

Section A: Needs Assessment

1) Describe the need for the proposed program, based on data analysis of relevant indicators. Specifically address: Include references to the results of Attachment E, where applicable.

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 Centers 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 where students work primarily from home and come to the site as needed for assistance and assessment. The HOPE locations include areas across the state, focused in the Denver Metro, Pueblo, Grand Junction and Greeley. There are two schools, middle and high school and s serving 2,000 students. There 215 special education 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, have 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. (74% Free and reduced lunch; 46% English Language Learners; 83% of the students are non-white)

HOPE has received a reengagement grant. Participating students were selected via algorithm created to determine those students most at-risk of dropping out. Additionally, students who had dropped out were asked to return to school with extra support. Two facilitators worked with students weekly, provided wraparound services to increase class completion, improve attendance and ultimately graduate from. During the 2018-19 school year, 43 of the 52 students served increased their passing grades and attendance. The completion rate was 77% exceeding the target of 50%. The data shows that even during the 2019-20 school year with COVID, 67% or 35 of 53 students decreased failing grades. While attendance was a struggle for all students during COVID, 42% of the re-engagement students improved attendance exceeding the benchmark for students not in the program. We did not have any dropouts from the program.

The design and support was successful and, this program will continue. The previous grant funding allowed us to determine a process for supporting those most at-risk and to sustain this without grant funding. Each year students will be identified and supported. The two facilitators will continue paid by general funds. This current proposal is an extension to the previous grant. After reviewing the data, it has become clear that we are not providing the level of support needed for those students in special education. The trend data shows that these students have decreased graduation rates, increased dropout rates and a reduced completion rate. Attendance rates and truancy shows a marked increase.

a) Trends in dropout, graduation and completion rates including explanation of root causes.

Trend data shows that those students with IEP's continue to incur a decline in attendance, course completion and graduation. The truancy rates have increased over the past two year. While no dropouts were recorded for the 2020-21 school year, so far there have been 11 students with IEP's that have dropped out this school year. This constitutes a 20% drop out rate (for special education not measured against general education) for the current school year (2021-22). It is anticipated that this number will increase by the end of the school year.

Dropout Rate: CDE

High School Graduation Rates SPED		
2018-2019	2019-2020	2020-2021
70.00%	53.57%	55.88%
High School Dropout Rates SPED		
2018-2019	2019-2020	2020-2021
1.82%	4.21%	0.00%
High School Completion Rates SPED		
2018-2019	2019-2020	2020-2021
70.00%	53.57%	55.88%

Root Cause: COVID has compounded the need for support for students in special education. Many chose to work remotely to manage anxiety and medical vulnerability. “Recent COVID-19 literature highlights concern regarding increased absenteeism, poor literacy and math outcomes, and the potential for long-term educational disengagement, drop-out, and lifelong reductions to educational and vocational attainment for students living and learning in vulnerable circumstances.” (*Andrabi et al. 2020*). A number of studies examining the impact of COVID-19 on academic achievement have been conducted in the United States (*Dorn et al. 2020*). One of the most concerning ways that vulnerability has been documented during COVID-19 is through absence rates. Student absenteeism and disengagement during the pandemic, regardless of the modality of learning, have increased (*Goldstein et al. 2020*). This grant if funded would provide focused support to this population.

b) Analysis of student engagement indicators, attendance, discipline, course performance.

Middle school students have more than double the behavior incidents of high school students. This trend was true for students in special education as well.

School Year	2021-22* (current year)	2020-21*	2019-20
High School	44 events / 38.26%	20 events / 31.25%	54 events / 21.18%
Middle School	71 events / 61.74%	44 events / 68.75%	201 events / 78.82%
Total Events	115 events	64 events	255 events

*Less discipline due to remote learning during COVID

School Year	2020-21*	2019-20	2018-19
High School	61 referrals / 29.47%	42 referrals / 17.72%	40 referrals / 32.79%
Middle School	146 referrals / 70.53%	195 referrals / 82.28%	82 referrals / 67.21%
Total Referrals	207 referrals	237 referrals	122 referrals

*Mental Health data shows a similar trend. Middle School students are more likely to have a crisis referral.

