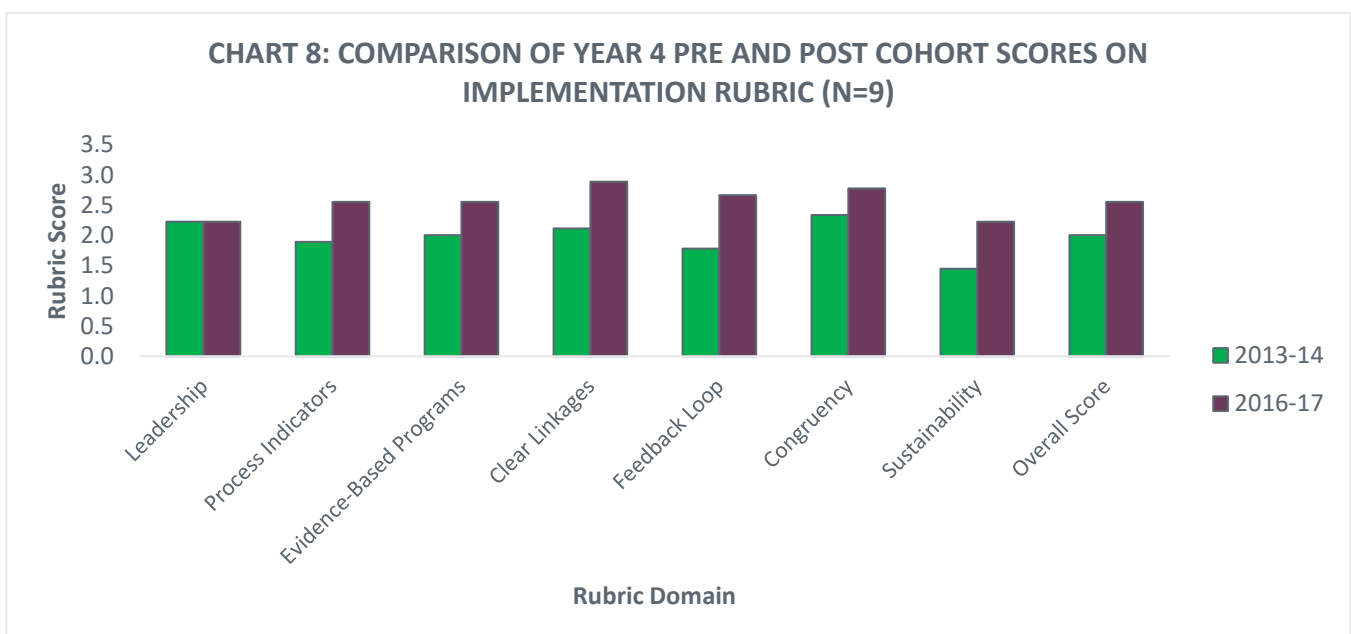
Program Implementation

Grantees completed an implementation rubric self-assessment during a first year site visit and fourth year exit interview. The implementation rubric includes seven domains which grantees rated on a rubric scale: *Not Evident (0)*; *Needs Improvement (1)*; *Meets Expectations (2)*; *Exceeds Expectations (3)*; *Exemplary (4)*.

These domains included:

1. **Personnel/Leadership Indicators** – Evidence of staffing and leadership that is conducive to dynamic program implementation.
2. **Process Indicators** – Evidence of engaging target populations, delivering appropriate programming, and broadening outreach efforts.
3. **Evidence-based Programs** – Evidence of consistent use of promising practices or evidence-based strategies in program or policy implementation.
4. **Clear Linkages** – Evidence of performance measures and activities that are related to the grant for current funding year.
5. **Feedback Loop** – Evidence that data are being used to improve program implementation.
6. **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.
7. **Sustainability** – Evidence exists that the program is engaged in efforts to foster culture change and enhance sustainability.

Current fourth year grantees first completed the implementation rubric in 2013-14 during the first year of their grant and again in 2016-17. Comparison data was available for nine out of the 10 grantees in the year-four cohort. The results showed that as these nine grantees progressed in the program, their implementation scores improved. The most notable increase was seen in clear linkages, the feedback loop, and sustainability scores where grantees were able to make more progress towards the end of their grant. **Chart 8** shows the average scores for the seven domains for fourth year grantees, comparing their scores from the first year of their grant (2013-2014) to the last year of their grant (2016-2017).



Source: Colorado Department of Education, Implementation Rubric 2016-2017



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, 2017. 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 C: EARSS EOY Reporting Survey](#) and [Appendix E: Evaluation Methodology](#).

Note: For the end-of-year reporting, grantees were asked to provide parent and student success stories related to the services made possible by the EARSS grant. Grantees were instructed not to use names or personally identifiable information when submitting their stories (e.g., birth date, gender, and ethnicity).

Meeting Legislative Intent

The purpose of the EARSS program is to assist in reducing and preventing expulsions, suspensions, and truancy. Of the 6,479 at-risk students served, grantees reported the following disciplinary outcomes in 2016-17:

- **Expulsion:** 99.7 percent of at-risk students and 88.6 percent of expelled students did not receive an expulsion while being served by the EARSS program.
- **Out-of-School Suspensions:** 83.8 percent of at-risk students did not receive an out-of-school suspension while being served
- **In-School Suspensions:** 89.1 percent of at-risk students did not receive an in-school suspension while being served
- **Truancy Petitions:** 97.9 percent of at-risk students did not have a truancy petition filed in court while being served

Expelled Students

Twenty-three grantees served 317 expelled students. Of those, 72.6 percent experienced positive outcomes. These outcomes reflect school completion, continuation of education, completion of expulsion, and return to school.

- Of the expelled students served, 31.9 percent will continue in the EARSS program
- Of the expelled students served, 7.3 percent successfully completed the EARSS program.

Based on the available demographic and outcome data, the dropout rate of expelled seventh- to 12th-grade students in an EARSS program was 2.0 percent, which is a decrease from last year's rate of 4.0 percent.

Expelled Student Success Story

(Submitted by a Denver Metro EARSS Grantee)

"Student was expelled from another district and moved to our district. Student was expelled from our district a year later. A case manager worked intensively with student to get services and support for some family and personal issues that were impacting their academic success. In addition, the expulsion services school provided support and online classes to get and keep the student on track. The case manager and teacher would reach out when the student was not attending the expelled program and would continually provide support services. Student was able to graduate on time after being expelled 2 times during their high school career and with having little to no family support."



At-Risk Student

Thirty-seven grantees served 6,479 at-risk students. Of those served, 88.2 percent experienced positive outcomes, which represents school completion and continuation of education within the same school district. Grantees report results of those served:

- 52.4 percent will continue in the EARSS program.
- 25.5 percent successfully completed the EARSS program.
- 88.2 percent had positive outcomes.

At-Risk Student Success Story (Submitted by a Rural EARSS Grantee)

“The student struggled for years with truancy and academic success. The student entered the program last year, before EARSS funding. The student was not on track to graduate when they started the 2016-2017 school year... This student found trust, support, encouragement, and motivation through their relationships with staff. The student learned and practiced new skills in responsibility, communication, and effort to earn an incredible 13.75 credits and walk with their class at graduation. This took tremendous effort and diligence on the student’s part to stay focused and complete all credits required for their diploma!”

Based on the available demographic and outcome data, the dropout rate of at-risk seventh- to 12th-grade students was 3.0 percent, which is a decrease from last year’s rate of 3.9 percent, but higher than the state dropout rate for 2015-2016 (2.3 percent).

