

Section A: Commitments

1) Describe the LEP's need for additional school health professionals...

Trend data shows that a typical HOPE high school student is a person of color, lives in poverty, is learning English as a second language and has a history of school failure in their previous school including expulsion, suspensions, truancy, failing grades, learning gaps, are dramatically behind in credits, and experienced trauma. For many students HOPE is a school of “last resort” because students have exhausted all other alternatives.

(Free and Reduced Lunch: 74%, Homeless 7%, English Language Learners 26% Students of Color 74%, Special Ed. 9.5%)

HOPE Online Learning Academy Co-Op is a multi-district charter school authorized under the Douglas County School District since 2008 serving grades 6-12. While students participate in on-line learning, HOPE in-person students attend one of 12 Learning Sites for a full day of instruction. These Sites are located within eleven school districts where an agreement with HOPE exists. This unique model of education is designed to provide a blended learning model via a community-directed partnership predicated on a social change theory (Mediratta, 2008). HOPE now has nine drop-in sites across the state, identified as Global Advantage. HOPE partnered with these sites in the summer of 2021 because they lost their charter. These drop-in sites have doubled HOPE’s enrollment. Before they were with HOPE, Global Advantage operated as an online separate school. HOPE has focused on improving their academic rigor. There is a great deal of learning and changes needed to integrate the Global Advantage drop-in sites to meet the HOPE/Douglas County academic framework and standards. The drop-in students are some of the most vulnerable learners and at this point, mental health services are only provided to those in special education with mental health goals or in crisis situations, even though many of these students attend a drop-in site because of mental health concerns. We are ready to improve the support services to these students through this proposal.

All Hope Online Learning Sites are 501c3 nonprofit organizations. The community focus allows each site to hire their own staff and secure space. The sites have a contract with HOPE as the school. HOPE provides expectations, oversight, the curriculum, academic and support services including behavioral/mental health

In-Person 960 students	GA Drop-In 791 Students
Action Learning Center	Global Advantage Canon City
Alpha Learning Academy	Global Advantage Colorado Springs
Brighton Leadership Academy	Global Advantage Grand Junction
Front Range Academy	Global Advantage Greeley
Glenn R. Jones Academy	Global Advantage Pueblo LaGente
Higher Learning Academy	Global Advantage Pueblo Midtown
Maranatha Learning Center	Global Advantage RMSER Denver
New Heights Academy	Global Advantage TPH Littleton
New Hope Academy	Global Advantage TPS Superior
PEAK Academy	
Power Academy	
Titan Academy	
World Impact Academy	

In past years, through the SHP Grant, HOPE has made great strides in providing a three-tier model for mental health/behavioral support to students. HOPE has sustained the staff and practice. Using our experience from our in-person model, **our new challenge is to develop and provide a three-tier model of support to the nine drop-in sites where students work virtually.**

2) Describe intent to develop and implement a successful school health team...

Currently we have a well-defined school health team for our 13 in-person sites. We strive to develop a comparable system for our drop-in virtual locations. Using our current three-tier model we plan to revamp this to support those students who primarily work virtually and attend drop-in sites as needed.

Each of the in-person HOPE Learning Sites have a health care team. HOPE has implemented a process to provide direct behavioral health related services to students that include screening, referrals to community agencies, professional development on substance abuse and mental health. The majority of team members serve multiple learning sites and include: school nurse, counselor, special educators, mental health provider (social workers), academic site coordinator, student support specialist (attendance, discipline and career development, technology support along with the director and learning site staff. Funding would expand the services currently in place and ensure consistent and ongoing support to secondary students as well as staff training to promote sustainability.

3) Describe the LEP’s emphasis and commitment to implement evidence-based programs/ strategies...

