

Expelled and At-Risk Student Services (EARSS) Grant 2012-13 EOY REPORT QUESTIONS AND GUIDANCE FOR ONLINE REPORTING SYSTEM

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General Tips re: Online Submission

- Cut and paste the link into your browser.
- If that doesn't work, it might be that your internet access has a proxy list of domains which it allows and blocks all others. If this is the case, ask your IT dept. to add the domain for CDE, which is the first part of the online reporting link.

Login and pass code information remains the same from year to year. It is the same information you used for your previous EARSS reports. Please check with an EARSS grant team member to request a copy of the information. After entering your login and pass code (*both are case sensitive*), answer each question by typing in the appropriate response. If additional help is needed e-mail Janelle Krueger – krueger_j@cde.state.co.us or Judith – martinez_j@cde.state.co.us .

Online Navigation - Use the “Tab” key to move to the next questions. At the end of each page, there are directions for proceeding:

- a. Choosing “Next” will bring up the next page in the report.
- b. Choosing “Save and quit” will save entered data and close the website. You may log back into the system and make changes or additions up until the due date, as well as print. It is recommended that you keep a paper copy of your final submission.

Copy of the Report – A copy of your evaluation report can be obtained through the online evaluation site. When in the site, click “save and quit” at the bottom of the page and you will be linked to the summary report. You may access this report each time you click “save and quit” while working online. It is updated each time you enter in data in the online report. If you hit “finish,” you will still have access to your online survey and report. Access is open throughout the data collection period.

Narrative Responses - It is recommended that narrative responses be typed and saved in a Word or Works document then cut and pasted as applicable into the online report. When typing the narrative avoid using font styles other than “regular” and avoid indenting, bullets and other specialized formatting. If there is a problem, such as scrambling of words/symbols, a potential fix is to cut and paste the narrative into “text pad” first, then "Select All", and then cut and paste your narrative into the report. The purpose of doing this is to strip the document of hidden formatting characters behind the text, i.e. for paragraph formatting, or other font styles. Another fix, that sometimes works, is to cut and paste three sentences at a time.

Code 54 – This means there is something going on with the system (perhaps an update, maintenance or repair). Try the system later (check back in a few hours). Also, when Code 54 is received, some of the data that was most recently entered may not have been saved.

INTRODUCTION

The End of Year-Year (EOY) reporting consists of two parts:

- 1) Completing an online report - The login and passcodes were emailed to EARSS program contacts and remain the same for the length of your grant. This tip sheet focuses on this aspect of reporting.
- 2) As applicable, some grantees are required to submit a spreadsheet of the State Assigned Student Identifiers (SASIDS) – see notes below for more details.

SASID Spreadsheets - SASIDs are reported to allow CDE to pull demographic data for students served. Demographic information pulled from SASIDs includes: gender, race/ethnicity, special education and English learner status. The SASID reporting spreadsheet is located on the EARSS webpage - http://www.cde.state.co.us/DropoutPrevention/EARSS_Evaluation.htm.

- **To Facility School Grantees:** You are asked to complete a *SASIDs spreadsheet* and list the SASIDS of ALL the students served by your EARSS program. The Facility Schools Unit will pull the data and follow-up with facility school grantees to verify the data, as needed.
- **To all other grantees:** You are asked to select an option either to report SASIDS for all students served or to enter in the demographic information directly into the online report.

OUTLINE OF ONLINE REPORT

Contact and Grant Information

Note: A * symbol indicates that data will be pre-populated in the online reporting system with information provided by EARSS grantees in their applications and/or previous reports, as applicable. In this guidance document, questions are in black and **clarifications and descriptions are in red.**

Contact and Grant Information

Please update contact person and contact information as appropriate.

Note: If after you login the online report has the wrong contact person or contact information list – please correct the information.

*Grantee

*Name of Program:

* District Code or Facility School Code:

*Name of Contact:

*Contact Phone Number:

*Contact Email:

Number Anticipated to be served in 2012-13: *Required*

*Year of Grant:

SECTION I: Students Served *CTRL click heading to return to the Table of Contents*

A) How many students have you served in your program from July 1st through June 30th? 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.

Note: In some cases, EARSS funds multiple interventions. In this case, only report the unduplicated count of students served by ALL the EARSS-funded interventions.

In the next set of questions, students served can only be counted once, either as “expelled” or “at-

risk of expulsion”.

1) Of this number, 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 that were expelled or completing an expulsion during the current school year, as designated by school policy and [Colorado Revised State Statute \(CRS\) 22-33-106](#). If this section is left blank, it will default to zero (0).

Note: If a student was expelled from school while receiving services for being at-risk of expulsion, count the “expulsion” in *Section V. A. Student Outcomes*. This type of expelled student should only be counted in the number of expelled students served, if he/she was transferred to your EARSS-funded services for expelled students.

