



**COLORADO**  
Department of Education

## Funding Opportunity

**Application Information Webinar: Thursday, August 1, 2024 at 2:00 p.m.**

Register to attend. OR Recorded application information webinar available on CDE's EARSS webpage.

**Intent to Apply Due: Thursday, August 15, 2024**

Completion of the Intent to Apply is strongly encouraged but not required.

**Applications Due: Monday, September 30, 2024, 11:59 p.m.**

Application will open in GAINS on Thursday, August 1, 2024, and close on Monday, September 30, 2024.

### Expelled and At-Risk Student Services – Systems Development Grant

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

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

**Applications for the EARSS Grant must be submitted through [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 Thursday, August 1, 2024, and close on Monday, September 30, 2024, 11:59 p.m.

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

# Expelled and At-Risk Student Services

Intent to Apply Due: Thursday, August 15, 2024

Applications Due: Monday, September 30, 2024 11:59 p.m.

## Introduction and Purpose

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The Expelled and At-Risk Student Services (EARSS) grant program at the Colorado Department of Education (CDE) is authorized by Colorado Revised Statute (C.R.S.) 22-33-205 to assist in providing educational and supportive services to students who have been expelled, are at-risk of expulsion, are truant, are at-risk of becoming habitually truant, and/or are considered chronically absent.

The purpose of this 18-month opportunity, called the EARSS System Development Grant, is targeted to support capacity building to minimize exclusionary discipline or attendance issues including to minimize court actions regarding attendance. Planning will include collaboration with school and district staff, students, family members, and may include staff from the judicial system, local police department, and outside agencies.

Applicants will be asked to select one of the following categories and funds may be used to support activities within that category:

### Discipline

*The following programs, **Systems Updates** and **Alternative to Exclusionary Discipline**, are intended for schools or districts who want to improve current discipline systems to reduce out of school suspensions and expulsions. Data points that will be reviewed to determine the effectiveness of the program will include: self-reported progress and state reported student discipline counts including total number of in school suspensions, out of school suspensions, and expulsions for the 2023-2024, 2024-2025, and 2025-2026 school years.*

**System Updates:** The goal of the Systems Update program is to conduct a systemic review, updating systems, ensuring understanding and consistency in disciplinary response. Funds may be utilized to fund a systemic review, update and train on district and school policies, update and train on the discipline matrix, analyze discipline trends, and update or training on discipline coding systems to ensure consistency in reporting. Systemic updates will clearly outline the process for reviewing student discipline and include a list of potential interventions to maintain consistency and transparency.

Performance Measures and data points linked to this program include:

- **Systems:** By the end of the 2026 school year, a full systemic review of the current discipline system will be completed and an implementation plan regarding changes will be created.
- **Student:** Throughout the grant process, students representing the school's demographics, will participate in the planning process, ensuring the students' voice is heard.
- **Staff:** By the end of the 2026 school year, the findings from the systemic review will be shared with 100% of staff and staff will collaborate to create an action plan regarding changes to be made.

Potential Expenses:

- Extra duty pay for time spent outside regular contact hours.
- Contractor to facilitate discussions and/or conduct a review.
- Materials and/or staff to conduct a needs assessment.
- Materials and/or staff time to redesign discipline matrix.
- Material and/or staff to host a planning meeting including feedback from district personnel, outside agencies, parents, students, and community members.
- Costs of training for district, school, and/or individual.
- Facilitator to analyze discipline trends and design program of greatest need.
- Materials and/or staff to create tools and resources supporting discipline matrix.

**Alternative to Exclusionary Discipline Practices:** Design and implement a disciplinary model focused on utilizing non-exclusionary discipline practices in response to disciplinary infractions. This could be an alternative to suspension and/or expulsion intervention, or a reintegration process for the student upon return to school from an exclusionary discipline

leave. Models may include building an in-school behavioral intervention/restorative room, training of staff in de-escalation techniques, create toolkit including, but not limited to, list of alternatives to exclusionary discipline, and data analysis regarding behaviors to target support based on identified need.

Performance Measures and data points linked to this program include:

- **Systems:** By the end of the 2026 school year, a protocol will be established regarding alternative discipline practices and the reintegration process in each school.
- **Student:** By the end of the 2026 school year, suspensions and/or expulsions reported to state will decrease by *[percent change to be determined by applicant]*.
- **Staff:** By the end of the 2026 school year, 75% of staff will be trained in the alternative to exclusionary discipline practices.

