

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B130026

Grants.gov Tracking#: GRANT11448597

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

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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 e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1239-OPP Attachments CFDA 84.282B July 2013.pdf](#)

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/11/2013"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text" value="NA"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Our Piece of the Pie Inc."/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="06-0939659"/>	* c. Organizational DUNS: <input type="text" value="0660185320000"/>	
d. Address:		
* Street1: <input type="text" value="20-28 Sargeant St."/>	Street2: <input type="text"/>	
* City: <input type="text" value="Hartford"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="CT: Connecticut"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="06105-1400"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Bob"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Rath"/>	Suffix: <input type="text"/>	
Title: <input type="text" value="President & Chief Executive Officer"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="(860) 761-7377"/>	Fax Number: <input type="text" value="(860) 548-9714"/>	
* Email: <input type="text" value="Bob.Rath@OPP.org"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061113-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

13. Competition Identification Number:

84-282B2013-2

Title:

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

Add Attachment

Delete Attachment

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*** 15. Descriptive Title of Applicant's Project:**

Path Academy: Re-Engaging Over-Age, Under-Credit Students
Support start-up by developer Our Piece of the Pie to improve achievement for students in the high poverty and ELL region of Windham, CT.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value=""/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="3,549,310.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="324,100.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value=""/>

*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Cassandra Sullivan</p>	<p>* TITLE</p> <p>Manager of External Affairs</p>
<p>* APPLICANT ORGANIZATION</p> <p>Our Piece of the Pie Inc.</p>	<p>* DATE SUBMITTED</p> <p>07/11/2013</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:
 Prime SubAwardee

* Name:
* Street 1: Street 2:
* City: State: Zip:
Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
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8. Federal Action Number, if known: <input type="text" value="NA"/>	9. Award Amount, if known: \$ <input type="text"/>
---	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name
* Last Name Suffix
* Street 1: Street 2:
* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name
* Last Name Suffix
* Street 1: Street 2:
* City: State: Zip:

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:
* Name: Prefix * First Name Middle Name
* Last Name Suffix
Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B130026

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

OPP GEPA Statement July 2013.pdf

Add Attachment

Delete Attachment

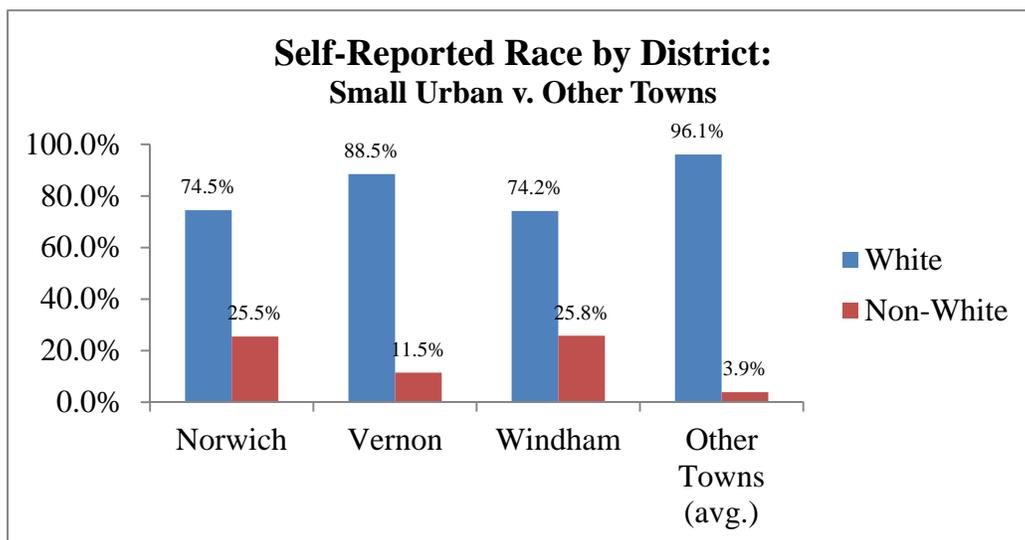
View Attachment

EQUITABLE ACCESS & PARTICIPATION
SECTION 427 OF GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT

Path Academy has built in structures to provide individualized supports for every student, including specific supports for special student populations.

