Section A: Quality of Program Development

1.   A description of the adoption and commitment to meet or exceed ASCA standards ... The ASCA standards anchor the HOPE counseling and academic program. Through this grant opportunity, HOPE intents to expand the depth and breadth of these standards to reduce the likelihood that students will dropout through creating a three-tier model. Based on HOPE data, the ASCA National Standards are critical, in part because most HOPE students are of low socioeconomic status (SES) and therefore "less likely to engage in deliberate and planful career development."(Hoffman, 2007). Low SES is also a strong predictor for dropping out (Bradeu & Corwyn, 2012). After a comprehensive needs assessment in the first year, it is anticipated that these standards will be met by creating a three-tier model of career development for high school students. Through our previous work, we have focused on juniors and seniors. We have determined that needs should be provided earlier and include 9th and 10th graders. Most HOPE students are students of color, live in poverty, have experienced trauma and many are English language learners. A more robust program is needed starting with 9th grade to build a foundation to make viable career decisions.

➢ **Tier I: Career Development: Standard A:** Students will acquire the skills to investigate the world of work in relationship to knowledge of self and to make informed career decisions.
➢ **Tier II: Career Development Standard C:** Students will understand the relationship between personal qualities, education, training and the world of work.
➢ **Tier III: Academic Development Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college.

2.   Clearly describe the approach in providing professional development ... The HOPE mission and vision, UIP, major improvement strategy, and academic framework all have a strong career component and guides professional development. *HOPE students matter. At HOPE students achieve more that they every thought possible. Through a small, community driven, diverse learning environment, students gain the knowledge and skills to become leaders in their community.* The Academic framework states that graduates are: Prepared for Life Including College & Career. The outcome is to build expertise that will enhance the knowledge of all HOPE educators to better support students with significant learning gaps to make real-world connections. Based on this grant, the ASCA standards, and the program of work outlined in this proposal. Professional development is provided by the counselor and members of the student support services team throughout the year, and a comprehensive system of professional development is in place. Students work remotely 1 day a week to support professional development for staff every week.

Professional Development Outcomes	Representatives
Data collection – student needs survey focus groups coordinated by school counselor	Students, all staff, all Learning Site directors, all administrators
Selection of career development curriculum	School counselor, academic administrator, student support services administrator, selected teachers
Development of an electronic career portfolio	Technology department, school counselor staff representation
Monthly PD on grant goals and ASCA standards	All HOPE and Learning Site staff
Counselor Professional Development	Monthly to increase skills as a school counselor

3.   Include a clear description of the applicant's experience in using data over time ...   HOPE has implemented an evaluation system to align with the UIP and the HOPE academic framework. Attendance, discipline, engagement, and trend data aggregated at the school, Learning Sites, and student level, are reviewed weekly. The school accountability committee and HOPE leadership monitor the outcomes. Each year students and families take a survey to determine satisfaction with the educational experience, understanding of graduation requirements, and beliefs about the students' post-secondary options. Course completion data is gathered each semester. ICAP participation is tracked for students in grades

6-12. Student career development experiences for juniors and seniors are required, logged and analyzed. A large survey and focus groups were conducted in the spring of 2022 to determine barriers to graduation. A graduate follow-up is conducted to understand outcomes, aspirations and instructional needs. Individual student data and data dashboard reports measure academic progress. Aggregated data informs professional development, program and drive instruction. HOPE is ready to add additional evaluation factors that support this proposal.

4. Provide clear, measurable expected outcomes of the School Counselor Corps Grant Program.
Outcome: Develop a three-tier system of career development support to increase graduation rate, reduce dropouts and establish a viable career/college plan for graduates.
Goal 1 Increase the percent of high school students graduating on-time from 59% in 2020 to 75% in 2024 as measured by HOPE data and the school graduate and completion report from the CDE Framework.
Goal 2 Decrease the dropout rate of students in grade 9-12 by 25% by 2024 as measured by HOPE data and the overall dropout rate report from the Colorado Department of Education.
Goal 3 Increase the on-time course completion rate of students in grades 9-12 from 42% to 55%.
Goal 4 Increase the number of seniors applying for post-secondary education using FASPA/CASPA.