High School: Attendance Rates SPED				
2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
84.55%	90.33%	85.48%	94.53%	77.56%
Middle School: Attendance Rates SPED				
2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
91.18%	93.31%	90.48%	94.12%	81.35%

High School: Truancy Rates SPED		
2018-2019	2019-2020	2020-2021
11.87%	5.52%	22.59%

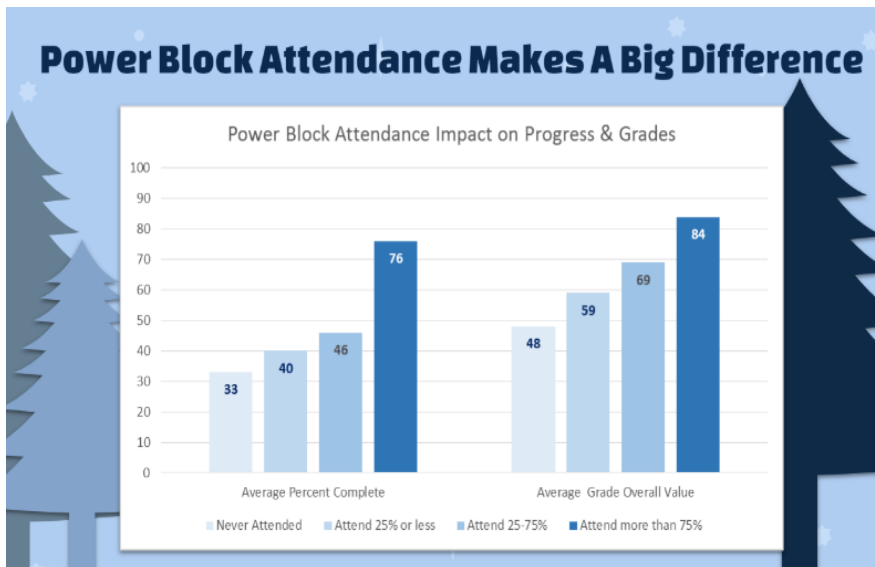
Middle School: Truancy Rates SPED		
2018-2019	2019-2020	2020-2021
6.78%	5.85%	18.72%

Middle School & High School McKinney Vento: Homelessness SPED		
2018-2019	2019-2020	2020-2021
8.33%	8.86%	11.18%

Root Cause: Middle school is a time of change and development including socially and emotionally. Therefore it is expected that middle school students will need more support to address behavior and mental health needs. The attendance rate and truancy rate have increased. Some of this is based on COVID. Families became use to remote learning and are often not available to focus on academic learning due to their work schedule and students were monitoring younger siblings. Many high school students worked to help support their family and school and graduation because a secondary consideration.

c) Analysis of student re-engagement indicators, re-enrollment of out-of-school youth.

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. This is especially true for the students in special education. The following are risk factors for an AEC; juvenile delinquent, dropped out of school, habitually truant, expelled from school, history of personal drug or alcohol use, history of personal street gang involvement, history of child abuse or neglect or ward of the court, has a parent or guardian in prison, **has an IEP**, family history of domestic violence, repeated school suspensions, parent or pregnant woman, migrant child, homeless child, foster child, history of mental or behavioral health issue or experienced significant trauma, is over traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level. The current ACE status is for high school students, however, our middle school students on IEP's meet this criterion as well.



The Power Block is a special education intervention delivery based on IEP goals in math and Language Arts. Students from sites across HOPE are grouped based on need. A special education teacher provides instruction. Students who participate in Power Block are more likely to complete courses and pass classes. Those who are not participating will be the focus.

Students who attend the power block 75% of the time complete an average of 76% of the course with a grade of 84%. Special education students have increased their re-enrollment from 38 in 2017-18 to 92 this school year.

Root Cause: Overall the HOPE re-enrollment data suggests that students, including those with IEP's are finding HOPE a good fit. The small learning sites, small classrooms and having community members at the site that speak their native language is a factor in keeping students engaged. The personal touch that is available resonates with students. However, these is still issues with there have been more dropouts in special education that in years past. Contact and attempts to re-engage have failed.

2) Provide a clear description of the needs of students and families, number of students

Through focus groups, interviews with parent and students as well as requests in IEP meetings. It is clear that families and students need assistance in managing the myriad of functions needed to participate in a blended online program whether their student comes in person or is working remotely. These issues cross both middle school and high school students. Of the 187 students in special education, an algorithm will be developed to determine the highest need students, those most likely to drop be a non-completer. Each facilitator will have 25 students (one middle and one high) for a total of 50 students the first year, 56 the second and increasing to 60 in the last year of funding. This will allow one facilitator to develop expertise in the high school curriculum and the other middle school. This number is based on a review of data and the number of students that are struggling. Each will require a different amount of service based on need therefore a customized plan will be developed. The issues and request include:

My Student with an IEP:

- has trouble logging on to his curriculum, he is not sure how to contact when he needs help
- Doesn't know what classes she is assigned to and what she should work on for how long.
- Is not sure how to keep track of work completed, how to access the dashboard, what to do when an assignment is locked and how to access someone to help?
- Is very disorganized and lacks the ability to follow through with the assigned work.
- Gets confused on who he should meet with and when.
- Has trouble keeping a schedule of when he needs to attend the learning site for what purpose
- Doesn't understand when his meetings are and has trouble remembering to sign on to the power block and who to go to for help.
- Has attendance issues, I go to work before school starts and don't know if she wakes up in time.
- Can't plan out his work so there is progress made.
- Gets anxious and needs to be reassured to continue with the program.
- Talks to his life coach/mentor and then can't remember what he is supposed to do.
- As a parent I am not sure who to contact. I would like one person who can help me and get help.
- Doesn't know which teacher to go to for help and when he should be meeting with them.
- Has assessment and often misses the time and date to take these.
- Get so overwhelmed he wants to drop out.
- Is focused on completing his work, what will happen after he finishes high school?
- Wants to drop out and he is only in 7th grade.

These issues all fall in the realm **executive function and self-regulation**. These skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. (Center on the Developing Child, Harvard University). The seven fundamental

skills related to executive function include proficiency in adaptable thinking, planning, self-monitoring, self-control, working memory, time management, and organization. (April 12, 2019).

The importance of executive function skills are the attention-regulation skills that make it possible to sustain attention, keep goals and information in mind, refrain from responding immediately, resist distraction, tolerate frustration, consider the consequences of different behaviors, reflect on past experiences, and plan for the future. As research progresses, scientists, teachers, and parents are becoming more aware of the importance of these skills for learning in school settings for all students and especially for those at risk due to various factors, such as disabilities. *National Center for Special Education Research*. Since impact with executive functioning is more prevalent with students who have disabilities, increased support is needed to help HOPE students be more affective in a virtual program with multiple activities, service providers, teachers, classes, commitments, deadlines and responsibilities. The purpose of this proposal to assign a re-engagement specialist to each student in special education. **The purpose of this is to improve student outcomes for those with IEP's by having a single point of contact for the student coupled with work on improving executive functioning.**

3) Identify current services and gaps, including trends and reasons for the service gaps.

HOPE has steadily increased support services to students who are in special education, there is not an overall coordination system is needed to assist students navigate through the maze of requirements especially with the increase of students working remotely. With multiple classroom sites and a variety of staff delivering services, the approach is often piece meal and not focused on the whole child and family. While this approach may work for most students, our most vulnerable need a more integrated approach that is the focus of this grant proposal.

Services: Special Education Identification, Service Delivery Power Block

Program/Activities	Gaps
<p><u>Identification</u>: HOPE offers services to students with mild-moderate needs based on the requirements in the IEP.</p> <p><u>Service Delivery</u>: The special education delivery has changed to be content driven so special education teachers work in their strength area of math or reading.</p> <p><u>Power Block</u>: Each student on an IEP is assigned to a power block in math or reading. Students from all sites are grouped based on IEP needs.</p>	<ul style="list-style-type: none"> • Due to the mobility of HOPE students, special education identification is often missed in previous schools. The new drop-in site model is difficult to know who is struggling. • Content driven model increases growth for special education students. One-on-one relationship has changed between student/teacher.

Services: Alternative Flexible and Tiered Learning Strategies

Program/Activities	Gaps
<p><u>MTSS</u>: A tiered MTSS system is operational. the RTI process is used for those struggling in academic progress</p> <p><u>Critical Thinking</u>: A daily block provides academic/life skills to increase social/emotional learning and higher level academic skills.</p> <p><u>Daily intervention</u>: Off line intervention is provided to students in the areas of math and reading</p> <p><u>Intervention Online Curriculum</u> is provided to all students</p>	<ul style="list-style-type: none"> • The MTSS system is effective with students who attend in-person learning sites. A system of supports and staffing is needed for drop-in sites. • Due to attendance and remote learning often students in special education may miss this critical thinking and intervention blocks. • Students on IEP's are included in all intervention. Attendance is an issue especially for those working remote.

Services: Course completion and credit recovery

Program/Activities	Gaps
<p><u>Credit Recovery</u>: Summer extension program is needed for 11th and 12th graders to finish 4th quarter classes</p> <p><u>Goal Setting</u>: Is used to increase the student progress. A senior day is held to encourage students to graduate.</p> <p><u>Grading</u>: Classes that are not completed 1st semester are carried over so students can finish and receive a passing grade. Grading and assignments are modified for special education students based on need and the IEP.</p> <p><u>Graduation alternatives</u>: 2 diploma tracks are available, traditional and a Workforce Competency Diploma for students over age and under credit.</p>	<ul style="list-style-type: none"> • Summer school included special education students; no process to engage working remotely. • Goal setting is needed in a more specific way for students in special education focusing on executive functioning • Grading is adapted for special education students based on the IEP goals and needs; attendance still is an issue for many. • Additional graduation track is positive, students and staff still need assistance for completion

Student social and emotional supports.

