Expelled and At-Risk Student Services Grant Program Annual Evaluation Report 2024-25

Submitted to:
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Colorado House Education Committee
Colorado Senate Education Committee

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Table of Contents

Contents

Executive Summary 3

Introduction 4

Background: State Statute on Expulsion Prevention and Support Services 4

Reporting Requirements 5

2024-2025 Grant Awards 5

Students Served in 2024-2025 6

Student Characteristics 7

Student Supports and Services 8

Program Services Implemented 8

Family Engagement 9

Program Effectiveness 10

Performance Objectives 11

Meeting Legislative Intent – Impacting EARSS Students 13

Impacting Schoolwide Outcomes – Dropouts and Student Engagement 14

Conclusion 17

Appendix A – Evaluation Methodology 17

Appendix B –2024-2025 Funded Grantees 18

Executive Summary

The Expelled and At-Risk Student Services (EARSS) grant program provides funding to improve outcomes related to student attendance and behavior and reduce disciplinary incidents. Grantees use funds to provide direct services to students, build consistent attendance and discipline practices, and develop alternatives to suspension and expulsion. The goal of the grant is to keep more students in school, improve students' regular attendance, and support students' progress toward graduation.

Overall Outcomes

In 2024-2025, the Colorado General Assembly appropriated $9,499,542 for the EARSS program. The Colorado Department of Education (CDE) awarded funds to 45 grantees; 38 grantees provided direct services and seven grantees in a planning period for attendance or discipline/behavior programs that will be implemented across multiple schools.

Overall, students supported by the EARSS grant program experienced positive outcomes at the end of the school year, with 93.3 percent of the students having remained in school, received a diploma (graduating) or completed school. In addition, many grantee sites demonstrated overall progress including:

- Almost half of grantee schools met their performance objectives.
- Nearly half made improvements greater than the state's improvement in reducing the dropout rate.
- Just over one-third improved attendance greater than the state's rate.

More Than 6,300 Students Served

A total of 6,323 students received direct support with most of those students enrolled in secondary schools and a majority of students identified as Hispanic or Latino. This included:

- The majority of students served (88.4 percent) were in sixth through twelfth grade; however, all grades, K-12, were served across grantee sites.
- Just over half of the students served were Hispanic or Latino students (52.4 percent), which was greater than the overall state enrollment (36.5 percent).
- More than half of the students were served due to attendance concerns (59.4 percent of students served) with the rest served for expulsions or risk of expulsion which includes detrimental and defiant behavior.

In addition to direct student support, more than 4,100 parents and guardians received support services to assist in their children's learning, positive engagement and academic development.

The EARSS Program Met Legislative Intent

Evaluation results demonstrate that the statutorily defined goals of the EARSS program to prevent expulsions, suspensions and truancy were met. Grantees reported that, while being served by the EARSS program during the current school year, 91.8 percent of at-risk students did not receive an out-of-school suspension and 91.8 percent did not receive an in-school suspension after receiving EARSS services. Of the students at-risk for truancy or chronic absenteeism, 98.2 percent did not have a truancy petition filed in court.

Introduction

The Expelled and At-Risk Student Services (EARSS) program is authorized by section 22-33-205, C.R.S. This grant program provides educational and support services to expelled students and students at risk of being expelled, chronically absent and/or habitually truant. Funds are annually appropriated to the Colorado Department of Education (CDE) for the purpose of making grants available to eligible applicants (local education agencies). The program is managed by CDE's Office of Dropout Prevention and Student Re-Engagement.

Background: State Statute on Expulsion Prevention and Support Services

Colorado's school attendance laws include several provisions that address the education of students who break school conduct and discipline codes or are deemed at risk of suspension or expulsion. Included in these laws is a legislative framework for expulsion prevention and support services to affected students (see Colorado Revised Statutes, Title 22, Article 33, Part 2: Expulsion Prevention Programs). The law (see text box on the right) states that there are disciplinary violations that justify expulsion; however, it also addresses alternatives to expulsion when discretion is allowed. In such cases, the legislation directs school districts to develop a plan to provide the necessary support services to help students avoid expulsion. The Colorado General Assembly has created the Expelled and At-Risk Student Services (EARSS) grant program to assist grantee school districts in providing such services. Colorado statute further outlines procedures and potential support options for students who have been expelled or at risk of expulsion. This includes guidance to districts and the establishment of the EARSS grant program that districts can access for support.

The EARSS Program

The EARSS program provides funding for grantees (local education agencies) to provide educational and support services to expelled students, students at risk of being expelled, students who are chronically absent and students declared at-risk of being or who are habitually truant. Funds are annually appropriated to CDE for the purpose of making grants in accordance with authorizing legislation.

C.R.S. TITLE 22, ART. 33 PART 2: EXPULSION PREVENTION PROGRAMS

22-33-201. Legislative declaration.
The general assembly hereby finds that except when a student's behavior would cause imminent harm to others in the school or when an incident requires expulsion as defined by state law or a school's conduct and discipline code, expulsion should be the last step taken after several attempts to support a student who has discipline problems.
The general assembly further finds that school districts should work with the student's parent or guardian and with state agencies and community-based non-public organizations to develop alternatives to help students who are at risk of expulsion before expulsion becomes a necessary step and to support students who are unable to avoid expulsion.

22-33-202. Identification of at-risk students — Attendance issues — disproportionate discipline practices
(2) In providing necessary support services pursuant to subsection (1) of this section, each school district may provide attendance supports, behavior intervention, and educational services to students in pre-kindergarten through twelfth grade who are identified as at risk of dropping out of school due to chronic absenteeism or disciplinary actions, including classroom removal, suspensions, and expulsion. Any school district that provides attendance supports, behavior intervention, or educational services to students in pre-kindergarten through twelfth grade who are at risk of dropping out of school due to chronic absenteeism or disciplinary actions may apply for money through the expelled and at-risk student services grant program established in section 22-33-205 to assist in providing such attendance, behavior intervention, and educational services.

The program's approach maintains that more students will stay in school, regularly attend and make progress toward graduation if school staff provide support services to expelled and at-risk students, offer alternatives to suspension and expulsion and create effective attendance and discipline systems in schools.