Parent Outcomes for All Grantees

In addition to students, EARSS grantees also served 5,170 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 62.6 percent improved their ability to support their child’s learning.

School-Parent Partnership Improves Academic Achievement

(Submitted by a Rural EARSS Grantee)

“An effort was made to invite the parents to school for positive interactions, like family dinners cooked and served by students... The family came to feel they could trust the school and that they were partners in their student’s education. The student strongly bonded with staff and behavior greatly improved along with grades and work completion.”

Family-School Partnerships

Grantees were asked to rate their effectiveness at partnering with families 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 welcoming all families into the school and communicating effectively. **TABLE 6** shows the aggregated average scores and ratings for the Family-School Partnership Scale.



TABLE 6: EARSS GRANTEE RATING OF FAMILY-SCHOOL PARTNERSHIP (N=37)

| Standards for Family-School Partnerships | Average Score on a 4-Point Scale | Percent Reported Not/Rarely Occurring | Percent Reported Occasionally Occurring | Percent Reported Frequently Occurring |
|--|----------------------------------|---------------------------------------|---|---------------------------------------|
| <p>1. Welcoming all families into the school <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></p> | 3.6 | 2.7% | 37.8% | 59.5% |
| <p>2. Communicating effectively <i>Families and school staff engages in regular, two-way, meaningful communication about student learning.</i></p> | 3.6 | 2.7 % | 29.7% | 67.6% |
| <p>3. Supporting student success <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></p> | 3.4 | 10.8% | 40.5% | 48.6% |
| <p>4. Speaking up for every child <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></p> | 3.5 | 5.4% | 35.1% | 59.5% |
| <p>5. Sharing power <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></p> | 3.2 | 5.4% | 64.9% | 29.7% |
| <p>6. Collaborating with community <i>Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation.</i></p> | 3.4 | 8.1% | 43.2% | 48.6% |

Source: Colorado Department of Education, Data Services, 2016-2017

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:

- Frequent and varied 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)
- Wraparound case management
- Referrals to needed resources and services available in the community
- Counseling and support groups for parents
- Home visitation

Example Family Support Interventions (Submitted by a Facility School EARSS Grantee)

"Families are offered weekly therapy, both in office and home based therapy. Parents are provided daily behavior updates. Educational and therapeutic progress are also reviewed on a monthly basis. Many parents and families are also paired with a life skills coach that works in the home between 4-6 hours per week to help improve family functioning."



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

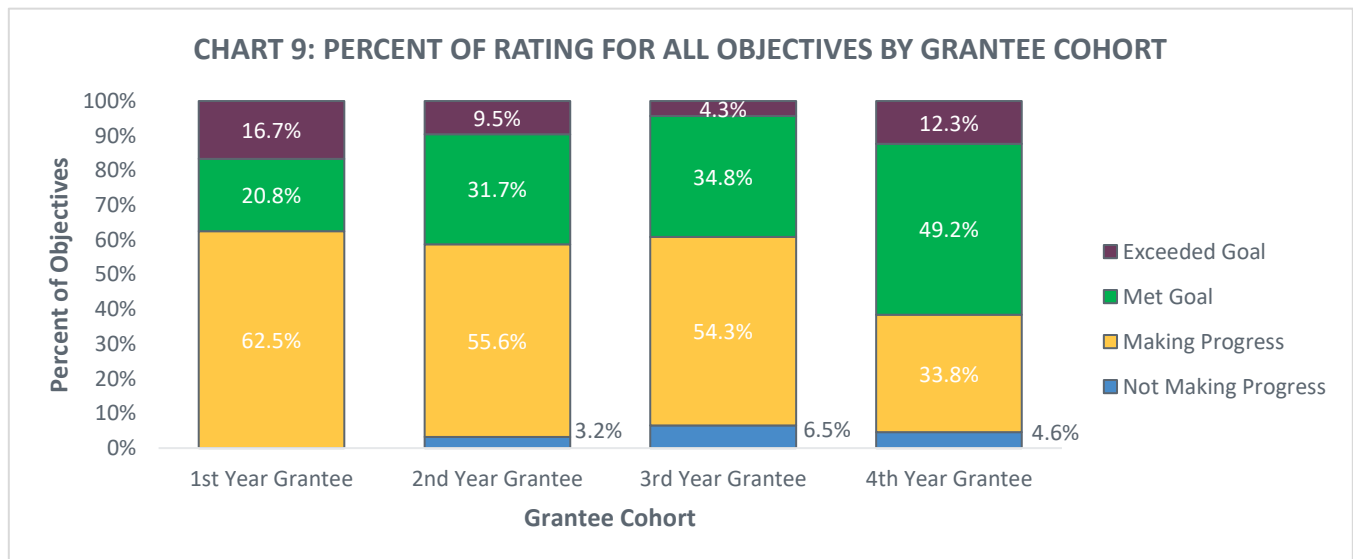
Summary of Program Results for all Grantees

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. 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 all objectives across goal areas included:

- **Exceeded or Met** – Grantees reported exceeding or meeting 45.9 percent of their objectives.
- **Making progress** – Grantees reported that they were making progress on 50.5 percent of their objectives.
- **Not making progress** – Grantees reported that they were not making progress on 3.6 percent of their objectives.

Objective ratings varied by grantee cohort. Fourth-year grantees were more likely to report meeting or exceeding their objectives (61.5 percent), while first year grantees were more likely to report making progress on their objectives (62.5 percent). **CHART 9** shows the percent of rating for all objectives by grantee cohort.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

To better identify how many 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 70.3 percent of EARSS grantees reported having met or exceeded two or more of their required objectives.

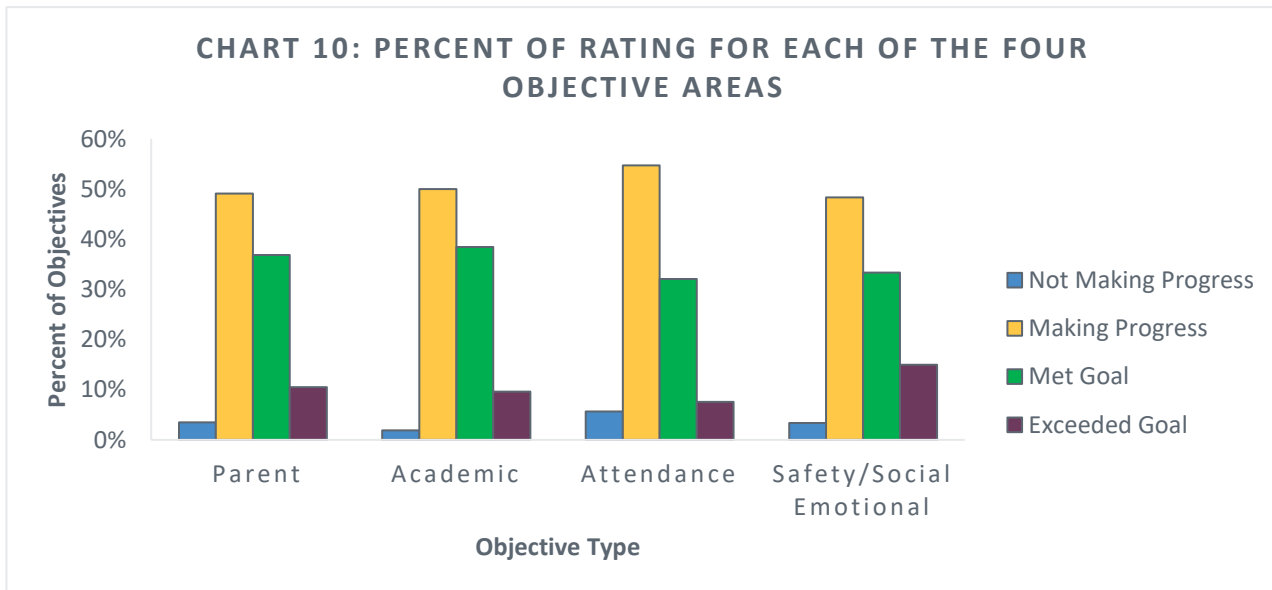


Ratings varied by the grantee’s year of funding, which supports the four-year structure to allow for multiple years for making progress:

- Of the nine grantees in their first year, five grantees (55.5 percent) reported meeting or exceeding two or more objectives.
- Of the 11 grantees in their second year, six grantees (54.5 percent) reported meeting or exceeding two or more objectives.
- Of the seven grantees in their third year, five grantees (71.4 percent) reported meeting or exceeding two or more objectives.
- Of the 10 grantees in their fourth year, 10 grantees (100 percent) reported meeting or exceeding two or more objectives

Overall, ratings were similar across the four objective areas. Grantees were most likely to rate meeting or exceeding their Academic Achievement objectives (48.1 percent) and Safety and Discipline or Social Emotional Functioning objectives (48.3 percent).

CHART 10 shows the percent by ratings for each of the four objective areas.



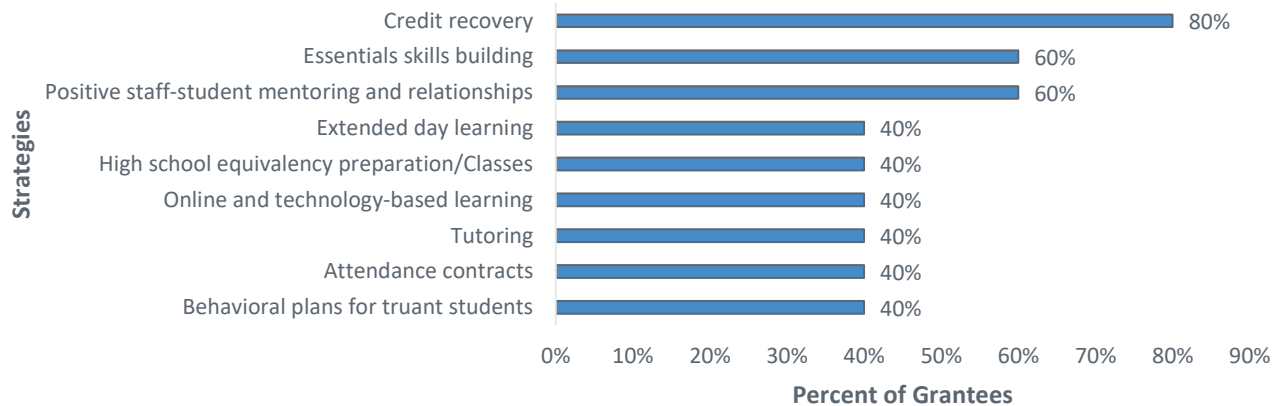
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

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 five grantees who met or exceeded all of their objectives were credit recovery (80 percent) and positive staff-student mentoring and relationship building (60 percent). For more information on strategies see [Appendix D: Description of Strategies](#). **CHART 11** shows strategies most frequently funded with EARSS grant dollars for grantees who met/exceeded all of their goals.



CHART 11: STRATEGIES MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR GRANTEES WHO MET/EXCEEDED ALL OF THEIR GOALS (N=5)



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

Results for Parent Engagement Objectives

Of the 37 grantees, 47.4 percent reported meeting or exceeding their parent engagement objective(s). The most commonly used indicators to track progress for parent engagement objectives were as follows:

- Observed behavior improvement and/or reports by school staff and/or student was reported by 67.6 percent of EARSS grantees.
- Improved family functioning was reported by EARSS 64.9 percent of grantees.
- Increasing parent participation was reported by 56.8 percent of EARSS grantees.

EARSS grantees were also asked to describe special circumstances that positively or negatively affected progress on achieving their parent engagement objectives. **TABLE 7 and Table 8** depict the common themes that emerged from the open ended responses for parent engagement objectives.

TABLE 7: POSITIVE CIRCUMSTANCES FOR GRANTEES THAT MET OR EXCEEDED PARENT ENGAGEMENT OBJECTIVES (N=19)

| Example Theme | Theme Description | Quote from an Urban-Suburban EARSS Grantee |
|--|---|---|
| Parent-Centered Engagement Activities and Events | Grantees reported hosting parent-centered activities and events to help engage parents (e.g., dinner, coffee break). | <p><i>“Having a dedicated Parent Engagement Coordinator has been key to reaching our parent goals. She has provided a consistent contact that parents trust and has acted as a liaison between our school staff and parents. As a result of her work and this grant, we are changing the way that we do parent teacher conferences to better accommodate parent schedules and to get more into parent homes.”</i></p> |
| Staff Focused on Parents and Families | Grantees reported that building relationships with parents and increasing parent engagement was facilitated by having staff dedicated to working with parents (e.g., parent liaisons, parent coordinators, and outreach teams). | |
| Classes/Workshops | Grantees reported holding formal classes or workshops that covered topics that were of interest to the parents (e.g., Truancy, parenting classes). | |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017



| TABLE 8: BARRIERS FOR GRANTEES THAT DID NOT MEET PARENT ENGAGEMENT OBJECTIVES (N=18) | | |
|--|---|--|
| Example Theme | Theme Description | Quote from a Denver Metro EARSS Grantee |
| Disengaged or Uninterested | Grantees reported that some parents were either disengaged from the process or uninterested in participating possibly due to negative past experiences. | <i>“For the families that participate in these programs, we see great results, but we also see parents who refuse because of negative feelings towards the system or an inability to attend due to work obligations, lack of transportation, health, etc.”</i> |
| Environmental Barriers | Grantees reported external barriers such as lack of transportation and time availability. | |
| Attitudinal Barriers | Grantees reported that some parents expressed distrust in the school and/or shame with reaching out for assistance. | |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

Results for Academic Achievement Objectives

Of the 37 grantees, 48.1 percent reported meeting or exceeding their academic achievement objective(s). The most commonly used indicators to track progress for academic achievement objectives were as follows:

- Tracking students’ completion of coursework and classes was reported by 75.7 percent of EARSS grantees.
- Tracking whether students completed credit recovery was reported by 64.9 percent of EARSS grantees.
- Tracking reduction of failing grades in core classes was reported by 62.2 percent of EARSS grantees.

