

Expelled and At-Risk Student Services Grant

EARSS

November 3, 2021

HOPE Online Learning Academy Co-Op

9780 Pyramid Court, Suite 100

Englewood, CO 80112

Expelled and At-Risk Student Services (EARSS) Grant

Applications Due: Wednesday, November 3, 2021, by 11:59 pm

Part IA: Cover Page - Applicant Information

Lead Local Education Provider (LEP)/BOCES Information			
LEP/BOCES/Facility School Name:	Douglas County School District		
LEP/BOCES/Facility School 4-Digit Code:	0900	County:	Douglas
Mailing Address:	701 Prairie Hawk Dr. Castle Rock, CO 80109		
Website:	https://www.dcsdk12.org/		
Type of Education Provider [check box below that best describes your organization or authorizer]			
<input type="checkbox"/> School District <input type="checkbox"/> BOCES <input type="checkbox"/> Facility School <input checked="" type="checkbox"/> Charter School Institute <input type="checkbox"/> Other (Describe)			
Title of Proposed Program, or Primary Focus	EARSS 2022-2025		
<small>This refers to descriptive name or acronym for the proposed program chosen by the applicant if other than the "EARSS 2022-2025 Program".</small>			
Identify Students Applicant Proposes to Serve in Accordance with Grant Purpose			
<input type="checkbox"/> Expelled Students <input type="checkbox"/> At Risk of Expulsion/Suspension <input type="checkbox"/> Truants/Habitual Truants <input checked="" type="checkbox"/> All Listed			
Region [indicate region of Colorado this program will directly impact]			
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Served Schools/Districts [For school-based direct services] List all schools impacted by this funding -- additional rows may be added. Facility schools are exempted from providing this information. BOCES will list districts to be served.			
HOPE Online Learning Academy Co-Op (high school)			
Authorized Representative Information [Must be employed by applicant]			
Name:	Laura Gorman, Douglas Ct. SD	Title:	Grant & ESSA Coordinator
Telephone:	720-433-1257	E-mail:	Laura.Gorman@dcsdk12.org
Program Contact (Initial EARSS Program Manager) Information [Must be Employed by Applicant]			
Name:	Susan McAlonan	Title:	Ex. Director of Student Support Services
Telephone:	720-402-3000	E-mail:	Susan.mcalonan@hopeonline.org
Fiscal Manager Information [Must be Employed by Applicant, Different from Program Contact]			
Name:	Laura Gorman, Douglas Ct. SD		
Telephone:	720-433-1257	E-mail:	Laura.Gorman@dcsdk12.org
Students to be Served			
How many EARSS-eligible students do you anticipate serving each year of the grant?			55
Will the proposed program provide educational services to EARSS students from more than one school district (through agreements with that student's home district)? [This means the			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

applicant will serve students while enrolled in a district other than its own. Facility schools and BOCES will most likely check Yes.]		
If Yes, Provide Names of Districts to be Served [Additional rows may be added]		
Previous Grant Information		
EARSS Grant Funding History	<input type="checkbox"/> Never funded or funded more than 5 years ago	
	<input type="checkbox"/> Currently funded (includes 2020-2021)	<input checked="" type="checkbox"/> Previously funded in the Past 5 Years
Funding Request		
2021-2022	\$90,500	6 month Planning Period (Maximum available \$100,000)
2022-2023	\$162,300	Projected Year 1 of Implementation
2022-2023	\$140,295	Projected Year 2 of Implementation

Note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part IB: Recipient Schools Information

Complete and attach after Cover Page. If needed, additional copies of this page should be attached to include each school receiving EARSS services. If multiple schools are utilizing funds, all schools must be listed.

Recipient School Information			
School Name:	HOPE Online Learning Academy CO-OP	School Code:	3487/3995
Mailing Address:	9780 Pyramid Court, Suite 100 Englewood, CO 80112	Charter School:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
Name:	Heather O,Mara		
Telephone:	720-402-3000	E-mail:	heather.omara@hopeonline.org

Recipient School Information			
School Name:		School Code:	
Mailing Address:		Charter School:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
Name:			
Telephone:		E-mail:	

Recipient School Information			
School Name:		School Code:	
Mailing Address:		Charter School:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
Name:			
Telephone:		E-mail:	

Recipient School Information			
School Name:		School Code:	
Mailing Address:		Charter School:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
Name:			
Telephone:		E-mail:	

Recipient School Information			
School Name:		School Code:	
Mailing Address:		Charter School:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part IC: Executive Summary

Provide a brief synopsis of the proposed program, not to exceed 80 words, including number and grade levels of participants, names of schools if applicable, and the academic and other support strategies. If awarded, this summary will appear on the EARSS website and may also be included in the annual report to the state legislature. Avoid acronyms unless first defined.

HOPE Online Learning Academy will serve 55 of the most at-risk high school students. This program will to support students who are overage and under credit with multiple risk factors (low academic achievement, attendance and discipline issues, limited social/emotional competence) to attend school and graduate. Culturally relevant strategies to support these students will include: Redesign of graduation requirements, implementation of workforce ready competency diploma; Flexible academic schedule; Access to concurrent enrollment; social emotional competency with a focus on parent engagement.

Part ID: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **Expelled and At-Risk Student Services Grant**, and conditions associated with the receipt of program funds.

On November 9, 2021, the Board of Douglas County School District Re-1 hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept the Expelled and At-Risk Student Services funding agree to the following assurances:

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

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.

Signatures will be obtained if grant funding is awarded

Name of Organization Board President
(School Board, BOCES, Charter School/Facility School*)

Signature

Date

Signatures will be obtained if grant funding is awarded

Name of Organization Authorized Representative
(Superintendent, Charter School Institute, BOCES Executive Director, Facility School Executive Director)

Signature

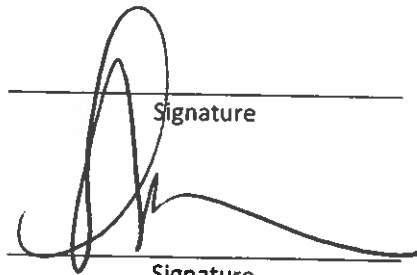
Date

Susan McAlonan

Name of Program Contact

Signature

Date


11/3/21

Note: If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

* If facility school does not have a governing board of directors, state N/A.

