



**COLORADO**  
Department of Education

# Funding Opportunity

Applications Due: **Wednesday, January 14, 2026, by 4:00 pm**

[Intent to Apply](#) Due: **Monday, January 5, 2026, by 4:00 pm**

## Expelled and At-Risk Student Services Grant (EARSS Program) Cohort 5

Pursuant to C.R.S. 22-33-205

### Program Questions:

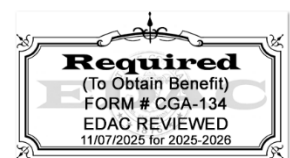
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### Application Process Questions:

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## Table of Contents

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Purpose .....	4
Students to be Served .....	4
Eligible Applicants .....	4
Priority Funding Considerations.....	5
Available Funds and Duration of Grant .....	5
Allowable Use of Funds.....	6
Evaluation and Reporting .....	7
Data Privacy.....	8
Additional Expectations .....	8
Technical Assistance and Intent to Apply .....	8
Review Process and Timeline .....	9
Award Process and Start Date.....	9
Submission Process and Deadline.....	9
Required Elements .....	9
Part IA: Applicant Information .....	11
Application Scoring .....	18
Selection Criteria and Evaluation Rubric.....	19
Attachment A: Grant Goals, Performance Measures, and Measured Outcomes .....	25
Appendix A: Colorado Revised Statutes Relevant to EARSS Grants .....	29
Appendix B: Definitions and Terms.....	30
Appendix C: CDE Helpful Links .....	32
Appendix D: Effective Strategies .....	33
Appendix E: Planning Period .....	34
Appendix F: Implementation Program Reporting .....	35

**Note:** The following version of the application is intended as a reference document for instructions and grant application planning purposes.

**Applications for the Expelled and At-Risk Student Services Grant must be submitted through the [GAINS](#).**

Submission of application materials either in hard copy or via e-mail will not be accepted.

The application window will open in GAINS on Monday, December 1, 2025 and close on Wednesday, January 14, 2026 at 4 pm.

[More information about GAINS is available on CDE's website.](#)

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## Accessing GAINS

**School District and BOCES Applicants**

- Contact your district Local Access Manager (LAM) to receive access to GAINS. Documentation and training on this process for LAMs is available on [CDE's GAINS Training webpage](#).

**Charter School Applicants**

- Complete the [Charter School GAINS Access Request Form](#)

**All Other Applicants**

- Complete the [Non-District Organization GAINS Access Request Form](#)

# Expelled and At-Risk Student Services (EARSS) Grant

Intent to Apply Due: Monday, January 5, 2026 by 4:00 PM

Applications Due: Wednesday, January 14, 2026 by 4:00 PM

## Purpose

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The purpose of the Expelled and At-Risk Student Services (EARSS) Grant Program, authorized by Colorado Revised Statute (C.R.S.) 22-33-205, is to reduce the incidence of discipline- and attendance-related behaviors which are risk factors for dropping out of school. See **Appendix A: Colorado Revised Statutes Relevant to EARSS Grant** for this funding opportunity. Schools and districts implementing the EARSS grant program provide targeted intervention support directly to students eligible for EARSS services and work to build systems to prevent behaviors.

## Overview

The EARSS Grant Program is a four-year funding opportunity that provides a one-year planning period followed by a three-year implementation period. Implementation funding is intended to be spent on providing educational services, support, and behavioral interventions focused on serving students who are expelled (but served), and/or students at-risk of being expelled, habitually truant, and/or are chronically absent, and to make systemic changes to increase attendance and decrease exclusionary disciplinary actions within the school environment.

The EARSS grant is administered by the Office of Dropout Prevention and Student Re-Engagement at the Colorado Department of Education (CDE), which was created by Colorado Revised Statute (C.R.S.) 22-14-103. This office provides focus, coordination, research, and leadership to assist local education providers with implementation efforts to reduce the incidence of discipline- and attendance-related behaviors, which are risk factors for dropping out of school.

## Students to be Served

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The EARSS application should focus on the targeted intervention and educational services provided directly to EARSS-eligible students, while addressing systemic changes. Applicants should be focused on building effective attendance and discipline systems and providing targeted support that will impact eligible students. Students who are eligible for EARSS grant-funded services include:

1. **Expelled students** receiving educational services pursuant to section 22-33-203 (2);
2. **Students At risk of dropping out** of school due to chronic absenteeism or disciplinary action as identified pursuant to section 22-33-202 (1);
3. **Truant students** pursuant to sections 22-33-107 (3) and 22-33-108 (5); and
4. **Facility school students** pursuant to 22-33-204.5

**Only applicants that specifically address the purposes identified for funding for the students eligible to be served and that meet the minimum requirements to provide these students with educational services will be considered.**

## Eligible Applicants

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Local education providers are eligible to apply for this opportunity. An eligible local education provider is defined as a school district, Board of Cooperative Educational Services (BOCES), a district charter school, an Institute Charter School, and facility schools. Each local education provider that seeks to receive a grant shall submit an application as directed in this RFA. See **Appendix B: Definitions and Terms**, for definitions of charter and facility schools.

**Note:** If funded, the charter school's authorizer will be the fiscal agent – district or CSI.

Nonpublic schools may apply for a grant only to fund educational services that have been approved by the state board pursuant to section C.R.S. 22-2-107(1)(s).

Proposed programs should indicate the number of schools to receive funds, as identified in **Part IB: Recipient Schools**. Sites may not be served by more than one currently funded EARSS program. District-level programs serving a specific population of students, e.g. expelled students, are eligible to apply and will be considered a “school” in regards to the performance measures. District level programs are eligible for up to \$425,000 if more than three school sites are receiving services.

### **Recently Funded EARSS Grantees:**

Recently funded EARSS grantees, funded within the last five years, are eligible to apply. The following items will be considered as part of the application from the previously funded program:

- A review of performance measures
- Sustainability of services
- State reported data regarding attendance and discipline
- Adequate use of funds

Data regarding previously funded programs will be included in the application process, including data that demonstrates effectiveness of the previous program. Previous grantees may contact CDE DPSR staff for assistance in gathering program data required in Section A of the application.

Recently funded grantees, who have been funded in the last five years, and are applying to continue the previous program, would be exempt from the Year 1 planning period, moving directly into an additional implementation year.

All applicants must meet the minimum points necessary to be recommended for funding.

## **Priority Funding Considerations**

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Available grant funding will be distributed first to education providers with school(s) demonstrating high need based on Priority Criteria. Each site in the application will be eligible for individual priority points. Points will not be combined for final score but be treated as individual application scores for funding.

The following qualify for priority funding points (2 points each) -

- Alternative education campuses (AECs)
- Facility Schools
- LEA's who have never been funded or have not received EARSS funding in the last 5 years.

Using data provided on CDE's Profile Report ([SchoolView: School and District Data](#)) and District Profile Reports ([District Profile Reports | CDE](#)) applicants may receive up to 6 additional priority points based on the following criteria if criteria is directly addressed in proposed EARSS program. Please see **Appendix G: Priority Funding – Attendance** and **Appendix H: Priority Funding – Discipline** for a list of districts and schools who qualify for priority funding points.

During the **2024-2025 school year, one or more of the following criteria occurred:**

- Site has expelled more than 2 students during the 2024-2025 school year.
- Percentage of students disciplined in school based on Unduplicated count rates is 13% or higher for a district or 24% or higher for a school.
- Suspension rates (both in- and out-of-school suspensions) is 17% or higher for a district and 46% or higher for a school.
- Attendance rate is less than 87.9% for a district or less than 80.5% for a school.
- Chronically absent rates are 37.1% or higher for a district or 62.5% or higher for a school.
- Habitually truant rates are 6.5% or higher for a district or 13% or higher for a school.

## **Available Funds and Duration of Grant**

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The anticipated level of funding available for the 2026-2027 school year is approximately \$1,900,000 for approximately 8 grant awards.

Awards will be classified into two categories – new applicants and continuation applicants. Due to availability of funding, a minimum of half of selected applications will first go to new applicants entering a one-year planning period. If there are not enough new applicants, funding will go to continuation applications.

- **NEW APPLICATIONS** - LEA's are eligible to apply for a new EARSS program. These programs require the grantee to complete a CDE-guided planning period during the first year of the grant. Grantees will be awarded \$50,000 per application to be utilized as a planning year. It is during this time that the LEA completes a Logic Model outlining their approach, hire and train staff, conduct planning sessions with stakeholders and prepare for full implementation during the 2027-2028 school year. Following successful completion of the planning year, grantees will receive a maximum of \$125,000 per site and a maximum of \$425,000 per district, each year, to implement the program designed during the planning period.
- **CONTINUATION APPLICATIONS** - Continuation applications for recently funded programs that have been funded within the last five years are applications that will be making minimal changes to the previous program. Only current grantees who have demonstrated program effectiveness, based on data submitted during grant performance periods, including state reported data, will be considered for this type of funding. These applications will not be required to utilize the initial planning period and will not be limited to \$50,000 during year 1 of the grant. Funding limits will be up to \$125,000 per site, per year, with a maximum of \$425,000 per district.

RFA Release	December 2025
Application Deadline	January 14, 2026
Recommendation to State Board of Education	March 2026
Final Awards Announced	March 2026

While CDE makes every effort to award the funds requested for applicants, there are times when funding cannot be awarded including:

- Funding for each year of the grant will be contingent upon annual appropriations by the State Legislature.
- Funds are not guaranteed for approval at the requested level. Funding levels deemed to be excessive and unreasonable, include unallowable costs, or unspent funds from previous year can result in a reduced amount of funds awarded. Carryover of funding may be allowed due to EARSS being a categorical competitive grant but may be subtracted from future year awards.
- Grant awardees will be responsible for spending awarded funds in accordance with the approved budget and timeline within the grant application. It is expected that funding is spent in the year that it is awarded.
- Awards may be reduced based on inability to meet the goals and performance measures set forth in this grant by the subgrantee. This includes participation numbers consistently lower than projected in this application.
- Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction.

## Allowable Use of Funds

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**Planning Period:** Funding utilized during the planning period, should be used to support the development of the program, engagement with stakeholders, building of systems that will be used to identify and monitor student progress, and provide training for staff.

- This could include salary, benefits, time to participate in training, registration to attend training, costs to hire trainers, extra duty planning time and other costs associated with establishing the program.
- Funds cannot be applied retroactively to pay for the pre-award planning activities related to the grant.

**Implementation Period:** Funding during the implementation period of the grant, should be spent on providing educational services, attendance supports, and behavioral interventions focused on serving students who are expelled

(but served), and/or are at-risk of being expelled, habitually truant, and/or are chronically absent and services to ensure effective attendance and discipline systems

For examples of effective program strategies and services typically funded by EARSS grants, refer to **Appendix D: Most Effective Strategies**. For more examples of supports and services, see question 12 in **Appendix F: Implementation Program Reporting**.

