

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND
IMPLEMENTATION**

CFDA # 84.282B

PR/Award # U282B080024

Grants.gov Tracking#: GRANT10058087

Closing Date: JUL 31, 2008

****Table of Contents****

Forms

1. <i>Application for Federal Assistance (SF-424)</i>	c1
2. <i>Standard Budget Sheet (ED 524)</i>	c5
3. <i>SF 424B - Assurances Non-Construction Programs</i>	c7
4. <i>Disclosure of Lobbying Activities</i>	c9
5. <i>427 GEPA</i>	c10
<i>Attachment - 1</i>	c11
6. <i>ED 80-0013 Certification</i>	c12
7. <i>Dept of Education Supplemental Information for SF-424</i>	c13

Narratives

1. <i>Project Narrative - (Abstract Narrative...)</i>	c14
<i>Attachment - 1</i>	c15
2. <i>Project Narrative - (Project Narrative...)</i>	c16
<i>Attachment - 1</i>	c17
3. <i>Project Narrative - (Other Narrative...)</i>	c66
<i>Attachment - 1</i>	c67
4. <i>Budget Narrative - (Budget Narrative...)</i>	c88
<i>Attachment - 1</i>	c89

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

07/30/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Hope Academy

* b. Employer/Taxpayer Identification Number (EIN/TIN):

26-1632720

* c. Organizational DUNS:

827406492

d. Address:

* Street1:

2801 Swope Parkway

Street2:

* City:

Kansas City

County:

Jackson

* State:

MO: Missouri

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

64130

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Patricia

Middle Name:

* Last Name:

Henley

Suffix:

Ph.D

Title:

Organizational Affiliation:

* Telephone Number:

816-719-9234

Fax Number:

* Email:

henleyp@sbcglobal.net

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

 Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

* Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

* 15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

MO-5

* b. Program/Project

MO-5

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

10/01/2008

* b. End Date:

09/30/2011

18. Estimated Funding (\$):

* a. Federal	558,046.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	558,046.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

 a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

 Yes No

Explanation

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Patricia

Middle Name:

* Last Name:

Henley

Suffix:

Ph.D

* Title:

Project Director

* Telephone Number:

816-719-9234

Fax Number:

* Email:

henleyp@sbcglobal.net

* Signature of Authorized Representative:

Patricia Henley

* Date Signed:

07/30/2008

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Hope Academy

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 35,750	\$ 0	\$ 0	\$ 0	\$ 0	\$ 35,750
2. Fringe Benefits	\$ 5,363	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,363
3. Travel	\$ 6,000	\$ 19,500	\$ 21,000	\$ 0	\$ 0	\$ 46,500
4. Equipment	\$ 89,705	\$ 109,564	\$ 113,564	\$ 0	\$ 0	\$ 312,833
5. Supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 15,000
6. Contractual	\$ 57,600	\$ 60,000	\$ 25,000	\$ 0	\$ 0	\$ 142,600
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 199,418	\$ 194,064	\$ 164,564	\$ 0	\$ 0	\$ 558,046
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 199,418	\$ 194,064	\$ 164,564	\$ 0	\$ 0	\$ 558,046

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: __/__/__ To: __/__/__ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Hope Academy

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	(b)(4)				
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Construction					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs					
11. Training Stipends					
12. Total Costs (lines 9-11)					

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Patricia Henley</p>	<p>* TITLE</p> <p>Project Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Hope Academy</p>	<p>* DATE SUBMITTED</p> <p>07/30/2008</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee *Name: <input type="text" value="Hope Academy"/> *Street 1: <input type="text" value="2801 Swape Parkway"/> Street 2: <input type="text"/> *City: <input type="text" value="Kansas City"/> State: <input type="text" value="MO: Missouri"/> Zip: <input type="text" value="64130"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <div style="border: 1px solid black; height: 100px;"></div>		
6. * Federal Department/Agency: <input type="text" value="Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> *First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> *Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> *Street 1: <input type="text"/> Street 2: <input type="text"/> *City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> *First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> *Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> *Street 1: <input type="text"/> Street 2: <input type="text"/> *City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
*Signature: <input type="text" value="Patricia Henley"/> *Name: Prefix: <input type="text"/> *First Name: <input type="text" value="Patricia"/> Middle Name: <input type="text"/> *Last Name: <input type="text" value="Henley"/> Suffix: <input type="text" value="PhD"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="07/30/2008"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Optional - You may attach 1 file to this page.

Blankpage.doc

Add Attachment

Delete Attachment

View Attachment

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Hope Academy	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Patricia"/> Middle Name: <input style="width: 180px;" type="text"/>
* Last Name: <input style="width: 350px;" type="text" value="Herley"/>	Suffix: <input style="width: 100px;" type="text" value="Ph.D"/>
* Title: <input style="width: 320px;" type="text" value="Project Director"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="Patricia Herley"/>	* DATE: <input style="width: 260px;" type="text" value="07/30/2008"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Patricia		Henley	PhD

Address:

* Street1:	3025 Viking Court
Street2:	
* City:	Independence
County:	Jackson
* State:	MO: Missouri
* Zip Code:	64057
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

816-795-8106	
--------------	--

Email Address:

henleyp@sbcglobal.net

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

Please attach an explanation Narrative:

	Add Attachment	Delete Attachment	View Attachment
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1235-HopeAcademygrantabstract.doc

Hope Academy

Abstract

Hope Academy will be the first drop out recovery charter school in Kansas City, Missouri. It will be sponsored by the University of Missouri-Kansas City and will serve students aged 16 through 21 in grades nine through twelve. With the help of proven on-line instructional programs, students at Hope Academy will receive an educational program which is individualized and doesn't embarrass them in front of their peers. Students will have an opportunity to choose a diploma path or a GED. Students who pick either one will have access to proven on-line reading and core instruction programs that are aligned with Missouri standards. Creative courses which meet the needs of students will also be available. In order to keep track of student progress from the beginning of their work until they are tested by the Missouri Assessment Program (MAP), their strengths and weaknesses will be assessed through pre-tests in reading and in core academic areas. Their growth throughout the year will be measured on an on-going basis, as well. Students who need special education services will receive them.

A strong student support system has been designed for students. The support system includes the development and monitoring of an Individual Learning Contract for each student; counseling, social work, and health services available in-house or through referral; work-study and internships; a strong career focus; dual credit courses; support in choosing a post-secondary institution and in meeting the qualifications for acceptance; and support in finding the necessary funding for post-secondary education.

Project Narrative

Project Narrative

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Charter Schools Program

Planning, Program Design, and Implementation Grant Application

Hope Academy

Kansas City, Missouri

Project Narrative

Table of Contents

1. Application Requirements

i. Description of the educational program to be implemented.....3

ii. Describe how the charter school will be managed.....3

iii. Describe the objectives of the charter school and the methods by which it will achieve those objectives.....5

iv. Describe the administrative relationship between the charter school and the authorizing public chartering agency.....5

v. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.....7

vi. Describe how the sponsor will provide for the continued operation of the school once the federal grant has expired.....7

vii. Waivers.....8

viii. Describe how grant funds will be used.....9

ix. Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.....9

x. Describe how a charter school that is considered an LEA under State law will comply with sections 613 (a) (5) and 613 (1) (B) of the Individuals with Disabilities Act.....9

xi. Dissemination Funds.....10

2. Competitive Preference Priority.....11

3. Selection Criteria

i. The quality of the proposed curriculum and instructional practices.....13

ii. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.....19

iii. The extent of community support for the application.....21

iv. The ambitiousness of the objectives for the charter school.....24

v. The quality of the strategy for assessing achievement of those objectives.....26

vi. The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal Financial assistance.....35

vii. The extent to which the proposed project encourages parental involvement...40

viii. The quality of the personnel who will carry out the proposed project.....42

ix. The contribution the charter school will make in assisting educational disadvantaged and other students to achieve state academic content standards.....45

APPLICATION REQUIREMENTS

Application Requirement i. Description of the educational program to be implemented

Hope Academy will serve two hundred (200) students in grades nine through twelve (sixteen to twenty-one years old) who have dropped out of school before receiving a diploma. Students who enter Hope Academy will have a choice of either a diploma path or a GED. It is expected that students who have dropped out of school will reenter school with deficits—especially in reading. Hope Academy has chosen to use the Computer Assisted Reading Tutor (CART) to improve students' reading achievement. This program has been used successfully for the past eight years in Kansas City charter schools. The program has a reading test which students take on the computer. The program then prescribes an individualized plan based on the test. For students who choose a diploma path, the curricula will be aligned to the Missouri Grade Level and Course Level Expectations which are important in meeting Missouri achievement standards. Among the features included in the educational program are classes during the day and/or in the evening, Individual Learning Contracts, access to tutors and or mentors, career exploration, supervised and monitored work-study program, computer-based instruction which can be accessed remotely, and a longer school year. For a more thorough description of the educational program, please refer to Selection Criteria i.

Application Requirement ii. Describe how the charter school will be managed.

Hope Academy will be locally governed by a board of directors. The board has contracted with Ms. Vonnelle Middleton to be principal of the school and with Dr. Eddie

Smith to be associate principal. Ms. Middleton will be responsible for the day-to-day operation of the school. She will supervise Dr. Smith. The board of directors presently has appointed five members and will eventually have seven. As is required in Missouri, a not-for-profit corporation has been established. The board of directors has approved a set of policies which shall be implemented by the administrative staff. The board will meet monthly to oversee the operation of the school. Committees of the board may be appointed, as needed. Board meetings will be open to the public. Closed sessions may be scheduled when it is essential that the board be able to discuss real estate acquisition or sale, personnel matters, and/or legal proceedings in accordance with Missouri law (610.RSMo). The board will elect a president, vice-president, secretary, and treasurer. The board of directors will abide by the laws of Missouri which govern the activities of public school board members. The principal will meet monthly with her Principal's Advisory Board made up of community members, parents, and students. This committee will advise the principal on matters of the operation of the school and may make recommendations to the board of directors. The principal will function as the Chief Education Officer. In this capacity, she will work as a team member with administrative personnel of the school in developing administrative practices and regulations, supervise and assume responsibility for the completion of administrative details and tasks, and maintain an efficient operation. The principal will have the following personnel responsibilities: recruit, interview, and provide orientation for new staff; evaluate all staff through the established observation and goal-setting procedures; design and/or facilitate staff development programs for all staff (and monitor staff involvement in in-service programs); schedule instruction and services; and provide appropriate facilities for all

staff assigned to the school. The principal will have the following program responsibilities: determine student and staff needs in program areas; determine staff, equipment, and material needs for programs; monitor and review the implementation of the curriculum; interpret the philosophy of the school to the staff, the board of directors, and the public; and provide leadership in instruction and in school operations. Her budget responsibilities include recommending an annual budget and supervising and approving all budgetary expenditures for the school which are within the annual budget approved by the board of directors. The board will review, monitor, and approve expenditures as part of their monthly meetings. Her student responsibilities include: maintaining and monitoring student records including attendance, behavior, activity programs, guidance, remedial instruction, special education instruction, free/reduced lunch, over-all instructional and support programs. Appropriate staff will be selected who will assist the principal in performing her responsibilities. All board members, employees, and volunteers of Hope Academy will undergo thorough criminal background checks.

Application requirement iii. Describe the objectives of the charter school and the methods by which it will achieve those objectives.

Please refer to Selection Criteria iv and v for a description of the objectives of Hope Academy and the methods of determining our progress toward achieving our objectives.

Application requirement iv. Describe the administrative relationship between the charter school and the authorizing public chartering agency.

In Missouri, the sponsor has most of the monitoring responsibility for the charter school. In Kansas City, an institution of higher education may sponsor charter schools if it is located in Kansas City or in an adjacent county. There are a number of institutions which meet this requirement including the University of Missouri-Kansas City (located in Kansas City, Missouri) and Central Missouri State University (located in Warrensburg, Missouri). These two sponsoring agencies sponsor the majority of charter schools in the Kansas City area, although there are others including the Community College District with campuses throughout the Kansas City area. The Kansas City Missouri School District may also sponsor charter schools. The charter school office of the Missouri Department of Elementary and Secondary Education (DESE) has been supportive of charter schools and their mission in Missouri. DESE has also been very helpful by sharing information.

Hope Academy applied to University of Missouri-Kansas City (UMKC) to sponsor the school. UMKC agreed to sponsor Hope Academy citing the great need that exists in Kansas City and the community support behind the establishment of the school. They have had tremendous success with the schools they sponsor. They have a very thorough evaluation system, which the board wants since the founders of the school intend that it will be the best drop out recovery school in the country. Even though Hope Academy wrote a ten-year charter, evaluation by UMKC staff is ongoing through core data reports and visits to the schools. A comprehensive on-site evaluation review is done bi-annually by a qualified team selected by UMKC. The charter school personnel have experience in public school administration, so they are able to understand issues and provide help, when needed. An advantage of being sponsored by UMKC is that sponsorship provides

the charter school many opportunities to collaborate with departments, programs, and personnel who are highly qualified. The UMKC charter school office personnel meet monthly with principals of their schools and always have up-to-date information concerning legal, regulatory, and academic issues. More information about the charter school-sponsoring agency is contained in Selection Criteria ii.

