

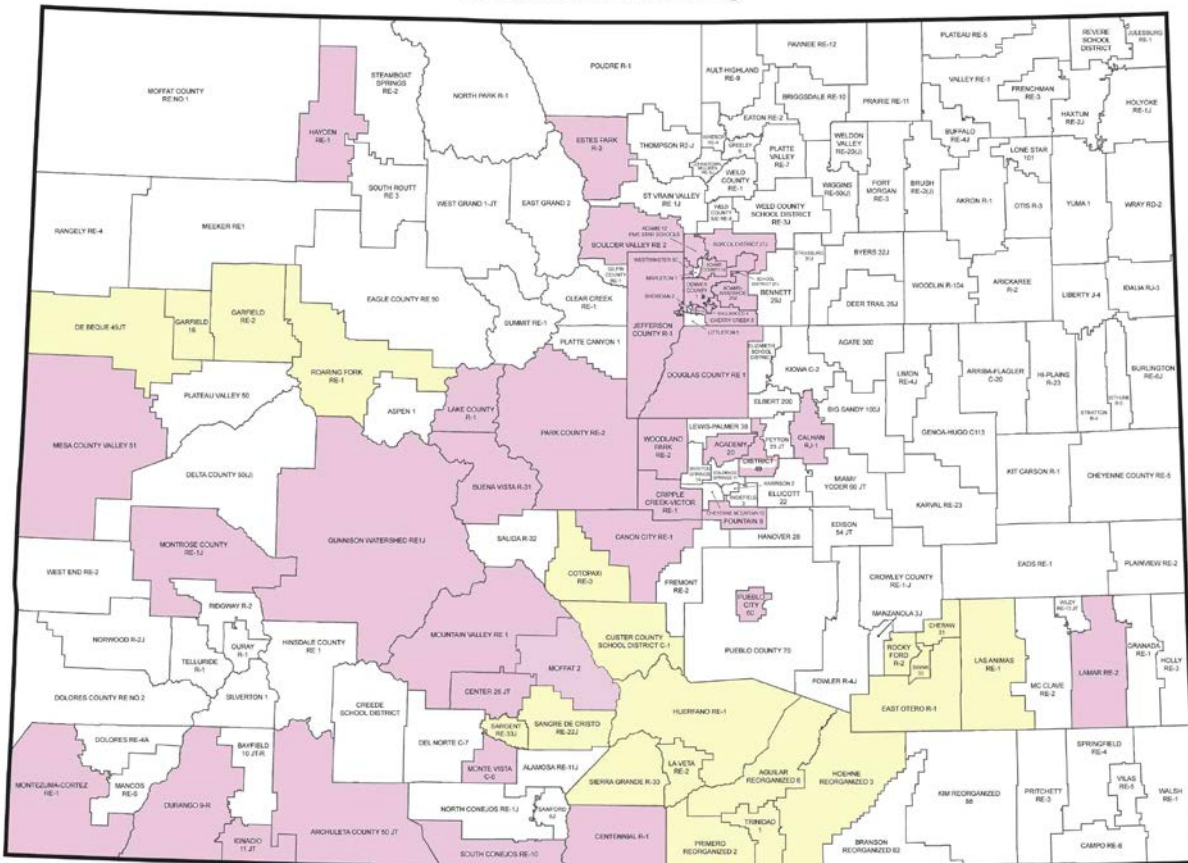


COLORADO
Department of Education

Expelled and At-Risk Student Services Grant Program Evaluation Report

Grant Award Period: July 1, 2017 to June 30, 2018

Colorado School District Map



Prepared by the Colorado Department of Education - July 2018

Pink: Grants to school districts. Yellow: Districts served by grants to *Boards of Cooperative Education Services*

Expelled and At-Risk Student Services Grant Program Evaluation Report

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

This report was prepared in accordance with section 22-33-205, C.R.S. by the following staff from the Colorado Department of Education's Dropout Prevention and Student Re-engagement Unit:

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Executive Summary

The Expelled and At-Risk Student Services (EARSS) grant program is authorized by section 22-33-205, C.R.S. The grant program provides educational and support services to expelled students, students at-risk of being expelled, and truant students. This includes students who are at risk of being declared habitually disruptive and/or habitually truant. Funds are annually appropriated to the Colorado Department of Education (CDE) for the purpose of making grants to eligible applicants. The program's approach maintains that more students will stay in school, maintain regular attendance, and make progress toward graduation if school staff provide supports and services to expelled and at-risk students, offer alternatives to suspension and expulsion, and create effective attendance and discipline systems in schools. In 2017-2018, \$7,149,948 was distributed to 59 grantees serving more than 10,000 students and more than 5,000 parents/guardians of students.

4-year Grantees Are Making Gains

- **Students Served:**
 - Forty grantees served 316 expelled students. The most common reasons for being served included marijuana violations (19 percent), detrimental behavior (18 percent), or drug violations (15 percent).
 - In addition, 7,445 at-risk students participated in an EARSS program. The most common reasons for being served were truancy (34 percent), disobedient/defiant or repeated interference (23 percent), or detrimental behaviors (18 percent).
 - Of the student served, 59 percent were male and most were Hispanic (47 percent) or White (37 percent). Twelve percent of students served were in Kindergarten through fifth grade, 32 percent were in sixth through eighth grade, and 56 percent were in ninth through 12th grade.
- **EARSS Program Provided Results and Met Legislative Intent:** Evaluation results verify that the legislative intent of the EARSS program to prevent expulsions, suspensions, and truancy is being met. Of the 7,761 at-risk students being served in an EARSS program in 2017-2018, 99 percent were not expelled, 89 percent did not receive an in-school suspension, 89 percent did not receive an out-of-school suspension, and 96 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 of school.
- **More Time is an Important Component of Success:** 53 percent of grantees met or exceeded two or more of their objectives in 2017-2018. Ratings varied by the grantee's year of funding, which demonstrates support for the 4-year grant structure that allows more time to make progress. Fourth-year grantees were more likely to meet or exceed their objectives (72 percent) compared to first-, second-, and third- year grantees.
- **Dropout Rate of Expelled Students at All-time Low:** The dropout rate of expelled students in an EARSS program was 1.8 percent. This represents an all-time low and is a decrease from last year's rate of 2.0 percent.
- **Nine Out of 10 At-Risk Students Experienced Positive Outcomes:** Grantees reported that 91 percent of at-risk students experienced positive outcomes such as school completion and continuation of education within the same school district.



- **Financial Analysis:** By keeping expelled students, students at risk of suspension or expulsion, and truant students enrolled in school, school districts will continue to receive Per Pupil Revenue (PPR) for their education. Grantees reported that an estimated \$14 million of PPR would be secured in the 2018-2019 school year as a direct result of these students continuing to be enrolled in school. Grantees anticipated directing \$4.9 million (35 percent) of these dollars back into their EARSS programs to continue providing services or to sustain services after completing their 4-year grant.

Restorative Practices Grant Success

In consideration of legislative priorities to advance the use of restorative practices in school-based settings (section 22-32-144, C.R.S), the department created a one-time, short-term Restorative Practices Grants (RPG) for the period of Jan. 1, 2017 to June 30, 2018. Nineteen grants across 62 schools were awarded a 12-month or 18-month grant.

- **Students Served:** RPG grantees served 2,312 students. Of the student served, 57 percent were male and most were Hispanic (58 percent) or White (24 percent). Fifteen percent of students served were in Kindergarten through fifth grade, 33 percent were in sixth through eighth grade, and 52 percent were in ninth through 12th grade.
- **Majority of Objectives Met:** RPG grantees reported exceeding or meeting 62 percent of their program objectives. In addition, they made progress on 33 percent of their objectives. Five percent of their objectives were not met.
- **Nine Out of 10 Students Completed the Restorative Practice Process:** Of the 2,312 students who participated in a restorative practices program, 96 percent completed the restorative practices process (2,224 students). Restorative practices is a non-punitive approach to hold students accountable for misconduct, have students accept responsibility for causing harm, and then repair the harm. The process is often used in lieu of exclusionary discipline and referrals to the juvenile justice system.
- **One in Two Students Participated in Lieu of an Exclusionary Disciplinary Action:** Evaluation results verify that the legislative intent of the EARSS program to prevent expulsions and suspensions was met by the grant. Of the 2,224 students who completed the restorative practices process, 54 percent participated in lieu of an exclusionary disciplinary action such as expulsion, out-of-school suspension, or in-school suspension.



Background: Expulsion Prevention and Intervention

Colorado’s school attendance laws include several provisions that address the education of students who violate school conduct and discipline codes or are deemed at risk of suspension or expulsion. Included in these laws is a legislative framework for expulsion prevention and intervention. (See Colo. Rev. Stat., Title 22, Article 33, Part 2: Expulsion Prevention Programs.)

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 school districts to develop a plan to provide the necessary support services to help students avoid expulsion. The legislature has also created a grant program to assist school districts in providing such services.

The EARSS Grant Program

The Expelled and At-Risk Student Services (EARSS) grant program provides educational and support services to expelled students, students at-risk of being expelled, and truant students. This includes students who are at risk of being declared habitually disruptive and/or habitually truant. Funds are annually appropriated to CDE for the purpose of making grants in accordance with authorizing legislation.

Through the years, EARSS grantees have explained that the students they serve often have chronic and/or 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.¹

Research has shown that low school engagement is linked to health risk behaviors (e.g., substance use), delinquency, and poor academic achievement.^{2,3} Low school engagement is also linked to a higher likelihood of being suspended, expelled, and dropping out of school.^{1,3,4}

The program’s approach maintains that more students will stay in school, maintain regular attendance, and make progress toward graduation if school staff provide supports and services to expelled and at-risk students, offer alternatives to suspension and expulsion, and create effective attendance and discipline systems in schools. *For definitions of commonly used terms in this report, see [Appendix A](#).*

Grant Application and Selection Process

The EARSS Grant Program is managed through CDE’s Dropout Prevention and Student Re-engagement Unit. Competitive grant reviews 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 education schools within school districts, non-public non-parochial schools, and facility schools.

COLO. REV. STAT. TITLE 22, ART. 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.



Reporting Requirements

Each year, the authorizing legislation (section 22-33-205, C.R.S.) requires reporting on the evaluation of the grant to the Colorado House and Senate Education Committees by January 1. This report is intended to meet the statutory reporting requirements outlined in section 22-33-205(4), C.R.S., through the analysis of program-level and student-level information. Program data is collected through an annual survey of grantees, which includes progress on a specific set of performance objectives.

See [Appendix B](#) for the survey elements of the 4-year grant and see [Appendix C](#) for the survey elements of the Restorative Practices Grant. For more details on the evaluation methodology, see [Appendix D](#).

EARSS Grants

This report reviews the results of two types of grants described in this section.

4-Year Grants

EARSS grants are annually awarded for a 4-year funding period. Continuation grant awards for years two, three and four are distributed annually contingent on an approved state appropriation and a review of a continuation application and a budget submitted by grantees in July. The continuation grant awards are dependent on meeting program requirements.

Restorative Practices Grant

In consideration of legislative priorities to advance the use of restorative justice (or “restorative practices”) in schools, CDE created a one-time, short-term Restorative Practices Grant (RPG). Restorative practices is a non-punitive approach to hold students accountable for misconduct, have students accept responsibility for causing harm, and then repair the harm. The process is often used in lieu of exclusionary discipline and referrals to the juvenile justice system. The purpose of the RPG was to encourage the use of school-based restorative practices within Colorado schools as a standard response to student misconduct, when appropriate.

2017-2018 Grant Awards

In 2017-2018, \$7,149,948 was distributed to 59 grantees (including RPG grantees) serving over 10,000 Colorado students. This represents the highest number of students served in the last three years. **TABLE 1** shows the number and percent of grantees per grant and cohort. See [Appendix E](#) for a list of grantees.

INCREASED FOCUS ON RESTORATIVE PRACTICES

Colorado recognizes restorative justice as an appropriate means of responding to many types of student misbehaviors. Restorative justice, also commonly referred to as restorative practice, is a non-punitive approach to hold students accountable for misconduct, have students accept responsibility for causing harm, and then repair the harm. Restorative practices can be used in lieu of exclusionary discipline, such as out-of-school suspensions and expulsions.

H.B. 11-1032 included a legislative declaration encouraging school districts to use restorative justice as a school’s first consideration to remediate several types of offenses, to develop and utilize restorative justice practices as part of the disciplinary program of each school in the district, and to implement training and education in the principles and practices of restorative justice to ensure that capable personnel and resources are available to successfully facilitate all steps of the restorative justice process. (See section 22-32-144, C.R.S.)

H.B. 12-1345 included provisions for schools’ codes of conduct to include approaches to student discipline that are designed to minimize student exposure to the criminal and juvenile justice system, including the appropriate use of restorative justice. (See section 22-32-109.1(2)(a)(II)(B), C.R.S.)



Nineteen grantees (32 percent) served students from more than one school district. The authorizing legislation requires 45 percent of the appropriation be awarded to grantees serving students from more than one school district. BOCES and facility schools are the most common grantees that meet these criteria.

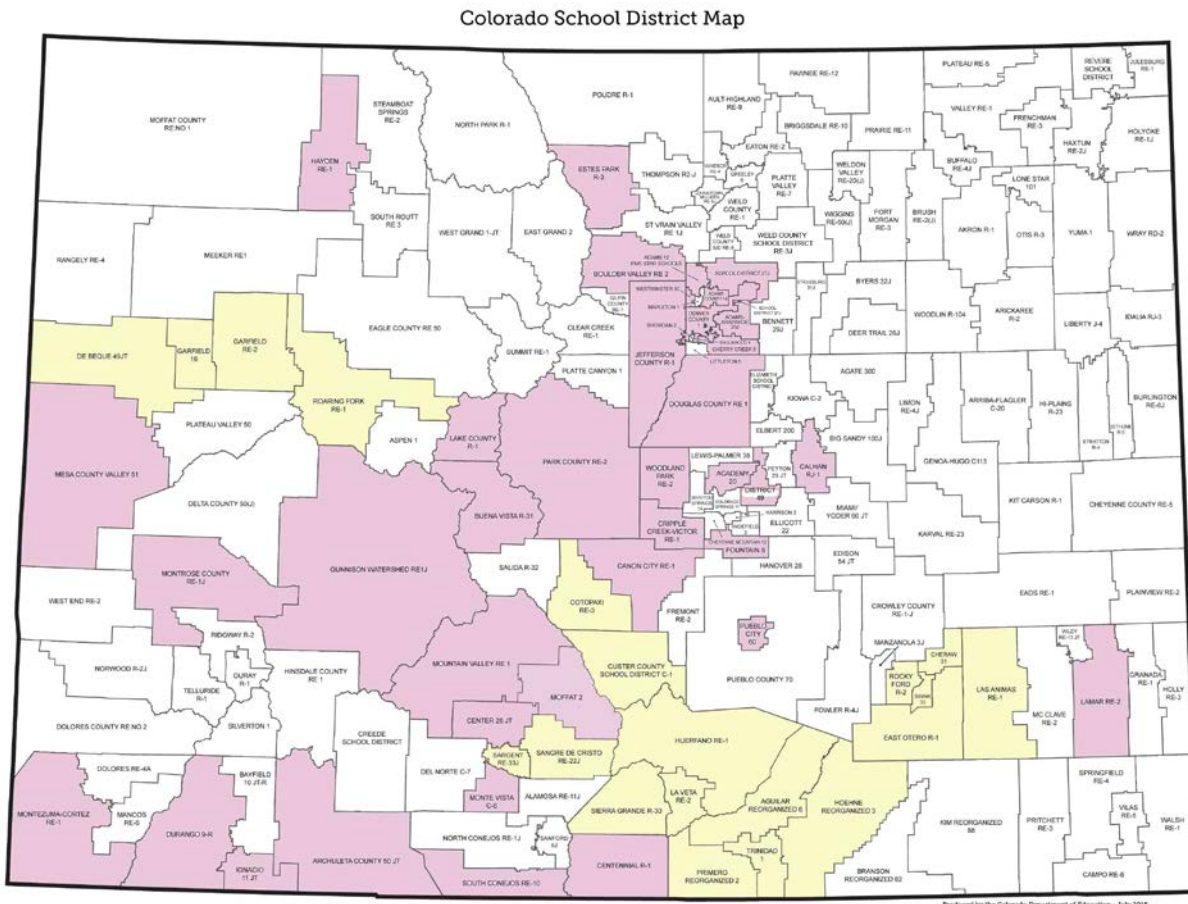
CDE did not receive sufficient applications with proposed dollar amounts to meet the 45 percent threshold in this grant cycle.