Student recruitment and enrollment at Path Academy will be completed in a race-neutral fashion (as defined in the USDOJ/USDE paper). However, developers did take the reduction of racial/ethnic isolation into consideration when creating the 19-district catchment area, creating a plan to promote diversity. Comparisons will be drawn between the three small urban districts – Windham, Norwich, and Vernon – and a composite of the remaining 16 suburban/rural districts.

The graph below depicts a comparison of the racial breakdown as measured by self-reporting of white (non-Hispanic) versus non-white (Hispanic/Latino, black, Asian, American Indian, two or more races) with districts with small urban centers compared to an average of other suburban/rural districts (U.S. Census, 2010; American Community Survey, 2010). The small urban centers, which will make up the majority of the school have more diversity than the suburban/rural districts. In addition, important to note is that 85% of the OU students in Windham identified as Hispanic (Windham Public Schools, 2013). This information indicates that the 19-district catchment area will help Path Academy promote diversity by including a wide range of districts.



Path Academy will seek to provide a diverse educational experience for students, as part of a rigorous curriculum and culture preparing students for the 21st century job market. As the school is small, capping at 200 students, all students will be exposed to school-wide diversity. The school design has also focused on providing a diverse experience through multicultural curriculum elements. In addition, the school will specifically track students’ cross-cultural skills. One of four non-academic learning objectives, cross-cultural skills will be measured according to how well students leverage the collective intelligence of groups, bridge cultural differences, and use differing perspectives to increase innovation and quality of work.

Students will also be exposed to diversity through Path Academy's community engagement model and staff recruitment plan. Students will have the opportunity to engage with community organizations, business owners, and colleges through project-based learning and postsecondary preparation activities. Human resources policies will also encourage diversity, particularly targeting hiring bilingual staff (English and Spanish).

Path Academy is committed to providing a diverse learning environment for students in terms of race, ethnicity, and socio-economic status. Our recruitment strategy and hiring policies also support these efforts. Again, the Board will be primarily responsible for evaluating the school's success in these initiatives. The charter management organization will include these diversity measures in the periodic student population audit, and will also include a comparison of staff diversity to student diversity. Path Academy will also build a third party evaluation of its efforts into the long-term plan.

Both developer OPP's and charter school Path Academy's human resources policies include a commitment to providing equal employment opportunity/affirmative action to all persons without regard to race, color, religious creed, age, sex, marital status, national origin, ancestry, disability, pregnancy, sexual orientation, gender identity or expression, ethnicity, citizenship, genetic information, veteran status, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. In order to reduce racial, ethnic, and economic isolation in accordance with Sections 10-4a(3) and 10-220(a) of the Connecticut General Statutes, Path Academy also has a plan for minority staff recruitment. Path Academy and the CMO will work together to implement this plan to ensure that the school employs a diverse staff, reflective of the student body

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

Our Piece of the Pie Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms.

* First Name: Cassandra

Middle Name:

* Last Name: Sullivan

Suffix:

* Title: Manager of External Affairs

* SIGNATURE: Cassandra Sullivan

* DATE: 07/11/2013

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

Organization: Our Piece of the Pie®, Inc.
20-28 Sargeant Street
Hartford, CT 06105

Project Director: Christopher Leone, Chief Academic Officer

Project Title: Path Academy: Re-Engaging Over-Age, Under-Credit Students

Our Piece of the Pie®, Inc. (OPP®) is a nonprofit, youth development agency dedicated to helping at-risk youth become successful adults. Implementing its signature Pathways to Success model in community-based centers, high schools, and community colleges across Connecticut, OPP uses youth development, education, and workforce development practices to re-engage youth. OPP is the developer of a recently approved state charter school, Path Academy, which will target over-age, under-credited students in the Windham region of Connecticut, opening in Fall 2014. Windham is a Priority 1 district with 75.5% of students eligible for free/reduced price lunch.