Reporting Requirements

The EARSS authorizing legislation (section 22-33-205, C.R.S.) requires reporting on the evaluation of the grant to the Colorado House and Senate Education Committees by January 1 each year. This report is intended to meet the statutory reporting requirements outlined in section 22-33-205(4), C.R.S., through the analysis of program-level and student-level information annually submitted to CDE by grantees. This report covers evaluation data from 38 grantees covering the period between July 1, 2024, to June 30, 2025 and seven grantees during an eighteen-month systems-development grant period. Two additional grantees were operating under no-cost extensions from a previous grant cycle. For more details on the evaluation methodology, see ***Appendix A – Evaluation Methodology***. For the survey tools from the evaluation, visit the EARSS Evaluation website.

2024-2025 Grant Awards

For the 2024-2025 school year, the General Assembly appropriated $9,499,542 for the program. CDE retained approximately 3% of funds to support grant administration, training and support for grantees, and funds to support Boards of Cooperative Educational Services (BOCES) offices.

Grant Application for New Grantees

CDE staff facilitate an annual competitive grant process. Grants are typically awarded for four consecutive fiscal years, contingent upon the grantee's continued compliance with grant requirements, demonstrated reasonable progress toward performance outcomes and the annual appropriate of state funds. CDE conducted a competitive grant process in Fall 2024 and awarded seven new grants to start an 18-month systems development planning period. The EARSS Systems Development Grant was targeted to support capacity building by developing and/or improving attendance and disciplinary systems within schools and districts. The goal was to establish structures and build teams to increase school attendance, decrease chronic absenteeism and to reduce out-of-school suspensions and expulsions. Thirty-eight grantees continued implementing their programs in 2024-25, spanning years one through four of the grant cycle. An additional two grantees continued providing services through a no-cost extension of their grant.

See **Table 1** for a recent history of EARSS funding and ***Appendix B – 2024-2025 Funded Grantees*** for a list of current grantees.

TABLE 1: Grantees by Cohort and Type (*N*=45)

Cohort	Funding Start	Funding End	Number of Grantees in Cohort	Share of Grantees in each Cohort
Systems Development	January 2025	June 2026	7	15.5%
Cohort 3	January 2024	June 2028	5	11.1%
Cohort 2	January 2023	June 2027	12	26.7%
Cohort 1	January 2022	June 2026	21	46.7%

The grantees funded in 2024-2025 represent 24 Colorado counties including:

- Twenty-eight school districts, nine individual charter schools, three (BOCES) and five facility schools.
  - Six school districts and the Colorado Charter School Institute (CSI) had multiple EARSS grants, each grant served a different school.
  - Eight grantees (20 percent of grantees) served students from more than one school district. This occurred when the grantee was a BOCES (6.7 percent) or a facility school (11.1 percent).
  - Sixteen (35.5 percent) grantees were classified as serving rural communities.
- Funding was evenly distributed among new and returning grantees:
  - Fifty percent of grantees had not been previously funded or had not received EARSS funding for over five years.

See **Figure 1** for a school district map highlighting all the districts served by the grant. Grantees serving multiple school districts through collaborative agreements are highlighted in mottled grey pattern.

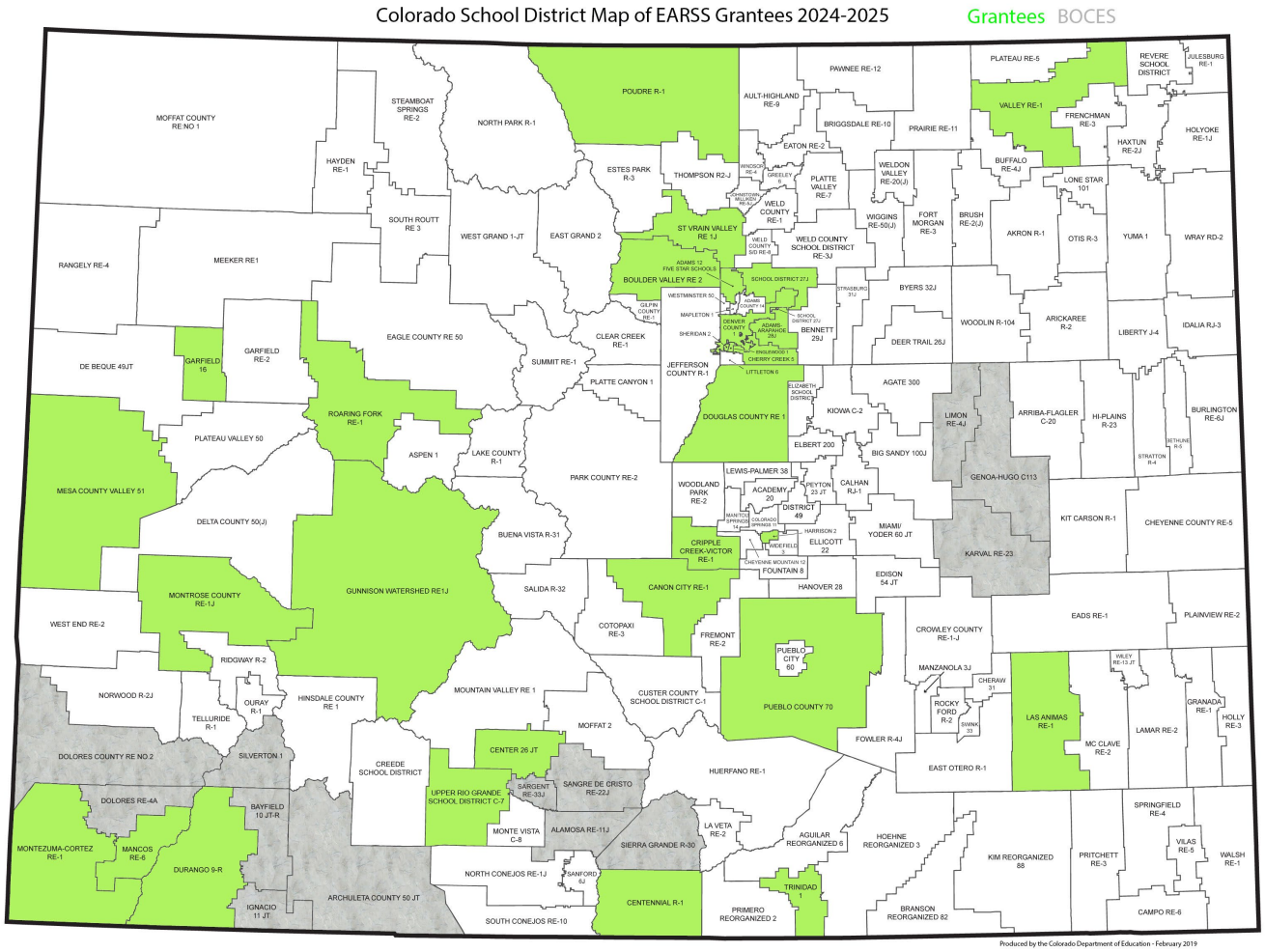


Figure 1. School District Map highlighting districts served by the EARSS grant

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2024-2025. All Cohorts had a six-month planning period in which they were not required to serve students.

