

Expelled and At-Risk Student Services Grant (EARSS) 2024-2025 End-of-Year Grant Reporting

THE END-OF-YEAR REPORTING FOR THE EARSS GRANT PROGRAM WILL TAKE PLACE ONLINE VIA QUALTRICS (AN ONLINE SURVEY TOOL) AND THE STUDENT ENGAGEMENT EVALUATION DATA COLLECTION (SEEDC). THE PURPOSE OF THIS DOCUMENT IS TO HELP YOU FILL OUT THE REPORT ONLINE. PLEASE DO NOT SUBMIT THIS DOCUMENT TO THE COLORADO DEPARTMENT OF EDUCATION.

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The following document includes questions for the Expelled and At-Risk Student Services (EARSS) End-of-Year Reporting. End-of-Year Reporting is required for ALL grantees and covers the period of July 1, 2024 to June 30, 2025. Please only report on the number of students served and activities provided during the reporting period.

The End-of-Year Reporting include two components:

- (1) Evaluation Survey.** EARSS grantees will be sent a link via email to complete the evaluation survey in Qualtrics. The results of the survey will help inform CDE management of the EARSS program and inform grantees of their progress to date. The data provided will also be aggregated and reported to the Colorado legislature. **Evaluation Survey is due July 14, 2025 and must be submitted first.**
- (2) State Assigned Student Identifiers.** All grantees will be required to upload a spreadsheet of the State Assigned Student Identifiers (SASIDS) via the Student Engagement Evaluation Data Collection (SEEDC) in Data Pipeline. SASIDs are reported to allow the CDE to pull demographic data for students served. Example demographic information pulled from SASIDs includes gender, race/ethnicity, grade, special education, Free and Reduced Lunch, and English Language Learner status. The SASID reporting spreadsheet is located <https://www.cde.state.co.us/datapipeline/seedc>. Please fill out this spreadsheet as is and upload it via SEEDC when completed. **Submission to SEEDC must be completed by July 17, 2025.**

Need Assistance? Technical questions about Qualtrics and SEEDC can be directed to:
GrantEvaluation@cde.state.co.us

Important Note: Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information. Please do not submit PII outside of the secure SEEDC network.



SECTION 1: CONTACT AND GRANT INFORMATION

1. **Grantee Name.** Please note in the space provided if this information has changed. *Prepopulated for grantees.*
2. **Name of Program.** Please note in the space provided if this information has changed. *Prepopulated for grantees.*
3. **District Code or Facility School Code.** Please note in the space provided if this information has changed. *Prepopulated for grantees.*
4. **Name of Program Contact.** Please note in the space provided if this information has changed. *Prepopulated for grantees.*
5. **Program Contact Phone Number.** Please note in the space provided if this information has changed. *Prepopulated for grantees.*
6. **Program Contact Email Address.** Please note in the space provided if this information has changed. *Prepopulated for grantees.*
7. **Grant Year.** *Prepopulated for grantees.*
8. **Anticipated Number of First Year Served Students.** The number students anticipated serving in the first year of this grant (as stated in original grant application). *Prepopulated for grantees.*
9. **Program Description.** Please note in the space provided if this information has changed. *Prepopulated for grantees.*

Note: *It is required that any changes to the program contact information be identified and flagged in the "comment" box.*

SECTION 2: STUDENTS SERVED

10. **Districts Served.** Did you serve students from more than one district with this grant? *(Please select one option) Please select the most applicable answer. This is applicable when serving an at-risk or expelled student during a term of expulsion on behalf of another district. This question is not referring to students who transferred to your district from a different district or students who open enrolled and/or selected into district or charter school. BOCES and facility schools will most likely select "yes."*

- ☐ No
☐ Yes *(If yes, please list the districts served)*

The reason served must match the performance measures being reported on

11. **Total Served.** How many students have you served in your program? *For facility schools, only include in-state students in this count and only respond to question 11e. For all grantees, this includes all students who enrolled in your EARSS grant-funded program even if they left the program or have not completed the program at the time of reporting. In some cases, EARSS funds multiple interventions. In this case, only report the unduplicated count of students served by ALL the EARSS-funded interventions. Please provide a number and not a percentage. Cohort 1 and 2 - This number needs to be above total number reported in implementation check-ins.*

11a) Expelled Students. How many expelled students has your program served?