Over-age, under-credited (OU) students have disengaged from school, fallen behind in credit attainment, and often dropped out of high school altogether. Path Academy will re-engage these students in a 19-district catchment area in the Windham region. The school will achieve this through a rigorous and innovative academic curriculum integrated with proven youth and workforce development programs and techniques. A forgotten population, OU students need specific supports to get back on track to a timely high school graduation, which they cannot often find in the traditional school setting. Path Academy will not only support OU students in the Windham region, but will seek to serve as a local, regional, and even national model for charter schools targeting struggling students.

As Path Academy's developer, OPP submits this application to the U.S. Department of Education for Planning, Program Design, and Initial Implementation funding. Charter School Program (CSP) funding would cover a three year period – one year of final planning and program design, and two years of initial implementation as the school builds up to full capacity. The overall objective of the proposed project is to support the successful start-up of Path Academy. Specific objectives to be achieved by OPP include: finalizing the academic program, developing facilities, building up the school's operational functions, promoting community engagement, and building performance management interfaces. The achievement of these objectives will be led by OPP's Chief Academic Officer, along with an extensive leadership team representing capacities from human resources to organizational performance.

The successful achievement of these objectives will ensure that the project meets the purpose of the CSP, by implementing a high quality charter school that will function as a national model for serving OU students and high school dropouts. In particular, Path Academy will improve achievement, high school graduation rates, and college enrollment rates for OU students in the high poverty region of Windham, CT. As the host district with preference for 75% of the seats (Windham) also has the highest incidence of English Language Learners in the state, Path Academy's model has also been structured to specifically support students with language acquisition needs, while promoting diversity within the school.

Project Narrative File(s)

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PRIORITIES

A. *Absolute Priority:* Improving Achievement and H.S. Graduation Rates [High Poverty].

Our Piece of the Pie®, Inc. (OPP®) is a nonprofit, youth development agency dedicated to helping at-risk youth become successful adults. This is achieved through the implementation of OPP's signature Pathways to Success model (comprised of youth development, education, and workforce development components), in community centers, high schools, and community colleges across Connecticut. *OPP is the developer of a recently approved state charter school, Path Academy, which integrates the Pathways to Success model with a rigorous and innovative academic curriculum, and targets over-age, under-credited students in the Windham, CT region.*

Over-age, under-credited (OU) students are those who have fallen behind in credit accumulation, are not promoted from grade to grade, and have therefore fallen behind their original graduating cohort. Many of these students eventually drop out of high school. OPP defines OU students as: 1) rising 9th graders who are already academically off-track, 2) high school students who have fallen behind in credit attainment, or 3) high school dropouts.

Path Academy's mission is to re-engage over-age, under-credited students in education, supporting them through mastery of the critical skills necessary for success in college, career, and community. Path Academy will offer over-age, under-credited (OU) students a supportive environment in which to turn from current or future high school dropouts to scholars achieving high academic and non-academic standards. The college preparatory curriculum has been specifically designed for this population, and will support them through accelerated learning, high school graduation, and college success. In particular, *Path Academy will target students*

from Windham, CT a Priority District with a 75.5% rate of students eligible for free/reduced lunch, consistent with the absolute priority to target high poverty districts (CEDaR, 2013).¹

Using an extended day/year calendar and personalized learning focused on mastery-based progression, students will be able to accelerate learning while ensuring mastery of key concepts. Path Academy has built a schedule that would allow a student with 0 earned credits to complete their high school requirements within three years. Overall, it is also anticipated that 10% of any given entering class will accelerate learning a total of one entire year (regardless of attained credits at entry). *The graduation rate at Path Academy is expected to be 32%, and the college enrollment rate is expected to be 35%.* This is compared to the overall Windham High School rates of 64.9% graduation and 70.2% college enrollment. As OU students have fallen behind or dropped out of school altogether, most will never experience high school graduation or college enrollment. Therefore, these expected rates represent a significant improvement.