HOPE is committed and required to using evidence-based practices. A few examples include:

Substance Abuse	Social Skills	Sex Ed./Health	Practice	Assessment
Project Alert	Second Step	Rights, Respect and Responsibility	Cognitive Behavior Therapy	BASC 3 CRAFTT
Toward No Drug Abuse	Why Try	Life Skills	Dialectical Behavior Therapy	SCARED - Anxiety
EverFi – RX, CDC, Red Ribbon Week	Random Acts of Kindness	National Health Standards	Structured Small Groups	CES-DC - Depression

4) Describe how the LEP will continue to fund and increase services when the grant ends...

Funds will not be used to supplant any current activities. In the past six years, HOPE has doubled the positions to support student mental health, health, behavior, attendance, and graduation. Originally, the additional staff was grant-funded and now are supported through general funds. HOPE also has a good record of grant sustainability, both in policy, practice and personnel.

5) Matching Funds:

HOPE is a relatively small organization, therefore, any new grant or initiative must be integrated into each department. The matching funds will assist in developing organizational knowledge and practice that will support sustainability. Matching Funds (Total \$89,700) (see budget narrative for detail)

- All professional development, space, food and materials. (\$13,000)
- Computers, Phone, mileage, office space technology support for SHP new grant staff. (\$2,500)
- Travel and registration (5,000)
- .2 FTE for two social workers to mentor new staff. (\$31,300)
- .1 FTE Executive Director of Student Support Services to provide oversight and support. (\$9,500)
- .2 FTE administrative assistant to manage paperwork and provide support to new staff: ((\$14,200)
- .1 FTE HOPE Academic Liaison assigned to Global Advantage sites. (\$7,700)
- .1 FTE School Counselor to work with Global Advantage schedulers and teachers. (\$6,500)

Section B: Needs Assessment

1) Describe disciplinary actions for drugs/alcohol, selling, mental health needs...

Overall, discipline has decreased over the life of the School Health Professional Grant. In the 2019-20 school year, there were 291 incidents and in 2018-19 there were 182. While the students using drugs and alcohol have decreased, vaping has become the biggest issue in this category.

Disciplinary Actions	2020-21	2021-22	2022-23 (to date)
Drugs/Tobacco/Vaping/ Alcohol	19%	25%	30%
Intent to Distribute (number of students)	3	4	2

Other Discipline/Behavior Issues	103 reports	76 reports	101 reports
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The overall crisis intervention has decreased and access to mental has remained consistent. Threat assessments have decreased in the last two years and so have self-harm incidents.

Mental Health Needs	2019/20*	2020-21	2021-22	2022-23 (to date)
Total Students Served	295	399	418	365
Emergency/Crisis Intervention	297	88	154	136
Threat Assessment	36	0	10	3
Suicide Assessment	71	9	30	13
Self-Harm	21	18	15	7

Of the 365 students this school year who were supported, approximately 10% or 31 were drop-in students. Considering they represent 791 of the 1751 students that attend HOPE, this is a significantly under-served group of students. **The purpose of this grant is to take the model created for the in-person sites and determine how to redevelop three-tier model for the drop-in locations.**

2) Describe the nature of current behavioral/mental health care strategies...

Each student that is referred, to a HOPE mental health provider is screened for substance abuse and mental health needs. Including screening for drugs/alcohol, depression and anxiety.

Substance Abuse/ Mental Health	2019/20	2020-21*	2021-22	2022-23 (to date)
Screenings	297	399	418	365
Referral Community Agency	52	47	33	36
Access	48	42	30	33

HOPE mental health providers work with the student and family to become aware and access care including assistance with identification, making appointments and if needed transportation. While we have made great strides with families, community referrals are somewhat challenging for a number of reasons. There is a lack of community resources available especially in mental health. It is difficult to find resources for undocumented youth and their families. Sometimes there is resistance to pursuing therapy due to stigma or fear to access resources as an undocumented family.

