

Expelled and At-Risk Student Services (EARSS) Grant
End of Year 2012-13 and Continuation Application for 2013-14

QUESTIONS

The following information is provided to help you in organizing your data collection for the EARSS mid-year report, which will be due July 15, 2013.

Contact and Grant Information

Grantee: *pre-populated*

Name of Program: *pre-populated*

District Code or Facility School Code: *pre-populated*

Name of Contact: *pre-populated*

Contact Phone Number: *pre-populated*

Email: *pre-populated*

Number Anticipated to be Served in 2012-13:

Year of Grant: *pre-populated*

SECTION I. Students Served

1) How many students have you served in your program from July 1 – June 30, this school year? *	
a) Of this number, how many expelled students has your program served?	
b) Of this number, how many students who are at-risk of expulsion have you served?	
2) Do you serve students from more than one school district? <i>Yes or No</i>	

*Reminder to all sites except Facility Schools:

-You have the option to provide SASIDs for all the students you served between July 1 and June 30 of this year.

- Facility Schools are required to submit SASIDs for all students they served.

Please indicate your choice:

___ Facility Schools: We are required to report SASIDs for all students. Directions - To report SASIDs use the spreadsheet developed for your mid-year reporting and add students as needed. This end of year reporting period includes students served from July 1 through June 30.

___ District School or Charter: We will voluntarily submit SASIDs for all students served between July 1 and June 30. Directions - To report SASIDs use the spreadsheet developed for your mid-year reporting and add students as needed.

___ District School or Charter: We will not submit SASIDs but will report demographic information through this online survey.

SECTION II: Expelled Students

A. Program Participants Served

1) Of the Expelled students you served between July 1 and June 30 this school year, how many were:
(Skip if reporting SASIDs)

Male:	<input type="text"/>
Female	<input type="text"/>

2) Of the Expelled students you served between July 1 and June 30 this school year, how many were:
(Skip if reporting SASIDs)

American Indian or Alaska Native	<input type="text"/>
Asian	<input type="text"/>
Black or African American	<input type="text"/>
Hispanic or Latino	<input type="text"/>
White	<input type="text"/>
Native Hawaiian or Other Pacific Islander	<input type="text"/>
Two or More Races	<input type="text"/>
TOTAL	<input type="text"/>

3) Of the total number of expelled students you have served between July 1 and June 30, this school year, how many students had a special education designation? For example – consider those who had an IEP identified in the October count. *(Skip if reporting SASIDs)*

4) Of the total number of expelled students you have served between July 1 and June 30, this school year, how many students were designated English Learners? (For example – consider students who were designated NEP, LEP and FEP in the October count). *(Skip if reporting SASIDs)*

B. Reason for Expulsion/Participation in EARSS Program

1. Of the students you served between July 1 and June 30, this school year, how many were officially expelled for (record one reason per student)? *Use official reason for expulsion*

Official Reason	Expelled (number, not percent)
1. Drug Violations (not including marijuana)	<input type="text"/>
2. Marijuana Violations	<input type="text"/>
3. Alcohol Violations	<input type="text"/>
4. 1 st , 2 nd Degree or Vehicular Assaults	<input type="text"/>
5. 3 rd Degree Assaults/Disorderly Conduct	<input type="text"/>
6. Dangerous Weapons	<input type="text"/>
7. Robbery	<input type="text"/>
8. Other Felonies	<input type="text"/>
9. Disobedient/Defiant or Repeated Interference	<input type="text"/>

10. Detrimental Behavior	
11. Destruction of School Property	
12. Other Violations of Code of Conduct*	
Total	<i>Automatic Calculation and automatic check with Section I</i>

***Please explain other types of code of conduct violations:**

2) Of the Expelled students you served between July 1 and June 30 this school year, how many were in the following grades or equivalent grades:

K-3	
4-6	
7-8	
9-10	
11-12	

3) Of the expelled students you served between July 1 and June 30 this school year, how many of their parents/guardians did you serve?
(If no parents or guardians in this category, enter 0)

SECTION III: At-Risk of Expulsion Students

A. Program Participants Served

1) Of the At-risk students you served between July 1 and June 30 this school year, how many were:
(Skip if reporting SASIDs)