2) Of this number, how many students who are at-risk of expulsion have you 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](#) and in your district policy. *See note above re: if an at-risk of expulsion student was expelled*. If this section is left blank, it will default to zero (0).

[SECTION II: Expelled Students](#) CTRL click heading to return to the Table of Contents

Program Participants Served

Reminder to those reporting SASIDS: The SASIDs will be used to link to state data to collect demographic information, such as gender, race/ethnicity, grade level, special education designation and English Language Learner designation. In the online report, grantees providing SASIDS for all students served will not be asked to provide these demographic data.

A. Expelled Participants Served

1. Of the expelled students served between July 1st and June 30th, how many were:

- a) Male
- b) Female

Total – Automatic Calculation and auto-check with Section I

2. Of the expelled students served between July 1st through June 30th, how many were:

Federal Race/Ethnicity Reporting Category - the single category used to classify the student or staff member in aggregated federal or state reporting such as pupil counts, graduation rates, and assessment results. This designation is based on the race and ethnicity information provided to the reporting district by the student (or his or her parent/guardian) or staff member.	
01	American Indian or Alaska Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
02	Asian- A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
03	Black or African American- A person having origins in any of the Black racial groups of Africa.
04	Hispanic or Latino A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
05	White- A person having origins in any of the original peoples of Europe, North Africa,

	or the Middle East
06	Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
07	Two or More Races

These categories are based on federal race/ethnicity reporting guidelines. For more information see FAQ on Race/Ethnicity reporting - <http://www.cde.state.co.us/cdereval/rvRace-Ethnicity.htm>.

Ethnicity - Unduplicated count of expelled students by race/ethnicity. Total number in this section should equal the number of expelled students served. There is no “Other” category, therefore in this case, please designate an ethnicity that is representative of the student’s cultural background.

3. Of the total number of expelled students you have served between July 1st through June 30th, how many students had a special education designation? For example – consider those who had an IEP (Individual Educational Plan) identified in the October count.

Special Education Category - Count students with a special education designation, as noted by school records, Individual Education Plan, 504 plan or other relevant documents. Categories include: Specific Learning Disability, Significant Identifiable Emotional Disability (SIED), Learning Disabilities/Perpetual Communicative Disability, Physical Disability/Autism/Traumatic Brain Injury, Speech/language, Vision/Hearing/Deaf-Blind.

4. Of the total number of expelled students you have served between July 1st through June 30th, how many students were designated English Learners?

For example – consider students who were designated NEP, LEP and FEP in the October count.

An English Learner, as defined for *Student End of Year* reporting purposes, is a student who has a Language Background other than English **and** is currently being served or monitored by a Bilingual or English as a Second Language (ESL) program. In terms of language proficiency, the student proficiency is described as:

- **NEP – Non-English Proficient:** A student who speaks a language other than English and does not comprehend, speak, read, or write English.
- **LEP – Limited English Proficient:** A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
- **FEP – Fluent English Proficient:** A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his or her monolingual English-speaking peers.

6. Of the expelled students served between July 1st through June 30th, how many were in the following grades or equivalent grades:

- a) K-3 (includes Kindergarten, Grade 1, Grade 2 and Grade 3)
- b) 4-6 (Grades 4, 5 and 6)
- c) 7-8 (Grades 7 and 8)
- d) 9-10 (Grades 9 and 10)
- e) 11-12 (Grades 11 and 12)

Automatic Calculation and auto-check with information reported in Section I.

The count should represent an unduplicated count of expelled students by grade level. Total number in this section should equal the number of expelled students served.

A. Reasons for Participation

1. Of the students you served between July 1st through June 30th, how many were officially expelled for (record one reason per student)?

Automatic Calculation and auto-check with information reported in Section I.

Based on the student's expulsion hearing or student record, use official reason for expulsion. Select one reason per student. If more than one reason, list the primary reason.

Official Reason	Expelled (number, not percent)
Drug Violations- Use, possession or sale of drugs or controlled substances on school grounds, in school vehicles, or at school activities or sanctioned events. Not including marijuana or alcohol	
Marijuana Violations - Use, possession or sale of marijuana on school grounds, in school vehicles, or at school activities or sanctioned events <i>(Added 2012-13 to EARSS evaluation)</i>	
Alcohol Violations- Use, possession or sale of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events.	
1st, 2nd Degree or Vehicular Assaults- 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.	
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., or Disorderly Conduct, as described below in section 18-9-106 (1) (d), C.R.S.	
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.	
Robbery- Commission of an act on school grounds that, if committed by an adult, would be considered robbery. Robbery is a class four felony. <u>18-4-301. Robbery.</u> (1) A person who knowingly takes anything of value from the person or presence of another by the use of force, threats, or intimidation commits robbery.	
Other Felonies- Commission of an act on school grounds that, if committed by an adult, would be considered a felony.	0
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.	0
Detrimental Behavior- Behavior on school property that is detrimental to the welfare or safety of other students or of school personnel, including behavior that creates a threat of physical harm to the student or to other students.	0
Destruction of School Property- Willful destruction or defacement of school property.	0
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).	0
Total <i>Automatic Calculation and automatic check with Section I</i>	

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

If “Other Violations” are listed, please explain other types of code of conduct violations.