Application requirement v. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

Please refer Selection Criteria iii and vii for a description of the involvement of parents and other members of the community who will be involved in the planning, program design, and implementation of the charter school.

Application requirement vi. Describe how the sponsor will provide for the continued operation of the school once the federal grant has expired.

Although the sponsor does not provide funds for the operation of the charter school, they will assure that the school operates on a sound fiscal basis through consistent monitoring. They will also monitor other operations of the school to ensure that all legal responsibilities are being met. Student achievement underlies the sponsor's evaluation processes, and they will monitor student progress throughout each school year, as well as an evaluation review at the end of each year based on student achievement scores.

UMKC sets an ambitious student achievement goal each year for all of its schools which challenges schools to be diligent every day. According to the *UMKC School of Education*

Public Charter School Sponsorship Policies, schools will: “Demonstrate steady improvement in scores on the Missouri Assessment Program (MAP Test); Demonstrate one month or more academic gain per month of instruction as measured on the Terra Nova or SAT 10 standardized tests; Demonstrate MAP scores as good as, or better than, district schools with similar demographics; Use behavioral, as well as, academic measures when demonstrating their performance as an alternative school.” (1)

Most of the funds to operate the school will come from the Missouri Foundation Formula. Charter schools in Missouri have been able to offer a quality education for students, although they have to be very good managers. We have a commitment from our board members to raise funds for “extras” for our students such as scholarship monies though all critical operations of the school will be funded with state and federal resources. The most difficult financial challenge for us is to obtain start-up funds. The funds requested in this grant will allow the school to recruit students, communicate with the community to ensure on-going community support, set up critical components of the school such as technology and a library, ensure that the school has an effective plan for operations and governance, provide pre-testing for students and access to a proven reading program (even during our planning year), develop appropriate Individualized Learning Contracts for students, provide appropriate training for staff, and have the instructional tools necessary for students to learn. This grant will allow us to begin our school on a firm financial foundation and will ensure that the school has the financial ability to continue.

Application requirement vii. Waivers

No waivers are required.

Application requirement viii. Describe how grant funds will be used.

CSP Planning, Program Design, and Implementation Grant funds will be used to obtain the necessary resources to successfully develop and implement Hope Academy. These funds will be used in conjunction with other federal funds especially in meeting the needs of educationally disadvantaged students including those students with special needs. We will also actively search for other local, state, and federal monies which may be or may become available to support drop out recovery programs and schools.

Please refer to Selection Criteria iv, v, and vi for additional information.

Application requirement ix. Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.

We shall make sure that all students will be informed about Hope Academy by extensive advertising including meetings, passing out brochures, speaking at public meetings. If there are more applications than openings at Hope Academy, a random selection (lottery) process will be used to admit students. Please see Selection Criteria v and vi for a more detailed description.

Application requirement x. Describe how a charter school that is considered an LEA under State law will comply with sections 613 (a) (5) and 613 (1) (B) of the Individuals with Disabilities Act.

We at Hope Academy expect and want an educational opportunity where all students can receive an education which allows them to be successful in life. We believe that every child in the United States has the right to a free and appropriate education. We will provide these opportunities to all students regardless of their ability levels. We have selected a school site which will not be a barrier to handicapped individuals. Our instructional staff will be trained to work with students with special needs. A case manager will ensure that students with special needs are accorded the processes specified by law including meeting the implementation of IEPs in their least restrictive environment. We will either meet the continuum of special needs or will contract with outside agencies to do so. We will follow the lawful processes of identification, evaluation, multidisciplinary staffing, developing and implementing IEPs. Hope Academy has already approved policies which establish the school's responsibility in providing special education services and procedural due process. These policies state that the school will "provide a free and appropriate education for students with disabilities" and identifies them as students who "because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services." The policies make clear that Hope Academy will meet the needs of students in accordance with state and federal law and will be in accordance with DESE's Current Plan for Part B of The Education of the Handicapped Act, as amended.

Application requirement xi. Hope Academy is not seeking dissemination funds at this time.

Competitive Preference Priority. Secondary schools: projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging state academic standards and not completing high school (additional 10 points)

On any given school day during regular school hours, adolescents can be seen standing on street corners in Kansas City, Missouri. In some cases the groups of these students are so large they block the sidewalks and even spill over onto the edges of the street. *Diplomas Count 2008* reported that Missouri's graduation rate in 2005 was 76.5% compared to the national average of 70.6%.⁽²⁾ However, according to a study done by Brian J. Gottlob of the Milton & Rose D. Friedman Foundation, dropout rates are understated in Missouri—especially in Kansas City and St. Louis. Rather than the 75.9 % reported graduation rate in Kansas City, the Gottlob study suggests that the graduation rate is well under 50% and is reported by the Urban Institute to be about 37.3%.⁽³⁾ Hope Academy will be the only drop out recovery charter school in Kansas City. It is designed to serve students in grades nine through twelve between the ages of 16 and 21 who have dropped out of school. According to Missouri Law, students must be sixteen to be considered dropouts. Students may select either a diploma path or a GED. The diploma path will be a rigorous program which is designed to give students the academic skills needed to enter a college/university or a post-graduate trade school after graduation. Dual credit courses will be used as a transition from high school to post-secondary institutions when appropriate. The GED program will concentrate on core subjects and will be offered as a collaborative partnership between Hope Academy and the Full Employment

Council. Hope Academy and the Full Employment Council will work collaboratively to train staff, purchase supplies, test students.

SELECTION CRITERIA

Selection Criteria i. The quality of the proposed curriculum and instructional practices (20 points)

Hope Academy will be a drop out recovery charter school in Kansas City. It will serve students in grades nine through twelve between the ages of 16 and 21 who have dropped out of school. Students may select either a diploma path or a GED. The diploma path will be a rigorous program which is designed to give students the academic skills needed to enter a college/university or a post-graduate trade school after graduation. Dual credit courses will be used as a transition from high school to post-secondary institutions, when appropriate. The GED program will concentrate on core subjects and will be offered as a collaborative partnership between Hope Academy and the Full Employment Council. Hope Academy and the Full Employment Council will work collaboratively to train staff, purchase supplies, test students. The school is now entering its planning year and will open its doors to students in July, 2009. With the help of this grant, our online reading program will be available during the planning year for enrolled students.

We believe that many of our students will come to us with reading deficits. Improving reading will be essential to their educational success. In order to address these deficits as soon as possible, we have chosen a program (CART) which will allow us to begin addressing reading issues immediately. It is also important to note that this approach to reading is built on increasing vocabulary and improving spelling as it addresses basic reading skills. All students will have an opportunity to participate in the Computer

Assisted Reading Tutor (CART) which has been used successfully with both adolescents and adults and has been approved in Missouri as a Supplemental Services Provider. It can be accessed at school where students can be monitored and encouraged. It can also be accessed through the web away from school which allows students to work on reading skills at home if a computer is available, at the library where many students congregate, or wherever they can use a computer. We will request donations of computers from agencies in Kansas City and provide them to students to use wherever they can gain access to the internet. Students take the pre-test which is a part of the program and an individualized plan is developed for each student. The program provides immediate feedback. Reports are generated after each session. This program has been used by UMKC charter schools over the past eight years with an average growth of three years per year of instruction (4).

The instructional program that will support the school's curriculum based on the Missouri's Grade Level (GLEs) and Course Level Expectations (CLEs) which we have chosen is Odyssey Ware (5). Odyssey Ware is a self-paced program that can be accessed at school and remotely. Odyssey Ware contains 50 course titles (and additional titles are being developed). For example, in science our students would have access to 9th grade science, biology, chemistry, physics, and elective courses like integrated physics and chemistry, and earth science. This gives us the opportunity to use the system for some remedial classes, if appropriate. Students become active participants in Math and Language Arts, Science, History, and French and Spanish. The lessons are multimedia in approach which captures and holds the interest of students. The lessons are aligned with Missouri state standards and based on successful strategies. The modular nature of the

chapters allows teachers to create customized courses. This means that teachers can more easily design a program for remediation and/or acceleration. Teachers have the flexibility to modify content to help meet the needs of some students with IEPs. This program is interactive with the students. The management system built into Odyssey Ware allows teachers to add courses, change grades, produce lesson plans, add their own instructional messages, provide assistance if needed, and produce progress reports.

Both CART and Odyssey Ware are online instructional programs. There are numerous opportunities throughout the country to use online instruction—much of it is associated with virtual schools. (7) It has been used successfully with drop out students. (6) Hope Academy will utilize online instruction in conjunction with in-school monitoring and support. Staff will receive extensive pre-service and in-service training to be able to use this instructional tool effectively. Teachers will effectively monitor students' work when it is accessed remotely. Monitoring will be done with formative assessment tools as well as summative assessment tools to ensure that students are learning consistently. Teachers will not only review the students' work daily, but will use objective evaluation data such as a benchmarking evaluation system which is aligned to Missouri Standards (Study Island), end-of-course exams, and teacher-made tests based on Missouri's Course Level Expectations (CLEs), as well as a nationally normed growth test (Stanford 10) and the Missouri Assessment Program (MAP) to evaluate student progress. In order for this at-risk population of students to receive effective support, daily attendance of students is required. Each course will be divided into quarter credits and will include approximately one-fourth of the Missouri Course Level Expectations (GLEs). One-fourth of Missouri's End-of-Course exam covering the material included the

quarter credit will be given. In order to receive the full credit, students will have to pass the entire End-of Course exam. In this way, students will be able to see frequent progress toward graduation.

Both of the above programs allow students to work at their academic level and move as quickly or as slowly as they need in order to learn the material. The programs can be accessed in any location where there is a computer with access to the internet. Most students have areas of weakness and of strength. For students who have mastered material in courses, they will be allowed to “test out” of those courses so they don’t have to sit in courses with content material they already know. Missouri’s end-of-course exams should be very helpful in this process. A 222 day school year has been planned which exceeds the 174 day calendar required in Missouri. If personal problems or seasonal work schedules require students to miss school temporarily, they can more easily pick up where they left off.

Creative courses will be developed by instructional staff based on student need. These courses will align with Missouri Standards. Examples of such courses are fine arts and health courses.

We will take advantage of the support that the Missouri Department of Elementary and Secondary Education (DESE) gives us to measure student achievement on an on-going basis. Students will take End-of-Course examinations that have been developed by DESE. Our curricula will be aligned to the Missouri Grade Level (GLEs) and Course Level Expectations (CLEs) that are available from DESE. Missouri has set up Regional Professional Development Centers throughout the state. We will call upon the expertise of the curriculum specialists in the Kansas City Regional Professional Development

Center to train instructional staff in techniques which address the Missouri Standards, GLEs and CLEs.

Students who choose a diploma path will meet Missouri's requirements for high school graduation within the charter school plan. A School-College Liaison will ensure that students meet the requirements of the college/university or trade school they wish to attend. Students will be assisted with applications and financial support including grants and scholarships. Voluntary tutors will be available to students. These tutors will undergo strict background checks before being allowed to work with students. They will also participate in a rigorous in-service program which will include student goals/objectives, curriculum overview, instructional systems used at Hope Academy, professionalism when working with students. Tutors will be selected for students based on their knowledge and skill in curricular areas. Our board members have already had offers to tutor students—many of these offers from professionals who are still working or are retired. We will request help with locating tutors from area universities/colleges and businesses. We will also work with Youth Friends, a local organization which recruits and screens tutors for public schools.

Students will be able to attend classes during the day and/or during the evening. All students will be expected to participate in Service Learning activities which will contain a strong career focus. Through participation in service learning, students will do a minimum of 25 hours of supervised and monitored service learning activities. Under the umbrella of the Service Learning Department, students will become knowledgeable about a wide range of career options. They will be able to visit work places, meet with professionals, and career options will be discussed, so they will have a good

understanding of what they must do educationally to prepare themselves for the careers of their choice. Students may choose to participate in supervised and monitored work-study programs. These work-study programs will be approved by the Work Study Coordinator. Before approval, students will be coached as to work habits, work place integrity, appropriate dress, etc. Students will be assisted in techniques in applying for positions, filling out applications, and interviewing. Internships in many areas including health care and building trades will be available to students, as well.

Hope Academy will serve approximately 200 students which will allow students and staff the opportunity to interact on a daily basis. These staff-student relationships will allow students to have the support they need. They will know that they are important people within the school. They will also know that they represent the school when they are out in the community. When they succeed, the school will rejoice.

Each student will have an active Individual Learning Contract. This contract will be developed in conference with the student, the student's parent or guardian (if applicable), the student's spouse (if applicable), a court-appointed official (if applicable), a special education professional (if applicable), a physician (if applicable), an administrator and/or teacher, and others who may be important to support the student throughout his educational experience. The Individual Learning Contract will address areas of academic achievement, attendance, career plans, behavior. The contract will be developed as close to the beginning of school as possible. If the student is under 18 and parents do not attend the scheduled meeting, further attempts will be made. If the parent still doesn't come to school, a home visit will be scheduled. This contract will be reviewed weekly with the

student and the appointed academic advisor. A meeting with the entire team will be scheduled monthly.