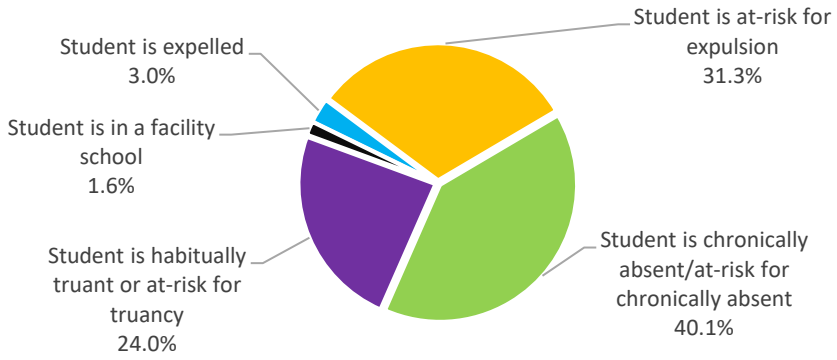
Students Served in 2024-2025

Student Characteristics

In 2024-2025, EARSS program grantees reported serving 6,323 Colorado students plus one out-of-state student in a facility school. The highest percentages of students served were due to them being at-risk for expulsion and chronically absent **(Chart 1)**.

- Among students at risk of expulsion, grantees reported specific behaviors students engaged in to be referred for EARSS services. The three most common were detrimental behavior (N = 513), disobedient/defiant behavior or repeatedly interfering with school's ability to provide educational opportunities to other students (N = 430) and fights or other violent behavior (N = 296).
- Students served were primarily male (54.6 percent of students), Hispanic or Latino (52.4 percent - **Chart 2)** and in grades 6 – 12 (88.4 percent). The EARSS grant also served students in kindergarten through fifth grade (11.6 percent) and in preschool (less than 0.1 percent).

Chart 1: Grantee-Reported Reasons for Serving EARSS Students



Note: Race/Ethnicity data were available for 97.1 percent of the 6,323 students served. Race data was taken from the 2024-2025 End of Year Collection using State Assigned Student Identifiers provided by grantees. Students served by two additional grantees operating under no-cost extensions from a previous grant cycle are included in this count.
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2024-2025.

Chart 2: State and Program Comparison by Race/Ethnicity (N = 6,142)

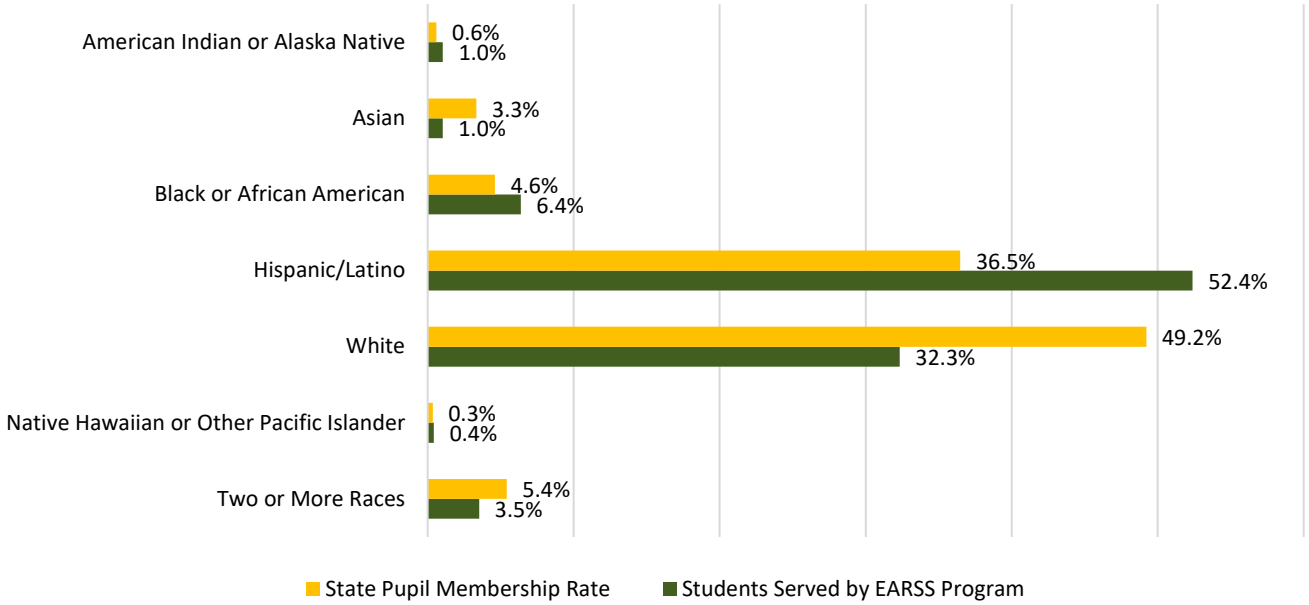
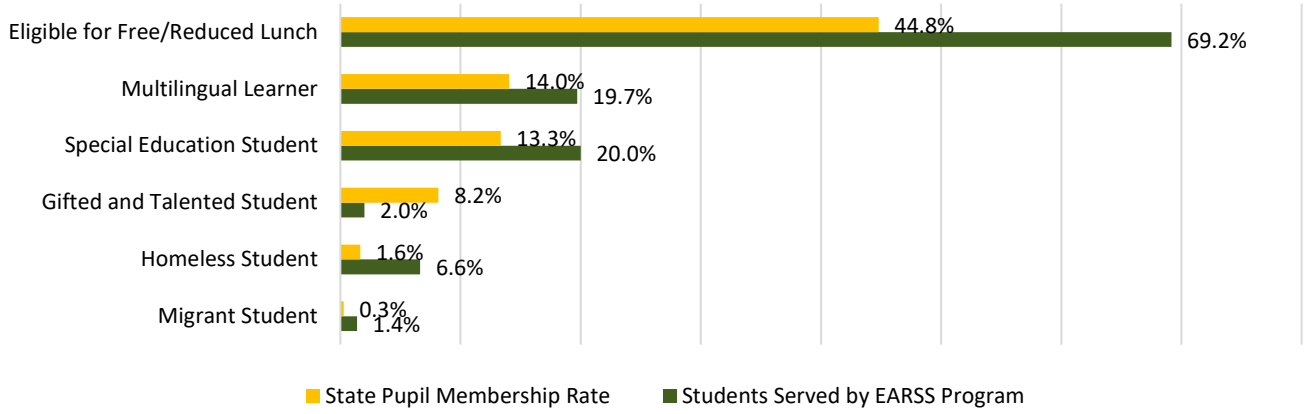