EARSS Grant Narrative

Section A: Needs: *Describe the applicant's need for the proposed program.* HOPE Online Learning Academy Co-Op High School is a multi-district charter school authorized under the Douglas County Re-1 School District (DCSD) since 2008. Like a traditional brick and mortar school, HOPE in-person students in grades 6-12 attend one of 12 Learning Sites for a full day of instruction consisting of at least 6.5 instructional hours each school day. These Learning Sites are located within ten school districts where an agreement with HOPE exists. This unique model of educational programming is designed to provide a blended learning model via a community-directed partnership predicated on a social change theory (Mediratta, 2008). In addition, HOPE now has nine drop in sites. HOPE is designated as an AEC (Alternative Education Campus). Eligibility is based on having 95% of students with one qualifying risk factor; currently 58% of students have two or more. There are approximate 1,500 high school students.

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. With this high need population. HOPE's services have continued to increase to support these students. For many students HOPE is a school of "last resort" because students have exhausted all other alternatives to complete high school.

1. Disciplinary Trends and Data: *Describe disciplinary trends in recent years ...* Two-year data does not provide a complete picture of students discipline, therefore we included the 2018-19 data in our analysis. For the 2018-19 school year, HOPE data shows 57 students received out of school suspensions and three were expelled (distribution). For the 2020-21 school year, four students received out of school suspensions and none were expelled. Discipline reports for three years show that the majority of suspensions are related to acts of disobedience, defiance and drugs and alcohol.

HOPE High School Behavior Data 2018-2021

Year	Total # Students Enrolled	Total # of Students Referred	% of Students Referred	Total Repeat	Percent Repeat	# of Students out of school suspension	% of Students Referred Suspended	# of Students In School Suspension	% of Students Referred In School Suspension	Overall OSS Suspension Rate
2018-19	586	114	19%	54	47%	57	50%	19	17%	0.10
2019-20	589	51	9%	8	16%	21	41%	12	23%	0.04
2020-21	651	22	3%	7	3%	4	18%	4	18%	0.01
				2018-19		2019-20		2020-21		
CDE Code	Behavior			#	%	#	%	#	%	
1	Drugs					3	14.3	1	25.0	
3	Tobacco			3	3.5					
5	Weapon					1	4.8			
8	Disobedience/Defiance			57	66.3	14	66.7	2	50.0	
9	Detrimental Behavior			8	9.3	1	4.8			
12	Other-Cheating			11	12.8					
14	Marijuana Violation			3	3.5					
17	Threat Physical			4	5.7			1	25.0	
21	Harassment/Bullying related to Sexual Orientation					2	9.5			
	Total			86	100.0	21	100.0	4		

2. Current Services and Gaps *Briefly identify current services and gaps in services ...* Based on data and observation, HOPE have worked diligently to strengthen the discipline strategies and practices implemented in our Learning Sites through the previous EARSS grant. HOPE is committed to building relationships with our students. Our data shows that this was successful and the strategies used are still in place. Our goal was to keep students in the classroom engaging in instruction instead of resorting to suspension. We used restorative practice, supported effective classroom management, positive behavior supports and alternatives to suspension and expulsion. As a result behavior data has shown a decline in the numbers of students referred and suspended each year.

In conclusion, the data suggests while discipline strategies are working, we continue to have a significant issue with chronic absences and are on Federal watch for our dropout rate. Our data shows the relationship between student credit deficit and students who are struggling with believing they can complete their academic careers while facing increasing stressors associated with their current situations. Based on data collected during the COVID pandemic when students were online, researchers found that self-efficacy and growth mindset were two socio-emotional skills affected by higher levels of absenteeism from school. (Satibanez & Guarino, 2021).

3. Discipline Disproportionality: *Explain if the data analysis determines if disproportionate discipline related to race/ethnicity or not and the degree to which it exists.* HOPE is a minority majority school. Students identified as Hispanic and White are the largest racial subgroups enrolled in HOPE with rates of 75% and 21%, respectively. The number of students in the remaining subgroups are below the reporting threshold. Therefore, we roll all students other than White into a reporting category labeled Minority. We use the proportionality index (PI) to determine disparate identification or impact on students identified in these two groups. A normal representation within groups occurs when the risk ratio is 1.0: a value greater than 1.0 identifies a disproportionate overrepresentation and a value less than 1.0 indicates a disproportionate underrepresentation (Lewis et al., 2015). Researchers have suggested that an index rating of .85 or less or 2.0 and above as an indicator of disproportionate impact.

Using this metric, HOPE does not show disproportion with any sub-group. Because the numbers of students suspended are low, we find no discrepancy between racial subgroups with minority and students identified as White with PI results indicating 1.0 for both subgroups in 2019-20 and .95 and 1.27 respectively for 2020-21 and score.

4. Attendance: *Describe attendance trends based on number of students chronically absent ...* Three-year trend data indicates an inconsistent trend for HOPE's high school attendance and truancy rate from 2018 to 2021. The 2020-21 school year saw the greatest number of students identified as truant and with chronic absences with the truancy rate increasing from 6.7 to 24.8 and the attendance rate decreasing from 88.4 to 74.5 from the previous year. When the data is disaggregated, attendance decreases for our 11th and 12th graders who have "aged out" of the compulsory attendance/truancy requirements. The 2020-21 average daily attendance rates for 2020-21 show 55% of 11th graders and 66% of 12 graders had attendance rates below 80%. We further drill down to determine differences by subgroups.

HS Attendance, Chronic Absences and On Track for Graduation

Subgroup 2020-2021	#	%	ADA	# Chronically Absent	% Chronically Absent	# On Track for Graduation	% On Track for Graduation	PI Chronic Absences	PI On Track for Graduation
Female	338	0.49	0.67	167	0.49	142	0.42	0.92	1.02
Male	354	0.51	0.66	197	0.56	140	0.40	1.06	0.98
Minority	548	0.79	0.66	299	0.55	220	0.40	1.04	0.98
Non-Minority	144	0.21	0.62	66	0.45	62	0.43	0.85	1.05
Cross Yr	692	1.00	0.66	364	0.53	282	0.41		
Subgroup 2019-2020	#	%	ADA	# Chronically Absent	% Chronically Absent	# On Track for Graduation	% On Track for Graduation	PI Chronic Absences	PI On Track for Graduation
Female	338	4.2	0.67	167	0.49	142	0.42	0.94	1.03
Male	354	71.9	0.66	187	0.56	140	0.40	1.06	0.97
Minority	548	74.1	0.68	429	0.55	328	0.40	1.04	0.99
Non-Minority	144	19.6	0.62	79	0.45	82	0.43	0.86	1.96
Cross Yr	692	100.0	0.66	328	0.53	410	0.41		

Dropout Rate: HOPE’s dropout rate for 2020-21 was 8.7%, slightly up from 8.3% the previous year. Given the state is at a 1.8% rate, it is clear that HOPE serves a highly at-risk population. Three-year trend data show that about 70 students dropout each year. Disaggregated dropout rates for 2020 indicate the students who are minority are most at risk for dropping out. For the 2021 school year students most likely to drop away were those who were 17 and over and have 10 credits or less. This proposal is designed to support these students to stay in school and graduate.