Housed in Windham, CT, Path Academy will serve a catchment area of 19 districts in Eastern CT: Andover, Ashford, Bozrah, Chaplin, Columbia, Coventry, Franklin, Hampton, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Sprague, Tolland, Vernon, Willington, and Windham. For the purpose of building a catchment area and estimating potential student enrollment, Path Academy's developer, OPP, conducted a brief study on estimated numbers of OU students in the catchment area. Based on high school graduation rates, it was found that an estimated 1,585 OU students exist in the catchment area, **not including** students who have dropped out prior to their senior year, which was typically 1% (OPP, 2013). For the

¹ This information is catalogued in Path Academy's application to the state, which was approved in full on June 5, 2013. It is the Connecticut State Board of Education's expectation that an application for a charter school will serve as the "contract" by which the school will operate.

purpose of this discussion, the 19-district catchment area will be broken into four groups for comparison: the three small urban districts – Windham, Norwich, and Vernon – and a composite reporting of the remaining 16 districts, which have smaller populations of OU students.

Opening in Fall 2014, Path Academy will give preference, and therefore target recruitment efforts, to Windham, CT. This district has a 75.5% rate of students eligible for free/reduced lunch (FRL) – one of the criteria for determining poverty, as specified under section 1113(a)(5) of the ESEA. Path Academy will give preference to Windham for up to 75% of the seats at the school. 20% of the total estimated OU population exists in the host district of Windham.

The remaining 25% of the seats will be available to the entire 19-district catchment area. The small urban district of Norwich has an FRL rate of 70.1%, and feeds two high schools – Thames River Academy and Norwich Free Academy. These two high schools are estimated to produce 30% of the total OU population. The final small urban district of Vernon has an FRL rate of 33.5% and is estimated to house 12% of the total OU population. These numbers indicate that a large portion of the remaining 25% of the seats at Path Academy would be filled by students from districts impacted by high levels of poverty. The remaining 16 towns have an average 37% rate of students eligible for FRL, and house the remaining 38% of the estimated OU population in the catchment area (CEDaR, 2013).

Path Academy has developed a robust recruitment plan for the Windham region, approved by the Connecticut State Board of Education. This plan includes the following steps, which take into consideration the target population of disconnected youth (detailed in question 2i): 1) Receive recommendations from sending districts about appropriate pools of students; 2) Community-based marketing, which may include ads in local public outlets (newspapers, radio, television, etc.); targeted mailings, neighborhood canvassing; posters, internet, distribution of

information to local groups, attendance at community meetings; 3) Host community forums and open houses to introduce students, parents, and community members to the unique school model.

Path Academy's founding members also spent over a year developing strong relationships with district personnel, community members, and community-based organizations. Path Academy will rely on these partners for recruitment purposes, asking that they both directly refer appropriate students to the school, and participate in larger-scale marketing efforts.

Using a combination of innovative strategies, Path Academy will re-engage OU students from these high poverty districts and support them through a rigorous college preparatory academic program. Path Academy is committed to the recruitment efforts outlined above, as they represent a portion of what appeared in the school's successful application to the state.

B. *Competitive Preference Priority 1: Improving Achievement and High School Graduation Rates [English Language Learners].*

It is Path Academy's intent to *specialize in serving the Windham region's over-age, under-credited English Language Learners*, improving their academic achievement and graduation rates, consistent with competitive priority 1. Path Academy's model was specifically designed for the Windham region, under the guidance of two key preferences for student enrollment: 1) all students will be over-age and under-credited; and 2) the Windham district will have preference for 75% of the seats in the school. Path Academy's developers from Our Piece of the Pie®, Inc. (OPP®) looked specifically at the Windham district's student population, paying special attention to the OU student population, in order to develop the school model.