This number should represent an unduplicated count of students being served by your program because they were expelled. This count should include students who were expelled or completing an expulsion during the current school year, as designated by school policy and Colorado Revised Statute (CRS) 22-33-106 (Grounds for suspension, expulsion, and denial of admission). If a student was expelled from school

while receiving services for being at-risk of expulsion, do not count the student here. Instead count the student in **Q11b – At-Risk of Expulsion**. Please provide a number and not a percentage. If no expelled students were served, please enter 0.

11b) At-Risk of Expulsion Students. How many at-risk students has your program served? **If you do not have a Performance Measure related to behavior, this number should be 0.** This number should represent an unduplicated count of students served by your program who were “at-risk of expulsion” as designated in [CRS 22-33-202 \(Identification of at-risk students\)](#) and in your district policy. If a student was expelled from school while receiving services for being at-risk of expulsion, please count the student here since the student first started as at-risk. Please report a number and not a percentage. If no at-risk students were served, please enter 0.

11c) Chronically Absent/At-Risk for Chronically Absent Students. How many chronically absent and/or students at risk of being declared, chronically absent has your program served? **If you do not have a Performance Measure related to attendance, this number should be 0.** This refers to students who are chronically absent or are at risk of being chronically absent. “Chronic absenteeism” means a student is absent for any reason, excused or unexcused, ten percent or more of the days for which the student is enrolled in a public school during the school year (CRS 22-33-201.5(2)). Please report a number and not a percentage. If no chronically absent students were served, please enter 0.

11d) Habitually Truant/At-Risk for Habitually Truant Students. How many habitually truant and/or students at risk of being declared, or already are, habitually truant has your program served? **If you do not have a Performance Measure related to attendance, this number should be 0.** This refers to students who are habitually truant and/or are at-risk of becoming habitually truant. “Habitually truant” means a student who is six years of age on or before August 1 of the year in question and is under seventeen years of age and who has four unexcused absences from public school in any one month or ten unexcused absences from public school during any academic year. (CRS 22-33-102(3.5)). Please report a number and not a percentage. If no habitually truant students were served, please enter 0.

11e) Facility School Students. Facility schools only: How many students has your program served?

12. (FACILITY SCHOOLS ONLY) Out-of-State Students. How many out-of-state students has your program served? *Please do not include these students in the counts for question 11.*

13. Reason for Participation. Of the expelled and at-risk students served, how many were served for the following reasons. *Please record only one reason per student. If more than one reason, list the more serious reason. Please report numbers and not percentages. The column must sum to the total number of expelled and at-risk students served as indicated in **Q11a & b**. If a response option is not applicable, please enter 0.*

Reasons	Number of Students
a) Drug violation (except Marijuana, Alcohol). <i>Use, possession or sale of drugs or controlled substances on school grounds, in school vehicles, or at school activities or sanctioned events. Not including tobacco, marijuana, or alcohol.</i>	