5. Achievement gaps, within your school how the Counselor Corps Grant Program will assist in closing these gaps. A typical HOPE student is a person of color, lives in poverty, is learning English as a second language, has a history of school failure, failing grades, behind in credits and has experienced trauma. The achievement gaps identified through analysis shows the need to assist students close these gaps, graduate from high school and transition with a solid career goal including post-secondary education. A strong Colorado economy is also a significant influence for HOPE students to dropout.

Free reduced lunch: *79.79%, English language learners, 43.54%, Homeless 10.21%, 84.9% students of color.*

Dropout Rate	2021-22	2020-21	2019-20	2018-19	2017-18
Colorado	2.2%	1.8%	1.8%	2.0%	2.2%
HOPE	9.0%	7.98%	6.63%	10.1%	10.2%

Past Year Follow-up Surveys indicate: 25% are in post-secondary training, approximately 70% working - the majority are entry jobs such as food service, cleaning, retail and construction helpers.
College Application vs Attendance: about a third of HOPE graduates apply for post-secondary education, half of these students actually attend.

Post Graduate Outcomes	2020-21	2019-20	2018-19
Applied Post-Secondary	29%	28%	31%
Working	69%	70%	69%
Military	2%	2%	none

➢ **Career Plans:** Seniors leave with a career plan and often do not have enough time to fully integrate this into their lives. This supports our need to start in 9th grade. A survey was conducted by learning site administrators in 2021 to determine factors associated with dropping out. Of the 263 student-responders, 63% said they plan to pursue post-secondary training. However, the data above shows students are unlikely to actually pursue training after graduation.
➢ **Credit Attainment:** Over half of our new enrollees are behind in credits. There were 88 new enrollees in grades 10-12. In the past three school years, 55-62 come in behind in credits.
➢ **Credit Accumulation**: Students should gain three credit hours each semester to meet on-time graduation. The average of accumulated credit for HOPE students each semester is an average of 2.26 for the past three school years.
➢ **Survey/Focus Groups**: Students and families do not always see the reason for graduation. Poverty impacts the view of high school graduation and post-secondary education as a worthwhile endeavor.

This data clearly shows that while progress was made, students are still in need of a comprehensive career system of support. Policies and procedures have been adapted to support the most vulnerable students. However, it is still not enough. With increased funding through this Grant Program, additional counseling services will be put in place to support **all** high school students. With one counselor, the juniors and seniors take priority and sometimes it is too late to change student and family perceptions of "just get any job and make money".

6. Explain how administrators and current school counselors have been engaged in the process to apply for this grant.
HOPE has thoroughly reviewed the literature, data, met with staff, administrators, employers, conducted outcome surveys, and focus groups with staff, students and families. There is a sense of urgency in creating supports for our younger high school students. At the request of the administrative and instructional staff, a largescale survey, and focus groups were held at each Learning Site to determine how to support students and reduce the dropout rate. There were 263 students who participated. The need for career development before 11th grade was one of the themes addressed in this grant. The administrative and instructional staff have identified the need and outcomes for this grant. The Learning Site Directors developed a letter of support for this proposal referencing the culture of poverty and the implications of limited potential for students and the need to provide support to 9th and 10th graders. The results show that HOPE juniors and seniors are developing a better understanding of the relationship between academics and career selection. At this point, the services focus on juniors and seniors, and it appears that this is too late to develop a comprehensive career plan. Additional support is needed for 9th and 10th graders so they have enough experience to make career choices, graduate from high school and take advantage of post-secondary training.