Dropout Rates by Subgroup

	2018-2019			2019-2020		
	Total	Male	Female	Total	Male	Female
All	8.3%	8.6%	8.1%	8.7%	10.5%	7.1%
Hispanic	7.6%	8.1%	6.9%	8.9%	7.1%	10.9%
White	11.0%	10.1%	11.8%	4.9%	3.9%	5.7%

We identified 150 students who had dropped out in the past two years including how long they enrolled, credits, cumulative grade point average, and number of prior high schools. As expected, the majority of dropouts were 12th graders although 20% of these students were 11th grade. Further unpacking of risk factors associated with dropping out show gaps have been decreasing but continue to be greater in our students from minority backgrounds. On average, students identified as Minority have earned an average of 4.36 credits while students identified as White have earned an average of 4.40 across the 2020-21 school year. Students who are identified as minority also demonstrate greater credit deficits. Students identified as White have an average credit deficit of -3.03 credits in spring of 2021 while the average for students identified as minority was -3.39.

2020-21 GPA

Attendance and Credit Deficits

		GPA	ADA	Credit Deficit
Mean		1.93	0.71	-2.62
Median		2.00	0.79	-1.50
Percentiles	25	1.24	0.56	-5.75
	50	2.00	0.79	-1.50
	75	2.67	0.91	0.75

Grade	Number of Students	Percent of Dropouts	Average Credits Earned	Average GPA
9	15	12%	1.06	1.29
10	20	16%	4.28	1.44
11	24	20%	6.89	1.67
12	63	52%	11.96	1.30

Graduation: We are finding chronic attendance issues impact credit completion and graduation as well as our students' abilities to have a plan for post-secondary transition. Our four year graduation rate was 43% while the seven year was 51%; well below the required 67% rate required by ESSA (Every Student Succeeds Act).

Over the past three years (2019, 2020, 2021) HOPE has graduated 137, 117 and 112 students, respectively. Of these 69% were female and 46% male. Eighty-four percent were Hispanic and 89% minority. Of these graduates 79% were eligible for free and reduced lunch, 49% were English language learners, and 14% were homeless. The 2020 graduation rate was expected to increase. With COVID-19 some students slated to graduate found themselves working full time to provide support to their families. Of those graduating in 2019, 53% were male and 47% female. Seventy-six percent of students were minority with 68% identified as Hispanic. Thirty-one percent of graduates were second language learners, 12% students with IEPs and 66% received free/reduced lunch. HOPE was rated at Meets for the 2019 SPF AEC Completion indicator at 59%, stable from the previous year. The graduation rates are under 60% resulting in HOPE continuing to be identified for ESSA. As we expand our evaluation of risk factors that impact our ability to support students to graduation, we are finding chronic absences have a significant correlation to GPA (.48 $p < .001$) and to credit completion (.25 $p < .001$) and graduation as well as our students' abilities to have a plan for post-secondary transition.

5. Current Services and Gaps: *identify current services regarding attendance and the gaps in services ...* During the last two years we have reinforced our Student Attendance and Review Panel (SARB) process to better focus on those students who have significant attendance issues and those who are extremely credit deficit. We are also enhancing real time career planning supports and mental health services. However, while we have a number of services and strategies in place, these are not sufficient to keep those most at-risk youth in school or reengage our students who have dropped out. Our root cause analysis suggests that these students do not see completing the traditional graduation pathway as doable for a variety of reasons including being behind in credits, not connecting with the coursework, not understanding the connection between graduation and increased earning potential and family pressure to earn money.

HOPE lacks a comprehensive integrated planning process and coordination of services to ensure an early response system for identification and intentional outreach to families and the community

to reengage dropouts as well as to highlight students at risk to provide intervention/wrap-around services. As Hill, et. al. (2016) note, a focus on prevention, intervention and reengagement provide a more fluid response to student needs” in a preventive manner and over time (3 to 5 years) reduce the amount of need for reconnection services and alternative programs (p.49).”

6. Disproportionality Attendance: Our PI calculations for chronic absences indicate rates between minority and non-minority students is not disproportionate with 2021 PI scores of 1.04 and .85, respectively similar to 2020. An analysis of student credit completion by the level of absences found that students with frequent absences have earned, fewer credits. We find our 11th and 12th graders with lower absence rates demonstrate credit completion and on-time graduation. The data shows our students with high to extreme chronic absences complete fewer credits thus demonstrating the subsequent impact on school completion. Comparing GPA with attendance we find that students whose attendance rates are less than 80% have an average GPA 1.24.

Our data for the 2020-21 year show that our students' grade point average (GPA) is less than 2.0 with attendance rates around 71% of membership days. The mean credit deficit for students across grades 10 to 12 is -2.62. School completion rates for students is aggregation by racial background suggests that students identified as minority as having lower rates; however, there is no evidence of statistical disproportionality. The students we intend to serve with this grant, based on data are Hispanic/Latinos that are English language learners that earn the least credits by grade 12.