Chart 3: State and Program Comparison by Instructional Program Service Type (N = 6,142)



Note: Demographic data were available for 97.1 percent of the 6,323 students served. Instructional Program Service Type data were taken from the 2024-2025 End of Year Collection using State Assigned Student Identifiers provided by grantees. Given that instructional programs and service types are not mutually exclusive, these percentages were calculated from the 6,142 students for whom data were available. Students served by two additional grantees operating under no-cost extensions from a previous grant cycle are included in this count.
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2024-2025.

Facility Schools with EARSS Funding

Facility schools served 5.2 percent of all students served by the grant. The 331 students served by facility school grantees included:

- 61.9 percent students at risk for expulsion but no expelled students
- 4.5 percent truant students or students at risk for habitual truancy
- 2.7 percent chronically absent students or students at risk for becoming chronically absent
- 30.8 percent students who qualified for services due to being in a facility school

Story from Facility School

This year we have seen an increase in student engagement and a decrease in behavioral incidences through the increase in art experience and post-secondary exploration opportunities the EARSS grant has provided. Students are excited to be here and are finding success through these new experiences.

Student Supports and Services

Program Services Implemented

Various types of programming were utilized by grantees to better serve students, including academic and attendance strategies (e.g., credit recovery, online and technology-based learning), behavioral supports (e.g., behavior plans, mentoring) and emotional supports (e.g., counseling, coaching). These grant-funded support services are primarily delivered by specialized staff (e.g., behavior interventionists, student attendance advocates and family liaisons).

Grantees were asked to select five strategies that were most effective in working with students from a list of 27 primary strategies and supports. Of the 27 strategies, grantees most consistently chose the following as effective:

- positive staff-student mentoring and relationship building (72.5 percent of grantees)
- counseling (67.5 percent of grantees)
- essential skills building (62.5 percent of grantees)
- behavioral plans (60.0 percent of grantees)
- multi-tiered systems of support (55.0 percent of grantees)

Family Engagement

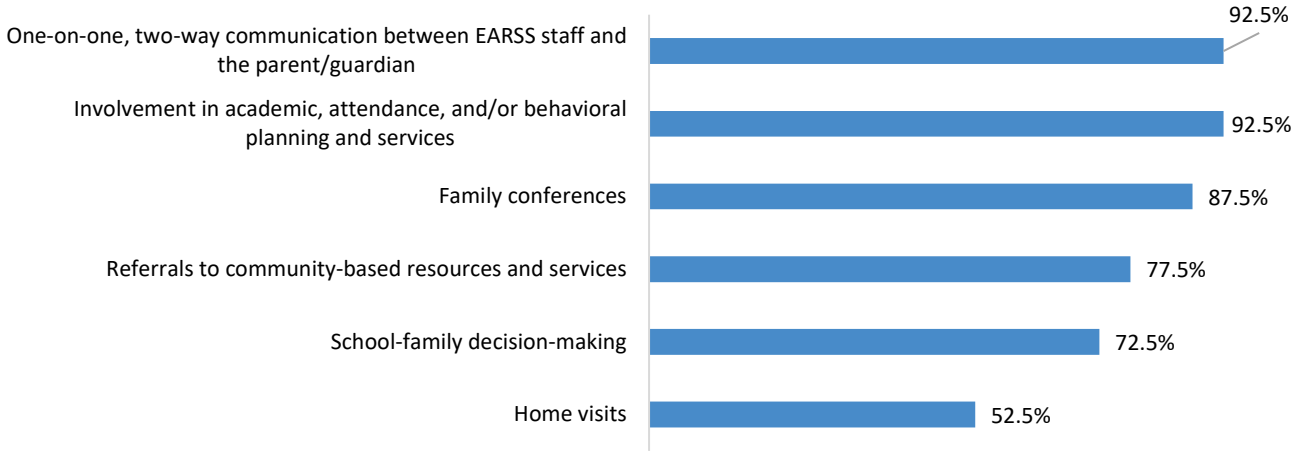
Parents/Guardians Served & Services

In addition to students, grantees reported serving 4,172 parents/guardians. The grantees indicated that the most common support services available were one-on-one, two-way communication between EARSS staff and the parent or guardian and involvement in academic, attendance and/or behavioral planning and services (**Chart 4**).

4,172

PARENTS/GUARDIANS SERVED

Chart 4: Most Commonly Funded Family Engagement Strategies for Parents/Guardians



Note: Grantees could select more than one support service. Parent/guardians served by two additional grantees operating under no-cost extensions from a previous grant cycle are included in this count.
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2024-2025.

Program Effectiveness

CDE evaluates the impact of the program through analysis of individual student progress, progress towards performance objectives or goals and overall impact on school and district outcomes.