Potential Expenses:

- Materials and/or staff to conduct needs assessment.
- Materials and/or staff to design systems-based support for students on an alternative expulsion plan.
- Professional development on alternatives to suspension and/or expulsion programs, restorative practices, or other related topics.
- Materials and/or staff to establish and train staff in clear re-entry process for students returning from suspension and/or expulsion.
- Extra duty pay for time spent outside regular contract hours.
- Substitute teachers for training that occurs during the school day.
- Facilitator to analyze discipline trends and design program focused on greatest need.

### Attendance

*The following programs, **Systems Updates**, **Attendance Collaborative**, and **Attendance Campaign** are designed to review and improve current practices to regarding attendance. Data points that will be reviewed to determine the effectiveness of the program will include: self-reported progress and state reported attendance rates including chronically absent and habitually truant rates for the 2023-2024, 2024-2025, and 2025-2026 school years.*

**Systems Update:** The goal of the Systems Update focus is to look at and improve current attendance policy and trends, identifying process and procedures regarding attendance interventions, ensuring understanding and consistency in reporting and responding to attendance concerns. Funds may be utilized to fund a systemic review, update district and school policies, analyze attendance trends, update attendance coding systems, and update procedures regarding attendance interventions. Systemic updates will clearly outline the process for reviewing student attendance and include a list of potential interventions to maintain consistency and transparency.

Performance Measures and data points linked to this program include:

- **Systems:** By the end of the 2026 school year, a full systemic review of the current attendance system will be completed and an implementation plan to make changes will be created.
- **Student:** By the end of the 2026 school year, students representing the school's demographic breakdown, will participate in the planning process, ensuring the students voice is heard.
- **Staff:** By the end of the 2026 school year the findings from the systemic review will be shared with 100% of staff and staff will collaborate to create an action plan regarding changes to be made.

Potential Expenses:

- Extra duty pay for time spent outside regular contact hours.
- Contractor to facilitate discussions.
- Materials and/or staff to conduct a needs assessment.
- Materials and/or staff to redesign attendance materials.
- Materials and/or staff to host planning meeting including feedback from district personnel, outside agencies, parents, students, and community members.
- Facilitator to analyze attendance trends and design program focused on greatest need.

- Materials and/or staff to create toolkit around attendance and interventions.

**Attendance Collaborative:** Grantee will establish an interdisciplinary attendance team focused on decreasing the number of excused and unexcused absences by matching students and families with appropriate support, enabling the student(s) to attend school more frequently. This team will include interdisciplinary members from both internal and external sources. Attendance trends of family members may be included as part of the process, providing support as needed. The attendance team will focus on matching students and families with appropriate support, enabling students to attend school more frequently.

Performance Measures and data points linked to this program include:

- **Systems:** By the end of the 2026 school year, interdisciplinary attendance review teams will be established, and attendance review meetings will be conducted with students, parents, and the students' teachers as needed.
- **Student:** By the end of the 2026 school year, students identified as chronically absent and/or habitually truant will participate in an attendance collaborative meeting and create a plan to increase attendance.
- **Staff:** By the end of the 2026 school year, staff members who have a student participating in the collaborative meetings will have participated in the attendance team meeting regarding their student.

Potential Expenses:

- Home visits - formal training, extra duty pay for staff conducting visits and other allowable expenses.
- Student case management – formal training, extra duty pay for training, collaboration to establish case management protocol.
- Relationship Building Interventions – training and materials focused on specific interventions (Check and Connect, 2x10, advising, mentoring, etc.).
- Food for district, interagency, and community meetings.
- Materials and/or staff to create toolkit around attendance and interventions.
- Costs associated with Student Attendance Multiagency Collaborative Review Board.
- Costs associated with Truancy Case Management/Diversion Program.

**Attendance Campaign:** Design and implement an attendance campaign to increase awareness of overall school attendance. This may include materials to be used to communicate the importance of attendance within the community.

- **Systems:** By the end of the 2026 school year, an attendance campaign will be implemented at the school and district level with community involvement.
- **Student:** By the end of the 2026 school year, students identified as chronically absent and/or habitually truant will decrease by *[percent change to be determined by applicant]* as reported to the state.
- **Staff:** By the end of the 2026 school year, 100% of staff will have participated in the campaign and/or have discussed the importance of attendance with students and students' families.

Potential Expenses:

- Marketing materials - Flyers, stickers, door hangers, and/or magnets.
- Community meetings to identify barriers, open communication, and build relationships.
- Family nights at school to build relationships with school staff.
- Materials and/or staff to create toolkit around attendance and interventions.

An applicant has to identify itself as applying for only one of the above initiatives. **Only applicants that specifically address one of the categories will be considered.** Applicants are limited to one selection.

See **Appendix C** for the Colorado Revised Statutes relevant to the EARSS grant.