Section B: Performance Objectives: *Using prescribed goals from the RFP*

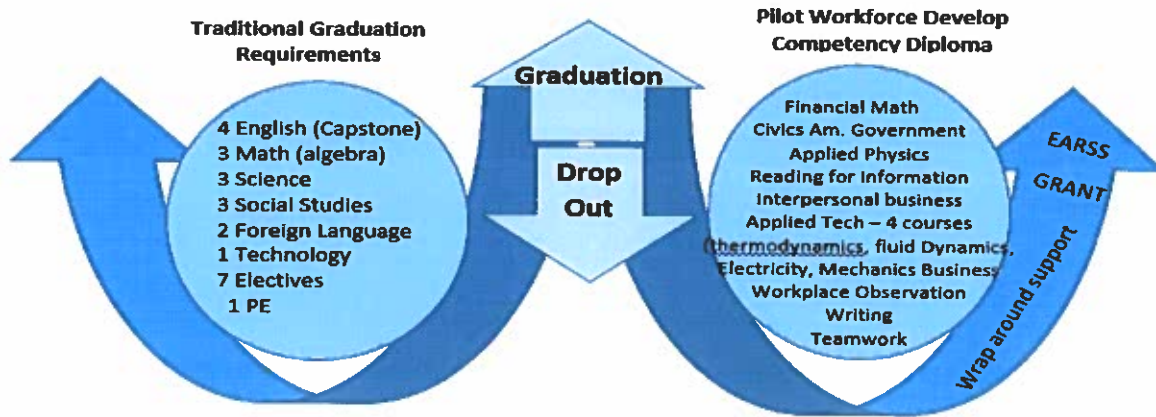
Section B: Performance Objectives 1: Academics				
Goal Statement	Students served by the EARSS program will demonstrate improvement in academic achievement			
Selected objective and current level of students achieving these goals.	For each of the four years of the grant 25 % will decrease failing grades in one or more classes as measured the completion of coursework with a passing grade.			
Explain why the selected objective (and measurement).	The goal of this proposal is to increase the graduation rate of participating high school students who are over age and under credit. These students must make progress in passing classes reach graduation. This can be measured by transcripts in IC.			
Identify who was involved, by role and title, in selecting the objective and measure.	Student support services staff (mental health, counselors, re-engagement facilitators, school nurse) Learning Site Directors, Leadership Team (CEO, Ex. Directors: Student Support; Community Engagement, Academic Liaisons) HOPE Evaluator.			
Describe the evaluation process to track progress on the performance objectives.	Source(s) of Data	Method(s) or Tools to Collect Information and Assess Progress	Frequency of Collection	Who to coordinate data tracking and analysis
	Credit accrual measured by IC transcripts	Infinite Campus data	Progress monitored weekly calculations at the end of each semester	EARSS staff in conjunction with Evaluator
Section B: Performance Objectives 2: Attendance				
Goal Statement	Students served by the EARSS program will show improvement in attendance.			
Selected objective and current level of students achieving these goals.	For each of the four years of the grant 30% will increase school attendance as measured by daily or weekly monitoring of school attendance.			
Explain why the selected objective (and measurement).	The objective was selected because it appears to be more proactive. It is critical that we monitor participating students each week and provide support to those that are struggling with attending school. Waiting until the end of the year/semester or averaging attendance does not provide real time information.			

Identify who was involved, by role and title, in selecting the objective and measure.	Student support services staff (mental health, counselors, re-engagement facilitators, school nurse) Learning Site Directors, Leadership Team (CEO, Ex. Directors: Student Support; Community Engagement, Academic Liaisons) HOPE Evaluator.			
Describe the evaluation process to track progress on the performance objectives.	Weekly data collection and attendance data in Infinite Campus	Weekly tracking spreadsheet of attendance and student contact log Infinite Campus	Weekly	EARSS staff in conjunction with Evaluator
Section B: Performance Objectives 3: Social Emotional Functioning				
Goal Statement	Students participating in the EARSS program will show improvements in behavior or social emotional functioning.			
Selected objective and current level of students achieving these goals.	For each of the four years of the grant 35% of students served by the EARSS program will improve social-emotional competence as measured by formally assessing improvement (pre-post test surveys).			
Explain why the selected objective (and measurement).	As stated previously, COVID impacts older students' school attendance which in turn affects social and emotional development. During the planning phase the social emotional components will be developed including a pre and post assessment.			
Identify who was involved, by role and title, in selecting the objective and measure.	Student support services staff (mental health, counselors, re-engagement facilitators, school nurse) Learning Site Directors, Leadership Team (CEO, Ex. Directors: Student Support; Community Engagement, Academic Liaisons) HOPE Evaluator.			
Describe the evaluation process to track progress on the performance objectives.	Bi-Monthly support from a mental health counselor	Pre-Post Survey designed by the evaluator based on data	Progress monitoring monthly by mental health pre-post at semester	Mental health provider and evaluator

Section C: Program Description

1. ***Provide a detailed expected timeline for the 6 month planning period.*** Based on data analysis, students who are most at risk and vulnerable are those who are 17 and over and have accumulated less than 10 credits. The planning will entail collecting additional data from stakeholders and developing a system of supports for these students to increase attendance and graduation rates. Core element of this support system is an alternative pathway to graduation that is more applicable to this group of students along with wrap-around services to support attendance, social emotional competence and career development. HOPE is currently piloting the alternative graduation pathway using Workkeys workforce ready competency diploma. With permission from Douglas County School District, this pilot is designed to provide an alternative graduation pathway for those most at risk. This alternative diploma is accepted at community colleges, some universities and vocational/trade schools. While this is a good start, more analysis is needed to see if this alone will impact attendance and graduation rates. The preliminary data shows that students are still struggling to complete course work and more services are needed.

Outcome: An alternative graduation pathway will be developed to support students who are overage and under credit with multiple risk factors (low academic achievement, attendance and discipline issues, limited social and emotional competence) to graduate.



EARSS Grant will support those students most at-risk for non-attendance and dropping out. Wrap around services will be based on data collected during the planning phase and will include career development, social and emotional competence, student and parent/family engagement. Strategies will be research based and determined by student, parent and staff input.

Strategies /Activities	Interim Benchmarks	Timeline Completion	Person(s) Responsible
Hire EARSS staff member	EARSS Staff member is hired to lead the planning phase	January 2022	Executive Director of Student Support Services
Develop and conduct student, past graduates, family and staff focus groups to determine needs.	<ul style="list-style-type: none"> Focus group questions are developed Protocol is designed for implementation Participants are determined Training is provided for staff conducting focus groups Focus groups are conducted, data is analyzed 	February - March 2022	Evaluator
Identify a steering committee to determine access/feasibility for the components include students, parents, leadership, teacher counselor, employers.	<ul style="list-style-type: none"> A culturally relevant steering committee is identified Meetings are scheduled Data is reviewed A program of work is developed 	February – April 2022	Executive Director of Student Support Services EARSS Staff Member
Determine the themes that will lead to wrap-around services based on the focus groups, discipline, attendance and academic achievement.	<ul style="list-style-type: none"> Conduct a review of the research based practices to support attendance and grad. Major themes are identified based on data Needed supports and services are identified based on focus group and data analysis 	March – April 2022	Steering Committee EARSS Staff Evaluator
Determine effectiveness of the pilot for the alternative graduation pathway using Workkeys workforce ready competency diploma	<ul style="list-style-type: none"> Conduct focus groups with participating students, staff and families Redesign of graduation requirements if needed Determine eligibility - alternative pathway Determine parent engagement strategies 	January – February 2022	Evaluator. EARSS Coordinator
Define additional wrap-around services and programs based on data including focus group information, academic, discipline and attendance data and steering committee input and oversight.	<p>Program elements are determined based on data and may include:</p> <ul style="list-style-type: none"> Flexible academic schedule Parent engagement Access to concurrent enrollment Workforce/career development 	April 2022	Steering Committee EARSS Staff Evaluator Career Development Specialists