Selection Criteria ii. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (10 points)

In Missouri, our charter school law gives a great deal of flexibility to the charter school. Missouri Charter School law [RSMo. 160.400.5 (3)] specifies that charter schools are “exempt from all laws and rules relating to schools, governing boards and school districts” except for those specifically mentioned in the charter school law itself. An important feature of the law is that it allows us to be a Local Education Agency (LEA). This removes us from the umbrella of the Kansas City Missouri School District. As our own LEA, we have the flexibility to apply for and receive federal title funds and to develop our own plan in accordance with federal and state law for expending title funds. University of Missouri-Kansas City, our sponsoring agency, will oversee and support the development of our plan and will also review our expenditures. As an LEA, we have most of the freedoms of larger districts with the exception of access to the millions of dollars in capital support that is available to the Kansas City Missouri School District. This means that we have a great need for the start-up funds provided through this grant.

The Board of Directors of Hope Academy will approve the budget for Hope Academy and will oversee expenditures. The board has approved a policy manual which directs the operation of the school. According to its policy, the governing board performs three basic functions: it shall exercise full legislative rule and management authority for the school by adopting policy and directing procedures necessary for the governance of the school’s

educational and administrative responsibilities; the board will delegate to the director (principal) of the school the responsibility of implementing all board policies; the board will determine the effectiveness of policy implementation through evaluation of the school's operations, practices and program outcomes—the guiding standard by which all success is measured is the achievement level of students. In keeping with these functions, the board will direct that a budget be developed which is approved formally by the board of directors. The board will monitor the budget through its approval of expenditures and monthly budget reviews. The school is required to contract for an annual audit by a qualified auditor. The daily operation of the school is delegated to the administration of the school who will make regular and complete reports to the board. Personnel will be screened by administration, and the final selection will be presented to the board for final approval. The board will require that all employees of the school meet the standards set forth by the board policy which meets the requirements mandated by law. An exception to the law for traditional public schools in Missouri that requires all teachers to be certified in the areas they teach, is that charter schools may have 20% of their teachers who are highly qualified according to AYP but not certified in Missouri.

As specified by Missouri law, our charter describes the operation of the school. We have autonomy to operate Hope Academy as our charter was written by us and approved by our sponsor. The charter has been submitted to the Missouri Department of Elementary and Secondary Education (DESE) They have requested some additional information before approving the UMKC request that Hope Academy be chartered. Our sponsor will oversee the implementation of the charter and will both support and evaluate our progress. We will submit core data reports that are required by DESE directly to

DESE with copies to our sponsor. Our operating budget monies come directly from the state. Our day to day operation is supported and monitored by our sponsor.

Our sponsor and the state reviewed our charter to ensure that it met the legal requirements for charter schools in Missouri. Within those guidelines, we have great flexibility to operate the school to meet the needs of our student body. As we evaluate our progress, we also have the flexibility, with concurrence of our sponsor, to make needed improvements based on data. Our sponsoring agency's written policy (Charter School Sponsorship, Commitment, and Goals) emphasizes four basic tenets of charter school sponsorship. These tenets are autonomy, choice, accountability, and best practices. As their policy specifies, our sponsoring agency (UMKC) places great emphasis on charter school autonomy. Dr. Steve McClure, Assistant Director of the UMKC Charter School Center emphasizes, "It is our purpose to require as little paperwork as possible to carry out our monitoring function so that school principals and staff can concentrate their energies on better serving students."

Selection Criteria iii. The extent of community support for the application (20 points)

Kansas City has one of the highest percentages of urban public school students attending charter schools in the nation (23+%) It is estimated that this percentage will increase to 30% for the 2008-2009 school year since approximately 3700 Kansas City Missouri School District students will transfer to a suburban school district after a boundary change approval. Parents have obviously embraced charter schools as the way out of a troubled and failing school district. Two of our board members, both of them

community leaders within the inner city, have spearheaded the movement for a dropout recovery school which has resulted in our sponsoring agency agreeing to sponsor Hope Academy. Rabbi Paul Silbersher, one of our board members, has documented the following comments he has received from community members to whom he has spoken (he cautions that these comments are from a small portion of the many persons who have responded): *What a great project! That's exciting. You are doing God's work. How wonderful that there will be such a school. How soon will you be open? I would be willing to supervise a mural for the school. I would be willing to tutor in math as a mentor if you can use me. I would be willing to tutor in chemistry if you can use me. I would be willing to tutor in reading. Would you be accepting books for your library? Where can I send a contribution?*

We will implement the following techniques to communicate with and to build and maintain community and parent support:

Printed Materials: Brochures and applications will be available at the school and strategic community locations such as, businesses, churches, and other community agencies. A website will be developed. Printed materials will be mailed to prospective students. Board members will target opportunities to speak, distribute information, and fill out student applications door-to-door, in areas where dropouts congregate, in community businesses, inner-city agencies, community kitchens, churches, synagogues, and mosques.

Principal's Advisory Board. The principal will seek community members, parents, and students to serve on the board. The purpose of the board will be to advise the administration and the Board of Directors on all phases of the operation of the school.

The advisory board will make recommendations to the administration of the school who will forward the recommended action to the Board of Directors. The Principal's Advisory Board will oversee evaluation surveys of students, families, and community members which will be done annually.

Family Activities. Activities for families will be planned throughout the school year and during the planning year. These may be open houses, game nights, picnics, etc. Since school is in session during the day and during the evening, many of these activities scheduled after the start of school will be held on weekends. In order to meet the varied time constraints of students and families, events will be scheduled during times when attendance is most likely possible. The Principal's Advisory Board will have input into the planning and implementation of these activities.

Parent/Teacher/Student Meetings. Formal parent/teacher/student meetings will be held quarterly during the school year. The purpose of the meetings will be to communicate what is happening at the school. The attendees will have the opportunity to make suggestions, etc.

The school is now beginning its planning year. There will be activities this year which focus on involving parents, students, and community members. The Principal's Advisory Board will begin its work during the planning year. Focus groups with all constituencies will be held during the year. Printed materials and the website will be developed.

Students will be recruited and enrolled. According to adopted board policy, "This Charter School does not limit admission based on race, ethnicity, national origin, disability, gender, religion, pregnancy, income level, proficiency in the English language or athletic ability, but will limit students to those between the ages of 16 and 21 who have met

Missouri drop out criteria. If capacity of Hope Academy Charter School is insufficient to enroll all pupils who submit an application at any grade level, this Charter School will use a lottery admissions process that assures all applicants of an equal chance of gaining admission.” Upon becoming aware of Hope Academy, a number of community organizations have offered facilities. It is the purpose of this school, upon approaching full enrollment at the initial school location, to open a second location in another high needs geographic location rather than denying admission to students.

Selection Criteria iv. The ambitiousness of the objectives for the charter school (10 points)

1. A minimum of 76.5% (the reported average of Missouri students who graduate) of all students who enter Hope Academy will meet the requirements outlined in the charter which include the course completion expectations of the state of Missouri or will pass the GED examination.
2. The average attendance of students will meet or exceed 93% (AYP standard).
3. Students will meet AYP within three years: In 2010, 45% of the students will be proficient in math and communication arts (Missouri will require 56.2% in math and 61.2% in communication arts); In 2011 and 2012, 15% more students will be proficient each year which means they will meet the requirement for Safe Harbor and will thus meet AYP.
4. Average student scores on the Stanford 10 (a nationally normed test) will indicate at least two years growth in core subject areas.

5. Hope Academy will administer a pre-test in reading utilizing the Computer Assisted Reading Tutor (CART) and will administer a post-test near the completion of the year. Students will show an average growth in reading of at least two years.
6. An average score of 20 or greater will be made by students taking the ACT.
7. Formal surveys of students, parents, and community members will be done annually and will indicate 90% satisfaction with the operations of the school.
8. The school will be financially viable as indicated by the outside audit done annually by a qualified, certified auditor.
9. Hope Academy will follow the provisions of the charter school start up grant and will utilize other federal funds such as Title monies to implement the grant.
10. Hope Academy will have an enrollment of 200 students beginning with the first year of operation (2009-2010).

Grant funds will be used to purchase instructional materials that align with the Missouri GLEs and CLEs in order to meet student achievement goals/objectives. A benchmarking system (Study Island) will be purchased in order to consistently track student achievement progress throughout the school year. We will use Stanford 10 as our nationally standardized test, and grant funds will be used to purchase the tests and the scoring service. We believe that many students who enter Hope Academy will have significant reading deficiencies. The CART program has been used successfully with this population of students. Grant funds will be used to purchase this program to be used with students who select either the diploma or GED path. Technology will be used to track attendance and office computers are requested in this grant. Students who are absent will

receive a personal phone call and office telephones are requested in this grant. This technology will also be used in disseminating information and recruiting students. The school will use Title funds in conjunction with the funds in this grant to implement grant goals and objectives. In addition, school staff will actively seek other federal funds and grants which may be available (or may become available in the future). In order to ensure that all students have an equal opportunity to enroll in the school and that we reach our enrollment goal of 200 students, we will use grant money to develop brochures and enrollment materials. Printed materials will be distributed at strategic locations such as door-to-door, areas where dropouts congregate, community businesses, inner-city agencies, community kitchens, churches, synagogues, and mosques. We will also use grant money to employ an administrative assistant who can communicate with prospective students, answer questions from the community, schedule appointments, etc.

Selection Criteria v. The quality of the strategy for assessing achievement of those objectives (20 points)

The following strategies will be used to assess objective one: “A minimum of 76.5% (the reported average of Missouri students who graduate) of all students who enter Hope Academy will meet the requirements outlined in the charter which include the course completion expectations of the state of Missouri or will pass the GED examination.

Formative:

- The two core curricula which are CART (reading) and Odyssey Ware (core subjects) provide immediate feedback and adjust instruction accordingly thus allowing students

to make maximum progress. Teachers will carefully monitor the students' work and will review it with students on a daily basis.

- All students will have an Individual Learning Contract which will be monitored and revised, if necessary.
- Instructional personnel will receive in-service training to understand and properly implement the charter and curriculum. The principal will monitor the instruction on an on-going basis.
- Students who elect to take the GED will take pre-tests. Their results will be evaluated and special help will be given in those areas where they are weak.
- Career options will be discussed with all students, so they will have a good understanding of what they must do educationally to prepare themselves for the careers of their choice. Their choice of and preparation for a career of their choice will be a part of each student's Individual Learning Contract. As more options become available to them, they may choose to modify their contracts.
- Students will take the practice college entrance examinations which are available through the appropriate testing company. Students' weaknesses will be addressed through class work and tutoring.
- Students who need additional help will be assigned a tutor and/or a mentor.
- Students who have special health and/or emotional needs will receive help either in-house through the services of a counselor or social worker or will be referred to a health agency.
- Employ a College Liaison to ensure that students will be accepted into their choice of college/university. An important component of acceptance will be that students take

the courses which are required for entrance. The College Liaison will monitor student progress through conferencing with the student, and reviewing grades and test scores.

The College Liaison and counselor keep track of credits earned by the student.

Summative:

- Students' achievement gains will be monitored through a nationally standardized test (Stanford 10) given in the fall and in the spring
- Student achievement will be measured annually by the Missouri Assessment Program. Staff will review scores in order to evaluate and revise curriculum and instruction.

The following strategies will be used to assess objective two: "The average attendance of students will meet or exceed 93% (AYP standard)."

Formative:

- Student attendance will be monitored daily. Students who are not in attendance will be contacted each day. If students are under 18, their parents will be contacted.
- A social worker will make visits to students who miss more than three days without an acceptable reason.
- Teachers and other personnel will consistently remind students about the importance of regular attendance.
- Students who must miss class will be expected to work on their assignments by accessing their work remotely (on-line).
- Students will be required to make up the class work they missed.

- In order to meet the time restraints for students who have dropped out of school and may have jobs and families to support, courses will be offered during the day and during the evening.
- A computerized program will be purchased and used to track student attendance. Reports will be reviewed daily.

Summative:

- Attendance reports will be disseminated weekly, monthly, quarterly, and annually.

The following strategies will be used to assess objective three: “Students will meet AYP within three years: In 2010, 45% of the students will be proficient in math and communication arts (Missouri will require 56.2% in math and 61.2% in communication arts); In 2011 and 2012, 15% more students will be proficient each year which means they will meet the requirement for Safe Harbor.

- A benchmarking system which is aligned with Missouri’s Grade Level Expectations (GLEs) and Course Level Expectations (CLEs) will be purchased so that students’ achievement can be measured monthly. Strengths and weaknesses will be noted and the students will be given additional instruction. Students and their parents (if students are under 18) will be notified of the results of the tests.
- Monitor students’ achievement gains through a nationally standardized test given in the fall and in the spring. Weaknesses noted on the pre-test will become goals on the Student Learning Contract.
- Teacher-made tests which are based on CLEs will be used to measure consistent learning.