EARSS grantees were also asked to describe special circumstances that positively or negatively affected progress on achieving their academic achievement objectives. **TABLE 9 and Table 10** depict the common themes that emerged from the open ended responses for academic achievement objectives.

| TABLE 9: POSITIVE CIRCUMSTANCES FOR GRANTEES THAT MET OR EXCEEDED ACADEMIC ENGAGEMENT OBJECTIVES (N=17) | | |
|---|---|---|
| Example Theme | Theme Description | Quote from an EARSS Grantee in an Outlying City |
| Use of Multiple Programs and Strategies | Grantees reported implementing more than one academic strategy (e.g., credit recovery, online classes, career and technical education opportunities) and customizing services to fit student needs. | <i>“Throughout the course of the grant, we have been able to increase the variety of opportunities students have to be successful in course completion. We have increased the course offerings online, staffed the high school with a teacher to monitor and support online learning, offered tutoring, and we have authorized an online school.”</i> |
| Staff/Student Relationships | Grantees reported that fostering positive staff and student relationships was necessary for success. | |
| Monitoring Progress and Outreach | Grantees reported that staff were effectively able to monitor student progress and reach out when needed to keep students on track. | |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017



TABLE 10: BARRIERS FOR GRANTEES THAT DID NOT MEET ACADEMIC ENGAGEMENT OBJECTIVES (N=20)

| Example Theme | Theme Description | Quote from an EARSS Grantee in an Outlying City |
|----------------------------|---|--|
| Attendance/ Truancy | Grantees reported that low school attendance and truancy were difficult barriers to overcome. | <i>“Simply put... attendance. As with many schools, attendance/truancy rates impact student academic success more than any other issue. We have made phone calls, home visits, check-ins, etc., and nothing seems to work on getting students to school. We have even gone as far as driving to a student’s home and bringing them to school.”</i> |
| Staff Barriers | Grantees reported that changes in staff, ineffective staff, or lack of staff caused a setback in achieving academic objectives. | |
| Gaps in Knowledge | Grantees reported that many of the students served had severe gaps in knowledge and academic abilities which made it difficult to catch-up within the year. | |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

Results for School Attendance Objectives

Of the 37 grantees, 39.6 percent reported meeting or exceeding their school attendance objective(s). The most commonly used indicators to track progress for school attendance objectives were as follows:

- Monitoring attendance on a weekly or daily basis was reported by 83.8 percent of EARSS grantees.
- Making attendance comparisons from baseline to year-end was reported by 73.0 percent of EARSS grantees.
- Tracking average improvements in daily attendance was reported by 62.2 percent of EARSS grantees.

EARSS grantees were also asked to describe special circumstances that positively or negatively affected progress on achieving their school attendance objectives. **TABLE 11 and Table 12** depict the themes that emerged from the open ended responses for school attendance objectives.

TABLE 11: POSITIVE CIRCUMSTANCES FOR GRANTEES THAT MET OR EXCEEDED ATTENDANCE OBJECTIVES (N=15)

| Example Theme | Theme Description | Quote from a BOCES EARSS Grantee |
|---|--|---|
| Staff Focused on Attendance | Grantees reported that having a staff member or a team (e.g., attendance advocate, truancy team, truancy coordinator, or attendance liaisons) focused on attendance helped in achieving attendance objectives. | <i>“Advocates checked in with students’ weekly and discussed attendance and why it is important. They also worked on ways to get students excited about attending school. Advocates were required to enter attendance weekly into our data management tool so they could see if a student’s attendance was dropping.”</i> |
| Staff/Student Relationships | Grantees reported that fostering positive staff and student relationships was necessary for success. | |
| Monitoring Progress and Outreach | Grantees reported that staff were effectively able to monitor student progress and reach out when needed to keep students on track. | |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017



| TABLE 12: BARRIERS FOR GRANTEES THAT DID NOT MEET ATTENDANCE OBJECTIVES (N=22) | | |
|--|---|--|
| Example Theme | Theme Description | Quote from a Rural EARSS Grantee |
| Life Circumstances and Environment | Grantees reported that life circumstances (e.g., work, family life) prevented students from attending school. | <i>"Parents are often enabling in regards to allowing their kids to stay home. In many cases we have families that have older siblings stay home to take care of younger siblings who are sick. It puts a student in a difficult position when they are expected to take care of a brother or sister."</i> |
| Parent Sanctioned Absences | Grantees reported that not all parents prioritized their children's schooling and opted to keep their children home for various reasons (e.g., childcare) | |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

Program Results for Safety and Discipline or Social Emotional Functioning Objectives

Of the 37 grantees, 48.3 percent reported meeting or exceeding their safety and discipline or social emotional functioning objective(s). The most commonly used indicators to track progress for safety and discipline or social emotional functioning objectives were as follows:

- Comparing discipline and referral records from baseline to year-end was reported by 75.7 percent of EARSS grantees.
- Tracking decline in suspensions was reported by 67.6 percent of EARSS grantees.
- Using satisfactory progress in behavior/conduct plan was reported by 43.2 percent of EARSS grantees.

EARSS grantees were also asked to describe special circumstances that positively or negatively affected progress on achieving their safety and discipline or social emotional functioning objectives. **TABLE 13 and Table 14** depicts the themes that emerged from the open ended responses for safety and discipline or social emotional functioning objectives.

| TABLE 13: POSITIVE CIRCUMSTANCES FOR GRANTEES THAT MET OR EXCEEDED SAFETY AND DISCIPLINE OR SOCIAL EMOTIONAL FUNCTIONING OBJECTIVES (N=20) | | |
|--|---|--|
| Example Theme | Theme Description | Quote from an EARSS Grantee in an Outlying Town |
| Use of Multiple Evidence-Based Programs and Strategies | Grantees reported implementing a variety of evidence-based programs and strategies focused on improving behaviors and social emotional learning (e.g., anger management, restorative practices, and stress management). | <i>"The continued partnership helps the district schools further develop and institutionalize restorative practices ... Continuing training of staff in restorative practices is increasing the continuum of positive behavior supports from kindergarten through grade 12. The school board's support for this relationship and the creation of alternative processes to dealing with safety and discipline issues in our schools is a huge support for this work and the success of the EARSS programs."</i> |
| Collaboration/Partnerships | Grantees reported that collaborating with external partners to achieve their goals has been beneficial. | |
| Policy Changes and Professional Development | Grantees reported changing disciplinary policies and approaches as well as providing staff with professional development around these changes. | |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017



TABLE 14: BARRIERS FOR GRANTEES THAT DID NOT MEET SAFETY AND DISCIPLINE OR SOCIAL EMOTIONAL FUNCTIONING OBJECTIVES (N=17)

| Example Theme | Theme Description | Quote from an Urban-Suburban EARSS Grantee |
|------------------------------|---|---|
| Lack of Capacity | Grantees reported that lack of capacity (e.g., lack of leadership, turnover, and ineffective setting) was a barrier to meeting these objectives. | <i>“One challenge we have experienced is EARSS Counselors becoming involved with students after multiple / escalated behavior events and we want to make the involvement of EARSS Counselors more immediate.”</i> |
| Delayed Interventions | Grantees reported providing interventions to students when it was already too late to prevent further discipline actions. This was most commonly due to ineffective tracking systems or lack of capacity. | |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

[Program Strategies Used and Outcomes for Facility Schools](#)

Six facility schools served 944 students with EARSS funding (143 expelled students and 801 at-risk-students). This was 14.9 percent of all EARSS students served in 2016-2017 (45.1 percent of all expelled students served and 12.4 percent of all total at-risk students served).