Prevention Education

All HOPE Students	Academic Behavior Contract is reviewed and signed by each student and parent
Code of Conduct Orientation	Students in-person sites receive and orientation two times a year regarding behavior expectations and the law
Substance/Abuse/Prevention	Provided to in-person learning sites in rotation. Curriculum is also accessible virtually
Second Step	Provided to middle school sites with a high degree of bullying and misconduct
Comp. Human Sexuality	Provided to in-person learning sites in rotation. The curriculum has a virtual component to be used with remote students
Critical Thinking	Each site has time during the school day for instruction in life skills (SEL, career development, substance use, sex ed., etc.)

3) Describe the nature of current behavioral systems in place...

Early Intervention: The HOPE Learning Sites are small. The largest is approximately 150 students and the smallest is 25 students. The focus is on relationship and individual support. Students do not change classes and remain with a small staff each day. This provides a better understanding of the

students and helps to avoid behavioral issues. Each site has a student support specialist to assist with discipline and behavior. Professional development is provided on classroom management and dealing with difficult behavior and other topics to support student behavior. Access to mental health before behavioral issues arise has provided early intervention strategies.

MTSS: HOPE has a comprehensive MTSS system “*is a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family school and community partnering and a layered continuum of evidence-based practices applied to the classroom and school levels.*” (www.hopeonline.org/hope-online-mtss/home).

Alternatives to Suspension: The majority of students who enroll were not successful in their previous school, are transient, economically disadvantaged, experienced prior discipline, had poor attendance, failing grades, and intense learning gaps. Most students have a history of an inability to follow the code of conduct and thus have experienced and are continually at risk of disciplinary action, suspension, or expulsion. Students have a history of poor attendance. HOPE is committed to keeping students in school and avoiding expulsion. We use in-school suspension so students will continue to engage in the online curriculum and restorative practice/discipline to promote self-reflection and restoration. Over the past six years, there has been seven expulsions for weapons and intent to distribute. We do not expel students for being habitually disruptive. We have work-at-home remote options if needed.

Professional Development: Each Monday students work on their online curriculum from home. This allows staff to have professional development each week. In addition to classroom management and dealing with difficult behavior, mindfulness, trauma informed schools, identification of student behaviors leading to self-harm are provided. All learning site directors and HOPE support and instructional staff will be trained on threat assessment through Douglas County School District in May.

4) Data: current gaps and trends.

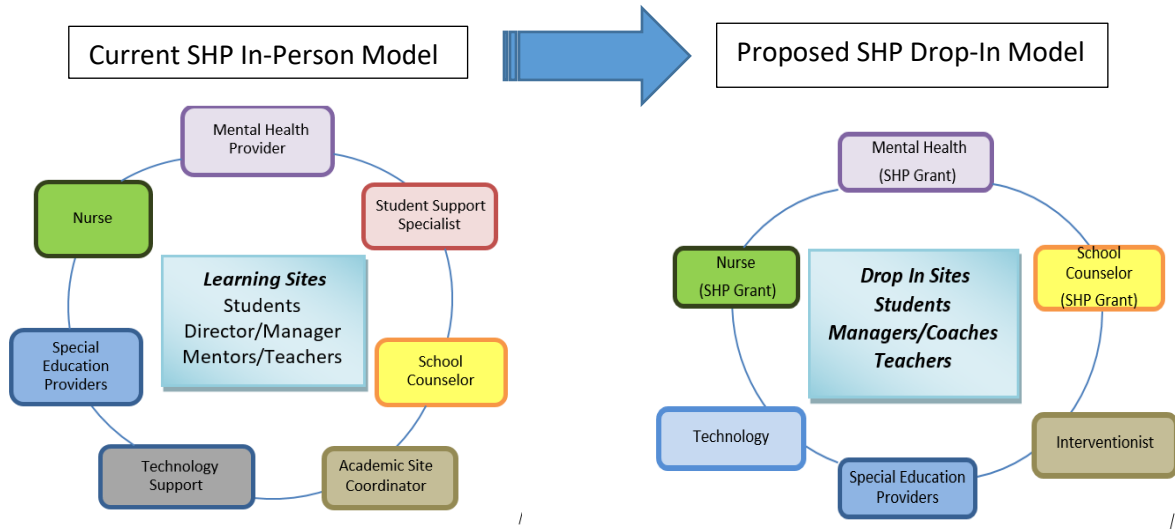
The gaps exist with our drop-in learning sites when we acquired last year, because they were new we did not have comprehensive data and the students do not attend in-person regularly. As we have worked this year, we have a deeper understanding of the mental health and substance issues. The majority of the drop-in sites are located in southern Colorado (Pueblo, Canon City, Grand Junction, Colorado Springs). The students that attend in Greeley and the Denver Metro area are receiving some services from our providers that work with the in-person locations (Denver Metro and Greeley). We need additional resources to determine a model of support that will work for these virtual students and drop-in site staff.