- Students who demonstrate a deficiency in reading shall be placed in a reading program which utilizes the Computer Assisted Reading Tutor. Significant results have been obtained by students in schools which use this approach to teach reading. This program has been approved by the Missouri Department of Elementary and Secondary Education as a Supplemental Education Services provider. Teachers and students receive immediate feedback on the work done in this program. Students and parents (for students under 18) receive weekly and monthly progress reports. Daily reports are utilized by teachers and students in goal-setting.
- Missouri's End-of-Course Exams will be given to all students who complete the applicable courses. It is expected that 80% of students will pass each exam. Students who don't pass will receive remedial work in order to pass the course.
- The school will use Odyssey Ware as its primary approach to achieving the school's curriculum. This is an on-line program which can be accessed at school and/or remotely by students. The instructional staff monitors all work done by the students on a daily basis. Student progress is recorded and tested.
- School is in session 222 days per year (Missouri requires 174 days) which allows students to have more time to meet their educational needs.

The following strategies will be used to assess objective four: "Average student scores on the Stanford 10 (a nationally normed test) will indicate at least one year's growth in core subject areas.

Formative:

- All students in grades nine through eleven will take the Stanford 10 test soon after school opens each year. Weaknesses will be noted and will be reviewed throughout the year using the evaluative materials contained within the instructional programs.
- Results on the pre-test will be shared with students and, if students are under 18, their parents.

Summative:

- A Stanford 10 post-test will be given in the before the school year ends. It is expected that the average growth will be at least two years.
- Curriculum will be reviewed each year based on student achievement on the Stanford 10 and on the Missouri Assessment Program (MAP). This data will be used to improve curriculum and instruction.
- Students and parents will receive feedback on the results of these tests.

The following strategies will be used to assess objective five: “Hope Academy will administer a pre-test in reading utilizing the Computer Assisted Reading Tutor (CART) and will administer a post-test near the completion of the year. Students will show an average growth in reading of at least two years.

Formative:

- Since we estimate that the majority of our entering students will be deficient in reading, all students will take a pre-test in reading using the on-line examination provided with the Computer Assisted Reading Tutor (CART).

- Students who need additional help will be assigned to CART. The system will develop an individualized learning program based on the student's test scores. Students can access CART at school and remotely to utilize the instruction.

Summative:

- Reports will be provided to the student daily, to the student and parents (if the student is under 18) weekly, monthly, and annually.
- All students will take the post-test in the summer before the school year is completed. It is expected that the average reading scores will meet or exceed two years growth annually.

The following strategies will be used to assess objective six: "An average score of 20 or greater will be made by students taking the ACT."

Formative:

- Students will take ACT and SAT pre-tests in the 10th grade. Students entering later than 10th grade will take pre-tests as available.
- Students will be given the results of the pre-test, and a plan will be developed to improve the scores.
- Tutoring will be provided to students, if needed.

Summative:

- ACT tests will be given to students according to the schedule provided by the assessment organization. The average score of Hope Academy students will be 20 or greater.

The following strategies will be used to assess objective seven: “Formal surveys of students, parents, and community members will be done annually and will indicate 90% satisfaction with the operations of the school.”

Formative:

- Annual student, parent, and community surveys will be developed and approved by the Principal’s Advisory Board which measures satisfaction with all aspects of the school operation.

Summative:

- Surveys will be disseminated to all students, parents, and community members who have had contact with the school before the end of the school year.
- Results of the surveys will be tabulated. Action plans will be developed to address areas where surveys indicate problems.
- Results will be disseminated to the Board of Directors, the sponsoring agency, the Department of Elementary and Secondary Education, and to the students, parents, and community. It is expected that the surveys will indicate 90% satisfaction.

The following strategies will be used to assess objective eight: The school will be financially viable.”

Formative:

- The school will use the approved Missouri accounting system.

- The Board of Directors will exercise their responsibility to be good financial stewards by reviewing and approving reasonable and correct budgets and by monitoring all expenses.

Summative:

- The school will contract with a licensed and approved auditing firm to do an annual audit of the school's operations.
- Maintain a 5-10% fund balance

The following strategies will be used to assess objective nine: "Hope Academy will follow the provisions of the charter school start up grant and will utilize other federal funds such as Title monies to implement the grant."

Formative:

- If this grant is awarded to Hope Academy, the school staff will follow the guidelines established by the grant.
- The grant will be implemented accurately.
- Staff will supplement this charter with other federal funds such as Title monies according to federal guidelines.
- Administrative staff will attend the annual charter school national conference in order to remain up to date on current educational, legal, and funding practices. It is also expected that staff will network with other charter school staff across the country to become knowledgeable about best practice.

Summative:

- Staff will be timely and accurate in its reporting processes.

The following strategies will be used to assess objective ten: “Hope Academy will have an enrollment of 200 students.”

Formative:

- Informational brochures will be developed.
- A telephone will be answered by a knowledgeable person during typical work-day hours.
- Representatives of the school will provide information by going door-to-door in identified communities.
- Representatives of the school hand out brochures and talk to students at locations where dropouts usually congregate.
- Representatives will target opportunities to speak to community agencies—especially inner-city churches and schools.
- Brochures will be distributed to community businesses and agencies.
- Media advertising will be used, especially Public Service Announcements.

Selection Criteria vi. The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal Financial assistance (10 points)

The school has developed a budget and a plan which will allow the school to meet its financial obligations. The financial plan contains a combination of in-house employees and out-sources which will be more financially sound for a small school and more cost-effective. The school has access to many competent volunteers through the inner-city church support which includes many of the inner-city congregations. This grant will help

the school with start-up costs of recruitment, equipment, software, furniture, and training which will be a great help in getting Hope Academy started. The school is in the process of applying to Illinois Facilities Fund to renovate the space to prepare the building for technology, and to ensure that Kansas City, Missouri codes including handicapped accessibility are met. We have also established a checking account which carries a line of credit. Since the Missouri Department of Elementary and Secondary Education will not distribute funds to us until November (when they will catch up for the payments which started on July, 2009), these will enable us to operate until state funds are forwarded to us. This grant will also be an important part of opening school.

Mr. Greg Richmond, Executive Director of the National Association of Charter School Authorizers, has stated that political leadership in Missouri has supported school choice and the charter school movement. Examples of that are: Schools like Hope Academy can now become LEAs which has resulted in an increase of almost 25% per pupil revenues when compared to the initial years of charter school operations when the revenues passed through the school district which retained substantial administrative costs; Missouri Education Commissioner, Dr. Kent King, has set up a funding formula for charter schools that has significantly increased the amount of revenue received per pupil; The per pupil charter school funding for the 2008-2009 school year has increased over \$340 per pupil. Also, Mr. Richmond has recognized the strong base of philanthropic support in Kansas City, Missouri for support of education in the inner core. Hope Academy is not dependent upon but will certainly seek such funding.

The founding board members have committed themselves to build and sustain a successful school for a population of students who have dropped out of school. They

have obtained qualified consultation in writing the charter and in opening the school. They have committed their own resources of time and money. They have met with community members and have promised a successful educational opportunity for students. They have sought out experienced and competent leadership for the school. They have found space (at a nominal cost which pays for utilities and insurance) for the school in a local church building on a floor of the building which is only used for educational purposes. This section of the building will meet handicapped accessibility codes. They have received commitments for additional space in other church buildings. They are actively seeking additional funding such as this grant. Board members visited schools to ensure that they understood public charter school education.

The Board of Directors chose to submit their charter to a sponsoring agency that has an excellent reputation for working positively with schools and showing tremendous results with student achievement in the schools they sponsor. This agency, University of Missouri-Kansas City, has a track record of success and retention with its schools. UMKC retained all of its schools during the first ten years of charter school implementation in Missouri. Although, our sponsor does not fund schools, they work with them to ensure that financial and achievement standards are being met on an on-going basis. We will be at least as sustainable as the other charter schools UMKC sponsors.

In order to meet the needs of students, the school has chosen instructional programs which are technology-based and have proven successful with students who have not been successful in regular public school settings. These programs have been aligned with the Missouri Standards which lead to AYP. Instructional delivery will meet the needs of

students by using varied approaches to ensure that learning occurs. These approaches will include computer-based instruction and practice, class instruction, individual instruction, small group consultation, tutoring/mentoring, scientific inquiry-based learning, service learning, career exploration (including internships and work study).

The school will accept dropout students at random and will provide services such as social work and health in-house or as referrals to local agencies. Special education services will be available for those students who meet the criteria. All students will receive individual attention through the development and monitoring of their own Individual Learning Contract.

Since many of the students who have dropped out of school have responsibilities of family and jobs, they may attend school during the day or in the evening. Family members will have opportunities to visit the school and will actually have a requirement (if students are under 18) to participate in the student's Individual Learning Contract. This should help them understand and better support the students in their quest for an education.

The educational program will have a strong career focus to help build the student's enthusiasm for completing an educational program leading to a rewarding career. Internships will also be available to students so they can better imagine themselves in a professional career.

Since it may be very difficult for students to obtain admission into a college/university or other post-graduate training programs, the school will employ a college liaison to ensure that they meet admission requirements and find the necessary funding to allow them to attend. Advanced Placement and other dual credit courses will be developed for

diploma path students so that they have some credits before entering college. Visits to colleges/universities and other post-graduate training institutions will be arranged and students will be supervised during these visits.

For students who need to work to support themselves and/or family members, a work-study program which is closely monitored by school staff will be available. School staff will seek appropriate jobs for students and will work closely with employers to ensure that the students have a successful work experience. Students will also have both a requirement and opportunities for meaningful community service.

There will be a strong emphasis on regular student attendance. Students will be contacted personally if they are absent. They are required to make up the class work they missed, and they will be provided opportunities to do so. Tutors and/or mentors will be assigned to students who need this kind of support. Staff will be committed to building relationships which are professional and supportive. Requirements and regulations will be “tough” and consistent, but students will get support. Achievements will be celebrated daily in order to motivate students. We believe that if we praise students along they way, they will be more likely to succeed in the long run.

We know that we will be working with an at-risk population of students. We know that we will have to provide excellent instruction, monitor student progress, provide a good support system, and motivate students. Failure is not an option for our students—they’ve already experience that. The school will significant progress each year and will make AYP in three years. Staff will have training on the Missouri Assessment Program, Grade Level Expectations, and Class Level Expectations. The staff will understand and be able to work with the curricula and the instructional programs. Expectations will be

high, but the instructional programs which have been selected will provide teachers with the tools they need to remediate academic areas in which students are deficient. The design of the curriculum will also allow students to progress quickly if they can and will not place students in classes they do not need. The goal of the school is to challenge students.

Selection Criteria vii. The extent to which the proposed project encourages parental involvement.

After discussions with our sponsoring agency, we decided to submit our charter with a year to plan before school opens. Our planning year is the 2008-2009 school year—we will begin school in July, 2009. During this planning year, we plan to meet with prospective parents and students to discuss the school. We also plan to set up focus groups of prospective parents and of prospective students to gain insight about school operations. The Principal's Advisory Board will be established and begin meeting during the planning year.

The following activities were discussed in Section iii:

Printed Materials: Brochures and applications will be available at the school and strategic community locations such as, businesses, churches, and other community agencies. A website will be developed. Printed materials will be mailed to prospective students. Board members will target opportunities to speak, distribute information, and fill out student applications door-to-door, in areas where dropouts congregate, in community businesses, inner-city agencies, community kitchens, churches, synagogues, and mosques.

Principal's Advisory Board. The principal will seek community members, parents, and students to serve on the board. The purpose of the board will be to advise the administration and board members on all phases of the operation of the school. The advisory board will make recommendations to the administration of the school who will forward the recommended action to the board of directors. The Principal's Advisory Board will oversee evaluation surveys of students, families, and community members which will be done annually.

Family Activities. Activities for families will be planned throughout the school year and during the planning year. These may be open houses, game nights, picnics, etc. Since school is in session during the day and during the evening, many of these activities scheduled after the start of school will be held on weekends. In order to meet the varied time constraints of students and families, events will be scheduled during times when attendance is most likely possible. The Principal's Advisory Board will have input into the planning and implementation of these activities.

Parent/Teacher/Student Meetings. Formal parent/teacher/student meetings will be held quarterly during the school year. The purpose of the meetings will be to communicate what is happening at the school. The attendees will have the opportunity to make suggestions, etc.

In addition to these activities, we plan to do a monthly newsletter (with help from our students) which will be sent to families of students and community members.

Although we know that some of our students will no longer be living at home, it is our intention through the activities mentioned above to involve parents and other significant family members. For students who do not have someone acting as parents, a

mentor/advocate will be assigned. These mentors/advocates will have thorough criminal background checks and will receive extensive training before they work directly with students. A committee of staff persons including the counselor and social worker will work together to assign the mentors. Returning to school will be a difficult thing to do for many of our students and building support from other family members and significant others in their lives will help them.

In addition to the community members involved with the Principals' Advisory Board, we will use focus groups of community members during our planning year to ensure community involvement. We will also seek out opportunities to speak with community agencies and businesses. We have partnerships with the Full Employment Council and with inner-city churches through the Concerned Clergy of Kansas City. We are in the process of setting up partnerships with Swope Parkway Health Center and Children's Mercy Hospital. We will also set up an employer's advisory council which will be facilitated by the Principal and the Work-Study Coordinator.