2) Of the expelled students served between July 1st through June 30th, how many were in the following grades or equivalent grades:

- f) K-3 (includes Kindergarten, Grade 1, Grade 2 and Grade 3)
- g) 4-6 (Grades 4, 5 and 6)
- h) 7-8 (Grades 7 and 8)
- i) 9-10 (Grades 9 and 10)
- j) 11-12 (Grades 11 and 12)

This refers to unduplicated count of at-risk students by grade level. Total number in this section should equal the number of at-risk students served.

Of the expelled students served between July 1st through June 30th, how many of their parents/guardians did you serve?

Includes the unduplicated count of parents, guardians and/or caregivers of the students served as part of your program. This count should not include pregnant or parenting students, as these students should be counted in the total number of “students served” in section I.

If a parent/guardian/caregiver receives multiple services, only count the person once. Services to parents/guardians/caregivers may include but are not limited to provisions of support services (e.g. parenting classes, support groups, case management, family conferences, home visits), special activities, or connections to community resources.

Note: This should represent the number served, not the total number that showed positive outcomes - that information should be counted in Section V. Outcomes.

SECTION III: At-Risk Students CTRL click heading to return to the Table of Contents

Reminder to those reporting SASIDS: The SASIDs will be used to link to state data to collect demographic information, such as gender, race/ethnicity, grade level, special education designation and English Language Learner designation. In the online report, grantees providing SASIDS for all students served will not be asked to provide these demographic data.

B. At Risk Program Participants Served

1. Of the at-risk students served between July 1st through June 30th, how many were:

- a) Male
- b) Female

Total – Automatic Calculation and auto-check with Section I

2. Of the at-risk students served between July 1st through June 30th, how many were:

Federal Race/Ethnicity Reporting Category - the single category used to classify the student or staff member in aggregated federal or state reporting such as pupil counts, graduation rates, and assessment results. This designation is based on the race and ethnicity information provided to the reporting district by the student (or his or her parent/guardian) or staff member.	
01	American Indian or Alaska Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
02	Asian- A person having origins in any of the original peoples of the Far East, Southeast

	Asia, or the Indian Subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
03	Black or African American- A person having origins in any of the Black racial groups of Africa.
04	Hispanic or Latino A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
05	White- A person having origins in any of the original peoples of Europe, North Africa, or the Middle East
06	Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
07	Two or More Races

These categories are based on federal race/ethnicity reporting guidelines. For more information see FAQ on Race/Ethnicity reporting - <http://www.cde.state.co.us/cdereval/rvRace-Ethnicity.htm> .

Ethnicity - Unduplicated count of expelled students by race/ethnicity. Total number in this section should equal the number of expelled students served. There is no “Other” category, therefore in this case, please designate an ethnicity that is representative of the student’s cultural background.

5. **Of the total number of at-risk students you have served between July 1st through June 30th, how many students had a special education designation? For example – consider those who had an IEP (Individual Educational Plan) identified in the October count.**

Special Education Category - Count students with a special education designation, as noted by school records, Individual Education Plan, 504 plan or other relevant documents. Categories include: Specific Learning Disability, Significant Identifiable Emotional Disability (SIED), Learning Disabilities/Perpetual Communicative Disability, Physical Disability/Autism/Traumatic Brain Injury, Speech/language, Vision/Hearing/Deaf-Blind.

6. **Of the total number of at-risk students you have served between July 1st through June 30th, how many students were designated English Learners?**

For example – consider students who were designated NEP, LEP and FEP in the October count.

An English Learner, as defined for *Student End of Year* reporting purposes, is a student who has a Language Background other than English **and** is currently being served or monitored by a Bilingual or English as a Second Language (ESL) program. In terms of language proficiency, the student proficiency is described as:

- **NEP – Non-English Proficient:** A student who speaks a language other than English and does not comprehend, speak, read, or write English.
- **LEP – Limited English Proficient:** A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
- **FEP – Fluent English Proficient:** A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his or her monolingual English-speaking peers.

C. Reasons for Participation

Of the at-risk students you served between July 1st through June 30th, how many were at risk of expulsion or suspension for the following:

Risk of expulsion reasons may include 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.

Potential data sources to answer this question include: reasons for classroom removals, discipline referrals, suspensions, or other disciplinary actions identified in you policies. At-risk of expulsion does not include teen pregnancy/parenting, academic failure, family functioning issues and/or illness, mental health issues. These issues may contribute to behavior, but in this section, we are looking for types of behavior/actions that put the students at-risk of expulsion.