	<ul style="list-style-type: none"> • Tutoring • Employers to support graduation • Mental health support 		
Determine parent involvement strategies to support engagement.	<ul style="list-style-type: none"> • Using the review of lit and data a menu of options is developed to engage parents • The menu of options is refined based on parent and staff input 	March – April 2021	Steering Committee EARSS Staff Parents
Determine the social emotional components and corresponding pre-post survey.	<ul style="list-style-type: none"> • Use focus group data to determine themes • Social/emotional components are identified and developed based on student data 	April 2022	EARSS staff HOPE mental health team School Counselors
Develop a data collection evaluation system to address the goals and objectives outlined in this proposal.	<ul style="list-style-type: none"> • Based on the data and program design the evaluation tools will be developed • Staff will be trained on tool use • The evaluation system will be refined 	May 2022	Evaluator EARSS Staff Executive Director of Student Support Services
Develop an algorithm to identify those students who would be appropriate for the program.	<ul style="list-style-type: none"> • The algorithm is developed • Student participants are identified • Student and parent meetings are held • Student participants are finalized 	June 2022	EARSS staff Evaluator HOPE PD
Progress monitoring.	<ul style="list-style-type: none"> • Provide information on progress stakeholders policy makers, HOPE leadership 	January – June 2022	SAC Committee HOPE Board - CEO HOPE leadership

2. Describe how parents/families or guardians and students will be involved in the planning process; AND/OR Describe current policy regarding parental involvement in the development of student plans related to academic, attendance, and/or discipline. Parent focus groups were conducted in 2018 to understand more completely the parent perspective. In addition, each year a parent affiliation survey is conducted to determine satisfaction with the HOPE educational program and to make changes based on their feedback. During the focus groups, parents reported that they wanted their child to be better off than they are. These focus groups also increased the parent involvement with school after participation. We know that families are pivotal in supporting graduation. Based on the struggles during COVID, some parents have reported that earning money is the most important contribution students can make to their family. Graduation isn't always something parents can support based on economic hardship and the lack of information on the importance of graduation. We were successful in engaging families from previous focus groups. Focus groups will be the start of engaging parents and they will be conducted by with a Spanish speaker and will include questions on cultural relevance. Student planning and goal setting will include the parent/guardian and information will be shared on how graduation can support a student's future life style. The traditional school alternative attendance plans will be used for those students that need to work during school hours. Parent engagement is well defined in HOPE policy.

3. Provide details regarding the proposed services' or strategies' research-based known outcomes and cost effectiveness. A Meta-Analysis of Dropout Prevention Outcomes and Strategies, A Technical Report by: Shanan L. Chappell, PhD Et al., 2015, outlines that strategies that support graduation. Those strategies include: Academic support, behavior and social emotional intervention including mental health, career development and family engagement. Having a school staff member engage and work consistently with a student to monitor progress and address issues is another key factor. HOPE has services for students, however the consistent staff person managing and working directly with specifically identified students is critical to the success of this program. The cost effectiveness with be realized through the identification of strategies that will support student

attendance and allow HOPE to integrate this system into the instructional program at each learning site to continue after grant funding.

The ultimate in cost effectiveness is “providing additional support to those students most likely to dropout they will realize a better future. “High School graduates themselves earn more and typically enjoy more comfortable and secure lifestyle. Students of color, students from low-income families, students with disabilities, and other historically underserved populations still graduate at rates substantially lower than national averages.” Conversely, raising graduation rates will have significant positive benefits on national and local economies. The Graduation Effect projects economic shifts that would result from a 90 percent graduation rate—these benefits include 14,260 new jobs, a \$5.7 billion increase in GDP, \$16.1 billion in savings on healthcare, and hundreds of millions in federal tax revenue. And that’s just in one year”. The Economic Upside to *Increasing Grad Rate* Tuesday, May 29, 2018 By: *Beah Jacobson, Writer, America's Promise Alliance.*

4. ***Describe the proposed services to students and the means for engaging parents/families or guardians of each student are, or will be, culturally relevant and responsive.*** According to the Alliance for Excellent Education, culturally responsive schools can help “support historically underserved and marginalized students in coping with bias, discrimination, and negative stereotypes they too often face because of their cultural, racial, and socioeconomic identities.” Cultural relevance is what HOPE strives for. For the past five years, the HOPE and Learning Site staff participate in cultural competence training provided by University of Denver through the Educational Leadership and Policy Studies. The goal is to improve our cultural understanding and response to our students and staff. One result was changing our mission and vision that was more grounded in deficit to reflect inclusiveness of all.

HOPE's Mission: HOPE students matter. At HOPE, students achieve more than they ever thought possible. Through our small, community-driven, diverse learning environment, students gain the knowledge and skills to become leaders in their community. The vision of HOPE is to provide a safe, caring and engaging learning environment that empowers students to grow academically, as well as social-emotionally.

*HOPE's Vision: At HOPE, you: Belong * Believe * Become*

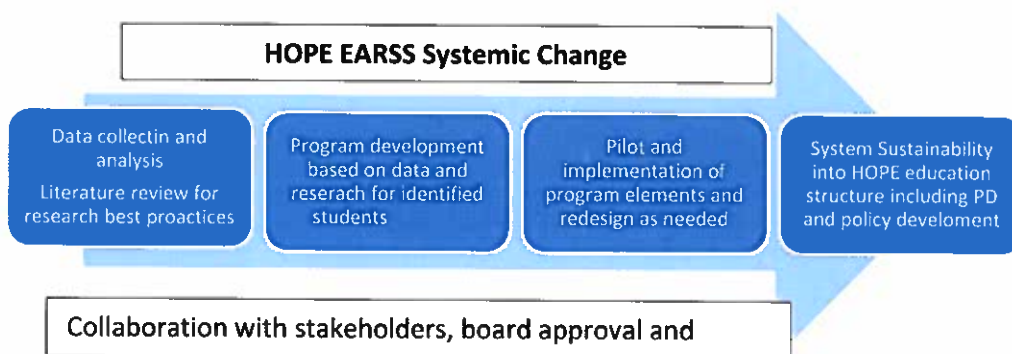
One of the biggest issues outlined in *Factors Inhibiting Hispanic Parents' School Involvement* Smith, Jay; Stern, Kenneth; Shatrova, Zhanna, 2008 for families is the language barrier. In all learning sites with a high English language learner population has staff that speaks Spanish and comes from the same community of the students. HOPE strives to engage parents to improve the educational program. To this end each year a parent affiliation survey is conducted in both Spanish and English.