Male:	
Female	

2) Of the At-Risk students you served between July 1 and June 30 this school year, how many were:
(Skip if reporting SASIDs)

American Indian or Alaska Native	0
Asian	0
Black or African American	0
Hispanic or Latino	0
White	0
Native Hawaiian or Other Pacific Islander	0
Two or More Races	0
TOTAL	0

3) Of the total number of At-risk students you have served between July 1 and June 30, this school year, how many students had a special education designation? For example – consider those who had an IEP identified in the October count. *(Skip if reporting SASIDs)*

4) Of the total number of At-risk students you have served between July 1 and June 30, this school year, how many students were designated English Language Learners? (For example – consider students who were designated NEP, LEP and FEP in the October count). *(Skip if reporting SASIDs)*

B. REASON FOR "AT-RISK" PARTICIPATION

Of the at-risk students you served between July 1 and June 30 this school year, how many were at risk of expulsion or suspension for the following: Includes reasons for discipline referrals, suspension, classroom removal, and other reasons identified in your policies. **Does not include teen pregnancy/parenting, academic failure, family functioning issues and/or illness, mental health issues.**

Primary Reason	At-Risk (number, not percent)
a) Alcohol, tobacco or other drug use (not including marijuana)	<input type="text" value="0"/>
b) Marijuana use	<input type="text" value="0"/>
c) Destruction or defacement of school property/vandalism	<input type="text"/>
d) Detrimental behavior which creates a threat to the welfare or safety of other students or of school personnel (may include bullying and threat of physical harm)	<input type="text" value="0"/>
e) Fights or other violent behavior	<input type="text" value="0"/>
f) Robbery/theft/stealing	<input type="text" value="0"/>
g) Sexual Harassment/sexual assault	<input type="text" value="0"/>
h) Truancy (ranges from unexcused absences to habitually truant)	<input type="text" value="0"/>
i) Willfully disobedient and openly and persistently defiant or repeatedly interfering with the school's ability to provide educational opportunities to and a safe environment for other students (includes habitually disruptive)	<input type="text" value="0"/>
j) Expelled and/or suspended and transferred to Facility School	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

2) Of the At-Risk students you served between July 1 and June 30 this school year, how many were in the following grades or equivalent grades:

K-3	<input type="text"/>
4-6	<input type="text"/>
7-8	<input type="text"/>
9-10	<input type="text"/>

Of the At-risk students you served between July 1 and June 30 this school year, how many of their parents/guardians did you serve?
 (If no parents or guardians in this category, enter 0)

SECTION IV: Program Strategies and Services

A. Programs and Strategies

This section is intended to provide a better picture of all the support and services available to participants.

1. Column 1 and 2 - Please check all strategies and programs that participants used between July 1 and June 30 this school year.
2. Column 3 - Please check if programs and strategies were funded with EARSS grant dollars.

Category	Expelled	At-Risk	Funded by EARSS Grant
<u>Academic and Attendance Strategies</u>			
a) Credit recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Building study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Extended day learning (Before and After school opportunities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) GED Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Individual Career and Academic Planning (ICAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Online and technology based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Service Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Attendance Contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Behavioral plans for habitually truant students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Court mandated case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Diversion from truancy court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Student Attendance Review Board (SARB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Truancy Mediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Social Emotional and Behavioral Support</u>			

o) Character education and social skill building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Mental health services counseling (individual, group or topic focused)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Restorative justice for discipline problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Certified Addictions Counselor (CAC) Services (drug/alcohol/substance abuse treatment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Systems Approaches</u>			
s) Wraparound case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) Active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u) Culturally responsive interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Individualized Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w) Small group instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x) PBIS Positive Intervention Behavior Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y) Positive staff-student mentoring and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z) Professional development days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa) Response to Intervention (RTI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb) Transition Planning/staffing from facility to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc) Transition Planning for Post-secondary success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Model Programs or Practices supported by EARSS funds</u>			
dd) Bullying / Bystander intervention program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee) Aggressive replacement training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff) Discovery Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg) Life Skills Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hh) Why Try?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Totals			

B. Optional: Of the Funded strategies/programs you have chosen, choose the 3 most effective strategies in achieving successful outcomes for students served with EARSS funds.