Official Reason	At-Risk (number, not percent)
<p>a) Alcohol, tobacco or other drug use: <u>Alcohol Violations.</u> Use, possession or sale of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events. <u>Tobacco Violations.</u> Use or possession of tobacco products on school grounds, in school vehicles, or at school activities or sanctioned events. <u>Drug Violations.</u> Use, possession or sale of drugs or controlled substances on school grounds, in school vehicles, or at school activities or sanctioned events. Not included Marijuana use</p>	
<p>b) Marijuana - Use, possession or sale of marijuana on school grounds, in school vehicles, or at school activities or sanctioned events <i>(Added 2012-13 to EARSS evaluation)</i></p>	
<p>c) Destruction or defacement of school property/vandalism: Willful destruction or defacement of school property.</p>	
<p>d) Detrimental behavior which creates a threat to the welfare or safety of other students or of school personnel (includes bullying and threat of physical harm) Behavior on school property that is detrimental to the welfare or safety of other students or of school personnel, including behavior that creates a threat of physical harm to the student or to other students.</p>	
<p>e) Fights or other violent behavior: 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., or Disorderly Conduct, as described below in section 18-9-106 (1) (d), C.R.S. <u>referring to fights.</u></p>	
<p>f) 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. (1) A person who knowingly takes anything of value from the person or presence of another by the use of force, threats, or intimidation commits robbery.</p>	
<p>g) Sexual Harassment/sexual assault: May include, but not limited to "Unlawful sexual offense"-see https://cdeapps.cde.state.co.us/sdisafeschoolpolicy.htm</p>	
<p>h) Truancy – (ranges from unexcused absences to habitually truant) Refers to unexcused absences. Habitually Truant is defined as a student who is at least the age of six and under the age of seventeen years having accrued four or more total days of Unexcused Absences from the reporting public school in any one calendar Month and/or accumulated ten or more total days Unexcused Absences from the same public school during the Reported School Year. (Taken from https://ade.cde.state.co.us/sdi_known_changes.htm)</p>	
<p>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) May include a child who has been temporarily removed from school (suspended) three times during the course of the school year for being a disruption in the classroom, on school grounds, on school vehicles, or at school activities and events, because of behavior that was initiated, willful and overt on the part of the child.</p>	
<p>j) Expelled and/or suspended and transferred to Facility School Note: For use by Facility Schools only</p>	

Total (Automatic calculation and auto-check with Section III, #1)	
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2) Of the at-risk students served between July 1st through June 30th, how many were in the following grades or equivalent grades:

- K-3 (includes Kindergarten, Grade 1, Grade 2 and Grade 3)
- 4-6 (Grades 4, 5 and 6)
- 7-8 (Grades 7 and 8)
- 9-10 (Grades 9 and 10)
- 11-12 (Grades 11 and 12)

Unduplicated count of at-risk students by grade level. Total number in this section should equal the number of at-risk students served.

Of the at-risk students served between July 1st through June 30th, how many of their parents/guardians did you serve?

Includes the unduplicated count of parents, guardians and/or caregivers of the students that you served as part of your program. This count also does not include pregnant or parenting students, as these students should be counted in the total number of “students served” in section I.

If a parent/guardian/caregiver receives multiple services, only count the person once. Services to parents/guardians/caregivers may include, but are not limited to provisions of support services (e.g. parenting classes, support groups, case management, family conferences, home visits), special activities, or connections to community resources. Note: This is the number served, not the total number that showed positive outcomes - that information should be counted in Section V. Outcomes.

[SECTION IV: Program Strategies and Services](#)

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A. Programs and Strategies

What strategies and programs were used between July 1st through June 30th, to serve participating students.

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

Automatic Check: Column 3 must have a check. If you have checked categories and the system is not reading your check, logout and re-login using Internet Explorer as the browser to complete this section.

- **Column 1 and 2** – Please check all strategies and programs that participants used between July 1st through June 30th.
- **Column 3** - Please check if programs and strategies were funded with EARSS grant dollars.

Category	Column 1 Expelled	Column 2 At-Risk	Column 3 Funded by EARSS Grant
Academic and Attendance Strategies			
a) Credit recovery: Refers to programs/activities that allow a student to continue			