#### **Examples of Allowable Expenses:**

- A grant program coordinator, employed by the applicant, may be hired and paid for from the EARSS funds.
- Staffing to carryout goals of the grant which may include staff providing interventions, coordination of systems and/or managing overall support to students.
- Credit recovery and tutoring
- Concurrent Enrollment costs and Credentialing Programs for students
- Up to 15% of the grant award may be used for administrative costs incurred by the grant activity. Administrative costs cannot be reflected only as a percent for generic use. Budget line items must describe the use of funds, such as the specific time and effort a particular full-time employee (FTE) will devote to the administration of grant requirements.
- Funding for program manager to attend spring convening and/or site visits. Costs may include travel expenses, hotel, and meals.
- Professional development is allowable for grant-associated staff directly serving EARSS-eligible students, that is connected to carrying out the grant's proposed strategies, and that builds capacity to foster sustainability of the grant funded activity and outcomes.
- Vendors providing services: If awarded funds, selection of vendors must follow proper procurement procedures (i.e., competitive bids), if required. If awarded, the grantee is not bound to retain the same vendor all four years of the grant but should expect to utilize a vendor for each proposed and approved year to fund such services.

#### **Unallowable:**

Funds must supplement, not supplant, and may not include:

- Indirect Costs;
- Capital equipment or capital improvements such as upgrades or improvements to buildings, utilities or IT infrastructure, or construction;
- Maintenance;
- Gift cards, gift certificates, cash awards, gas for students' personal vehicles, personal gifts, door prizes, etc.;
- Financial aid for students or staff, such as waiving of fees, paying tuition, scholarships, etc.;
- Credentialing of staff toward a degree or professional certification or license;
- Truancy court-related legal fees;
- Expenditures not directly related to services outlined in the original application;
- Non-EARSS related transportation costs (i.e., daily commuting); and
- Professional development for non-EARSS-related staff, meaning staff who are not involved in carrying out grant supported activity.

## **Evaluation and Reporting**

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Applicants receiving funding are required to submit to CDE:

- Regular updates (e.g., including numbers of students served, student outcomes, progress on performance measures, and/or narrative on successes and challenges relevant to the EARSS program) regarding progress toward performance goals;
- Program information, including meeting logs and program logic model, by required deadlines;
- An annual performance report including the total numbers of students served, student outcomes, progress on performance measures, etc.;

- State Assigned Student Identifier (SASID) for every student served in the program during the grant period. SASIDs are unique 10-digit student identifier assigned to each student in the State of Colorado. A SASID spreadsheet is provided to grantees for annual reporting;
- Interim Expenditure Reports and the Final Expenditure Report; and
- Annually updated continuation budget.

Applicants must have, or acquire, the capacity to complete the annual performance report. EARSS funds utilized for evaluation cannot annually exceed \$6,000. See **Appendix F: Implementation Program Reporting** for reporting requirements.

## Data Privacy

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CDE takes its obligation to protect the privacy of students and educators seriously. Personally Identifiable Information (PII) will be collected through the Expelled and At-Risk Student Service Grant. Therefore, CDE provides a secure, online system known as SEEDC (Student Engagement Evaluation Data Collection in Data Pipeline System) to collect PII for this grant program. PII will be collected, used, shared, and stored in compliance with applicable laws and CDE's privacy and security policies and procedures.

**Note:** Documents submitted in support of an application must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

## Additional Expectations

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The EARSS Program Manager and the Fiscal Manager of a newly awarded EARSS grant must attend an orientation meeting. Initial managers are those identified in **Part I: Applicant Information** as the Program Contact and Fiscal Manager.

Grantees will participate in conference calls, virtual meetings, grant-focused convenings, and/or site visits to discuss the status and progress of grant-related activity and include at a minimum:

- Annual grantee convening
- Introductory call with CDE EARSS Grant lead

Additional phone appointments or visits are conducted on an as needed basis.

## Technical Assistance and Intent to Apply

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For definition of terms associated with this grant program see **Appendix A** and **Appendix B**.

### Application Information Webinar:

A recorded application information webinar is available on CDE's [EARSS website](#).

### Assistance from CDE:

The Dropout Prevention and Student Re-Engagement team is available to provide assistance with the application. This includes providing assistance in gathering data required in Section A of the application. Please feel free to reach out with questions and data requests.

### Assistance from BOCES:

Any BOCES with member districts of less than 4,000 students receives an annual share of state education grant program funding specifically to assist those districts with applying for grants.

**Intent to Apply:**

Completion of the [Intent to Apply form](#) for EARSS, is due Monday, January 5<sup>th</sup> at 4 pm. Though strongly encouraged, the Intent to Apply is informational and is not a required component of the grant application submission process.

Frequently Asked Questions (FAQ) regarding this RFA will be posted on CDE’s [EARSS website](#).

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## Review Process and Timeline

Applications will be reviewed by CDE staff to ensure they contain all required components. Applicants will be notified of final award status prior to April 2026.

**Note:** This is a competitive process – applicants must score at least 63 points out of the 78 points possible to be approved for funding. Applications that score below 63 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All application decisions are final. Applicants that do not meet the qualifications will be notified and may reapply in future grant competitions.

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## Award Process and Start Date

For awarded applicants, grant funds cannot be obligated or spent prior to July 1, 2026, and before a final budget is approved by CDE. Grantees will be sent a Grant Award Letter and a payment will be issued to the lead organization/fiscal agent after all required signatures are in place.

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## Submission Process and Deadline

Applications must be completed and submitted through [GAINS](#) by **Wednesday, January 14, 2026 by 4:00 pm**.

Application materials and resources are available on CDE’s EARSS webpage.

Application materials and budget are available for download on CDE’s [EARSS website](#).

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## Required Elements

The format outlined below **must be followed** to assure consistent application of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in Part II, Sections A-F (pages 14-20)**.

Complete responses in the <a href="#">online application form</a> :	<b>Part I: Applicant Information and Program Assurances</b>
	<b>Part II: Application Narrative</b> Section A: Needs Assessment Section B: Program Proposal Section C: Performance Measures Section D: Evaluation Section E: Program Description Section F: Budget
(Optional) Upload these documents in the <a href="#">online application form</a> :	<u>Letters of Commitment, Support, and/or MOUs</u>



# Expelled and At-Risk Student Services (EARSS) Grant

Intent to Apply Due: Monday, January 5, 2026 by 4:00 PM

Applications Due: Friday, January 14, 2026 by 4:00 pm

Applicants will complete their application in [GAINS](#).

Applications will be accepted in GAINS from December 4, 2025 through January 14, 2026.

## Part I: Applicant Information and Program Assurances

<b>Title of Proposed Program:</b> _____				
This refers to descriptive name or acronym for the proposed program chosen by the applicant if other than the "EARSS 2023-2027 Program".				
<b>Primary Focus of Program</b>				
<input type="checkbox"/> Behavior/Discipline <input type="checkbox"/> Attendance				
<b>Identify Students Applicant Proposes to Serve in Accordance with Grant Purpose</b> (Select all that apply)				
<input type="checkbox"/> Expelled Students <input type="checkbox"/> At Risk of Expulsion/Suspension <input type="checkbox"/> Truants/Habitual Truants <input type="checkbox"/> Chronically Absent				
<b>Authorized Representative Information</b> [Must be employed by applicant]				
<b>Name:</b>	_____	<b>Title:</b>	_____	
<b>Telephone:</b>	_____	<b>E-mail:</b>	_____	
<b>Program Contact (Initial EARSS Program Manager) Information</b> [Must be employed by applicant]				
<b>Name:</b>	_____	<b>Title:</b>	_____	
<b>Telephone:</b>	_____	<b>E-mail:</b>	_____	
<b>Fiscal Manager Information</b> [Must be employed by applicant and different from Program Contact]				
<b>Name:</b>	_____			
<b>Telephone:</b>	_____	<b>E-mail:</b>	_____	
<b>Schools and Students to be Served</b>				
For each of the participating schools, provide the School Name and four-digit school code, grade level, and the anticipated number of students to be served				
<b>School Name</b>	<b>Code</b>	<b>School-Based Contact Name and Email</b>	<b>Grade Level</b>	<b>To Be Served</b>
<b>Previous Grant Information</b>				
Has the applicant previously received an EARSS grant in the past 5 years?			Yes/no	
Is this application for the continuation of a current EARSS grant program?			Yes/no	
<b>Funding Request</b>				
<b>2026-2027</b>	\$ _____	Year 1		
<b>2027-2028</b>	\$ _____	Year 2		
<b>2028-2029</b>		Year 3		
<b>2029-2030</b>		Year 4		

## Program Assurances

**Applicants will agree to the below Assurances within the Expelled and At-Risk Student Services (EARSS) application in GAINS.**

**An upload of this document is not required.**

The applicant hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept the Expelled and At-Risk Student Services funding agree to the following assurances:

1. The applicant will annually provide the Colorado Department of Education with an Annual Performance Report, which may also include a mid-year report, that at a minimum includes:
  - Numbers of students served, student outcomes, and progress on performance measures.
  - This will also include providing State Assigned Student Identifiers (SASIDs) for students who participate in the Expelled and At-Risk Student Services Program through a secure data collection system provided by CDE.
  - PII will be collected, used, shared, and stored in compliance with CDE's privacy and security policies and procedures.
2. The applicant will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
3. Funds will be used to supplement and not supplant services currently in place.
4. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
5. The applicant will inform CDE of personnel changes with the program manager or fiscal manager for the grant.
6. If any findings of misuses of these funds are discovered, project funds will be returned to CDE.
7. The grantee will maintain sole responsibility for the project even though contractors may be used to perform certain services.

### **Duplication of Benefits**

Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or "double-dipping." Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

- 8) Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.

### **Fraud, Waste and Abuse**

Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:

- Embezzlement, bribery, or other public corruption involving federal or state funds;
- Serious mismanagement involving federal or state programs or funds;
- Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
- Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
- Conflicts of interest-violation of arm's length agreements;
- Contract and procurement irregularities;
- Theft or abuse of government property;
- Employee misconduct; or
- Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113)

- 9) Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

**Conflict of Interest**

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term “potential conflict” means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government’s or Colorado Department of Education’s satisfaction, such conflict of interest (or apparent conflict of interest).

- 10) Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

The Colorado Department of Education may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

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Project modifications and changes in the approved budget must be requested in GAINS and approved by CDE before modifications are made to the expenditures.

Approvals for this grant must be captured in GAINS from the following personnel:

- Applicant Authorized Representative
- Applicant Fiscal Manager

**Note:** For Charter School applicants, the above personnel must be from your authorizing district or CSI.

**Part II: Narrative and Budget**

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**Narrative Questions**

Responses should be completed in GAINS. Although the system will save your work in progress, applicants may find it useful to compose answers in a separate document and copy them into the section pages.