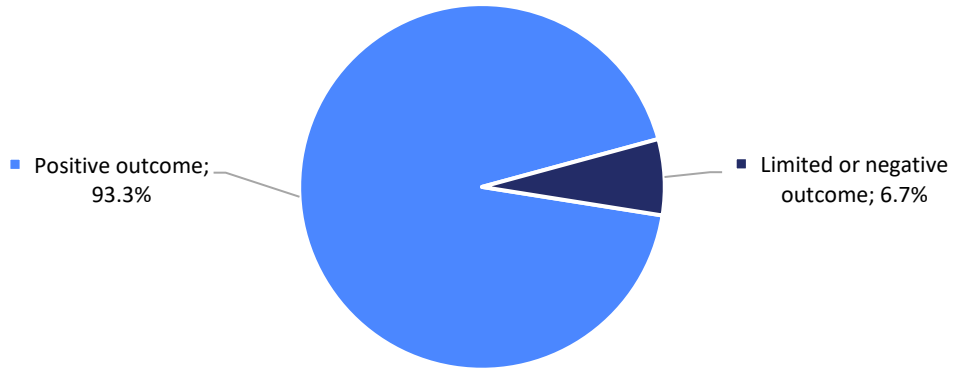
9 out of 10
STUDENTS EXPERIENCED POSITIVE OUTCOMES

Exit Outcomes for EARSS-Served Students

CDE collects data on a final status or outcome at the end of the school year for each student served in the EARSS program (whether or not they were being served at the end of the year; **Chart 5**). For 2024-2025, this data was available for 84.8 percent of EARSS-served students (5,210 students). Of these students:

- 93.2 percent experienced positive outcomes, such as the continuation of school or graduation in 2024-2025. This is slightly lower (1.6 percentage points) than was reported in 2023-2024.
- Fewer than 0.1 percent of students withdrew for other reasons (i.e., an illness or injury).
- 6.7 percent of students saw limited impact or negative outcomes, which includes dropping out, ageing out of services, transferring to a detention center, being expelled or exited to an unknown setting. This is an increase compared to the 5.2 percent that was reported in 2023-2024.
- 58.8 percent of students in the 2024-2025 four-year graduation cohort received a diploma, which is a 4.5 percentage point increase from 2023-2024.
- Lastly, 125 additional students (out of 313 possible) graduated who were in the 5th, 6th or 7th year of high school (i.e., those students in anticipated years of graduation (AYGs) 2021-2022, 2022-2023, and 2023-2024) and 37 students receiving services graduated early (i.e., those students in AYG 2025-2026). These are all increases compared to 2023-2024.

Chart 5: End-of-Year Outcomes for Students Served by the EARSS Program in 2024-2025



Note: Students served by two additional grantees operating under no-cost extensions from a previous grant cycle are included in this count. Additionally, this data was available for 84.8 percent of EARSS-served students.
Source: Colorado Department of Education, End-of-Year Reporting, 2024-2025.

Performance Objectives

Each grantee sets individualized performance objectives to be achieved by the end of the grant period as part of the application process in the following categories:

- Improving Academic Performance
- Increasing Attendance
- Improving Social and Emotional Skills/Decreasing Discipline/Behavior

Academic Performance goals included measures such as decreasing course failure rates, increasing grade point averages and accruing credits at the high school level.

Attendance goals focused on decreasing chronic absenteeism, reducing truancy court referrals and increasing daily attendance.

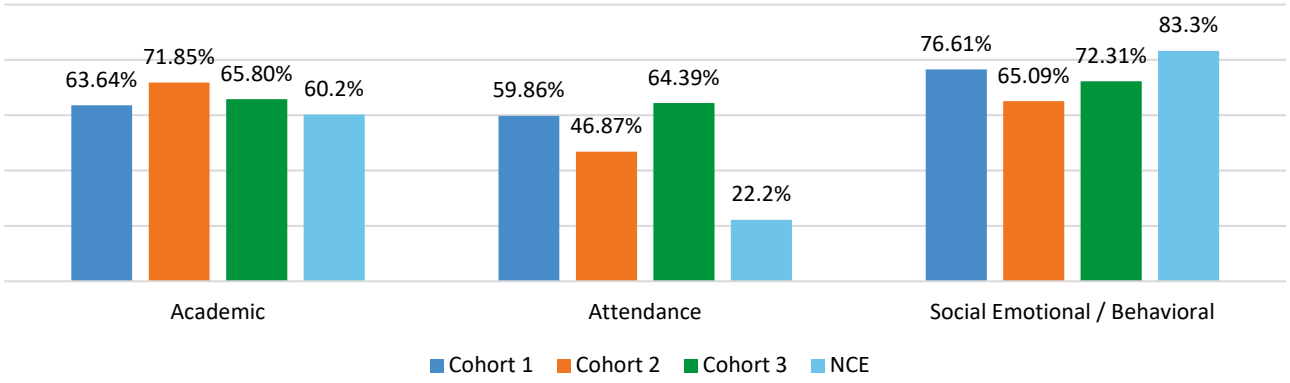
Social emotional/behavioral goals focused on decreasing conduct and discipline code violations. Measures examined by grantees included discipline measures such as declines in classroom removals, suspensions and expulsions, decreases in exclusionary discipline actions, and reductions in referrals to law enforcement, arrests and ticketing.

Grantees annually report the percentage of students who have improved for each performance objective they have selected. CDE then calculates the overall percentage of students who are reported to have improved for each performance objective by cohort (**Chart 6**). Notably, grantees reported the highest percentage of students improved in social emotional/behavioral outcomes. Across cohorts, grantees reported improvement in more than 50 percent of students in both academic and social emotional / behavioral outcomes, while Cohorts 1 and 3 also reported improvement for more than 50 percent of students, and Cohort 2 and NCE reported improvement for 47 percent and 22 percent of students respectively.

Quote From a Student Participating in an EARSS Program in Urban-Suburban Setting

One eighth grade student was placed in the Bridges program where he learned leadership skills. One lesson he shared resonated with him was the lesson around saying thank you and introducing yourself with good eye contact and a strong handshake. When he visited the high school all of the deans and teachers noticed this, as he stood out as a leader. He has continued to thrive, building relationships with the counselors and deans, being a leader in classes, and attending school regularly.