Selection Criteria viii. The quality of the personnel who will carry out the proposed project.

The Board of Directors of Hope Academy is made up of community leaders who are interested in doing the best for students. They are involved in community activities and have a great interest in what is best for the city. They are professionals who are committed to the success of Hope Academy. As is required by Missouri law, all of these members are in the process of thorough criminal background checks. The board

will eventually be made up of seven board members of which five have been appointed. The board members are:

- Michael Brooks is a leading inner city pastor and community leader. He is involved in city organizations and presently is a member of the Kansas City Health Commission and of the Kansas City Human Rights Commission. He is also a religious leader in the city and is affiliated with many religious committees and commissions throughout the city.
- Paul Silbersher is a Rabbi in the inner city. He has been a school social worker and was Headmaster of the Noroton School for Special Education in Fairfield County, Connecticut. He was also Director of the Bridgeport, Connecticut Children and Youth Day Treatment for the State of Connecticut.
- John Shuchart is a local business man and author. He is a managing member of the the holding company which owns Tech Guys, Wireless Simplified, Phone Flip, and eeConnection. He is also President of Concepts Simplified which is a company that creates interactive courses on the prevention of violence, terrorism, drug use, and other relevant topics for middle school students. He co-authored the internationally best-selling book published in the United States and China: Kid's Letters to Terrorists. Mr. Shuchart was a former teacher and marketing officer
- Lois McDonald is a small business owner in the Kansas City metropolitan area. She was a registered nurse at Children's Mercy Hospital before opening her business. She and her husband are both actively involved in local and state

politics. She serves on numerous local, state and regional civic organizations.

She is also involved in philanthropic activities in the metropolitan area.

- Dr. Karla Houston-Gray is a local physician. She is actively involved in encouraging minorities to prepare themselves for professional careers.

The Project Director will be Dr. Patricia Henley who has experience in teaching and administration in both traditional and charter public schools. Her resume is included in the appendix.

The board recognized early in the process that much of the success of the school would rely on recruiting the best possible principal. They were fortunate in being able to contract with Vonnelle Middleton for the position of principal. She has many years of experience as a school leader in both charter and traditional public schools. In addition to sixteen years as a school leader, she has been a guidance counselor, a behavior disorder teacher, a career counselor and a music teacher. Her experience includes a leadership role with Edison Schools, Inc. She is presently serving as the Superintendent/Principal of the Academy of Kansas City (a charter school in Kansas City) which serves student in grades Kindergarten through eight. She is excited to be able to return to the secondary school level and want an opportunity to work with this at-risk population. She has notified her board that she will be making a career move and will give them a year to find a replacement. An Associate Principal has also been contracted. Dr. Eddie Smith, has been an assistant principal and teacher. He is presently serving in a professorial position at the University of Missouri-Kansas City. He has received local, state, and national recognition for his expertise in teaching mathematics. The board is very pleased that the best candidates were minorities (African-Americans). (See appendix for resumes) We will

continue to seek applicants who are representative of the students we expect to serve at Hope Academy through recruiting candidates from universities with minority graduates and by advertising positions in inner cities. Charter schools in Kansas City have a high percentage of minority students, and we will seek qualified candidates for employment which include gender and minority candidates representative of our student body. Kansas City Public School student enrollment, which includes charter schools, is 67.6% African-American, 17.3% Hispanic, 12.9% White, 0.3 % Native American, and 1.9% Asian. Hope Academy will not discriminate on the basis of race, gender, physical disabilities, religion, national origin, or sexual orientation when employing staff.

Although other staff members have not yet been employed, all will meet the high expectations of the board. Teachers will be highly qualified and/or certified in their teaching field. Teacher aides will have at least two years of college. All employees and volunteers will have criminal background checks including fingerprint checks. All employees will be evaluated annually.

Selection Criteria ix. The contribution the charter school will make in assisting educational disadvantaged and other students to achieve state academic content standards (20 points)

The Kansas City Missouri School District has not been able to meet state accreditation standards for several years. Existing charter schools report that new students have significant academic deficits. We must assume that many of our students will enter with academic deficiencies. At the same time, we cannot assume that all students will have the same deficiencies. Students will be tested in mathematics and reading at the beginning of

the school year. Appropriate technology-based remedial programs will be used which provide individualized instruction based on the students' test scores. A nationally norm-referenced, growth-measured exam (Stanford 10) will be given to all students to determine core curriculum knowledge. The instructional programs for core areas are also technology-based which allows for more individualization. These technology-based instructional programs (Computer Assisted Reading Tutor and Odyssey Ware) have been aligned with the Missouri Standards. It is important to note that students can access these programs remotely which allows them to work away from school. We will seek computers from areas businesses and agencies to give to students. We will also work with them to provide access to the internet. Students in Kansas City often congregate at the libraries where computers with internet access are available. All work done by students will be carefully monitored by instructional staff and feedback will be given to students.

All students will have an Individual Learning Contract which includes academic goals and objectives. These contracts will be reviewed weekly by instructional staff and students. Students who qualify for an IEP will receive services as determined by the IEP staffing team. All processes of the Individuals with Disabilities Act will be followed.

Students will meet AYP within the first three years of operation. The first year we have set a goal of 45% of students being proficient in math and communication arts. The second and third years of operation, an additional 15% of students will meet proficiency standards which will exceed Safe Harbor requirements by 5%. The Missouri examination is given in the Spring. In order for students to receive the attention they need, instructional staff need information on an on-going basis so that students can build on strengths and correct weaknesses before the state examination.

We will purchase a benchmarking system (Study Island) so that student progress on the Missouri Standards can be measured consistently throughout the school year. Students will be examined consistently through monitoring of their progress on Odyssey Ware and CART. Teachers will regularly prepare administer tests which utilize Missouri's CLEs. Teachers and students will use this information to develop and revise learning plans. Teachers will also use this information to develop lesson plans. Tutors will use the information to plan their sessions with students.

For students who need additional help to meet academic needs, a pool of tutors will be developed. Our board members have access to large groups of people who have already noted that they will volunteer their time. We will also work with local universities, businesses, and community agencies such as Youth Friends to recruit tutors.

We know that some of our students will be at-risk educationally because they live in poverty. Although the school cannot solve this problem immediately, we will seek to provide work-study opportunities for students who must work to support themselves. We will also provide three meals per day for students who are present at the time of the meals. Although still in the planning phase, we are exploring ways to offer a child care program for the children of our students.

We know that some of our students will be at-risk educationally because of health problems. We have spoken with Dr. Daryl Lynch who oversees school-based health clinics for Children's Mercy Hospital in Kansas City. He has obtained the start-up funding necessary to place a health clinic in the school. Although the details are yet to be worked out, we will continue to work on this important option for students.

We know that some of our students will be at-risk educationally because of emotional and abuse problems. We will develop collaborative agreements with local mental health providers which will allow us to refer students—especially those in crisis situations—to them. We will have a qualified counselor and social worker on staff. One of our board members has begun work on a collaboration with a local university to provide Social Work interns to us. These graduate level interns will be able to work with students and families under the direction of our social worker.

We know that some of our students will be at-risk educationally because they do not know the kinds of opportunities which may exist for them with the right kind of educational preparation. Our educational program for students will contain a strong career strand based on the “Career Exploration Curriculum” developed by the Missouri Center for Career Education. This curriculum allows students to explore many types of careers. Students will also participate in internships, work study programs, service learning classes and activities, visit with employers, and develop plans which, when completed, will qualify them for the types of careers they want.

Reference Notes

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- (3) Gottlob, Brian J., *The High Cost of Failing to Reform Public Education in Missouri*, March, 2006. Milton and Rose D. Friedman Foundation.
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- (6) Finne, Liv, *Learning Online: An Assessment of Online Public Education Programs*, March, 2009. Washington Policy Center. www.washingtonpolicy.org
- (7) Butz, Craig, et. al. *Keeping Pace with k-12 Online Learning: A Review of State-Level Policy and Practice*, 2007. www.nacol.org/docs/KeepingPace07.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 1237-HopeAcademyCharterSchoolGrantAppendix.doc

Appendix

Vitae:

- **Vonnelle Middleton (Principal)**
- **Eddie Smith (Associate Principal)**
- **Patricia Henley (Program Manager)**

Letters of Support:

- **Dr. Steve McClure, Asst. Director, UMKC Charter School Office**
- **Michelle McCullogh**
- **Michael Brooks**

VONNELLE P. MIDDLETON

(b)(6)

PROFESSIONAL SUMMARY

As an educational leader, proponent of student learning and youth development, my professional experiences include that of Teacher, Assistant Principal, Principal (K-12), Lead Principal, Head of School, Director of Achievement, Discipline and Design, Director of Education Services, Superintendent/Principal, Chief Academic Officer and Vice President of Achievement, Edison Schools. My foundation and professional growth and development are a compilation of varied educational systems to include the Kansas City Missouri School District, Career Education District (St. Louis, Missouri), Omaha Public School District, Westphalia School District, Friendship Public Charter School located in Washington, DC, Southwest Charter School, Niles Home for Children-Prep School and Academy of Kansas City. My strong dedication and passion for the development of our youth are evidenced in my many works.

EDUCATIONAL EXPERIENCE

Bachelor of Arts Fisk University Nashville, Tennessee Music, 1971 Leadership	Master of Education Lincoln University Jefferson City, Missouri Guidance and Counseling, 1973	Education Specialist University of Missouri, Kansas City Kansas City, Missouri Educational Administration, 1989	Ed. D. (Candidate) Century University Albuquerque, NM Educational
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PROFESSIONAL EXPERIENCE

2006 – Present	Superintendent/Principal – Academy of Kansas City Charter School (LEA) Kansas City, Missouri As leader of a charter school, I am responsible for the academic performance and welfare of all students Kindergarten through middle grades; planning, implementation and monitoring of educational services, curriculum and programs; monitoring and development of discipline plans, professional development; assessment, financial management, public and community relations, personnel administration, facilities maintenance, and development of schools. The principal is in charge of the coordination of the NCLB regulations, North Central Accreditation, and Annual Site Review. As Superintendent I work with the board on policies, procedures, development and maintenance of budget, educational goals etc.
2005 – 2006	Director of Education Services, Niles Home for Children. - (K-9) Niles Prep School Kansas City Missouri Provide overall leadership and guidance for the behavioral health and educational needs of children and families by developing, organizing, implementing and evaluating policies, programs and educational plans. The Director works with the staff to provide a safe and healthy learning environment; and collaborates with the directors and leadership team to ensure treatment and educational plans are integrated. Responsible for identifying actual and anticipated educational requirements by conducting interview, evaluating records and other materials relating to residents and students, establishing personal rapport with persons to understand educational requirements, surveying operational and educational conditions and recommending and taking action. Supervise the compliance of federal, state and local requirements relative to Niles Prep School and Niles Day Treatment Program.
2004 – 2005	CEO/Principal – Imagine Schools, Inc. (6-12) Southwest Charter School Kansas City, Missouri

2002-2004

Chief Academic Officer, Friendship Public Charter School (K-12)

Friendship Public Charter School

Washington, DC

Responsible for supervising the performance of elementary, middle and high school principals and head of school; coordination of student services and programs, summer school, planning and monitoring of educational curriculum and programs; professional development; assist with oversight of financial management, personnel administration, facilities maintenance, and overall management. The CAO communicates on behalf of Friendship Public Charter School, District of Columbia Public Charter School Board and coordinates the Middle States Accreditation process and protocols.

Head of School, Friendship Collegiate Academy-Carter G. Woodson Campus (9-12)

Friendship Public Charter School

Washington, DC

The Head of School for grades 9-12 is responsible for providing operational and administrative leadership necessary to ensure the success of the Friendship partnerships, and effective communication. Providing support and supervision to principals, and the Head of School, the Head of School communicates with members of the Friendship Board of Trustees, staff, and members of the school community. Through visionary leadership and strategic planning, the Head of School coordinates and delegates those tasks necessary for the planning of educational programs, financial administration, personnel administration, facilities maintenance, and overall management.

Vice President of Achievement, Edison Schools, Inc. (K-12)

New York, NY

As Vice President of Achievement I provide direct support to principals and leadership teams via pre-service and ongoing training to principals and leadership teams in the areas of student achievement, school discipline and implementation of the Edison School Design. The Vice President supports student achievement by: working with schools' general managers, principals and leadership teams to develop, implement, monitor and adjust Student Achievement Plans; assist principals and staff with ongoing analysis of monthly assessments and other achievement-related data; ensuring that the evaluation of student performance and the development of Quarterly Learning Contracts are aligned with student academic standards and state and local student performance standards. Assist principals and leadership teams in implementation of school reorganization, continuous improvement and professional development, mentoring lead teachers in their development and acquisition of leadership skills and assist principals in the implementation of teacher supervisions, evaluation and performance appraisals.

1999 – 2002

Principal, Friendship Public Charter School-Blow Pierce Junior Academy (6-8)

Washington, DC

1996-1999

Principal, St. Louis Career Academy, (9-12)

St. Louis Career District, St. Louis, Missouri,
("Top Five Urban High School in the Nation" – 1997 Selected by Secretary Riley, U.S. Department of Education)

1992- 1996

Principal, Westport Business Technology/ Communication Magnet High School, (9-12)

Kansas City Missouri District, Kansas City, MO.