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<p>earning course credits and to advance toward graduation and/or facilitates accrual of credits, especially in core courses (math, science, reading and social studies). May include self-paced digital content or online programs, such as Apex, A+, NovaNet, NovelStars...</p>			
<p>b) Building study skills: May include, but not limited to time management, organizational skills, test preparation and use of online programming that focuses on mastery based learning and progress monitoring.</p>			
<p>c) Extended day learning (Before and After school opportunities) Expanded day learning: Includes programs that serve school-age children and youth during the non-school hours, including before and after school, on weekends and school holidays, and during the summer.</p>			
<p>d) GED classes: Includes classes to prepare for the GED, practice testing and/or testing services (off-site or on-site) that are offered to EARSS participants</p>			
<p>e) Individual Career and Academic Planning: Refers to preparing the student to participate in the world of work, family and community (taken from CDE/ESLU).</p>			
<p>f) Online and technology based learning: In this context refers to a full-time <i>Online Education Program</i>, which in Colorado is defined as ..."a non-religious, non-sectarian full-time online education program or school authorized by..., that delivers a sequential program of synchronous or asynchronous instruction from a teacher to a student primarily through the use of technology via the internet in a virtual or remote setting. 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, then this is not an online program (taken from www.cde.state.co.us/onlinelearning)</p>			
<p>g) Tutoring: Refers to one-on-one or small group instruction to supplement learning and support academic improvement. May include: Homework help, instruction in core courses and instruction to assist in credit recovery and grade advancement</p>			
<p>h) Service Learning: The model for service-learning includes the following components: Investigating community issues; Planning a project; Acting to address a problem; Reflection of the students on their experience and the process; Demonstration of the students' work by the students to a wider audience; and Celebration</p>			
<p>i) Attendance Contracts: Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.</p>			
<p>j) Behavioral plans for habitually truant students: Refers to action plans to address truancy and specifies details for follow-up and monitoring. Plans may feature alternatives to court referrals for those identified as habitually truant and are developed in coordination with students, parents, school personnel and community-based providers</p>			
<p>k) Court mandated case management: Refers to services ordered by the courts that mainly involve assessing the student's situation and developing a coordinated service plan, implementing and monitoring service delivery, evaluating the effectiveness of the strategy by considering the outcomes and reporting back to the court.</p>			
<p>l) Diversions from truancy court: Refers to options and strategies that are alternatives to truancy court filing.</p>			
<p>m) Student Attendance Review Board (SARB): Refers to a truancy intervention approach organized by the school/community. The board is comprised of school and community representatives that convene to address truancy and attendance issues. Student and parent participation is required and critical to the process. SARBs often make recommendations and develop agreements to address barriers to attendance and connect families to supports as appropriate.</p>			
<p>n) Truancy Mediation: Refers to an intervention that brings together students, parents and school representatives to discuss poor attendance and other concerns. The mediator, a neutral third party, facilitates communication and follows a structured</p>			

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procedure designed to help parties identify issues, interests and explore possible solutions. An agreement is developed to address concerns and is generally is monitored by school staff, such as social worker.			
Social Emotional and Behavioral Support			
o) Character education and Social skill building: Refers to programming that addresses the development of emotional, intellectual and moral qualities of a person or group as well as the demonstration of these qualities in prosocial behavior. Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations. Taken from www.ed.gov). May include leadership development, conflict resolution and programs to increase self-awareness, citizenship and empathy.			
p) Mental health services/counseling: Refers to social-emotional counseling/therapy that may be school-based or community-based and is provided by qualified school staff or other mental health professionals.			
q) Restorative justice for discipline problems: A formal process, facilitated by trained mediators in restorative justice, that allows students to understand the harm caused, who it affected and how to repair it. It provides support and opportunity to resolve student conflicts and misconduct.			
r) Certified Addictions Counselor (CAC) services (drug/alcohol/substance abuse treatment)			
s) Wraparound case management: Refers to an approach based on a team of people who come together around family strengths and needs to create unique interventions and supports based on a process of unconditional care. Family participation in decision-making is a key component. (Taken from http://www.cde.state.co.us/pbis) Involves provision of services and interventions to both students and parents and activities that facilitate family access to needed community services.			
Systems Approaches			
t) Active learning: Refers to any learning strategy that actively engages students. It can include exercises, cooperative groups, share/pair, participatory action research, student led discussions, debates, research...			
u) 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.			
v) Individualized Instruction: Generally refers to instruction that is tailored and attentive a student's learning style and educational needs and may be integrated with individual learning plans			
w) Small group instruction: Generally refers to teacher-led instruction of groups of 10 or fewer students.			
x) PBIS - Positive Behavior Interventions and Supports: Refers to participation in Colorado Schoolwide Positive Behavior Support Initiative and implementation of strategies and practices to establish and maintain effective school environments that maximize academic achievement and behavioral competence of all learners. (Taken from http://www.cde.state.co.us/pbis/			
y) Positive staff-student mentoring and relationships: Refers to one-on-one or small group mentoring by staff and student connections to a caring adult. Strategies and activities may include, but not limited to Check and Connect, Lunch Buddies, advising, coaching, problem solving, self-esteem building...			
z) Professional Development Days: Refers to time designated for staff learning. May include, but not limited to training, courses, workshops...			