## Eligible Applicants and Priority Criteria

Local Education Providers (LEPs) are eligible to apply for this opportunity. An eligible LEP is:

- A School District (for the district or individual schools);
- A Board of Cooperative Educational Services (BOCES);
- A Charter School authorized by a School District;
- A Charter School authorized by the Charter School Institute;
- A Facility School approved pursuant to C.R.S. 22-2-407; and
- Non-public/non-parochial school pursuant to C.R.S. 22-2-107.

Applicants that have received funds from the EARSS program but are no longer receiving funds may apply for this current funding opportunity. Current FY2024-2025 EARSS grantees based in specific schools are not eligible to apply as an individual school-based program.

Priority funding points will be available in the current funding opportunity. Eligible applicants will be identified by CDE to receive additional priority points based on a statistically higher than average rate regarding out of school suspensions and chronic absenteeism during the 2022-2023 or 2023-2024 school year. **Appendix E and F** lists schools and districts who have been identified by CDE as being eligible for priority consideration. Five bonus points, per application, will be awarded to applications if identified, and the program is focused on the identified reason.

### **Charter Schools:**

Pursuant to [C.R.S. 22-30.5-104 \(11\)](#), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school's authorizer will be the fiscal agent, if funded.

- A charter school that applies for a grant shall provide to its authorizing district:
  - A copy of the grant application at the time the application is submitted to CDE; and
  - If the charter school receives the grant moneys, a summary of the grant requirements, a summary of how the charter school is using the grant moneys, and periodic reports on the charter school's progress in meeting the goals of the grant as stated in its application.
- 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 independently or in collaboration with other charter schools.

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

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A minimum of \$350,000 is available starting in the FY24-25 school year, with funding contingent on approval of appropriations from the State Legislature. Grants will be awarded for an 18-month term beginning January 1, 2025 through June 30, 2026. Funded applicants for the 2024-2025 school year are not guaranteed any additional funding beyond the 18-month funding period. Funds must be expended by **June 30, 2026**.

Funding requests cannot exceed \$50,000 for the 18-month period. It is anticipated that at least 7 applications will be awarded, with additional approvals if funding allows.

## **Allowable Use of Funds**

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A Local Education Provider that receives a grant under the program shall use the monies to plan and implement the proposed program.

For examples of effective program strategies and services typically funded by EARSS grants, refer to **Appendix D: Effective Strategies**.

## **Examples of Allowable Expenses**

- Activities to facilitate the planning process (e.g. consultation services, needs assessments, data analysis, gaps analysis, strategic planning sessions, producing the written plan, etc.);
- Professional development for grant-associated staff 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 (e.g. registration fees, participant travel, substitute teacher pay for release time to attend training, trainer fees for onsite training/consultation, etc.);
- Other purchased services to support staff salaried by the grant (e.g. mileage reimbursement, cell phone, laptop, etc.);
- Acquiring services of an external evaluator, stipends for staff performing evaluation duties, or other evaluation-related costs intended to ensure the completion of the EARSS Systems Development Grant End of Year Report; and
- Travel expenses to attend DPSR spring convening and Pathways fall conference.

To encourage the hiring and retainment of Student Support Personnel to complete the work of the EARSS grant program, grant funds may be used to pay an employee who is vital to the program being implemented a stipend for the hours dedicated to completion of required graduate level post-secondary coursework. The grantee is responsible for determining appropriate number of hours that might be required to complete the work.

Education Providers receiving a grant through EARSS are required to attend Dropout Prevention Student Re-Engagement (DPSR) Spring Convenings during spring semester. These are held in multiple locations around Colorado. Grant recipients are strongly encouraged to attend the Student Pathways Fall Conference, held in Colorado Springs, that occurs in September 2025. Grant funds may be utilized to cover costs associated with attending these events.

Specific administrative-related costs must be due to work incurred as a result of receiving the 18-month EARSS award and must be described as individual line items per budget category on the Budget Detail workbook.

**Unallowable Expenses:**

- 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.;
- Truancy court-related legal fees;
- Expulsion hearing related costs;
- 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.
- Incentives, prizes, clothing, and fieldtrips

**Evaluation and Reporting**

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Each Education Provider that receives a grant through the EARSS grant is required to report, at a minimum, the following information:

- End of Year Report (see **Appendix B**);
- Copies of agendas and minutes from all grant-related meetings, if requested;
- Regular updates on grant progress to LEA’s governing body, and
- Financial Reports

See **Appendix C** for list of required reports.

Education Providers receiving funding through the EARSS grant may be selected for a site visit by CDE program staff during the 2025-2026 school year.

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## Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE's privacy and security policies and procedures.