## Section A: Needs Assessment

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*Describe the applicant's need for the proposed program, based on an analysis of discipline- and attendance-related data. To receive maximum points, the analysis must draw conclusions based on analysis from multiple assessments and data resources.*

*Resources to utilize include, but not limited to:*

- *Dropout Prevention Framework*
- *2025 Unified Improvement Plan*
- *Teaching and Learning Conditions in Colorado (TLCC) Survey Results*
- *Student and staff climate Surveys*
- *Stakeholder Input from staff, community, school board, etc.*

*Additional links are available in Appendix C: CDE Helpful Links*

*Only include information that is relevant to the grant application. Include data relevant to proposed program, including academic, and behavior or attendance information. Proposed programs need to focus on attendance or behavior focused.*

*Data should be representative of all students enrolled in the grade level/school that the services will be provided for. Be specific on population to be served and only include data as it relates to that population.*

**Facility Schools:** *At a minimum, address School Environment, academic needs, and attendance or behavior area. If necessary, explain any barriers to possessing any of the data and, where school district historical data for facility school students is missing, offer an analysis of the facility's student demographics to justify the need for the proposed program.*

- 1) Select a goal from Attachment A and copy/paste or type it into the text box provided with each italicized blank filled in with your specific measures. If funded, how will the program and/or activities help accomplish this goal?
- 2) New Applicants - Provide state reported data, from previous three years, to support the need for this program based on previously identified proposed program. Utilize websites provided above to locate this data. It may be helpful to complete this in a document and upload it to the application.

Continuation Applicants - Upload copy of most recent EARSS Progress Report, provided by CDE EARSS Program Manager, showing progress of the current programs for years 1 through 3 of current grant.

- 3) Complete and review the Dropout Prevention Framework

New Applicants – After reviewing and reflecting on the Dropout Prevention Framework, highlight areas of strength and areas of potential growth. Include details of how this survey impacted the focus of the grant application.

Continuation Applicants – Provide explanation of if and how framework has changed since last time it was completed for the program, and how it has/will impact the program.

- 4) List the role and the individual's contribution to the planning and grant writing process in the creation of this proposal – names are not necessary, please only include positions (e.g. district-level administrators, school-based administrators, building level support staff, classroom teachers, students, parents, community members, non-profit organizations, etc.).
- 5) New Applicants - Briefly describe the current interventions and educational services of applicant during the 2024-2025 school year for the area of need and number of students served. What gaps in services were present?

Continuation applicants - Provide a brief explanation of the effectiveness of the current grant and why four years of additional funds are needed for the application. This may include how many students were served and how

successful the interventions were, and why additional funds are necessary to maintain and/or expand this success.

## **Section B: Program Proposal**

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*Describe the applicant's proposed program, based on the needs analysis.*

*Only include information that is relevant to the grant application.*

*See Attachment A: Program Goals for prescribed language of program goals.*

**Facility Schools:** *At a minimum, address School Environment, Academic Needs, and one other focus area. If necessary, explain any barriers to possessing any of the data and, where school district historical data for facility school students is missing, offer an analysis of the facility's student demographics to justify the need for the proposed program.*

- 1) Program Goal – What is program goal of this grant? Select goal from dropdown list. Refer to Attachment A for Program Goals

If funded, how will the program and/or activities help accomplish this goal?

For the goal selected, fill in the blanks to complete the goal statement.

- 2) Share the intended grade level and number of students to be served. To receive full points the applicant must include the
  - site name,
  - grade levels served,
  - number of students enrolled, and
  - expected number of students to be served and
  - how this number was determined.
- 3) Describe how students will be identified for services. In order to receive full points, the answer must be specific and clear including how often data will be reviewed to identify new students to join program.
- 4) Executive Summary - In 100 words or less, please restate the problem and briefly describe the program that will be implemented. Be sure to describe the program in present tense as if the program has been approved for funding. This will be the description that is utilized as a program description once funded. Include the following:  
Restate the program goal (1 sentence)

Define proposed program and key components (1-3 sentences)

## **Section C: Performance Objectives**

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*Prescribed goals for the EARSS program addressing improvement in systemic, academics, attendance, and behavior have been established based on its legislative intent. An applicant must address a systemic, academic, and attendance or behavior goal.*

*Refer to **Attachment A** for the list of goals/objectives/measurements*

*Applicants will select their own percent of improvement which should be the same percent of improvement each year of the grant. In order to complete the required performance reports, grantees will have to provide evidence of change (a numerator and denominator for the percentage).*

*Prescribed language is not to be modified. An applicant cannot exceed three goals/objectives/measurements. Do not set separate goals/objectives/measurements for individual schools/sites if multiple schools are to be served.*

*Please note – social-emotional services are allowable interventions that will have an impact on a student’s behavior and/or attendance.*

**Goal 1: Systemic**

- 1) Select performance measures from Attachment A, complete the required italicized components, and explain why it was selected.
- 2) Provide details regarding the plan to achieve its intended results

**Goal 2: Academic**

- 3) Select a performance measure, complete the italicized components, and explain why the performance objective was selected.
- 4) Provide details regarding the plan to achieve its intended results
- 5) Describe how students will be identified to receive services described in previous prompt. Utilizing current enrollment or 2024-2025 enrollment data, how many students would qualify for these proposed services?

**Goal 3: Attendance or Behavior**

- 6) Select a performance measure, complete the italicized components, and explain why the performance objective was selected.
- 7) Provide details regarding the plan to achieve its intended results
- 8) Describe how students will be identified to received services described in previous prompt. Utilizing current enrollment or 2024-2025 enrollment data, how many students would qualify for these proposed services?

**Section D: Evaluation**

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Applicants must have, or acquire, the capacity to complete required planning and reporting activities as described in

**Appendix E: Planning Period, Appendix F: Implementation Program Reporting.**

- 1) Throughout the year there are multiple program monitoring reports that need to be completed. These include:  
Planning period meeting logs  
Monthly Implementation Check-Ins

Please include details on who will be completing each report, including who will be collecting specific data and tracking student outcomes for the students served in the grant funded program.

- 2) Describe how the applicant will monitor progress and identify challenges and barriers within program in a timely manner.
- 3) Describe how and when results will be shared with key stakeholders, such as members of the School Board, school staff, parents, and community members, etc.

**Section E: Program Description**

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- 1) New Applications - Provide a detailed expected timeline for the 1-year PLANNING PERIOD. Identify 3-5 major activities or strategies to improve and implement that you plan to focus on this year. Provide a detailed expected timeline including activities, interim benchmarks, and the date by which they will be accomplished.

**Continuation Applications:** Identify 3-5 major activities or strategies to improve implementation and sustainability that you will focus on this year. Provide a detailed expected timeline including activities, interim benchmarks, and the date by which they will be accomplished.

Example:

Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible

- 2) Describe how stakeholders (parents/guardians, students, staff, and community members) will be involved in the planning and implementation of the program. Include details on which stakeholder groups were considered and how all student groups who are going to be served are to be involved in the planning process.
- 3) Describe how the applicant’s programs or strategies may lead to systemic changes within the school(s)/school district(s) to serve expelled students or students at risk of being expelled or declared chronically absent beyond the lifespan of the grant.

**Section F: Budget Narrative and GAINS Budget**

*In addition to submitting the GAINS Budget, in compliance with CDE’s standard fiscal rules, include a Budget Narrative in paragraph(s) format.*

**Within Budget Narrative:**

- 1) In budget narrative table list expected costs for both planning year and implementation year. Provide brief explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies.

All expenditures described must be reasonable and the budget sufficient in relation to the objectives, design, scope, and sustainability of project activities. Be sure to include the budget for a implementation year (\$125,000 per site and \$425,000 total per LEA).

Description	Quantity	Cost

- 2) Describe the training and technical assistance to be provided to ensure the effective implementation of supports, services, and programing, which may include equity, diversity, and inclusion training. Include how the proposed services are different than services currently provided in the school and/or district.

**Within GAINS Budget:**

In the budget, list expected costs. Amounts need to be reasonable, calculated to show how amounts are determined, and necessary in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Costs are reasonable and connected to project goals and activities.

Examples: Item Description and Cost Calculation

(Salaries) .xx FTE for [role or title] at \$xxxx per [hour or month or year] times [x per hours or months or year]

(Supplies) – workbooks for [program/curriculum/activity] at \$xx per workbook for xx number of students

# Expelled and At-Risk Student Services (EARSS) Grant

Intent to Apply Due: Monday, January 5, 2026 by 4:00 PM

Applications Due: Wednesday, January 14, 2026 by 4:00 pm

## Application Scoring

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CDE Use Only

<b>Parts I:</b>	<b>Applicant Information and Assurances</b>	Not Scored
<b>Part II:</b>	<b>Narrative</b>	
Section A:	Needs Assessment	/15
Section B:	Program Proposal	/12
Section C:	Performance Objectives	/24
Section D:	Evaluation	/9
Section E:	Program Description	/9
Section F:	Budget Narrative and Budget Workbook	/9
	PRIORITY FUNDING POINTS <i>(provided by CDE – maximum 10 points)</i>	/0
	<b>Total:</b>	<b><u>/78</u></b>

**GENERAL COMMENTS:** Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

**Strengths:**

- 
- 

**Weaknesses:**

- 
- 

**Required Changes:**

- 
- 

**RECOMMENDATION:**    Funded \_\_\_\_\_    Funded with Changes \_\_\_\_\_    Not Funded \_\_\_\_\_

## Selection Criteria and Evaluation Rubric

### Parts I: Application Introduction [Not Scored]

Applicant Information and Program Assurances

### Part II: Narrative [78 Points]

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 63 points out of the 78 possible points and all required elements must be addressed. Applications that score below 63 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required element will not be funded without revisions.

### Scoring Definitions

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise, and well thought out response

Section A: Needs Assessment	Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Addressed Criteria but Did Not Provide Thorough Detail	Applicant provided all information in a clear, thorough, and exemplary response.	TOTAL
<p>Describe the applicant’s need for the proposed program, based on an analysis of discipline- and attendance-related data. To receive maximum points, the analysis must draw conclusions based on analysis from multiple assessments and data resources.</p> <p>Resources to utilize include, but not limited to:</p> <ul style="list-style-type: none"> <li>○ Dropout Prevention Framework</li> <li>○ 2025 Unified Improvement Plan</li> <li>○ Teaching and Learning Conditions in Colorado (TLCC) Survey Results</li> <li>○ Student and staff climate Surveys</li> <li>○ Stakeholder Input from staff, community, school board, etc.</li> </ul> <p>Additional links are available in Appendix C: CDE Helpful Links</p> <p>Only include information that is relevant to the grant application. Include data relevant to proposed program, including academic, and behavior or attendance information. Proposed programs need to focus on attendance or behavior focused.</p> <p>Data should be representative of all students enrolled in the grade level/school that the services will be provided for. Be specific on population to be served and only include data as it relates to that population.</p> <p><b>Facility Schools:</b> At a minimum, address School Environment, academic needs, and attendance or behavior area. If necessary, explain any barriers to possessing any of the data and, where school district historical data for facility school students is missing, offer an analysis of the facility’s student demographics to justify the need for the proposed program.</p>					
<b>Program Need</b>					
1) State if the program will focus primarily on attendance or behavior and how the program will improve academic and attendance or behavior outcomes. Please include specific site, grade, and/or demographic if appropriate.	0	1	2	3	