Section B: Partnership

1. Description of the extent to which the education provider has developed or plans to develop external partnerships.
Each of these organizations provide support to HOPE in specific geographical areas. Services include arts activities, student training, field trips, mental health support, assistance with discipline issues, fund raising, staff training, and additional services. A few examples of partnerships and the support include:

Career Development	Job Corps, CU Nursing Program, Weld County Health Department, Emily Griffith, Colorado Community Colleges, Avalon Cosmetology Build Colorado, Brighton Horizons, Army National Guard, White Construction, CSU Pueblo TRIO career development program, Bel-Rae, Professional Financial Company, Martin Marietta, Embassy Suites
Student Care	Commerce City Police Department, Boys and Girls Clubs, Mi Casa, Tri County Health, Cleo Parker Robinson – dance, Pueblo Human Services
Professional Development	University of Denver –Leadership Program, Generation Schools, Douglas County School District PD division, Metro State University
Fund Raising	Douglas County Ed. Foundation, Kiwanis Club, Athleta, Centennial Leasing
Mental Health	Community mental health centers, Colorado Crisis Services, Second Wind

A steering committee will oversee the needs assessment, development and implement a high school three-tiered system of support to address the ASCA standards.
- **Business, Marketing, Public Admin**. Steven Shapiro, President, Communications Strategy Group
- **Hospitality, Human Services, Ed**. Laura Gorman, Douglas County School District
- **Agriculture, Natural Resources and Energy** Art Griffith, Capitol Improvement Douglas County
- **Health Science, Criminal Justice, Public Safety** Hmong Nguyen, Public Health Nurse City of Broomfield
- **STEM, Art, Design, Information Technology** Platte River Networks
- **Skilled Trades, Technical Services** Dr. Michael Bautista, Flatirons Habitat for Humanity
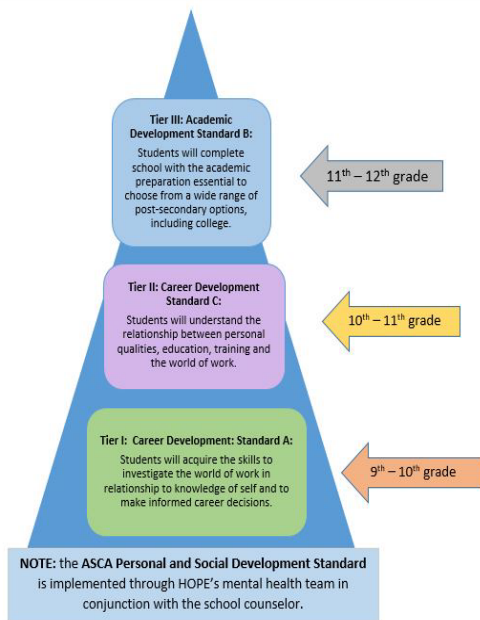*2. Description of internal partnerships across the school and Learning Sites ...* There is complete support for

this proposal. The number one request from Learning Site Directors/school administrators and staff is more emphasis on career development with 9th and 10th graders. Under the direction of the school counselor, staff assists underclassman with post-secondary engagement through curriculum implementation. This is not always consistent and does not involve a professional trained in this area. While this is a start, there are not enough resources with one school counselor. Currently there is more of a haphazard process with 9th and 10th. For the 2020-21 school year, a critical thinking block was developed to create a specific time to address life skills. This has allowed the implementation of career development curriculum each week. In the past, it has been "hit or miss", now there is a specific time to support student's career development. The HOPE school counselor oversees all Learning Sites so establishing additional tiered system of programming, while very desirable, is not possible with existing staffing. This proposal will use the lessons learned from the previous grant to establish a three-tier model of support that will include all high school students.

