

Expelled and At-Risk Student Services Grant (EARSS)

2022-2023 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, 2022 to June 30, 2023. 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 10, 2023 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, 2023.**

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

**[SECTION 1: CONTACT AND GRANT INFORMATION](#TOB)**

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](#TOB)**

1. **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 question is not referring to students who transferred to your district from a different district. This is applicable if serving an at-risk or expelled student during a term of expulsion on behalf of another district. BOCES and facility schools will most likely select “yes.”*

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

1. **Total Served.**  How many students have you served in your program? *For facility schools, only include in-state students in this count. 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.*

**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).*](http://www.michie.com/colorado/lpext.dll?f=templates&fn=main-h.htm&cp) *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* ***Q15.*** *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? *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)*](http://www.michie.com/colorado/lpext.dll?f=templates&fn=main-h.htm&cp) *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, or already are, chronically absent has your program served? *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? *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.*

1. (***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.*
2. Of the students served by your grant, how many were in 7th through 12th grade?
3. **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** |
| --- | --- |
| 1. **Drug violation (except Marijuana, Alcohol).** *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.*** |  |
| 1. **Alcohol violation.** *Use, possession, or sale of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events.* |  |
| 1. **Tobacco violation***. Use or possession of tobacco products on school grounds, in school vehicles, or at school activities or sanctioned events.* |  |
| 1. **Marijuana violation.** *The unlawful use, possession, or sale of marijuana on school grounds, in school vehicles, or at school activities or sanctioned events.* |  |
| 1. **1st, 2nd degree or vehicular assault.** *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.* |  |
| 1. **Dangerous weapons.** *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.* |  |
| 1. **Robbery/Theft/Stealing.** *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.* |  |
| 1. **Other felony.** *Commission of an act on school grounds that, if committed by an adult, would be considered a felony.* |  |
| 1. **Disobedient/defiant or repeated interference.** *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.* |  |
| 1. **Detrimental behavior.** *Behavior on school property that is detrimental to the welfare or safety of other students or of school personnel, including but not limited to incidents of bullying as described by C.R.S. 22-32-109.1 paragraph (b) of subsection (1), and other behavior that creates a threat of physical harm to the student or to other students* |  |
| 1. **Destruction of school property.** *Willful destruction or defacement of school property.* |  |
| 1. **3rd degree assaults/disorderly conduct.** *Commission of an act on school grounds that, if committed by an adult would be considered third degree assault, as described below in Section 18-3-204, C.R.S. referring to fights or disorderly conduct.* |  |
| 1. **Sexual harassment/sexual assault.** *May include, but not limited to "Unlawful sexual offense"-See* [*CDE webpage*](https://cdeapps.cde.state.co.us/sdisafeschoolpolicy.htm) |  |
| 1. **Sexual Violence/Battery (other than rape).** *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).* |  |
| 1. **Rape or Attempted Rape.** *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.* |  |
| 1. **Fights or other violent behavior.** *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* |  |
| 1. **Expelled and/or suspended and transferred to Facility School.** *This option is to be used only by Facility Schools.* |  |
| 1. **Other violations of code of conduct.** *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.*   **Please explain other types of code of conduct violations here…** |  |

1. ***(OPTIONAL)*****Comment.** Please comment on reasons for being served (if any).
2. **Student Enrollment Outcomes.** Of the total number of students served, indicate their enrollment status as of the end of the reporting period. *Select one outcome per student. Outcomes should be based on the student’s end-of-year enrollment 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** |
| 1. **Continued at original school**. *This refers to those students who began receiving services and then refused to continue or did not complete program.* |  |
| 1. **Facility School Only. Transitioned to district or CSI charter school.**   *.* |  |
| 1. **Transferred to another school district in Colorado or another state or country.** |  |
| 1. **Transferred to detention center or facility school.** *Licensed facility school in a detention center or committed facility, or state operated program or Colorado Department of Corrections/Division of Youth Corrections.* |  |
| 1. **Home-schooled.** *For details visit the* [*CDE home school webpage*](http://www.cde.state.co.us/choice/homeschool.htm)*.* |  |
| 1. **Discontinued schooling/dropped out.** *Includes students in 7th grade or higher, and refers to students who were enrolled in school at any time during the current school year, but left school for any reason other than one 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.* |  |
| 1. **K-6 student exited to an unknown educational setting/status.** *Applicable ONLY to students in grades K – 6. Applicable if the reporting district does not have information about the educational environment into which a student transferred.* |  |
| 1. **High School Equivalency Transfer.** *Student exits to participate in a High School Equivalency**preparation program that is administered by the district or outside program, e.g. institution or higher education.* |  |
| 1. **High School Equivalency Diploma.** *A student who has received a High School Equivalency**diploma upon completion of a High School Equivalency preparation program that is administered by the district or outside program, e.g. institutions of higher education* |  |
| 1. **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.** |  |
| 1. **Graduated and/or received High School Equivalency Diploma.** *A student who received a regular high school diploma or equivalency.* |  |
| 1. **Other** *(Please describe)* |  |