Reasons	Number of Students
b) Alcohol violation. <i>Use, possession, or sale of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events.</i>	
c) Tobacco violation. <i>Use or possession of tobacco products on school grounds, in school vehicles, or at school activities or sanctioned events.</i>	
d) Marijuana violation. <i>The unlawful use, possession, or sale of marijuana on school grounds, in school vehicles, or at school activities or sanctioned events.</i>	
e) 1st, 2nd degree or vehicular assault. <i>Commission of an act on school grounds that if committed by an adult, would be considered first degree assault, as described in Section 18-3-202, C.R.S., second degree assault, as described in section 18-3-203, C.R.S., or vehicular assault, as described in Section 18-3-205, C.R.S.</i>	
f) Dangerous weapons. <i>Carrying, bringing, using, or possessing a dangerous weapon on school grounds, in school vehicles, or at school activities or sanctioned events without the authorization of the school or the school district. A firearm, whether loaded or unloaded; any pellet or BB gun or other device, whether operational or not designed to propel projectiles by spring action or compressed air; a fixed blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocket knife with a blade longer than three and one-half inches; or any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.</i>	
g) Robbery/Theft/Stealing. <i>Commission of an act on school grounds that, if committed by an adult, would be considered robbery. Robbery is a class four felony. 18-4-301. Robbery is defined as a person who knowingly takes anything of value from the person or presence of another by the use of force, threats, or intimidation.</i>	
h) Other felony. <i>Commission of an act on school grounds that, if committed by an adult, would be considered a felony.</i>	
i) Disobedient/defiant or repeated interference. <i>Being willfully disobedient or openly and persistently defiant or repeatedly interfering with the school's ability to provide educational opportunities to, and a safe environment for, other students.</i>	
j) Detrimental behavior. <i>Behavior on school property that is detrimental to the welfare or safety of other students or of school personnel, including but not limited to other behavior that creates a threat of physical harm to the student or to other students</i>	
k) Destruction of school property. <i>Willful destruction or defacement of school property.</i>	
l) Bullying. <i>"Bullying means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.</i>	
m) Fights or other violent behavior. <i>Acts on school grounds that, if committed by an adult, would be considered third degree assault, as described in Section 18-3-204, C.R.S., or Disorderly Conduct, as described in Section 18-9-106 (1) (d), C.R.S. referring to fights</i>	

EDAC approval is pending. The guidance document is subject to change.

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Reasons	Number of Students
n) 3rd degree assaults/disorderly conduct. <i>Commission of an act on school grounds that, if committed by an adult would be considered third degree assault.</i>	
o) Sexual harassment/sexual assault. <i>May include, but not limited to "Unlawful sexual offense"-See CDE webpage</i>	
p) Sexual Violence/Battery (other than rape). <i>Acts of sexual violence on school grounds, in a school vehicle, or at a school activity or sanctioned event. Sexual Violence means a physical sexual act perpetrated against a person's will or where a person is incapable of giving consent. Incidents of sexual violence/battery (other than rape) - An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).</i>	
q) Rape or Attempted Rape. <i>Incidents of rape or attempted rape on school grounds, in a school vehicle, or at a school activity or sanctioned event. Rape refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Both male and female students can be victims of rape. Rape is not defined as a physical attack or fight.</i>	
r) Expelled and/or suspended and transferred to Facility School. <i>This option is to be used only by Facility Schools.</i>	
s) Other violations of code of conduct. <i>Other violations of the Local Board of Education's code of conduct that resulted in suspensions, expulsions or resulting referrals to law enforcement, not already reported in above categories. These violations may or may not be documented in a student's record (22-32-109(1) (2) (B)). For example, gang activity or dress code violations, etc.</i> Please explain other types of code of conduct violations here...	

14. (OPTIONAL) Comment. Please comment on reasons for being served (if any).

15. Student Outcomes. Of the total number of students served, indicate their status as of the end of the reporting period. Please report primary outcome for students served. *Select one outcome per student. If more than one reason, list the primary outcome reflective of services received through the EARSS-funded program/services. Outcomes should be based on the student's end-of-year status and as applicable. Please report numbers and not percentages. Column must equal to Q11. If not applicable, please enter 0.*