3. Integration of this grant with any current work. Clearly, this grant fits the needs of HOPE. With a small administrative team each funding source and program is integrated into the HOPE program reflected in the UIP and the Academic Framework. The leadership team meets weekly to insure consistency in implementation across program areas. This includes the ICAP and career development. HOPE mental health provides counseling, curriculum referral for students and their families. This team will support the ASCA Personal and Social Development with the school counselor.. The career services are integrated into the services available for these students. A strong foundation of planning and career development is in place, especially for those students who are graduating. Parents are an integral part of the process because without their support it is much more difficult to redirect students toward graduation and post-secondary preparation. The services include college and workplace visits, career curriculum, and post-secondary planning. For the purposes of this program, the HOPE school counselor and the student services team will be in the forefront of coordinating this model. These Programs are all designed to increase the student's ability to engage academically and prepare for adult life, including a satisfying career path. Thus, reducing the dropout and truancy rates.

Section C: Post-secondary

1. Culture, vision and transformation of the career and post-secondary exposure ...

Tier III: Academic Development Standard B:
Students will complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college.

← 11th – 12th grade

Tier II: Career Development Standard C:
Students will understand the relationship between personal qualities, education, training and the world of work.

← 10th – 11th grade

Tier I: Career Development: Standard A:
Students will acquire the skills to investigate the world of work in relationship to knowledge of self and to make informed career decisions.

← 9th – 10th grade

NOTE: the **ASCA Personal and Social Development Standard** is implemented through HOPE's mental health team in conjunction with the school counselor.

HOPE has one school counselor focusing on seniors and the ICAP. The purpose of this proposal is to further develop a three-tiered model using the ACSA standards most germane to the HOPE demographics (free and reduced lunch – 79.79%, English language learners 43.54%, Homeless 10.21%, and 85.10% students of color). It is critical that we support students and shift the current culture of "getting a job and making money" to one of thoughtful career development and planning. By the time students are in the 11th grade, many are behind in credit, and have pressure from their family to contribute financially. High school graduation is not always seen as a necessity. Starting earlier this grant will provide additional resources to HOPE students and provide a more integrated system of support. The outcome will be to reduce the dropout rate, increase participation in post-secondary education based on a career goal and each student will leave with a career plan and portfolio.

2. Include a clear and thorough description the education provider has implemented ICAP …

The HOPE ICAP meets the ASCA guidelines as well as the Colorado Department of Education requirements. Under the direction of the HOPE school counselor, ICAP plans are developed and tracked each year for all students in 6th through 12th with specific milestones at each grade. *SmartFutures* is the framework being used to address ICAP in each classroom. *SmartFutures*, a non-profit software development team located in Pittsburgh, Pennsylvania, provides K-12 students with online lessons focused on college and career planning. During these lessons, students focus on various activities that help them learn and research about various post-secondary options. Smart Futures also provides skills based assessments that can help students strengthen their 21st century skills and post-secondary training options based on zip code. The HOPE ICAP process meets the specific needs of students that have many risk factors. Each high school student attends at least one campus or trade school visit and attends college and career fairs. Seniors meet with the school counselor every two weeks. Every senior must complete a Senior Capstone, a semester long course. The components include a research paper on their chosen career including an interview with a practitioner and credible source research. Students present their findings to a panel and complete a financial literacy course based on their career goal. Title IV provides funding for post-secondary travel so students can participate in college and career visits.

Unified Improvement Plan will be aligned with the School Counselor Corps Grant Program. The UIP focuses on career development as a means to support students graduate from high school and reduce the dropout rate. One of the three Major Improvement Strategies is to: **Create and implement a structured program for work-based/career experiences for 11th and 12th grade students.** The goal is to expand the UIP Major Improvement Strategy to 9th and 10th grade with additional grant resources and another school counselor. Academic Framework that supports the UIP includes:

Students Will Be Prepared for Life: Including College & Career *(HOPE Academic Framework)*
- ✓ Have the ability to establish a vision for their lives
- ✓ Develop a pathways to achieve a vision (Life/Career Goals)
- ✓ Take ownership of learning
- ✓ Master the 6 C's: Critical Thinking, Creativity, Collaboration, Communication Character, Citizenship/Community
- ✓ Apply and integrate knowledge/learning to relevant, real-world experiences
- ✓ Develop relationships with caring adults
- ✓ Access and master of skills in Colorado Content Standards at grade level and ability level