Program/Activities	Gaps
<p><u>Mental Health</u>: School counselors assigned to each Center and provide specific mental health.</p> <p><u>Health services</u>: Provided to students - COVID response, 504 plans, pregnant teen support, medical referrals. Student training includes puberty, sex education, grooming/hygiene and substance abuse.</p> <p><u>McKinney-Vento</u>: The HOPE Homeless Liaison provides support. Universal free lunch is offered to all students.</p>	<ul style="list-style-type: none"> • No point person to support students access the required IEP mental health services and connect with additional gen ed. support • COVID has side-tracked other support services and coordination with remote students is difficult. • There has been an increase in homelessness • 21 learning site locations and therefore there may be a lack of connectivity with special education.

Services: Safe and welcoming school and innovations to address barriers to engagement student success

Program/Activities	Gaps
<p><u>Community Based</u>: HOPE learning sites are small community referenced locations. Students are assigned a mentor to support academic achievement. The largest site is under 200 students, the smallest has 30.</p> <p><u>Alternative Attendance</u>: Students can apply for an alternative attendance schedule based on needing to work, provide child care or for health/mental health reasons.</p>	<ul style="list-style-type: none"> • Small more personalized school setting is helpful for students who experience school failure, attendance continues to be a concern. • The alternative attendance contract assists students with other responsibilities, some students have difficulty addressing school work after hours and may feel graduation is less important.

Services: Attendance and Discipline and Behavior

Program/Activities	Gaps
<p>Weekly/daily attendance is tracked and reviewed at each site. SARB (Student Attendance Review Board) Strategies are developed to increase attendance. Students working to support themselves, family, have mental health/health needs are on an alternative attendance plan. The HOPE discipline policy is designed to keep students in the curriculum and does not rely on suspension.</p>	<ul style="list-style-type: none"> • Remote students and their families don't have direct support for scheduling, making progress in course work, arranging IEP assessment and meeting attendance. Middle school students, behavior and discipline issues continue to be a concern • Students who do not attend, come to school and do not produce work.

Services: Enrollment and Re-enrollment

Program/Activities	Gaps
<p><u>Student Reengagement</u>: a defined process is in place to retain students most at risk of dropping out.</p> <p><u>Enrollment</u>: Students can enroll all year. Reenrollment starts in the spring. Contact with families is made. Spanish speakers work in Centers with a high population of 2nd language learners.</p>	<p>Enrollment is more complicated for students with IEP's. Since the continuum is limited to mild/moderate, the coordination aspects of determination is time consuming and needs a point person. Staffing and a specific protocol is needed to follow up on those students who do not re-enroll</p>

Services: Career Development

Program/Activities	Gaps
A comprehensive career development and college program is in place for students 6-12. Curriculum, Smart <i>futures</i> (similar to Naviance) FASBA, career and college visits, college application, resume support and work study are all available to all students.	Students with IEP’s need more specific guidance and support to participate in the career offerings provided by HOPE.

Services: Innovations to address barriers to school engagement and student success. (Includes, but not limited to, dropout outreach, recovery, and re-enrollment; Response to Intervention approaches; specialized student services)

Program/Activities	Gaps
Re-engagement: Before a student decides to drop out, multi attempts are made to support students and help them reengage in school. The re-engagement grant has provided a framework that will continue to support students with the highest risk-factors.	<ul style="list-style-type: none"> • No staffing or a formalized process to reengage students that are in special education who have dropped out. • The re-engagement process has addressed those students most at risk and will continue.

Services: Staff development in meeting diverse student needs. (Includes, but not limited to, coaching, mentoring, professional development, and training in addressing unique learning and support needs of students...)

Program/Activities	Gaps
HOPE has a robust, weekly professional development program offering a variety of trainings including: cultural competence, academic enhancement and intervention in math and language arts, leadership coaching, trauma informed schools, critical thinking, middle school and high school curriculum integration and alignment.	Additional professional development is needed to support students in special education and staff needs understand the concept of executive functioning and how to support all students in this area.

Section B: Program Description

1) Describe plan for providing equitable educational services

a) Provide a description of the evidence, evaluation or research that validates the approach.

The research shows that “students’ knowledge cannot be measured if it is not recognized when artificial barriers prevent them from demonstrating their knowledge and skills.” Too often, students with disabilities are penalized because their disabilities create barriers to accessing curriculum, instruction and meeting the goals identified on their IEP *Meeting the Needs of Special Education Students: Recommendations for the Race to the Top Consortia and States*. A survey from the Association on Higher Education and Disability “found that students with disabilities were more likely to experience difficulty with accessing the internet, technology training and support, course materials and assessments, as well as using learning management systems and communicating with instructors. Aug 18, 2020. In addition, “students with executive functioning needs may have difficulty starting new tasks, planning the time to apply to tasks, developing goals or solutions to problems. They may not be able to curb their immediate impulses and focus on the task at hand. Working memory skills may be weak, along with time management, engagement issues may arise”.