1. **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** |
| 1. **Will continue in EARSS program.** *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.* |  |
| 1. **Refused services from EARSS program** *This refers to those students who began receiving services and then refused to continue or did not complete program.* |  |
| 1. **Successfully completed the EARSS program** |  |
| 1. **Graduated with regular diploma.** *A student who received a regular high school diploma upon completion of local requirements for both course work and assessment.* |  |
| 1. **High School Equivalency Diploma.** *A student who has received a High School Equivalency**diploma upon completion of a High School Equivalency preparation program that is administered by the district or outside program, e.g. institutions of higher education* |  |
| 1. **Expelled, Not Receiving Services.** S*tudent expelled this school year while being served by EARSS program (leaves school involuntarily due to an expulsion approved by appropriate school authorities) and is NOT receiving any educational benefits.* |  |
| 1. **Expelled, Receiving Services.**S*tudent expelled this school year while being served by EARSS program (leaves school involuntarily due to an expulsion approved by appropriate school authorities) and is receiving educational benefits.* |  |
| 1. **Other** *(Please describe)* |  |

1. ***(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.*
2. **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 the start of receiving EARSS services? *Please only report on the students who received an in-school suspension while already in the EARSS program. Please report a number and not a percentage. Number must not exceed the total indicated in* ***Q11b****. If not applicable, please enter 0.*
3. **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 the start of 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. Number must not exceed the total indicated in* ***Q11b****. If not applicable, please enter 0.*
4. **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 the start of 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. Number must not exceed the total indicated in* ***Q11c****. If not applicable, please enter 0.*

1. ***(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](#TOB)**

1. **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.*
2. **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.*

1. ***(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**](#TOB)

1. **Strategies and Supports**. Please rank in order of effectiveness the primary strategies and supports that were ***funded*** by the EARSS grant dollars during this reporting period Please do NOT rank strategies that were not directly funded by grant dollars.

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| --- |
| **☐ Attendance contracts**. *Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.* |
| **☐ Behavioral plans.** *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.* |
| **☐ Certified Addictions Counselor services.** *Drug/ alcohol/ substance disorder treatment* |
| **☐ Counseling**. *Refers to social-emotional counseling that may be school-based or community-based and is provided by qualified school staff or other counseling professionals.* |
| **☐ Court mandated case management.** *Refers to services ordered by the courts that mainly involve assessing the student’s situation and developing a coordinated service plan, implementing and monitoring service delivery, evaluating the effectiveness of the strategy by considering the outcomes and reporting back to the court.* |
| **☐ Course Completion/Credit Accrual.** *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.* |
| **☐ Culturally responsive interventions.** *Refers to strategies and activities that are relevant and sensitive to a student’s background, culture and language and may include, but not limited to reducing inappropriate referrals to special education, addressing over representation of specific cultural groups in disciplinary actions and closing the achievement gap*. |
| **☐ Diversion from truancy court**. *Refers to options and strategies that are alternatives to truancy court filing.* |
| **☐ Essential Skills Building**. *Refers to programming that addresses the development of creativity and innovation skills, critical-thinking and problem-solving skills, communication and collaboration skills, social and cultural awareness, civic engagement, initiative and self-direction, flexibility, productivity and accountability, character, and leadership.* |
| **☐ Extended day learning (Before and After school opportunities).** *Includes programs that serve school-age children and youth during the non-school hours, including before and after school, on weekends and school holidays, and during the summer.* |
| **☐ High School Equivalency preparation/classes.** *Includes classes to prepare for the High School Equivalency, practice testing and/or testing services (off-site or on-site) that are offered to EARSS participants* |
| **☐ Individual Career and Academic Planning.** *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.* |
| **☐****Mentorship Program.** *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.* |
| **☐ Model Evidence-Based Program(s).** *Several model programs exist that can be used in your program.* |
| **☐ Motivational Interviewing.** *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).* |
| **☐ Multi-tiered system of support**. *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*](http://www.cde.state.co.us/mtss)*).* |
| **☐ Online and technology-based learning.** *In this context, refers to a full-time Online Education Program, which in Colorado is defined as ..."a non-religious, non-sectarian full-time online education program or school authorized by..., that delivers a sequential program of synchronous or asynchronous instruction from a teacher to a student primarily through the use of technology via the internet in a virtual or remote setting. 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*](http://www.cde.state.co.us/onlinelearning)*).* |
| **☐ Positive staff-student mentoring and relationship building.** *Refers to one-on-one or small group mentoring by staff and student connections to a caring adult. Strategies and activities may include, but are not limited to advising, coaching, problem solving, and self-esteem building…* |
| **☐ Postsecondary Preparation**. *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.* |
| **☐ Professional development days**. *Refers to time designated for staff learning. May include, but not limited to training, courses, workshops…* |
| **☐ Restorative practices (in response to or as an alternative to exclusionary discipline)**. *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.* |
| **☐ Service Learning.** *The model for service-learning includes the following components: Investigating community issues; Planning a project; Acting to address a problem; Reflection of the students on their experience and the process; Demonstration of the students’ work by the students to a wider audience; and Celebration .* |
| **☐ Student Attendance Review Board (SARB)**. *Refers to a truancy intervention approach organized by the school/community. The board is comprised of school and community representatives that convene to address truancy and attendance issues. Student and parent participation 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.* |
| **☐ 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**](#TOB)