Grantee	Cohort	Number of Grantees	Percent of Grantees
4-year Grantees	1st Year	13	22%
	2nd Year	9	15%
	3rd Year	11	19%
	4th Year	7	12%
Restorative Practices Grantees	18-month	11	19%
	12-month	8	13%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Map of Districts Served

The 59 grantees funded in 2017-2018 represent 33 counties across Colorado. Grantees served 57 school districts (including five individual charter schools). See the School District Map below which highlights all the districts served by the grants. School districts served by BOCES are highlighted in yellow. Additionally, 10 facility schools were funded.





Results for 4-year Grant

Students Served

Forty 4-year grants were awarded in 2017-2018. The results in this section include all grantees funded by the 4-year grant. *Due to the unique setting of facility schools, [Appendix G](#) also disaggregates results specifically for facility schools funded by the 4-year grant.*

7,761
STUDENTS SERVED

A total of 7,761 students were served in an EARSS program. Twenty-five grantees reported serving 316 expelled students (4 percent of the students served). Collectively, grantees reported serving at total of 7,445 at-risk students (96 percent of the students served). The number of participating students increased in 2017-2018 by 965 students compared to 2016-2017.

CDE does not collect state data on the unduplicated number of students expelled and suspended. **However**, if using the duplicated counts of students expelled and suspended in Colorado as a proxy, it can be estimated that an average of 37 percent of expelled students and 4 percent of suspended students in Colorado are being served by the EARSS program per year. This may be an underestimated value.

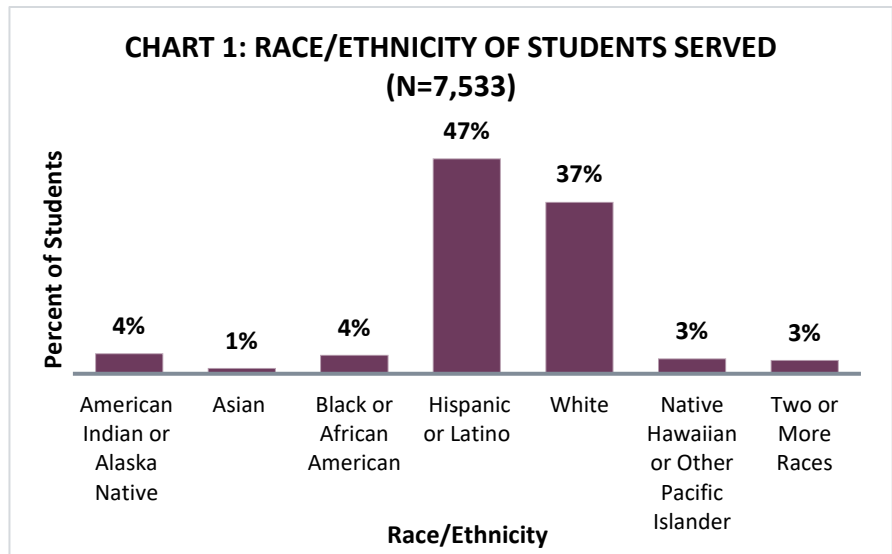
Student Demographics

Demographic data were available for more than 93 percent of the students served by an EARSS program.

The available data showed the majority of students served (59 percent) were male. Of note, 51 percent of habitually truant students served were female.

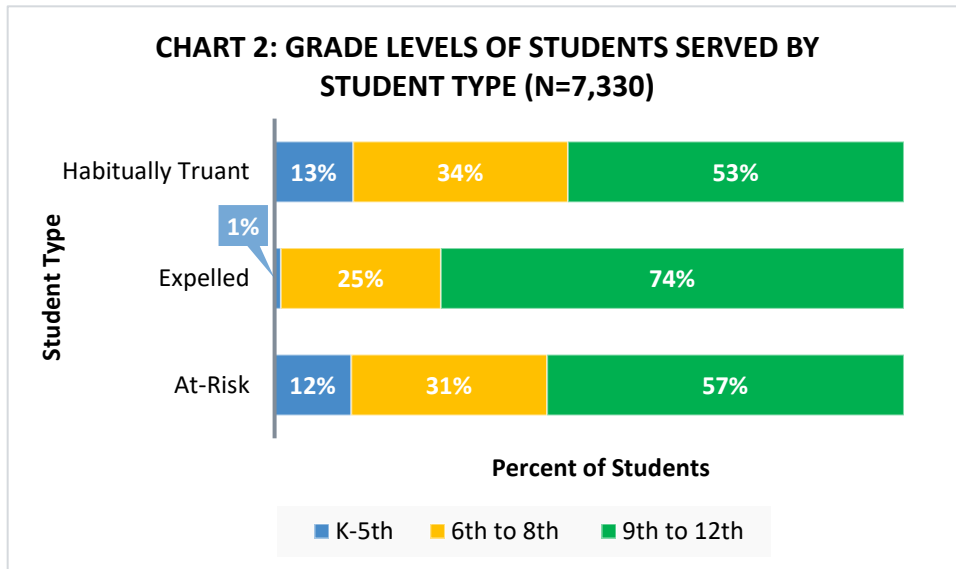
The majority of students were either Hispanic (47 percent) or White (37 percent). No significant differences were present for race/ethnicity by student type (i.e., expelled, at-risk, or habitually truant). **CHART 1**

provides a breakout of race/ethnicity of students served.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

A review by grade level showed that 12 percent of students served were in Kindergarten through fifth grade, 32 percent were in sixth through eighth grade, and 56 percent were in ninth through 12th grade. Additional analysis showed that expelled students were more likely to be in ninth through 12th grade compared to at-risk and truant students. **CHART 2** provides a breakout of grade spans by student type.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Behaviors for Which Students Were Served

The top three reasons for students being served by an EARSS program were truancy (33 percent), disobedience/defiance (22 percent), or detrimental behavior (18 percent). Additional analysis showed differences for the reasons that expelled students and at-risk students were served.

Behaviors for Which Expelled Students Were Served

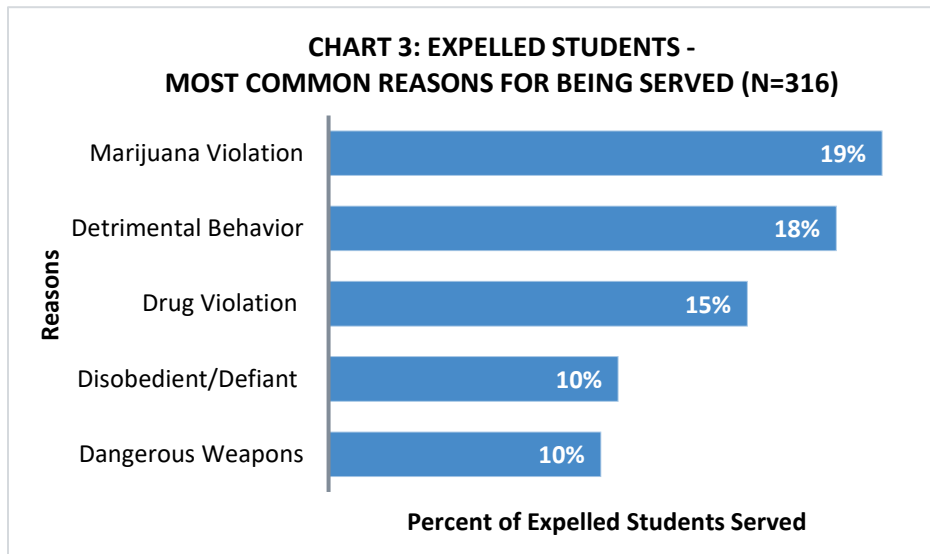
Similar to the past two years, the main reason expelled students were served by an EARSS program was due to marijuana violations (19 percent). This represents a 9-percentage point decrease from 2016-17.

The next main reason expelled students were served was due to detrimental behavior (18 percent), which represents a 9-percentage point increase from 2016-17.

These data points reflect statewide statistics, which show that the most common reasons for expulsion in 2017-2018 were for marijuana violations (24 percent) and detrimental behavior (21 percent).

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

CHART 3 provides a breakout of the most common reasons that expelled students were served by an EARSS program.



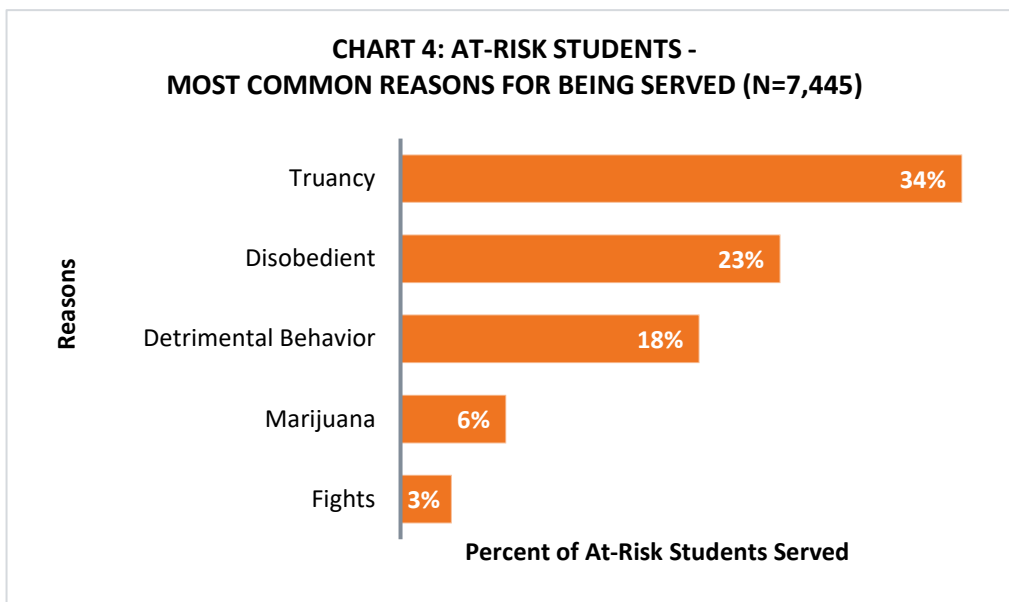
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Behaviors for Which At-Risk Students Were Served

Similar to the past two years, at-risk students were mainly served by an EARSS program due to truancy issues (34 percent). Truancy represents unexcused absences that could lead to being declared habitually truant, which increases the likelihood of petitions being filed in truancy court to enforce compulsory school attendance. The statewide number of habitual truants reached an all-time high in 2017-2018 and stands at 117,000 students.

Many at-risk students were served due to disobedient/defiant behaviors or repeated interference (23 percent) or detrimental behavior (18 percent). **CHART 4** provides a breakout of the reasons that at-risk students were served by an EARSS program.

Note: Students served for habitual truancy are included in the results for at-risk student.

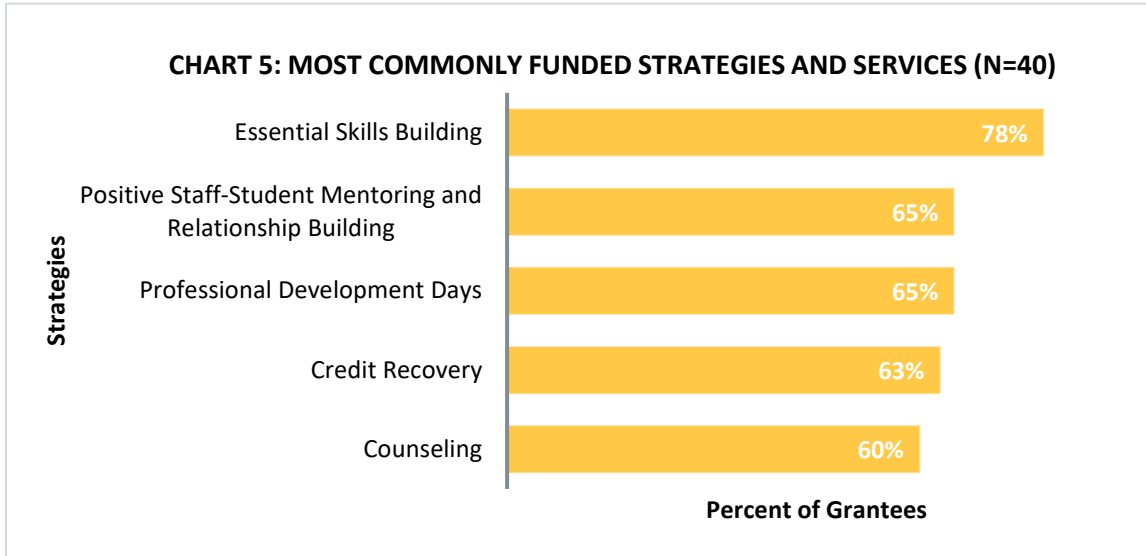


Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018



Program Strategies and Services

Various types of program strategies and services were utilized by grantees to serve students, including: academic and attendance strategies, e.g., credit recovery; social emotional and behavioral supports, e.g., counseling; and system approaches, e.g., professional development. Social emotional and behavioral supports were utilized by more grantees compared to academic and attendance service/strategies or systems approaches. **CHART 5** provides a breakout of the most common strategies and services utilized by grantees. For more information on strategies and services, see [Appendix F](#).



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Student Outcomes

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. 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 methodology, see [Appendix D](#).

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

Expelled Student Success Story

(Submitted by a Rural Grantee)

“We had a student who was sent to the program based upon a marijuana violation and expulsion. This student was a student who also struggled academically, and with self-confidence. In the smaller context of our program, supported by the grant, the student received one-on-one instruction daily. Due to this the student closed achievement gaps in reading, writing, and math. The student was not only more able to complete academic tasks with confidence, but the student also began to have more self-confidence. The student completed the program and term of expulsion and will return to the home school for the next year....The greatest success came from the student telling staff that in the future the student plans to attend college and has a plan to stay away from the decisions that brought them to the program in the first place... This is all directly tied to the grant, for without it there would not have been such an environment for this student to grow.”



Outcomes for All Students

Of the students served, 90 percent experienced positive outcomes. These outcomes reflected school completion, continuation of education, completion of expulsion, and return to school.

- 54 percent of students will continue in the EARSS program.
- 29 percent of students successfully completed services provided by the EARSS program, completed school or graduated.

9 out of 10
STUDENTS
EXPERIENCED POSITIVE
OUTCOMES

At-risk students served by the EARSS program were more likely to experience positive outcomes than expelled students served by the program.

- 91 percent of at-risk students experienced positive outcomes. Compared to the past two years, more at-risk students are experiencing positive outcomes (88 percent in 2016-2017 and 2015-2016).
- 72 percent of expelled students experienced positive outcomes, which is consistent with trends in the last two years.

Outcomes for Students in Grades Seven to 12

Based on the available demographic and outcome data, the dropout rate of students served by the grant was 3.6 percent. However, there was a significant difference in dropout rates by student types.