<p>2) New Applicants - Provide state reported data, from previous three years, to support the need for this program based on previously identified proposed program. Utilize websites provided above to locate this data. It may be helpful to complete this in a document and upload it to the application.</p> <p>Continuation Applicants - Upload copy of most recent EARSS Progress Report, provided by CDE EARSS Program Manager, showing progress of the current programs for years 1 through 3 of current grant.</p>	0	1	2	3	
<p>3) Complete and review the Dropout Prevention Framework</p> <p>New Applicants – After reviewing and reflecting on the Dropout Prevention Framework, highlight areas of strength and areas of potential growth. Include details of how this survey impacted the focus of the grant application.</p> <p>Continuation Applicants – Provide explanation of if and how framework has changed since last time it was completed for the program, and how it has/will impact the program.</p>	0	1	2	3	
<p>4) List the role and the individual’s contribution to the planning and grant writing process in the creation of this proposal – names are not necessary, please only include positions (e.g. district-level administrators, school-based administrators, building level support staff, classroom teachers, students, parents, community members, non-profit organizations, etc.).</p>	0	1	2	3	
<p>5) New Applicants - Briefly describe the current interventions and educational services of applicant during the 2024-2025 school year for the area of need and number of students served. What gaps in services were present?</p> <p>Continuation applicants - Provide a brief explanation of the effectiveness of the current grant and why four years of additional funds are needed for the application. This may include how many students were served and how successful the interventions were, and why additional funds are necessary to maintain and/or expand this success.</p>	0	1	2	3	
<b>Section A Total</b>					<b>/15</b>

<b>Section B: Program Proposal</b>	Applicant did not respond to question or did	Applicant provided some information but did	Applicant provided the necessary information, and no	Applicant provided all information in a clear, thorough	<b>TOTAL</b>

	not provide necessary information.	not answer the question in full.	clarification is required.	though, and exemplary response.	
Describe the applicant's proposed program, based on the needs analysis.					
Only include information that is relevant to the grant application.					
See Attachment A: Program Goals for prescribed language of program goals.					
<b>Facility Schools:</b> At a minimum, address School Environment, Academic Needs, and one other focus area. If necessary, explain any barriers to possessing any of the data and, where school district historical data for facility school students is missing, offer an analysis of the facility's student demographics to justify the need for the proposed program.					
1) Program Goal – What is program goal of this grant? Type in the goal and complete the required portions of the goal. Refer to Attachment A for Program Goals  If funded, how will the program and/or activities help accomplish this goal?	0	1	2	3	
2) Share the intended grade level and number of students to be served. To receive full points the applicant must include the <ul style="list-style-type: none"> <li>- site name,</li> <li>- grade levels served,</li> <li>- number of students enrolled, and</li> <li>- expected number of students to be served and</li> <li>- how this number was determined.</li> </ul>	0	1	2	3	
3) Describe how students will be identified for services. In order to receive full points, the answer must be specific and clear including how often data will be reviewed to identify new students to join program.	0	1	2	3	
4) Executive Summary - In 100 words or less, please restate the problem and briefly describe the program that will be implemented. Be sure to describe the program in present tense as if the program has been approved for funding. This will be the description that is utilized as a program description once funded. Include the following: <ul style="list-style-type: none"> <li>- Restate the program goal (1 sentence)</li> <li>- Define proposed program and key components (1-3 sentences)</li> </ul>	0	1	2	3	
<b>Section B Total</b>					<b>/12</b>

Section C: Performance Objectives	Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Addressed Criteria but Did Not Provide Thorough Detail	Applicant provided all information in a clear, thorough, and exemplary response.	TOTAL
Prescribed goals for the EARSS program addressing improvement in systemic, academics, attendance, and behavior have been established based on its legislative intent. An applicant must address a systemic, academic, and attendance or behavior goal.					

Refer to **Attachment A** for the list of goals/objectives/measurements

Applicants will select their own percent of improvement which should be the same percent of improvement each year of the grant. In order to complete the required performance reports, grantees will have to provide evidence of change (a numerator and denominator for the percentage).

Prescribed language is not to be modified. An applicant cannot exceed three goals/objectives/measurements. Do not set separate goals/objectives/measurements for individual schools/sites if multiple schools are to be served.

Please note – social-emotional services are allowable interventions that will have an impact on a student’s behavior and/or attendance.

**Goal 1: Systemic (mandatory) –**

1) Select performance measures from Attachment A, complete the required, italicized parts of the performance measure and explain why it was selected.	0	1	2	3	
2) Provide details regarding the plan to achieve its intended results	0	1	2	3	

**Goal 2: Academic**

3) Select a performance measure, complete the italicized components (if necessary), and explain why the performance objective was selected.	0	1	2	3	
4) Provide details regarding the plan to achieve its intended results	0	1	2	3	
5) Describe how students will be identified to receive services described in previous prompt. Utilizing current enrollment or 2024-2025 enrollment data, how many students would qualify for these proposed services?	0	1	2	3	

**Goal 3: Attendance or Behavior**

6) Select a performance measure, complete the italicized components (if necessary), and explain why the performance objective was selected.	0	1	2	3	
7) Provide details regarding the plan to achieve its intended results	0	1	2	3	
8) Describe how students will be identified to received services described in previous prompt. Utilizing current enrollment or 2024-2025 enrollment data, how many students would qualify for these proposed services?	0	1	2	3	

**Note to reviewers:** Maximum points cannot be awarded in any of the above rows if applicant did not use the required prescribed language and tables for this section found in Attachment A required tables. Please indicate any goal that deviated from the prescribed statements. List it as a required change. The highest score from Goal 2 and 3 will be used when calculating overall application score.

/24

**Section C Total**

<b>Section D: Evaluation</b>	Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.	<b>TOTAL</b>

Applicants must have, or acquire, the capacity to complete required planning and reporting activities as described in **Appendix E: Planning Period, Appendix F: Implementation Program Reporting.**

1) Throughout the year there are multiple program monitoring reports that need to be completed. These include: <ul style="list-style-type: none"> <li>- Planning period meeting logs</li> <li>- Monthly Implementation Check-Ins</li> </ul> <p>Please include details on who will be completing each report, including who will be collecting specific data and tracking student outcomes for the students served in the grant funded program.</p>	0	1	2	3	
2) Describe how the applicant will monitor progress and identify challenges and barriers within program in a timely manner.	0	1	2	3	
3) Describe how and when results will be shared with key stakeholders, such as members of the School Board, school staff, parents, and community members, etc.	0	1	2	3	
<b>Section E Total</b>					<b>/9</b>

Section E: Program Description	Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response. y	TOTAL								
<p>1) New Applications - Provide a detailed expected timeline for the 1-year PLANNING PERIOD. Identify 3-5 major activities or strategies to improve and implement that you plan to focus on this year. Provide a detailed expected timeline including activities, interim benchmarks, and the date by which they will be accomplished.</p> <p><b>Continuation Applications:</b> Identify 3-5 major activities or strategies to improve implementation and sustainability that you will focus on this year. Provide a detailed expected timeline including activities, interim benchmarks, and the date by which they will be accomplished.</p> <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Strategies /Activities</th> <th style="width: 25%;">Interim Benchmarks</th> <th style="width: 25%;">Timeline</th> <th style="width: 25%;">Person(s) Responsible</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible					0	1	2	3	
Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible										
2) Describe how stakeholders (parents/guardians, students, staff, and community members) will be involved in the planning and implementation of the program. Include details on which stakeholder groups were considered and how all	0	1	2	3									

student groups who are going to be served are to be involved in the planning process.					
3) Describe how the applicant's programs or strategies may lead to systemic changes within the school(s)/school district(s) to serve expelled students or students at risk of being expelled or declared chronically absent beyond the lifespan of the grant.	0	1	2	3	
<b>Section D Total</b>					<b>/9</b>

<b>Section F: Budget Narrative and GAINS Budget</b>	Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.	TOTAL
In addition to submitting the GAINS Budget, in compliance with CDE's standard fiscal rules, include a Budget Narrative in paragraph(s) format.					
Within Budget Narrative:					
1) In budget narrative table list expected costs for both planning year and implementation year. Provide brief explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies.  All expenditures described must be reasonable and the budget sufficient in relation to the objectives, design, scope, and sustainability of project activities.  Be sure to include the budget for an implementation year (\$125,000 per site and \$425,000 total per LEA).	0	1	2	3	
2) Describe the training and technical assistance to be provided to ensure the effective implementation of supports, services, and programing, which may include equity, diversity, and inclusion training. Include how the proposed services are different than services currently provided in the school and/or district.	0	1	2	3	
<b>Within GAINS Budget</b>					
In the budget, list expected costs. Amounts need to be reasonable, calculated to show how amounts are determined, and necessary in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Costs are reasonable and connected to project goals and activities.  Examples: Item Description and Cost Calculation (Salaries) .xx FTE for [role or title] at \$xxxx per [hour or month or year] times [x per hours or months or year] (Supplies) – workbooks for [program/curriculum/activity] at \$xx per workbook for xx number of students	0	1	2	3	
<b>Section F Total</b>					<b>/9</b>

## Attachment A: Grant Goals, Performance Measures, and Measured Outcomes

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### Behavior A:

**GOAL:** By the end of 2030 school year, the exclusionary discipline rate, as measured by the [*ISS/OSS (select one)*] counts will decrease by [*percentage*]. To achieve this, the [*ISS/OSS(select one)*] counts will need to decrease by [*percentage*] each year of the grant or by approximately [*number*] incidents based on [*year*] data when district had [*total*] disciplinary actions.

#### Performance Measures:

- **Systemic**
  - **Option 1:** For each year of the grant [*number of staff*] staff members will be trained and implementing in the [*protocol*] in classroom.
  - **Option 2:** For each year of the grant [*percentage*] of [*type of policy – Classroom Removal, Code of Conduct, Bullying Prevention, etc.*] policy and procedures will be reviewed and aligned to reflect equity-focused principles and inclusive practices through data analysis and meaningful participation of marginalized stakeholders in decision-making process.
  - **Option 3:** Each year of the grant, we will see a decrease in disparities across key indicators (e.g., in-and out-of-school suspensions, expulsions) in disciplinary actions disaggregated by [*race, income, language status, or disability*].
- **Academic:**
  - **Option 1:** For each year of the grant all students served by the EARSS program will decrease failing grades in core classes with a passing grade.
  - **Option 2:** For each year of the grant all students served by the EARSS program will increase course performance as measured by an increase in GPA when compared from baseline (end of year in the previous year) to year-end.
  - **Option 3:** For each year of the grant students served by the EARSS program will increase course performance by increasing course credits required for graduation by [*select one method – e.g. completion of work-based learning opportunity, completion of credit recovery, completion of concurrent enrollment or career-based professional endorsement courses, etc.*]
- **Discipline:**
  - **Option 1:** For each year of the grant the number of students served by the EARSS program who receive in-school suspensions will decrease as measured by a comparison of in-school suspension among EARSS-served students from baseline (end of year in the previous year) to year-end.
  - **Option 2:** For each year of the grant the number of students served by the EARSS program who receive out-of-school suspensions will decrease by [*percentage*] as measured by a comparison of out-of-school suspension amount EARSS-served students from baseline (end of year in the previous year) to year-end.