Of the six facility schools, two facility schools were in their first year of funding and four 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

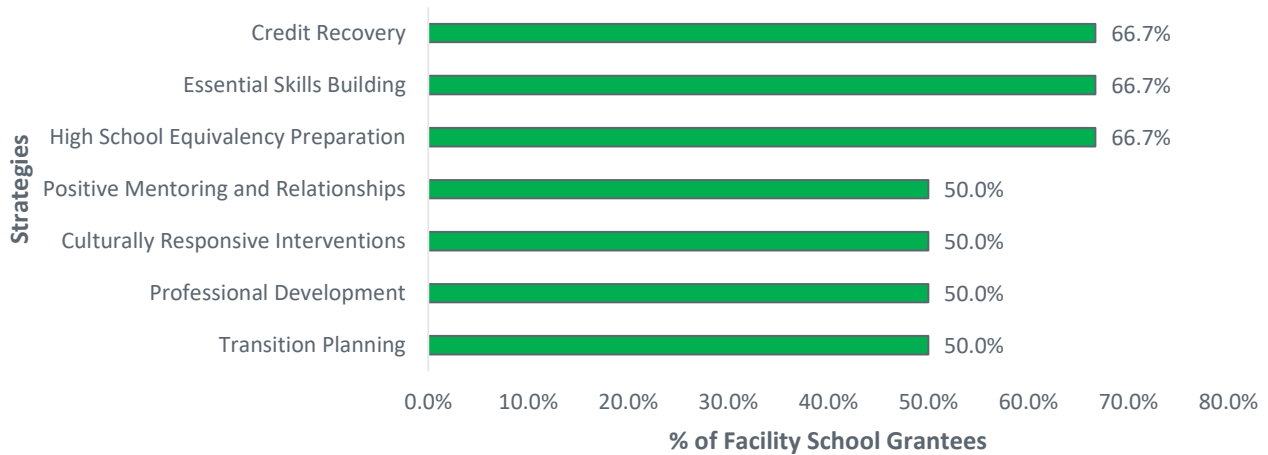
This section breaks down the percent of the most commonly used strategies and services (i.e., academic and attendance strategies, social emotional and behavioral supports, and system approaches) funded by facility schools.

- **Academic and Attendance Strategies** – four out of six facility schools used EARSS funding for credit recovery and four of six facility schools used funding for high school equivalency preparation classes and online based learning.
- **Social Emotional and Behavioral Support Strategies** – four of six facility schools used EARSS funding for essential skills building and two of six facility schools used funding for counseling.
- **System Approaches and Strategies** – five of six facility schools used funding for transition planning and three of six facility schools used funding for professional development.

These results indicate that facility schools fund different services than other EARSS grantees (with the exception of credit recovery, essential skills building, and positive mentoring and relationship building). **CHART 12** lists the strategies most commonly funded by facility schools



CHART 12: STRATEGIES MOST FREQUENTLY FUNDED WITH EARSS GRANT DOLLARS FOR FACILITY SCHOOLS (N=6)



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017

Outcomes for Students Served by Facility Schools

Grantees reported that 76.9 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 K-12 public school EARSS grantees.

Of the EARSS students served by facility school grantees reported the following outcomes for students served:

- 37.8 percent of expelled students successfully completed the EARSS program or will continue in the EARSS program.
- 36.5 percent of at-risk students successfully completed the EARSS program or will continue in the EARSS program.

Based on the available demographic and outcome data, the dropout rate of seventh- to 12th-grade students served in facility schools funded by the EARSS program was 4.7 percent.

Outcomes for Parents Served by Facility Schools

Facility schools funded by EARSS provided services and supports to 598 parents/guardians. These grantees reported 93.3 percent of parents/guardians improved their ability to support their child’s learning which is higher than the rate reported by K-12 public school EARSS grantees. Examples of parent/family supports cited by facility school grantees included:

- Frequent and varied communication with parents
- Parent/guardian and family centered events (e.g., parent night)
- Classes and workshops on various topics
- Progress meetings and conferences about their child(ren)
- Counseling, therapy, and support groups



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

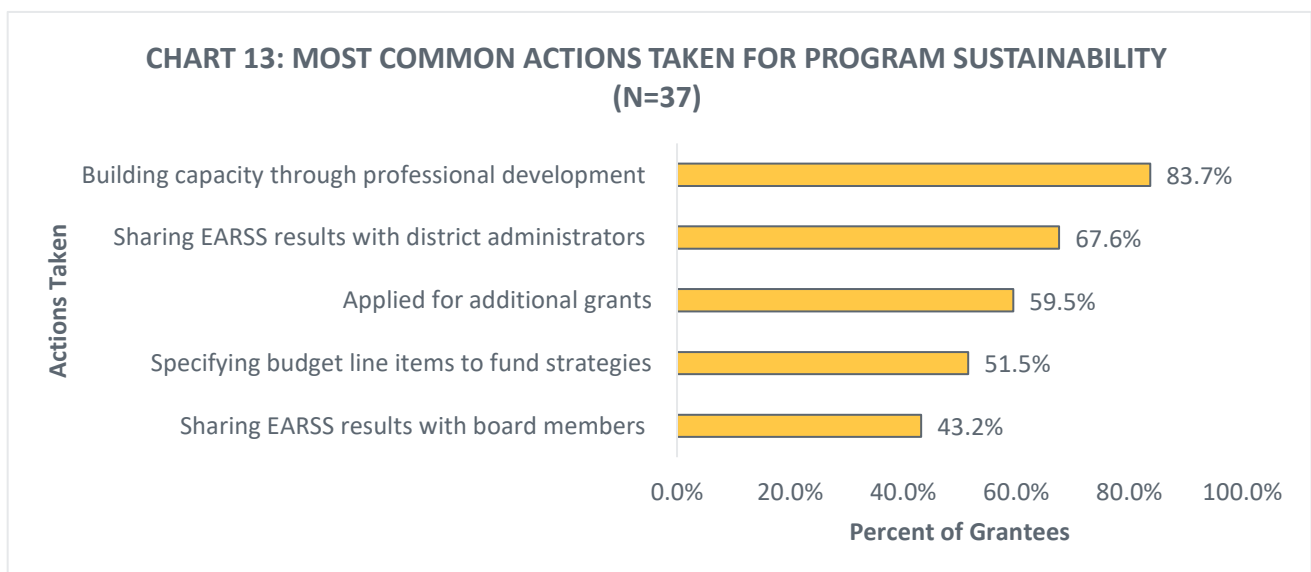
EARSS grantees included a plan to sustain their program as part of their application. They explain how services and programs will continue past the four-year funding period with no reduction in quality. To facilitate sustainability planning, EARSS grant awards are adjusted through phased reductions in the amount of funding. In the third year of a grant, the award is reduced by 25 percent. There is another 25 percent reduction in 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 \$10,821,683 million of PPR would be retained in 2017-2018 of which 21.6 percent of these dollars will go 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 2016-2017 to sustain the program. **CHART 13** lists the five most common actions taken to sustain programs for all grantees.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2016-2017



4TH Year Grantees

The most common actions taken by fourth year grantees included applied to other grants (27.0 percent), shared EARSS results with district administrators (18.9 percent), budgeted line items (18.9 percent), and built capacity through professional development (16.2 percent).

Conclusion

In 2016-2017, 72.6 percent of expelled students and 88.2 percent of at-risk students served by the EARSS program attained positive outcomes by the end of the school year. Facility school grantees reported positive outcomes for 76.9 percent of expelled students and 88.5 percent of at-risk students served by the EARSS program. This included outcomes such as continuation of education and school completion. Parents, guardians, and families were also positively influenced by the EARSS program. More than half (62.6 percent) of parents/ guardians improved their ability to support their child's learning. In addition, the grantees reported effectively developing positive family-school partnerships.