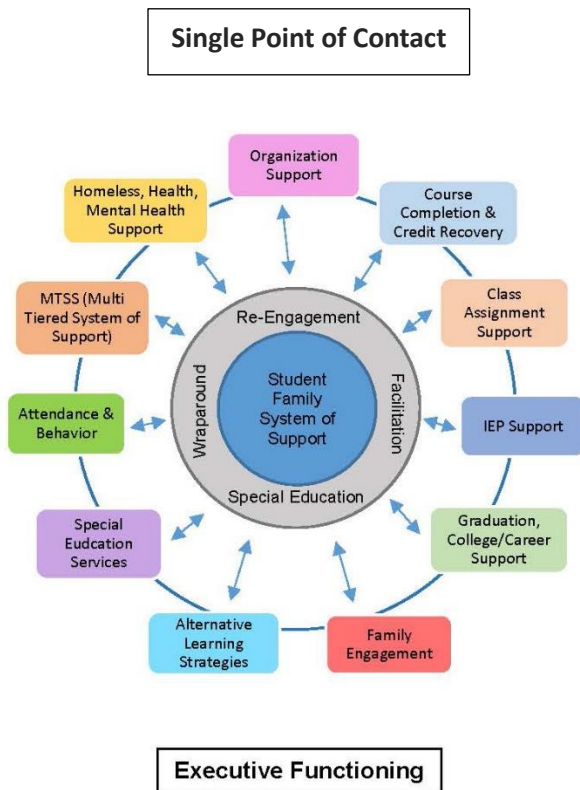
The work with these students to achieve the goals identified and address the research based practices in this grant will be the work of 2.0 re-engagement facilitator. The outcome of these positions will be **to improve student outcomes for those with IEP’s by having a single point of contact for the student coupled with work on improving executive functioning.**

b) Explain how the proposed plan will address needs and gaps

The purpose is to support executive functioning with a single point of contact for students in special education to implement an individual wraparound service plan.

The re-engagement facilitator duties include:

- Coordinate/schedule the HOPE IEP services including assessment and IEP meetings to ensure a consistent and organized system of delivery.
- Monitor course/assignment completion and support with the student and educators.
- Coordinate support services to increase engagement.
- Using data, follow up on special education students who dropped out and provide support to re-engage.
- Conduct home visits and/or family meetings to address barriers to school completion.
- Student weekly meetings for goal setting, tracking and service coordination.
- Refer students/families to community resources and support acquisition.
- Communicate with staff to ensure a coordinated effort including academic, mental health, family and other supports.
- Maintain contact with external partners of services received by the student and family (including mental health providers, juvenile justice system, child protective services etc.)



Location	Learning Site	# of SPED Students
Aurora	Action Learning Center	10
Brighton	Brighton Learning Academy	21
Broomfield	Front Range Academy	9
Canon City	GA-Canon City	12
Colorado Springs	GA-Colorado Springs	2
Commerce City	World Impact Academy	7
Denver	GA-RMSER Denver	9
Denver	Maranatha Learning Center	6
Denver	Power Academy	7
Englewood	Glenn R. Jones - South	5
Federal Heights	New Heights Academy	7
Grand Junction	GA-Grand Junction	3
Grand Junction	Titan Academy	8
Greeley	GA-Greeley	11
Greeley	New Hope Academy	2
Lakewood	PEAK Academy	14
Littleton	GA-TPH Littleton	4
Pueblo	GA-LaGente	17
Pueblo	GA-Midtown	33
Pueblo	Alpha Learning Academy	27
Superior	GA-Superior	1
TOTAL Number of SPED Students:		215

These students need multiple supports and while dedicated service providers do a noble job providing support students, cross communication and a single point of contact is lacking. With iterate staff that serve multiple classroom locations and remote learning, the opportunity for connected case management is very limited. The majority of students usually are receiving one or two services and therefore coordination is more effective. The students identified to be served through this grant however, need multiple supports and the possibility of coordination drastically decreases. Therefore, the design to provide equitable education services to these students with IEP's are imbedded in a wrap-around re-engagement system of support to coordinate and maximize assistance to these students.

2) Provide a clearly detailed timeline for implementation.