EARSS END-OF-YEAR REPORT QUESTIONS AND TIP SHEET FOR ONLINE REPORTING SYSTEM

aa) Response to Intervention (RTI): Framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. (Taken from http://www.cde.state.co.us/Rtl/LearnAboutRtl.htm)			
bb) Transition Planning/Staffing from facility to school			
cc) Transition Planning for Post-secondary success			
Model Programs			
dd) Bullying/Bystander Intervention programming: For more information visit - http://www.cde.state.co.us/pbis/bullying/			
ee) Aggression Replacement Training: For description visit website http://www.promoteprevent.org/publications/ebi-factsheets/aggression-replacement-training%C2%AE-art%C2%AE			
ff) Discovery Program: Refers to program to promote a safe social and emotional learning environment.			
gg) Life Skills Training: For description visit website http://www.lifeskillstraining.com/			
hh) Why Try?: For description visit website http://www.whytry.org/			
ii) Other (please describe)			

B. Optional: Of the strategies/programs listed above, list the most effective strategies in achieving successful outcomes for students served with EARSS funds. Please list up to three.

- 1)
- 2)
- 3)

Choices are taken from column C (“served with EARSS funds”) in section IV A. if strategies/programs.

C. Optional: Please list the number of students receiving services in the following areas between July 1st through June 30th. The intent is to count the number of students receiving a service that is categorized as intensive and the number of students that are receiving intervention services. Since students may be eligible to receive services in both categories, the counts are not mutually exclusive.

Student Service Types	Number of Students – (Students may be counted in more than one category)
Targeted services include strategies, programs and supportive services that may include, but not be limited to, addressing bullying behavior, social skill development, social/emotional functioning, tutoring, conflict mediation, restorative justice, etc. Length of services may be, in general, 1 to 5 months.	
Intensive services include collaborative case management, person-centered planning, treatment services, credit recovery, etc. Length of services may be, in general, 6 months or more.	

To determine the number of students in each category it is suggested that grantees first identify and disaggregate their EARSS-funded services by type, based on length and frequency of services. Once this is done, grantees can count the number of students by service type.

Example: A program may designate their weekly counseling services with students and their families and their online credit recovery program as “intensive” services because the length is on-going and the frequency is weekly and/or daily. The program, however, also offers a 4-session character education program and determines this is an “intervention” services. In this example, the EARSS students receiving counseling and/or receiving credit recovery would be counted once and reported under “intensive.” The EARSS students who attended the character education program would be counted and reported under “intervention.” It would be acceptable if the same EARSS student was counted under both intensive and intervention, as long as they received services under each category.

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) Please review the program strategies designed for families participating in your EARSS program. Using the rating scale below, please select the answer that best describes the level of activity in each area. **The intent is to gain a better understanding of services offered to the families of participating students, especially since family engagement is a critical component of student success.**

<p align="center">Six Types of Family Engagement</p>	<p align="center">Level of Activity 1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs</p>
<p>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)</p>	<p align="center">1 2 3 4</p>
<p>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</p>	<p align="center">1 2 3 4</p>
<p>3. Learning at Home – Support for parents/families to assist with homework, individualize planning with parents/families to address educational barriers/challenges</p>	<p align="center">1 2 3 4</p>
<p>4. Volunteering - Career day, organizing events, parent mentoring, tutoring</p>	<p align="center">1 2 3 4</p>
<p>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 representative/liaison</p>	<p align="center">1 2 3 4</p>
<p>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...</p>	<p align="center">1 2 3 4</p>

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.

1) Name of partner

- 2) Describe support provided by partner
- 3) Example of a result

F. OPTIONAL: Please share a Student or Family Success Story from your program. Do not use the student's real name. The success should be related to the services made possible by the EARSS grant.

Based on your success story, please include the following.

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

SECTION V: Student and Parent Outcomes

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A. Student Outcomes

Of the total number of students you have served (July 1 to June 30), indicate their status as of June 30 of this school year. Please report primary outcome, based on type of student 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 year-end status and as applicable, should reflect reporting on the school/district's end-of-year reporting to CDE. It is encouraged to complete the optional Question e. to expand on outcome results, especially if there was much success in student transitioning back to original school or graduating or challenges, such as students refusing services, dropping out or transferred to detention center.

Outcomes	<u>Expelled</u>	<u>At-Risk</u>
Will continue in EARSS program		
Refused services from EARSS program but returned to or continued at original school (This refers to those students who began receiving services and then refused to continue.)		
Completed at-risk program and transitioned back or remained in original school district		
Completed expulsion and transitioned back to original school		
Facility School Only: Transitioned to district school		
Transferred to another school district in Colorado, another state or country		
Transferred to detention center , Licensed Facility School or state operated program or Colorado Department of Correction/Division of Youth Corrections)		
Home-schooled For details visit, http://www.cde.state.co.us/choice/homeschool.htm		
Discontinued schooling/dropped out – Includes students in 7 th 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.		
K-6 student exited to an unknown educational setting/status. Applicable <u>ONLY</u> to students in grades <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 educational 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 educational 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. institutions of higher education		
-Transfer to a Career and Technical (vocational) Education program administered by a Colorado school district, BOCES or other institution that leads to a certificate or other evidence of completion.		
Graduated with regular diploma – A student who received a regular high school diploma upon completion of local requirements for both course work and assessment.		