Most grantees reported meeting or making progress in meeting their performance objectives in four goal areas: (1) Parent Engagement; (2) Academic Achievement; (3) School Attendance; and (4) Safety and Discipline/ Social Emotional Functioning. Although 70.3 percent of all grantees reported meeting or exceeding two or more of their objectives, the percent was higher for fourth year grantees (100 percent) than other grantees. This suggests that most grantees are able to make progress on their goals as they continue developing their program.

In addition, improvements in implementation were seen as grantees progressed in the program. The most notable increases were seen in the domains regarding clear linkages between performance measures and funded activities, the feedback loop regarding the use of data, and sustainability scores. Grantees were able to make more progress towards the end of their grant.

Academic and attendance strategies (e.g., credit recovery), social emotional and behavioral support strategies (e.g., essential skills building), and the system approaches and strategies (e.g., positive staff-student mentoring and relationship building) contributed to positive results on performance objectives and student outcomes.

Due to these funds, grantees reported that 99.7 percent of at-risk students and 88.6 percent of expelled students were not subsequently expelled while being served by the EARSS program, 83.8 percent of at-risk students did not receive an out-of-school suspension, and 89.1 percent of at-risk students did not receive an in-school suspension while being served by the EARSS program. In addition, grantees reported that 87.4 percent of all students (i.e., students at risk, expelled students, and students in facility schools) served in 2016-2017 were able to make progress towards educational success.

Evaluation results indicate that the EARSS grant program is meeting its legislative intent to prevent additional expulsions, suspensions, or habitual truancy among students being served by the grant-funded programs and services.



Endnote

- ¹ Padres & Jovenes Unidos, a Denver parent/youth advocacy group. In 2010, the group began a legislative campaign to end harsh disciplinary actions that push students out of school. They were a stakeholder in the passing of HB12-1345, School Finance Act, which included provisions to amend Colorado's school discipline laws and eliminate "Zero Tolerance" (See <http://www.padresunidos.org>).
- ² 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.
- ³ 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.
- ⁴ 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
- ⁵ 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>.
- ⁶ U.S. Department of Education's Office for Civil Rights (OCR). *District or School Reports*. Available at <http://ocrdata.ed.gov>.
- ⁷ 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>
- ⁸ 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
- ⁹ 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.
- ¹⁰ 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.
- ¹¹ 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.
- ¹² Finn, D. (1989). *Withdrawing from School*. Available in *Review of Educational Research*, Volume 59, Pages 117-142.
- ¹³ National Center for School Engagement. *Truancy Fact Sheet*. Available at 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 non-public, non-parochial 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, non-public, non-parochial 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 non-public, non-parochial 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 non-public, non-parochial 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, non-public, non-parochial 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, non-public, non-parochial 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 non-public, non-parochial 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 non-public, non-parochial 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 career and technical 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.

Establishes the EARSS grant program at CDE.

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



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

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

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

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

- School districts
- Charter schools
- Alternatives schools within districts
- Non-public non-parochial schools
- BOCES
- Facility schools

(b) In addition to school districts, charter schools, alternative schools within school districts, non-public, non-parochial 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 non-public, non-parochial schools may only apply for a grant pursuant to the provisions of this section to fund educational services that have been approved by the state board pursuant to section [22-2-107](#). The department shall follow application procedures established by the department of education pursuant to subsection (2) of this section.

Services from a non-public 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 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.

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.

(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 non-public, non-parochial 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.

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.

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

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

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



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

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

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

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

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

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

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

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

CDE may use up to 1% of its appropriation for annually evaluating the program. CDE may use up to 2% of its appropriation to partner with service providers to reduce the number of truancy court cases and that also reflect the best interests of students and families. The services and supports shall include, but are not limited to, alternatives to guardian ad litem representation in truancy court.

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

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.

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: 2016-2017 Funded EARSS Grantees

K-12 Public Schools

| County | Year of 4-year Grant | Grantee | School or Program Funded, or District-wide Strategies | Amount Awarded |
|--|----------------------|---|--|----------------|
| Adams | 2 | Adams County School District 14 | Adams 14 EARSS | \$237,880 |
| Adams | 3 | School District 27J | 27J Intervention Services Program | \$254,722 |
| Adams | 3 | Westminster Public Schools | Adams 50 CARES | \$328,994 |
| Arapahoe | 2 | Cherry Creek School District 5 | Endeavor Academy | \$384,626 |
| Boulder, Broomfield, unincorporated Gilpin | 3 | Boulder Valley School District Re-2 | Boulder At-Risk Student Services (BARSS) | \$221,789 |
| Boulder/ Weld | 4 | St. Vrain Valley School District Re-1J | Multi-School EARSS Initiative | \$261,293 |
| Chaffee | 1 | Buena Vista School District | McGinnis MS and Buena Vista HS | \$25,000 |
| Costilla | 1 | Centennial School District R-1 | EARSS Program | \$182,437 |
| El Paso | 2 | Academy School District 20 | Academy School District 20 | \$294,000 |
| El Paso | 4 | Peyton School District 23 JT | Peyton Junior/ Senior High School | \$82,046 |
| Fremont | 1 | Canon City School District | Canon City High School | \$104,158 |
| Gunnison | 1 | Gunnison Watershed School District | EARSS High Fidelity Wraparound | \$50,000 |
| Jefferson | 2 | Jeffco Public Schools | Office of Student Engagement | \$204,994 |
| La Plata | 4 | Durango School District 9R | Durango/ Bayfield Youth & Family Services | \$107,466 |
| Larimer | 4 | Thompson School District | EARSS for Secondary Students | \$122,323 |
| Larimer | 4 | Poudre School District | Poudre School District | \$74,143 |
| Montezuma | 3 | Montezuma-Cortez School District RE-1 | Montezuma Student Support Program | \$224,574 |
| Montezuma | 4 | Mancos School District | Mancos Middle & High School | \$30,339 |
| Montrose | 1 | Montrose Co. School District RE-1J | Attendance Advocates | \$167,100 |
| Rio Grande | 3 | Monte Vista School District (Monte Vista C-8) | Monte Vista School District - Truancy Mediation/Restorative Discipline | \$124,629 |
| Saguache | 2 | Mountain Valley School District RE-1 | Mountain Valley School District RE-1 | \$123,600 |
| Saguache | 4 | Center Consolidated Schools | Center Consolidated Schools | \$112,290 |
| Teller | 1 | Cripple Creek-Victor RE-1 | Mountain Alternative Education | \$151,200 |
| Weld | 4 | Greeley Evans School District 6 | Ninth Grade EARSS Initiative | \$134,164 |



Boards of Cooperative Education

| County | Year of 4-year Grant | Grantee | School or Program Funded, or District-wide Strategies | Amount Awarded |
|--|----------------------|-----------------------|---|----------------|
| Alamosa, Conejos, Costilla, Rio Grande | 1 | San Luis Valley BOCES | EARSS Program | \$249,794 |
| El Paso | 4 | Pikes Peak BOCES | Tiered Intervention Program for High-Risk Youth | \$78,998 |
| Otero | 2 | Santa Fe Trail BOCES | SFTBOCES Alternative Education Academy | \$125,000 |
| Pueblo | 1 | South Central BOCES | Dropout Prevention Program | \$301,164 |

