



Illinois State Board of Education

100 North First Street, E-222
Springfield, Illinois 62777-0001

ALTERNATIVE LEARNING OPPORTUNITIES PROGRAM (ALOP) FY 2019 – APPLICATION FOR PROGRAM CONTINUATION

REGULATORY SUPPORT AND WELLNESS DIVISION

BACKGROUND AND INSTRUCTIONS:

Section 240.80 of the 23 Ill. Administrative Code states, "In order to continue to operate an Alternative Learning Opportunities Program approved pursuant to Article 13B of the Illinois School Code and this Part, the school district shall annually submit an application for continuation, on a form supplied by the State Board of Education." This form is to be used to make application for program continuation. Please complete all sections of this continuation application.

Applications for ALOP Program Continuation must be received no later than June 30, 2018.

Mail to: Cynthia Knight Regulatory Support and Wellness Illinois State Board of Education 100 North First Street, E-222 Springfield, Illinois 62777-001	If you have questions, you may call Cynthia Knight at 217-782-5270 or submit your questions via e-mail to cknight@isbe.net .	
	Dates: July 1, 2018	End date: June 30, 2019
APPLICANT DISTRICT NAME AND NUMBER St. Charles School District 303	SUPERINTENDENT NAME Dr. Jason Pearson	
ADDRESS (Street, City, State, Zip Code) 201 S. 7th St. St. Charles, IL 60174	TELEPHONE (Include Area Code) 331-228-2000	FAX (Include Area Code) 331-228-2001
	E-MAIL FOR SUPERINTENDENT jason.pearson@d303.org	
PROGRAM NAME New Directions/SAIL Transition	PROGRAM ADMINISTRATOR Maura Burns; Timothy Stoudt	
PROGRAM ADDRESS 1304 Ronzheimer Ave. St. Charles, IL 60174 210 S. 1st St., St. Charles, IL 60174	TELEPHONE (Include Area Code) 331-228-4873	IS THIS AN ASSESSMENT SITE? Yes
	E-MAIL FOR PROGRAM maura.burns@d303.org ; tomothy.stoudt@d303.org	
IS A SUBCONTRACTOR BEING USED? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	IF YES, ARE THEY <input type="checkbox"/> PROFIT <input type="checkbox"/> NON-PROFIT? If Yes, attach recognition documentation	
IF YES, NAME OF ROE/ISC/SUBCONTRACTOR NA	CONTACT PERSON NAME	
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code)	
	E-MAIL FOR ROE/ICR/SUBCONTRACTOR	

SPECIFY TO WHOM YOU WANT ALL COMMUNICATION SENT TO AND CONTACT INFORMATION FOR THAT PERSON

Dr. Marianne Fidishin; marianne.fidishin@d303.org

DESIGNATED CONTACT PERSON AND CONTACT INFORMATION

Dr. Marianne Fidishin; marianne.fidishin@d303.org

<hr/> Date	<hr/> Original Signature of District Superintendent
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BACKGROUND AND INSTRUCTIONS (Continued):

School districts may establish Alternative Learning Opportunities Programs or may contract with other appropriate agencies to provide a range of learning opportunities for students who are at risk of academic failure and who demonstrate a need for educational support or social services beyond those provided by the regular school program.

Note: Attach copies of agreement and/or contracts applicable to the current application period.

This application is for (please check one only): **Single School District** **Consortium of School Districts**

If the application is for a consortium of districts, check all agencies involved and list the name(s) below:

Regional Office of Education

Intermediate Service Center

Name: Kane County Regional Office of Education

Name: _____

Public Community College

Non-profit Education Provider

Name: _____

Name: _____

For-Profit Education Provider

Community-based Organization

Name: _____

Name: _____

Special Education Cooperative

Other (Specify type of agency)

Name: Mid-Valley Special Education Cooperative

Name: _____

Who will operate the program? (Check the agency that applies.)

Applicant District

Regional Office of Education

Intermediate Service Center

Public Community College

Non-Profit Education Provider

For-Profit Education Provider

Community-based Organization

Special Education Cooperative

Other (Specify type of agency)

Name: Mid-Valley Special Education Cooperative

BACKGROUND AND INSTRUCTIONS (Continued):

ALOP Program includes:

- A single school district A consortium of school districts (Complete the information below)
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Districts served:

Name: Batavia Unit School District 101; Central Commun

Name: St. Charles School District 303; Geneva School D

Address: _____

Address: _____

Phone: _____

Phone: _____

Point of Contact: _____

Point of Contact: _____

List program sites:

Name: Mades-Johnstone Center (MJC), 1304 Ronzheime

Name: Elgin Community College, 1700 Spartan Dr., Elgin

Address: _____

Address: _____

Phone: _____

Phone: _____

Point of Contact: _____

Point of Contact: _____

Administrative Agency:

Name: Kane County Regional Office of Education

Name: _____

Address: 28 N. 1st St.