Chart 6: Percentage of Student Improvement per Grantee Performance Objective



Note: Out of reporting grantees: N = 38 for Academic Performance Objectives; N = 30 for Attendance Performance Objectives because eight grantees did not choose an Attendance Performance Objective; and N = 35 for Social Emotional/Behavioral Performance Objectives because three grantees did not choose such a Social Emotional/Behavioral Performance objective. Grantees in Cohorts 2 and 3 chose only two objectives instead of three to allow for more targeted intervention. There were 21 grantees in Cohort 2, 12 in Cohort 2 and 5 in Cohort 3.

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2024-2025.

Grantees were categorized as follows based on progress they had made:

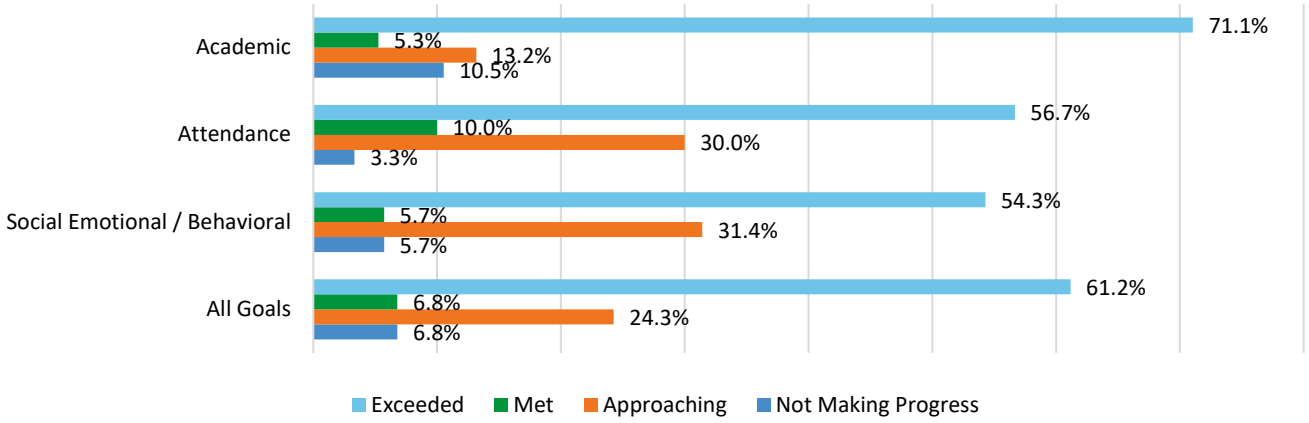
- Not Making Progress: Less than halfway to goal
- Approaching: From 50% of goal to 5% below goal
- Met: Within 5% of goal
- Exceeded: 5% or more beyond goal

Almost two-thirds of all grantees reported meeting or exceeding their performance objectives in 2024-2025 (**Chart 7**, **Chart 8**). Specifically, when aggregating all performance objectives (*N* = 103):

- 61.2 percent of all goals were met or exceeded.
- 78.9 percent of grantees met or exceeded half of their goals or more.

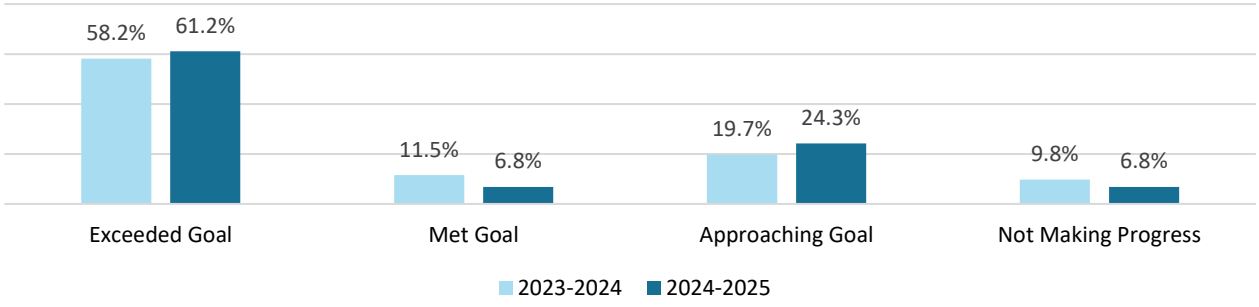
- 50.0 percent of grantees met or exceeded all their goals, a higher percentage than did in 2023-2024.
- A higher percentage of goals were exceeded in 2024-2025 than in the previous year.

Chart 7: Performance Objective Progress by Grantee



Note: Please see Chart 6 for additional information regarding sample sizes for each objective.
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2024-2025.

Chart 8: Progress Across All Performance Objectives for 2023-2024 and 2024-2025



Note: Please see Chart 6 for additional information regarding sample sizes for each objective.
Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2024-2025.

Meeting Legislative Intent - Impacting EARSS Students

The purpose of the EARSS program is to assist in reducing and preventing expulsions, suspensions and truancy for students served by the program. Grantees reported the number of out-of-school suspensions, in-school suspensions and truancy petitions incurred by EARSS-served students. The number of expulsions incurred by EARSS-served students was collected from CDE's Student Discipline Collection.

- ***Expulsions:*** During the 2024-2025 school year, 0.7 percent of students served by the EARSS grant were expelled according to discipline data reported to the state.

- ***Out-of-School Suspensions:*** Grantees reported that 91.8 percent of students did not receive an out-of-school suspension while being served. This is the same percentage that was reported in 2023-2024. The percentage reported in 2024-2025 was higher than the prior three-year average of 81.8 percent of students not receiving out-of-school suspensions while being served. One-fifth of grantees reported that no students received an out-of-school suspension while being served.
- ***In-School Suspensions***: 91.8 percent of students served in 2024-25 did not receive an in-school suspension while being served. This is slightly lower than the percentage reported in 2023-2024 (93.6 percent). The percentage reported in 2024-2025 was higher than the prior three-year average of 86.5 percent of students not receiving in-school suspensions while being served. More than one third of grantees reported that no students received an in-school suspension while being served.
- ***Truancy Petitions***[1]: 98.2 percent of truant students or students at risk for habitual truancy or chronic absenteeism served by the program did not have a truancy petition filed in court while being served. This is similar to the percentage reported in 2023-2024. For comparison, during the last three years of the grant program an average of 97 percent of students served did not receive a truancy petition while being in school. More than 70 percent of grantees reported no petitions filed in court. The number of grantees reporting not filing truancy petitions decreased in comparison to the last three years of the grant program with an average of 75.2 percent of grantees not filing petitions.