Charter Schools

| County | Year of 4-year Grant | Grantee | School or Program Funded, or District-wide Strategies | Amount Awarded |
|-----------|----------------------|---------------------------------------|---|----------------|
| Douglas | 3 | Hope Online Learning Academy Co-Op | Hope Online Learning Academy Co-Op | \$91,500 |
| El Paso | 4 | Harrison School District 2 | Atlas Preparatory School | \$69,690 |
| Montezuma | 3 | Montezuma-Cortez School District RE-1 | Southwest Open School | \$186,600 |

Facility Schools

| County | Year of 4-year Grant | Grantee | School or Program Funded, or District-wide Strategies | Amount Awarded |
|------------------------|----------------------|------------------------------------|---|----------------|
| Adams, Boulder, Denver | 1 | Shiloh House | Shiloh Academy | \$232,108 |
| Arapahoe | 2 | Jefferson Hills | Jefferson Hills (Aurora Site) | \$256,700 |
| El Paso | 1 | Griffith Center for Children, Inc. | EARSS Program | \$274,714 |
| Larimer | 2 | Midway Youth Services | Remington House School | \$90,775 |
| Morgan | 2 | Converge Day Treatment Center | Converge Day Treatment Center | \$30,000 |
| Weld | 2 | Alternative Homes for Youth | Alternative Homes for Youth | \$22,345 |



Appendix C: EARSS End-of-Year Reporting Survey

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 one option*)
 - Yes
 - No
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, 2016 through June 30, 2017?
 - 10a) **Expelled Students.** How many expelled students has your program served?
 - 10b) **At-Risk Students.** How many at-risk students has your program served?
11. **Reason for Participation.** Of the students you served **July 1, 2016 through June 30, 2017**, how many were officially expelled for the following reasons:

| Official Reason | Number of Students |
|---|--------------------|
| a) Drug violation (except Marijuana, Alcohol) | |
| b) Marijuana violation | |
| c) Alcohol violation | |
| d) 1st, 2nd degree or vehicular assault | |
| e) 3rd degree assaults/disorderly conduct | |
| f) Sexual Violence/Battery (other than rape): | |
| g) Rape or Attempted Rape: | |
| h) Dangerous weapons | |
| i) Robbery | |
| j) Other felony | |
| k) Disobedient/defiant or repeated interference | |
| l) Detrimental behavior | |
| m) Destruction or defacement of school property/vandalism | |
| n) Other violations of code of conduct Please explain other types of code of conduct violations not listed above | |



12. Expelled Student Outcomes. Of the total number of students served, indicate their status as of **June 30, 2017**. Please report primary outcome for EXPELLED students served. *0*.

| Outcomes | Number of Students |
|--|--------------------|
| 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, Not Receiving Services | |
| l) Expelled, Receiving Services | |
| m) High School Equivalency Transfer | |
| n) High School Equivalency Diploma | |
| o) Transfer to a Career and Technical Education program administered by a Colorado school district, BOCES or other institution that leads to a certificate or other evidence of completion. | |
| p) Graduated with regular diploma | |

13. Comment (OPTIONAL). Please comment on expelled student outcomes (if any):

14. Reason for Participation. Of the at-risk students you served **July 1, 2016 through June 30, 2017**, how many were at-risk of expulsion or suspension for the following reasons:

| Official Reason | 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 | |
| e) Fights or other violent behavior | |
| f) Robbery/theft/stealing | |
| g) Sexual harassment/sexual assault | |
| h) Truancy/ At-Risk for Habitual Truancy | |
| i) Disobedient/defiant or repeated interference | |
| j) Expelled and/or suspended and transferred to Facility School | |



15. At-Risk Student Outcomes. Of the total number of students served, indicate their status as of **June 30, 2017**. Please report primary outcome for **AT-RISK** students served.

| Outcomes | Number of Students |
|--|--------------------|
| 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) Discontinued EARSS services due to transfer to a non-EARSS served school within the district: | |
| g) Transferred to another school district in Colorado, another state or country | |
| h) Transferred to detention center or facility school | |
| i) Home-schooled | |
| j) Discontinued schooling/dropped out | |
| k) K-6 student exited to an unknown educational setting/status | |
| l) Expelled, Not Receiving Services | |
| m) Expelled, Receiving Services | |
| n) High School Equivalency Transfer | |
| o) High School Equivalency Diploma | |
| p) Transfer to a Career and Technical Education program administered by a Colorado school district, BOCES or other institution that leads to a certificate or other evidence of completion. | |
| q) Graduated with regular diploma | |

16. Comment (OPTIONAL): Please comment on at-risk student outcomes (if any):

17. At-Risk Student and In-School Suspensions. Of the total number of at-risk students served, how many of these students received an in-school suspension between July 1, 2016 and June 30, 2017 while being served by your EARSS program?

18. At-Risk Student and Out-of- School Suspensions. Of the total number of at-risk students served, how many of these students received an out-of-school suspension between July 1, 2016 and June 30, 2017 while being served by your EARSS program?

19. At-Risk Student and Truancy Petitions. Of the total number of at-risk students served, indicate the number of students who had a truancy petition filed in court between July 1, 2016 and June 30, 2017 while being served by your EARSS program?

20. Total Parents Served. Of the students served July 1, 2016 through June 30, 2017, how many of their parents/guardians did you serve?

20a. Parents Served of Expelled Students. Of the expelled students served **July 1, 2016 through June 30, 2017**, how many of their parents/guardians did you serve?



20b. Parents Served of At-Risk Students. Of the at-risk students served **July 1, 2016 through June 30, 2017**, how many of their parents/guardians did you serve?

21. Parent Improvement. Of the parents/guardians served (as indicated in 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 EARSS 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, 2016 through June 30, 2017**.

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

24. Strategies: The below questions aim to address two things: (1) what strategies and programs were available and used **July 1, 2016 through June 30, 2017** 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, 2016 through June 30, 2017** (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, 2016 through June 30, 2017** (identify at least one). If an option in Column 3 is identified, Column 1 and/or 2 should also be marked for that option.

| Academic and Attendance Strategies | | | |
|--|--------------------------|--------------------------|--|
| Category | (1) Expelled | (2) At- Risk | (3) Funded by EARSS Grant |
| 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) High School Equivalency 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"/> |

| Social Emotional Behavioral Support | | | |
|---|--------------------------|--------------------------|--|
| Category | (1) Expelled | (2) At- Risk | (3) Funded by EARSS Grant |
| l) Character Education (Essential Skills) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) 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"/> |



| <u>Systems Approaches</u> | | | |
|--|--------------------------|--------------------------|------------------------------------|
| Category | (1) Expelled | (2) At- Risk | (3) Funded by EARSS Grant |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

25. **Comment (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.
26. **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
27. **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:
- Parent’s, guardian’s, or family’s circumstances (expelled or at-risk) without using names or other personally identifiable information:
 - Program intervention and/or services provided:
 - Describe the success:
28. **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:



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

If you went above and beyond your objective(s), then you *exceeded your goal*. If you have completely (100 percent) met your objective(s), then you have *met your goal*, if you have partially met your objective (more than 50 percent), then indicate *making progress*. If you have not mostly met your objective, select *not making progress*.