**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.*

1. **Academic Objective Data Validation.** Provide a summary of data supporting the progress reported above for objective:
   1. Number of students who needed improvement in this area or the number of students assessed for this performance measure at baseline
   2. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator
2. **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.*

1. Please share best practices or struggles experienced in achieving this performance measure.
2. **Attendance Objective.** Provide a summary of data supporting the progress reported above for objective:
   1. Number of students who needed improvement in this area or the number of students assessed for this performance measure at baseline
   2. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator
3. **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.*

1. Please share best practices or struggles experienced in achieving this performance measure.
2. **Behavior/Social and Emotional Objective.** Provide a summary of data supporting the progress reported above for objective:
3. Number of students who needed improvement in this area or the number of students assessed for this performance measure at baseline
4. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator
5. **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). (*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-posttest, surveys)

☐Report by counseling professionals

☐Other (*Please describe*) *Open Response.*

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

**[SECTION 6: SUSTAINABILITY](#TOB)**

1. **Actions Taken for Sustainability.** Please describe action that has been taken to sustain your program. (*Please select all that apply)* *Review this question with EARSS staff to describe action that you have taken to sustain your EARSS program. It may also be a good time to outline an action plan for future years.*

☐Applied for grants

☐Budget line items specified

☐Formed/Secured Community partnerships for wrap around/ case management services

☐Recaptured Per Pupil Revenue to be re-invested in your EARSS-funded strategies

☐Shared EARSS results with district administrators or board members

☐Full absorption of general funds

☐Other *(Please describe) Open Response.*

1. **Return on Investment and Dropout Prevention.** How many of the students served were also at-risk for dropping out? *For example, research has determined the following risk factors for dropping out of school*: *(1) missing 20 days or being absent 10 percent of school days, (2) two or more behavior infractions; and/or (3) failure in English or math in 6th through 9th grade, a GPA of less than 2.0, two or more failures in 9th grade courses, or failure to pass 9th grade. Number must not exceed the total indicated in* ***Q11.*** *If not applicable, please enter 0.*
2. ~~Based on question 43 and the Per Pupil Revenue ($$) this is the estimated amount that was recaptured for your district by keeping these students in your program or school. The amount of PPR recaptured should be determined by counting the number of students who meet specific criteria for re-engaged and then multiply that number by the state’s base amount of funding for each pupil. In this PPR retention context, re-engaged means those who were on track for dropping out, or quite likely to drop out, if not for the EARSS support and services keeping them engaged enough to re-enroll in the fall so that the district will be able to count them and obtain PPR for the re-enrolled students.~~ (removed due to ability to calculate this via Qualtrics

**[SECTION 7: Capacity Building](#TOB)**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not Beneficial** | **Beneficial** | **Extremely Beneficial** | **Not applicable** |
| 1. Regional meetings with other programs | ☐ | ☐ | ☐ | ☐ |
| 1. Pathways Fall Conference |  |  |  |  |
| 1. Webinar | ☐ | ☐ | ☐ | ☐ |
| 1. Self-serve training/professional development platform | ☐ | ☐ | ☐ | ☐ |
| 1. Community of practice/ Professional Learning Community | ☐ | ☐ | ☐ | ☐ |
| 1. Technical assistance via phone or email with CDE EARSS team | ☐ | ☐ | ☐ | ☐ |
| 1. Visit from CDE EARSS team | ☐ | ☐ | ☐ | ☐ |

1. **Comment.** Of the trainings/technical assistance opportunities that were provided through the grant (indicated in Question 45), which were the most effective in achieving performance objectives and student outcomes. Please explain why. *Open Response.*
2. **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*)

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extremely Unlikely** | **Unlikely** | **Likely** | **Extremely Likely** |
| 1. Statewide meeting with other programs | ☐ | ☐ | ☐ | ☐ |
| 1. Regional meetings with other programs | ☐ | ☐ | ☐ | ☐ |
| 1. Webinar | ☐ | ☐ | ☐ | ☐ |
| 1. Self-serve training/professional development platform | ☐ | ☐ | ☐ | ☐ |
| 1. Community of practice/ Professional Learning Community | ☐ | ☐ | ☐ | ☐ |

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

1. **Additional Supports.** What supports from CDE would be most helpful in the successful implementation of your program?

**Thank You!**