1991-1992

Vice-Principal, Westport Business Technology/ Communication Magnet High School, (9-12)

Kansas City Missouri District, Kansas City, MO.

1983-1991

Guidance Counselor, Kansas City Missouri School District, (7-12)

Kansas City Missouri District, Kansas City, MO.

1981-1982

Behavior Disorder Teacher, Kansas City Missouri School District, (K-12)

Kansas City Missouri District, Kansas City, MO.

1980-1981

Music Teacher, Kansas City Missouri School District, (K-6)

Kansas City Missouri District, Kansas City, MO.

- 1978-1980 **Career Counselor/ Teacher (7-12), Kansas City Missouri School District,**
Kansas City Missouri District, Kansas City, MO.
- 1971-1973 **Teacher/ Counselor (7-12), Fatima High School,**
RIII School District, Westphalia, MO.
- 1987-1993 **Educational Specialist, Alvin Ailey Summer Camp, Kansas City, MO.**

PRESENTATIONS

Best Practices” Computer Assisted and Problem-Based Learning”, Metropolitan St. Louis Association of Black School Educators (MLABSE), monthly meeting held at the Salad Bowl, May 1997.

“There’s a New School in Town”, St. Andrew United Methodist Church, St. Louis, Missouri, February 1997.

“Innovation” St. Louis Career Academy”, National Council of Local Administrators, October 1998.

“Leadership for Whole-School Change: Merging School to Career Transition with Habits of Mind”, Coalition of Essential Schools 1997 Fall Forum. San Francisco, CA, November 1997.

“Laying, the Foundation for Breaking the Mold”, New Urban High Schools Institute, Marriott Hotel, Washington, DC, June 1998.

“Breaking Ranks with Carnegie,” New Urban High Schools Institute, Marriott Hotel, Washington, DC, June 1998.

“Putting the Pieces Together” National Tech Prep Conference, Conference Center, Kansas City, Missouri, November 1998

Creating Small Learning Communities in Large Urban Schools, St. Louis Career Academy Story: A New Vocational School with Life Sciences and Technology Career Pathways”, Southern Regional Education Board (SREB), High Schools that Work Spring Urban Network Conference: Memphis Marriott, March 1999.

“Closing the Achievement Gap”, Brookings Institute, Washington, DC, February 2001.(Practitioner’s Reflections)

Principal Leadership Conferences, Edison Schools, Inc. October 2000 – May 2003

Edison Leadership Development Academy, Edison Schools, Inc. , Utah, May, 2003

“10 Lessons Learned”, University of Pittsburgh, Pittsburgh, Pa., February 2003

Early College Program, Woodrow Wilson & Bill and Melinda Gates Foundations, March 2004.

Early College Program, University of the District of Columbia, February 2004.

PROFESSIONAL DEVELOPMENT

Total Quality Schools - Washington University to participate in school reform strategies that support the improvement of student achievement.

St. Louis 1996-1997

1997-1998

New Urban High School: U.S. Department of Education Office of Vocational and Adult Education in collaboration with Big Picture focused on five design principals: 1) personalization, 2) adult world immersion, 3)intellectual mission, 4) context for reflection, and

5) teacher as designer. Project mentors were as follow: Howard Fuller, Ted Sizer, Larry Rosenstock, Debbie Meier, Judith Warren Little, and Norton Grubb.

April 1998 Institute	Kiawah Island, South Carolina
June 1999 Institute	Washington, DC
February 1999 Institute	Santa Fe, New Mexico

New American High School: U.S. Department of Education in collaboration with MPR Associates, Inc. and the Annenberg Institute for School Reform focused on how to create or improve the use of performance data to support continuous improvement schools.
March 1999

PROFESSIONAL AFFILIATIONS

National Association of Secondary School Principals
National Association of Elementary School Principals
Phi Delta Kappa
National Association for the Advancement of Colored People
American Business Women's Association
Association of Supervision and Curriculum Development
National Alliance of Black School Educators

BOARD MEMBERSHIP

Board of Commissioners on Secondary Schools, Middle States Association - (2003 – 2006)

RECOGNITIONS

- Recognized for the development, implementation, and exhibition of an innovative urban high school selected by the U.S. Department of Education as, "One of the Top Five Urban High Schools in the Nation"
- Recipient of the "Edison Schools Four-Star Achievement Award."
- Provided leadership and professional development to principals that lead to substantial student performance gains for the fourth straight year on the SAT-9 and each principal was the recipient of the "Edison Schools Four-Star Achievement Award."
- Selected by the Woodrow Wilson and Bill and Melinda Gates Foundations for "Early College Program" at the Carter G. Woodson Collegiate Academy.
- As Chief Academic Officer, I worked with the team who acquired the largest school bond deal in the history of the United States in the amount of 42.2 million dollars.

CERTIFICATIONS

Secondary Administration
Guidance Counselor
School Psychological Examiner
Vocal Music

LEVEL

7-12
7-12
K-12
K-12

MISSOURI

Life
Life
Life
Life

REFERENCES

Patricia Henley, Ph.D.
Educational Consultant
Independence, Missouri
816-795-8106
henleyp@sbcglobal.net

Mrs. Alice Myers
Core Data Consultant
Independence, Missouri
816-478-1388
ramyers6@comcast.net

Loyce Caruthers, Ph.D.
Assistant Professor
University of Missouri, Kansas City
Kansas City, Missouri
816-235-1000
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Valerie Nicholson Watkins
CEO/President
Niles Home for Children, Inc.
Kansas City, Missouri
816-241-3448
vwatson@nhc-kc.org

Ms. Bettye Milledge
Regional Director
Charter School Administrative Services
Southfield, Michigan
248-866-2199
csas137@hotmail.com

CURRICULUM VITA

For

EDDIE L. SMITH

Home:

(b)(6)

Office:

5100 Rockhill Road
367 Edu. Bldg.
Kansas City, MO 64110
(816) 235-2401
smithed@umkc.edu

Career Objective: Public School Administrator

Education:

I.Ph.D. University of Missouri - Kansas City
Kansas City, Missouri
Discipline: Mathematics Education
Co-discipline: Urban Leadership and Policy Study in Education
(abd: to be completed in November 2007)

Ed.Spec. University of Missouri-Kansas City (1999)
Kansas City, Missouri
Major: Educational Administration

M.A. University of Missouri-Kansas City (1997)
Kansas City, Missouri
Major: Curriculum and Instruction
Concentration: Mathematics

B.A. University of Missouri-Kansas City (1991)
Kansas City, Missouri
Major: Secondary Education
Concentration: Mathematics

Professional Positions Held:

1997 – present University of Missouri-Kansas City
615 E. 52nd Street
Kansas City, Missouri 64110-2499
(816) 235-5655

Duties included: Teaching Faculty in mathematics education. Teach Statistics and Probability, math methods for pre-service teachers, Number Systems and Related Topics,

Geometry for Elementary and Middle School Teachers, and Supervise secondary mathematics student teachers. Lecturing professor in Urban Leadership and Policy Studies in Education. Teach Introduction to Social and Philosophical Foundations of Education.

Eddie L. Smith

2006 – 2007 Lee A. Tolbert Community Charter Academy
3400 Paseo Blvd.
Kansas City, Missouri 64109
(816) 561-0114

Duties included: Curriculum and Instruction Coach in mathematics. Model and provided teachers support for teaching mathematics.

2005 – 2006 University Leadership Academy Charter Schools
6801 Holmes Road
Kansas City, Missouri 64131
(816) 412-5917

Duties included: Vice-Principal and provided teacher support services for curriculum, instruction, assessment, and professional development.

2004 – 2005 Westport Community Charter Secondary Schools
319 E. 39th Street
Kansas City, Missouri 64111

Duties included: Vice-Principal and provided teacher support services in curriculum instruction, assessment, and professional development.

1991 – 2004 Kansas City Missouri School District
1211 McGee Street
Kansas City, Missouri 64106
(816) 418-7000

2001 – 2002 Paseo High School
Duties included: High School geometry teacher.

1999 – 2001 Foreign Language Academy K - 8
Duties included: ½ time middle school mathematics teacher (morning) and ½ time Staffing Administrator in Human Resources (afternoon). Vice-Principal (2000-2001).

1997 – 1999 Southeast K – 8 Zoo Academy
Duties included: Technology facilitator for the Zoo Team, met with classroom teachers to reviewed lessons and decide how to use technology in the lesson during classroom visits to

the Kansas City Zoological Gardens.

1995 – 1997 Department of Curriculum and Instruction
Duties included: Lead facilitator/writer for the K-5 curriculum writing/design team; led Teacher-focus groups on identifying performance indicators that were grade level appropriate and that described what students should be able to do. Facilitated symposia for parents.

Eddie L. Smith

1995-1997 Participant in Project EXTRA-National Science Foundation (NSF) grant to study authentic mathematics assessment.

1991 – 1995 Central Middle School
Duties included: Mathematics teacher on School within a School Team for high at-risk students.

Professional Association Memberships:

American Educational Research Association (AERA)
National Council of Teachers of Mathematics (NCTM)
National Council of Supervisors of Mathematics (NCSM)
Missouri Council of Teachers of Mathematics (MCTM)
Kansas City Area Teachers of Mathematics (KCATM)
American Educational Studies Association (AESA)
Phi Delta Kappa International (PDK)

Conference Presentations:

National Council of Teachers of Mathematics (NCTM) Annual Meeting (April 2004)
Using Math Equations Game to develop number sense – Philadelphia, PA

Kansas City Area of Teachers of Mathematics (KCATM) Annual Meeting (January 2003)
Mathematics equations – a game for developing number sense – Kansas City, MO

American Educational Studies Association (AESA) Annual Meeting (October 2003, October 2004)
Left Behind and Left Out: Deconstructing the “No Child Left Behind” Legislation – Mexico City, Mexico (with J. George and L. Caruthers)

Missouri Council of Teachers of Mathematics (MCTM) Fall Conference (December 2003)
Mathematics equations – a game for the classroom – Columbia, Missouri

National Council of Teachers of Mathematics (NCTM) Regional Conference (January 1999)
Mathematics at the zoo – a classroom without walls - Des Moines, Iowa

Interface Mathematics and Science Conference (February 1998) Clarifying the Missouri State Mathematics Frameworks – Osage Beach, Missouri

Missouri Council of Teachers of Mathematics (MCTM) Fall Conference (December 1997)
Mathematics at the zoo – a classroom without walls - Columbia, Missouri

Missouri Council of Teachers of Mathematics (MCTM) Fall Conference (December 1992)
Mathematics equations – a game for the classroom – Columbia, Missouri

Committees:

National Council of Teachers of Mathematics (NCTM) Educational Materials Committee (EMC)
Review mathematics education publications before NCTM give their endorsement (2006 -2009).

Eddie L. Smith

National Council of Teachers of Mathematics (NCTM) Local Arrangement Committee (LAC)
Plan local arrangements for Regional Conference in Kansas City, Missouri (October 2007).

National Council of Teachers of Mathematics (NCTM) Local Arrangement Committee (LAC)
Plan local arrangements for Annual National Conference in St. Louis, Missouri (May 2006).

Missouri Presidential Teaching Award Committee – Reviewed applications for Presidential Award for mathematics (May 2005, 2007).

UMKC's Charter School Evaluation Team – Reviewed and evaluated questions per schools' charter (2005, 2007).

University of Missouri - Kansas City Search Committee – Develop interview questions for Assistant Professor, PreK – 12, Educational Administration position. Student representative (February 2005, November 2006).

Missouri Mathematics Academy (MMA) – Develop curriculum, design lessons with rigor, and provide professional development to teachers to improve instruction in middle school mathematics classrooms (2000 – Present).

Missouri Mathematics Leadership (MML) Project – Provide leadership training and develop action plans for improving mathematics teaching and learning opportunities for Missouri students.

Missouri Mathematics Initiative (MMI) – Improving mathematics instruction in mathematics classrooms.

Missouri Summer Mathematics Institutes – Met with teachers that were on job target to improve instruction in mathematics.

Missouri Assessment Program (MAP) – Design assessment items for the MAP. Pull anchor papers and review scoring guides for the MAP.

Interface Steering Committee – Screen presenters and plan mathematics and science conference for teachers in Missouri.

Publications:

Educational Studies (2004), 36-3. *Warriors Don't Cry: A searing memoir of the battle to integrate Little Rock's Central High*; book review.