C. (OPTIONAL) Please list the number of students receiving services in the following areas between July 1 and June 30 this school year

Note: The focus in this section is service types for students who have been expelled or at risk of expulsion or suspension.

Student Service Types
Intensive - Case Management, individualized educational planning, treatment services, credit recovery. Length of services generally six months or more, in the Response to Intervention (RtI) model.
Intervention - Specialized programs such as bullying prevention, social skill development, social/emotional functioning, tutoring, conflict mediation, restorative justice, etc. Length of services may be, in general, 1 to 5 months.
Total:

D. Family Engagement

- 1) Please describe the parent/family supports, services and interventions provided as part of your program. Includes all services and interventions for participants' parents/family whether or not they are provided through EARSS funds (50 words or less).
- 2) Based on your parent/family services (described above), please select the answer that best describes the level of activity in each area.

Six Types of Family Engagement	Level of Activity:
1. Parenting - Parent education, family support and other courses, workshops or trainings for parents (e.g. family literacy, child development, support groups, school attendance expectations, counseling and coaching to address educational barriers/challenges.)	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs
2. Two-way Communication - Home visits, meetings with families, regular progress notes, attendance plans, family conferencing, parent/teacher/student conferences, written and verbal communication re: parent/student/school expectation/school policies/programs/reforms/transitions.	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs
3. Learning at Home - Support for parents/families to assist with homework, individualize planning with parents/families to address educational barriers/challenges	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs
4. Volunteering - Parents of family members, volunteer with the school, e.g. Career day, organizing events, parent mentoring, tutoring	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs
5. Decision-Making - Parents serving on council and boards, activities, participation in educational planning, developing education contracts and attendance plans, networks that link all families with parent	Not Occurring Rarely Occurs

representative/liaison	Occasionally Occurs Frequently Occurs
6. Community Collaboration - Service learning projects, service integration through family-school-community partnerships involving counseling, health, recreation, civics and other, mental health screening/treatment, Student Attendance Review Boards...	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs

E. Optional: Please describe a formal collaboration that is vital to your program's success.

Example: An outside partner works with you to support the goals of your program through specific activities and/or contribution of resources, may include fiscal, personnel, incentives, opportunities for students, etc.

F. OPTIONAL: Please share a Student or Family Success Story from your program.

Do not use the student's real name.

Based on your success story, please include the following.

- 1) Student's circumstances (expelled or at-risk),
- 2) Program interventions/services provided
- 3) Detail the success

Section V. Student and Parent Outcomes and Objectives

A. Student Outcomes

Of the total number of students you have served between July 1 and June 30 this school year indicate their status as of June 30, this school year. Please report primary outcome, based on type of student served.

Outcomes	Expelled	At Risk
Will continue in EARSS program		
Refused services from EARSS program.		
Completed at-risk program and transitioned back or remained in original school district		
Completed expulsion and transitioned back to original school district		
Facility Schools Only Transitioned to district school		
Transferred to another school district in Colorado, another state or country		
Transferred to Licensed Facility School		
Transferred to detention center or state operated program or Colorado Department of Corrections / Division of Youth Corrections		
Home-schooled		
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 leave school for any reason other than one of the		

following exclusionary conditions: 1) transfer (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		
K-6 Student exited to an unknown educational setting/status. Applicable <u>ONLY</u> to students in grade <u>K-6</u> . Applicable if the reporting district does not have information about the educational environment into which a student transferred.		
Expulsion No Services - A student expelled this school year (leaves school involuntarily due to an expulsion approved by appropriate school authorities and is not receiving any education benefits)		
Expulsion Receiving Services - A student expelled this school year (leaves school involuntarily due to an expulsion approved by appropriate school authorities and IS receiving education benefits - <i>but not from your EARSS program</i>)		
GED Transfer - Student exits to participate in a GED preparation that is administered by the district or outside program, e.g. institution or higher education		
General Education Development Certificate (GED) - A student who has received a GED certificate upon completion of a GED preparation program that is administered by the district or outside program, e.g. institution or higher education		
Transfer to a Career and Technical (vocational) Education program not administered by a Colorado school district or BOCES - A student who transfers to an occupational training program, recognized but not administered by the school district that leads to a certificate of other evidence of completed		
Graduated with regular diploma - A student who received a regular high school diploma upon completion of local requirements for both coursework and assessment.		
Totals		

OPTIONAL COMMENT - Provide additional information outcomes.