<i>Hope Parent Survey 2018-2021 Three Year Trends</i>				
Survey Question	2018	2019	2021	National Survey
Attendance has improved	76%	83%	79%	
Quality of education has improved	82%	88%	82%	
The blended learning curriculum (on the computer and the offline instruction) is helpful for my child.	82%	90%	91%	

I am well informed about my child's academic progress.	88%	92%	89%	77%
I am satisfied with my child's academic progress	85%	90%	89%	
I feel respected at our HOPE Learning Site.	91%	94%	98%	88%
I feel that my child belongs at this Learning Site.	87%	93%	96%	72%
My child is safe at our HOPE Learning Site.	89%	93%	96%	72%
Discipline problems at our HOPE Learning Site are handled appropriately.	79%	86%	80%	

5. *Describe how the educational and support services will be sustained following the expiration of the grant. EARSS in the past five years sustained since the grant ended ...* From the 2014-2018 HOPE EARSS grant all of the staff are still employed and delivering services to students. The focus of this grant was to improve discipline and behavior outcomes for students. Our data shows that this was successful and the strategies used are still in place. Our goal was to keep students in the classroom engaging in instruction instead of resorting suspension or expulsion. Strategies included restorative practice, supported effective classroom management and positive behavior supports. These strategies are in discipline policy and are included in professional development each year. In addition, staff support these at the Learning Site level to make sure discipline strategies are continued and enhanced. The staff and corresponding strategies are included in the general fund budget.

6. *Describe how the applicant's programs or strategies may lead to systemic changes within the school(s)/school district(s) to serve expelled students or students at risk of being expelled or declared chronically absent beyond the lifespan of the grant.* Each grant that HOPE secures is always to make a change in the system and to imbed research based practices into the education of students. The grant funding gives HOPE a chance to determine which strategies will make a difference in the improvement of attendance leading to graduation. In each grant HOPE has received, staff has been retained and the program is embedded into the education system for our students. The HOPE Board, SAC Committee will monitor progress and policy will be developed to insure integration into the academic program.



Section D: Evaluation

Applicants must have, or acquire, the capacity to complete required planning and reporting activities as described in Attachment G: Final Performance Report and Attachment F: Implementation Progress Reports.

1. *Describe the capacity, or complete the required online reports and planning tools ...* HOPE has a great deal of experience with grant management, implementation and reporting with CDE and other grant funding agencies. A HOPE data specialist will work with program staff to insure correct

reporting of SASID's and the evaluator will develop and oversee the student tracking to make sure it is compliant with the requirements of the grant. Over the years, HOPE has been successful in providing accurate information and completing reports in a timely fashion for all CDE and other grants received.

2. Describe the process for how evaluation results will be used to inform program improvement

... An educational research consultant will work with the HOPE lead and EARSS coordinator to conduct an ongoing evaluation of grant activities. The consultant will meet on a regular basis with the HOPE staff to discuss analysis of program progress. The consultant will be responsible for working with the EARSS coordinator to ensure a systematic data collection process is in place and monitored. This will include quarterly, semester and annual review of grades, weekly and monthly attendance rates. The evaluator will be responsible for designing and validating a socio-emotional survey that will be administered annual pre and post over the life of the grant. The progress measures outlined above will be collected and analyzed as indicated and shared with the HOPE team for evaluation of program impact. Based on results, adjustments will be made to program components where student results are not showing sufficient upward trends. In addition to student outcomes, the consultant will also work with the HOPE lead to conduct an efficacy study of implementation over the life of the grant to determine if grant activities are implemented as intended. A comprehensive evaluation will address the following questions:

- Is the process for identifying over age and under credit students being followed?
- Do students on the alternative graduation pathway demonstrate higher levels of credit and attendance?
- Do students demonstrate report higher levels of socio-emotional skills application across the year?
- Policies are followed support family and community outreach to those students at risk?
- What do parents and students report as most helpful with attendance and credit completion?
- What changes do students report related to their self-efficacy and growth mind-set?

3. Describe how and when results will be shared with key stakeholders, such as members of the School Board, school staff, parents and community members, etc. To develop a comprehensive plan to support those students most likely to dropout involving all stakeholders is critical to increase success and investment of the entire organization on behalf of the students we serve. This is a significant process to develop a well-constructed approach to increased attendance, social emotional competence and ultimately to increase the graduation rate. The HOPE Leadership Team, Learning Site Directors and staff met to discuss the goals and need for this grant based on existing student data and antidotal information on family perceptions. As a small organization, grant activities do not sit in isolation. Rather, they are integrated in to the schools instructional program. The proposal, progress and results will be shared on a regular basis through the Steering Committee and EARSS staff including with: the HOPE Student Accountability Committee and the Governing Board (quarterly); HOPE Leadership Team (monthly); Learning Site Directors at monthly director meetings; instructional staff during regularly scheduled professional development; families and students at the Learning Site location during scheduled back-to-school, student conferences and individually for those families that are unable to attend school events. Ultimately the data a progress will be included in our annual report to Douglas County School District Board of Directors and administrative staff.

Section E: Budget Narrative and Excel Budget Workbook

1. Within the Budget Narrative: Provide an explanation that summarizes the proposed uses of grant funds ... directly connected to grant goals and activities identified in Section C

Planning 2022: Total \$90,500.

EARSS Coordinator \$30,000. (1.0 FTE 6 Month) \$6,000. Benefits

The EARSS Coordinator will be responsible for ensuring that all activities/strategies are conducted in accordance with the grant. After the planning phase the coordinator will supervise the implementation working directly with staff, students and parents.

Contract Evaluator: \$3,000. Will develop data collections tools, train staff and analyze results to be used in the planning phase (focus group, pre-post train focus group). This position will continue to support during the implementation including developing and supervising the evaluation process.

Focus Group Facilitators: \$10,000. Under the supervision of the evaluator, two focus group facilitators to conduct two focus groups at 10 sites. One for parents and one for students. Schedule, attend, conduct focus groups and record data for each. One Facilitator will be Spanish speaking.