Story From a Rural Alternative Education Campus EARSS program

The EARRS grant had a strong positive impact on our students, supporting both social-emotional growth and academic progress. Through targeted interventions and personalized support, many students re-engaged in school, improved attendance and behavior, and made progress toward graduation and post-secondary goals. Whether it was Alan, who was shot his sophomore year in an alcohol related incident, dropped out, but then returned and is on track to graduate, or Dallas, who struggled inside and outside of school, overcame homelessness, and improved self-confidence, now graduating high school and an electrician exploration program, our students are prepared for the future through the academic and social-emotional support they receive.

Impacting Schoolwide Outcomes - Dropouts and Student Engagement

In addition to the impact on students served directly, the long-term aim of the EARSS program is to reduce the number of students disengaging and dropping out of school and to increase overall student engagement. CDE collects schoolwide measures for dropouts (students who have completely disengaged from school) and attendance (students who have inconsistent engagement in school). While EARSS programs target individual students for support, the schools that house EARSS programs serve more than 100,000 students.

- ***Dropout***: The EARSS-served schools represented in this report had an overall dropout rate of 1.7 percent for their total population in the 2024-2025 school year. This is slightly higher than the dropout rate for the statewide population (1.6 percent) and remained the same from 2023-2024 to 2024-2025 compared to the state decrease, which was a 0.3 percentage point drop.
    - When looking at individual schools, just under half of the schools represented in this report saw an improvement in their dropout rate (48.9 percent), and over one-third (35.1 percent) saw an improvement greater than the state's improvement of 0.3 percentage points.
    - In total, 322 EARSS-served students in grades 7 through 12 were coded as having dropped out at the end of the year in 2024-2025 (6.3 percent of the students served in that grade band).

[1] Truancy court is a last resort approach for schools to utilize in addressing attendance. Both local school boards and judicial districts have policies regarding how to handle truancy court as an intervention to compel students to attend school.

- ***Attendance***: Like the state, EARSS-served schools saw decreases in attendance and increases in chronic absenteeism and truancy in comparison to previous years, with rates that are less favorable than statewide averages. This includes the following:
    - In comparison to 2023-2024, EARSS-served schools decreased in attendance by 0.8 percentage points and increased in chronic absenteeism with a 3.2 percentage point increase. The truancy rate increased by 0.6 percentage points.
    - The schools served by EARSS have similar, but less favorable, 2024-2025 attendance outcomes when compared to the statewide rates for all students. Both truancy and chronic absenteeism rates (5.3% and 37.2%, respectively) were higher in EARSS-served schools than in the state (3.6% and 28.4%) and attendance was lower (89.1% in EARSS-served schools versus 91.4% in state). EARSS-served schools followed the statewide trend with rates that were similar to, but higher than, rates in 2023-2024.
    - In looking at the rate of improvement relative to the state, nearly half of EARSS-served schools (47.3 percent) saw attendance rate increases or decreases smaller than the state decrease of 0.1 percentage point. More than half (53.8 percent) saw decreases in chronic absenteeism or increases smaller than the state increase of 0.7 percentage points.

After the end of each cohort's four-year implementation, CDE reports on the overall school level outcomes. The 2025-2026 school year is the final year of implementation for Cohort 1, so outcomes will be reported in the 2025-2026 EARSS legislative report.

Effectiveness of Technical Assistance Provided by Grant Funds

Grantees rated how beneficial the training and technical assistance provided and/or purchased by the EARSS grant was in helping them to impact student outcomes or achieve performance objectives. Grantees rated seven forms of training/technical assistance on a three-point scale from Not Beneficial to Extremely Beneficial. Grantees could also select N/A if they did not take part in the training/technical assistance.

- Nearly all grantees (89.5%) utilized "Technical assistance via phone or email with the CDE EARSS team" and all who did (100%) found it beneficial or extremely beneficial.

Chart 9 shows the percentage of grantees who utilized and benefited from each type of technical assistance. All grantees reported having used and benefitted from at least one form of technical assistance.

Chart 9: Percentage of Grantees Utilizing Trainings and Technical Assistance Provided Through EARSS Grant



Source: *Colorado Department of Education, End-of-Year Reporting, 2024-2025.*

In an open-ended question about which trainings/technical assistance opportunities were the most effective in achieving performance objectives and student outcomes, the most cited response was the ability to learn from and collaborate with other programs and schools implementing the EARSS grant (e.g., through conferences, the community of practice or regional meetings).

Grantee Comment About Technical Assistance

CDE held regional trainings during the 2024-25 school year to provide opportunities for learning, highlighting practices, and planning among grantees. One Rural district stated that these opportunities gave us opportunities to work with our staff along with community agencies on how to implement our proactive process and approach to meeting with families and creating support plans.

Conclusion

The Expelled and At-Risk Student Services (EARSS) grant program is authorized by section 22-33-205, C.R.S. This grant program provides educational and support services to expelled students, and students at risk of being expelled, chronically absent and/or habitually truant. While the funds provide additional support to specific students identified by the grantee, grantees also work on building stronger systems to impact schoolwide data.

In 2024-2025 the Expelled and At-Risk Student Services grant program, managed by the Colorado Department of Education Office of Dropout Prevention Student Re-Engagement, met legislative intent by having a positive impact on the educational experience of over 6,300 students and 4,100 parents and families in the state of Colorado through the progress of individual students, supporting grantees in meeting performance goals and improving schoolwide outcomes in attendance and discipline.

Appendix A – Evaluation Methodology

Data Collection

Evaluation data were collected from 38 grantees funded by the EARSS program and two additional grantees who were operating under no-cost extensions from a previous grant cycle. Grantees were responsible for submitting their End-of-Year Survey to CDE using a Qualtrics survey platform. In addition, they were required to securely submit State Assigned Student Identifiers (SASIDs) for all students served using the Student Engagement Evaluation Data Collection (SEEDC) in Data Pipeline.