Outcomes	Number of Students
a) Will continue in EARSS program. <i>This refers to those students who will be continuing in the EARSS program or who will continue receiving services previously funded by an EARSS grant if expiring after the 4th year.</i>	

b) Refused services from EARSS program. <i>This refers to those students who began receiving services and then refused to continue or did not complete the program.</i>	
c) Successfully completed the EARSS program. <i>This refers to those students who showed improvement in the area of being served and have exited the EARSS program.</i>	
d) Students completed education. <i>This refers to those students who have graduated from high school or received a certificate or other designation of high school completion such as a general educational development certificate.</i>	
e) Students expelled. <i>Student expelled this school year while being served by EARSS program (leaves school involuntarily due to an expulsion approved by appropriate school authorities).</i>	
f) Students dropped out. <i>This refers to students who were enrolled in school at any time during the current school year, but left school for any reason <u>other than one</u> of the following exclusionary conditions: 1) transfers (with official documentation) to another public school district, private school, home-based education program or other state- or district-approved educational program; 2) temporary absence due to suspension or expulsion; or 3) serious illness or death and does not complete their education.</i>	
g) Students left the educational system for some other reason. <i>This refers to those students who left the educational system for some other reason such as engagement with the justice system, illness or injury, etc.</i>	
h) Other. <i>Please comment on other reasons in Question 16.</i>	

16. (OPTIONAL) Comment. Please comment on student outcomes (if any). *It is encouraged to complete this optional question to expand on outcome results if relevant outcomes are not listed above. Open Response.*

17. At-Risk Student and In-School Suspensions. Of the total number of at-risk students served, how many of these students received an in-school suspension, after receiving EARSS services? *Please only report on the students who received an in-school suspension while already in the EARSS program. This refers to incidents that occur after and/or during services and is used to help determine effectiveness of program implementation. Please report a number and not a percentage. Number must not exceed the total indicated in Q11b. If not applicable, please enter 0.*

18. At-Risk Student and Out-of-School Suspensions. Of the total number of at-risk students served, how many of these students received an out-of-school suspension, after receiving EARSS services? *Please only report on the students who received an out-of-school suspension while already in the EARSS program. Please report a number and not a percentage. This refers to incidents that occur after and/or during services and is used to help determine effectiveness of program implementation. Number must not exceed the total indicated in Q11b. If not applicable, please enter 0.*

19. At-Risk Student and Truancy Petitions. Of the total number of students identified as habitually truant or at-risk of being identified as habitual truant, indicate the number of students who had a truancy petition filed in court, after receiving EARSS services?



Please only report on the students who had a truancy petition filed while already in the EARSS program. Please report a number and not a percentage. This refers to incidents that occur after and/or during services and is used to help determine effectiveness of program implementation. Number must not exceed the total indicated in Q11d. If not applicable, please enter 0.

- 20. (OPTIONAL) Student Success Story.** Please describe below a student's success story from your EARSS program. The success should be related to the services made possible by the EARSS grant and connected to the reasons the student needs the services. Based on your story, please include the following. **Note:** *The success should be related to the services made possible by the EARSS grant. Do not use names or personally identifiable information (PII) in a manner that could unintentionally identify the student or parent. Age, gender, grade level and other demographics can be used alone but all combined demographic information should be avoided. Open Response.*
- Describe Student's circumstances (expelled or at-risk) without using names or other personally identifiable information:
 - Program intervention/services provided:
 - Describe the success:

SECTION 3: FAMILY AND SCHOOL PARTNERING

- 21. Total Parents/Guardians Engaged.** Of the students served, how many of their parents/guardians did you engage in the student's service and support plan? *Please include the unduplicated count of parents, guardians and/or caregivers of the students who you served as part of your program. This count also does not include pregnant or parenting students. If a parent/guardian/caregiver receives multiple services, only count the person once.*
- 22. Family Engagement Strategies.** Please select the parent/guardians/family engagement strategies provided as part of your EARSS program. *(Please select all that apply) Includes all services and interventions for parents, guardians and/or caregivers of the students who you served as part of your program.*
- ☐ One-on-one, two-way communication between EARSS staff and the parent/guardian
 - ☐ Family conferences
 - ☐ Home visits
 - ☐ Involvement in academic, attendance, and/or behavioral planning and services
 - ☐ School-family decision-making
 - ☐ Referrals to community-based resources and services
 - ☐ Other *(Please describe) Open Response.*
- 23. (OPTIONAL) Parent or Family Success Story.** Please describe below a parent's, guardian's, or family's success story from your EARSS program. The success should be related to the services made possible by the EARSS grant and connected to why a student needed EARSS services. Based on your story please include the following: **Note:** *The success should be related to the services made possible by the EARSS grant. Do not use names or personally identifiable information (PII) in a manner that could unintentionally identify the student. Age, gender, grade level and other demographics can be used alone but all combined demographic information should be avoided. Open Response.*
- 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:

SECTION 4: Program Strategies and Services

24. Strategies and Supports. Please identify up to five strategies that were effective when working with students being served by the EARSS program.

<input type="checkbox"/> 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>
<input type="checkbox"/> Behavioral plans. <i>Refers to action plans to address behavioral and attendance issues. Plans should be developed in coordination with students, parents, school personnel and community-based providers.</i>
<input type="checkbox"/> Certified Addictions Counselor services. <i>Drug/ alcohol/ substance disorder treatment</i>
<input type="checkbox"/> 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>
<input type="checkbox"/> 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>
<input type="checkbox"/> Course Completion/Credit Accrual. <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). May include self-paced digital content or online programs.</i>
<input type="checkbox"/> 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>
<input type="checkbox"/> Diversion from truancy court. <i>Refers to options and strategies that are alternatives to truancy court filing.</i>
<input type="checkbox"/> 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>
<input type="checkbox"/> 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>
<input type="checkbox"/> 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>
<input type="checkbox"/> 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>
<input type="checkbox"/> Mentorship Program. <i>Structured programs that carefully match mentors with students to provide one-on-one mentoring services with the purpose of helping students be successful in school.</i>

EDAC approval is pending. The guidance document is subject to change.

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<input type="checkbox"/> Model Evidence-Based Program(s). <i>Several model programs exist that can be used in your program.</i>
<input type="checkbox"/> Motivational Interviewing. <i>Refers to a counseling approach that helps individuals make positive behavioral changes to support better outcomes. The approach upholds four principles— expressing empathy and avoiding arguing, developing discrepancy, rolling with resistance, and supporting self-efficacy (students’ belief s/he can successfully make a change).</i>
<input type="checkbox"/> Multi-tiered system of support. <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>
<input type="checkbox"/> 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>
<input type="checkbox"/> 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 advising, coaching, problem solving, and self-esteem building.</i>
<input type="checkbox"/> Postsecondary Preparation. <i>May include 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>
<input type="checkbox"/> Professional development days. <i>Refers to time designated for staff learning. May include training, courses, workshops.</i>
<input type="checkbox"/> 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>
<input type="checkbox"/> 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>
<input type="checkbox"/> 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 are 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>
<input type="checkbox"/> Transition Planning/ Staffing between facility and school

- ☐ **Trauma Informed Approaches.** *Implementation of explicit recognition, understanding, and responsiveness to trauma with intentional efforts made in utilizing evidence-based practices to build healthy relationships, restore emotional safety, and create positive opportunities where students can practice self-regulation strategies and prosocial skills.*
- ☐ **Tutoring.** *Refers to one-on-one or small group instruction to supplement learning and support academic improvement. May include: Homework help, instruction in core courses and instruction to assist in credit recovery and grade advancement.*
- ☐ **Wraparound case management.** *Refers to an approach based on a team of people who come together around family strengths and needs to create unique interventions and supports based on a process of unconditional care. Family participation in decision-making is a key component. Involves provision of services and interventions to both students and parents* and activities that facilitate family access to needed community services. *In the EARSS context, families are to be served through inter-agency agreements, not with EARSS funds.*
- ☐ **Other (Please describe)** *Open Response.*

SECTION 5: PERFORMANCE OBJECTIVES

Number served is determined in Q11

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

Please provide a summary, based on the number of students served, for each performance measure.