Supplies: \$3,500.00. Two computers for focus groups and coordinator, phone for coordinator, printer.

Stipend: \$7,500.00. Focus group participation stipend for parents to offset transportation and loss work time. 150 parents @ \$50.00 per participant.

Mental Health Provider: .5 \$24,000.00 Salary \$5,000.00 Benefits to develop social emotional competence program for identified students including curriculum, implementation and working with the evaluator to determine effectiveness

Administrative Support: .1 FTE \$5,000. Salary \$1,500. Benefits for fiscal agent, Douglas County School Admin salary to process invoices, parent stipends, provide fiscal oversight and grant compliance.

Budget: Years 1 Total 162,300. Budget: Year 2 Total \$140,195 (15% reduction)

The budget will focus on providing wraparound services to students and completing the identified goals and requirements for this grant. Therefore, the budget emphasis is on staffing. The amount of funding requested in year 2 will be reduced each year and shifted to the HOPE general funds. This will allow HOPE to identify and pilot strategies so at the end of funding this program and move toward staff will be retained through general fund dollars.

Matching Funds: In addition to the In-Kind support detailed, HOPE will provide actual cost mileage, training facilities, meals, and materials/supplies that are needed to implement the grant.

1.0 FTE EARSS Coordinator (Year 1: \$60,000. Salary \$17,000. Benefits Year 2 15% reduction) will deliver services to students based on the identified program determined and coordinate activities outlined in the proposal, including data collection, steering committee, policy development, working with staff members that will provide services (mental health, homeless liaison, career counselor etc.

1.0 FTE EARSS Staff Member (Year 1 \$49,000 Salary Benefits \$14,700 Year 2 15% reduction) to provide direct service to students and support the delivery of services to students identified as overage and under credit with poor attendance.

Evaluation: Contract Evaluator: (\$6,000. Year 1, Year 2 \$5,000) Will develop data collections tools, train staff and analyze results to be used in the planning phase (focus group, pre-post train focus group). This position will continue to support during the implementation including developing and supervising the evaluation process.

Administration (.1 FTE \$12,000. Salary \$3,600. For Years 1 -2) Benefits for fiscal agent, Douglas County SD Admin salary to process invoices, stipends, provide fiscal oversight and grant compliance

Section E: Excel Budget Spreadsheet: Attached

Section F: Letter of Commitment: Attached

HOPE

ONLINE LEARNING ACADEMY

November 3, 2021

Expelled and At-Risk Student Services Grant Selection Committee:

I am writing to express my full support for the Expelled and At-Risk Student Services Grant (EARSS) submitted by HOPE. We are committed to support all students reach graduation regardless of their circumstance. We know that there is more we need to do to assist students who are over age and under credit to realize high school graduation.

HOPE Online Learning Academy Co-Op is a multi-district online school that is authorized by the Douglas County School District and certified by the Colorado Department of Education. Since 2005, HOPE has provided students with an online education that includes individualized learning plans paired with in-person support. As an alternative to the traditional online learning model, HOPE has created a unique, blended learning educational structure using small, community-based Learning Sites that students attend. Over 2,000 students are served by HOPE in grades 6-12 in one of 14 in person and 9 drop in sites located within the 14 school districts.

The majority of students who come to HOPE have experienced difficulty in their previous school and have significant credit deficits, discipline issues and school failure. HOPE's high school program is designated as an Alternative Education Campus because at least 90% of the students are identified as high risk. Our student demographics represent: 73.4% free and reduced lunch; 28% English language learners; 65% students of color and 10.5% homeless. Due to our demographics, students need more support to attend school and reach graduation.

HOPE strives to provide opportunities for diverse communities with equitable education through rigorous instruction that incorporates culturally responsive teaching practices. We provide enriching academic, career and socio-emotional supports and activities that assist students with the skills they need to lead flourishing lives after high school. Based on our data we have a group of students whose attendance is such that it leads to poor credit accumulation and fosters dropping out of school. COVID has added another issue for these students. Many needed to work to support their family, and this lead to poor attendance and students not as invested in a high school diploma.

If approved, this grant will allow an opportunity to plan and implement a program to directly support these students. HOPE has a strong track record for sustaining policy, practice and personnel after grant funding has ended. Over the past five years HOPE has doubled the positions to support student mental health, career development, health, behavior, attendance, and graduation. Most of these were originally grant funded (including EARSS). Funding through this grant program will allow us to create resources to support a deserving student population. Please let me know if you have any questions or need more information. We hope you will strongly consider us for this opportunity. You can learn more about our school through our website <https://www.hopeonline.org/>.

Sincerely,



Heather O'Mara, Founder and CEO

Expelled and At-Risk Student Services RFA Budget

*Funding is contingent upon future appropriations for the EARSS Program
THIS FILE CONTAINS THE BUDGET AND AFR REQUIRED FOR THE GRANT*

Enter District/BOCES Code/Facility Code	0900	Enter School Name:	HOPE Online Learning Academy Co-00
Agency Name:	DOUGLAS COUNTY RE 1	Enter Facility Name:	

Budget Report:	Original Budget
Revision number:	
Date:	
CDE Approval Date:	

Fiscal/Business Office Information:	Program Contact Information:
Name:	Name: Susan McAlonan
Phone No.:	Phone No.: 720-402-3000
E-mail:	E-mail: susan.mcalonan@hopeonline.org

Update the Contact Information as required.

SUBMIT THIS EXCEL FILE TO:

Program Contact: Phone No:
Amy Werpy 303-866-6601
Office of Grants Fiscal Contact: Phone No:
Anna Friedman 720-778-1877

E-mail Address:
werpy_a@cde.state.co.us
E-mail Address:
friedman_a@cde.state.co.us