- **Expelled Students:** 1.8 percent dropout rate for seventh- to 12th-grade students in an EARSS program, which is a decrease from last year’s rate of 2.0 percent.
- **At-Risk Students:** 3.7 percent dropout rate for at-risk seventh- to 12th-grade students in an EARSS program, which is an increase from last year’s rate of 3.0 percent.

CREDIT RECOVERY GAINS

A total of 4,222 high school students in grades nine through 12 received services from EARSS programs.

Of high school students receiving services, 45 percent began the school year behind their expected age and credit accumulation for their grade level.

- 52 percent earned one-half or more of the credits they needed to get on track to graduate.

Of high school students receiving services, 55 percent started the school year on track.

- By the end of the year, 84 percent remained on track to graduate.

Meeting Legislative Intent

The purpose of the EARSS program is to assist in reducing and preventing expulsions, suspensions and truancy. Of the students served, grantees reported the following disciplinary outcomes in 2017-2018:

- **Expulsion:** 99 percent of at-risk students did not receive an expulsion while being served by the EARSS program.
- **Out-of-School Suspensions:** 89 percent of at-risk students did not receive an out-of-school suspension while being served.
- **In-School Suspensions:** 89 percent of at-risk students did not receive an in-school suspension while being served.
- **Truancy Petitions:** 96 percent of at-risk students did not have a truancy petition filed in court while being served.



At-Risk Student Success Story
(Submitted by an Urban-Suburban Grantee)

“This student struggled to regulate their emotions at school The student is considered habitually disruptive and was at risk of expulsion when [the program staff] began providing in-school trauma informed education with them, their SPED teacher and the school’s principal. As a result of increased awareness, care coordination with school and community resources, one on one mentoring and connection to a pro-social activity, this student demonstrated enough growth to cease exclusionary practices... Through trauma informed practice conversation, their team of supports- including the mother, was able to determine that a change of school placement was the best option for them both emotionally and academically. Without the direction of [the program staff], it is highly likely this student would have been expelled; once again, experiencing a loss.”

School-Parent Partnerships

Parents/Guardians Served

In addition to students, grantees also served 5,472 parents/guardians of students served. These parents/guardians received services and supports to assist in their children’s learning and positive development. Grantees reported that 60 percent of parents/guardians served improved their ability to support their children’s learning.

3 out of 5

**PARENTS INCREASED
THEIR ABILITY TO
SUPPORT THEIR CHILD’S
LEARNING**

Supports, Services and Interventions Provided to Parents/Guardians

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 the following:

- Frequent and varied communication with parents;
- Classes and workshops on various topics;
- Progress meetings and conferences about their children;
- Parent/guardian and family centered events (e.g., parent night);
- Referrals to needed resources and services available in the community;
- Counseling and support groups for parents; and
- Home visitation.

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

Progress on Performance Objectives

Each grantee sets performance objectives in the following four goal areas to be achieved by the end of the grant period: (1) Parent Engagement; (2) Academic Achievement; (3) School Attendance; and (4) Safety and Discipline or Social Emotional Functioning. For each goal area, grantees report on up to two performance objectives (one required and one optional objective), for eight possible objectives per grantee. Grantees chart and annually report progress against a two-year benchmark measure and an end of the fourth-year measure.

Ratings for All Objectives

Grantees rated whether they had exceeded, met, were making progress, or were not meeting each of their objectives. To better identify how many objectives were being met by cohort, data was aggregated across all objective areas. In addition, the ratings *exceeded* and *met* were combined.



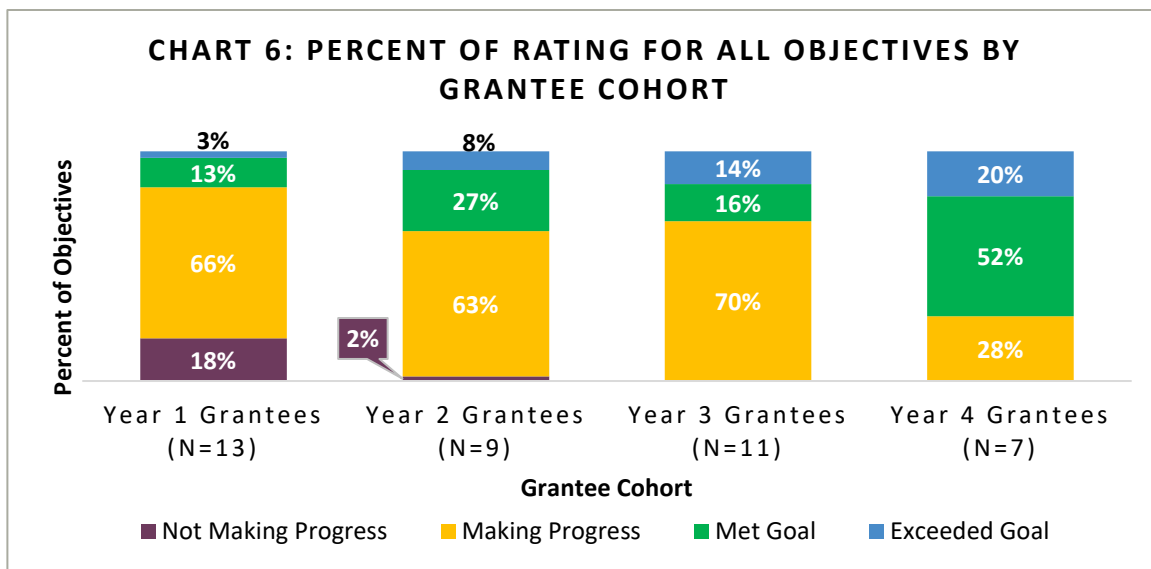
Ratings for all objectives across goal areas included:

- **Exceeded or Met** – Grantees reported exceeding or meeting 35 percent of the objectives.
- **Making progress** – Grantees reported making progress on 59 percent of the objectives.
- **Not making progress** – Grantees reported not making progress on 6 percent of the objectives.

Results also showed that 53 percent of grantees reported having met or exceeded two or more of their objectives and eight percent of grantees reported meeting or exceeding all of their objectives.

Ratings by Cohort

Ratings varied by year of funding. Fourth-year grantees were more likely to report meeting or exceeding their objectives (72 percent). This demonstrates support for the 4-year grant structure that allows more time to make progress. **CHART 6** shows the percent of rating for all objectives by cohort.

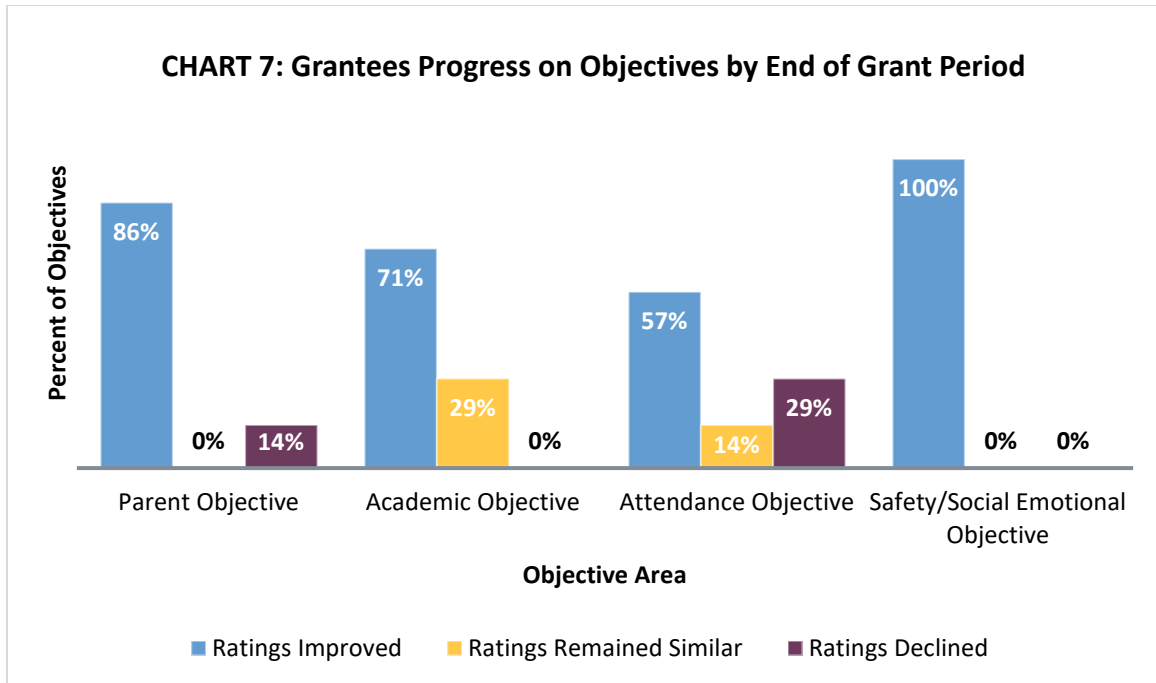


Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Rating Over Four Years

For the 2017-2018 grant period, seven grantees originally funded in 2014-2015 completed their fourth year in the grant. Progress on each performance objective was determined annually over the four years. Three possible patterns emerged in the analysis: (1) an objective’s rating improved over the four years of the grant, (2) an objective’s rating did not improve or decline over the four years of the grant, or (3) an objective’s rating declined over the four years of the grant. **CHART 7** shows the percentage of objectives that fell under each of these growth patterns by objective area.

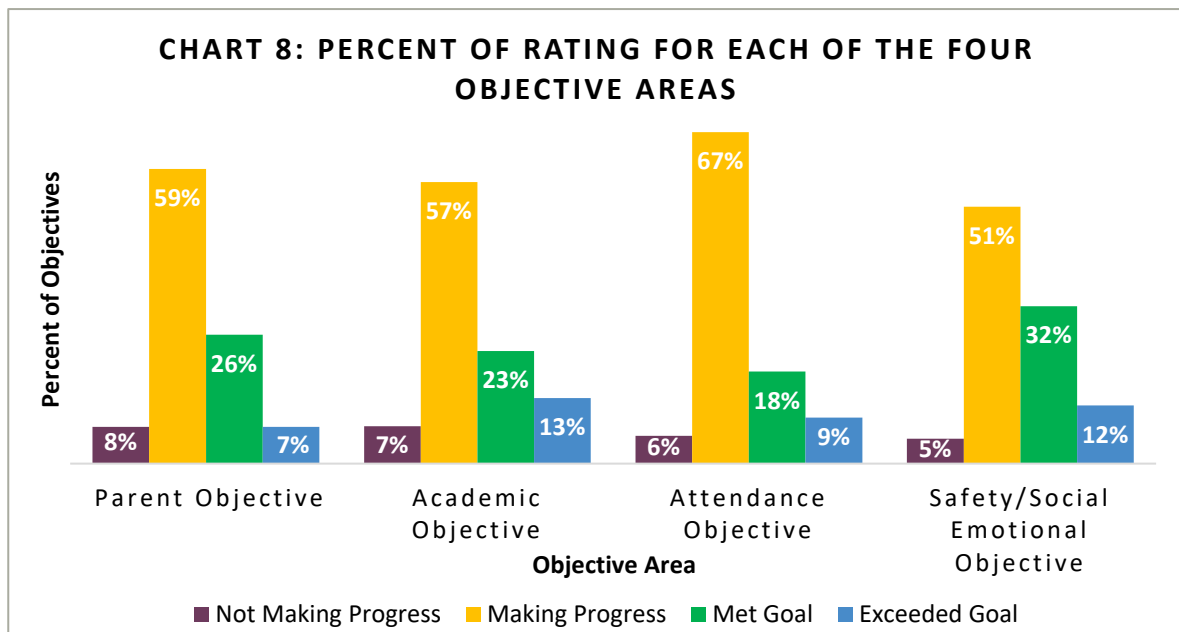
Analyses of the objective ratings demonstrated that participation in the grant for 4-years allows for increasing achievement of all objectives. This was specifically the case for the parent engagement objectives and safety/discipline or social emotional functioning objectives; 86 percent of parent engagement objective ratings and 100 percent of safety/discipline or social emotional functioning objective ratings improved over time.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2014-2015 through 2017-2018

Progress by Performance Objective Areas

Overall, ratings were similar across the four objective areas in 2017-2018. Grantees were more likely to rate meeting or exceeding on their safety/discipline or social emotional functioning objectives (44 percent) and academic achievement objectives (36 percent). **CHART 8** shows the percent by ratings for each of the four objective areas.





Results for Parent Engagement Objectives

Forty percent of grantees reported meeting or exceeding at least one of their parent engagement objective(s). Grantees were also asked to describe special circumstances that positively or negatively affected progress on achieving their parent engagement objectives. **TABLE 2** and **TABLE 3** depict the common themes that emerged from the open-ended responses for parent engagement objectives.

TABLE 2: POSITIVE CIRCUMSTANCES FOR GRANTEES THAT EXCEEDED PARENT ENGAGEMENT OBJECTIVES		
Example Theme	Theme Description	Quote from a Charter School Grantee
Parent-Centered Engagement Activities and Events	Grantees reported hosting parent-centered activities and events (e.g., parenting classes, game-nights, family therapy sessions) to strengthen the knowledge and confidence of parents in supporting their children’s success.	<i>“Parents have formed strong professional relationships with school staff and feel welcomed at our school. We have opened lines of communication with parents through such means as phone calls, emails, home visits, letters mailed home, and an official school Facebook page. All these allow a wider range of communication that accommodate the needs of our students’ parents.”</i>
Increased Communication with Parents	Grantees reported that the use of various communication efforts of staff (e.g., calls, home visits, texts and emails) strengthens and maintains parental involvement.	
Parents as Partners	Grantees reported varied opportunities for parents to be direct, active partners in their children’s success (e.g., parent liaison programs, parent/student classes, musicals).	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

TABLE 3: BARRIERS FOR GRANTEES THAT DID NOT MEET PARENT ENGAGEMENT OBJECTIVES		
Example Theme	Theme Description	Quote from a Grantee in an Outlying Town
External Factors	Grantees reported several external factors such as poverty, restrictive work schedules of families, transportation, and family mental health and/or substance abuse issues.	<i>“There are still some families we struggle to serve as this is a community with the high risk activities that tend to take place regularly. Drug abuse and in-home violence is not unheard of, and at times it is difficult for us to get in touch with families and youth experiencing those issues. Typically there is a lot of shame and embarrassment associated with those youth and their guardians...”</i>
Uninterested or Disengaged	Grantees reported that some parents were reluctant to participate in the process and/or did not maintain regular engagement (e.g., did not follow through with commitments) possibly due to past negative experiences.	
Attitudinal Barriers	Grantees reported that some parents were hesitant of the process (e.g., having home visits, counseling sessions), often expressing feeling ashamed from the stigma associated with students who had received services before but did not experience improvement/s.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018



Results for Academic Achievement Objectives

Thirty-eight percent of grantees reported meeting or exceeding at least one of their academic achievement objective(s). Grantees were also asked to describe special circumstances that positively or negatively affected progress on achieving their academic achievement objectives. **TABLE 4** and **TABLE 5** depict the common themes that emerged from the open-ended responses for academic achievement objectives.