According to data from the CT State Department of Education, 41.5% of K-12 Windham Public Schools students have a dominant language other than English, and 26.1% are identified as English Language Learners (ELLs) – the highest incidence of identified ELL students in the

state (CSDE, 2012). Important for developers to note was that the overwhelming majority of these students have a dominant language of Spanish. Information specifically on Windham's OU students was gathered through a segmentation analysis conducted by OPP's Office of Research & Organizational Performance. This analysis revealed that, out of the 504 students in the 2012-2013 Windham High School dataset, 108 are currently OU (this number does not include the high school dropouts who, by definition, are also OU). Of these 108 OU students, 85% are identified as Hispanic, while only 15% are identified as non-Hispanic (CSDE, 2012).

This information told Path Academy's developers two critical things that ultimately played significant roles in the development of the school model. First, Windham has a large number of identified ELLs. Second, the majority of Windham's OU students are Hispanic. While data was not available on the rate of confluence between students being identified as ELLs **and** as OU, anecdotal evidence from district leaders led founders to believe that many of these Hispanic OU students are in need of language acquisition support (therefore, likely identified as ELLs). Considering the high incidence of ELL identification in Windham, and the likely high incidence of ELL identification within the Windham OU student population, the Path Academy school model took the needs of ELL students into significant consideration.

One of the foundational philosophies of Path Academy is to look at each student as an individual learner who will need a personalized program to follow, including individualized supports and services. Based on research and experience, developers understand that students have often become OU due to additional circumstances, including language acquisition difficulties. These students need not only the personalized supports, but particular provisions for language acquisition and cultural fluency. Therefore, Path Academy has built in structures to

provide individualized supports for every student, including specific supports for special student populations – in particular, ELLs, due to data collected on the needs of the Windham district.

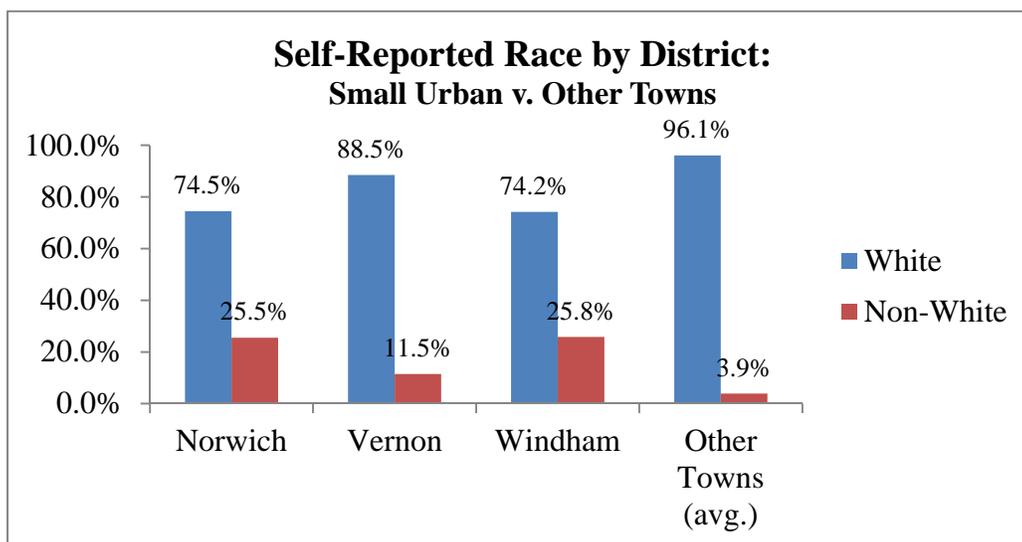
Path Academy’s developers designed these elements of the school model with the assistance of state experts in the area of programming and instruction for ELLs. With the expertise of these field specialists, founding members were able to craft an innovative design that seamlessly integrates a strong English for Speakers of Other Languages (ESOL) program into the general education school model. This type of program development will allow Path Academy to specialize in serving not only OU students, generally, but OU ELLs as individual learners.

