ReSchool’s vision for financing a new system is to use existing funding streams, leveraging multiple strands of public dollars to fund student learning at different ages. For example, PELL grants, workforce development, and concurrent enrollment funds could be used to fund students’ post-secondary opportunities. Per pupil revenue from the State’s K-12 financing system would fund students in those age ranges. And, to the extent available, state, federal, or local funds for early childhood would be accessible for those who are eligible to fund learning and care in this new system.

Our goal is to create a system that gives learners and their families greater authority over how their education dollars are spent and to provide access to multiple learning providers over time.

As these profiles illustrate, another important goal is to blur the lines that currently exist between early childhood, K-12, and post-secondary education to provide a more seamless (and perhaps more affordable) learning pathway. When learners opt in to this future system, whatever share of public dollars attached to them would come with them and be deposited into a learning account. In partnership with their advocate network, learners and their families would spend these resources to fund their education across a landscape of providers.

It is critical to understand the system infrastructure that must be in place to ensure learning can happen as envisioned. As such, we have been researching and analyzing how current public money flows in and out of early childhood, K-12, and post-secondary and how those funds might be bundled together and leveraged in a way that is organized differently than the way our current system functions. Five hypothetical learners in the future system are profiled in the following pages and they span in age from 9 months to 20 years old. The final profile (Maria) provides the greatest detail on how money could flow in the new system to multiple providers, learner advocates, and system oversight and supports.

Thanks to Andrew Bray Consulting and Mary Wickersham at the University of Colorado’s Buechner Institute for their great insight and expertise in exploring the financial modeling and analyses that led to the creation of these learner profiles.
Learner # 1:  
**Anayah, 9 months old**

Anayah lives in Aurora, Colorado with her parents. Her mom and dad work part-time cleaning homes and doing odd jobs. Their household income is $21,000 per year. When her parents are working, Anayah attends a child-care center part-time and they fill in other gaps when they need care for her through a combination of friends and family who live in their community.

Anayah’s family lives in subsidized housing. The mission of the authority that operates the housing is to create healthy, vibrant communities and to strengthen their residents’ economic and social capacity. Education is a primary focus of the housing authority and early childhood education is of special interest. As such, they offer a variety of programming and supports geared towards residents who are staying home with their children and/or leveraging neighbors and family members to care for young children while residents are working. The housing authority funds this programming through a combination of external funding and allocation of resources from their operating budget. The educational services they provide are mostly free for their residents.

Anayah’s parents feel very fortunate that whether Anayah is at home with them or being cared for by a friend or family member in the community, they can access learning opportunities at the neighborhood community center, receive selected educational resources to use at home, get weekly texting tips on child development, and have time with learner advocates who can help them understand the educational system and access appropriate resources for their daughter. These advocates are residents of the community who have been trained by the housing authority to partner with families. Through the advocate network, Anayah’s parents found the part-time childcare center that she attends. Having this advocate was important to the family because navigating the early care and learning environment is challenging, especially for a family that needs to find something that will take the public subsidies that they qualify for and use them to cover the costs of their daughter’s care.

A sharing childcare economy that has emerged in the community, so Anayah’s parents trade care with other families and neighbors. The annual net cost for Anayah’s care to them is the parent co-pay portion of CCCAP ($150), resulting in 1% of the family’s total income going to Anayah’s childcare costs.

**Funding Anayah’s Care**

<table>
<thead>
<tr>
<th>Total Cost of Care: $7155</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time center-based infant care: $7155 per year</td>
</tr>
<tr>
<td>Family, Friend, Neighbor care: free</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Subsidies: $7155 (this funding goes directly to the center)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Assistance Program (CCAP): $5695 per year</td>
</tr>
<tr>
<td>Early Head Start: $1200 per year</td>
</tr>
</tbody>
</table>

State Child-Care Tax Credit: $50 (direct credit to family)  
Family CCAP Co-Pay: $210 per year (1% co-pay required of families)

| Total Cost to Anayah’s Parents: $150 per year (co-pay – tax credit) |
Learner #2:  
_Serena, 4 years old_

Serena lives in Denver with her two parents. Their annual household income is $59,000.

In partnership with their learner advocate, Serena's parents explored a variety of options for early care and learning and settled on a micro-school in Denver near their home that is designed for learners ages 3-6. The small school works with a variety of learning and service providers to meet the needs of the students they serve. Much of the learning takes place at the school but students also extend their learning beyond the walls of the school to attend classes and have other experiences with providers in their surrounding community, such as museums, libraries, and recreation centers. Her parents appreciate the simplicity of using their education dollars at a single place while knowing that the learning their daughter receives from the diversity of providers will be bundled together to match her learning.

The school was also attractive to Serena's parents because it provides full-time learning and childcare for their daughter (9am-5pm), which they need because of their work schedules. The annual household income for Serena's parents is $59,000. Since the vast majority of public subsidies for early care and education is income-based, Serena's family at just about 200% of the Federal Poverty Level does not qualify for any public funding outside of the Denver Pre-School Program and tax credits. The result is that the net cost of full-time, full-year preschool and care for Serena is $7,200, amounting to approximately 12% of the family's income. Next year, when Serena turns 5, she will be eligible for public education funding through the state that will cover the cost of her education in the system.