HOPE continues to enroll unfunded students after count. There were 185 new students who were considered for enrollment. The drop-in sites had 83 students, 26.5% disclosed mental health issues. Global Advantage currently contract with State of Grace Mental Health to provide therapy to 22 students. While this is helpful, it is not focused on school mental health to support student’s academic progress. For crisis and IEP students (with mental health goals) 29 students received services from a school social worker. Given the census of 791 students, the GA drop-in sites are underserved and are in need of additional support. There was one student who passed away from fentanyl related drug overdose, and a car accident that took the life of two students. Another student was shot and now paralyzed. These situations happened outside of school, however, had great impact on the staff and other students. Crisis support was provided by our mental health team and the Denver based school nurse. The enrollment data indicates that of the of the 791 students who enrolled for the Global Advantage drop-in sites, reviewing enrollment trends as of Oct 1, 2022, 118 GA students disclosed health conditions and an additional 77 disclosed mental health conditions, indicating a high need for support.

5) Describe the LEP’s current school health team...

Through the previous School Health Professional Grant, HOPE has developed a comprehensive three-tier model for the in-person learning sites. This model must be redefined for students who are primarily remote learners. While staffing will be similar, the evidence-based strategies will look different with those students who work virtually. The current model provides a three-tiered approach: **Tier I:** SEL curriculum for all students; **Tier II:** small group support for student with higher needs; and, **Tier III:** crisis intervention and individual support. This mode is supported by the school health team identified below.

GOAL: To provide a three-tier system of support to drop-in students and staff



Section C: Program Description

1) Describe school climate, proposed number of FTE and current ratio...

School Climate: HOPE recently sponsored a student-writing contest. Many of the essays discussed their appreciation for mental health support. These essays were open to all HOPE students, the majority came from in-person sites. We want drop-in students to have the same sense of well-being. From the research we know “youth participating in virtual learning also reported feeling less social connection and higher rates of mental health problems, in comparison to their peers who could attend school in-person or in a hybrid model” *November 2022 University of California, Davis* “Signs of social isolation will likely emerge due to prolonged hours of learning online. Social isolation combined with a lack of dialogue can lead to mental health issues like excessive stress, nervousness, and anxiety”. *Emerits.oOrg Feb 8, 2022*. The need is there, the time and resources provided through this grant will help us determine the best method of providing services to virtual learners.