OPTIONAL: Comment on outcomes.

B. Parent Outcomes

Of the parents served how many improved ability to support their child’s learning as demonstrated by (check all that apply). *Auto-check number not to exceed number of parents served.*

This section should reflect reporting on the number parents of participating students, who have received services through the EARSS program and should be based on improvement(s) that have been tracked or documented throughout the year.

Auto-check number not to exceed number of parents served.

- **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 routines, homework, child care, transportation...)
- **Observed behavior improvement and/or reports** by school staff and/or student
- **Parent/family follow-up on referrals to services.**

C. Objectives - Objectives are pre-populated from application or from reports.

If you have completely met your objective(s), then you are completely on track. If you have mostly met your objective (more than 50 percent), then indicate partially on track. If you have not mostly met your objective, select not on track. It is recommended that grantees describe in two to three sentences the special circumstances, conditions and/or issues that positively or negatively affected progress on achieving the objective.

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

1a. Parent Focused Objective 1

-Completely on track

- Partially on track
- Not on track

1b. Parent-Focused Objective 2

- Completely on track
- Partially on track
- Not on track

Please check primary indicator(s) being used to track progress. Check up to three indicators.

- 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 routines, homework, child care, transportation...)
- Observed behavior improvement and/or reports by school staff and/or student
- Parent/family follow-up on referrals to services.
- Other – please describe.

1c. Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective.

Academic Indicators

2a. Academic Objective 1

- Completely on track
- Partially on track
- Not on track

2b. Academic Objective 2

- Completely on track
- Partially on track
- Not on track

Please check primary indicator(s) being used to track progress. Check up to three indicators.

- Formally assessed improvement (CSAP, MAP, DIBELS...)
- Completion of coursework or class
- Credit recovery in core class(es) -math, science, reading and 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 Year-End)
- Other – please describe

2c. 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. This information is not routinely collected by Colorado high schools and may require EARSS grantees to work with their Information Management Systems or Data Services departments to pull this information.

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.

This question refers to qualifying students served the EARSS program during the reporting period. In answering this question, the following guidance is provided:

- This question focuses primarily on 10 through 12th graders, as most students entering 9th grade have not had the opportunity to attain credits. The exception would be students who were retained in the 9th grade.
- Grade levels can be used as a proxy for age for those high schools students retained in a grade.
- May include the number of students who had not attended school for 60 or more instructional days immediately prior to beginning their attendance at the school or program in the current school year. (Attention: Colorado Graduation Pathways Schools - this is the same guidance used for your reporting.)

1b. Of these students, how many earned one half or more of the credits they need to get on track to graduate? This question is to determine if the 9 to 12th graders behind in credits made significant progress on getting on track to graduate.

- On-track to graduation in this context refers to graduating within in 4 or 5 years.

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?

This question refers to qualifying students served during the reporting year.

The following guidance is provided in answering this question:

- Grade levels or age can be used to determine if a student is on track at the beginning of the year.
- On-track to graduation in this context refers to graduating within in 4 or 5 years.
- Most 9th graders will be on track at the beginning of their high school career. The question is aimed at determining the number of students that are keeping up with the number of credits needed to graduate with their class.
- Attention: Colorado Graduation Pathways Schools: Number of students enrolled in grades 9-12 who, during the 2012-13 school year, earned at least one quarter of the credits necessary to graduate.

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

Optional: Provide a narrative description or link to a webpage that provides this information for your school/district/BOCES. This information should outline the courses and credits needed to be on track to graduate.

3a. Attendance Objective 1

- Completely on track
- Partially on track
- Not on track

3b. Attendance Objective 2

- Completely on track
- Partially on track

-Not on track

Please check primary indicator(s) being used to track progress. Check up to three indicators.

- 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

3c. Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective.

4a. Safety/Discipline Objective 1

-Completely on track

-Partially on track

-Not on track

4b. Safety/Discipline Objective 2

-Completely on track

-Partially on track

-Not on track

Please check primary indicator(s) being used to track progress. Check up to three indicators.

- 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 describe

4c. Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective.

[SECTION VI: Optional: Sustainability and Capacity Building](#) CTRL click heading to return to the Table of Contents

A. Please describe action that 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
- ESEA 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)

Suggestion: 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 to future years.

B. 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 staff or consultants
- Statewide meeting with other programs
- Regional meetings with other programs
- Referrals to similar programs
- Technical assistance by phone
- Technical assistance by e-mail
- Webinar
- Other (please describe)

Suggestion: Review this question with EARSS staff to identify technical assistance needs.