### Funding Serena’s Early Childhood Education & Full Day Care

<table>
<thead>
<tr>
<th>Total cost to attend the micro-school: $11,500 per year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Subsidies:</strong> $4,260 per year</td>
</tr>
<tr>
<td>• Denver Pre-School Program: $3,600 per year</td>
</tr>
<tr>
<td>• Federal Tax Credit: $600</td>
</tr>
<tr>
<td>• State Tax Credit: $60</td>
</tr>
<tr>
<td><strong>Net Cost to Serena’s parents:</strong> $7,200 per year</td>
</tr>
</tbody>
</table>
Learner #3:
Lee, 17 years old

Lee lives with his parents in Grand Junction, Colorado. Their annual household income is $72,000. Given the rising cost of college, his family desired a path where he could complete as much college level coursework as possible while still in the public K-12 system. As such, they sought out an advocate network that serves a number of families in his community. They chose this network because of their commitment to help him reach his goals for college at a more affordable cost to him and his family. Currently, Lee is taking both high school and college coursework through a variety of learning providers that he has been connected to through his advocate network.

At 17, as a result of Concurrent Enrollment courses, he already has 16 credits under his belt and plans to enroll in additional courses over the next year that will result in an additional 9 credit hours that will provide him with a total of 25 postsecondary credits. He plans to participate in the state’s Ascent program, which will allow him to stay in high school for a 5th year to take college-level courses, resulting in the completion of another 30 credit hours of post-secondary credit, totaling 55 credits that he will have completed while still enrolled in the k-12 public education system. The total value of this path to Lee and his family is over $60,000, which they would’ve had to pay out of their pocket for his college education.

Lee’s goal following the Ascent program is to attend CU-Boulder to finish his 4-year degree. Because of his family income, he isn’t eligible for Pell Grants. The expectation is that it will take him 2 years to complete his studies at CU, resulting in a net cost to him and his family of approximately $36,000.

### Funding Lee’s Post-Secondary Education

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated cost of a 4-year degree at CU-Boulder (120 credit hours):</td>
<td>$120,420</td>
</tr>
<tr>
<td>- In-State Tuition:</td>
<td>$45,944</td>
</tr>
<tr>
<td>- Fees:</td>
<td>$6,964</td>
</tr>
<tr>
<td>- Room &amp; Board:</td>
<td>$51,240</td>
</tr>
<tr>
<td>- Other:</td>
<td>$16,272</td>
</tr>
<tr>
<td><strong>Note:</strong> these costs do not reflect changes over time due to inflation and are based on estimated costs for the 2014-15 school year. The “other” costs include estimated expenses for things like medical insurance/health care, transportation, books &amp; materials.</td>
<td></td>
</tr>
<tr>
<td>Public Subsidies:</td>
<td>$84,468</td>
</tr>
<tr>
<td>- 2 years of post-secondary credits in high school (Concurrent Enrollment, Ascent):</td>
<td>$60,210</td>
</tr>
<tr>
<td>- College Opportunity Fund (portion of tuition paid by Colorado):</td>
<td>$4,876</td>
</tr>
<tr>
<td>- American Opportunity Tax Credit:</td>
<td>$5,000</td>
</tr>
<tr>
<td>- Work-Study:</td>
<td>$6,000</td>
</tr>
<tr>
<td>- State-based financial aid:</td>
<td>$1,200</td>
</tr>
<tr>
<td>- Institution-based financial aid:</td>
<td>$7,182</td>
</tr>
<tr>
<td>Net Cost to Lee and his Family:</td>
<td>$35,952</td>
</tr>
<tr>
<td>- Expected family contribution:</td>
<td>$15,720</td>
</tr>
<tr>
<td>- College Invest discount:</td>
<td>$728</td>
</tr>
<tr>
<td>- Federal student loan:</td>
<td>$19,504</td>
</tr>
</tbody>
</table>
Learner #4:  
**Jake, 20 years old**

Jake has been raised by his single mom who he lived with up until this year. He is now living off campus in an apartment with friends near his community college. His mom's annual income is $24,000. Jake also works part-time to contribute to his family income. As such, he needs a flexible school situation that will allow him to both attend classes and work.

The advocate network that Jake chose was recommended to him by a friend because of its special focus on working with young adults who require flexible paths to their first careers. Jake was impressed by their knowledge of the various learning providers in the area and their ability to help him focus his interests and aspirations in directions that will help him land a good job in a relatively short period of time. Jake is most interested in a career where he can be helping people and using his hands isn't stuck in an office. As such, his education path these last few years has combined high school and post-secondary-level coursework with the goal of completing an applied science degree in fabrication welding through the Community College of Denver. His advocate network also recently helped him land an apprenticeship in welding that will count towards his degree and pays him sufficient income that he doesn’t need to work in another job outside of school. Jake will complete his degree by his 21st birthday.