FTE/Ratio and Proposed

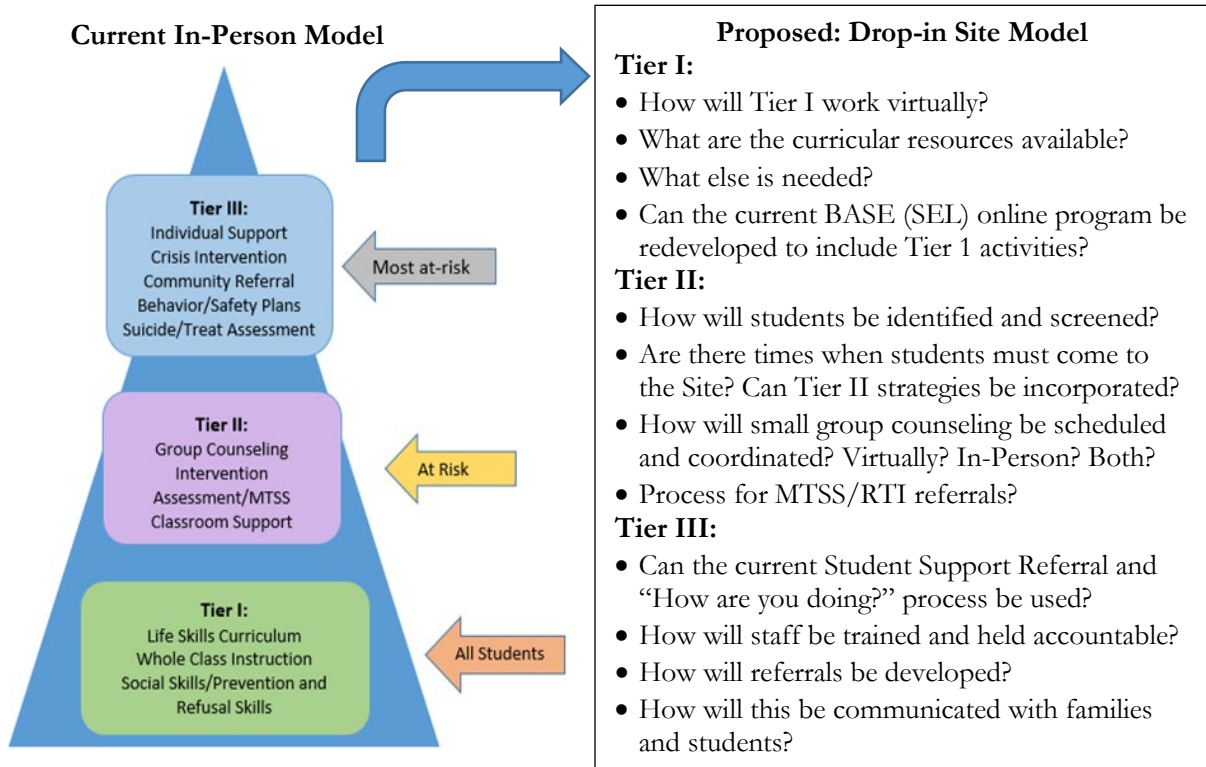
In-Person Sites Only	Drop-In Sites Only	Proposed – Drop-In Sites
3.0 Social Workers 1 to 320	Private Therapy 22 students	2 Social Workers 1 to 400 students
1.0 Nurse: 1 to 900	.2 Social Worker: Crisis/SPED	1.0 School Counselor 1 to 700
School Counselor 1 to 660	.5 Nurse: .5 to 791	

The additional staffing through this grant will bring the much needed services required by the drop-in students. It will allow HOPE to develop the three-tier model for virtual students and determine the

best method to engage these students and their staff. While our existing model has been successful, it will not directly translate to students working remotely. **We will need time and resource to determine the best methods for delivering services in this new environment.**

2) Describe the increase the presence of school professionals behavioral health care...

The current three-tier model that is successful for the in-person sites. The questions that must be answered to translate this model to drop-in sites are outlined below.



3) Describe the LEP’s plan to provide training and resources for professional development....

Professional development is a cornerstone at HOPE. One day a week, all students work remotely so we can have consistent and meaningful professional development and training. Newly hired staff will have formalized training and a mentor, with the same job title, will provide specific training and support. The HOPE behavioral health team meets weekly. Each provider also participates in job specific training. Professional Development is provided to all staff to support student behavior and mental health every month and will be focused on the goals and outcome for this grant. Since the Global Advantage drop-in sites are relatively new to HOPE, training will be provided to the staff twice a month. The work plan will highlight the professional development planned for this proposal.

4) Describe the plan to implement a Three-Tier Model including parent participation...