Address: _____

Geneva, IL 60134

Phone: _____

Phone: _____

Point of Contact: _____

Point of Contact: _____

Website address of Administrative Agency: www.kaneroe.org

DISTRICT PLAN

A. Description of Program (105 ILCS 5/13B-25.20; 23 Ill. Adm. Code 240.70)

Abstract: Describe the general purpose, activities, and major outcomes of this program. In addition, please include the goals and objectives, the population to be served (including grade levels of the students), and the number of staff to be employed.

Mid-Valley Special Education Cooperative (MVSEC) is the operating entity for the Alternative Learning Opportunities Program (ALOP) in two primary locations and programs: New Directions (ND) Program and SAIL Transitions Program.

During the 2017-18 school year, approximately 39 students were enrolled in the New Directions program, grades 6-12, with a projection of 34 to begin the program. Typically, students are referred throughout the school year. New Directions currently employs 21 staff members and several ancillary staff to support a wide range of student needs for those identified as at-risk for academic failure or under-performance.

During the 2017-18 school year, approximately 48 students were enrolled in the SAIL Transition program with a projection of 53 to begin the program. Typically, students are referred throughout the school year. SAIL currently employs 16 staff members and several ancillary staff to support a wide range of student needs for those identified as at-risk for academic failure or under-performance. Additionally, the student are serviced in several locations including Elgin Community College and Waubensee Community College and participate in either volunteer or vocational experiences.

The over-reaching goals of the programs are: (a) to support post-secondary preparedness through intensive academics, functional academics, vocational, and volunteer opportunities; (b) to increase credit earned and academic achievement; (c) to increase engaged and successful learning opportunities; and (d) to promote successful social/emotional learning and functional independence. The programs provide enrichment and engaging opportunities for classroom-based and applied learning experiences.

Students are eligible for the program(s) if they are (a) in grades 6-12 or up to 21 years; (b) considered to be at risk for academic failure; or (c) demonstrate a need for educational support or services beyond those available in their home school.

List the types of services to be offered:

Individual and group support services

Independent living skills including personal finance

Vocational counseling, support, transition to college

Communications and relationship-building

College and career readiness

Social skills; counseling; substance abuse counseling

Social work; therapeutic support

Positive behavior interventions and supports

Grades of students to be served: 6-12+

Ages of students to be served: 12-21

Total number of students to be served: 90

DISTRICT PLAN (Continued)

B. Evaluation of Program**1. Methodology of Evaluation**

Describe the methods used in conducting an evaluation of the effectiveness of the program and for improving the academic performance of the students. Be as specific as possible. Identify all metrics to be used. *(Do not go beyond space allowed. Attach additional pages if necessary.)*

See additional attachment in Appendix

DISTRICT PLAN (Continued)

B. Evaluation of Program (Continued)

2. List objectives that were met below: *(Do not go beyond space allowed. Attach additional pages if necessary.)*
(Please describe ongoing objective(s) for this program.)

Progress was shown in all aspects of programming for each benchmark and goal. See Section A, Evaluation of Program (attached)/

List objectives **not** met below. (Describe proposed change for this application.)

After several years of implementation, the vast majority of program benchmarks and goals have been accomplished. Despite changes with the measurement systems and assessment requirements, the results reflect an accurate representations of student success.