TABLE 4: POSITIVE CIRCUMSTANCES FOR GRANTEES THAT MET OR EXCEEDED ACADEMIC ENGAGEMENT OBJECTIVES		
Example Theme	Theme Description	Quote from a Rural Grantee
Use of Varied Programs and Strategies	Grantees reported offering varied program and strategy options (e.g., Saturday programming, online-coursework, life-skills, STEM, project-based work, credit recovery programs) as pivotal in meeting student needs.	<i>“The identified students were easily able to use computers after school in order to gain credit recovery. The availability of [community partner] to work with students, tutoring and mentoring is amazing.”</i>
Staff/Student Relationships	Grantees reported positive, collaborative, and compassionate staff and student relationships were important for student success.	
Technological Supports	Grantees reported that having technology (e.g., iPads, laptops, Smartboards) available for staff and student use fostered academic engagement and involvement.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

TABLE 5: BARRIERS FOR GRANTEES THAT DID NOT MEET ACADEMIC ENGAGEMENT OBJECTIVES		
Example Theme	Theme Description	Quote from a BOCES Grantee
Staffing Turn-Over	Grantees reported regular challenges in meeting academic objectives because of inconsistent staffing often due to turnover.	<i>“A challenge, not a negative circumstance, is the various levels of skill that our students come to us with. There is a very wide range on skill and ability that our staff must attend to in effectively teaching the students that come to us. This has at times made it difficult to teach a group together as a “class”. It has been a challenge that our staff has tackled well. It is sure to remain an ongoing challenge.”</i>
Student Behavioral Issues	Grantees reported that many students experienced behavioral issues, often threatening their academic performance.	
Gaps in Knowledge	Grantees reported that many of the students served had varying gaps in knowledge and academic abilities which made it difficult for staff to address all needs.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018



Results for School Attendance Objectives

Twenty-eight percent of grantees reported meeting or exceeding at least one of their school attendance objective(s). Grantees were also asked to describe special circumstances that positively or negatively affected progress on achieving their school attendance objectives. **TABLE 6** and **TABLE 7** depict the themes that emerged from the open-ended responses for school attendance objectives.

TABLE 6: POSITIVE CIRCUMSTANCES FOR GRANTEES THAT MET OR EXCEEDED ATTENDANCE OBJECTIVES		
Example Theme	Theme Description	Quote from a Grantee in an Outlying Town
Monitoring Progress and Outreach	Grantees reported that regular (e.g., weekly) and, in some cases, increased monitoring of student progress helped keep students on track.	<i>“Integrating the attendance advocate into weekly meetings focused on tardiness and absences had a positive impact the first semester. Early intervention services were more effective in addressing attendance concerns.”</i>
Credit Recovery Options	Grantees reported that offering credit recovery options increased student attendance and progress toward and persistence in graduating.	
Staff Focused on Attendance	Grantees reported that having dedicated staff members (e.g., attendance liaisons, coordinators, advocates) focused on attendance supported both early intervention efforts and regular student attendance.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

TABLE 7: BARRIERS FOR GRANTEES THAT DID NOT MEET ATTENDANCE OBJECTIVES		
Example Theme	Theme Description	Quote from a Facility School Grantee
Life Circumstances and Environment	Grantees reported that life circumstances (e.g., family work schedules, sibling care, transportation, crises, etc.) prevented some students from attending school.	<i>“Many [youth] come from stressful home lives where survival is more of a priority than school.”</i>
Individual Student Factors	Grantees reported that challenges students faced (e.g., lack of motivation, drug-use, experience of stress and avoidance) discouraged them from regularly attending school.	
Lack of Parent Encouragement/ Involvement	Grantees reported that not all parents prioritized their children’s schooling, not encouraging or being involved in promoting their regular attendance (e.g., check-in on attendance with school).	

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



Program Results for Safety and Discipline or Social Emotional Functioning Objectives

Twenty percent of grantees reported meeting or exceeding their safety and discipline or social emotional functioning objective(s). 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 8 and **TABLE 9** depict the themes that emerged from the open-ended responses for safety and discipline or social emotional functioning objectives.

TABLE 8: POSITIVE CIRCUMSTANCES FOR GRANTEES THAT MET OR EXCEEDED SAFETY AND DISCIPLINE OR SOCIAL EMOTIONAL FUNCTIONING OBJECTIVES		
Example Theme	Theme Description	Quote from a Rural Grantee
Many and Varied Evidence-Based Programs	Grantees reported that welcoming school climates are fostered by the implementation of evidence-based programs focused on improving student behaviors and social emotional learning (e.g., skill-building, restorative practices, and stress management).	<i>“A welcoming school climate has helped improve progress. 75% of all staff have attended workshops on social emotional learning. All schools are implementing a social emotional learning curriculum. Having staff trained in how to approach students when there is a discipline issue in a more structured and routine manner has provided more consistency among staff and student expectations.”</i>
Identification of Students	Grantees reported that identification of students in need of social emotional supports is critical.	
Staff Professional Development	Grantees reported that training is important to ensuring staff have confidence in integrating social emotional learning into their routines, practices, and expectations.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

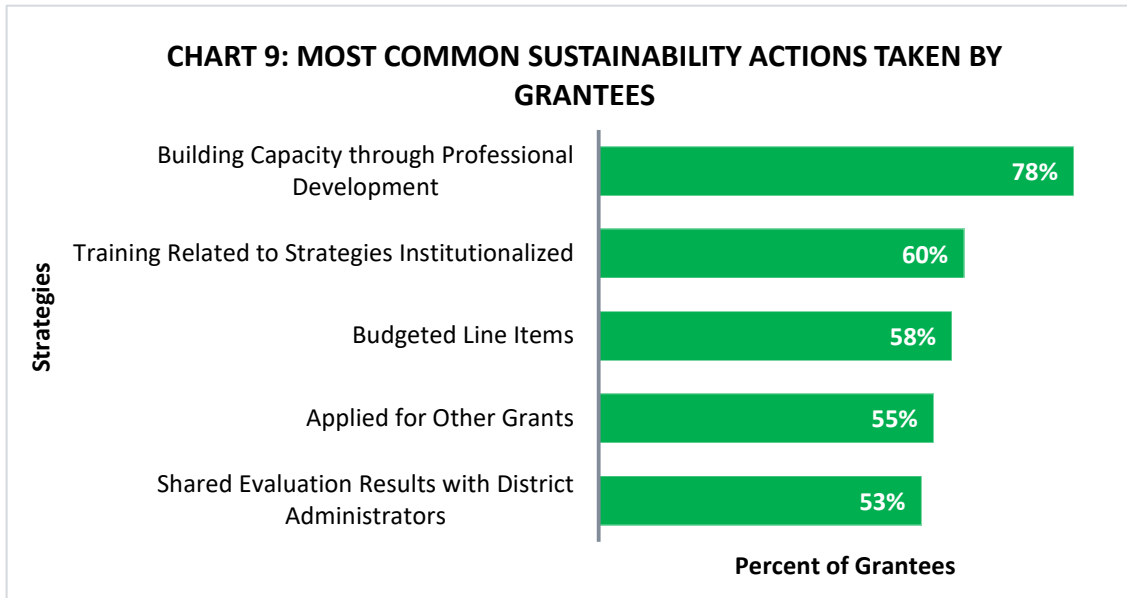
TABLE 9: BARRIERS FOR GRANTEES THAT DID NOT MEET SAFETY AND DISCIPLINE OR SOCIAL EMOTIONAL FUNCTIONING OBJECTIVES		
Example Theme	Theme Description	Quote from a Denver-Metro Grantee
Staffing Turn-Over	Grantees reported that turnover of staff impedes the consistent implementation of efforts (e.g., programming and strategies) to support student social emotional learning.	<i>“...most students are doing well, while a handful still have chronic behavior problems in need of intervention. Our district needs to explore options for more focused and intensive intervention than currently available for our most at-risk students.”</i>
Discipline and Safety Issues	Grantees reported that discipline incidents (e.g., fights, drug-use, gang involvements) and safety issues (e.g., threats to school, staff, and/or students) hamper efforts to foster a positive and welcoming school climate.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018



Sustaining Strategies and Leveraging Resources

Grantees were asked to indicate what actions were taken in 2017-2018 to sustain their program. The most common actions taken were related to professional development (78 percent) and institutionalizing trainings (60 percent). **CHART 9** shows the most common sustainability actions taken by grantees.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Funding

Grantees included a plan to sustain their program as part of their proposal for funding. Applicants explain how services and programs will continue past the 4-year funding period with no reduction in quality of services. To facilitate sustainability planning, 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 are to 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, school district grantees were 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 keep enrolled. By continuing to engage students in their learning, students 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 \$14,069,020 of PPR would be retained in 2018-2019 of which 35 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 4-year grant period.



Results for Restorative Practices Grant

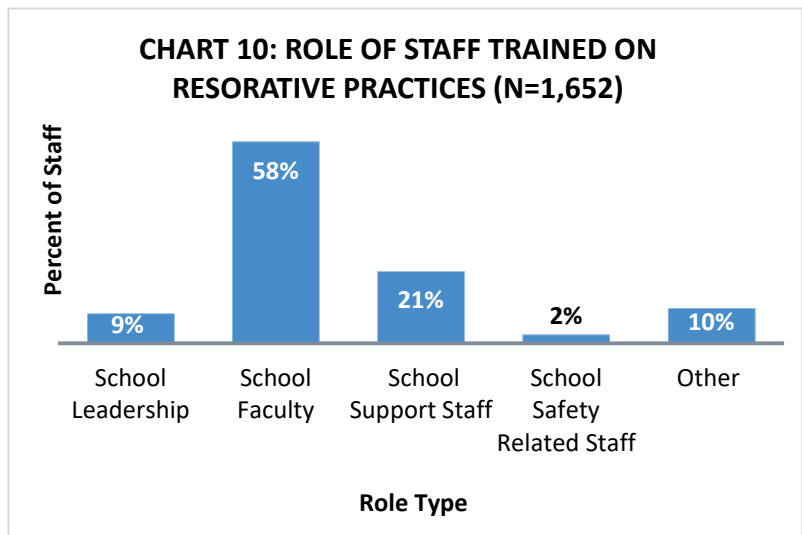
Planning and Implementation Process

The Restorative Practices Grant was awarded to encourage the use of school-based restorative practices within Colorado as a standard response, as appropriate, to student misconduct. Grantees were funded to either begin to implement formal restorative practices or expand beyond the early implementation of formal restorative practices. Activities included, but were not limited to, professional development, training, planning, and implementation.

Sixty-two schools were served by 19 grantees including district schools, a facility school, schools served by a BOCES, and schools served by the Charter School Institute.

Professional Development and Training

A component of the grant included providing training opportunities for staff on restorative practices. A total of 1,652 staff members were trained. The majority of staff trained were school faculty (58 percent). **CHART 10** shows the specific roles of the staff that received training.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Level and Fidelity of Implementation

Grantees submitted an implementation plan in their original grant proposal and an updated plan during their interim progress reports. Grantees were asked to report on the degree to which their original proposed plan was implemented during the grant period as well as the fidelity of the implementation.

- 100 percent of grantees reported either fully (53 percent) or partially (47 percent) implementing their proposed plan.
- 89 percent of grantees reported that the implementation fidelity was as expected or better than expected.

The interim progress reports submitted by grantees also confirmed that programming was being implemented with fidelity during the grant period.

RPG grantees were asked to describe special circumstances that positively or negatively affected the implementation of their RGP plan:

Implementation Successes

(Submitted by a Denver Metro RPG Grantee)

“The implementation of the EARSS RPG plan was successful largely due to the investment of the staff members who participated in the pilot, as well as the establishment of a clear plan for implementation. That plan included milestone and deadline dates, the clear delineation of roles and responsibilities, and quarterly check-ins with the grant manager.”



- Grantees explained that having a core **implementation team, professional development for staff**, and a **supportive administration** were all key to implementation success.
- Grantees also explained that inconsistent **implementation, staff-turnover**, and **time constraints** often delayed restorative practice efforts and hindered consistent use of the practices, delaying positive change and prompting disciplinary action instead.

Implementation Challenges

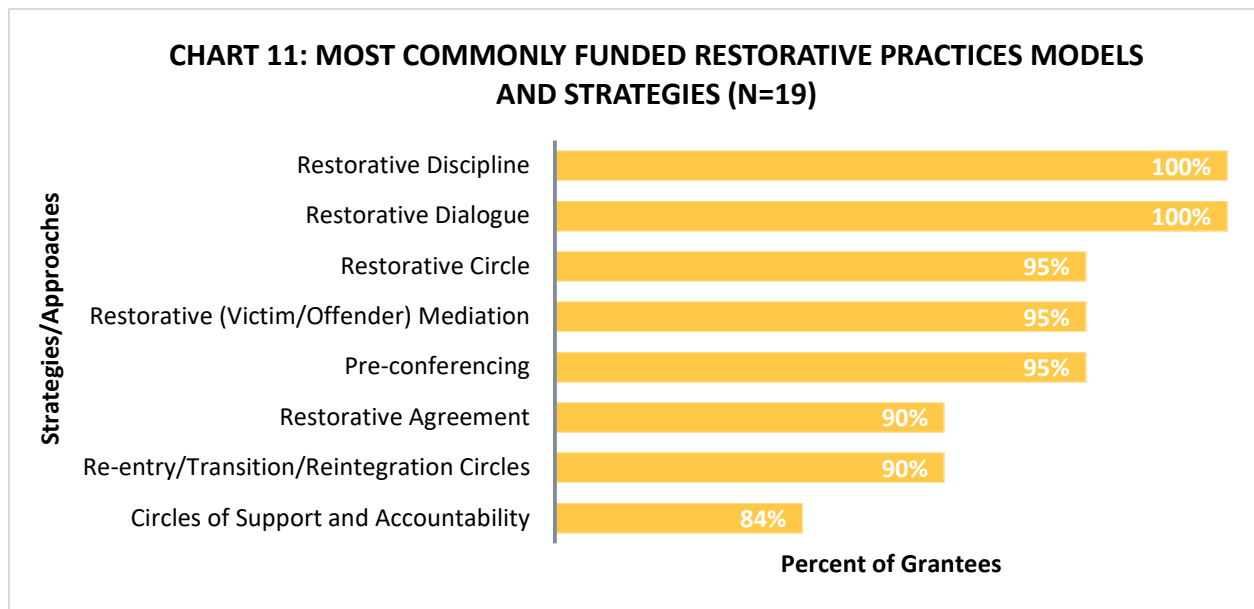
(Submitted by an Urban-Suburban RPG Grantee)

“We often find ourselves struggling to have enough time to go through all the steps in a restorative process. It takes 2-3 staff members several hours over multiple days to pre-conference with all the parties involved, notify and involve parents, arrange enough time for circles or mediations, and following through with repair plans. The other issue that we have struggled with is when students don't follow through with repair plans, then we get stuck with still trying to hold students accountable and not resorting back to a punitive approach.”

Models and Strategies Implemented

Research has shown that a whole-school model implementation of restorative practices can improve school climate, help build relationships between staff and students, and reduce the need for disciplinary actions.⁵ Students receiving targeted restorative practices interventions are also less likely to receive a referral and suspension in the future.⁶

Grantees reported applying both whole-school model and intervention strategies. The most common models and strategies utilized included restorative discipline (100 percent of grantees) and restorative dialogues (100 percent of grantees). The three most effective models and strategies reported by grantees included restorative circles, restorative dialogue, and pre-conferencing. **CHART 11** shows the most common models and strategies utilized by the grantees.



Source: Colorado Department of Education, RPG End-of-Year Reporting, 2017-2018



Students Served

Of the 2,502 students offered to be part of the restorative practices process, 92 percent (2,312 students) participated in the process.