#### Measured Outcomes:

- Self-reported data in End of Year Survey
- Logic Model and Reflection
- State-reported discipline data related to in- or out-of-school suspension rates and student-level discipline reports

## Behavior B:

**Goal:** By the end of the 2030 school year, the total number of students who received disciplinary action will decrease by **[percentage]**. To achieve this, the total count will need to decrease by **[percentage]** each year of the grant, or approximately **[number]** disciplinary actions each year based on **[year]** data when district had **[total]** disciplinary actions.

### Performance Measures:

- **Systemic**
  - **Option 1:** For each year of the grant **[number of staff]** staff members will be trained and implementing in the **[protocol]** in classroom.
  - **Option 2:** For each year of the grant **[percentage]** of [type of policy – Classroom Removal, Code of Conduct, Bullying Prevention, etc.] policy and procedures will be reviewed and aligned to reflect equity-focused principles and inclusive practices through data analysis and meaningful participation of marginalized stakeholders in decision-making process.
  - **Option 3:** Each year of the grant, we will see a decrease in disparities across key indicators (e.g., in-and out-of-school suspensions, expulsions) in disciplinary actions disaggregated by **[race, income, language status, or disability]**.
- **Academic:**
  - **Option 1:** For each year of the grant all students served by the EARSS program will decrease failing grades in core classes with a passing grade.
  - **Option 2:** For each year of the grant all students served by the EARSS program will increase course performance as measured by an increase in GPA when compared from baseline (end of year in the previous year) to year-end.
  - **Option 3:** For each year of the grant students served by the EARSS program will increase course performance by increasing course credits required for graduation by **[select one method – e.g. completion of work-based learning opportunity, completion of credit recovery, completion of concurrent enrollment or career-based professional endorsement courses, etc.]**
- **Discipline:**
  - **Option 1:** For each year of the grant the number of students served by the EARSS program who receive disciplinary action will decrease as measured by unique count of EARSS-served students who receive a discipline action from baseline (end of year in the previous year) to year-end.

### Measured Outcomes:

- Self-reported data in End of Year Survey
- Logic Model and Reflection
- State-reported data related to Discipline Action Rate or the number of discipline actions per student

## ATTENDANCE A:

**Goal:** By the end of 2030 school year, the Chronically Absent rate will decrease by [*percent*]. To achieve [*percentage*] as a district by 2029-2030, these schools will need to reduce the Chronic Absenteeism rate by [*percentage*] each year, which is approximately [*number of students*] students annually.

### Performance Measures:

- **Systemic**
  - **Option 1:** For each year of the grant [*number*] of staff members will be trained in and implementing [*protocol*] in the classroom.
  - **Option 2:** For each year of the grant policy and procedure regarding [*type of policy – attendance, tardy, unexcused, etc.*] will be reviewed and aligned to reflect equity-focused principles and inclusive practices through data analysis and meaningful participation of marginalized stakeholders in decision-making process.
  - **Option 3:** Each year of the grant, the [*school/district*] will see a decrease in disparities across chronic absentee rates disaggregated by [*race, income, language status, or disability*].
- **Academic:**
  - **Option 1:** For each year of the grant all students served by the EARSS program will decrease failing grades in core classes with a passing grade.
  - **Option 2:** For each year of the grant all students served by the EARSS program will increase course performance as measured by an increase in GPA when compared from baseline (end of year in the previous year) to year-end.
  - **Option 3:** For each year of the grant students served by the EARSS program will increase course performance by increasing course credits required for graduation by [*select one method – e.g. completion of work-based learning opportunity, completion of credit recovery, completion of concurrent enrollment or career-based professional endorsement courses, etc.*]
- **Attendance**
  - **Option 1:** For each year of the grant, the chronically absent rate will decrease by [*percentage*] as measured by comparing this rate from baseline (end of year in the previous year) to year-end.
  - **Option 2:** For each year of the grant [*percentage*] of chronically absent students served by the EARSS program will no longer be chronically absent as measured by daily or weekly monitoring of school attendance.
  - **Option 3: (Only for facility school consideration):** For each year of the grant [*percentage*] of students served by the EARSS program at a facility school will increase program attendance as measured by satisfactory attendance based on the program guidelines or an attendance plan.

### Measured Outcomes:

- Self-reported data in End of Year Survey
- Logic Model and Reflection
- State-reported data related to Chronically Absent Rates

## ATTENDANCE B:

### Goal:

By the end of 2030 school year, the Attendance Rate will improve to [percentage]. To achieve this, these schools will need to improve the attendance rate by [percentage] each year.

### Performance Measure:

- **Systemic**
  - **Option 1:** For each year the grant [number] of staff members will be trained and implementing in [protocol] in the classroom.
  - **Option 2:** For each year of the grant policy and procedure regarding [type of policy – attendance, tardy, excused, unexcused, etc.] will be reviewed and aligned to reflect equity-focused principles and inclusive practices through data analysis and meaningful participation of marginalized stakeholders in decision-making process.
  - **Option 3:** Each year of the grant, the [school/district] will see a decrease in disparities across chronic absentee rates disaggregated by [race, income, language status, or disability].
- **Academic:**
  - **Option 1:** For each year of the grant all students served by the EARSS program will decrease failing grades in core classes with a passing grade.
  - **Option 2:** For each year of the grant all students served by the EARSS program will increase course performance as measured by an increase in GPA when compared from baseline (end of year in the previous year) to year-end.
  - **Option 3:** For each year of the grant students served by the EARSS program will increase course performance in increasing course credits required for graduation by [select one method – e.g. completion of work-based learning opportunity, completion of credit recovery, completion of concurrent enrollment or career-based professional endorsement courses, etc.]
- **Attendance**
  - **Option 1:** For each year of the grant daily or weekly attendance rate will increase by [number of percentage points] when compared to school attendance from baseline (end of year in the previous year) to year-end among EARSS-served students.
  - **Option 2:** For each year of the grant [percentage] of students served by the EARSS program will increase school attendance as measured by daily or weekly monitoring of school attendance.
  - **Option 3: (Only for facility school consideration):** For each year of the grant [percentage] of students served by the EARSS program at a facility school will increase program attendance as measured by satisfactory attendance based on the program guidelines or an attendance plan

### Measured Outcomes:

- Self-reported data in End of Year Survey
- Logic Model and Reflection
- State-reported data related to Attendance Rates

## Appendix A: Colorado Revised Statutes Relevant to EARSS Grants

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The below Colorado Revised Statutes (C.R.S) are relevant education laws that EARSS grants are intended to assist in carrying out. Boards of education are to:

### Regarding School Discipline

- 1) Provide an opportunity for a student to make up schoolwork during the period of suspension for full or partial academic credit. The intent is to provide an opportunity for the student to reintegrate into the educational program and to prevent risk of dropping out because of an inability to re-engage in school following the period of suspension. *(C.R. S 22-33-105(3)(d)(III). Suspension, expulsion, and denial of admission)*
- 2) Impose proportionate disciplinary interventions and consequences that are designed to reduce the number of expulsions, out-of-school suspensions, and referrals to law enforcement except where required by state or federal law. *(C.R.S. 22-32-109.1(2)(a)(L)(A). Conduct and Discipline Code)*

### Regarding Attendance

- 3) Implement required policies and procedures concerning school attendance, including but not limited to work with children who are chronically absent, to include development of a plan with the goal of assisting the student to remain in school and with participation of the child's parent, guardian, or legal custodian. *(C.R.S 22-33-107. Enforcement of compulsory school attendance – definitions)*
- 4) Employ best practices and research-based strategies to minimize the need for court action, and as a means of last resort, to compel compliance with attendance requirements. *(C.R.S. 22-33-108 (5). Judicial proceedings.* The appropriate school personnel are encouraged to work with the local community services group to develop the plan. "Local community services group" means the local juvenile services planning committee created pursuant to C.R.S. 19-2-211, the local collaborative management group created by a memorandum of understanding entered into pursuant to C.R.S. 24-1.9-102, or another local group of public agencies that collaborate with the school district to identify and provide support services for students.
- 5) Adopt attendance policies to address both excused and unexcused absences. The policy must specify the maximum number of unexcused absences a child has incurred before initiating judicial procedures to enforce compulsory attendance. Pursuant to C.R.S. 22-33-107(4) *Enforcement of Compulsory School Attendance - Definitions*, the board of education must annually report to CDE the number of children who are habitually truant based on unexcused absences per C.R.S. 22-33-102(3.5) *Definitions*.

## Appendix B: Definitions and Terms

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**At Risk of Suspension and Expulsion** – Risk of suspension and expulsion may include discipline referrals, suspension, classroom removal, and other reasons identified in district/school policies. At-risk of expulsion does not include teen pregnancy/parenting, academic failure, family functioning issues and/or illness or mental health issues. However, these issues may contribute to behavior. **Note:** Each school district shall adopt policies to identify students who are at risk of suspension or expulsion from school.

**Behavioral Management Plan** – An action plan to address behavioral, attendance, and truancy issues, including appropriate services and supports that are developed in coordination with students, parents, and school personnel. (C.R.S. 22-33-102.5(1))

**BOCES** – “Board of Cooperative Services” means a regional educational service unit designed to provide supporting, instructional, and administrative, facility, community, or any other services contracted by participating members. (C.R.S. 22-5-103)

**Charter Schools** – “Charter school” means a charter school authorized by a school district pursuant to state law or an institute charter school authorized by the state charter school institute. (C.R.S. 22-13-102) **Note:** If a charter school intends to apply for a grant that the school's authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the charter school may apply for the grant pursuant to state law independently or in collaboration with other charter schools. (C.R.S. 22-30.5-104(11)(c))

**Chronic Absenteeism** – “Chronic absenteeism” means a student is absent for any reason, excused or unexcused, ten percent or more of the days for which the student is enrolled in a public school during the school year. (C.R.S. 22-33-201.5(2))

**Compulsory School Attendance** – The School Attendance Law of 1963 requires that “every child who has attained the age of six years on or before August 1 of each year and is under the age of seventeen years, shall attend public school” for at least a number of hours specified by state statute during each school year. (C.R.S. 22-33-104)

**EARSS-Eligible Students** – The EARSS grant program serves expelled students pursuant to section 22-33-203 (2); to students who are identified as at risk of dropping out of school due to chronic absenteeism or disciplinary action as identified pursuant to section 22-33-202 (1); and to truant students pursuant to sections 22-33-107 (3) and 22-33-108 (5)

**Expelled/Expulsion** – Means to expel a student, on the grounds pursuant to state law, local board policy and/or codes of conduct. A student may be expelled for any period not extending beyond one year as directed by law. Statute provides exceptions to this. (C.R.S. 22-33-105)

**Educational Services** – As defined in state statute (C.R.S. 22-33-201.5), “educational services” means any of the following types of services to provide instruction to meet state academic standards, reduce course failure, and increase Postsecondary and Workforce Readiness: (a) Tutoring services, course remediation, credit recovery, and supplemental educational services; (2) Alternative educational programs; and (3) Career and technical education programs, work-based learning opportunities, and concurrent enrollment. **Note:** The educational services provided shall be designed to enable the EARSS-served student to make academic progress and advance toward graduating from high school or attaining a high school equivalency diploma. Services may include transition planning to appropriate educational services following the term of expulsion.

