SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Academy of Hope Adult PCS
LEA Head of School Name: Lecester Johnson
LEA Type: Adult
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Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes**.

The CEP application is closely aligned to OSSE's Guiding Principles for Continuous Education. These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

Q1. To be prepared for situational distance learning, the LEA has a plan for:

a. Provisions for learning

a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

- ☑ 1. Provision of 1:1 learning devices.

- ☐ 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.

- ☐ 3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ___learning devices.

400

a2. Distribution Strategy:

The devices are:

Are distributed to all students at the beginning of the school year.

a3. An accurate assessment of current student access to broadband internet/WIFI.

☑

a4. Approximately __% of our students have access to broadband internet/WIFI at their situational distance place of learning.

100%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

Since the beginning of the Pandemic, AoH has prioritized access to computers and internet access for all learners to participate in distance learning should the need arise. We remain dedicated to doing so for SY 22-23. Prior to enrolling, all applicants are asked if they need internet access. AoH's IT Department (in partnership with Community IT) receives daily reports of the number of learners who report they do not have access to internet services. Hotspots are distributed at orientation and during tech bootcamp to all learners who indicate they need service. In SY 21-22, AoH invested in Cheqroom, an equipment management software that enables AoH to keep track of all distributed hotspots, and to monitor their functionality. These new tools ensure that a learner's instruction is not interrupted during the occurrence of a situation emergency. As part of our instructional program, AoH can seamlessly provide time-limited distance learning in situations for a wide range of situations.

a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.

All learners -- both in-person and virtual - are provided a Chromebook. During peak enrollment season, AoH holds several device distribution days. Learners must report to an AoH campus to pick up devices for learning (computer/hotspots). In cases where learners are not able to report to a campus, devices are mailed or delivered to a learners home.

To receive a device, learners must demonstrate a commitment to fully enrolling and attending classes. They must take the CASAS test for class placement, and attend a two day orientation, one of which is a technology boot camp. During bootcamp, learners walk through the learning management system, learn how to log on and off and navigate the online platform. Post bootcamp, learners receive ongoing technical support via IT helpdesk, and in-person, tech clinics 2-days a week. AoH also stores AoH email addresses and passwords for every learner in our Student Information System (SIS). The SIS is then synced with the Clever learning platform, allowing learners easy access to over ten learning applications and other digital resources used in their classes.

2. Distribution of Non-Digital Materials

1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

3. Other

Please describe, Other

b. Communication with Stakeholders

b. Communicating with all interested stakeholders, including:

i. Method for family engagement (including communication) during situational distance learning.

Describe the LEA's method for family engagement during situational distance learning in the space below.

Since Academy of Hope serves only adult learners, we are not required to engage with student families; however, we ensure that all school policies and procedures, including our situational distance learning policies, are communicated clearly to all learners. Policies are described and discussed both at orientation, as well as throughout the year.

ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.

Describe the LEA s communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

If the school moves to situational distance learning, learners and staff are informed primarily through our school messenger system via text or phone call. The system is designed to call and leave a voicemail communication to learners or staff if the phone is not answered.

Additionally, information is posted on our website, as well as on all AoH social media handles and news outlets, such as WTOP. Learners receive additional information via Schoology (our LMS) and email.

c. Additional Considerations

i. Family training and support.

Describe the LEA s situational distance learning training and support for families in the space below.

As explained above, Academy of Hope is not required to engage with student families; however, we ensure that all school policies and procedures, including our situational distance learning policies, are communicated clearly to all learners. Policies are described and discussed both at orientation, as well as throughout the year.

ii. Teacher training on technology, tools, and remote instruction models before the school year.

Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.

Throughout the pandemic, AoH has simultaneously invested in *both* building its digital infrastructure for distance learning, *as well as* in training our teachers to most effectively teach within this infrastructure. For example, since spring 2020, teachers have regularly revised AoH's uniform curriculum, which is based on College and Career Readiness Standards (CCRS) (as assessed by the CASAS, GED, and the NEDP), ensuring that all learners -- regardless of their in-classroom or online learning environments -- have equal instructional access.

In addition, teachers have been regularly trained in Schoology, our Learning Management System (LMS). By hosting and integrating an array of digital tools, Schoology helps instructors create a complete online classroom; for example, through this platform, AoH instructors can post -- in one virtual space -- a module's full lesson components: video, notes, practice assignments, and assessments. In addition, learners are able to upload completed assignments, and instructors are able to both effectively provide feedback to learners and store assessment scores

And finally, AoH instructors and staff regularly learn from experts, as well as from each other. For example, teachers attend virtual training sessions sponsored by the Ed Tech Center at World Education, and AoH teachers participate in professional learning circles to share insights about how they are navigating AoH's digital infrastructure to effectively develop and deliver their lessons.

iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.

Describe the LEA's expectations in the space below.

All of AoH staff, instructors, and learners are continuously made aware of situational distance learning expectations. AoH has invested in the digital infrastructure needed to quickly and seamlessly switch to virtual learning for all students, and all staff and instructors have been trained on how to most effectively do so. In the event of situational distance learning, AoH's expectation is that all students and teachers will meaningfully participate in virtual learning as scheduled.

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

AoH's established schedule and expectations do not change for a situational distance learning day; all instructors are expected to virtually teach their daily schedule of classes, and all learners are expected to virtually attend their classes. Teachers will continue to track attendance via AoH's cloud-based Student Information System, which feeds directly to OSSE. And teachers will continue to gauge student engagement via class participation and assignment completion.