This intent to serve the Windham region’s ELL students is reflected throughout the Path Academy model, from mission/vision to academic program, staffing to parental engagement, budget to building design. Supports specific to identified ELL students, particularly focused on the needs of ELL students in the Windham district, have been fully integrated. This special attention to a high-need population in Windham will help to *ensure that ELL students at Path Academy will accelerate learning, graduate with a high school diploma, and move on to find success in college and career at the same rate as their non-ELL counterparts.*

C. *Competitive Preference Priority 2: Promoting Diversity.*

Student recruitment and enrollment at Path Academy will be completed in a race-neutral fashion (as defined in the USDOJ/USDE paper). However, developers did take the reduction of racial/ethnic isolation into consideration when creating the 19-district catchment area, creating a plan to promote diversity, consistent with competitive priority 2. In keeping with the discussion for the absolute priority, comparisons will be drawn between the three small urban districts – Windham, Norwich, and Vernon – and a composite of the remaining 16 suburban/rural districts.

The graph below depicts a comparison of the racial breakdown as measured by self-reporting of white (non-Hispanic) versus non-white (Hispanic/Latino, black, Asian, American Indian, two or more races) with districts with small urban centers compared to an average of other suburban/rural districts (U.S. Census, 2010; American Community Survey, 2010). The small urban centers, which will make up the majority of the school have more diversity than the suburban/rural districts. In addition, important to note is that 85% of the OU students in Windham identified as Hispanic (WPS, 2013). This information indicates that the 19-district catchment area will help Path Academy promote diversity by including a wide range of districts.



Path Academy will seek to provide a diverse educational experience for students, as part of a rigorous curriculum and culture preparing students for the 21st century job market. As the school is small, capping at 200 students, all students will be exposed to school-wide diversity. The school design has also focused on providing a diverse experience through multicultural curriculum elements. In addition, the school will specifically track students' cross-cultural skills. One of four non-academic learning objectives, cross-cultural skills will be measured according to how well students leverage the collective intelligence of groups, bridge cultural differences, and use differing perspectives to increase innovation and quality of work.

Students will also be exposed to diversity through Path Academy's community engagement model and staff recruitment plan. Students will have the opportunity to engage with community organizations, business owners, and colleges through project-based learning and postsecondary preparation activities. Human resources policies will also encourage diversity, particularly targeting hiring bilingual staff (English and Spanish).

SELECTION CRITERIA (and application requirements)

1. Quality of the proposed curriculum and instructional practices.

A. OVERVIEW OF ACADEMIC PROGRAM

The mission of Path Academy is to re-engage over-age, under-credited students in education, supporting them through mastery of the critical skills necessary for success in college, career, and community. Path Academy's innovative model, academic program, and overall vision has been created in service to the Windham region's over-age, under-credited (OU) students. Path Academy will offer these students a supportive environment in which to turn from current or future high school dropouts to scholars achieving high academic and non-academic standards. In addition, Path Academy will provide supports and an innovative model geared toward acceleration of student learning. This is particularly important for OU students who are already behind their peers. Students will be ages 14 – 21 years, and in traditional grades 9 – 12.

Path Academy's academic program has been designed to enable all OU students (including those identified as English Language Learners or students with special education needs) to meet challenging new academic achievement standards presented in part by the Common Core State Standards. Path Academy students will be expected to move toward academic proficiency and earn credits at an accelerated pace in a personalized and data-driven

learning environment. The school will leverage the integration of technology, project-based learning, and extended learning time to best support students to mastery of skills and concepts aligned with the Common Core State Standards and CT State Frameworks. These instructional techniques will be coupled with a shift to mastery-based progression, rather than progression based on “time-in-seat.” This work will be anchored by holistic student supports, as youth development and postsecondary preparation will be infused into every student’s experience.