**Note:** Documents submitted as part of the 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. Data reported as a rate of occurrence does not need to be redacted.

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

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## Application Assistance and Intent to Apply

A recorded application training webinar will be posted on CDE's EARSS webpage.

If interested in applying for this funding opportunity, submit the Intent to Apply by **Thursday, August 15, 2024**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing a sufficient number of peer reviewers, and provides an avenue to communicate important updates with potential applicants.

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## Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **January 1, 2025**.

**Note:** This is a competitive process – applicants must score at least 28 points out of the 36 possible narrative points to be approved for funding. Applications that score below 28 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

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## Submission Process and Deadline

Applications must be completed and submitted through [GAINS](#) by **Monday, September 30, 2024, 11:59 p.m.**

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

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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 (pages 14-15).



[Modify as needed]

**Part I: Applicant Information and Program Assurances**

**Part II: Narrative and Budget**

**Uploads**

# Expelled and At-Risk Student Services Grant

Intent to Apply Due: Thursday, August 15, 2024

Applications Due: Monday, September 30, 2024, 11:59 p.m.

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

Applications will be accepted in GAINS from August 1 to September 30, 2024

## Part I: Applicant Information and Program Assurances

Authorized Representative Information			
For Charter School applicants, the Authorized Representative and Fiscal Manager will be contacts from your authorizing district/CSI.			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	
Executive Summary			
[Provide a brief description of the program to be supported by this funding. May not exceed 500 words or 2500 characters with spaces. The Executive Summary is not a scored component of the application.]			

Type of Education Provider [check box below that best describes the school's organization or authorizer]
<input type="checkbox"/> School District <input type="checkbox"/> BOCES <input type="checkbox"/> Facility School <input type="checkbox"/> Charter School Institute <input type="checkbox"/> Other (Describe)

For school-based direct services, list maximum of three schools impacted by this funding. Facility schools are exempted from providing this information.

## Program Assurances

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**Applicants will agree to the below Assurances within the 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 applicant agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The applicant also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept EARSS funding agree to the following assurances:

- 1) The grantee will annually provide the Colorado Department of Education the evaluation information required in the End-of-Year Report (**Appendix B**) of the Request for Applications.
- 2) Grant progress will report to district school board or LEA at least once a year.
- 3) The grantee will work with and provide requested data to CDE for EARSS Funded Activities within the time frames specified.
- 4) The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- 5) Funds will be used to supplement and not supplant any funds currently being used to provide EARSS services and grant dollars will be administered by the appropriate fiscal agent.
- 6) Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- 7) If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- 8) The grantee will maintain sole responsibility for the project even though subcontractors 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.

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

### **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)

10) 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).

11) 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.

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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Responses should be completed in the online application form. 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 form.

### Narrative Questions:

#### Program Focus: (dropdown options)

Select one of the following:

- Discipline
  - System Updates
  - Alternative to Exclusionary Discipline
- Attendance
  - Systems Updates
  - Attendance Collaborative
  - Attendance Campaign

#### Section A: Needs Assessment and Program Overview

- 1) Describe the need for the proposed work, why it was selected, and how the program will impact the school community. [Not to exceed 500 words/ 2500 characters with spaces]

#### Section B: Program Description –

- 3) Describe the EARSS-Supported activities related to each performance measure [Not to exceed 500 words / 2500 characters with spaces]
- 4) Describe the expected outcomes for each measure and how success will be measured [Not to exceed 500 words / 2500 characters with spaces]

#### Section C: Program Accountability

- 5) Describe how the applicant will fulfill the grant's external reporting and evaluation requirements [Not to exceed 250 words / 1250 characters with spaces]
- 6) Describe how the applicant will use data, reporting, and evaluation to inform continuous program development [Not to exceed 500 words / 2500 characters with spaces]

#### Section D: Program Budget:

Complete your proposed program budget in GAINS. [Provide any budget guidance or links to resources here.]

## Evaluation Rubric and Application Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 28 points out of the 36 possible narrative points and all required elements must be addressed. An application that scores below 28 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 elements will not be funded without revisions.

Part II: Narrative and Budget		
Section A:	Needs Assessment	6
Section B:	Program Description	12
Section C:	Program Accountability	12
Section D:	Budget	6
		<b>Total Available:</b>
		<b>36</b>
		Priority Funding Points (Completed by CDE)

### Section A: Needs Assessment

2) Describe the need for the proposed work, why it was selected, and how the program will impact the school community.

This should include:

- Relevant data that was considered for the application.
- What has already occurred to address this need.
- Gap that remains that the EARSS grant will address.
- Evidence that will be collected to demonstrate impact.