To develop a comprehensive plan for re-engagement it was critical to involve all stakeholders to increase success and investment of the entire organization. This is a significant process to develop a well-constructed approach to support special education students reach graduation. A survey was conducted to determine the gaps and needed supports:

- The HOPE Leadership Team met to discuss re-engagement and identified service gaps. Including The HOPE CEO, CFO, Ex. Directors of Community Support, Personalized Learning, Student Support Instruction and Professional Development (1/22- 2-6 2022)
- The Learning Site Directors discussed student needs and provided information on service gaps for re-engagement and school completion on December 1, 2021 at their regularly scheduled Leadership meeting and individual meetings were held with those who had students with the highest need in this area.
- Focus groups with HOPE secondary teachers were conducted determine the needs and strategies to support successful graduation (December 7, 2021). Student and parent focus groups were held during the 2019-20 school year. Questions included gathering information on the importance of graduation based on student and family perceptions.
- Special education roundtable discussion was held in December 2021. The focus was to determine what was working and the challenges of the support for special education students.

While support services are in place, coordination becomes an issue for those students that are at the most risk. The biggest issue expressed by educators was the time it takes to address attendance, missed meetings, coordinating with multiple entities with the end result having less time to provide services to students with IEP's. Students expressed confusion on how and who to contact for assistance and parents are overwhelmed with the process and the multiple providers.

HOPE Implementation Plan: Outcome: To improve the purpose of this is to improve student outcomes for those with IEP's by having a single point of contact for the student coupled with work on improving executive functioning.

Two Recipient Schools: HOPE Middle School and High School

Objective	Strategies/Activities	Interim Benchmarks	Timeline	Responsibility
Staff HOPE SRG Program	<ul style="list-style-type: none"> • Develop job description • Advertise position • Interview • Hire staff 	<ul style="list-style-type: none"> • Job description is developed • Position is advertised • Interviews are Held • Staff is hired 	July/Aug 2022	Exec. Director of Student Support Services
HOPE SRG the system of program supports and coordination is developed among stakeholders	<ul style="list-style-type: none"> • Work with stakeholders to determine needs of students and families based on data and in reference to executive functioning • Determine design for wraparound services. • Identify how services will be provided and coordinated 	<ul style="list-style-type: none"> • All stakeholders participate • Wraparound structure is determined • Operational delivery system is focused on individual need • Wrap-around coordination system of support is in place 	Aug 2022 Sept 2022	HOPE Exec. Director of Student Services Exec. Director of Personalized Learning Re-engagement facilitator

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Executive Functioning	<ul style="list-style-type: none"> Determine the elements needed to support executive functioning Determine strategies to teach identified to improve executive functioning 	<ul style="list-style-type: none"> Professional development is provided to the reengagement facilitators Strategies are identified 	Sept 2022 and ongoing	Special education providers Exe. Director of Personalized Learning
Build a menu of options	<ul style="list-style-type: none"> Determine program elements and create a menu of options 	<ul style="list-style-type: none"> Review program elements, menu with stakeholders and gather feedback Redesign based on feedback Pilot with students and determine additional needs 	Aug 2022	Re-engagement facilitators and include Special Education Providers, Teachers, Site Directors, Students, Families
Determine SRG students	<ul style="list-style-type: none"> Develop an algorithm to determine those students with the highest need Identify students in each site location. Hold an initial meeting with student, family and service providers to determine needs Using the menu of options determine program supports are explained to students and families 	<ul style="list-style-type: none"> Selectin process is created Students are identified Identification continues with enrollment Meetings are held with all stakeholders 	Aug 2022 Ongoing with new enrollment and additional needs identified	Exec. Director of Personalized Learning HOPE Data Specialist and Evaluator Re-engagement Facilitator
Follow up on each student that do not reenroll and determine reason and possibility of re-enrollment	<ul style="list-style-type: none"> Develop research based questions Identify interviews including one Spanish speaker Create a protocol Collect/Analyze data 	<ul style="list-style-type: none"> Questions complete HOPE staff identified Three contacts within a month of withdrawing Determine trends and readjust program 	Sept 2022 Sept 2022 ongoing May 2022	HOPE Exec. Director of Personalized Learning
Provide services to identified students	<ul style="list-style-type: none"> Develop support plan for each student Provide support to identified students Redesign based on feedback and data review 	<ul style="list-style-type: none"> Support plan is developed Services are provided 	2022-23 school year ongoing	Re-engagement facilitator
Provide professional development evaluation to support successful practices	<ul style="list-style-type: none"> Design PD for re-engagement program Provide PD throughout school year Evaluate PD 	<ul style="list-style-type: none"> PD is developed. Scheduled and operational with stakeholder input PD is evaluated for effectiveness 	Oct 2022 ongoing Three times per year	Re-engagement facilitator Exec. Director of Personalized Learning Evaluator HOPE Data Specialist

3) Provide a detailed description on how the proposal will do the following:

a) Align with each school’s Unified Improvement Plan (UIP).