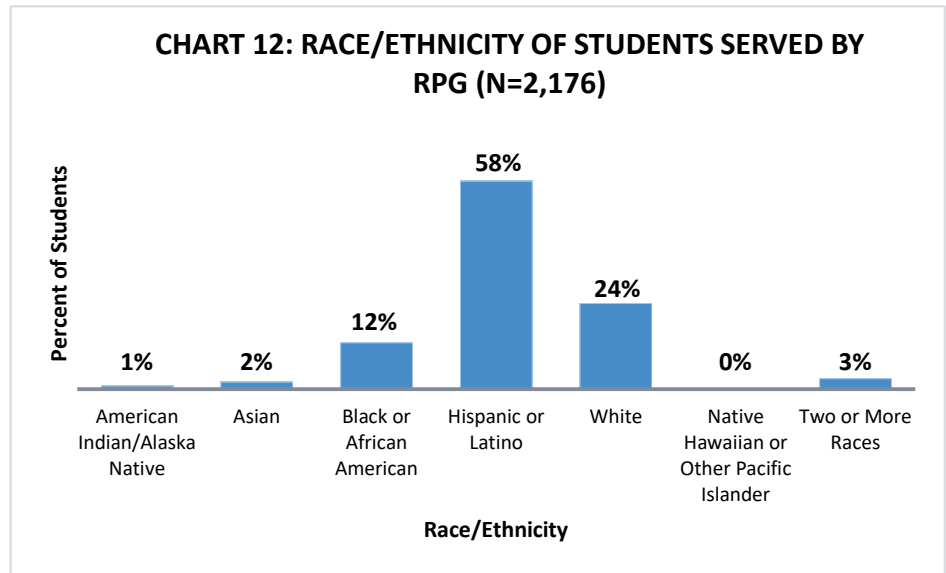
2,312

STUDENTS SERVED

Student Demographics

Demographic data were available for 94 percent of the students (2,176 students) served by an RPG program. The available data showed that 57 percent of the students served were male.

The majority of students were either Hispanic (58 percent) or White (24 percent). **CHART 12** provides a breakout of race/ethnicity of students served.

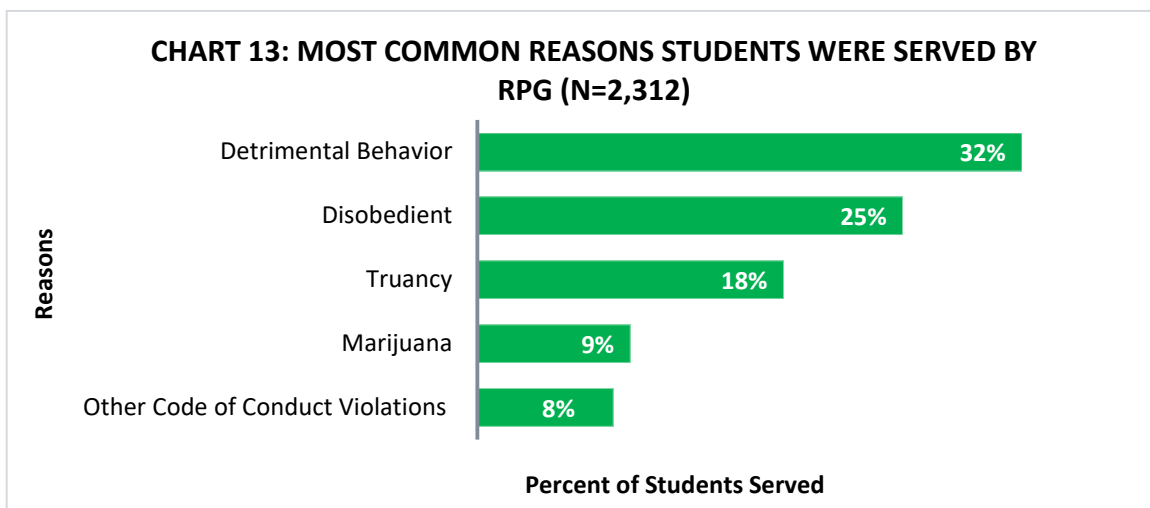


Source: Colorado Department of Education, RPG End-of-Year Reporting, 2017-2018

A review by grade level showed that 15 percent of students served were in Kindergarten through fifth grade, 33 percent were in sixth through eighth grade, and 52 percent were in ninth through 12th grade.

Behaviors for which Students were Served

Students met the criteria for inclusion due to similar reasons as the 4-year grant. The majority of students participated in the program due to detrimental behavior (32 percent) and disobedient/defiant behavior (25 percent). **CHART 13** provides a breakout of the reasons that students participated in the restorative practices process.



Source: Colorado Department of Education, RPG End-of-Year Reporting, 2017-2018



Student Outcomes

The purpose of the program is to assist in reducing and preventing expulsions, suspensions, and other disciplinary outcomes. Of the 2,312 students who participated, 96 percent completed the restorative practices process (2,224 students). Of the 2,224 students who completed the process, 54 percent participated in lieu of an exclusionary disciplinary action:

1 out of 2

STUDENTS PARTICIPATED IN LIEU OF EXCLUSIONARY DISCIPLINARY ACTION

- **Expulsion:** Restorative practices was used as an alternative for expulsions for 12 percent of students served by the grant.
- **Out-of-School Suspensions:** Restorative practices was used as an alternative for out-of-school suspensions for 24 percent of students served by the grant.
- **In-School Suspensions:** Restorative practices was used as an alternative for in-school suspensions for 18 percent of students served by the grant.
- **Classroom Suspensions:** Restorative practices was used as an alternative for classroom suspensions for 16 percent of students served by the grant.
- **Referrals to Law Enforcement:** Restorative practices was used as an alternative for referrals to law enforcement for 4 percent of students served by the grant.

Progress on Performance Objectives

Each grantee was required to set performance objectives in two areas: (1) process and implementation and (2) student outcomes. For each goal area, grantees reported on two performance objectives, for a total of four objectives per grantee.

Ratings for All Objectives

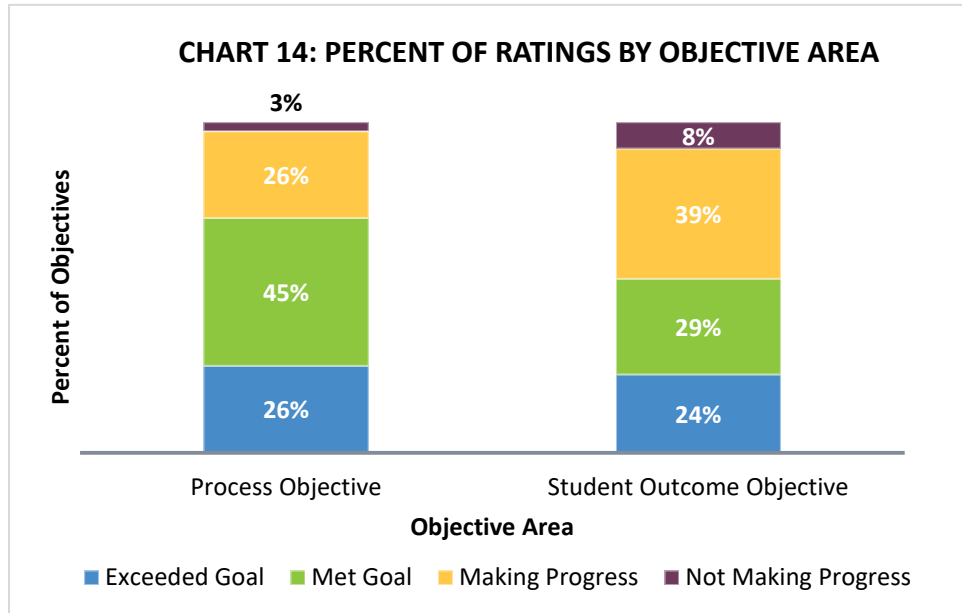
Grantees rated whether they had exceeded, met, were making progress, or were not meeting each of their objectives. Ratings for all objectives across goal areas included:

- **Exceeded or Met** – Grantees reported exceeding or meeting 62 percent of the objectives.
- **Making progress** – Grantees reported that they were making progress on 33 percent of the objectives.
- **Not making progress** – Grantees reported that they were not making progress on 5 percent of the objectives.

Of the 19 grantees, 26 percent reported meeting or exceeding at least two of their objectives, 37 percent reported meeting or exceeding at least three of their objective, and 16 percent report meeting or exceeding all of their objectives.

Results by Objective Area

Grantees were more likely to rate meeting or exceeding their process and implementation objectives (71 percent) than the student outcome objectives (53 percent). This may be due to the short timeline for planning and implementing services. Process and implementation objectives typically focused on capacity building and professional development, which can be completed in a shorter timeframe. Student outcome objectives focused on completion of services, reducing disciplinary actions, and increasing essential skills. **CHART 14 shows the percent by ratings for each of the two objective areas.**



Source: Colorado Department of Education, RPG End-of-Year Reporting, 2017-2018

Results for Process Objectives

Of the 19 RPG grantees, 95 percent reported meeting or exceeding at least one of their process objectives. RPG grantees were also asked to describe special circumstances that positively or negatively affected progress on achieving their process objectives. **TABLE 10** and **TABLE 11** depict the common themes that emerged from the open-ended responses for process objectives.

TABLE 10: POSITIVE CIRCUMSTANCES FOR RPG GRANTEEES THAT MET OR EXCEEDED PROCESS OBJECTIVES		
Example Theme	Theme Description	Quote from a RPG Grantee in an Outlying Town
Dedicated Staff Professional Development	Grantees reported that integrating RP professional development into already existing training times (e.g., professional development days, staff orientation) helped ensure staff were familiar with and knowledgeable of how to use it.	<i>“Our school set aside time for training during our allotted professional development time. We also provided optional trainings to staff outside of school time, and had good attendance. This allowed us to delve deeper into topics and practice skills. However, by providing time during two of our professional development days for a total of six hours for all staff, we were able to reach 100% of our administration, behavior staff, teaching staff, paras, counselors, after-school program staff, and secretaries.</i>
Staff Stipends Available	Grantees reported that being able to offer staff stipends (e.g., credit incentives, compensation) for their time outside of regular hours (e.g., after school, during breaks) supported staff involvement and training of a much larger group than would be otherwise.	
Train-the-Trainer Professional Development	Grantees reported that offering Train-the-Trainer staff professional development opportunities equipped many in training, mentoring, and supporting fellow staff.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018



TABLE 11: NEGATIVE CIRCUMSTANCES FOR RPG GRANTEES THAT DID NOT MEET PROCESS OBJECTIVES		
Example Theme	Theme Description	Quote from a Denver-Metro RPG Grantee
Staffing Resistance	Grantees report that the consistent implementation of RP efforts (e.g., programming and strategies) and the maintenance of a trained and knowledge staff body is often constrained by factors like staff opposition to restorative practices and turnover.	<i>“Several school leaders report significant resistance from staff on RP due to their inaccurate, negative perception of this work.”</i>
Continuation of Punitive Discipline	Grantees reported that the continued use of punitive discipline, often by staff not trained in restorative practices and/or those who view “old” disciplinary action approaches as easier to apply, made implementation and change difficult.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Results for Outcome Objectives

Of the 19 RPG grantees, 74 percent reported meeting or exceeding at least one of their student outcome objectives. RPG grantees were also asked to describe special circumstances that positively or negatively affected progress on achieving their student outcome objectives. **TABLE 12** and **TABLE 13** depict the common themes that emerged from the open-ended responses for the student outcome objectives.

TABLE 12: POSITIVE CIRCUMSTANCES FOR RPG GRANTEES THAT MET OR EXCEEDED STUDENT OUTCOME OBJECTIVES		
Example Theme	Theme Description	Quote from a Charter School RPG Grantee
Strengthened Family Partnerships	Grantees reported that using non/less-punitive and non-exclusionary discipline, and educating and including family in restorative practices supported school/family partnerships.	<i>“The EARSS Staff Member tracked all incidents, RP efforts, and consequences. 22 out of 26 students that completed a Restorative Practice process did not engage in the same behavior. This is an 84.6% success rate.”</i>
Integration into Enrollment/Orientation Processes	Grantees reported requiring restorative practices training as part of student enrollment processes and/or orientation helped prepare students for expectations and acclimating them to the school climate.	
Data Collection Efforts	Grantees reported practicing regular data collection of restorative practices information (e.g., attendance records, incidents, efforts) supported RP implementation such as identifying gaps and successes.	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018



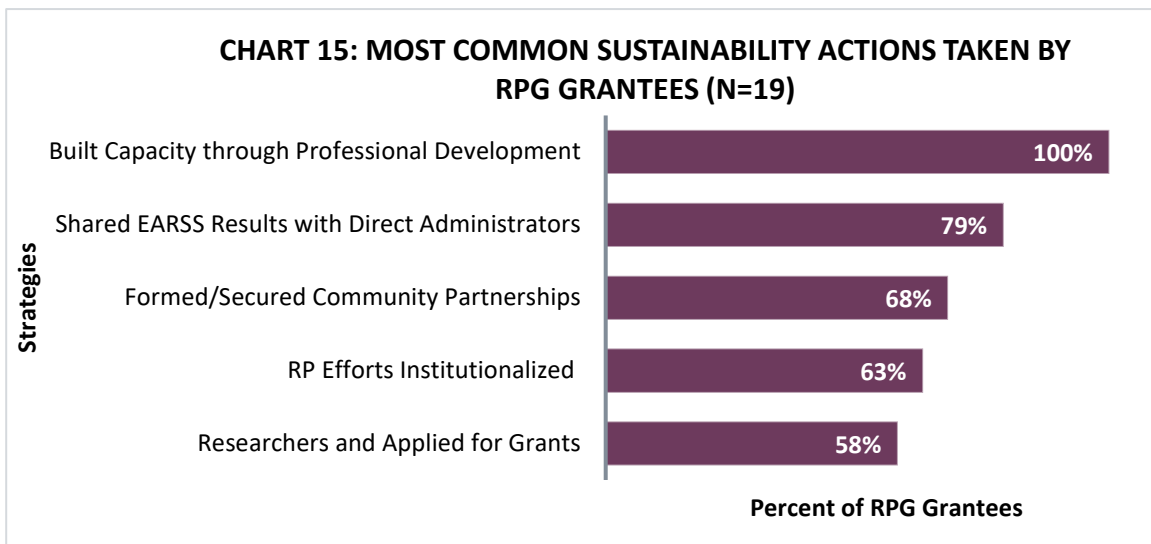
TABLE 13: NEGATIVE CIRCUMSTANCES FOR RPG GRANTEES THAT DID NOT MEET STUDENT OUTCOME OBJECTIVES

Example Theme	Theme Description	Quote from a Rural Grantee
Staff Resistance to Change	Grantees reported that resistance of staff (e.g., key administrators, teaching and support staff) to use restorative practices and defaulting to punitive approaches made it difficult to make robust change.	<i>“Resistance to change and routine of using already established punitive approaches as default. Negative perception of RP by some staff members. Lack of buy in from key administration.”</i>
Using Data to Inform Change	Grantees reported that despite having data available (e.g., on suspensions, discipline rates and use), knowing how to understand and use it for change was difficult.	
Student Engagement	Grantees reported that buy-in, or the engagement of students was at times challenged from varied factors including student disinterest in restorative practices, absenteeism, and other needs (e.g., social emotional, mental and/or behavior health).	

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Sustaining Strategies

Grantees were asked to indicate what actions were taken in 2017-2018 to sustain their program. The most common actions taken were related to professional development (100 percent), sharing results of their program with administrators (79 percent), and forming community partnerships (68 percent). **CHART 15** shows the most common sustainability actions taken by RPG grantees.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018



Conclusion

The EARSS Grant 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. In 2017-2018, more than 10,000 students were served by the 4-year and Restorative Practices grants.

4-Year Grant

Results from the 4-year grant revealed that 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. Seventy-two percent of expelled students and 91 percent of at-risk students that were served by the 4-year grant program attained positive outcomes by the end of the school year. This included outcomes such as continuation of education and school completion.

Due to these funds, grantees reported that 99 percent of at-risk students served were not subsequently expelled while being served by the EARSS program, 89 percent of at-risk students served did not receive an out-of-school suspension, 89 percent of at-risk students served did not receive an in-school suspension, and 96 percent of truant students served did not have a truancy petition filed in court.

Parents, guardians, and families were also positively influenced by the 4-year grant program. More than half of parents/ guardians improved their ability to support their children's learning. In addition, the grantees reported effectively developing positive family-school partnerships.