Tier I: The students at HOPE in-person sites receive curriculum every week to support health and social emotional learning. The drop-in sites currently have the online SEL BASE program. Only 31 drop-in students accessed the program this year. BASE is willing to work with us to redesign the courses to address the goals of this grant. In addition, each drop-in site has events that student attend in person. We will explore how to incorporate Tier I actives into these, and determine what additional curriculum and screening is needed.

Tier II: Providing more in depth services to students and families is more difficult with virtual learning. Typically, we identify students in need of Tier II support from referrals, as well as identify students from Tier III referrals. This is probably the most challenging aspect of this proposal. Having staff available and onsite will assist in the identification and process for providing more support including small group counseling.

Tier III: The students HOPE service are very impacted based on poverty, lack of school success, trauma and family stress. The Tier III referral process and follow up by school health professional is a strong aspect of the HOPE model. During COVID, we also implemented a self-referral process for students since they were working virtually. We will redesign these two referral processes for our drop-in sites including community resources and referrals.

Family Connections: This year, through our enrollment and special education processes, reached out to parents. It is apparent that families are very interested and grateful for the contact. The majority of the contact they receive for the drop-in staff is about academic progress or the lack there of. It is clear that parents want information and support for their students. The research shows that families struggle with virtual learning. They may feel isolated and do not always have the skills to support students who lack self-motivation. We will determine a process to more directly involve and support parents/guardians including establishing community partnerships to support their students.

Provide a clearly detailed work plan for implementation...

Outcome: To provide access to school health professionals through a three-tire model for students and staff attending drop-in locations.

Goal: Thorough the first year grant cycle: create a comprehensive professional development process to insure that each Global Advantage drop-in learning sites staff has been trained and has trained SHP staff to deliver services to students and understand the protocol and process for student referrals and the three-tier model and services.		
Data Collection/Evaluation Develop evaluation tools for participants to determine the learning and effectiveness of PD. Identify staff that participated in training. Analyzing the focus group outcomes in relationship to professional development. Determine strengths and weaknesses and determine additional PD needed.		
Activities	Completion	Person(s) Responsible
Hire SHP staff outline in the grant. Provide training to SHP staff to include – mandatory training, HOPE and job specific training with a of a job specific mentor.	Sept 2023 or sooner	Ex. Director of Student Support Current Mental Health Providers
Meet with GA drop-in site administrators, assigned HOPE staff and SHP providers to develop a PD schedule and content.	Sept 2023	Ex. Directors of Professional Development and Student Support
Develop a draft the content and schedule for fall training and add after the model becomes more developed	Sept 2023	Ex. Directors of Professional Development and Student Support
Conduct training with on the referral process for mental health and discipline	October 2023	HOPE GA Academic Liaison SHP staff assigned
Develop format and conduct focus groups with each drop-in site to determine how tiered services will be provided students	Nov 2023	Evaluator SHP staff and Academic Liaison
Provide training once a month focusing on the identification of students in need of substance abuse or mental health support	1x a month	Ex. Director of Student Support SHP staff assigned
Integrate SHP training in to the comprehensive HOPE PD schedule to include behavioral/mental health content	1 x month	Ex. Directors of Professional Development and Student Support
Determine additional training based on needs assessment	Jan 2024	SHP staff and health team
Develop comprehensive evaluation for PD effectiveness	Ongoing	Evaluator
Goal: By the end of the first grant cycle, tier-one interventions will be developed and available to drop-in students.		
Data Collection/Evaluation: identification of resources is complete, a plan is developed for implementation, the strategies have been piloted and student and staff access and satisfaction is measured.		