[Not to exceed 500 words / 2500 characters]

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.
0	2	4	6

### Section B: Program Description (See Appendix A)

3) **Activities/Support:** Describe the EARSS-Supported activities related to each performance measure. [Not to exceed 500 words / 2500 characters with spaces]

For example:

- Planning meetings.
- Training associated with program.
- Facilitated conversations.
- Student interviews, involvement, shadowing, etc.
- Data analysis.

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.
0	2	4	6

4) **Outputs:** Outputs are evidence that the program’s activities have occurred. These are utilized to ensure work is being done, similar to a formative assessment. Include the internal accountability process and how data will be utilized in this process.

Describe the expected outcomes for each measure and how success will be measured. [Not to exceed 500 words / 2500 characters with spaces]

For example:

- Elimination of truancy court petitions.
- Decrease in chronic absenteeism.
- Updated discipline matrix.
- Decrease in expulsions.

[Not to exceed 500 words / 2500 characters]

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.
0	2	4	6

### Section C: Program Accountability

5) Describe how the applicant will fulfill the grant’s external reporting and evaluation requirements found in **Appendix B and C.** [Not to exceed 250 words / 1250 characters]

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.
0	2	4	6

6) Describe how the applicant will use data, reporting, and evaluation to inform continuous program development, specifically in:

- a) Addressing student needs/ensuring student voice is heard and utilized.
- b) Reviewing school-based data to inform programming.
- c) Evaluating student and family outcomes.
- d) Achieving program implementation. [Not to exceed 500 words/ 2500 characters]

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.
0	2	4	6

### Section D: Program Budget

#### Within the Budget Workbook:

7) Each line item clearly identifies what funds will be used for and appear to be necessary and reasonable. Line items include a break-down to how total expense was calculated when necessary.

Item Description Example:

- Materials for planning meetings, including flipchart, copy paper for handouts . . .
- 0.XX FTE for [ROLE] at \$XX per [hour/month/year] for XX [hours, sessions, etc.]
- Staffing positions may be identified but please do not include individual staff members names
- Travel to Fall Conference in Colorado Springs for XX team member(s) including \$XX mileage reimbursement, \$XX food, \$XX hotel costs

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.
0	2	4	6

## Appendix A: Interventions and Performance Measures

### Discipline Focused

- **Systems Update – Grantee will conduct a systemic review, updating systems that support discipline, ensuring understanding and consistency in disciplinary response.**
  - **Systems:** By the end of the 2026 school year, a full systemic review of the current discipline system will be completed and an implementation plan regarding changes will be created.
  - **Student:** Throughout the grant process, students representing the school's demographics will participate in the planning process, ensuring the students' voice is heard.
  - **Staff:** By the end of the 2026 school year, the findings from the systemic review will be shared with 100% of staff and staff will collaborate to create an action plan regarding changes to be made.
- **Alternative to Exclusionary Discipline – Grantee will design and implement a disciplinary model focused on utilizing non-exclusionary discipline practices in response to disciplinary infractions.**
  - **Systems:** By the end of the 2026 school year, a protocol will be established regarding alternative discipline practices and the reintegration process in each school.
  - **Student:** By the end of the 2026 school year, suspensions and/or expulsions reported to state will decrease by [percent change to be determined by applicant].
  - **Staff:** By the end of the 2026 school year, 75% of staff will be trained in the alternative to exclusionary discipline practices.

### Attendance Focused

- **Systems Update – Grantee will conduct a systemic review of current attendance policy and trends, identifying process and procedures regarding attendance interventions.**
  - **Systems:** By the end of the 2026 school year, a full systemic review of the current attendance system will be completed and an implementation plan to make changes will be created.
  - **Student:** By the end of the 2026 school year, students representing the school's demographic breakdown, will participate in the planning process, ensuring the students voice is heard.
  - **Staff:** By the end of the 2026 school year the findings from the systemic review will be shared with 100% of staff and staff will collaborate to create an action plan regarding changes to be made.
- **Attendance Collaborative – Grantee will establish an interdisciplinary attendance team focused on decreasing the number of excused and unexcused absences by matching students and families with appropriate support, enabling the student(s) to attend school more frequently.**
  - **Systems:** By the end of the 2026 school year, interdisciplinary attendance review teams will be established, and attendance review meetings will be conducted with students, parents, and the students' teachers as needed.
  - **Student:** By the end of the 2026 school year, students identified as chronically absent and/or habitually truant will participate in an attendance collaborative meeting and create a plan to increase attendance.
  - **Staff:** By the end of the 2026 school year, staff members who have a student participating in the collaborative meetings will have participated in the attendance team meeting regarding their student.
- **Attendance Campaign – Grantee will design and implement an attendance campaign to increase awareness of overall school attendance.**
  - **Systems:** By the end of the 2026 school year, an attendance campaign will be implemented at the school and district level with community involvement.
  - **Student:** By the end of the 2026 school year, students identified as chronically absent and/or habitually truant will decrease by [percent change to be determined by applicant as reported to the state].