Restorative Practices Grant

The short-term Restorative Practices Grant program provided training for 1,652 staff across 62 participating schools in restorative practices and served 2,312 students. The results revealed that the restorative practices models and strategies contributed to positive results on performance objectives and student outcomes. Of the students who participated in the program, 96 percent completed the restorative practices process.

Due to the RPG funds, grantees reported that 54 percent of students who completed the restorative practices process did so in lieu of an exclusionary disciplinary action such as expulsion (12 percent did not receive an expulsion), out-of-school suspension (24 percent did not receive an out-of-school suspension), and in-school suspension (18 percent did not receive an in-school suspension).

Overall Program Impact

Research has shown that exclusionary discipline practices and harsh disciplinary policies disrupt academic achievement and push students out of school. Students who are suspended are more likely to have future challenges in passing classes and with chronic absenteeism.⁷ 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).^{8,9} Evaluation results for the EARSS programs indicate that the program continues to meet its legislative intent to prevent exclusionary discipline practices such as expulsions and suspensions as well as habitual truancy among students being served by the grant-funded programs and services.



Endnotes

- ¹ 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.
- ² 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.
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- ⁴ Finn, D. (1989). *Withdrawing from School*. Available in *Review of Educational Research*, Volume 59, Pages 117-142.
- ⁵ Kiddle, J., & Alfred, R. (2011). *Restorative Justice: A Working Guide for our Schools*. Alameda, CA: Alameda County School Health Services.
- ⁶ Anyon, Y., et al. (2016). Restorative Interventions and School Discipline Sanctions in a Large Urban School District. *American Educational Research Journal*, Volume 53(6), Pages 1663-1697.
- ⁷ Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). Dropout Risk Factors and Exemplary Programs: A Technical Report. *National Dropout Prevention Center/Network (NDPC/N)*.
- ⁸ 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.
- ⁹ 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.



Appendices

Appendix A: 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).

- **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 2017-2018. 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).



[Appendix B: EARSS 4-year End-of-Year Reporting Survey](#)

SECTION I: Contract and Grant Information

1. Grantee Name
2. Name of Program
3. District Code or Facility School Code
4. Name of Contact
5. Contact Phone Number
6. Contact Email Address
7. Grant Year:

SECTION II: Students Served

8. **Districts Served:** Did you serve students from more than one district with this grant?
 - Yes (If yes, please list the districts served)
 - 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, 2017 through June 30, 2018**?
 - 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. **Facility Schools Only.** How many out-of-state students has your program served from **July 1, 2017 through June 30, 2018**?
12. **Reason for Participation.** Of the students you served **July 1, 2017 through June 30, 2018**, how many were officially expelled for the following reasons:
 - Drug violation
 - Marijuana violation
 - Alcohol violation
 - 1st, 2nd degree or vehicular assault
 - 3rd degree assaults/disorderly conduct
 - Sexual Violence/Battery (other than rape)
 - Rape or Attempted Rape
 - Dangerous weapons
 - Robbery
 - Other felony
 - Disobedient/defiant or repeated interference
 - Detrimental behavior
 - Destruction or defacement of school property/vandalism
 - Other violations of code of conduct

Please explain other types of code of conduct violations here...



13. **Expelled Student Outcomes.** Of the total number of students served, indicate their status as of **June 30, 2018**. Please report primary outcome for EXPELLED students served

- Will continue in EARSS program
- Refused services from EARSS program but returned to or continued at original school
- Successfully completed the EARSS program and remains in school
- Completed expulsion and transitioned back to original school
- Facility School Only
- Transferred to another school district in Colorado, another state or country
- Transferred to detention center or facility school
- Home-schooled
- Discontinued schooling/dropped out
- K-6 student exited to an unknown educational setting/status
- Expelled, Not Receiving Services
- Expelled, Receiving Services
- High School Equivalency Transfer
- High School Equivalency Diploma
- 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.
- Graduated with regular diploma

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

15. **Reason for Participation.** Of the at-risk students you served **July 1, 2017 through June 30, 2018**, how many were at-risk of expulsion or suspension for the following reasons:

- Alcohol, tobacco or other drug use
- Marijuana
- Destruction or defacement of school property/vandalism
- Detrimental behavior
- Fights or other violent behavior
- Robbery/theft/stealing
- Sexual harassment/sexual assault
- Truancy/ At-Risk for Habitual Truancy
- Disobedient/defiant or repeated interference
- Expelled and/or suspended and transferred to Facility School

16. **At-Risk Student Outcomes.** Of the total number of students served, indicate their status as of **June 30, 2018**. Please report primary outcome for AT-RISK students served

- Will continue in EARSS program
- Refused services from EARSS program but returned to or continued at original school
- Successfully completed the EARSS program and remains in school
- Completed expulsion and transitioned back to original school
- Facility School Only
- Discontinued EARSS services due to transfer to a non-EARSS served school within the district
- Transferred to another school district in Colorado, another state or country
- Transferred to detention center or facility school
- Home-schooled
- Discontinued schooling/dropped out



- K-6 student exited to an unknown educational setting/status
- Expelled, Not Receiving Services
- Expelled, Receiving Services
- High School Equivalency Transfer
- High School Equivalency Diploma
- 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
- Graduated with regular diploma

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

18. **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, 2017 and June 30, 2018** while being served by your EARSS program?

19. **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, 2017 and June 30, 2018** while being served by your EARSS program?

20. **At-Risk Student and Truancy Petitions.** Of the total number of students at-risk for habitual truancy, indicate the number of students who had a truancy petition filed in court between **July 1, 2017 and June 30, 2018** while being served by your EARSS program?

SECTION III: Family and School Partnering

21. **Total Parents Served.** Of the students served **July 1, 2017 through June 30, 2018**, how many of their parents/guardians did you serve?

21a. Parents Served of Expelled Students. Of the expelled students served **July 1, 2017 through June 30, 2018**, how many of their parents/guardians did you serve?

21b. Parents Served of At-Risk Students. Of the at-risk students served **July 1, 2017 through June 30, 2018**, how many of their parents/guardians did you serve? **Parent Improvement.** Of the parents/guardians served (as indicated in Q21), 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 at schools served by the EARSS grant from **July 1, 2017 through June 30, 2018**.



24.

	Level of Activity
a) Welcoming all families into the school community.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
b) Effective Communication.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
c) Supporting student success.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
d) Speaking up for every child.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
e) Sharing power.	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
f) Collaborating with community	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs

SECTION IV: Program Strategies and Services

25. **Strategies:** The below questions aim to address two things: (1) what strategies and programs were available and used **July 1, 2017 through June 30, 2018** 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, 2017 through June 30, 2018** (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, 2017 through June 30, 2018** (identify at least one). If an option in Column 3 is identified, Column 1 and/or 2 should also be marked for that option.



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

<u>Social Emotional Behavioral Support</u>			
Category	(1) Expelled	(2) At- Risk	(3) Funded by EARSS Grant
l) Essential Skills Building			
m) Counseling			
n) Restorative practices (in response to or as an alternative to exclusionary discipline)			
o) Certified Addictions Counselor (CAC) services (drug/ alcohol/ substance disorder treatment)			
p) Wraparound case management			



Systems Approaches			
Category	(1) Expelled	(2) At- Risk	(3) Funded by EARSS Grant
q) Culturally responsive interventions			
r) Multi-tiered system of support (MTSS)			
s) Positive staff-student mentoring and relationship building			
t) Professional development days			
u) Individual Career and Academic Planning			
v) Transition Planning/ Staffing between facility and school			
w) Postsecondary Preparation			
x) Model Evidence-Based Program(s)			
y) Other ... Please explain other strategies and services			

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

SECTION V: Success Stories

27. **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

28. **Parent or Family Success Story.** Please describe below a parent’s, a 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:

29. **Student Success Story.** Please describe below a student’s success story from your EARSS program. The success should be related to the services made possible by the EARSS grant and connected to the reasons the student needs the services. Based on your story, please include the following.



- Describe Student's circumstances (expelled or at-risk) without using names or other personally identifiable information:
- Program intervention/services provided:
- Describe the success:

SECTION VI: Parent Focused Performance Measures

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

30. **Parent-Focused Objective 1:** Please report your progress on Parent-Focused Objective 1. *If you are in Year 1 or Year 2 of the EARSS grant, please report progress on the benchmark to achieve by the end of the second year. If you are in Year 3 or Year 4 of the EARSS grant, please report progress toward the benchmark to be achieved by the end of the fourth year.*

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

31. **Parent-Focused Objective 2:** Please report your progress on Parent Focused Objective 2. *If you are in Year 1 or Year 2 of the EARSS grant, please report progress on the benchmark to achieve by the end of the second year. If you are in Year 3 or Year 4 of the EARSS grant, please report progress toward the benchmark to be achieved by the end of the fourth year.*

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

32. **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

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

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



SECTION VII: Academic Performance Measures

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

35. **Academic Objective 1.** Please report progress on Academic Objective 1. *If you are in Year 1 or Year 2 of the EARSS grant, please report progress on the benchmark to achieve by the end of the second year. If you are in Year 3 or Year 4 of the EARSS grant, please report progress toward the benchmark to be achieved by the end of the fourth year.*

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

36. **Academic Objective 2.** Please report progress on Academic Objective 2. *If you are in Year 1 or Year 2 of the EARSS grant, please report progress on the benchmark to achieve by the end of the second year. If you are in Year 3 or Year 4 of the EARSS grant, please report progress toward the benchmark to be achieved by the end of the fourth year.*

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

37. **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

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

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

SECTION VIII: Attendance Performance Measures

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

40. **Attendance Objective 1:** Please report your progress on Attendance Objective 1. *If you are in Year 1 or Year 2 of the EARSS grant, please report progress on the benchmark to achieve by the end of the second year. If you are in Year 3 or Year 4 of the EARSS grant, please report progress toward the benchmark to be achieved by the end of the fourth year.*



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

41. **Attendance Objective 2:** Please report your progress on Attendance Objective 2. *If you are in Year 1 or Year 2 of the EARSS grant, please report progress on the benchmark to achieve by the end of the second year. If you are in Year 3 or Year 4 of the EARSS grant, please report progress toward the benchmark to be achieved by the end of the fourth year.*

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

42. **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 (*please describe in the space provided-1500 character limit.*)

43. **Positive Circumstances.** Describe special circumstances that have positively affected progress on achieving your attendance objectives:

44. **Negative Circumstances.** Describe issues that have negatively affected progress on achieving your attendance objectives:

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

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

45. **Safety and Discipline/ Social and Emotional Performance Objective 1:** Please report your progress on Safety and Discipline/ Social and Emotional Performance Objective 1. *If you are in Year 1 or Year 2 of the EARSS grant, please report progress on the benchmark to achieve by the end of the second year. If you are in Year 3 or Year 4 of the EARSS grant, please report progress toward the benchmark to be achieved by the end of the fourth year.*

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

46. **Safety and Discipline/ Social and Emotional Performance Objective 2:** Please report your progress on Safety and Discipline/ Social and Emotional Performance Objective 2. *If you are in Year 1 or Year 2 of the EARSS grant, please report progress on the benchmark to achieve by the end of the second year. If you are in*



Year 3 or Year 4 of the EARSS grant, please report progress toward the benchmark to be achieved by the end of the fourth year.

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

47. **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 (If please describe in the space provided-1500 character limit).

48. **Positive Circumstances.** Describe special circumstances that have positively affected progress on achieving your safety and discipline/ social and emotional performance objectives:

49. **Negative Circumstances.** Describe issues that have negatively affected progress on achieving your safety and discipline/ social and emotional performance objectives:

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

50. **High School Students.** Of the above number indicated in **Q10**, how many high school (9th to 12th grade) students has your program served?

- o **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?
- o **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?

51. Of these students who began the school year behind, how many earned one half or more of the credits they need to get on track to graduate?

52. Of these students who began the school year on track to graduate, how many remained on track to graduate?

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

54. **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.



SECTION XI: Sustainability

55. **Actions Taken for Sustainability:** Please describe action that has been taken to sustain your program

- 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

56. **Next Steps (REQUIRED):** Please describe the next steps toward sustainability:

57. **For Public schools/districts only:** Amount of Per Pupil Revenue you have recaptured for your district by keeping these students in your program or school?

58. **For Public schools/districts only:** What is the percentage of the potential recaptured Per Pupil Operating Revenue you will re-invest in the 2018-19 program?

59. **4TH Year Grantees Only:** Programs finishing their 4th year of EARSS funding: Please outline your plan to continue strategies and programs in 2018-19.

SECTION XII: Capacity Building

60. **Training and Technical Assistance:** Please indicate your needs for technical assistance from CDE from the following list

- Visits from CDE staff or consultants
- Statewide meeting with other programs
- Regional meetings with other programs
- Referrals to similar programs
- Technical assistance by phone
- Technical assistance by e-mail
- Webinar
- Other

61. **Topics:** Check topics of interest for additional training/technical assistance

- Alternative education
- Attendance/Behavior plans for habitually truant students
- Closing the achievement gap (income and race)
- Cultural Competency
- Parent/family partnering



- Postsecondary Readiness and Planning
- Positive Behavior Intervention and Support/Response to Intervention (MTSS)
- Service Learning
- Sustainability planning (includes using data, program improvement, fund development...)
- Welcoming School Climate/School Engagement
- Other

SECTION XIII: Continuation Application

62. **Changes in Application.** If your competitive proposal executive summary has changed from the original application, please provide a short description of your current program

63. **Measurable Objectives*** - List each program objective identified for the 2018-19 fiscal year.

- **Parent Focused Objective 1 Update:** Parent Focused Objective 1 has changed for 2018-19 fiscal
- (as applicable): **Parent Focused Objective 2 Update:** If Parent Focused Objective 2 has changed
- **Academic Objective 1 Update:** If Academic Objective 1 has changed for 2018-19 fiscal year, please enter it in the space provided.
- (As applicable): **Academic Objective 2 Update:** If Academic Objective 2 has changed for 2018-19 fiscal year, please enter it in the space provided.
- **Attendance Objective 1 Update:** If Attendance Objective 1 has changed for 2018-19 fiscal year, please enter it in the space provided.
- (As applicable): **Attendance Objective 2 Update:** If Attendance Objective 2 has changed for 2018-19 fiscal year, please enter it in the space provided.
- **Safety/Discipline and/or Social Emotional Objective 1 Update:** If Safety/Discipline and/or Social Emotional Objective 1 has changed for 2018-19 fiscal year, please enter it in the space provided.
- (as applicable): **Safety/Discipline and/or Social Emotional Objective 2 Update:** If Safety/Discipline and/or Social Emotional Objective 2 has changed for 2018-19 fiscal year, please enter it in the space provided.

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

65. Did you receive assistance from your local BOCES to write this continuation application?

- Yes
- No

66. **Budget Explanation (REQUIRED):** 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.

67. **Maximum Award.** Does the maximum award for 2018-19 fiscal year listed below match your records: If this amount does not match your records, please contact: Janelle Krueger at krueger_j@cde.state.co.us or call: 303-866-6750.

68. **Budget Narrative (REQUIRED):** Provide a brief budget narrative below for the line items listed in the EARSS budget spreadsheet.

69. **In-Kind (REQUIRED):** Please describe below the non-EARSS grant dollars (in-kind) that will support the program in the next year.



[Appendix C: Restorative Practices Grant End-of-Year Reporting Survey](#)

SECTION I: Contact and Grant Information

1. Grantee Name
2. Name of Efforts
3. District, BOCES, or Facility School Code
4. Name of Coordinator
5. Coordinator's Phone Number
6. Coordinator's Email Address

SECTION II: Capacity Building

7. **Numbers Trained:** From January 1, 2017 to June 30, 2018 (Tier 1 Grantees) OR July 1, 2017 to June 30, 2018 (Tier 2 Grantees), how many staff members participated in RP training(s) as a component of the EARSS RPG?
8. **Roles:** Of those staff members who participated in RP training(s) as a component of the EARSS RPG, what were their primary roles at their school, district, or BOCES from January 1, 2017 to June 30, 2018 (Tier 1 Grantees) OR July 1, 2017 to June 30, 2018 (Tier 2 Grantees)?
 - a) School Leadership
 - b) School Faculty
 - c) School Support Staff
 - d) School Safety Related Staff
 - e) Other
9. **Number of Schools:** How many schools are in your district?
10. **Number of Participating Schools:** Of these schools, how many are participating in the EARSS RPG?