**Facility Schools** – As defined in state statute (C.R.S. 22-2-402(1)), “Approved facility school” means an educational program that is operated by a facility to provide educational services to students placed in the facility and that, pursuant to section 22-2-407 (2), has been placed on the list of facility schools that are approved to receive funds for providing educational services to students placed in a facility. For more details, see website for [CDE’s Office of Facility Schools](#).

**Habitually Truant** – Means a child who has attained the age of six years on or before August 1 of the year in question and is under the age of seventeen years and who has four unexcused absences from public school in any one month or ten unexcused absences from public school during any school year. Absences due to suspension or expulsion of a child are considered excused absences in relation to habitually truancy.

**Habitually Disruptive Student** – Means a child who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student. (C.R.S. 22-33-106)

**Student Engagement** – This means a student's sense of belonging, safety, and involvement in school that leads to academic achievement, regular school attendance, and graduation. Elements of promoting student engagement include providing rigorous and relevant instruction, creating positive relationships with teachers and counselors, providing social and emotional support services for students and their families, creating partnerships with community organizations and families that foster learning outside of the classroom, and cultivating regular school attendance. (C.R.S 22-14-102)

**Suspension** – Means to suspend a student, on the grounds pursuant to state law, local board policy and/or codes of conduct. A student may be suspended for not more than ten school days as directed by policy. Statute provides exceptions that allow a suspension for a period that shall not exceed 25 school days. (C.R.S. 22-33-105)

## Appendix C: CDE Helpful Links

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Current data that may be helpful in the completion of this application is available here:

[Dropout Prevention and Student Re-Engagement](#)

[Commonly Requested Data Available on CDE's Website | CDE](#)

[Dropout Prevention Framework | CDE](#)

### **Academic Data -**

Grad Rate (School/District) - [Graduation Dashboard | CDE](#)

Dropout Rate (School/District) - [Dropout Dashboard | CDE](#)

### **Discipline Data -**

District Level (Expulsion/ISS/OSS) FY22-24 - [District Profile Reports | CDE](#)

Grade Level (Self-reported – not available online) - [Suspension/Expulsion Statistics | CDE](#)

### **Attendance Data -**

District Level (CA Rate) FY22-24 - [District Profile Reports | CDE](#)

District/School CA Rate FY22-24 - [Attendance Goal Calculator Dashboard | CDE](#)

## **Appendix D: Effective Strategies**

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EARSS program evaluations have identified the following activities and strategies as most effective in contributing toward meeting grantees' performance goals.

### **Attendance Contracts**

Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.

### **Behavioral Plans**

Refers to action plans to address behavioral and truancy issues. Plans should be developed in coordination with students, parents, school personnel and community-based providers.

### **Course Completion/Credit recovery**

Refers to programs/activities that allow a student to continue earning course credits and to advance toward graduation and/or facilitates accrual of credits, especially in core courses (math, science, reading and social studies). May include self-paced digital content or online programs.

### **Counseling**

Refers to social-emotional counseling that may be school-based or community-based and is provided by qualified school staff or other counseling professionals.

### **Essential Skills Building**

Refers to programming that addresses the development of creativity and innovation skills, critical-thinking and problem-solving skills, communication and collaboration skills, social and cultural awareness, civic engagement, initiative and self-direction, flexibility, productivity and accountability, character, and leadership.

### **Online and Technology-Based Learning**

In this context, refers to a full-time Online Education Program, which in Colorado is defined as ..."a non-religious, non-sectarian full-time online education program or school authorized by..., that delivers a sequential program of synchronous or asynchronous instruction from a teacher to a student primarily through the use of technology via the internet in a virtual or remote setting. It is not an online program if there is not a teacher at a distance, who is responsible for the grading and teaching of the student, and there is not instruction over the internet."

### **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 advising, coaching, problem solving, and self-esteem building. This is often done by grant-funded FTE such as behavior interventionists, attendance advocates, family liaisons, tutors, mentors, counselors, and social workers, etc. Often involves a case management structure

### **Restorative Practices (in response to or as an alternative to exclusionary discipline)**

A formal process, facilitated by trained mediators in restorative justice, that allows students to understand the harm caused, who it affected and how to repair it. It provides support and opportunity to resolve student conflicts and misconduct.

### **Trauma Informed Approach**

Implementation of explicit recognition, understanding, and responsiveness to trauma with intentional efforts made in utilizing evidence-based practices to build healthy relationships, restore emotional safety, and create positive opportunities where students can practice self-regulation strategies and prosocial skills.

### **Wraparound case management**

Refers to an approach based on a team of people who come together around family strengths and needs to create unique interventions and supports based on a process of unconditional care. Family participation in decision-making is a key component. Involves provision of services and interventions to both students and parents\* and activities that facilitate family access to needed community services.

\*In the EARSS context, families are to be served through inter-agency agreements, not with EARSS funds.

## Appendix E: Planning Period

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### LOGIC MODEL

#### GOAL / PURPOSE OF PROGRAM:

OUTCOMES/ PERFORMANCE MEASURES:	RESOURCES (Staffing; Students; Organizations)	ACTIVITIES	OUTPUT	Implementation Updates/ Progress
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#### SYSTEMIC:

#### ACADEMIC:

#### ATTENDANCE/BEHAVIOR:

### SUMMARY OF SERVICES

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Provide a general update demonstrating the implementation of program is occurring for the following topics -

- 1. Models and strategies being utilized:** To what degree are proposed models and strategies being utilized in the program?
- 2. Training:** Training that has been completed and any training still scheduled including the number of training participants.
- 3. Students:** Status of the delivery of services and/or impact of changes on students.
- 4. Challenges:** Any challenges encountered with executing the plan and how these are being addressed.

### SUMMARY OF GRANT ACTIVITY

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Meeting Date	Purpose of Meeting	Number of Participants			
		Staff	Students	Family	Other

## Appendix F: Implementation Program Reporting

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### Performance Measure Updates

Please provide additional information regarding the students served by the EARSS grant.

#### Academic:

- Academic - Number of students being served and/or monitored
- Academic - Number of students who showed improvement

#### Attendance:

- Number of students being served and/or monitored
- Number of students who showed improvement

#### Behavior:

- Number of students being served and/or monitored
- Number of students who showed improvement

## EARSS GRANT END-OF-YEAR GRANT REPORTING COMPONENTS

Examples of evaluation reporting and guidance can be accessed on the [EARSS evaluation webpage](#).

### CONTRACT AND GRANT INFORMATION

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- Grantee Name
- Name of Program
- District Code or Facility School Code
- Name of Contact
- Contact Phone Number
- Contact Email Address
- Grant Year
- Anticipated Number of First-year Served Students
- Program Description

### STUDENTS SERVED

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- **Districts Served:** Did you serve students from more than one district with this grant?
  - Yes (If yes, indicate the number of districts served)
  - No
- 1. **Total Served:** How many students have you served in your program?
  - Expelled Students:** How many expelled students has your program served?
  - At-Risk Students:** How many at-risk students has your program served?
  - Chronically Absent Students:** How many chronically absent or at-risk of becoming chronically absent has your program served?
  - Habitually Truant Students:** How many habitually truant or at-risk of becoming habitually truant has your program served?
  - Facility Schools Only:** How many students were served because they attended a facility school?
- 2. **(Facility Schools Only)** How many out-of-state students has your program served?
- 3. **Reason for Participation:** Of the students you served, how many were served for the following reasons:
  - Drug violation (except Marijuana, Alcohol)
  - Alcohol violation
  - Tobacco violation
  - Marijuana violation
  - 1st, 2nd degree or vehicular assault
  - Dangerous weapons
  - Robbery/Theft/Stealing
  - Other felony

- Disobedient/defiant or repeated interference
- Detrimental behavior
- Destruction of school property
- 3rd degree assaults/disorderly conduct
- Sexual harassment/sexual assault
- Sexual Violence/Battery (other than rape)
- Rape or Attempted Rape
- Fights or other violent behavior
- Chronically Absent
- Expelled and/or suspended and transferred to Facility School
- Other violations of code of conduct

4. **(OPTIONAL) Comment:** Please comment on reasons for being served (if any):

5. **Student Outcomes.** Of the total number of students served, indicate their status as of the end of the reporting period. Please report primary outcome for students served.

- Will continue in EARSS program
- Refused services from EARSS program but returned to or continued at original school
- Successfully completed the EARSS program and remains in school
- Completed expulsion and transitioned back to original school
- Transferred to detention center or facility school
- Discontinued schooling/dropped out
- K-6 student exited to an unknown educational setting/status
- Expelled
- Student completed education
- Student left the educational system for some other reason

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

7. **At-Risk Student and In-School Suspensions:** Of the total number of at-risk students served, how many of these students received an in-school suspension while being served by your EARSS program?

8. **At-Risk Student and Out-of-School Suspensions:** Of the total number of at-risk students served, how many of these students received an out-of-school suspension while being served by your EARSS program?

9. **At-Risk Student and Chronically Absent:** Of the total number of students at-risk for chronically absent, indicate the number of students who had a truancy petition filed in court, while being served by your EARSS program.

## FAMILY AND SCHOOL PARTNERING

10. **Total Parents Engaged:** Of the students served, how many of their parents/guardians did you engage in the student's service and support plan?

11. **Family Engagement Strategies:** Please select the parent/guardians/family engagement strategies provided as part of your EARSS program.

- One-on-one, two-way communication between EARSS staff and the parent/guardian
- Family conferences
- Home visits
- Involvement in academic, attendance, and/or behavioral planning and services
- School-family decision-making
- Referrals to community-based resources and services
- Other (*please describe*)

## PROGRAM STRATEGIES AND SERVICE

12. **Strategies:** Please identify which strategies and programs were funded by the EARSS grant dollars (identify at least one).

- Attendance contracts.
- Behavioral plans.

- Certified Addictions Counselor (CAC) services.
- Counseling.
- Court mandated case management.
- Credit recovery.
- Culturally responsive interventions.
- Diversion from truancy court.
- Essential Skills Building.
- Extended day learning (Before and after school opportunities).
- High School Equivalency preparation/classes.
- Individual Career and Academic Planning.
- Mentorship Program.
- Model Evidence-Based Program(s).
- Motivational Interviewing.
- Multi-tiered system of support (MTSS).
- Online and technology-based learning.
- Positive staff-student mentoring and relationship building.
- Postsecondary Preparation.
- Professional development days.
- Restorative practices (in response to or as an alternative to exclusionary discipline).
- Service Learning.
- Student Attendance Review Board (SARB).
- Transition Planning/ Staffing between facility and school
- Trauma Informed Approaches.
- Tutoring.
- Wraparound case management.
- Other ... Please explain other strategies and services

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

## PERFORMANCE OBJECTIVES

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For each performance objective (academic, attendance, and behavior/social and emotional), please answer the following:

- Please report your progress on this objective (i.e., not making progress, approaching, met goal, or exceeded goal).
- Provide a summary of data supporting the progress reported above for objective:
  - The number of students who needed improvement in this area or the number of students assessed for this performance measure at baseline (denominator).
  - The number of students who significantly improved as measured by your selected indicator (numerator).
  - The percentage of students who improved in this area.
- What activities, services, or programs were most effective in helping meet this objective for your program?
- Describe special circumstances that positively and negatively contributed to meeting or exceeding this objective.