- **Staff:** By the end of the 2026 school year, 100% of staff will have participated in the campaign and/or have discussed the importance of attendance with students and students' families.

**GoalAppendix B: End of Year Report**

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

**CONTRACT AND GRANT INFORMATION**

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- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Grantee Name</li> <li>• Name of Program</li> <li>• District Code or Facility School Code</li> </ul> | <ul style="list-style-type: none"> <li>• Name of Contact</li> <li>• Contact Phone Number</li> <li>• Contact Email Address</li> </ul> |
|--|--|

**LOGIC MODEL**

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<b>GOAL / PURPOSE OF PROGRAM:</b>				
<b>OUTCOMES/ PERFORMANCE MEASURES:</b>	<b>RESOURCES</b> (Staffing; Students; Organizations)	<b>ACTIVITIES</b>	<b>OUTPUT</b>	<b>Implementation Updates/ Progress</b>
<b>STAFF:</b>				
<b>STUDENT:</b>				
<b>SYSTEMIC:</b>				

**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

**PERFORMANCE OBJECTIVES**

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For each performance objective (student, staffing, and systems-based), please answer the following:

- Please report your progress on this objective (i.e., not making progress, approaching, met goal, or exceeded goal). Please explain how you determined this.
- 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.

## Appendix C: Reporting Requirements

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### By July 15, 2025:

- End of Year Report (see **Appendix B**)

### By September 30, 2025:

- Annual Fiscal Report including completed budget file and copy of general ledger for costs incurred between January 1, 2025 and June 30, 2025.

### By February 15, 2026:

- Interim Fiscal Report including a copy of general ledger of grant for expenses between July 1, 2025 and December 31, 2025.

### By July 15, 2026:

- End of Year Report (see **Appendix B**);
- Written plan to continue the implementation of program after the grant program is concluded; and

### By September 30, 2026:

- Annual Fiscal Report including completed budget file and copy of general ledger for costs incurred between January 1, 2026 and June 30, 2026.

## **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: Priority Funding - Discipline

The following schools are eligible for 5 priority funding points due to the high number of students who received an out of school suspension compared to the student population. List will be updated with FY23-24 data once data becomes available. Districts with three or more schools listed are encouraged to apply as a district-level grant. A maximum of 5 priority funding points will be awarded per application.

Priority points will be awarded to district applications for rates above 15% and individual school applications above 45% during the FY22-23 or FY23-24 school year.

District		22-23	23-24
<b>0030</b>	Adams County 14	X	X
<b>0070</b>	Westminster Public Schools	X	X
<b>0250</b>	Springfield RE-4		X
<b>0290</b>	Las Animas RE-1	X	
<b>0580</b>	South Conejos RE-10		X
<b>0640</b>	Centennial R-1		X
<b>0740</b>	Sierra Grande R-30	X	
<b>0980</b>	Harrison 2	X	
<b>1010</b>	Colorado Springs 11		X
<b>1390</b>	Huerfano Re-1	X	X
<b>1580</b>	Trinidad 1	X	X
<b>2035</b>	Montezuma-Cortez RE-1	X	X
<b>2690</b>	Pueblo City 60	X	X
<b>2720</b>	Rangely RE-4	X	
<b>2730</b>	Upper Rio Grande School District C-7	X	
<b>3120</b>	Greeley 6	X	X