3. Use of data to …

Identify challenging issues. As stated previously, students attending HOPE come with multiple risk factors. A high dropout rate, a low post-secondary entry rate and low academic scores (Math, 8.25% and ELA, 11.2% on grade level) all affect student success. Based on student and family focus groups an additional challenge is helping students and their families take the long view in terms of graduation and post-secondary education. A job becomes the outcome because poverty drives employment options. Students and their families do not have the experiences of their more affluent peers to understand the variety of career paths available. Another challenge is the funding structure for HOPE. While we have brick and mortar locations however, the funding is the same amount that at-home online programs receive. This makes it difficult to provide additional support. Grant funding helps HOPE with the start-up capital to identify, implement and revise a program, and then sustain after funding.

What strategies have you chosen to use in the future to address the challenges identified?

The previous Counselor Corp Grant allowed HOPE to develop a career program for 11th and 12th grade students. This includes college and post-secondary visits, career development curriculum, senior seminars, work-place experiences and career counseling, family support for FASPA/CASPA and

professional development for staff. Through this grant graduation rates have increased, more students have applied for post-secondary training and there are fewer dropouts. This proposal will augment the existing services provided a three tier model that encompasses 9th and 10th graders.

Identify targeted and comprehensive programs, strategies, or services. The services in place are not enough especially when dealing with students who live in poverty. Students need more time to integrate information and realize their strengths to embrace post-secondary careers. Starting earlier will help students and their families. This proposal is to design a three-tier model for career development in a specific and measured way for all HOPE high school students. This will further improve graduation rates, reduce dropouts and encourage students to have a through plan for post-secondary transition.

Identify strategies that will be used and evidence of why they were chosen. The services in place are not enough especially when dealing with students who live in poverty. Students need more time to integrate information and realize their strengths to embrace post-secondary careers. Starting earlier will help students and their families. This proposal is to design a three-tier model for career development in a specific and measured way for all HOPE high school students. This will further improve graduation rates, reduce dropouts and encourage students to have a through plan for post-secondary transition.

Description of current policies and practices in these areas contribute to success or act as obstacles. HOPE has worked effectively to reduce the barriers and create policy and practice for students with multiple risk factors. HOPE has a middle school and high school program. Therefore, elementary practices for matriculation are outside the preview of HOPE. While these policies and practices are supportive, there is a disconnect for students and families believing that graduation and post-secondary training will improve their future outcomes. The philosophy of having a job outweigh future planning.

Attendance: Alternative attendance plans are available to students that must work during the school day to support themselves or their family, have medical/mental health issues and/or child care needs that prevent regular attendance. These plans allows students to access the online course work outside the school day.

Grade Retention/Promotion/Grading Policies: Through the MTSS and English Language Learner program, the requirements are modified to support students who struggle academically. HOPE does not retain students. Retention studies show that this strategy does not help students "catch up" and supports dropping out of school. Intervention is provided to students with learning gaps to support grade level instruction without retention. High school students can work past the semester on classes they have not completed and a summer extension program is provided for those behind in credits.

Suspension and Expulsion: Using restorative discipline practices and the value of keeping students in school, HOPE rarely expels and limits suspensions whenever possible. Approximately 50 new enrollees each year were expelled in their previous school and almost every student had suspensions or truancy. In the last five school years, there has been three expulsion's. Students are still able to continue their school work and expulsion periods are usually less than a year.

Career readiness: Career classes are available through Edgenuity online program; career curriculum has is in each Learning Site, senior and junior seminars are in place. Students are able to participate in credit recovery classes and summer extension to gain credits over the summer.

Graduation: HOPE provides remediation, credit recovery and intervention to support graduation. While the graduation rate has improved (less students aging out) the dropout rate has not.