Honors, Awards, Other Special Recognition Received:

Outstanding Graduate Student of the Year 2006 (University of Missouri - Kansas City)

School of Graduate Studies Distinguished Dissertation Fellowship (2005-2006)

School of Education Dean's Research Fellowship (2004)

Eddie L. Smith

School of Education Scholarship (2001-2002, 2002-2003, 2003-2004)

Dean's Doctoral Scholar Fellowship (2001-2002)

The Chancellor's Interdisciplinary Ph.D. Fellowship (2002-2003, 2003-2004)

Teaching Adjunct of the year (2002)

References:

Rita H. Barger, Ph.D.
Assistant Professor
Mathematics Education
The University of Missouri - Kansas City
5100 Rockhill Road
Suite 309 Education Building
Kansas City, Missouri 64110
(816) 235-5655
bargerr@umkc.edu

Stephen G. McClure, Ph.D.
Director of Charter Schools
University of Missouri - Kansas City
5100 Rockhill Road
Suite 365 Education Building
Kansas City, Missouri 64110

(816) 235-2616
mccluresg@umkc.edu

Sue Thompson, Ph.D.
Associate Professor
Urban Leadership and Policy Studies in Education
The University of Missouri - Kansas City
5100 Rockhill Road
Suite 339 Education Building
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thompsonsc@umkc.edu

Patricia Henley, Ph.D.
School Superintendent (Retired)
University Leadership Academy
8701 Holmes Road
Kansas City, Missouri 64110
(816) 795-8106
henleyp@sbcglobal.net

Patricia Joan Henley

(b)(6)

(816) 235-5657 (Office)

EDUCATION

Ph.D. Degree in Education Administration
Kansas State University - 1980

Ed.S. Degree in Education Administration
Pittsburg State University - 1976

M.S. Degree in Education Administration
Pittsburg State University - 1973

B.A. Degree in Education
Wichita State University - 1968

EXPERIENCE

Consultant

Worked with numerous schools and agencies in the areas of program and administrative system design, implementation, and evaluation. [2006-Present]

Superintendent

University Academy
6801 Holmes Rd.
Kansas City, Mo. 64131

Responsible for management of a new 1000 student facility and over 100 staff members. Also served as the Upper School Principal for grades five through twelve. Directly responsible to the Board of Directors. Retired on June 30, 2006.
[2005-2006]

Chief Executive Officer/Principal

University Academy
5605 Troost
Kansas City, Missouri 64110

Responsible for the direction and management of the University Academy, a charter school. Directly responsible to the Board of Directors. [2000-2005]

Research Professor and Coordinator of Ed.D. Programs

University of Missouri-Kansas City
School of Education
5100 Rockhill Rd.
Kansas City, Missouri 64110

Responsible for coordinating the development and implementation of the Doctorate in Education programs for the University of Missouri-Kansas City School of Education. Taught graduate courses, as appropriate. [1998-2000]

Director, Missouri Center for Safe Schools
University of Missouri-Kansas City
School of Education
5100 Rockhill Rd.
Kansas City, Mo. 64110

Responsible for working with schools and agencies across the state of Missouri to help schools and school districts implement programs which ensure that students can learn in a safe, orderly environment. This position is funded through the Missouri Department of Elementary and Secondary Education and requires that I work with personnel of the Missouri Department of Elementary and Secondary Education and members of the Missouri Legislature. [1995-2000]

Elementary Principal
Cler-Mont Community School
Fort Osage School District
Independence, Mo.

Responsible for the operation of the elementary education program including supervision and evaluation of teachers and curriculum development. Approximately 700 students. [1991-1995]

Deputy Superintendent
Kansas City, Missouri School District
Kansas City, Mo.

Responsible for the day-to-day operation of the district. Oversaw court submissions for desegregation proposals. Directly supervised all assistant superintendents. Oversaw a massive construction program in which every school building in the district was substantially renovated or a new building was designed and built. Approximately 35,000 students. [1990-1991]

Assistant Superintendent (Area Superintendent)
Kansas City, Missouri School District
Kansas City, Mo.

Administrative responsibility for an area of the school district. The area was made up of two high schools, two middle schools, and twelve elementary schools. The schools included both magnet and traditional themes. Approximately 10,000 students. [1989-1990]

Superintendent of Schools
Platte County R-III School District
Platte City, Mo.

Chief administrator of Kindergarten through grade twelve public school district. The district also operated an area vocational/technical school and a special education cooperative. Approximately 1300 students. [1982-1989]

Assistant Superintendent

Turner U.S.D. #202
Kansas City, Kansas

Responsible for personnel (including collective bargaining), student personnel, public relations, special program funding, and community education. Approximately 3000 students. [1978-1982]

Graduate Teaching Assistant
Kansas State University
Manhattan, Kansas

Coordinated Title III bilateral grant between Kansas State University and Tabor College. The responsibilities included the design of activities for the improvement of administration and faculty services at Tabor College through the utilization of resources at Kansas State University. [1977-1978]

Elementary Principal
Aurora Elementary School
Aurora, Mo.

Responsible for the operation of the elementary education program including supervision and evaluation of teachers, curriculum development, building, and transportation. Approximately 500 students. [1973-1977]

Classroom Teacher
Service Valley School
Oswego, Kansas

Taught English and Mathematics for the students in grades five through eight. Coached track. [1970-1973]

Classroom Teacher
Chisholm Trail Elementary School
Wichita, Kansas

Taught self-contained classroom of fifth grade students. [1968-1970]

SELECTED AWARDS, OFFICES, AND ASSOCIATIONS

National Outstanding School Review Panel, Advisory Board of the National Council of Education Statistics, Jackson County Inter-Agency Council Outstanding Leadership Award (1995), *Reader's Digest* Heroes in Education Award (1995), National Distinguished Principal (1994), Kansas City Business Journal's Who's Who (1994), Missouri Distinguished Principal (1993), Jackson County Comprehensive Mental Health Board Community Leader Award (1992), Independence Rotary Club, Missouri Special Education Panel, State of Missouri Superintendent's Assessment Committee, Business Woman of the Year, President of United Way Board of Directors, State of Missouri Career Ladder Committee, Governor's Study Committee for Vocational Education, Kansas City Metropolitan Regional Commission on the Status of Women, Outstanding Young Women of America, Outstanding Young Alumnus, Who's

Who in America, Who's Who in American Women, Who's Who in Community Service, Who's Who in Missouri Education, Dean's Permanent Honor Roll.

SELECTED PROFESSIONAL ACCOMPLISHMENTS

University Academy

In my capacity as an assistant research professor at the University of Missouri-Kansas City and because of my past experience in working with at-risk public schools, I was asked by community leaders to write a charter for a new school in Kansas City. The charter was accepted by the sponsor and by the Missouri Department of Elementary and Secondary Education in 1999. I was persuaded to serve as its founding principal and CEO. The school was the first charter school in Missouri to be re-chartered by the Missouri Department of Elementary and Secondary Education. The school boasts a rigorous college preparatory program where 100% of graduates have gone on to college with scholarships. The school is categorized as having an "at-risk" population where nearly 100% of the students entering the school do so with significant academic and behavioral deficits. The school began at a secondary level with a capacity of about 300 students and moved to a new \$40,000,000+ building with a Kindergarten through grade 12 population of students with 1000+ students. ACT scores of graduating seniors have consistently surpassed national averages.

University of Missouri-Kansas City

While serving as the director of the Missouri Center for Safe Schools, I was also requested to direct the planning and implementation of a new Doctorate in Education Program at the University of Missouri-Kansas City. The process was completed and a cohort of students accepted into the program within a year.

Missouri Center for Safe Schools

At the request of the Missouri Governor, the Missouri Department of Elementary and Secondary Education, and the University of Missouri-Kansas City, I founded the Missouri Center for Safe Schools and served as its director before returning to the public schools.

Superintendent Leadership

I worked with the Missouri Department of Elementary and Secondary Education in their Superintendent Leadership Institute as a member of the Missouri Superintendent's Advisory Committee. As a member of this committee, I served as an advisor to the Missouri Department of Elementary and Secondary Education in designing activities which will improve the skills of both present Missouri superintendents and in preparing aspiring superintendents. I also serve as co-chair of the Missouri Superintendent's Forum Advisory Board and served on the steering committee of the American Superintendent's Forum which are both sponsored by the Danforth Foundation. I have served in an instructor capacity for both the Missouri Superintendent's Institute and the American Superintendent's Forum.

National Video

As National Distinguished Principal, I participated in the filming of a video with the United States Secretary of Education, the National Teacher of the Year, the National Superintendent of the Year, and a parent. This video was circulated throughout the nation to government agencies and public school systems.

Blue Ribbon School

During my third year as principal of Cler-Mont Community School, our school was selected as a Gold Star School in Missouri. The state selection committee then nominated Cler-Mont for national Blue Ribbon recognition. The school was selected as a national Blue Ribbon School, which is the highest recognition a school in the United States can receive. The strengths noted in the application were dramatic increases in test scores for the past two years, increased community participation and support, curriculum, child-centered programs, and leadership within the building. I was chosen to represent all the Blue Ribbon schools in the nation at the ceremony at the White House and make a speech along with the President of the United States, the Vice-President of the United States, and the Secretary of Education. This was the first time that a principal had been honored by being chosen to speak during this ceremony.

Establishment of the Community School

As a principal, I helped design, implement, and administer a program which made the local school the center of community activities. Activities ranged from very structured parenting classes to open volleyball for families. The local elementary school has become a community center with programs and activities being held evenings, week-ends, and during the summer months. Included among these activities are family literacy classes, GED, a full-service health clinic, a community library, a job-search program for community residents, a senior citizen center, and many others. This program boasts several "firsts" in the city, county, and state. One of these was the establishment of a neighborhood mediation board which mediates community disputes.

Early Childhood Education

I was superintendent of one of the first two school districts in the nation to pilot the Schools of the 21st Century. This program was authored by Dr. Ed Zigler of Yale University. The components of this program are Parents as Teachers for children from before birth to age three; on-site child care for children aged three, four, and five; before and after care for school age elementary students; networking with existing child care centers; and integrated health services.

Planning and Implementation of Magnet Schools

As Assistant and Deputy Superintendent, I was fortunate in being able to facilitate committees in the design and implementation of magnet high schools, middle schools, and elementary schools. I was also responsible for the preparation of court documents and the testimony in court for the funding of desegregation programs. Every school building was either replaced with a new building or underwent significant remodeling. As Deputy Superintendent, I was responsible for the final design of each school building. I also reviewed the on-going construction of each site and approved the final product.

Statewide Committees

Through service on statewide committees, I have participated in the design of programs which have been utilized generally in the state of Missouri. These programs include career ladder for teachers, superintendent assessment center, vocational education, and education for handicapped students.

Portfolio Assessment for Teachers and Administrators

As Deputy Superintendent, I led the design and implementation of a portfolio assessment for teachers and building level administrators. This assessment was designed to meet the court-ordered requirement that all teachers and administrators assigned to magnet schools become theme literate and able to teach and articulate the theme within their assignments.

Presentations at Professional Meetings

During my professional career, I have been fortunate in being asked to present at numerous meetings at local, state, and national levels. During the past five years, these presentations have included such national conferences as the American Association of School Administrators (annual convention), and the Yale University School of the 21st Century (annual conference), as well as state and national Parent Teachers' Association conferences, Missouri-NEA, Missouri State Teachers' Association, Missouri School Board Association conference, National Teachers' of Mathematics annual conference, state and national North Central Association Conferences, etc.

Policy Committee

During the 1996-97, I served on the University of Missouri system-wide policy committee. The charge of this committee was to prepare recommendations for public policy activities.



University of Missouri-Kansas City
Charter School Center
5306 Holmes
Kansas City, MO 64110-2499

July 28, 2008

Grant Reviewer
CFDA 84.282B-Planning, Design and Implementation
Non-State Education Agencies
Office of Innovation and Improvement
United States Department of Education

Dear Grant Reviewer:

The Kansas City Missouri School District expels and suspends thousands of students each year. Many are suspended repeatedly for violations like truancy or mouthing off. Most of these students' loss credits, and their hope of ever graduating from high school. 64.4% of all public school students in Kansas City, and 88.2% of UMKC authorizer charter school students are African American. CNN "Black in America" stated that 60% of African American high school dropouts end up in incarceration. The Kansas City Star, January 30, 2008 article, "Missouri claims sad title: Black homicide capital", states "The report based on FBI crime data, set the state of (Missouri's) black homicide rate at 32.79 per 100,000 people – six times the nation's overall homicide rate and more than 10 times the rate of whites."

This Odyssey Ware based program is working in Kansas City, KS, and throughout Kansas. We need Hope Academy in Kansas City, Missouri. The Kansas City Concerned Clergy is providing excellent support for Hope Academy across this community.

Professional Regards,

Steve McClure

Steve McClure, Ph.D.
Assistant Director, Charter Schools
Charter School Center
5306 Holmes
Kansas City, MO 64110

July 24, 2008

To whom it may concern:

As a site director for the Swope Parkway Renaissance Summer Academic Camp, I have the opportunity to assist children in increasing their math and reading proficiency and test scores. I have encountered children between the ages of 11-13, that read on a grade level greatly lower than is acceptable to state standards. So I have to ask myself, "Aren't these children the world's future leaders? Aren't they the next presidents, doctors, lawyers, judges, teachers and preachers?" But how can one lead when one can't read? How can they achieve these things without an education? If it is true that education is the key to success, then let us not be the locked door that doesn't open.