Activities	Complete	Person(s) Responsible
Identify when students attend the drop-in site in person virtually to determine times to address SEL curriculum	Sept 2023	SHP Providers/ HOPE GA Liaison GA admin and instructional staff
Identify the resources currently available to support SEL and determine other resources to implement Tier I	Nov 2023	SHP Providers/ HOPE GA Liaison GA admin and instructional staff
Determine how Tier I can be implemented virtually and also in-person	Dec 2023	Ex. Directors of Professional Development and Student Support
Pilot Tier I resources both virtually and in person measuring the accessibility for students and staff	Jan 2024	HOPE GA site coordinators GA instructional staff
Evaluate Tier I Pilot to determine participation, effectiveness and accessibility	May 2024	Evaluator Ex. Director of Student Support
Based on the evaluation, readjust the Tier I supports for implementation in the second year of the grant	June 2024	Evaluator/ GA Administrators Ex. Director of Student Support
Goal: By the end of the first year process for Tier II and III are identified and some implementation is provided.		
Data Collection/Evaluation: measures include student identification, establishing community partnerships, referrals and services delivered by SHP staff monitoring, staff and parent engagement		
Activities	Completion	Person(s) Responsible
Tier III: Adjust the current mental health staff and the “How Are You Doing,” student referral processes for drop-in sites. Provide training to staff and monitor usage	Sept 2023	Ex. Director of Student Support HOPE GA Academic Liaison
Conduct community mapping to identify and develop partnerships	Ongoing	SHP staff/GA staff
Tier III: Provide support services to students, follow up with staff and families as indicated including referrals to community agencies	Ongoing	SHP staff and GA staff
Tier II: Determine students who need Tier II Support and develop strategies to serve these students virtually or on site including curriculum and instructional outcomes	Oct 2023	GA Administration and staff HOPE GA Liaison SHP staff assigned
Tier II and III: Evaluate referral data to determine use, services delivered and additional needs and redesign as required.	May 2024	Ex. Director of Student Support Evaluator

Section D: Partnerships

1) Describe develop community partnerships...

Numerous partnerships have been developed over the years. The School Health Professional Grant has allowed our mental health providers the time to explore resources for our students. However, the communities where most of the GA drop-in sites reside are new communities for HOPE. Establishing partnerships in these locations will be part of the work for this grant. We recently established a partnership with Servicios De La Raza. They provide services to students and families in the Denver Metro area. Including behavioral health, healthcare access, victim services, and youth empowerment. This organization is expanding their services to southern Colorado and are interested in collaborating with us to provide counseling, social emotional learning and career development to our students.

Mental/Behavioral Health Partners	Community mental health centers, Colorado Crisis Services, Second Wind, Mental Health Partners, Safe2Tell, Community Reach, Clinica Family Health, Servicios De La Raza, Coordination with private therapists, Community Health Services, North Range Mental Health, Colorado Assessment and Counseling Services, Life Stance, In Depth Therapy
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2) Describe the extent to which the LEP has planned to involve stakeholders...

One of the great benefits to a smaller organization is that everyone knows, supports and is involved with the implementation of any program. The use of marijuana other drugs, trauma and mental health issues are everyone’s concern. This affects academic achievement, attendance behavior, school engagement and makes everyone’s job that much more difficult. Therefore, all staff are included in the implementation, evaluation and determination of evidence-based practices. Due to HOPE’s

Learning Sites being located throughout the state, it is essential to have partnership with the learning site directors and staff. Each community and the learning site staff involvement). HOPE leadership and staff understand the intense needs of our students and are committed to their mental and physical health so they can achieve academically. Additionally, the CEO of HOPE has reiterated the organizational support and focus on sustainability (*Introduction Letter*).

Our ability to provide professional development weekly increases HOPE's ability to integrate the grant goals and strategies into all professional development and provide stand-alone training specific to the grant. With the small community focused learning sites, parents and students feel very comfortable engaging with the school. We have members of their community working at the learning sites and staff members that speak Spanish in our high ELL sites. An affiliation survey is conducted each school year. Parents report that they feel respected at the learning site by staff (90%), feel that their student's academic progress has improved (86%), and that students are at a school where they belong (85%). We need to spend time in our drop-in sites establishing the same comfort level. One of the most impactful outcomes for this year's School Health Professional Grant is the partnership with parents and families. HOPE offers parent and family functions each school year. Often parents of secondary students are unwilling or unable to attend. Work schedules, transportation, family needs often conflict especially for those working multiple jobs or their previous interactions with the school have not always been positive. Through this School Health Professional Grant more parents have been involved in addressing mental health concerns. Parents report an appreciation for the support and the fact that they did not feel judged regarding parenting skills and eventually were able to agree to accept a community referral.