SECTION III: Planning and Implementation Process

11. **Plan Implementation:** To what degree has your EARSS RPG plan been implemented?
 - Fully implemented
 - Partially implemented
 - Not implemented
12. **Implementation Fidelity:** How well was your EARSS RPG implemented?
 - Better than expected
 - Matched expectations
 - Worse than expected
13. **Planning Process Positive Circumstances:** Describe issues that have positively affected the implementation of your EARSS RPG plan:
14. **Planning Process Negative Circumstances:** Describe issues (if any) that have negatively affected the implementation of your EARSS RPG plan:
15. **Models and Strategies:** Which of the following models and/or strategies were utilized to serve students because of the support provided by the EARSS RPG between January 1, 2017 to June 30, 2018 (Tier 1 Grantees) OR July 1, 2017 to June 30, 2018 (Tier 2 Grantees)?



- Peace Circles/Peacemaking Circles
- Pre-conferencing
- Community Conferencing/Solution Circles
- Circles of Support and Accountability
- Re-entry/Transition/Reintegration Circles
- Restorative (Victim/Offender) Mediation
- Restorative Agreement
- Restorative Dialogue
- Restorative Circle
- Restorative Class
- Restorative Discipline
- Restorative Related Community Service
- Family Group Conferencing
- Reparative/Restorative Board/Panel
- Restorative Response to Attendance
- Other (please list the other practices/strategies that were used)

16. **OPTIONAL:** Of the models/strategies that were funded by the EARSS RPG (selected above), list up to three you believe are the most effective in achieving successful outcomes for students served. Please list these practices/strategies in order of effectiveness.

SECTION IV: Planning and Implementation Process Performance Measures

The performance measures stated in the grantee's written plan, approved by the CDE, will be prepopulated for this section in SEES. Please indicate progress in meeting your objectives:

17. **Process Objective 1:** Please report your progress on Objective 1.

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

18. **Process Objective 1 Indicators:** Describe the indicators being used to track progress on Objective 1.

19. **Process Objective 1 Positive Circumstances:** Describe special circumstances that have positively affected progress on achieving Objective 1:

20. **Process Objective 1 Negative Circumstances:** Describe issues that have negatively affected progress on achieving Objective 1:

21. **Process Objective 2:** Please report your progress on Objective 2.

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

22. **Process Objective 2 Indicators:** Describe the indicators being used to track progress on Objective 2.



23. **Process Objective 2 Positive Circumstances:** Describe special circumstances that have positively affected progress on achieving Objective 2:
24. **Process Objective 2 Negative Circumstances:** Describe issues that have negatively affected progress on achieving Objective 2:

SECTION V: Students Served

25. From January 1, 2017 to June 30, 2018 (Tier 1 Grantees) OR July 1, 2017 to June 30, 2018 (Tier 2 Grantees), what was the number of students who met criteria for inclusion in the EARSS RP process?
26. From January 1, 2017 to June 30, 2018 (Tier 1 Grantees) OR July 1, 2017 to June 30, 2018 (Tier 2 Grantees), what was the number of students who met criteria for inclusion and were offered to be part of the EARSS RP process?
27. From January 1, 2017 to June 30, 2018 (Tier 1 Grantees) OR July 1, 2017 to June 30, 2018 (Tier 2 Grantees), what was the number of students who declined to participate in the EARSS RP process?
28. From January 1, 2017 to June 30, 2018 (Tier 1 Grantees) OR July 1, 2017 to June 30, 2018 (Tier 2 Grantees), what was the number of students who participated in EARSS RP process?
29. **Reasons for Participation:** Of the students who participated in the RP process from January 1, 2017 to June 30, 2018 (Tier 1 Grantees) OR July 1, 2017 to June 30, 2018 (Tier 2 Grantees), how many participated for the following reasons:
 - Drug violation (except Marijuana, or Alcohol)
 - Marijuana violation
 - Alcohol violation
 - 1st, 2nd degree or vehicular assault
 - 3rd degree assaults/disorderly conduct
 - Dangerous weapons
 - Robbery
 - Other felony
 - Disobedient/defiant or repeated interference
 - Detrimental behavior
 - Destruction or defacement of school property/vandalism
 - Truancy
 - Other violations of code of conduct

Please explain other types of code of conduct violations not listed above

SECTION VI: Students Outcomes

30. **Student Outcomes:** From January 1, 2017 to June 30, 2018 (Tier 1 Grantees) OR July 1, 2017 to June 30, 2018 (Tier 2 Grantees), how many students completed the EARSS RP process?
31. Of these total numbers of students who completed the EARSS RP process, as indicated in Q30, please indicate how many students completed the RP process in lieu of any of the following actions listed below.
 - a) Classroom Removal
 - b) In-School Suspension
 - c) Out-of-School Suspension



- d) Expelled
- e) Law Enforcement Referrals
- f) Other

32. **OPTIONAL: Student Success Story.** Please describe below a student’s success story from your EARSS RP efforts. The success should be related to the services made possible by the EARSS RPG and connected to the reasons the student needed the services. Based on your story, please include the following.
- a) Describe Student’s circumstances without using names or other personally identifiable information:
 - b) RP practices/strategies utilized:
 - c) Describe the success:

SECTION VII: Student Outcome Performance Measures

The performance measures stated in the grantee’s written plan, approved by the CDE, will be prepopulated for this section in SEES. Please indicate progress in meeting your objectives:

33. **Outcome Objective 1:** Please report your progress on Objective 1.
- Exceeded goal
 - Met goal
 - Making progress
 - Not making progress
34. **Outcome Objective 1 Indicators:** Describe the indicators being used to track progress on Objective 1.
35. **Outcome Objective 1 Positive Circumstances:** Describe special circumstances that have positively affected progress on achieving Objective 1:
36. **Outcome Objective 1 Negative Circumstances:** Describe issues that have negatively affected progress on achieving Objective 1:
37. **Outcome Objective 2:** Please report your progress on Objective 2.
- Exceeded goal
 - Met goal
 - Making progress
 - Not making progress
38. **Outcome Objective 2 Indicators:** Describe the indicators being used to track progress on Objective 2.
39. **Outcome Objective 2 Positive Circumstances:** Describe special circumstances that have positively affected progress on achieving Objective 2:
40. **Outcome Objective 2 Negative Circumstances:** Describe issues that have negatively affected progress on achieving Objective 2:

SECTION VIII: Sustainability

41. **Actions Taken for Sustainability:** Please describe action that has been taken to sustain your RP efforts
- Researched and/or applied for grants
 - Capacity building through professional development
 - Budget line items specified



- Presented to school board members about RP results
- Formed/secured community partnerships
- Federal grant dollars reinvested
- Met with Every Student Succeeds Act program coordinator to discuss future funding as applicable
- Met with private foundations to discuss future funding
- Linked RP work to outside financial support money coming to the district
- Shared process results with district administrators
- Training related to the RP efforts have been institutionalized
- Developed written sustainability plan
- Partial absorption by general funds
- Full absorption by general funds
- Other

42. **Required:** Please describe the next steps toward sustainability:



[Appendix D: Evaluation Methodology](#)

Data Collection

Evaluation data were collected from all 59 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).

The results reported in this document reflect data collected at the end of the 2017-2018 school year. Four webinars were conducted in preparing grantees to collect and enter data. Throughout the reporting period, CDE staff were available to assist with problems and answer questions.

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

Analysis

Aggregated data from the materials collected were downloaded from the SEES and Qualtrics programs as Excel spreadsheets by CDE staff, which facilitated the statistical analysis of process and outcome data. Using disaggregated and aggregated data, CDE staff conducted quantitative (i.e., descriptive statistics and inferential statistics) and qualitative analyses (i.e., thematic analysis).



[Appendix E: 2017-2018 Funded EARSS Grantees](#)

4-year Grantees

County*	Year of 4-year Grant	Grantee	School or Program Funded, or District-wide Strategies	Amount Awarded	Type
Adams	3	Adams County School District 14	Adams 14 EARSS	\$187,200	K-12 Public School
Adams	4	School District 27J	27J Intervention Services Program	\$169,815	K-12 Public Schools
Adams	4	Westminster Public Schools	Adams 50 CARES	\$219,327	K-12 Public Schools
Adams, Boulder, Denver	2	Shiloh House	Shiloh Academy	\$232,108	Facility School
Alamosa, Conejos, Costilla, Rio Grande	2	San Luis Valley BOCES	EARSS Program	\$242,682	BOCES
Arapahoe	3	Cherry Creek School District 5	Endeavor Academy	\$280,842	K-12 Public Schools
Arapahoe	1	Englewood School District	Secondary Restorative Practices	\$163,589	K-12 Public Schools
Arapahoe	3	Jefferson Hills	Jefferson Hills (Aurora Site)	\$194,900	Facility School
Archuleta	1	Archuleta School District	K-4 Stepping Stones	\$98,136	K-12 Public Schools
Boulder, Broomfield, unincorporated Gilpin	4	Boulder Valley School District Re-2	Boulder At-Risk Student Services (BARSS)	\$147,901	K-12 Public Schools
Chaffee	2	Buena Vista School District	McGinnis MS and Buena Vista HS	\$25,000	K-12 Public Schools
Costilla	2	Centennial School District R-1	EARSS Program	\$176,505	K-12 Public Schools
Denver	1	Charter School Institute	New America School - Tiered Behavior Intervention	\$192,032	Charter School
Denver	1	Denver Public Schools	Compass Academy	\$200,000	Charter School
Denver	1	Denver Children's Home	Bansbach Academy	\$146,850	Facility School
Denver	1	Tennyson Center for Children	ARC Framework	\$130,950	Facility School
Douglas	4	Hope Online Learning Academy Co-Op	Hope Online Learning Academy Co-Op	\$61,500	Charter School



County	Year of 4-year Grant	Grantee	School or Program Funded, or District-wide Strategies	Amount Awarded	Type
El Paso	3	Academy School District 20	Academy School District 20	\$220,500	K-12 Public Schools
El Paso	1	Calhan School District	School of Challenge and Opportunity (Eastern Plains Career Accelerator)	\$111,000	K-12 Public Schools
El Paso	1	Falcon School District 49	Community Engagement Advocate	\$70,996	K-12 Public Schools
El Paso	1	Fountain-Fort Carson School District 8	Welte Education Center Support	\$94,400	K-12 Public Schools
El Paso	2	Griffith Center for Children, Inc.	EARSS Program	\$268,055	Facility School
Fremont	2	Canon City School District	Canon City High School	\$105,466	K-12 Public Schools
Fremont	1	Southern Peaks Regional Treatment Center	Phoenix Academy	\$98,100	Facility School
Gunnison	2	Gunnison Watershed School District	EARSS High Fidelity Wraparound	\$50,000	K-12 Public Schools
Jefferson	3	Jefferson County Public Schools	Office of Student Engagement	\$153,746	K-12 Public Schools
Larimer	3	Midway Youth Services	Remington House School	\$72,963	Facility School
Larimer	1	Turning Point – The Waverly School	The Bridges Program	\$253,441	Facility School
Mesa	1	Mesa County Valley School District 51	Trauma Informed Behavior Coaches	\$306,000	K-12 Public Schools
Montezuma	4	Montezuma-Cortez School District RE-1	Montezuma Student Support Program	\$149,130	K-12 Public Schools
Montezuma	4	Montezuma-Cortez School District RE-1	Southwest Open School	\$116,400	Charter School
Montrose	2	Montrose Co. School District RE-1J	Attendance Advocates	\$206,060	K-12 Public Schools
Morgan	3	Converge Day Treatment Center	Converge Day Treatment Center	\$22,500	Facility School
Otero	3	Santa Fe Trail BOCES	SFTBOCES Alternative Education Academy	\$93,750	BOCES
Prowers	1	Lamar School District RE-2	EARSS Supportive Interventions	\$370,372	K-12 Public Schools
Pueblo	2	South Central BOCES	Dropout Prevention Program	\$228,310	BOCES
Rio Grande	4	Monte Vista School District (Monte Vista C-8)	Monte Vista School District - Truancy Mediation/Restorative Discipline	\$84,085	K-12 Public Schools



County	Year of 4-year Grant	Grantee	School or Program Funded, or District-wide Strategies	Amount Awarded	Type
Saguache	3	Mountain Valley School District RE-1	Mountain Valley School District RE-1	\$92,700	K-12 Public Schools
Teller	2	Cripple Creek-Victor RE-1	Mountain Alternative Education	\$151,200	K-12 Public Schools
Weld	3	Alternative Homes for Youth	Alternative Homes for Youth	\$21,560	Facility School

Restorative Practices Grant

County	Grant Length	Grantee	School or Program Funded, or District-wide Strategies	Amount Awarded	Type
Adams	18 month	Adams 12 Five Star Schools	Restorative Practices	\$108,019	K-12 Public Schools
Adams, Arapahoe	18 month	Adams Arapahoe 28J	Restorative Practices	\$121,576	K-12 Public Schools
Boulder	18 month	Boulder Valley School District	Boulder Prep HS Charter – Restorative Practices	\$114,757	Charter School
Conejos	12 month	South Conejos School District	Restorative Practices	\$64,000	K-12 Public Schools
Denver	18 month	Denver Public School District	Restorative Practices	\$122,036	K-12 Public Schools
Denver	12 month	Tennyson Center for Children	Restorative Practices	\$87,500	Facility School
Douglas	12 month	Douglas County School District RE-1	Restorative Practices	\$88,303	K-12 Public Schools
Garfield	12 month	Colorado River BOCES	Restorative Practices	\$51,000	BOCES
La Plata	18 month	Durango School District 9R	Restorative Practices	\$122,605	K-12 Public Schools
La Plata	18 month	Ignacio School District	Restorative Practices	\$122,962	K-12 Public Schools
Lake	12 month	Lake County School District R-1	Restorative Practices	\$93,473	K-12 Public Schools
Larimer	18 month	Estes Park School District R-3	Restorative Practices	\$97,395	K-12 Public Schools
Mesa	12 month	Mesa County Valley School District 51	Restorative Practices	\$85,973	K-12 Public Schools
Multiple	18 month	Charter School Institute	New Legacy and New America – Restorative Practices	\$122,419	Charter School



County	Grant Length	Grantee	School or Program Funded, or District-wide Strategies	Amount Awarded	Type
Park	12 month	Park County School District RE-2	Restorative Practices	\$32,750	K-12 Public Schools
Pueblo	12 month	Pueblo City Schools District 60	Restorative Practices	\$101,968	K-12 Public Schools
Routt	18 month	Hayden School District	Restorative Practices	\$33,075	K-12 Public Schools
Saguache	18 month	Center Consolidated Schools 26JT	Restorative Practices	\$122,853	K-12 Public Schools
Teller	18 month	Woodland Park School District RE-2	Restorative Practices	\$105,178	K-12 Public Schools

***Note:** County refers to where the city of administration is located. It might not reflect all counties receiving services per grantee.