The UIP is developed using a data-driven process in collaboration with the HOPE Academic Advisory Board (School Accountability Committee, or SAC) that includes parents, mentors and directors, reading, general education, special education teachers, English language specialists, community members, and school administrative personnel representing, middle, and high school levels. The Priority Challenge for both Middle School and High School UIP include increasing reading, math and writing achievement. Identified strategies include: Staff supports diverse Learners using scaffolds to differentiate instruction What will success look like: HOPE utilizes a range of assessment data to accurately identify diverse learner population along with specific areas of need (Special Education, students with significant reading and/or math learning gaps) Root Cause: Supports & scaffolds are inconsistently implemented for diverse learners.

b) Improve Postsecondary and Workforce Readiness performance indicators

HOPE’s 2020-21 UIP priority challenges, strategies, include the postsecondary and workforce readiness, attendance and student engagement components that align with the grant outcomes and activities. An identified priority challenge is to increase credit attainment for timely school completion. Through this grant opportunity our strategy is to support students to make a deeper connection and commitment to a career path and to persist toward graduation. UIP targets are designed to articulate across multiple years to achieve grants goals of increasing attendance, decreasing dropout rates and increasing student course completion and graduation rates. Action steps associated with the UIP strategies include grant activities to ensure implementation accountability and completion. In addition, WorkKeys is an integral part of the HOPE career development process and required for all high school students. In the 2021-22 school year, formal, age appropriate activities have been sequences and are provided to middle school students.

Section C: Performance Objectives

There are two school and two sets of goals, for high school and middle school. High school is primarily focused on decreasing failing grades, attendance and staying in school. Since middle school shows a much higher rate of discipline, behavior and mental health needs goal 2 reflects this trend data.

Outcome: To improve student outcomes for those with IEP’s by having a single point of contact for the student coupled with work on improving executive functioning.

Program Goal 1: Students participating in the SRG program will demonstrate improvement in academic achievement.			
Recipient School	Option #	Objective with % by Year 3	Indicators/Data Sources
HOPE High School	1	By 2022-23, 25 % of students served by the SRG program will decrease failing grades for one or more core classes. (70% in 2025)	A review each quarter of transcripts/report cards as compared to the previous semester and year
Program Goal 2: Students participating in the SRG program will show gains in school engagement.			
Recipient School	Option #	Objective with % by Year 3	Indicators/Data Sources
HOPE High School	2	By 2022-23 40% of students served by the SRG program will increase their school attendance. (65% in 2025)	Monthly/weekly review of IC attendance data as compared to the previous month/semester/year

Program Goal 3: Students participating in the SRG program will be re-engaged successfully.			
Recipient School	Option #	Objective with % by Year 3	Indicators/Data Sources
HOPE High School	3	By 2022-23 65% of students who transferred to a SRG school/program will remain enrolled through the end of the year. (85% in 2025)	Tracking enrollment and withdrawals, credit completion and re-engagement sustainability

Program Goal 1: Students participating in the SRG program will demonstrate improvement in academic achievement			
Recipient School	Option #	Objective with % by Year 3	Indicators/Data Sources
HOPE Middle School	2	By 2022-23 35% of students served by the SRG program will increase course completion rate for core subject areas. (70% in 2025)	A review progress toward class completion each week, report cards as compared to the previous semester and year

Program Goal 2: Students participating in the SRG program will show gains in school engagement.			
Recipient School	Option #	Objective with % by Year 3	Indicators/Data Sources
HOPE Middle School	1	By 2022-23 30% of students served by the SRG program will increase their school engagement (e.g., behavioral, emotional, cognitive) (65% in 2025)	A review of discipline referral data, mental health referrals, course progress each week, month, semester and in comparison to the previous year

1) Program Goal 3: Students participating in the SRG program will be re-engaged successfully.			
Recipient School	Option #	Objective with % by Year 3	Indicators/Data Sources
HOPE Middle School	3	By 2022-23 70% of students who transferred to a SRG school/program will remain enrolled through the end of the year. (85% in 2025)	Tracking enrollment and withdrawals, credit completion and re-engagement sustainability

Section D: Evaluation and Reporting

1) Describe the applicant's capacity, to complete the required online report,

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) Explain how evaluation results will be used to do the following:

a) Inform program adjustments and improvements

The progress measures outlined above will be collected and analyzed as indicated and shared with the HOPE Leadership, special education providers and the instructional 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 including increased course progress, improved engagement and staying in school. HOPE also intends to conduct a program evaluation to ensure timely implementation of grant activities as well as to monitor impact of each so that adjustments can be made as needed throughout the life of the grant. An evaluator will work with the data and analysis to assist HOPE in program improvement.