DISTRICT PLAN (Continued)

3. Student Outcomes

Indicate the number of students who attained each of the following outcomes; add other outcomes that were identified in the district's plan. *(Use additional pages if needed.)*

INDICATORS USED TO MEASURE STUDENT OUTCOMES	NUMBER OF STUDENTS COMPLETING EACH CATEGORY	TOTAL NUMBER OF STUDENTS IN EACH CATEGORY	PERCENTAGE
Completion of Program	29	84	34.5
Elementary School Graduation	0	0	0
High School Graduation	19	84	23
Passage of General Educational Development Tests	NA	NA	NA
Consistency of Attendance in Program	78	84	93
Participation in Work-based Learning Activities	82	84	98
Continuation of Education	25	84	30
Employment	49	84	58
Effective Transition to Regular School Program	4	39	10
Summer School	10	84	12

Total Number of Students in Program for current year: 90

DISTRICT PLAN (Continued)

4. Assessment of Achievement Level

Describe the specific procedures used to assess the achievement levels of students enrolled in the program to ensure they are making progress as stipulated in the Student Success Plan. *(Do not go beyond space allowed. Attach additional pages if necessary.)*

The students' needs have been identified and listed in the Student Success Plan. Staff who are supporting this plan are certified teachers, social workers, teaching assistants and other related service personnel. Vocational job coaching is available and supports those students who require employment opportunities and experiences. All students participate in academic, functional, vocational and character education experiences.

Students undergo several episodes of progress monitoring using multiple measures including: (a) progress toward individual IEP goals*; (b) placement in volunteer/work/vocational/college opportunities**; (c) individual Student Success Plan progress***; (d) work completion; (e) credit completion/grades. The Student Success Plan is an individually developed profile developed in collaboration with student, staff, parents, and outside agencies as appropriate. The Plan addresses academic, social and behavioral benchmarks.

Students receive progress updates quarterly via report cards and/or IEP. Additionally, each student participated in minimally one parent conference and one IEP meeting annually. Any additional meeting may be convened per parent, student or staff request.

Students collaborate with staff to develop their Plan when they begin the program. Data is monitored quarterly and the staff meet monthly to review student progress and make adjustments as necessary,

* IEP progresses monitored quarterly

**Work vocational/status monitored quarterly

***Student Success Plans monitored twice per year.

DISTRICT PLAN (Continued)

5. Assessment of Achievement Level for Students with Individualized Education Programs

Describe the specific procedures used to assess the achievement levels of students with Individualized Education Programs.
(Do not go beyond space allowed. Attach additional pages if necessary.)

Referred students who also hold an IEP are done so per a home school district team consensus and with extensive data and information regarding educational performance and achievement within the parameters of the legal process.

DISTRICT PLAN (Continued)

C. ACTIVITIES PROPOSED FOR THE CONTINUATION PERIOD

Provide information regarding the activities proposed for the continuation period resulting from the evaluation of the preceding year's project, including the identification of each unmet objective and the rationale for its continued inclusion or its deletion from the program. *(Do not go beyond space allowed. Attach additional pages if necessary.)*

The New Directions Program employs a low student-staff ration (3:1) which allows for small group instruction at differentiated levels. The priority is to promote college and career readiness by focusing on academic and positive social skill development. In the SAIL Program, the emphasis is on functional and vocational skill development and foster independence and productivity. Social workers are available to address social/emotional needs, including crisis intervention. The New Directions Program employs a full time physical education and arts teacher. Should any student have an IEP, service delivery is provided through the existing staff and throughout the cooperative. Services provided include special education instruction, speech/language pathology, occupational/physical therapy, and/or vision/hearing itinerants. Additional staff have been added in the form of a vocational specialist (1.0) to assist with job preparation; social worker (1.0) specializing in family outreach and substance abuse counseling; and a job coach dedicated to support students in the employment environment. Further, an instructional facilitator will be involved to strengthen instructional practices and curricular development.

To address the low performing and achieving students or those students with the singular goal of credit recover, intensive instructional approaches are employed. Staff have implemented the strategies of iReady and Corrective Reading, two evidence-based literacy programs. Literacy levels will be assessed several times throughout the school year. Additionally, both ND and SAIL will utilize Career Scope and TAGG, a vocational assessment tool.

Character Education will be part of ND, and less frequently so in the SAIL Program. Character education teachers provide positive, pro-social skills to all students incorporating real-life situations. Staff are trained in the program as well as positive behavioral intervention supports and use a matrix that identifies what positive behavior looks like across environments. Further, technology such as smart board, iPads, digital cameras, and automated digital systems are utilized to supplement instructional strategies. Both programs also incorporate community service interventions such as, but not limited to the Boy Scouts, Big Brother/Big Sisters, Tri-City Mental Health, juvenile justice (probation), community social work services, and local area networks for wraparound services. It is expected that community participation will exceed 85 community members, agencies and school personnel with the expressed desire to improve options for at-risk students with mental health needs.