25. Academic Objective Data Validation. Provide a summary of data supporting the progress reported above for objective:

- Of the [insert number of students served] students served by the grant, how many needed improvement in this area or were assessed for this performance measure at baseline?
- How many significantly improved or met specifically set criteria as measured by your selected indicator?

26. Academic Objective Indicators. Please check up to three indicators being used to track progress on your academic objective(s). *(Please select up to three options)*

- ☐ Formally assessed improvement
- ☐ Completion of coursework or class with a passing grade
- ☐ Credit recovery successfully completed
- ☐ Reduction of failing grades in core classes
- ☐ GPA increased to 2.0 or above
- ☐ Monthly progress reports
- ☐ Portfolio/transcript review
- ☐ Report card comparison (baseline to Year-End)
- ☐ Other *(Please describe)* *Open Response.*

27. Please share best practices or struggles experienced in achieving this performance measure.

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28. Attendance Objective. Provide a summary of data supporting the progress reported above for objective:

- Of the [insert number of students served] students served by the grant, how many needed improvement in this area or were assessed for this performance measure at baseline?
- How many significantly improved or met specifically set criteria as measured by your selected indicator?

29. Attendance Objective Indicators. Please check up to three indicators being used to track progress on your attendance objective(s). *(Please select up to three options)*

- ☐ 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)* **Open Response.**

30. Please share best practices or struggles experienced in achieving this performance measure.

31. Behavior/Social and Emotional Objective. Provide a summary of data supporting the progress reported above for objective:

- Of the [insert number of students served] students served by the grant, how many needed improvement in this area or were assessed for this performance measure at baseline?
- How many significantly improved or met specifically set criteria as measured by your selected indicator?

32. Behavior/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). *(Please select up to three options)*

- ☐ 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-post test, surveys)
- ☐ Report by counseling professionals
- ☐ Other *(Please describe)* **Open Response.**

33. Please share best practices or struggles experienced in achieving this performance measure.

SECTION 6: CAPACITY BUILDING

34. Of the trainings and technical assistance provided and/or purchased by the EARSS grant, please rate accordingly:

	Not Beneficial	Beneficial	Extremely Beneficial	Not applicable

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a. Regional meetings with other programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Pathways Fall Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Webinar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Self-serve training/professional development platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Community of practice/ Professional Learning Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Technical assistance via phone or email with CDE EARSS team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Visit from CDE EARSS team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (please indicate the other type of technical assistance you are referring to in Question 35)				

35. Comment. Of the trainings/technical assistance opportunities that were provided through the grant (indicated in Question 34), which were the most effective in achieving performance objectives and student outcomes. Please explain why. *Open Response.*

36. Topics. Rank topics of interest for additional training/technical assistance (from 1- least interest to 9- most interest). *Review this question with EARSS staff to identify topics of most interest.*

- Alternatives to Suspensions and Expulsions (e.g., discipline related RJ)
- Alternative education
- Attendance/Behavior plans for EARSS students
- Multi-tiered System of Supports (MTSS)
- Parent/family partnering
- School Wide Restorative Practices initiatives
- Student Engagement Strategies
- Sustainability planning
- Trauma Informed Care
- **Other** (Please describe in the space provided-1500 character limit)

37. Training and Networking Preferences. Please rate how likely you are to participate in or use the following...

	Extremely Unlikely	Unlikely	Likely	Extremely Likely
a) Statewide meeting with other programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Regional meetings with other programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



c) Webinar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Self-serve training/professional development platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Community of practice/ Professional Learning Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (Please describe in the space provided -1500 character limit)

38. Additional Supports / Information. What other information would be helpful for the CDE team to know that could support successful implementation of your program?

THANK YOU!