### Individual Schools

District		School		22-23	23-24
0020	Adams 12 Five Star Schools	5814	Thornton Middle School	X	X
0020	Adams 12 Five Star Schools	6398	Northglenn Middle School	X	X
0020	Adams 12 Five Star Schools	0210	Vantage Point	X	X
0030	Adams County 14	4516	Kearney Middle School	X	
0030	Adams County 14	0020	Adams City Middle School	X	X
0040	School District 27J	9230	Vikan Middle School	X	X
0070	Westminster Public Schools	7812	Shaw Heights Middle School	X	X
0120	Englewood 1	2752	Englewood Middle School	X	
0130	Cherry Creek 5	4100	Horizon Middle School	X	X
0130	Cherry Creek 5	7158	Prairie Middle School	X	X
0180	Adams-Arapahoe 28J	6160	Mrachek Middle School	X	
0180	Adams-Arapahoe 28J	8078	South Middle School	X	
0290	Las Animas RE-1	4986	Las Animas Junior High School	X	
0880	Denver County 1	2227	Denver Discovery School	X	
0880	Denver County 1	5973	McAuliffe Manual Middle School	X	X
0880	Denver County 1	7163	Prep Academy	X	
0880	Denver County 1	9336	Rocky Mountain Prep Sunnyside		X
0880	Denver County 1	9702	West Middle School	X	
0980	Harrison 2	3522	Fox Meadow Middle School	X	X
0980	Harrison 2	3870	Career Readiness Academy	X	
0980	Harrison 2	6686	Panorama Middle School	X	X
0990	Widefield 3	9560	Discovery High School	X	
1010	Colorado Springs 11	0871	Bijou School		X
1010	Colorado Springs 11	2528	Nikola Tesla Education Opportunity Center		X
1010	Colorado Springs 11	3360	Galileo School of Math and Science	X	
1010	Colorado Springs 11	7556	Sabin Middle School		X
1040	Academy 20	0209	Aspen Valley Campus	X	
1110	District 49	6810	Patriot High School	X	
1140	Canon City RE-1	5704	McKinley Elementary School	X	
1420	Jefferson County R-1	2820	Everitt Middle School	X	X
1420	Jefferson County R-1	4798	Connections Learning Center on the Earle Johnson Campus	X	X
1420	Jefferson County R-1	5623	Longview High School	X	X
1420	Jefferson County R-1	8036	Sobesky Academy		X
1550	Poudre R-1	3760	Centennial High School		X
1550	Poudre R-1	7127	Poudre Community Academy	X	
2690	Pueblo City 60	4376	Risley International Academy of Innovation	X	
2690	Pueblo City 60	5048	Pueblo Academy of Arts	X	X
2690	Pueblo City 60	7481	Roncalli Stem Academy	X	X
2690	Pueblo City 60	9188	W H Heaton Middle School	X	X
3120	Greeley 6	3162	Franklin Middle School	X	X
3120	Greeley 6	3880	Heath Middle School	X	X
3120	Greeley 6	0988	Brentwood Middle School	X	X
3120	Greeley 6	4438	Prairie Heights Middle School		X

## Appendix F: Priority Funding – Attendance

Schools and districts are eligible for 5 priority funding points, per application, due to statistically high chronically absent rates. List will be updated with FY23-24 data once data becomes available. Chronically absent rates were selected as the identification data point as it incorporates both excused and unexcused absences. Districts with three or more schools listed are encouraged to apply as a district-level grant. A maximum of 5 priority funding points will be awarded per application.

Priority points will be awarded to district applications for Chronic Absenteeism rates above 45% and individual school applications above 65% during the FY22-23 or FY23-24 school year.

### School Districts

District		22-23	23-24
<b>0030</b>	Adams 14		X
<b>0640</b>	Centennial R-1	X	X
<b>1070</b>	Hanover 28	X	X
<b>1380</b>	Hinsdale County RE-1		X
<b>1390</b>	Huerfano Re-1	X	X
<b>1400</b>	La Veta Re-2	X	X
<b>1980</b>	De Beque 49JT	X	
<b>2035</b>	Montezuma-Cortez RE-1	X	
<b>2055</b>	Dolores RE-4A	X	
<b>2190</b>	West End RE-2	X	
<b>2530</b>	Rocky Ford R-2	X	
<b>2535</b>	Manzanola 3J	X	X
<b>2580</b>	Ouray R-1	X	X
<b>2690</b>	Pueblo City 60	X	
<b>2800</b>	Moffat 2	X	X
<b>3000</b>	Summit RE-1	X	
<b>3010</b>	Cripple Creek-Victor RE-1	X	X
<b>9035</b>	Centennial BOCES	X	X

### Individual Schools

District		School		22-23	23-24
0010	Mapleton 1	6315	North Valley School for Young Adults	X	X
0020	Adams 12 Five Star Schools	5814	Thornton Middle School	X	
0020	Adams 12 Five Star Schools	6956	Pathways Future Center	X	X
0030	Adams County 14	0022	Lester R Arnold High School	X	X
0030	Adams County 14	0024	Adams City High School		X
0070	Westminster Public Schools	3931	Hidden Lake High School	X	X
0100	Alamosa RE-11J	3407	Alamosa Alternative Education School		X
0120	Englewood 1	0206	Colorado's Finest High School of Choice	X	
0180	Adams-Arapahoe 28J	1458	Aurora Central Campus	X	X
0220	Archuleta County 50 Jt	2269	San Juan Mountain School	X	X
0470	St Vrain Valley RE1J	6498	New Meridian High School	X	
0480	Boulder Valley Re 2	0125	Arapahoe Ridge High School	X	
0480	Boulder Valley Re 2	4496	Justice High Charter School	X	