Expelled and At-Risk Student Services
RFA Budget Detail

District/BOCES: 0900
 School: HOPE Online Learning Academy Co-Op
 Facility: 0

SHEET IS PROTECTED. ALL DATA ENTERED ON BUDGET DETAIL TAB

PROGRAM CATEGORIES		FY21-22	FY22-23	FY23-24
INSTRUCTIONAL SUPPORT PROGRAM				
1	Salaries (0100)	\$0.00	\$0.00	\$0.00
2	Employee Benefits (0200)	\$0.00	\$0.00	\$0.00
3	Purchased Professional & Technical Services (0300)	\$0.00	\$0.00	\$0.00
4	Other Purchased Services (0500)	\$0.00	\$0.00	\$0.00
6	Supplies (0600)	\$0.00	\$0.00	\$0.00
7	Non-Capital Equipment (0735)	\$0.00	\$0.00	\$0.00
SUPPORT PROGRAM				
7	Salaries (0100)	\$30,000.00	\$109,000.00	\$92,650.00
8	Employee Benefits (0200)	\$6,000.00	\$31,700.00	\$26,945.00
9	Purchased Professional & Technical Services (0300)	\$13,000.00	\$6,000.00	\$0.00
10	Other Purchased Services (0500)	\$31,500.00	\$0.00	\$5,000.00
11	Supplies (0600)	\$3,500.00	\$0.00	\$0.00
12	Non-Capital Equipment (0735)	\$0.00	\$0.00	\$0.00
ADMINISTRATIVE SUPPORT - LIMITED TO 15%				
13	Salaries (0100)	\$5,000.00	\$12,000.00	\$12,000.00
14	Employee Benefits (0200)	\$1,500.00	\$3,600.00	\$3,600.00
15	Purchased Professional & Technical Services (0300)	\$0.00	\$0.00	\$0.00
16	Other Purchased Services (0500)	\$0.00	\$0.00	\$0.00
17	Supplies (0600)	\$0.00	\$0.00	\$0.00
18	Non-Capital Equipment (0735)	\$0.00	\$0.00	\$0.00
Total Budget		\$90,500.00	\$162,300.00	\$140,195.00

**Expelled and At-Risk Student Services
RFA Match Funding Detail**

Program	Budget Object	Match Type	Funding Year	Cost	Description
District/BOCES: School: Facility:	0900 HOPE Online Learning Academy Co-Op 0				
1	2	3	4	5	6
Support Program	Salaries (0100)	In-Kind Support	FY21-22	\$16,000.00	.2 FTE Executive Director of Student Support Services to provide grant oversight
Support Program	Employee Benefits (0200)	In-Kind Support	FY21-22	\$3,800.00	.2 FTE Benefits Executive Director of Student Support Services to provide grant oversight
Support Program	Salaries (0100)	In-Kind Support	FY21-22	\$10,000.00	.10 FTE Career Counselor to assist in determination of program elements
Support Program	Employee Benefits (0200)	In-Kind Support	FY21-22	\$2,000.00	.10 FTE Benefits Career Counselor to assist in determination of program elements
Support Program	Supplies (0600)	State Dollars	FY21-22	\$2,000.00	meals and travel for steering committee and involved personnel
Support Program	Supplies (0600)	State Dollars	FY21-22	\$1,000.00	Materials and supplies for focus groups and steering committee
Administration	Salaries (0100)	State Dollars	FY21-22	\$5,000.00	.1 FTE HOPE administrative support for scheduling, record and data keeping
Administration	Employee Benefits (0200)	State Dollars	FY21-22	\$1,500.00	Benefits for .1 FTE administrative support
Support Program	Salaries (0100)	State Dollars	FY21-22	\$10,000.00	.2 data specialist to support data collection and analysis with evaluator
Support Program	Employee Benefits (0200)	State Dollars	FY21-22	\$3,000.00	Benefits: .2 data specialist to support data collection and analysis with evaluator
Support Program	Supplies (0600)	State Dollars	FY21-22	\$3,000.00	Training facilities, materials and meals for professional development activities
Support Program	Salaries (0100)	In-Kind Support	FY22-23	\$16,000.00	.2 FTE Executive Director of Student Support Services to provide grant oversight
Support Program	Employee Benefits (0200)	In-Kind Support	FY22-23	\$3,800.00	.2 FTE Benefits Executive Director of Student Support Services to provide grant oversight
Support Program	Salaries (0100)	In-Kind Support	FY22-23	\$10,000.00	.10 FTE Career Counselor to assist in implementation of wrap around services and program elements
Support Program	Employee Benefits (0200)	In-Kind Support	FY22-23	\$2,000.00	.10 FTE Benefits Career Counselor to provide wrap around services and program elements
Support Program	Supplies (0600)	State Dollars	FY22-23	\$2,000.00	meals and travel for steering committee and involved personnel
Support Program	Supplies (0600)	State Dollars	FY22-23	\$1,000.00	Materials and supplies for focus groups and steering committee
Administration	Salaries (0100)	State Dollars	FY22-23	\$5,000.00	.1 FTE HOPE administrative support for scheduling, record and data keeping
Administration	Employee Benefits (0200)	State Dollars	FY22-23	\$1,500.00	Benefits for .1 FTE administrative support
Support Program	Salaries (0100)	State Dollars	FY22-23	\$12,000.00	.1 data specialist to support data collection and analysis with evaluator
Support Program	Supplies (0600)	State Dollars	FY22-23	\$3,000.00	.1 data specialist benefits
Support Program	Supplies (0600)	State Dollars	FY22-23	\$6,000.00	Staff travel, Training facilities, printing, materials and meals for professional development activities

Expelled and At-Risk Student Services

RFA Match Summary

MATCH SUMMARY

District/BOCES: 0900
 School: HOPE Online Learning Academy Co-Op
 Facility: 0

SHEET PROTECTED - ALL DATA ENTERED ON
 MATCH DETAIL TAB

STATE DOLLARS			
	FY21-22	FY22-23	FY23-24
Total State Dollar Support	\$25,500.00	\$30,500.00	\$30,500.00

LOCAL GOVERNMENT DOLLARS			
	FY21-22	FY22-23	FY23-24
Total Local Government Dollars Support	\$0.00	\$0.00	\$0.00

PRIVATE DOLLARS			
	FY21-22	FY22-23	FY23-24
Total Private Dollars Support	\$0.00	\$0.00	\$0.00

IN-KIND SUPPORT			
	FY21-22	FY22-23	FY23-24
Total In-Kind Support	\$29,800.00	\$29,800.00	\$29,800.00
TOTAL NON GRANT SUPPORT			

Expelled and At-Risk Student Services
RFA Budget Detail

District/BOCES: 0900
 School: HOPE Online Learning Academy Co-Op
 Facility: 0

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PROGRAM CATEGORIES		FY21-22	FY22-23	FY23-24
INSTRUCTIONAL SUPPORT PROGRAM				
1	Salaries (0100)	\$0.00	\$0.00	\$0.00
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ADMINISTRATIVE SUPPORT - LIMITED TO 15%				
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17	Supplies (0600)	\$0.00	\$0.00	\$0.00
18	Non-Capital Equipment (0735)	\$0.00	\$0.00	\$0.00
	Total Budget	\$90,500.00	\$162,300.00	\$140,195.00