The Path Academy model incorporates many innovative strategies designed to support OU students in the high poverty Windham region to mastery of Common Core skills, including curriculum and delivery strategies. *These strategies have all proven to improve student achievement* and are embedded within the eight core philosophies that guide the school model:

Philosophy 1: Youth must be given the appropriate supports, both within and beyond academics, in order to succeed.

Youth development agency Our Piece of the Pie®, Inc. (OPP®) has served as a source of inspiration for Path Academy’s model. OPP’s Pathways to Success approach is the foundation of the school model, lending holistic supports that are particularly crucial for OU students. Youth development services keep students engaged and help them to acknowledge and break down their barriers. Postsecondary preparation activities demand a focus on student success after high school, while supporting their academic careers at Path Academy.

Philosophy 2: Students must be active participants in their own learning.

The school model facilitates active learning through the instructional model of project-based learning, with a gradual release approach. Teachers will deliver daily instruction to support students in mastering critical academic skills, which they will practice and apply through projects. This strategy focuses simultaneously on building the necessary foundational and higher

order thinking skills. Over the course of their high school career, students will experience gradual release as projects are increasingly rigorous, interdisciplinary, and student-driven as they progress. Project-based learning gives students a sense of ownership and autonomy, particularly important for OU students, who have most often been passive bystanders to their own education (Harada et al, 2008; Thomas, 2000; Guletkin, 2005; Bell, 2010; Geier et all, 2008).

Philosophy 3: Technology is a critical 21st century skill, and must be incorporated into every aspect of the school model in order to adequately prepare students for post-secondary success.

The school model employs a blended learning strategy, combining computer-based instruction with teacher-facilitated instruction. Research shows that OU students fare best when technology is combined with teacher-student interaction. Students will complete coursework on a lab rotation, using computer-based education tools, in addition to experiencing digital content during teacher-facilitated instruction time (Alliance for Excellent Education, 2012).

Philosophy 4: High quality teacher instruction is crucial for students at every stage of learning – particularly for students who are struggling or behind in skill attainment.

Path Academy recognizes the need for high quality teacher-led instruction for students who are behind in basic skills. Therefore, gradual release applies to every course, allowing teachers to work closely with students on skill mastery before allowing them to be designers and leaders of their own meaningful project experiences. Our school model will employ the Framework for Effective Instruction (as developed by the Center for Urban Education and honed in the New York City transfer schools) to guide teaching (Dunn, 2012; CREDE 2000).

Philosophy 5: Students must never move back, only forward.

In a traditional education environment, if students do not master enough concepts/skills to pass a class, they must move all the way back to the beginning - a particularly familiar

situation to OU students. At Path Academy, students will never move back to the beginning – the school will use a different approach to move their learning forward. In other words, there is no failure, just continued work toward proficiency. This is supported through differentiated instruction and mastery-based progression. This type of personalized instruction allows teachers to create learning pathways that meet each student as his/her current level of content understanding/mastery (while still teaching all of the same key skills). This is not only crucial for OU students, but other targeted populations, such as English Language Learners, as well (SIATech, 2012; Ohio Credit Flexibility, 2009; Sturgis, 2010).

Philosophy 6: Assessment is an ongoing part of good teaching & learning and data is vital in creating a positive and effective school environment.

The effective implementation of many of these innovative techniques requires that teachers and students constantly focus on data in order to get better. Assessment data shows when a student has mastered a concept or skill, or when they are struggling and need to find a different learning technique. This data will guide teachers in creating learning pathways for each student. This is critical for OU students, who have most often missed certain, but not all, key skills in any given class. The use of data will allow them to focus on only the skills that they have not yet mastered. This will help to keep them engaged in school, and will ensure that they master the appropriate skills before moving forward (Light et al, 2009).