Statistics show that a lack of education, mainly a high school diploma or GED, leads to poverty, crime, increased teen pregnancy rates and other ills in our community. As an educator, I believe the idea of a charter school at Zion Grove to help teens complete their high school diploma or get a G.E.D. is a key to unlocking the door to a second chance. An effective curriculum geared specifically to this demographic can lessen some of the negative statistics in our community and ultimately decrease the high school drop-out rate in Kansas City.

Since a large portion of these negative percentages stem from the urban areas, I also believe that the location of the facility will help determine its effectiveness. Zion Grove Baptist Church is in a prime area. It offers easy access from major inner-city roads and easily accessible on the bus line. The history of Zion Grove promotes many years of community support, which is a necessity when an attempt is made to correct this plight.

Please extend Zion Grove any and all consideration as it relates to being a site for this positive venture. I assure you a better place could not be found. Please feel free to contact me if you have any questions or concerns.

Sincerely,

Michelle McCullough

Michelle McCullough

Site Director, Swope Parkway Renaissance Summer Academic Camp

Zion Grove Baptist Church
2801 Swope Parkway
Kansas City, Mo. 64130

July 29, 2008

Dear Grant Selection Team:

For too many years, large numbers of students have dropped out of school in the Kansas City Missouri School District. Most of us in Kansas City see Hope Academy as the only existing, viable option for these students. We have designed the school to meet the needs of students who must have flexibility, a good support system, and individualized instructional programs. We have built these into the design with classes during the day and evening, a chance to earn a diploma or a GED, and online instructional programs which are individualized. Our support system includes a counselor and social worker, health services, Individualized Learning Contracts, work-study opportunities. We have also built a strong career strand with internships into our programming, so that students can actually see themselves in a rewarding profession and get help in preparing for it. They will have opportunities to take dual credit courses and experience college life before they graduate from high school. This is essential for students who have not even been able to visualize themselves on a college campus.

The ecumenical and secular community is firmly behind Hope Academy. We are in the planning stages for collaborations with Swope Parkway Health Center and Children's Mercy Hospital. Many more agencies and businesses have expressed interest in working with us. We have a collaborative agreement with the Full Employment Council to work with us and our students who choose a GED.

Our board is committed to making Hope Academy the best dropout recovery school in America. Other agencies in Kansas City must agree that it will happen because they have offered to help us. Space for charter schools has been a major problem in Kansas City. Many churches in Kansas City have classroom space that is empty during the regular school day. Hope Academy will be opening school at Zion Grove Baptist Church. Other churches are already talking about space they have which can house a small school.

As a Pastor in an urban church, my congregation and I have taken a stand to do more than just talk about the problem. We are working with Hope Academy and making space available. I believe so strongly in Hope Academy that I have agreed to serve as President of the Board of Directors.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Brooks", written over a horizontal line.

Michael Brooks, Pastor

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-HopeAcademyBudgetNarrativeforCharterSchoolGrant.doc

Budget Narrative

Hope Academy Charter School

CSP Planning, Design, and Implementation Grant

Year 1

1. Personnel

Administrative Assistant. The Administrative Assistant will provide secretarial and clerical help, answer telephones, type and print informational and enrollment material, enroll students, greet prospective students and their parents, conduct tours of the facility.

- Salary for six months prior to the opening of school: 2625 per month x 6 months
= \$15,750.

School Principal. The school principal will oversee the start-up of Hope Academy prior to its opening.

- Salary for three months prior to the opening of school: \$6667 per month x 3
months = \$20,000

Fringe Benefits

Fringe Benefits for the Administrative Assistant = \$2363

Fringe Benefits for the School Principal = \$3000

2. Travel

National Charter School Conference. The principal, associate principal, and a member of the Principal's Advisory Board will attend the National Charter School Conference in Washington, D.C.

Estimated Costs for travel, lodging, and expenses: approximately \$2000 per person x 3 people = \$6000

3. Equipment

Instructional. Because of the late dissemination of Missouri funds, we are requesting that instructional materials which are needed for pre-testing to be used in the development of students' Individual Learning Contracts be available through this grant. Both pre-service staff development and in-service staff development is included within this cost.

Computer Assisted Reading Tutor (CART): 200 students @ \$100 per student = \$20,000. This program will both test students and prepare an individualized plan of instruction for students. It is our intent to allow them to begin working on their plans during the planning year in order to improve their reading as quickly as possible. Most of the pre-service and in-service cost is included within the program.

Office Furniture. Hope Academy will set up an office for the Administrative Assistant and one for the Principal for the planning year. The administrative assistant will have a space outside the administrative offices in order to see and greet persons who enter the school. This person's workstation contains storage and electrical hookups.

Secretarial Workstation: 1 @ \$3600.

Principal's Desk: 1 @ \$930

Five-Drawer Locking File Cabinet: 1 @ \$500

Equipment for School Offices. This equipment will allow work to be done during the planning year.

Computers and Software: 2 @ \$722 = \$1,442

Printers/Copiers: 2 @ \$1,000 = \$2,000

Telephones: 2 @ \$200 = \$400

FAX machine: 1 @ \$150

Furniture for Computer Classroom. Since so much of our instructional program is computer-based, we need to set up at least one computer classroom as soon as possible.

Storage Cabinet: 1 @ \$500

Computer Carrels: 25 @ \$570 = \$14,250

Computer Chairs: 25 @ \$393 = \$9,825

Technology for Computer Classroom. We plan to equip this computer classroom with 20 computers and one networked printer.

Computers: 20 @ \$722 = \$14,440

Printer: 1 @ \$1000

Library: The following material is needed to begin to establish a library.

Books and periodicals = \$5,000

Library Furniture: Book shelves: 2 @ \$547 = \$1094

Library tables: (42" x 84") 1 @ \$750

Modular two-person computer stations: 2 @ \$1500 = \$3000

Chairs for computer workstations: 2 @ \$393 = \$786

Comfortable library chairs: 4 @ \$210 = \$840

Book/Video Carrels: 2 @ \$360 = \$720

Modular Librarian Desk: 1 @ \$2700

Task Chair: 1 @ \$390

Library Equipment: Bar Code Scanner with software: 1 @ \$1500

Computers: 4 @ \$722= \$2,888

Networked copier/printer: 1 @ \$1,000

5. Supplies

Marketing Supplies: \$2,000

Office Supplies: \$3,000

6. Contractual

Charter School Project Manager and School Implementation Assistance. Dr. Patricia Henley has expertise in charter school implementation, operation, and administration of charter schools. She will be contracted as Project Manager and to ensure that Hope Academy develops a sound plan regarding the governance and evaluation of the charter school. This person will also work with board development and training: \$10,000.

Staff In-service: Staff will receive training on the use of Odyssey Ware: \$3000

Staff In-service: Staff will receive training on the use of CART. While most of the training is included in the purchase of the programs, we would like additional training from a person who has used the program extensively with students: \$1,000

Technology: A person with expertise in technology will be contracted to ensure that the technology at Hope Academy is designed and installed to meet the instructional needs

of the school. This person will also be able to train and support staff in their use of the technology: \$10,000.

Special Education and Title Funding: A person will be contracted who has experience in developing special education programs and designing Title plans. This person will also have expertise in grant writing so that Hope Academy will be able to apply for additional federal, state, and local grants: \$3000.

Printing: Hope Academy will contract with a local printing company to print brochures to be used in recruiting students, a banner to be used at local informational fairs and carnivals, and other appropriate informational materials: \$2000.

Student Recruitment: Hope Academy will contract with a person to help with the recruitment of students. This person will be knowledgeable with the community and will have rapport with adolescents. He or she will become very knowledgeable about the school's design before beginning to talk with students and will undergo a thorough background check. \$20,000

CART teacher: In order to give enrolled students a "head start" in reading, a trained staff person will be available to work with students on the program three hours per week beginning in January of the planning year: 72 hours @ \$50 per hour = \$3600

Enrollment: A person who has expertise and experience in enrolling students in charter schools will provide training and assistance to the administrative assistant in making sure that enrollment processes are lawful, thorough, and complete. \$5000

7. Construction Costs = 0

8. Other = 0

9. Total Direct Costs

10. Indirect Costs

11. Training Stipends

Total Year 1 = \$199,418

Budget Narrative

Hope Academy Charter School

CSP Planning, Design, and Implementation Grant

Year 2

1. Personnel = 0

2. Travel

National Charter School Conference. The principal, associate principal, and a teacher attend the National Charter School Conference.

Estimated Costs for travel, lodging, and expenses: approximately \$2000 per person x 3 people = \$6000

School Visits. The principal will seek out three schools in the nation that are reputed to have excellent drop out recovery programs and will take a team from the school to visit them.

Estimated Costs for travel, lodging, and expenses: approximately \$1500 per person x three people x three schools = \$13,500

4. Equipment

Instructional.

Technology-Based Instructional Systems:

Odyssey Ware for 200 students (including GED students) = \$70,000

Testing Materials:

MAP Tests/Scoring: 150 @ \$20 = \$3000

Study Island Benchmarking Tests for 150 students: \$2046

Technology for Classrooms. Because the instructional program relies heavily on on-line instruction, we plan to equip one classroom with computers each year of the implementation grant.

Computers: 20 computers @ \$722= \$14,440

We are requesting funds to continue with the establishment of a library during the first year of implementation.

Books and periodicals = \$10,000

Library Furniture: Book shelves: Book shelves: 2 @ \$547 = \$1094

Library tables: (42" x 84") 1 @ \$750

Modular two-person computer stations: 2 @ \$1500 = \$3,000

Chairs for computer workstations: @ \$393 = \$786

Comfortable library chairs: 4 @ \$210 = \$840

Book/Video Carrels: 2 @ \$360 = \$720

Library Equipment: Computers: 4 @ \$722 = \$2,888

5. Supplies

In order to continue our student recruitment program, we are requesting supplies during our first year of implementation:

Marketing Supplies: \$2,000

Office Supplies: \$3,000

6. Contractual

Charter School Project Manager and School Implementation Assistance. Dr. Patricia Henley has expertise in charter school implementation, operation, and administration of charter schools. She will be contracted as Project Manager and to ensure that Hope Academy develops a sound plan regarding the governance and evaluation of the charter school. This person will also work with board development and training: \$25,000.

Technology: A person with expertise in technology will be contracted to ensure that the technology at Hope Academy is used correctly. This person will provide in-service and ongoing support to staff. Additionally, this person will train on-site staff to maintain this technology function after this implementation year. \$15,000.

Student Recruitment: Hope Academy will contract with a person to help with the recruitment of students. This person will be knowledgeable with the community and will have rapport with adolescents. He or she will become very knowledgeable about the school's design before beginning to talk with students and will undergo a thorough background check. \$20,000

7. Construction Costs = 0

8. Other = 0

9. Total Direct Costs

10. Indirect Costs

11. Training Stipends

Total Year 2 = \$194,064

Budget Narrative

Hope Academy Charter School

CSP Planning, Design, and Implementation Grant

Year 3

1. Personnel = 0

2. Travel

National Charter School Conference. The principal, associate principal, and a teacher attend the National Charter School Conference.

Estimated Costs for travel, lodging, and expenses: approximately \$2000 per person
x 3 people = \$6000

State Charter School Conference. The principal will attend and will select two additional members of her instructional team to attend with her.

Estimated Costs for travel, lodging, and expenses: Approximately \$500 per person
x 3 people = \$1500.

School Visits. The principal will seek out three schools in the nation that are reputed to have excellent drop out recovery programs and will take a team from the school to visit them.

Estimated Costs for travel, lodging, and expenses: approximately \$1500 per person x
three people x three schools = \$13,500

4. Equipment

Instructional

Odyssey Ware: We are requesting one more implementation year for this important instructional program: \$70,000

Testing Materials:

MAP Tests/Scoring: 150 @ \$20 = \$3000

Study Island Benchmarking Tests for 150 students: \$2046

Stanford 10 Pre/Post Tests and Scoring: 200 students @ \$20 = \$4000

Technology for Classrooms. Because the instructional program relies heavily on on-line instruction, we plan to equip one classroom with computers each year of the implementation grant.

Computers: 20 computers @ \$722 = \$14,440

Library: We are requesting funds to continue with the establishment of a library.

Books and periodicals = \$10,000

Library Furniture: Book shelves: Book shelves: 2 @ \$547 = \$1,094

Library tables: (42" x 84") 1 @ \$750

Modular two-person computer stations: 2 @ \$1500 = \$3,000

Chairs for computer workstations: 2 @ \$393 = \$786

Comfortable library chairs: 4 @ \$210 = \$840

Book/Video Carrels: 2 @ \$360 = \$720

Library Equipment: Computers: 4 @ \$722 = \$2,888

5. Supplies

In order to continue our student recruitment program, we are requesting supplies.:

Marketing Supplies: \$2,000

Office Supplies: \$3,000

6. Contractual

Charter School Project Manager and School Implementation Assistance. Dr. Patricia Henley has expertise in charter school implementation, operation, and administration of charter schools. She will be contracted as Project Manager and to ensure that Hope Academy develops a sound plan regarding the governance and evaluation of the charter school. This person will also work with board development and training: \$25,000.

7. Construction Costs = 0

8. Other = 0

9. Total Direct Costs

10. Indirect Costs

11. Training Stipends

Total Year 3 = \$164,564