## CAPACITY BUILDING

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

- |   |  |
|---|--|
| <input type="checkbox"/> Alternatives to Suspensions and Expulsions   | <input type="checkbox"/> Student Engagement Strategies   |
| <input type="checkbox"/> Parent/family partnering                     | <input type="checkbox"/> Sustainability planning (includes using data, program improvement, fund development...) |
| <input type="checkbox"/> Alternative education                        | <input type="checkbox"/> Other ( <i>please describe</i> )  |
| <input type="checkbox"/> Attendance/Behavior plans for EARSS students |  |
| <input type="checkbox"/> Multi-tiered System of Supports              |  |

- **Topics.** Please list and describe professional development and training topics that would be of benefit in implementing your grant.

## SUSTAINABILITY

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

<ul style="list-style-type: none"> <li><input type="checkbox"/> Applied for grants</li> <li><input type="checkbox"/> Budget line items specified</li> <li><input type="checkbox"/> Formed/Secured Community partnerships for wrap around/ case management services</li> <li><input type="checkbox"/> Recaptured Per Pupil Revenue to be re-invested in your EARSS-funded strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shared EARSS results with district administrators or board members</li> <li><input type="checkbox"/> Full absorption of general funds</li> <li><input type="checkbox"/> Federal Formula Grants</li> <li><input type="checkbox"/> Other (please describe)</li> </ul>
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- b) **(1<sup>ST</sup> to 3<sup>RD</sup> GRANTEES ONLY) Next Steps:** Please describe the next steps toward sustainability.
  
- c) **(For Public schools/districts only)** Estimated Amount of Per Pupil Revenue you have recaptured for your district by keeping these students in your program or school.
  
- d) **(4<sup>TH</sup> Year Grantees Only)** Programs finishing their 4<sup>th</sup> year of EARSS funding: Please outline your plan to continue strategies and programs next year.

### SUCCESS STORIES (OPTIONAL)

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- **Parent or Family Success Story:** Please describe below a parent's, guardian's, or family's success story from your EARSS program. The success should be related to the strategies made possible by the EARSS grant and connected to why a student needed EARSS services. Based on your story please include the following:
  - Parent's, guardian's, or family's circumstances (expelled or at-risk) without using names or other personally identifiable information:
  - Manner in which the parent/guardian/family was engaged through the EARSS support:
  - Describe the success:
  
- **Student Success Story:** Please describe below a student's success story from your EARSS program. The success should be related to the services made possible by the EARSS grant and connected to the reasons the student needs the services. Based on your story, please include the following.
  - Describe Student's circumstances (expelled or at-risk) without using names or other personally identifiable information:
  - Program intervention/services provided:
  - Describe the success:

## Appendix G: Priority Funding Points – Attendance

The following school districts will qualify for priority funding points regarding attendance:

0010	Mapleton 1	1400	La Veta Re-2
0020	Adams 12 Five Star Schools	1530	Bayfield 10 Jt-R
0030	Adams County 14	1540	Ignacio 11 JT
0070	Westminster Public Schools	1590	Primero Reorganized 2
0120	Englewood 1	1620	Aguilar Reorganized 6
0123	Sheridan 2	2000	Mesa County Valley 51
0180	Adams-Arapahoe 28J	2035	Montezuma-Cortez RE-1
0220	Archuleta County 50 Jt	2070	Mancos Re-6
0290	Las Animas RE-1	2190	West End RE-2
0580	South Conejos RE-10	2520	East Otero R-1
0640	Centennial R-1	2535	Manzanola 3J
0770	Crowley County RE-1-J	2690	Pueblo City 60
0880	Denver County 1	2800	Moffat 2
0970	Calhan RJ-1	2862	Julesburg Re-1
0980	Harrison 2	3010	Cripple Creek-Victor RE-1
1010	Colorado Springs 11	3050	Otis R-3
1070	Hanover 28	3090	Weld County School District RE-3J
1330	Gilpin County RE-1	3120	Greeley 6
1340	West Grand 1-JT	3140	Weld Re-8 Schools
1390	Huerfano Re-1	3210	Wray RD-2
		9035	Centennial BOCES

The following schools will qualify for priority funding points regarding attendance:

0010	Mapleton 1	6315	North Valley School for Young Adults
0020	Adams 12 Five Star Schools	3406	Five Star Online Academy
0020	Adams 12 Five Star Schools	5816	Thornton High School
0020	Adams 12 Five Star Schools	6956	Pathways Future Center
0030	Adams County 14	0022	Lester R Arnold High School
0040	School District 27J	1021	Innovations & Options
0040	School District 27J	6687	27J Online Academy
0070	Westminster Public Schools	3931	Hidden Lake Secondary
0100	Alamosa RE-11J	3407	Alamosa Alternative Education School
0130	Cherry Creek 5	2653	Endeavor Academy
0180	Adams-Arapahoe 28J	1458	Aurora Central Campus
0180	Adams-Arapahoe 28J	3354	Gateway High School
0220	Archuleta County 50 Jt	2269	San Juan Mountain School
0290	Las Animas RE-1	0443	Academy of Las Animas Online School
0490	Buena Vista R-31	1508	Chaffee County High School
0580	South Conejos RE-10	0252	Antonito High School
0870	Delta County 50(J)	2155	Grand Mesa Choice Academy
0880	Denver County 1	0067	AUL Denver

0880	Denver County 1	0099	Academy 360
0880	Denver County 1	0418	Ashley Elementary School
0880	Denver County 1	1489	Compassion Road Academy
0880	Denver County 1	1561	Colorado High School Charter - GES
0880	Denver County 1	1748	Colorado High School Charter
0880	Denver County 1	1939	Compass Academy
0880	Denver County 1	2641	Excel Academy
0880	Denver County 1	2726	Emily Griffith High School
0880	Denver County 1	2994	5280 High School
0880	Denver County 1	3000	Florence Crittenton High School
0880	Denver County 1	3540	Girls Athletic Leadership School High School
0880	Denver County 1	3699	Delta High School
0880	Denver County 1	4444	John F Kennedy High School
0880	Denver County 1	4494	Denver Justice High School
0880	Denver County 1	5044	Legacy Options High School
0880	Denver County 1	5844	Contemporary Learning Academy
0880	Denver County 1	6308	North High School Engagement Center
0880	Denver County 1	6509	Denver Online
0880	Denver County 1	7163	Prep Academy
0880	Denver County 1	7188	Montbello Career and Technical High School
0880	Denver County 1	7246	Respect Academy
0880	Denver County 1	7361	RiseUp Community School
0880	Denver County 1	8145	Summit Academy
0880	Denver County 1	8995	Vista Academy
0880	Denver County 1	9693	West High School
0910	Eagle County RE 50	0205	Red Canyon High School
0910	Eagle County RE 50	9061	Vail Ski and Snowboard Academy (VSSA)
0920	Elizabeth School District	2600	Elizabeth Homeschool Enrichment Program
0980	Harrison 2	3870	Career Readiness Academy
0980	Harrison 2	7882	Sierra High School
1000	Fountain 8	0203	Wette Education Center
1010	Colorado Springs 11	0871	The Bijou School
1010	Colorado Springs 11	1885	Community Prep Charter School
1010	Colorado Springs 11	2528	Nikola Tesla Education Opportunity Center
1010	Colorado Springs 11	3360	Galileo Middle School
1010	Colorado Springs 11	5146	Eastlake High School of Colorado Springs
1010	Colorado Springs 11	5948	Mitchell High School
1010	Colorado Springs 11	6680	Palmer High School
1010	Colorado Springs 11	8457	Jack Swigert Middle School
1040	Academy 20	0209	Aspen Valley High School
1180	Roaring Fork RE-1	1006	Bridges
1420	Jefferson County R-1	0033	McLain Community High School
1420	Jefferson County R-1	0108	Alameda International Junior/Senior High School
1420	Jefferson County R-1	0370	Arvada High School
1420	Jefferson County R-1	0499	Jeffco Transition Services School

1420	Jefferson County R-1	0965	Brady Exploration School
1420	Jefferson County R-1	4408	Jeffco Virtual Academy
1420	Jefferson County R-1	4798	Connections Learning Center on the Earle Johnson Campus
1420	Jefferson County R-1	5623	Longview High School
1420	Jefferson County R-1	8036	Sobesky Academy
1550	Poudre R-1	3760	Centennial High School
1550	Poudre R-1	7124	Poudre High School
1550	Poudre R-1	7127	Poudre Community Academy
1550	Poudre R-1	7198	PSD Global Academy
1560	Thompson R2-J	9260	Harold Ferguson High School
2000	Mesa County Valley 51	7236	R-5 High School
2035	Montezuma-Cortez RE-1	8133	Southwest Open Charter School
2180	Montrose County RE-1J	9149	Vista Charter School
2405	Fort Morgan Re-3	5180	Lincoln High School
2520	East Otero R-1	5455	Tiger Trades Academy
2690	Pueblo City 60	4376	Risley International Academy of Innovation
2690	Pueblo City 60	7747	D60 Online School
3050	Otis R-3	6586	Otis Junior-Senior High School
3090	Weld County School District RE-3J	6933	Weld Re-3J Online Innovations
3120	Greeley 6	4425	Jefferson Junior/Senior High
8001	Charter School Institute	4699	New America School - Thornton
8001	Charter School Institute	5313	Kwiyagat Community Academy
8001	Charter School Institute	6219	New America School - Aurora
8001	Charter School Institute	6237	New America School
8001	Charter School Institute	9679	Colorado Early Colleges Online Campus
9035	Centennial BOCES	1607	Centennial BOCES High School
9170	Education reEnvisioned BOCES	0312	Williamsburg Academy of Colorado
9170	Education reEnvisioned BOCES	7497	Colorado Summit Connections Academy

## Appendix H: Priority Funding Points – Discipline

The following school districts will qualify for priority funding points regarding discipline:

0010	Mapleton 1
0020	Adams 12 Five Star Schools
0030	Adams County 14
0040	School District 27J
0070	Westminster Public Schools
0120	Englewood 1
0130	Cherry Creek 5
0140	Littleton 6
0180	Adams-Arapahoe 28J
0250	Springfield RE-4
0470	St Vrain Valley RE1J
0580	South Conejos RE-10
0640	Centennial R-1
0860	Custer County School District C-1
0870	Delta County 50(J)
0880	Denver County 1
0900	Douglas County Re 1
0970	Calhan RJ-1
0980	Harrison 2
0990	Widefield 3
1010	Colorado Springs 11
1020	Cheyenne Mountain 12
1030	Manitou Springs 14
1040	Academy 20
1050	Ellicott 22
1080	Lewis-Palmer 38
1110	District 49
1140	Canon City RE-1
1160	Cotopaxi RE-3