4. Description of current participation in accelerated coursework and remedial course work. HOPE offers a gifted and talented program of enhanced academics for those who qualify. High achievers are also able to take advantage of the resources from this program. Advanced placement and honors courses are offered through our online platform Edgenuity. A goal this year is to increase those students taking advantage of concurrent enrollment and grade 13. In the 2021-22 school year no students were participating. This year there are 11. Most of the HOPE students come in with learning gaps and do not perform at grade level. For those students HOPE offers credit recovery and an hour block each day for academic intervention. The online portion of the curriculum is self-paced students and academic support is provided at the learning sites. English language learners are provided intervention two to four hours a week depending on need. Those students who are under credit and over age have the opportunity for an alternative graduation pathway through WorkKeys. Special Education services are provided to those identified students based on their IEP.

Section D: Budget Narrative and Budget Workbook

1. Within the Budget Narrative: The Outcome is to create a three-tier model of support using the ASCA standards. The first year of the grant will focus on development of the model, identification of curriculum and the development of an electronic portfolio to support student's career development. **In kind** resources to support this proposal will include travel, office space, supplies, computer and phone. Additional staff resources will be directed to this project including support from the school counselor, staff to serve on the curriculum and development committees, assistance with the implementation of curriculum from HOPE teachers and administrators.

> $7,500. Curriculum materials/online licenses etc. based on curriculum committee selection
> $8,500. Technology to develop an electronic portfolio for each HOPE high school students
> $25,000. Additional .4 FTE School Counselor position to coordinate development of the program.
> $500.00 Travel for CSCCG meetings and professional development
> $5,000. Evaluator to develop the project plan, identification of root causes, evaluation protocol
> $500.00 Materials and supplies for committee work and business steering committee
> **Total: 47,000**

2. Briefly describe anticipated funding needs for activities in Years 2-4 of SCCGP. If school counselor FTE are proposed to be supported, provide the number of positions to be funded by SCCGP. The majority of the funding will go toward an additional school counselor to develop the program and determine the best method for sustainability. Additionally, funds for evaluation, and a more robust career development curriculum.

3. How the proposed project will be continued once the grant dollars have expired. Funds will not be used to supplant any current activities. In the past six years, HOPE has doubled the positions to support student mental health, health, behavior, attendance, and graduation. HOPE also has a good track-record for sustainability both in policy, practice and personnel. The School Health Professional Grant and Colorado Counselor Corp staff and practices have been sustained through general fund dollars. Through professional development, the policy and practices will be provided to support the 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 our students.

Section E: Previously Funded School (if applicable)

1. Describe what positions and quality programs have been successfully sustained with prior School Counselor Corps Grant Program dollars and the strategies employed to do so.

The accomplishments from the past Colorado Counseling Corp Grant include:
➢ Sustainability of a 1.0 FTE school counselor position
➢ Providing career development support to juniors and seniors
➢ Re-developing 6-12 ICAP to be more congruent with student needs
➢ Professional development to all staff members on implementation of career development
➢ Specific time to teach career development was built into the academic schedule
➢ All junior's and senior's participate in a minimum of one onsite college or trade school visit
➢ Career planning is completed with each graduating senior
➢ Graduation Capstone developed that focuses on the student's career goal and financial literacy
➢ Development and implementation of a new high school handbook and scheduling procedure
➢ Career curriculum was developed and implemented in the Learning Sites by staff during the critical thinking block

2. Describe how receiving another round of funding would improve/expand upon previous grant …   Over the past four years, HOPE was successful in meeting the goals from the last Colorado Counseling Corp Grant.
➢ The graduate rate increased from 38% in 2016 to 58% in 2020
➢ The dropout rate decreased from 10.2% in 2016 to 6.63 in 2020
➢ Post-secondary applications increased from 2018, 36%, to 52% 2020
This funding would allow HOPE to increase the post-secondary outcomes for students by addressing career development with 9th and 10 graders instead of waiting until they are in their 11 or 12th year.

3. If funding was returned to CDE in previous grant cycles,   **No funding was returned**.

*4. Returned funds occurred in 2 o*r more years.   **No funding was returned**.