The results reported in this document reflect data collected at the end of the 2024-2025 school year. To ensure accurate reporting, CDE staff offered two webinar trainings to grantees, both of which were recorded and shared with the field. In addition, grantees in years one and two of implementation submitted regular implementation reports, stating the approximate number of students who received direct services that month through the grant funds. Throughout the reporting period, CDE staff were available to assist with problems and answer questions.

CDE staff analyzed the data for any irregularities and conducted mathematical checks to correctly calculate and tabulate data. If data were not accurate, CDE staff contacted grantees for clarifications and revisions. These strategies ensure that year-end reporting is as accurate as possible.

Analysis

Aggregated data from the materials collected was downloaded from the SEEDC and Qualtrics systems as Excel spreadsheets by CDE staff, which facilitated the statistical analysis of process and outcome data. All Personally Identified Information (PII) data was managed and stored securely in accordance with CDE guidelines. Using disaggregated and aggregated data, CDE staff conducted quantitative (i.e., descriptive statistics and inferential statistics) and qualitative (i.e., thematic analysis) analyses. When appropriate, inferential analyses included an investigation of differences by grant year and student type. Due to the unique nature of facility schools, additional analyses were conducted focused on those grantees.

Appendix B –2024-2025 Funded Grantees

County*	Congressional District	Year of 4-year grant	Grantee	School or Program Funded, or District-wide Strategies	Grantee Type	Amount Awarded
Arapahoe	6	1	Englewood 1	Colorado's Finest HS of Choice Englewood HS	District	$243,000
Arapahoe	6	1	Sheridan 2	Fort Logan Northgate Sheridan HS SOAR Academy	District	$674,255
Boulder	2	1	St Vrain Valley RE-1J	Niwot HS New Meridian HS Skyline HS	District	$359,253
Fremont	7	1	Canon City RE-1	Harrison School	District	$272,468
Montezuma	3	1	Charter School Institute	Kwiyagat Community Academy	Charter	$156,653
Adams-Arapahoe	6	2	Adams Arapahoe 28-J	Vanguard Classical East	Charter	$127,450
Boulder	2	2	St Vrain Valley RE-1J	Frederick HS – Longs Peak MS – Sunset MS	District	$338,820
Colorado BOCES	3	2	Colorado River BOCES	Yampah Mountain High School	BOCES	$88,632
Denver	1	2	Laradon Hall	Literacy	Facility	$210,000
Denver	1	2	Third Way Center	Successful Future	Facility	$226,894
El Paso	5	2	Roundup Fellowship	Enhancing Board Certified Behavior Analyst/Registered Behavior Technician Program	Facility	$75,000
Garfield	3	2	Garfield 16	EARSS Program	District	$331,379
Garfield	3	2	Roaring Fork RE-1	High School MTSS	District	$585,792
Gunnison	3	2	Gunnison Watershed RE-1J	EARSS Program	District	$57,000

County*	Congressional District	Year of 4-year grant	Grantee	School or Program Funded, or District-wide Strategies	Grantee Type	Amount Awarded
Larimer	4	2	Poudre R-1	Middle School Transition Program	District	$154,302
Montrose	3	2	Montrose County RE-1J	Student Wellness and Engagement	District	$327,060
Rio Grande	3	2	Upper Rio Grande C-7	URGSD EARSS Program	District	$132,000
Adams, Jefferson, Denver	6, 7, 8	3	Charter School Institute	New America School Opportunities Centers	Charter	$237,621
Arapahoe	4, 6	3	Cherry Creek 5	CCSD #5 EARSS Grant 2022-2026	District	$879,785
Denver	1	3	Denver Public Schools	Compass Academy	Charter	$275,000
Denver	1	3	Denver Public Schools	Rise-Up Community Post-secondary Readiness Support	Charter	$300,000
Denver	1	3	Tennyson Center	Motivational Interviewing	Facility	$167,040
Douglas	4	3	Douglas County RE-1	HOPE Online Workforce Pathway	Charter	$162,300
Douglas	4	3	Douglas County RE-1	Renaissance Secondary Student Support Team	Charter	$180,000
El Paso	5	3	Griffith Centers for Children	Griffith Vocational Program	Facility	$145,870
El Paso	5	3	Harrison 2	Atlas Prep Middle School	Charter	$157,000
El Paso	5	3	Harrison 2	HSD2 EARSS Program	District	$249,000
El Paso*	5	3	Education reEnvisioned BOCES	Pikes Peak Online School	BOCES	$184,000
La Plata County	3	3	Durango 9-R	The HUB Therapeutic Program	District	$223,402

County*	Congressional District	Year of 4-year grant	Grantee	School or Program Funded, or District-wide Strategies	Grantee Type	Amount Awarded
Las Animas	3	3	Las Animas RE-1	Academy of Las Animas Student Support	Charter	$154,800
Las Animas	3	3	Trinidad 1	Trinidad Middle School	District	$90,200
Logan	4	3	Valley RE-1	VSD Case Management	District	$282,816
Mesa	3	3	Mesa County Valley 51	Mesa County Valley 51 Bounce Back Program	District	$300,000
Montezuma	3	3	Mancos RE-6	MSD Social, Emotional, and Behavioral Support	District	$146,000
Montezuma	3	3	San Juan BOCES	Behavior Emotional Transition and Academic Program	BOCES	$300,000
Pueblo	3	3	Pueblo County 70	Pueblo D70 Student Support	District	$384,320
Saguache	3	3	Center Consolidated 26JT	Center Positive Youth Development	District	$468,157
Teller	7	3	Cripple Creek-Victor RE-1	Restore, Engage, and Provide Support	District	$307,780
Arapahoe	4, 6	18-month	Cherry Creek 5	CCSD #5 EARSS MS Systems Development Grant	District	$50,000
Eagle	2	18-month	Eagle County RE50	Systems Development Grant	District	$50,000
Adams-Arapahoe	6	18-month	Adams Arapahoe 28-J	Systems Development Grant	District	$49,980
Conejos	3	18-month	South Conejos RE-10	Systems Development Grant	District	$50,000
Costilla	3	18-month	Centennial R-1	Systems Development Grant	District	$50,000
Denver	1	18-month	Denver Public Schools	Systems Development Grant	District	$49,500
Denver	1	18-month	Charter School Institute	New Legacy Systems Development Grant	Charter	$48,361