In addition to school-wide and student-level outcomes, HOPE intends to include a comprehensive evaluation of grant efforts to inform sustainable efforts. A comprehensive program evaluation will be conducted over the life of the grant. Program evaluation questions include the following:

- Is the process for students identified with IEP's being followed across identified Sites?
 - Does grant staff follow policies/practices to support at risk students in special education and provide family and community outreach to those who are known to have dropped out?
 - What actions does the staff use to support executive functioning to complete which appear to be most impactful in supporting students to remain enrolled or to reengage?
 - What do parents and students report as most helpful for students to remain enrolled in school?
- A comprehensive report of findings will be reported to the HOPE board, Douglas County School District Board of Education and to the Colorado Department of Education.

b) Promote sustainability, sharing results with key stakeholders

If approved, this funding will be used to establish a new program for the most vulnerable high school students with the goal to mitigate the dropout and completion issues HOPE faces with those students identified through the special education process. Funds will not be used to supplant any current activities or supports for students from any funding source including federal, state and local funds. HOPE understands the high need of their students. Over the past five years HOPE has doubled the positions to support student mental health, health, behavior, attendance, and graduation. HOPE also has a good track record for sustainability both in policy, practice and personnel. The HOPE EARSS grant ended in 2018 and the staff from this project are still employed and delivering services to students. The re-engagement staff will be supported through general funds and continue the work identified in the previous grant. Through professional development the policy and practice will be provided organizationally to support the delivery of services that are identified in this grant. The funding gives HOPE the opportunity to pilot research based practices and integrate these into the organizational culture resulting in better services for students. The results will be shared with HOPE leadership, staff, the SAC (Student Accountability Committee), the HOPE Governing Board and Douglas County.

Section E: Budget Narrative

a) Provide an explanation that summarizes the proposed uses of grant funds

b) Refer to all uses of funds to ensure they are all justified

The budget is aligned with the measurable objectives, design, scope, sustainability, and duration of project activities. Each item contained in the budget are directly connected to grant goals and activities identified in *Program Description*. There are two schools, HOPE Middle School and HOPE High School. **The purpose of this is to improve student outcomes for those with IEP's by having a single point of contact for the student coupled with work on improving executive functioning.** While there are two schools, with slightly different objectives for each, the staffing and program and the process will be similar. This will allow one facilitator to have expertise in the high school curriculum and the other in middle school. Therefore, the budget is identical for each.

Professional development costs and travel that exceed the amount identified in this grant will be provided by HOPE.

Budget: 1 Site 1 HOPE Middle School

Budget Year 1 \$72,100. Budget: Year 2 Total \$73,600. Budget Year 3: \$75,700 (The increase each year is based on increased staff costs). The budget will focus on providing single point contact for students with disabilities to support increased attendance, engagement and continuation focusing on functioning support. Completing the identified goals and requirements for this grant. Therefore, the budget emphasis is on staffing 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.

1.0 FTE Re-Engagement Facilitator (Year 1: \$52,000. Salary \$15,000. Will deliver services to students based on the identified program determined and coordinate activities outlined in the proposal, including, student support, data collection, working with staff members that will provide services to students and support executive functioning.

1.0 FTE Re- Engagement Facilitator (Year 2 \$54,000. Salary Benefits 15,400.) to provide direct service to students and support the delivery of services to students with IEP's identified.

1.0 FTE Re- Engagement Facilitator (Year 3 \$56,000. Salary Benefits 15,700.) to provide direct service to students and support the delivery of services to students with IEP's identified.

Evaluation: Contract Evaluator: (Year 1, \$3,000, Year 2 \$2,000, Year 3: \$2,000) Will develop data collections tools, algorithm to identify student participation of those most at risk., train staff and analyze results the implementation including developing and supervising the evaluation process.

Travel: Re-Engagement facilitator travel, based on amount spent with similar position: \$2,000. Each year = \$200.00 per month for a 10 months.

In-Kind/Matching Contribution from HOPE General Fund: All supplies and materials will be provided including computer, phone, office space. Specific student services staff already employed with HOPE will provide support to this project. (.1 FTE 8 positions –special education providers). Project and staff supervisor will be provided by the Executive Director of Personalized Learning (.2 FTE). (.1 FTE) Data Specialist will provide disaggregated data for evaluation and analysis.

Budget: 1 Site 1 HOPE High School

Budget Year 1 \$72,100. Budget: Year 2 Total \$73,600. Budget Year 3: \$75,700 (The increase each year is based on increased staff costs). The budget will focus on providing single point contact for students with disabilities to support increased attendance, engagement and continuation focusing on functioning support. Completing the identified goals and requirements for this grant. Therefore, the budget emphasis is on staffing 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.

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