Appendix F: Description of Strategies and Services

Academic and Attendance Strategies
<i>Academic and attendance strategies refer to strategies that help students successfully progress in their schooling as well as strategies that increase student achievement.</i>
Credit recovery. <i>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).</i>
Extended day learning (Before and After school opportunities). <i>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.</i>
High School Equivalency preparation/classes. <i>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.</i>
Online and technology-based learning. <i>In this context, refers to a full-time Online Education Program, which in Colorado is defined as ..."a non-religious, non-sectarian full-time online education program or school authorized by..., that delivers a sequential program of synchronous or asynchronous instruction from a teacher to a student primarily through the use of technology via the internet in a virtual or remote setting. 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).</i>
Tutoring. <i>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.</i>
Service Learning. <i>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 .</i>
Attendance contracts. <i>Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.</i>
Behavioral plans for habitually truant students. <i>Refers to action plans to address truancy and specifies details for follow-up and monitoring. Plans may feature alternatives to court referrals for those identified as habitually truant and are developed in coordination with students, parents, school personnel and community-based providers.</i>
Court mandated case management. <i>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.</i>
Diversion from truancy court. <i>Refers to options and strategies that are alternatives to truancy court filing.</i>
Student Attendance Review Board (SARB). <i>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.</i>



Social Emotional Behavioral Support
<i>Social emotional and behavioral supports include services that assist students to succeed in school and promote wellbeing.</i>
Essential Skills Building. <i>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.</i>
Counseling. <i>Refers to social-emotional counseling that may be school-based or community-based and is provided by qualified school staff or other counseling professionals.</i>
Restorative practices (in response to or as an alternative to exclusionary discipline). <i>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.</i>
Certified Addictions Counselor (CAC) services (drug/ alcohol/ substance disorder treatment)
Wraparound case management. <i>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.</i>

Systems Approaches
<i>System approaches refer to strategies at the organizational level that promote student success.</i>
Culturally responsive interventions. <i>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.</i>
Multi-tiered system of support (MTSS). <i>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).</i>
Positive staff-student mentoring and relationship building. <i>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...</i>
Professional development days. <i>Refers to time designated for staff learning. May include, but not limited to training, courses, workshops...</i>
Individual Career and Academic Planning. <i>Refers to planning aimed at intentionally guiding students and families in the exploration of career, academic and postsecondary opportunities. With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to be career and college ready.</i>
Transition Planning/ Staffing between facility and school
Postsecondary Preparation. <i>May include programs such as AVID and Gear-Up, college and career events, FAFSA completion workshops, concurrent enrollment classes and other specialized programs to assist high school students in preparing for college and career.</i>
Model Evidence-Based Program(s). <i>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.</i>



Appendix G: Results for Facility Schools Funded by the 4-year Grant

Students Served

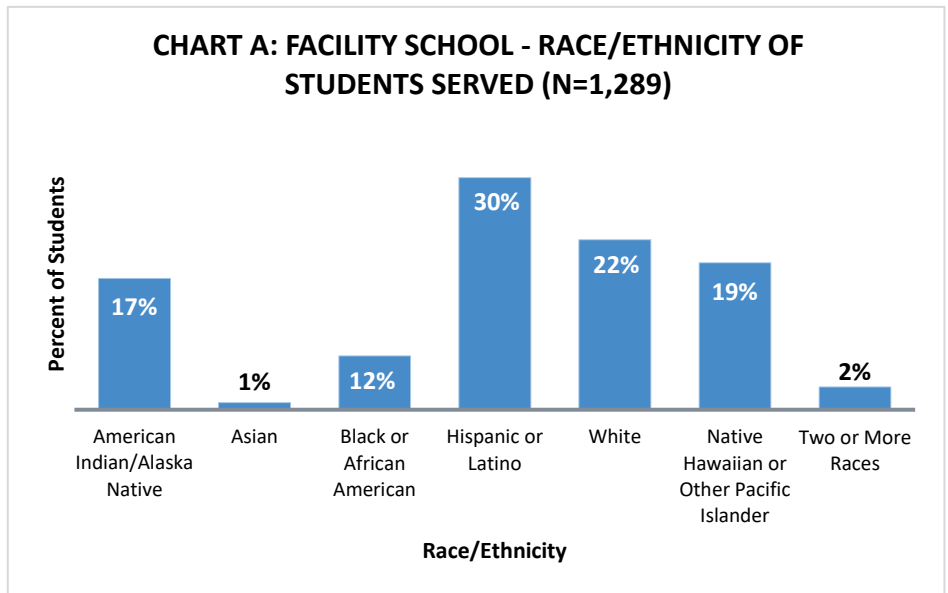
In 2017-2018, 1,317 students participated in an EARSS program at one of the 10 EARSS-funded facility schools. This included services to 154 expelled students (12 percent of the total students served) and 1,163 at-risk students (88 percent of the total students served).

Student Demographics

Demographic data were available for 97 percent of the students served by an EARSS-funded facility school. The available data showed that 63 percent of the students served were male.

The majority of students were either Hispanic (30 percent) or White (22 percent). **CHART A** provides a breakout of race/ethnicity of students served.

A review by grade level showed that eight percent of students served were in Kindergarten through fifth grade, 33 percent were in sixth through eighth grade, and 59 percent were in ninth through 12th grade.



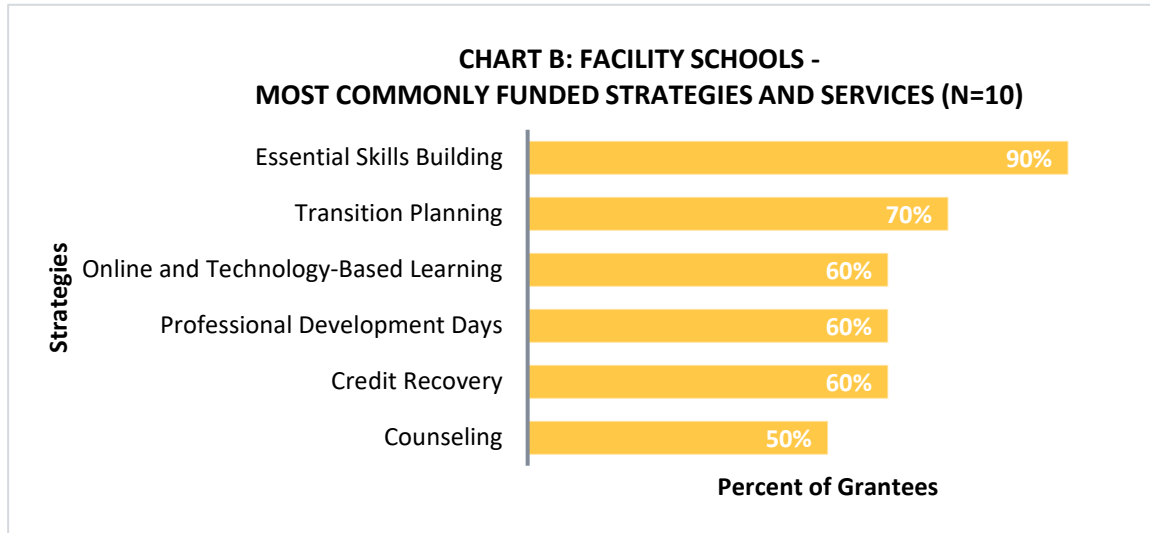
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Reasons for Students Served

Expelled students served by an EARSS-funded facility school were served primarily for drug violations (other than marijuana; 26 percent), marijuana violations (22 percent), and detrimental behavior (12 percent). The majority of at-risk students were served by an EARSS-funded facility school due to being expelled at a previous school and transferring to a facility school (64 percent).

Program Strategies and Services

Various types of program strategies and services were utilized by EARSS-funded facility schools to serve participating students including: academic and attendance strategies, e.g., credit recovery; social emotional and behavioral supports, e.g., counseling; and system approaches, e.g., professional development. On average, EARSS-funded facility schools were more likely to utilize social emotional and behavioral supports. **CHART B** provides a breakout of the most common strategies and services utilized by grantees.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Outcomes for All Students

Of the students served, 85 percent experienced positive outcomes. These outcomes reflect school completion, continuation of education, completion of expulsion, and return to school. For example, 45 percent of students will continue in the EARSS program and nine percent successfully completed the EARSS program or completed school/graduated. At-risk students served by EARSS funded programs were more likely to experience positive outcomes than expelled students served by a program. Eighty-eight percent of at-risk students experienced positive outcomes compared to 62 percent of expelled students. Based on the available demographic and outcome data, the dropout rate of students served by the EARSS grant was less than 1.0 percent.

Meeting Legislative Intent

Of the students served by an EARSS-funded facility school, the following disciplinary outcomes were reported in 2017-2018:

- **Expulsion:** 100 percent of at-risk students did not receive an expulsion while being served by the program.
- **Out-of-School Suspensions:** 98 percent of at-risk students did not receive an out-of-school suspension while being served by the program.
- **In-School Suspensions:** 94 percent of at-risk students did not receive an in-school suspension while being served by the program.

School-Parent Partnership

In addition to students, EARSS-funded facility school grantees also served 865 parents and guardians of students served. 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 68 percent improved their ability to support their children’s learning.



Supports, Services, and Interventions Provided to Parents/Guardians

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 the following:

- Counseling and support groups for parents;
- Referrals to needed resources and services available in the community;
- Home visitation; and/or
- Parent/guardian and family centered events (e.g., parent night).

For many of the grantees, these supports, services and interventions were provided through coaches, counselors and/or caseworkers.

Progress on Performance Objectives

Each grantee sets performance objectives in the following four goal areas to be achieved by the end of the grant period: (1) Parent Engagement; (2) Academic Achievement; (3) School Attendance; and (4) Safety and Discipline or Social Emotional Functioning. For each goal area, grantees are asked report up to two performance objectives (one required and one optional objective), for a total of eight possible objectives per grantee. Grantees chart and annually report progress against a two-year benchmark measure and an end of the fourth-year measure.

Ratings for All Objectives

Grantees rated whether they had exceeded, met, were making progress, or were not meeting each of their objectives. To better identify how many objectives were being met by cohort, data was aggregated across all objective areas. In addition, the ratings *exceeded* and *met* were combined. Ratings for all objectives included:

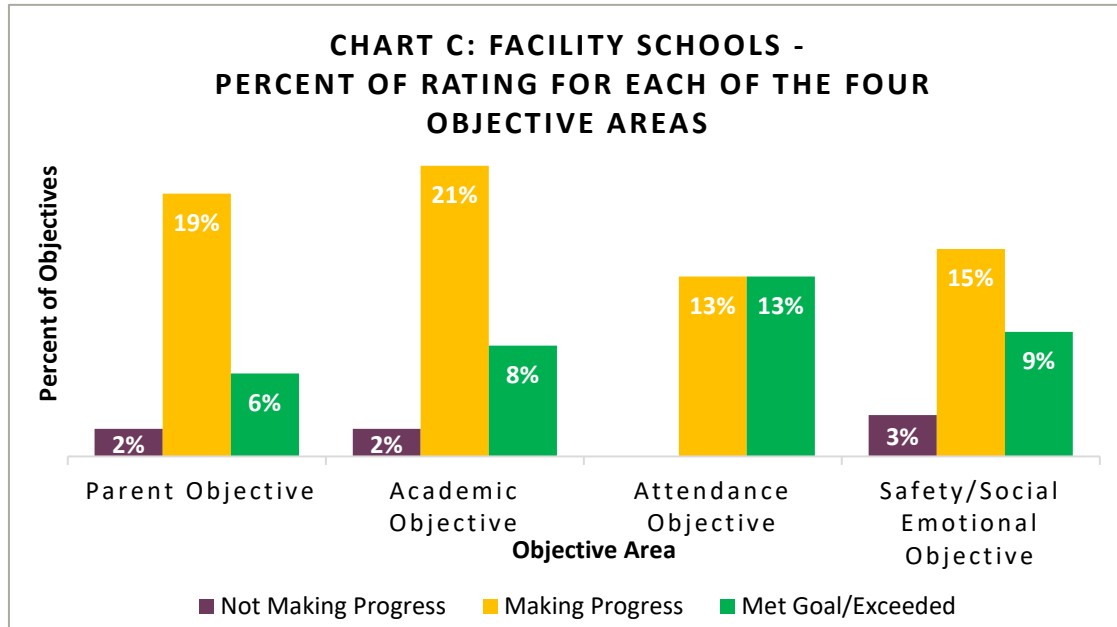
- **Exceeded or Met** – EARSS-funded facility school grantees reported exceeding or meeting 32 percent of the objectives.
- **Making progress** – EARSS-funded facility school grantees reported that they were making progress on 62 percent of the objectives.
- **Not making progress** – EARSS-funded facility school grantees reported that they were not making progress on six percent of the objectives.

Ratings by Grantees

Results showed that 38 percent of EARSS-funded facility school grantees reported having met or exceeded two or more of their objectives. Of the 10 EARSS-funded facility school grantees, 30 percent reported meeting or exceeding at least one of their parent engagement objective(s), 40 percent reported meeting or exceeding at least one of their academic achievement objective(s), 50 percent reported meeting or exceeding at least one of their school attendance objective(s), and 50 percent reported meeting or exceeding their safety and discipline or social emotional functioning objective(s).

Progress by Performance Objective Areas

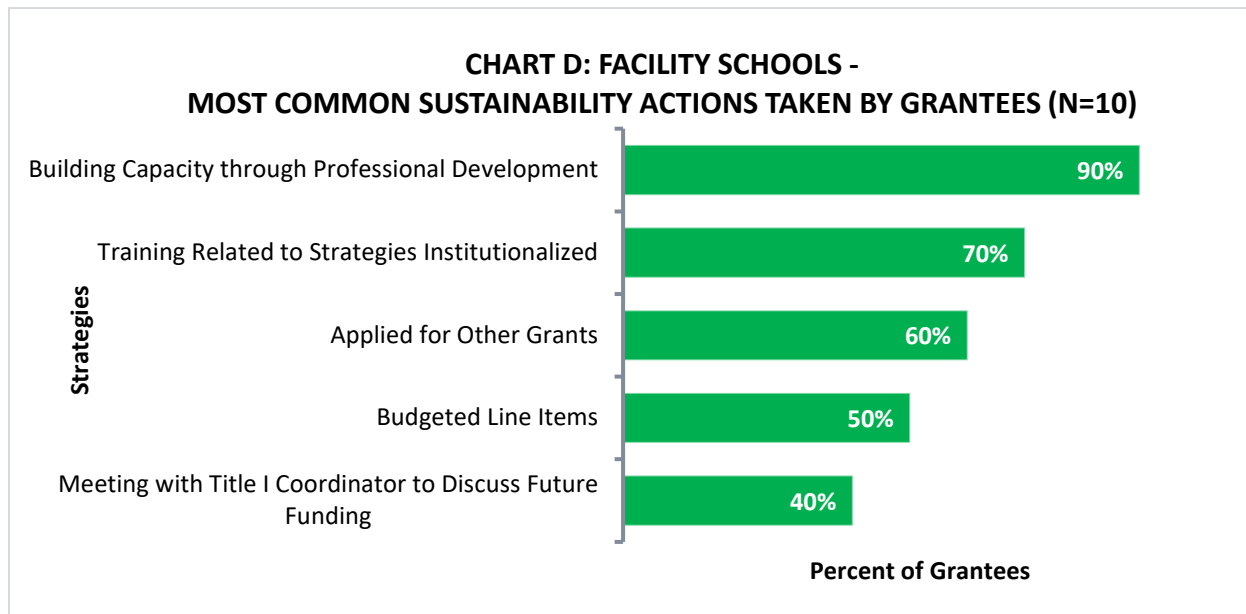
Overall, ratings were similar across the four objective areas. EARSS-funded facility school grantees were most likely to rate meeting or exceeding their academic achievement objectives (21 percent). **CHART C** shows the percent of ratings for each of the four objective areas.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018

Sustaining Strategies and Leveraging Resources

EARSS-funded facility school grantees were asked to indicate what actions were taken in 2017-2018 to sustain the program. The most common actions taken were related to professional development (90 percent) and institutionalizing trainings (70 percent). **CHART D** shows the most common sustainability actions taken by grantees.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2017-2018