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

- Alternative education
- Behavior plans for habitually truant students
- Closing the achievement gap (income and race)
- Dropout Prevention
- Experiential Learning
- Individual education plans
- Marketing your results
- Parent/family engagement
- Planning for post-graduation
- Policy and law
- Positive Behavior Support/Responsive to Intervention
- School engagement
- Using data
- Welcoming School Climate
- Other

Suggestion: Review this question with EARSS staff to identify topics of most interest.

SECTION VI: Optional: Sustainability and Capacity Building - continued

CTRL click heading to return to the Table of Contents

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 Operating 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:

Suggestion: Review sustainability-related questions with staff involved in the EARSS program to describe action that have been taken to sustain your EARSS program. It is an excellent time for Year 1 and Year 2 sites to outline an action plan for future years. Year 3 and Year 4 sites should have a plan completed and update/revise as needed.

Sites in their 1st through 3rd year will go from this point to Section VII to complete the Continuation Application.

C. Attention – Programs finishing their 4th year of EARSS funding: Please outline your plan to continue strategies and programs in 2010-11. (Limit of 300 words)

This section should include information on how the EARSS-funded program will be sustained. Will it be completely sustained, partially sustained and/or sustained with modifications? If it will not be sustained, provide details on the reason for this decision, as it is the state's expectation that EARSS-funded sites will continue effective programming passed the 4-year grant cycle.

The online report for 4-th-year grantees is completed upon answering this question.

[VII. 2013-14 Continuation Application](#) CTRL click heading to return to the Table of Contents

A. Has your program changed or been revised from your original application)?

Yes

No

To help determine if the program has changed or been revised from original application look at your application or last end-of-year report and continuation application. Information is also available in the program abstract reported to CDE. Click the link below for a list of funded sites that includes a short abstract of current EARSS programs based on original applications and previous revisions - http://www.cde.state.co.us/DropoutPrevention/EARSS_FundedPrograms.htm

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

This information will be used to describe your program as part of a document to be posted on the EARSS web page. See format:

http://www.cde.state.co.us/DropoutPrevention/EARSS_FundedPrograms.htm

B. Measureable Objectives*

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

** This section will be pre-populated from Section V and grantees may update to reflect objectives for 2013-14 school year.*

Using this year's data, list measurable program objectives for this school year.

Objectives must represent concrete, realistic and measurable outcomes

1a. Parent-focused objective

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

2a. Academic objective

2b. (as applicable): Academic objective

3a. Attendance objective

3b. (as applicable): Attendance objective

4a. Safety/Discipline may address social/emotional objectives

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

Objectives must be attainable and incorporate evidence or research-based strategies and include concrete criteria for measuring progress. A concrete objective is specific and states what will be achieved. Attainable refers to determining if the objective is realistic given the time frame and strategies to be implemented.

“Strategies” relate to the approach to be incorporated to attain the specific objective. See example of strategies on *section IV*. “Measurable” objectives include information on how to determine they are met.

The following rubric is a tool for reviewing the objectives listed in continuation applications.

Rubric for Measurable Objectives		
Need Revision	Ok, may need revision	Excellent
Objectives are not specific or attainable and do not incorporate research-based strategies nor include concrete criteria for measuring progress.	Objectives are specific, attainable and incorporate research-based strategies but do not include concrete criteria for measuring progress.	Objectives are specific, attainable and incorporate research-based strategies <u>and</u> include concrete criteria for measuring progress.

Examples:

- *Academic Objective: Fifty EARSS students received failing grade in 2012-13. In the 2013-14 school year, reduce the number of EARSS students receiving F's by 50% by providing extended day learning opportunities and tutoring as measured by passing grades, course completion and increase in GPA by the end of the school year.*
- *Parent- focused objective: Increase 50% of participating caregivers' knowledge and skill to support their child's learning through home visits and parent education training, as measured by parent education surveys and increased attendance at teacher/parent/student conference.*

OPTIONAL: Please describe best practices, activities and/or strategies that will ensure attainment of program objectives. **Please note what programs/strategies that will support the work. It is recommended that you cite the programs and strategies (from Section IV) that your groups will use in the upcoming school year.**

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)

Suggestion: Review this question with EARSS staff to identify topics of most interest.

VIII: BUDGET CTRL click heading to return to the Table of Contents

For budget questions regarding allowable expenses and use of funds, please contact: Janelle Krueger, 303-866-6750, Krueger_j@cde.state.co.us

Electronic budget spreadsheets are due July 15 via email.

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.

In this section, please explain how the programs and strategies that will be used to meet the objectives are linked to EARSS funding. This may represent both in-kind and direct EARSS funding.

The maximum award for 2013-2014 is \$.

If this amount does not match your records, please contact: Janelle Krueger at Krueger_j@cde.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.

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-service related expenses.

Note: Please limit evaluation (generally should not exceed \$6,000), and provide rationale for professional development and non-capital equipment budget in terms of serving students.

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

Please detail the non-grant dollars (in-kind) that will support the program in the next year. Be specific as possible.