Jake attended a local high school full-time until he turned 16 and was able to leverage public transportation in combination with a motor scooter he purchased that helped him get around town so he wasn't bound to one school for his coursework. From that point forward his advocate network worked with him to bundle together courses and experiences in service of his goals to be a welder with a variety of learning providers, including local employers, community and school based providers, and the community college. He also took advantage of Colorado’s concurrent enrollment law and the Ascent program (which allows student to stay enrolled in the K-12 system for one year post high school completion to take college level courses). As such, he graduated with a high school diploma + 43 post-secondary credits that were transferrable to (and or already credited by) the Community College of Denver (CCD).

Having these credits paid for through the concurrent enrollment and Ascent programs resulted in savings of over $28,000 out of his pocket that he would have otherwise had to pay out-of-pocket to the community college or other post-secondary partners. Jake is in the process of completing his last year of coursework (17 credits) at CCD which will result in a set of transferrable skills to a solid career pathway at no out of pocket costs for him by the time he finishes.
### Funding Jake’s Associates Degree in Fabrication Welding

Estimated cost for 17 credits at CCD to Complete an Associates Degree:
- 60 credit hours total for degree
- 43 credits earned through Concurrent Enrollment & Ascent while still in high school.

*Note: these costs do not reflect changes over time due to inflation and are based on estimated costs for the 2014-15 school year. The “other” costs include estimated expenses for things like medical insurance/health care, transportation, books & materials.*

#### Cost of Attendance: $9,973
- Tuition: **$3,398**
- Fees: **$501**
- Rent: **$4,491**
- Other: **$1,580**

#### Public Subsidies: $9,660
- Federal
  - Pell Grant: **$3,582**
  - Work Study: **$3,750**
- State
  - Colorado Opportunity Fund: **$1,275**
  - State-based financial aid: **$768**
- Institution
  - CCD-based financial aid: **$285**

#### Other Revenue: $545
- Private scholarship through Denver Scholarship Foundation: **$545**

Total Subsidies & Revenue: **$10,205**

Total Cost to Jake for his 2 year Associates Degree: **$0** (he actually nets $232)
Learner #5:  
**Maria, 14 years old**

Maria lives in Denver with her family. She started in the new education system created by ReSchool this year after completing 8th grade at her former K-8 school. The advocate network that Maria’s family chose specializes in working with learners who are 14-21 years old, with the goal of helping them to uncover their passions, sharpen their knowledge and skills, and reach their potential as lifelong learners who are actively engaged in their communities and gainfully employed in positions in pursuit of their career pathways.

So long as she has her phone with her, Maria has her parents’ permission to get herself around town either by public transit, taxi, or bike. This opens up opportunity in the system for Maria to access a variety of learning providers. And, because the system provides an allotment to every student for transportation, she has resources to offset these costs.

**Funding Maria’s Education**

Maria’s share of public per pupil K-12 funds follow her into this new system (much like they do when students choose into a charter school). This year, the total funding is $7,000 per pupil. The graphic below describes the allocation of that $7,000, with further detail on the next page.
**System Management and Quality Assurance $350 (5%)**
The Central Agency that oversees the system at the state level takes 5% ($350/pupil) off the top to cover their overhead and management expenses. This funding also helps pay for the external auditor that evaluates the system’s performance. Therefore, Maria and her family will receive $6,650 to spend on learning in the system this coming year.

**Learning Providers : $4,000 (57%)**
$4,000 is distributed to learning providers for her courses, seminars, and experiences. Providers may also charge up to an additional 3% per student for overhead costs. For this next year Maria has chosen the following learning providers and experiences at the noted costs:

- **East High School: $2,600 (3 full year courses @$800/course + $200 fee for field hockey)**
  - Literature (Sept - May)
  - Biology (Sept - May)
  - Spanish (Sept - May)
  - Field Hockey (Fall team)
- **Denver Museum of Nature & Science: $400 (includes half-year course + internship @$400)**
  - Geography Seminar (Jan – March)
  - Internship -- supporting young museum visitors in one exhibit (June - Aug)
- **Denver School of Rock: $400 (one rehearsal per week + performances)**
  - House Band -- audition band that performs at venues across Colorado (Summer)
- **The Math Cooperative: $600 (educator led learning co-op specializing in Math)**
  - Geometry/Algebra II Intensive (Jan - May)
  - Personal Finance Seminar (July – Aug)

**The Advocate Network: $1,400 (20%)**
*For more on the functions of the Advocate Network, visit our website’s Resource Library.*

**Additional Allocations/Resources: $1,250 (18%)**

- **Transportation $450/year**
  - Students receive monthly transportation deposited to system debit card provided to each learner
- **Computer $300/year**
  - Annual lease covered by the system, every student receives a computer
- **Supplies: $75/year**
  - Annual allotment deposited to system debit card provided to each learner
- **Learner Discretionary Fund: $ 425**
  - Advocates play an important role of connecting learners to others who may provide services the student needs in such areas as health, social emotional support, housing/food access, etc. Learners can request up to $500 per year from the system to use towards these types of services providers.