Section E: Sustainability

1) Describe a plan for how the proposed project will continue once grant dollars have expired.

The strategies identified in this proposal are research-based, culturally sensitive and designed to address the needs of HOPE drop-in students. This proposal addresses a critical area of need identified by school data and research. Funds will not be used to supplant any current activities. HOPE has a good track-record for sustainability both in policy, practice and personnel. The School Health Professional Grant, Re-Engagement and Colorado Counselor Corp staff and practices have been sustained through general fund dollars. Through professional development, the policy and practice will be provided to support the services that are identified in this grant. The funding gives HOPE the opportunity to pilot evidence based practices and integrate these into the organizational culture resulting in better services our students. HOPE has always continued to provide the services to students outlined in each grant.

2) For currently/previously funded grantees, demonstrate a sustainability...

The 20% of salaries and benefits will come from the general fund, and have been tentatively placed in this budget (pending approval of this proposal). The current School Health Professional Grant ends this year. The staff involved (2 social workers) have already been included in our general fund budget for the next school year. The curriculum, professional development and services are embedded into the HOPE school culture and expectations at all levels. The grant gave us an opportunity to develop a three-tier system of support that was effective and sustainable. We are not going to take away necessary services from students that help to improve their academic progress at the end of a grant. The whole purpose of the funds is the time and resources to try new strategies and develop a program of work that will be integrated into the fabric of HOPE.

Section F: Budget Narrative and Budget Workbook

1) *Provide a Budget Narrative...*

Grant proposal is focused on increasing the SHP access for students who are underserved. Through the previous School Health Professional Grant we have been successful in implementing a tiered system of support for in-person learning sites. With new drop-in sites where students primarily work from home, HOPE is challenged with providing access to these students as well. The budget supports our program outlined in Section C: **To provide access to school health professionals through a three-tier model for students and staff attending drop-in locations.**

The need is primarily for staffing to develop and provide a comprehensive system of support for 800 students and learning sites throughout Colorado.

Personnel: \$195,000 (minus 20%). Three FTE based on a salary of \$65,000. two social workers, one school counselor to provide direct service systems development, grant coordination professional development, activities, data collection to support nine drop-in learning sites identified in this proposal

Personnel Benefits: (minus 20%) **\$57,000.** Benefits for staffing (3 FTE) approximately 30% of salary.

Purchased Services: Evaluator \$5,000. To ensure fidelity and a system that is effective an outside evaluator is necessary for the integrity of the program.

Supplies: \$8,000. There is a need to improve the social emotional curriculum offerings to students. We will identify and purchase a new curriculum or augment the current BASE online program. In addition, gatekeeper training will be identified and provided to all staff at HOPE to increase their awareness of teen suicide prevention.

In Kind: 89,700. Due to the gravity of the substance abuse and mental health issues with secondary students at HOPE, there is great urgency to begin to systematically address this issue with students attending drop-in sites. Therefore, personnel will devote time to support this program. In-Kind contributions will include: personnel, training facilities, supplies, materials, and administrative support.

2) *Demonstrate how funds awarded will be used to supplement and not supplant . . .*

Funds from the School Health Professional Grant will not be used to supplant federal, state or local funds. This grant funding will be used to provide services to a new, underserved group of students, staff and families. All School Health Providers will hold the correct licensure. Funds will be used as required and HOPE will maintain the integrity and intent of the School Health Professional Grant.

3) *Electronic Budget:* Attached