0580	South Conejos RE-10	0252	Antonito High School		X
0880	Denver County 1	0067	AUL Denver	X	X
0880	Denver County 1	0099	Academy 360	X	
0880	Denver County 1	1489	Compassion Road Academy	X	X
0880	Denver County 1	1561	Colorado High School Charter - GES	X	X
0880	Denver County 1	1748	Colorado High School Charter	X	X
0880	Denver County 1	2025	Robert F. Smith STEAM Academy		X
0880	Denver County 1	2188	Denver Center for 21st-Century Learning at Wyman	X	X
0880	Denver County 1	2227	Denver Discovery School	X	
0880	Denver County 1	2349	Escalante-Biggs Academy	X	
0880	Denver County 1	2641	Excel Academy	X	X
0880	Denver County 1	2726	Emily Griffith High School	X	X
0880	Denver County 1	2880	Fairview Elementary School	X	
0880	Denver County 1	2994	5280 High School	X	X
0880	Denver County 1	3000	Florence Crittenton High School	X	X
0880	Denver County 1	3655	Center for Talent Development at Greenlee	X	
0880	Denver County 1	3699	Delta High School	X	X
0880	Denver County 1	3778	International Academy of Denver at Harrington	X	X
0880	Denver County 1	4494	Denver Justice High School	X	X
0880	Denver County 1	5044	Legacy Options High School	X	X
0880	Denver County 1	5844	Contemporary Learning Academy	X	X
0880	Denver County 1	6308	North High School Engagement Center	X	X
0880	Denver County 1	6509	Denver Online		X
0880	Denver County 1	7163	Prep Academy	X	X
0880	Denver County 1	7188	Montbello Career and Technical High School	X	X
0880	Denver County 1	7246	Respect Academy	X	X
0880	Denver County 1	8995	Vista Academy	X	X
0880	Denver County 1	9693	West High School	X	
0910	Eagle County RE 50	0205	Red Canyon High School	X	X
0910	Eagle County RE 50	9061	Vail Ski and Snowboard Academy (VSSA)	X	
0970	Calhan RJ-1	1218	Calhan Secondary School	X	
0980	Harrison 2	3870	Career Readiness Academy	X	X
1000	Fountain 8	0203	Welte Education Center	X	X
1010	Colorado Springs 11	0871	The Bijou School	X	X
1010	Colorado Springs 11	1885	Community Prep Charter School	X	X
1010	Colorado Springs 11	2528	Nikola Tesla Education Opportunity Center	X	X
1010	Colorado Springs 11	5146	Eastlake High School of Colorado Springs	X	X
1110	District 49	2908	Falcon High School	X	
1110	District 49	6810	Patriot High School	X	X
1180	Roaring Fork RE-1	1006	Bridges	X	X
1390	Huerfano Re-1	3306	Gardner Valley School	X	
1390	Huerfano Re-1	9212	John Mall Jr/Sr High School	X	
1420	Jefferson County R-1	0033	McLain Community High School	X	X
1420	Jefferson County R-1	0965	Brady Exploration School	X	X
1420	Jefferson County R-1	4798	Connections Learning Center Earle Johnson Campus	X	X
1420	Jefferson County R-1	5623	Longview High School	X	X



1420	Jefferson County R-1	8036	Sobesky Academy	X	X
1550	Poudre R-1	3760	Centennial High School	X	X
1550	Poudre R-1	7124	Poudre High School		X
1550	Poudre R-1	7127	Poudre Community Academy	X	X
2035	Montezuma-Cortez RE-1	8133	Southwest Open Charter School	X	X
2180	Montrose County RE-1J	9149	Vista Charter School	X	X
2405	Fort Morgan Re-3	5180	Lincoln High School	X	X
2520	East Otero R-1	5455	Tiger Trades Academy	X	X
2580	Ouray R-1	6598	Ouray Middle School	X	X
2580	Ouray R-1	6600	Ouray Senior High School	X	X
2640	Aspen 1	0432	Aspen High School		X
2690	Pueblo City 60	4376	Risley International Academy of Innovation	X	
3000	Summit RE-1	8378	Summit High School	X	
3120	Greeley 6	4425	Jefferson Junior/Senior High	X	X
8001	Charter School Institute	6266	New Legacy Charter School	X	X
8001	Charter School Institute	9596	Wildflower Montessori Public Schools of Colorado Aurora		
9035	Centennial BOCES	1607	Centennial BOCES High School	X	X
9035	Centennial BOCES	3997	Innovative Connections High School	X	