DISTRICT PLAN (Continued)

D. Instructional Approaches/Curriculum

Briefly describe the instructional approaches that will be used for students who are participants in the ALOP program. Note if this is the continued approach or if new approaches are being implemented. Also, identify the specific curriculum used by the program and describe how this continues to differ from the regular school program. (If a non-profit or for-profit entity is providing instructional services, provide evidence that the entity continues to be recognized by the State Board of Education.)
(Do not go beyond space allowed. Attach additional pages if necessary.)

The curriculum for the ND program aligns with that of the member districts, each of whom have adopted the Illinois State Learning Standards as the basis for their curricular decisions. Adaptations are made as necessary to meet the diverse learning needs of students. Staff utilize a variety of evidence based curriculum and instructional materials designed to promote optimal students growth. Used are iReady, Edgenuity, StudySkill.org, Why Try? to provide hands-on learning opportunities. SAIL utilized a program adapted from Life-Centered Education, the transitions sequence from Unique Learning Systems and the Illinois model for vocational training student students with disabilities.

DISTRICT PLAN (Continued)

E. Educational and Other Support Services

Briefly describe the educational and other service interventions that the district currently uses to assist students who are experiencing difficulty with academic achievement. *(Do not go beyond space allowed. Attach additional pages if necessary.)*

The New Directions Program employs a low student-staff ration (3:1) which allows for small group instruction at differentiated levels. The priority is to promote college and career readiness by focusing on academic and positive social skill development. In the SAIL Program, the emphasis is on functional and vocational skill development and foster independence and productivity. Social workers are available to address social/emotional needs, including crisis intervention. The New Directions Program employs a full time physical education and arts teacher. Should any student have an IEP, service delivery is provided through the existing staff and throughout the cooperative. Services provided include special education instruction, speech/language pathology, occupational/physical therapy, and/or vision/hearing itinerants. Additional staff have been added int the form of a vocational specialist (1.0) to assist with job preparation; social worker (1.0) specializing in family outreach and substance abuse counseling; and a job coach dedicated to support students in the employment environment. Further, and instructional facilitator will be involved to strengthen instructional practices and curricular development.

DISTRICT PLAN (Continued)

F. Student Admission

Discuss the criteria used for admitting students into the program. (**Attach** a copy of the student success plan, including all necessary components, for the program.) (*Do not go beyond space allowed. Attach additional pages if necessary.*)

Students are eligible for referral to the programs if: (a) they are in grades 6-12 or up to the age of 21 years; (b) are considered at risk for academic failure; or (c) have demonstrated the need for education support outside the scope of their general education home environment. The district must demonstrate evidence of: (a) poor academic performance for longer than one semester*; (b) performance inhibiting factor such as social/emotional/behavioral concerns, substance abuse, poor health/nutrition, or changes in life circumstances**; (d) lack of sufficient progress in credit acquisition or grade level so that the student may be at risk for drop-out.

The criteria are non-discriminatory and assure the recommendations are not based solely on membership in a particular group or class. Further, criteria indicates that (a) student is deficient in one or more fundamental learning areas (writing, math, speaking, listening); (b) interventions employed have been unsuccessful in remediating the deficiencies; and (c) the resources to intervene successfully are beyond those in the home school and/or district.

When a student meets the necessary criteria for enrollment, parents and students are notified and a meeting is convened to share information regarding the program and potential benefits for the student. Once parental consent is obtained, a student is enrolled and a Student Success Plan is developed. When a parent initiated referral to the program, a meeting is convened within 10 instructional days to ascertain if the student meets criteria for enrollment.

The Student Success Plan will outline interventions, time frames, and objectives to ensure student success and efficient, successful transition to the home school/district. When a student is nearing completion of the outlined goals for student success, the necessary supports required to ensure continued success in the home school/community environment are determined.

* Poor academic performance is defined as students who have earned grades lower than a "C" in core academic subjects for more than one semester

**There must be evidence of interventions attempted in order to improve performance inhibiting factors.

Attach a sample of the Student Success Plan (including all necessary components) to be developed for each student enrolled in the program. The Student Success Plan **must include** the following components:

- Signatures of student, parent(s)/guardian(s), and school official;
- The reasons for the student's referral to the program that is consistent with the district's admission criteria for the ALOP;
- The student's responsibilities under the plan;
- A determination of the needs and strengths of the student;
- The expected academic, social, and behavioral outcomes to be achieved;
- Assessment procedures for determining the degree to which the student has achieved his or her learning objectives and other specified outcomes (also including the student's educational and social function and skills);
- Goals and objectives for satisfactory performance in the Alternative Learning Opportunities Program;
- Specific curriculum and instructional methods for increasing educational performance;
- Outline of support services needed to remove barriers to learning;
- Career development experiences to enhance career awareness, if appropriate;
- The anticipated length of enrollment, which is not to exceed two years. (If the time the student is to be enrolled exceeds two years, then the plan must include documentation of need for a longer period of time for the student to meet the academic, social and/or behavioral outcomes identified in the plan);
- A description of parental commitment to support the student's successful completion of the program;
- The objectives to ensure a successful transition back to the regular school program or to postsecondary educational options.

DISTRICT PLAN (Continued)

G. Student Transition

Discuss the criteria and process used for transitioning enrolled students back into the regular program.
(Do not go beyond space allowed. Attach additional pages if necessary.)

The Student Success Plan will outline interventions, time frames, and objectives to ensure student success and efficient, successful transition to the home school/district. When a student is nearing completion of th outlined goals for student success, the necessary supports required to ensure continued success in the home school/community environment are determined. For students enrolled in the SAIL program, similar integrations opportunities t the home school/district are not appropriate. For those students, successfully operating independently at home, work and community are the measure by which transition plans are developed.

DISTRICT PLAN (Continued)

H. Program Hours: State the number of hours of instruction that will be provided. _____ hrs day. Give an explanation if less than five-clock hours of instruction will be provided.
(Do not go beyond space allowed. Attach additional pages if necessary.)

The New Directions Program hours are from 8:00 AM - 2:20 PM.

SAIL Transition Program hours are from 8:30 AM- 2:30 PM. Some student participate in evening work or community college course work.

DISTRICT PLAN (Continued)

I. Subcontracts, Contracts, and Cooperative or Intergovernmental Agreements

Provide information regarding any subcontracts, contracts, and cooperative or intergovernmental agreements into which the school district has entered to operate the program or provide services, including any changes to the entities involved or in their roles and responsibilities. *(Attach copies) (Do not go beyond space allowed. Attach additional pages if necessary.)*

The ALOP services the cooperative's member districts who have a long history of collaborative projects MVSEC has been in operation as a cooperative since 1963. The Articles of the Agreement for the cooperative outlines the policies and procedures for the basic operations of these entities, including the administrative agent for MVSEC, St. Charles School District 303. In the 2-14015 school year, the Articles of Agreement were reviewed and revised to include servicing student at-risk for mental health and drop out, changes which are highlighted in the document attached in the Appendix. The Kane County Regional Office of Education will operate as the administrative partner for the ALOP program, the intergovernmental agreement submitted with previous applications. Included are signature pages from each member district superintendent indicating their support for the program.

FY18 FUNDING INFORMATION

EXPENDITURE REPORT

Directions: Provide a detailed report on the program expenditures for FY18. (Please reflect those costs that were associated with staff, contractual services, supplies and materials, hardware, classrooms and office space, utilities, and other relative expenditures as appropriate. Identify the sources of the funds for each budgeted item.)

BUDGET ITEMS	TOTAL COST	SOURCE OF FUNDING
Salaries (Includes benefits):		
Teacher, High School	63,994	ALOP
Teacher, Middle School	63,201	ALOP
Vocational/College Prep Specialist (1.0)	62,161	ALOP
Teacher, Instructional (.5)	46,891	ALOP
Electives Teacher (.5)	29,243	ALOP
Social Worker (1.0)	65,828	ALOP
Job Coach (.6)	13,166	ALOP
Stipends	5,463	ALOP
Purchased Services:		
Training/licensing drivers	800	ALOP
Fingerprinting	750	ALOP
Staff Travel	500	ALOP
Repair & Maintenance-Vehicles/Copier	6,500	ALOP
Facility Rental:		
Copier lease	4,000	ALOP
WCC Rent	13,000	ALOP
Supplies:		
Gasoline	2,000	ALOP
Misc. Supplies:		
Instructional Supplies	6,000	ALOP
Periodicals: Choices (SAIL)	1,000	ALOP
Assessments (iReady, Jamestown)	3,000	ALOP
Misc. (SAIL)	1,000	ALOP
Software (IXL, Lexia, Reflex Math, review 360)	8,500	ALOP
Equipment <%500		
Walkie Talkies (ND)	1,000	ALOP
Non Cap Equipment	2,000	ALOP
Lab equipment (ND)		
TOTALS	400,000	

ANTICIPATED PROGRAM COSTS AND FUNDS ALLOCATION PLAN

Directions: Provide a detailed program budget reflecting the costs associated with staff, contractual services, supplies and materials, hardware, classroom and office space, utilities, and other relative expenditures. Identify the source of funds for each budget item.