B. Parent Outcomes

Of the parents served, how many improved ability to support their child's learning

As demonstrated by: (check up to 3 choices)

- Assessed Improvement** (pre-post test, 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 resources, homework, child care, transportation...)
- Observed behavior improvement and/or report** by school staff and/or students

- Parent/family follow up on referrals to services.
- N/A

OBJECTIVES: - *(Objectives are pre-populated from previous reports)*

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

1a. Parent-Focused Objective 1: _____

Objective 1 Progress (select One):

___ Completely On-track ___ Partially On-track ___ Not On-track

1b. Parent-Focused Objective 2:

Objective 2 Progress (select One if applicable):

___ Completely On-track ___ Partially On-track ___ Not On-track

Please check up to 3 primary indicator(s) being used to track progress.

- Assessed improvement (pre-post test, family functioning assessment, Nurturing Parent Program surveys...)
- Completion of specialized program (parenting class, parent education workshops, ART, PEP)
- Improved 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 behavioral improvement and/or reports by school staff and/or student
- Parent/family follow-up on referrals to services
- Other: (please specify)

Required: Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective affected

2a. Academic Objective 1:

Objective 1 Progress (select One):

___ Completely On-track ___ Partially On-track ___ Not On-track

2b. Academic Objective 2:

Objective 2 Progress (select One if applicable):

___ Completely On-track ___ Partially On-track ___ Not On-track

Please check up to 3 primary indicator(s) being used to track progress.

- Formally assessed improvement (CSAP,MAP,DIBELS...)
- Completion of coursework or class

- Credit recovery in core class(es): math, science, reading, social studies
- Reduction of failing grades in core classes
- Met academic goals
- GPA increased to 2.0 or above
- Monthly progress reports
- Portfolio/transcript review
- Report card comparison (baseline to end-of-year)
- Other: (please describe)

Required: Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective

2d. Progress Indicator: Questions for EARSS Programs Serving High School Students.

This section is only for EARSS grantees serving students in grades 9-12. Please see the Tip Sheet for guidance in responding to these questions.

1a. Out of xxx high school students served by the EARSS program, how many began the school year behind their expected age, grade and credit accumulation to graduate with a regular diploma? See for Guidance document for more details.

1b. Of these students, how many earned one half or more of the credits they need to get on track to graduate? See for Guidance document for more details.

2. How many high school students served by the EARSS program at the beginning of the school year were on track with credit accumulation to graduate? See for Guidance document for more details.

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

3a. Attendance Objective 1:

Objective 1 Progress (select One):

___ Completely On-track ___ Partially On-track ___ Not On-track

3b. Attendance Objective 2:

Objective 2 Progress (select One if applicable):

___ Completely On-track ___ Partially On-track ___ Not On-track

Required: Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective

Please check up to 3 primary indicator(s) being used to track progress.

- Attendance comparison (baseline to end-of-year)
- 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)

4a. Safety/Discipline Objective 1:

Objective 1 Progress (select One):

___ Completely On-track ___ Partially On-track ___ Not On-track

4b. Safety/Discipline Objective 2:

Objective 2 Progress (select One if applicable):

___ Completely On-track ___ Partially On-track ___ Not On-track

Please check up to 3 primary indicator(s) being used to track progress.

- 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)
- Participation in team building activities
- Report by mental health professionals
- Other: (please specify)

Required: Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective

SECTION VI: Sustainability and Capacity Building

A. For Public schools: Amount of Per Pupil Revenue you have 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 that meet specific criteria for re-engaged and then multiply that number by the states base amount of funding for each pupil (which in 2012-13 was \$5,543.26.)