29. Parent-Focused Objective 1: Please report your progress on Parent-Focused Objective 1.

- Exceeded goal
- Met goal
- Making progress
- Not making progress

30. Parent-Focused Objective 2: Please report your progress on Parent Focused Objective 2.

- Exceeded goal
- Met goal
- Making progress
- Not making progress

31. 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

32. Positive Circumstances. Describe special circumstances that have positively affected progress on achieving your parent-focused objectives:

33. Negative Circumstances. Describe issues that have negatively affected progress on achieving your parent-focused objectives:

34. Academic Objective 1. Please report progress on Academic Objective 1.

- Exceeded goal
- Met goal
- Making progress
- Not making progress



35. Academic Objective 2. Please report progress on Academic Objective 2.

- Exceeded goal
- Met goal
- Making progress
- Not making progress

36. 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

37. Positive Circumstances. Describe special circumstances that have positively affected progress on achieving your academic performance objectives:

38. Negative Circumstances. Describe issues that have negatively affected progress on achieving your academic performance objectives:

39. Attendance Objective 1: Please report your progress on Attendance Objective 1.

- Exceeded goal
- Met goal
- Making progress
- Not making progress

40. Attendance Objective 2: Please report your progress on Attendance Objective 2.

- Exceeded goal
- Met goal
- Making progress
- Not making progress

41. 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



- 42. Positive Circumstances.** Describe special circumstances that have positively affected progress on achieving your attendance objectives:
- 43. Negative Circumstances.** Describe issues that have negatively affected progress on achieving your attendance objectives:
- 44. 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
- 45. 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
- 46. 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 counseling professionals
 - Other
- 47. Positive Circumstances.** Describe special circumstances that have positively affected progress on achieving your safety and discipline/ social and emotional performance objectives:
- 48. Negative Circumstances.** Describe issues that have negatively affected progress on achieving your safety and discipline/ social and emotional performance objectives:
- 49. High School Students.** Of the above number indicated in Q10, how many high school (9th to 12th grade) students has your program served?
- 49a. High School Students Not on Track.** Of the number of high school students (9th to 12th grade) served by the EARSS program, how many began the school year behind their expected age, grade, and/or credit accumulation to graduate with a regular diploma?



- 49b. High School Students On Track.** 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?
- 50.** Of these students who began the school year behind (indicated in Q40a), how many earned one half or more of the credits they need to get on track to graduate?
- 51.** Of these students who began the school year on track to graduate (indicated in Q40a), how many remained on track to graduate?.
- 52.** What is the total number of credits required to receive a diploma from your high school?
- 53. Comment (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.
- 54. 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
 - Every Student Succeeds Act federal title programs and 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
- 55. Required:** Please describe the next steps toward sustainability:
- 56. 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?
- 57. For Public schools/districts only:** What is the percentage of the potential recaptured Per Pupil Operating Revenue you will re-invest in the 2017-18 program?
- 58. Attention –** Programs finishing their 4th year of EARSS funding: Please outline your plan to continue strategies and programs in 2017-18.



59. Training and Technical Assistance: 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

60. 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

61. Changes in Application. If your program abstract has been revised from the original application, please provide a short abstract of your current program.

62. Measureable Objectives* - List each program objective identified for the 2017-18 fiscal year.

62a. **Parent Focused Objective 1 Update:**

62b. (as applicable): **Parent Focused Objective 2 Update:**

62c. **Academic Objective 1 Update:**

62d. (as applicable): **Academic Objective 2 Update:**

62e. **Attendance Objective 1 Update:**

62f. (as applicable): **Attendance Objective 2 Update:**

62g. **Safety/Discipline and/or Social Emotional Objective 1 Update:**

62h. (as applicable): **Safety/Discipline and/or Social Emotional Objective 2 Update:**

63. Comment (OPTIONAL): Please describe best practices, activities, and/or strategies that will ensure attainment of program objectives.

64. Did you receive assistance from your local BOCES to write this continuation application? (*select one*)

- Yes
- No



- 65. Required Budget narrative:** Describe below how the requested budget supports attainment of measurable objectives in Section VI to Section IX. This information should be aligned with line items expenses listed in the EARSS budget spreadsheet.
- 66. Maximum Award.** Does the maximum award for 2017-18 fiscal year listed below match your records: \$ *prepopulated*. If this amount does not match your records, please contact: Janelle Krueger at krueger_j@cde.state.co.us or call: 303-866-6750.
- 67. Required:** Provide a brief budget narrative below for the line items listed in the EARSS budget spreadsheet.
- 68. Required:** Please describe below the non-EARSS grant dollars (in-kind) that will support the program in the next year.



Appendix D: Description of Strategies

| Academic and Attendance Strategies |
|--|
| <p>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...</p> |
| <p>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.</p> |
| <p>High School Equivalency preparation/classes Includes classes to prepare for the High School Equivalency, practice testing and/or testing services (off-site or on-site) that are offered to EARSS participants.</p> |
| <p>Online and technology-based learning In this context, refers to a full-time <i>Online Education Program</i>, which in Colorado is defined as ..."a non-religious, non-sectarian full-time online education program or school authorized by..., that delivers a sequential program of synchronous or asynchronous instruction from a teacher to a student primarily through the use of technology via the internet in a virtual or remote setting. It is not an online program 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, (Definition can be found on CDE Choice and Innovation webpage).</p> |
| <p>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.</p> |
| <p>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 .</p> |
| <p>Attendance contracts Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.</p> |
| <p>Behavioral plans for habitually truant students Refers to action plans to address truancy and specifies details for follow-up and monitoring. Plans may feature alternatives to court referrals for those identified as habitually truant and are developed in coordination with students, parents, school personnel and community-based providers.</p> |
| <p>Court mandated case management Refers to services ordered by the courts that mainly involve assessing the student's situation and developing a coordinated service plan, implementing and monitoring service delivery, evaluating the effectiveness of the strategy by considering the outcomes and reporting back to the court.</p> |

**Diversion from truancy court**

Refers to options and strategies that are alternatives to truancy court filing.

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**Essential skills building**

Formally referred to as character education, this refers to programming that addresses the development of creativity and innovation skills, critical-thinking and problem-solving skills, communication and collaboration skills, social and cultural awareness, civic engagement, initiative and self-direction, flexibility, productivity and accountability, character and leadership.

Counseling

Refers to social-emotional counseling/therapy that may be school-based or community-based and is provided by qualified school staff or other counseling professionals.

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.

Certified Addictions Counselor (CAC) services (drug/ alcohol/ substance abuse treatment)**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 [CDE webpage](#)). Involves provision of services and interventions to both students and parents and activities that facilitate family access to needed community services.

Systems Approaches**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.

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 the [CDE webpage](#)).



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...

Professional development days

Refers to time designated for staff learning. May include, but not limited to training, courses, workshops...

Individual Career and Academic Plans (ICAP)

Transition Planning/ Staffing from facility to school

Postsecondary Preparation

May include programs such as AVID and Gear-Up, college ancareer 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.



Appendix E: Evaluation Methodology

Data Collection

Evaluation data were collected from all 37 grantees funded by the EARSS grant program. Grantees were responsible for submitting their End-of-Year Survey to CDE using a Qualtrics survey platform. 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 using the Student Engagement Evaluation System (SEES). Implementation rubric data was collected during first year site visits and fourth year exit phone interviews.

The results reported in this document reflect data collected at the end of the 2016-2017 school year and that covered the period of July 1, 2016 to June 30, 2017. Three webinars were conducted in preparing grantees to collect and enter data. 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 and Qualtrics programs as Excel spreadsheets by the EARSS program staff, which facilitates the statistical analysis of process and outcome data. Quantitative and qualitative analyses were conducted by CDE staff. Descriptive statistics were used to calculate both aggregate and disaggregate data.