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see OSSE's 2022-23 Guiding Principles for Continuous Education .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

☑ The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found here .

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

https://aohdc.org/whats-happening/covid-19/

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

Q3. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).

a. Adjusted Scheduling

v. Summer programming

b. Instructional Changes

New professional development for staff -accelerated learning

c. Staffing and Related Support

Additional staffing

d. Any Other, Please Describe

N/A

e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

AoH will maximize accelerated learning opportunities for students by 1) providing summer programming; 2) New professional development for staff on accelerated learning; and 3) providing additional staffing.

Summer Programming: To ensure that learners are prepared for fall term and to support learners who may have experienced learning loss due to fewer instructional days during SY 21-22), AoH is offering a summer skill building program open to all students. Summer programming is designed for new learners and learners who did not make academic gains during the regular school year. Summer is also a great opportunity for new learners to enter AoH to prepare themselves for the new school year. Classes are smaller and teachers target instruction in ELA and numeracy. With the additional instruction, returning learners are expected to make at least one academic level gain by the fall term. Day programming meets daily Monday thru Thursday from 9am - 1pm and evening programming is Monday thru Thursday from 6pm - 9pm. Courses are both in person and virtual with learners having access to a number of supplemental learning programs such as IXL and GED Academy.

Professional Development: Over the past two years AoH has invested in training for teachers on the Modern Classroom Project (MCP) approach to class structure and planning. Given the heterogeneous nature of class skill levels even for learners testing at the same level, the need for individualized/personalized instruction in adult education is critical to helping learners to achieve their academic goals and to show progress towards those goals. In the Modern classroom, learners are able to learn at their own pace, with support and guidance from the teachers, while also being appropriately challenged.

The modern classroom emphasizes learners learning at their own pace, with support and guidance from teachers, while also being appropriately challenged. Learners access the information they need to address gaps in learning and skills and to progress at a pace that meets their individual needs and learning goals.

New Staff: Most adult learners enter AoH with very limited and sometimes no digital literacy skills. Limited digital literacy skills significantly impacts a learner's ability to access and fully participate in distance learning. Supporting adult learners in the area of digital literacy is critical to the success of our new program structure and long-term success of our instructional program.   To continue building capacity in this area, AoH will hire two additional digital literacy instructors and an additional IT specialist. Plans are also underway to hire an Adult Learning Specialist to provide needed support for all learners. The IT Specialist will be dedicated to helping learners with their technological needs as they pursue remote learning allowing teachers and principals to focus on teaching academic content (rather than technological skills). The Adult Learning Specialist will ensure that learners with disabilities or low-literacy receive the accommodations they need to fully benefit from distance learning.

Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.

Identify:

i. Any barriers that the LEA has in meeting these requirements

N/A - AoH Currently does not receive IDEA funding for Learners with Disabilities.

ii. The LEA's plan to address those barriers

N/A - AoH Currently does not receive IDEA funding for Learners with Disabilities.

iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

N/A - AoH Currently does not receive IDEA funding for Learners with Disabilities.

Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

AoH does not receive IDEA funding. The average age of an adult learner at AoH is 36. Well beyond age 22. As a school, however, AoH is committed to serving all learners. AoH uses a full inclusion program model using the Universal Design for Learning (UDL) Framework, incorporating assistive technology where needed, specific accommodation needs, and providing services such as sign language interpreters for learners who are deaf or hard of hearing.

In order to ensure the AoH's Instructional Delivery Plan is routinely monitored and adjusted to address the needs of all our learners, AoH instructors and staff:

- Engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis controls for other variables (e.g. housing instability, technological proficiency) to confirm that each mode of content instruction is providing equitable results for student learning and growth. This is done once a month on Fridays.
- Plan professional development based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.
- Evaluate students who have shown the least engagement whether by attendance or work product, and develop intervention support plans. This will be done collaboratively by our instructors and student support staff to determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content.

a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.

N/A - AoH Currently does not receive IDEA funding for Learners with Disabilities.

CEP Assurance Statements

Assurance Statement for Continuous Education Plans (CEPs) :

The LEA attests to the following statements regarding delivery of instruction :

☑ The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA s approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding 2022-23 school year attendance:

☑ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2022-23.

The LEA attests to the following statement regarding graduation and promotion for 2022-23

☑ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statement regarding serving students with disabilities including students in non-public special education school settings (please check all boxes):

☑ Students with disabilities have equitable access to situational distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

☑ LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both situational distance and in-person learning models.

☑ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.

☑ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

The LEA attests to the following statements regarding serving English learners (please check all boxes):

☑ The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.

☑ The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both situational distance and in-person learning environments.

☑ The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners language and academic goals.

The LEA attests to the following statement regarding technology (please check all boxes):

☑ The LEA will ensure that, to the extent its situational distance learning program uses technology, each student will have access to a device, other needed technology, and internet connectivity sufficient to fully participate in the school s learning program.

The LEA attests to the following statement regarding family, stakeholder and public engagement (please check all boxes):

☑ The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.

☑ The LEA has taken comments of the above-named groups into account in the revision of the CEP.

☑ The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.

☑ The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.

☑   The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2022-23 school year and provide families awareness of:

- An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
- An accessible, family-facing description of their health and safety plan for the 2022-23 school year, in an understandable and uniform format; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.

☑   Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :

☑   The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.