For Public schools: What is the percentage of recaptured Per Pupil Revenue you will re-invest in the program? (Non public schools – enter N/A)

B. What action has been taken to sustain your program? Please check all that apply.

- Applied for grants

- Annual Professional Development
- Budget line items specified
- Board member presentation
- Community partnerships for wrap around/ case management services
- Federal grant dollars reinvested
- Meeting with Title I coordinator
- Meeting with private foundations
- NCLB Titles I, II, IVA partnerships
- Outside financial support money coming to the district
- Recaptured PPOR to be re-invested in your EARSS-funded strategies
- Shared results with district administrators
- Training institutionalized
- Written sustainability plan
- Other (please describe)

Required: Please describe the next steps toward sustainability:

C. Attention – Programs finishing their 4th year of EARSS funding: Please outline your plan to continue strategies and programs in 2013-14. (Limit of 300 words)

VII. 2013-14 Continuation Application (*4th year grantees skip this section*)

A. 1. Has your program changed or been revised from your original application (1st year sites) or last continuation application (2nd and 3rd year sites)?

- Yes
- No

2. If yes, please provide a short abstract of your current program. (fewer than 50)

This information will be used to update your program description that is posted on the EARSS web page.

B. Measureable Objectives * *This section will be pre-populated from Section V*

List each program objectives identified for the 2013-14 fiscal year.

The pre-populated objectives are taken from Section V and should be revised as needed to reflect updates/revision to the EARSS program.

1. Using this year's data, list measurable program objectives for 2013-14. Objectives must represent concrete, realistic and measurable outcomes.

1a. 2013-14 Parent-focused objective

1b. (as applicable): Parent-focused objective

2a. 2013-14 Academic objective

2b. (as applicable): Academic objective

3a. 2013-14 Attendance objective

3b. (as applicable): Attendance objective

4a. 2013-14 Safety/Discipline may address social/emotional objectives

4b. (as applicable): Safety/Discipline may address social/emotional objectives

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

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

Yes No

Note: A portion of the Amendment 23 funding for state grant programs is made available to BOCES serving member districts with less than 4,000 students to assist with applying for grants. **For contact information for each Colorado BOCES, please visit the following Web site:**

<http://www.cde.state.co.us/utility/k12schls.htm>.

D. Training/Technical Assistance questions:

1. Please indicate your needs for technical assistance from CDE from the following list: (check all that apply)

- Visits from CDE or Exemplary site staff
- Statewide meeting with other programs
- Regional meetings with other programs
- Referrals to similar programs
- Technical assistance by phone
- Other (please describe)

2. Check topics of interest for additional training/technical assistance:

Check all that apply

- Alternative education
- Alternatives to suspension/expulsion
- Attendance mediation
- Behavior plans for habitually truant students
- Bullying prevention programming
- Classroom management strategies
- Closing the achievement gap (income and race)
- Dropout out prevention
- Dropout recovery and student re-engagement
- Family/school/community partnering
- Individual Career Academic Plans (ICAPS)
- Mental health services
- Multi-tiered interventions for students at risk
- Online Learning
- Policy and law
- Restorative Justice
- Standards and Assessment
- Student engagement
- Student transition planning
- Sustainability Planning – fund development, marketing, evaluation, strategy integration
- Using data
- Welcoming School Climate
- Other (please describe)

VIII: BUDGET

A. **Required:** Budget narrative: Describe in the box below how the requested budget supports attainment of measurable objectives in Section VII. B.

This information should be aligned with line items expenses listed in the EARSS budget spreadsheet.

Reminder: The purpose of the funding is to provide educational services to expelled students, and to prevent future suspensions and expulsions. Therefore, limit requests for non-direct services to students.

The maximum award for 2013-2014 is \$.

If this amount does not match your records, please contact: Janelle Krueger at Krueger_j@cde.state.state.us or call: 303-866-6750.

B. **Required:** Provide a budget narrative in the box below for the line items listed in the EARSS budget spreadsheet.

Note: The End of Year / Continuation budget spreadsheets are due July 15, 2013.

C. **Required:** Please describe in the box below the non-grant dollars (in-kind) that will support the program in the next year.