1220	Garfield 16
1390	Huerfano Re-1
1420	Jefferson County R-1
1510	Lake County R-1
1520	Durango 9-R
1550	Poudre R-1
1560	Thompson R2-J
1580	Trinidad 1
1828	Valley RE-1
2000	Mesa County Valley 51
2020	Moffat County RE: No 1
2035	Montezuma-Cortez RE-1
2070	Mancos Re-6
2180	Montrose County RE-1J
2395	Brush RE-2(J)
2660	Lamar Re-2
2690	Pueblo City 60
2700	Pueblo County 70
2750	Sargent RE-33J
3000	Summit RE-1
3010	Cripple Creek-Victor RE-1
3080	Weld County RE-1
3100	Weld RE-4
3110	Johnstown-Milliken RE-5J
3120	Greeley 6
3140	Weld Re-8 Schools
3145	Ault-Highland RE-9
8001	Charter School Institute
9130	Expeditionary BOCES

The following schools will qualify for priority funding points regarding discipline:

0020	Adams 12 Five Star Schools	4108	Horizon High School
0020	Adams 12 Five Star Schools	4187	Silver Hills Middle School
0020	Adams 12 Five Star Schools	5814	Thornton Middle School
0020	Adams 12 Five Star Schools	5816	Thornton High School
0020	Adams 12 Five Star Schools	6060	Mountain Range High School
0020	Adams 12 Five Star Schools	6342	Shadow Ridge Middle School
0020	Adams 12 Five Star Schools	6398	Northglenn Middle School
0020	Adams 12 Five Star Schools	6402	Northglenn High School
0030	Adams County 14	0020	Adams City Middle School
0030	Adams County 14	4516	Kearney Middle School
0040	School District 27J	1021	Innovations & Options
0040	School District 27J	7340	Riverdale Ridge High School
0040	School District 27J	9230	Vikan Middle School
0070	Westminster Public Schools	4465	Josephine Hodgkins Leadership Academy
0070	Westminster Public Schools	9466	Westminster High School
0120	Englewood 1	2752	Englewood Middle School
0130	Cherry Creek 5	1551	Cherokee Trail High School
0130	Cherry Creek 5	1570	Cherry Creek High School
0130	Cherry Creek 5	2357	Eaglecrest High School
0130	Cherry Creek 5	2653	Endeavor Academy
0130	Cherry Creek 5	4100	Horizon Middle School
0130	Cherry Creek 5	4975	Laredo Middle School
0130	Cherry Creek 5	6625	Overland High School
0130	Cherry Creek 5	7158	Prairie Middle School
0130	Cherry Creek 5	8020	Smoky Hill High School
0140	Littleton 6	5224	Littleton High School
0180	Adams-Arapahoe 28J	0464	Aurora Hills Middle School
0180	Adams-Arapahoe 28J	1458	Aurora Central Campus
0180	Adams-Arapahoe 28J	1800	Columbia Middle School
0180	Adams-Arapahoe 28J	2384	East Middle School
0180	Adams-Arapahoe 28J	6160	Mrachek Middle School
0180	Adams-Arapahoe 28J	7250	Rangeview High School
0180	Adams-Arapahoe 28J	9125	Vista Peak 9-12 Preparatory
0290	Las Animas RE-1	4986	Las Animas Junior High School
0490	Buena Vista R-31	1508	Chaffee County High School
0540	Clear Creek RE-1	1660	Clear Creek Middle School
0550	North Conejos RE-1J	1276	Centauri Middle School
0860	Custer County School District C-1	2091	Custer Middle School
0860	Custer County School District C-1	2092	Custer County High School
0870	Delta County 50(J)	2160	Delta Middle School
0880	Denver County 1	2213	Montbello Middle School
0880	Denver County 1	2223	DSST: Cole Middle School

0880	Denver County 1	4381	DSST: College View Middle School
0880	Denver County 1	4732	KIPP Sunshine Peak Academy
0880	Denver County 1	5973	Manual Middle School
0880	Denver County 1	8085	Rocky Mountain Prep Federal
0880	Denver County 1	8822	Thomas Jefferson High School
0880	Denver County 1	8995	Vista Academy
0880	Denver County 1	9336	Rocky Mountain Prep Sunnyside
0880	Denver County 1	9735	Rocky Mountain Prep Noel
0900	Douglas County Re 1	6165	Mountain Vista High School
0900	Douglas County Re 1	7118	Ponderosa High School
0970	Calhan RJ-1	1218	Calhan Secondary School
0980	Harrison 2	0469	Atlas Preparatory High School
0980	Harrison 2	1306	Carmel Community School
0980	Harrison 2	3522	Fox Meadow Middle School
0980	Harrison 2	3870	Career Readiness Academy
0980	Harrison 2	6686	Panorama Middle School
0990	Widefield 3	4394	Janitell Junior High School
0990	Widefield 3	9294	Watson Junior High School
1010	Colorado Springs 11	0871	The Bijou School
1010	Colorado Springs 11	1340	Carver Elementary School
1010	Colorado Springs 11	1798	Columbia Elementary School
1010	Colorado Springs 11	1870	Coronado High School
1010	Colorado Springs 11	2202	Doherty High School
1010	Colorado Springs 11	2528	Nikola Tesla Education Opportunity Center
1010	Colorado Springs 11	4070	Holmes Middle School
1010	Colorado Springs 11	4090	Mann Middle School
1010	Colorado Springs 11	4424	Jenkins Middle School
1010	Colorado Springs 11	5878	Midland Elementary School
1010	Colorado Springs 11	5948	Mitchell High School
1010	Colorado Springs 11	6306	North Middle School
1010	Colorado Springs 11	6680	Palmer High School
1010	Colorado Springs 11	7523	Russell Middle School
1010	Colorado Springs 11	7556	Sabin Middle School
1010	Colorado Springs 11	8457	Jack Swigert Middle School
1010	Colorado Springs 11	9404	West Middle School
1010	Colorado Springs 11	9445	West Elementary School
1030	Manitou Springs 14	5464	Manitou Springs Middle School
1040	Academy 20	0209	Aspen Valley High School
1050	Ellicott 22	2638	Ellicott Elementary School
1050	Ellicott 22	2642	Ellicott Senior High School
1110	District 49	2908	Falcon High School
1110	District 49	4102	Horizon Middle School
1110	District 49	6810	Patriot High School
1110	District 49	7613	Sand Creek High School
1110	District 49	7960	Skyview Middle School

1110	District 49	8791	Vista Ridge High School
1140	Canon City RE-1	1262	Canon City Middle School
1140	Canon City RE-1	1266	Canon City High School
1140	Canon City RE-1	5704	McKinley Elementary School
1140	Canon City RE-1	9248	Washington Elementary School
1220	Garfield 16	8274	Grand Valley Middle School
1390	Huerfano Re-1	9212	Walsenburg Jr. Sr. High School
1420	Jefferson County R-1	0965	Brady Exploration School
1420	Jefferson County R-1	2820	Everitt Middle School
1420	Jefferson County R-1	4798	Connections Learning Center on the Earle Johnson Campus
1420	Jefferson County R-1	5623	Longview High School
1420	Jefferson County R-1	6330	North Arvada Middle School
1420	Jefferson County R-1	8036	Sobesky Academy
1420	Jefferson County R-1	9234	Warren Tech
1520	Durango 9-R	3012	Florida Mesa Elementary School
1520	Durango 9-R	5888	Miller Middle School
1520	Durango 9-R	7994	Escalante Middle School
1520	Durango 9-R	8388	Sunnyside Elementary School
1550	Poudre R-1	3105	Fossil Ridge High School
1550	Poudre R-1	5168	Lincoln Middle School
1550	Poudre R-1	7124	Poudre High School
1550	Poudre R-1	7127	Poudre Community Academy
1550	Poudre R-1	7470	Rocky Mountain High School
1550	Poudre R-1	9374	Wellington Middle-High School
1560	Thompson R2-J	5312	Bill Reed Middle School
1560	Thompson R2-J	5316	Loveland High School
1560	Thompson R2-J	9260	Harold Ferguson High School
1580	Trinidad 1	1386	Trinidad Middle School
1828	Valley RE-1	8256	Sterling Middle School
2000	Mesa County Valley 51	0900	Bookcliff Middle School
2000	Mesa County Valley 51	1450	Central High School
2000	Mesa County Valley 51	3244	Fruita Middle School
2000	Mesa County Valley 51	3570	Grand Junction High School
2000	Mesa County Valley 51	3584	Grand Mesa Middle School
2000	Mesa County Valley 51	6070	Fruita Monument High School
2000	Mesa County Valley 51	6166	Mount Garfield Middle School
2000	Mesa County Valley 51	6562	Orchard Mesa Middle School
2000	Mesa County Valley 51	6666	Palisade High School
2000	Mesa County Valley 51	9406	West Middle School
2020	Moffat County RE: No 1	8398	Sunset Elementary School
2180	Montrose County RE-1J	1392	Centennial Middle School
2180	Montrose County RE-1J	7169	Outer Range
2395	Brush RE-2(J)	1096	Brush High School
2520	East Otero R-1	5455	Tiger Trades Academy

2660	Lamar Re-2	4956	Lamar Middle School
2690	Pueblo City 60	0860	Beulah Heights Elementary School
2690	Pueblo City 60	4376	Risley International Academy of Innovation
2690	Pueblo City 60	5048	Pueblo Academy of Arts
2690	Pueblo City 60	9188	W H Heaton Middle School
2700	Pueblo County 70	0025	Sky View Middle School
2700	Pueblo County 70	7086	Pleasant View Middle School
2700	Pueblo County 70	7208	Pueblo County High School
2700	Pueblo County 70	7212	Liberty Point International School
2700	Pueblo County 70	7214	Pueblo West High School
2700	Pueblo County 70	9134	Vineland Middle School
3000	Summit RE-1	8377	Summit Middle School
3000	Summit RE-1	8378	Summit High School
3080	Weld County RE-1	7058	South Valley Middle School
3100	Weld RE-4	8066	Severance High School
3100	Weld RE-4	9672	Windsor High School
3120	Greeley 6	2850	University Schools
3120	Greeley 6	3162	Franklin Middle School
3120	Greeley 6	3614	Greeley West High School
3120	Greeley 6	3880	Heath Middle School
3120	Greeley 6	4438	Prairie Heights Middle School
3120	Greeley 6	6364	Northridge High School
3140	Weld Re-8 Schools	3070	Fort Lupton High School
3145	Ault-Highland RE-9	3962	Highland High School
8001	Charter School Institute	0126	Academy of Advanced Learning
8001	Charter School Institute	1505	Colorado Military Academy
8001	Charter School Institute	1882	Community Leadership Academy
9130	Expeditionary BOCES	2840	Rocky Mountain School of Expeditionary Learning