BUDGET ITEMS	TOTAL COST	SOURCE OF FUNDING
Salaries (Includes benefits):		
Principal(.9) (.10)	126,699	District; State
Program Supervisor (transition) (.4)	44,610	District
Classroom Teachers (11) (1) (2)	988,357	District; State; ALOP
Instructional Teacher (.4) (1.5)	163,575	District; ALOP
Elective Teacher (.5) (.5)	56,734	Districts; ALOP
Physical Education Teacher (.90) (.10)	67,814	Districts; ALOP
Vocational Specialists (2.75) (1)	278,851	Districts; Safe Schools
Job Coaches (3.75) (.75)	99,573	Districts; ALOP
Program Teaching Assistants (15)	490,903	Districts; State (Safe Schools)
Social Workers (1) (.10) (.90)	129,383	Districts; ALOP
Occupational Therapist (.10)	10,618	Districts
Speech/Language Pathologist (.90)	60,993	Districts
Psychologist (.40)	16,252	Districts
Certified School Nurse (.20)	10,484	Districts
Registered Nurse (1.0)	44,476	Districts
Substitutes/Stipends	37,950	Districts; State (Safe Schools); ALOP
Secretary (.9) (.10)	42,918	Districts; State (Safe Schools)
Non-Staff Budget		
Purchased Services (speakers,travel, consult):		
Guest speakers, in-services, prof services	25,000	Districts; ALOP
Staff travel	1,250	Districts; ALOP
Student field trips, community-learning, CAEL	10,000	Districts; State (Safe Schools)
Professional Development:		
Supplies/Materials (teacher and student) -		Districts; State (Safe Schools); ALOP
Instructional/Classroom material	22,150	Districts; ALOP
Assessments	2,788	Districts; ALOP
Software	10,035	Districts
Dues/Fees/Memberships	2,400	
Equipment--Technology:		
iPads/SMARTBoards/laptops	42,850	ALOP
Vehicles/Vans (Including maintenance, gas)	44,812	ALOP
Fiscal Agent (ROE)	2,200	ALOP
Distributed Costs:		
Administrative Overhead (Board, HR, Business)	308,232	Districts
(Rent, tech services, utilities, custodian, etc.)	40,215	
TOTALS	3,182,131	

FY19 FUNDING NARRATIVE

Directions: In a narrative, not to exceed two pages, provide a plan that outlines how funding for the Alternative Learning Opportunities Program will be coordinated with other state and federal funds to ensure the efficient and effective delivery of the program. Describe the sources of revenue the district will allocate to the program.

The expenditures for ALOP have been aligned with program goals and approved by the Mid-Valley Executive Advisory Board and its administrative agent, St. Charles Community Unit School District 303. A summary of the expenditure are outlined in the Appendix.

For the approximately 90 students identified for the fall, 2018-2019 school year, programming is currently funded through district tuition. It is anticipated that ALOP, funded through the evidence based budgeting will allow the program to continue to expand and improve. ALOP fund will be directed to enhance programming with specialized staffing, materials, and equipment as outlined in the Activities for Proposed Continuation.

At the beginning of each fiscal year, first semester invoices are generated for each district based upon proposed projected enrollment. During the months of July through September, payments are made by the districts in order for the organization to meet payrolls and other expenses. The same process is repeated in December creating the second semester invoices. At the end of each fiscal year after auditors complete their final reports, final invoices are adjusted accordingly. Each district utilized a combination of local and federal (IDEA) dollars for support the tuition. The proportion of local to federal funds is the decision of each district.

Tuition invoices include all costs of the program including staff salaries, materials, equipment, purchased services, and administrative overhead. Overhead costs include the services of the administrative offices such as board services, human resources, and business/payroll services in addition to technology support, phone, rent, utilities, custodial, maintenance, grounds, and other ancillary support for the program. Federal or state funds do not offset tuition.

Districts are committed to paying basic tuition including the cost of the ALOP program. An additional administrative fee is added to ALOP budget to allow for the ROE to perform the administrative functions for the program.