Philosophy 7: More time in school leaves less time to fall behind.

Path Academy expects students to accelerate credit accumulation and get back on track to timely high school graduation. In order to accomplish this, the model uses extended learning time. That said, more time on what has not worked in the past is not our strategy - our model features more time on task and a far richer mix of learning activities (NCTL, 2011; NAE 2009).

Philosophy 8: Parent and community engagement is critical to student success, both within and beyond high school.

Path Academy asks that students engage in the community, and that the community (including parents) engage in the school. This type of engagement has shown to improve student achievement. They also give students a sense of ownership and civic responsibility, as well as providing real world experiences and community investment in their work (Pate & Andrews, 2008; Henderson & Mapp, 2002; CAPSS, 2011).

All of the strategies in the Path Academy model are focused on helping students improve education outcomes and prepare for success in life beyond high school – speaking to the school’s academic goal of college and career readiness for every student. A critical strategy to accomplish this goal is to make the school look, feel, and function differently than the traditional environments in which over-age, under-credited (OU) students have previously failed. To this end, courses have been arranged into five themed Band Levels, according to the skills that students will be asked to master. While the school will maintain a conversion from the bands to the state’s standard grades 9 – 12, students will be focused only on Band Levels.

B. CURRICULUM

Course curricula have been designed to focus on specific subsets of standards that place them into one of the five bands of difficulty to which each course has been assigned. As English and Math are the foundation of academic knowledge, every band includes each of these subjects, along with a variety of courses in other subject areas. Important to note is the fact that students will be asked to engage in higher-order skills in all bands. Each band may introduce more of them to students, but more importantly, the level of rigor in each band increases because the content is more difficult and the focus is on a wider and more interdisciplinary theme. This is

crucial in order to keep OU students engaged; students will remain more motivated if high expectations are set early on. Students will pass out of a Band when they have demonstrated mastery of the appropriate skills through an assessment portfolio.

Curriculum for Path Academy has been developed to reflect the school's commitment to OU students in the high need Windham region. Path Academy developers used a backward design process, modeled after the Understanding by Design framework, when developing curriculum outlines and unit examples (Wiggins & McTighe, 2005). This framework, guided by theoretical research in cognitive psychology and results of student achievement studies, focuses on students being able to transfer their learning through authentic performance. Path Academy courses will:

- Be organized thematically by content
- Explore issues of concern to students, such as identity, power, authority, agency, institutional influence, choice and voice, loyalty, and justice
- Provide students with the opportunity to share their work or learning process with an authentic audience outside of the walls of the school
- Draw on a broad, deep, multidisciplinary, and multi-media set of resources that are available to students whose literacy and numeracy levels range from 3rd-12th grade
- Provide multiple opportunities for students to practice and create college preparatory products, such as literary analyses, lab reports, analyses of data sets, research papers, mathematical problem-sets, Socratic seminars, group work and oral presentations
- Support student mastery of 21st century skills, including proficiency in technology
- Culminate in final projects that become part of a living portfolio
- Explicitly teach students the independent learning strategies of higher-order thinking, literacy, and metacognition to ensure high and ongoing academic achievement

As part of the curriculum development and selection process, OPP developed a scope and sequence and outlines for each course (see Appendix A). We explored key questions such as: how can we remediate students computing at a 3rd-6th grade level and maintain a rigorous high school curriculum? Modularized to allow for students to progress at their own pace, Path Academy's curricula will include resources for teachers to scaffold learning for students and incorporate appropriate supports according to student need. This will assist not only OU students, but also students with disabilities and English Language Learners. Path Academy's curricula will ensure that these students accelerate learning and graduate from high school prepared for success in postsecondary education and careers.

All courses will be flushed out to full curriculum units during the start-up year. Each of the strategies used in Path Academy's model is supported by research demonstrating its effectiveness with populations of or similar to OU youth across the country (noted in the summaries of core philosophies above). These strategies have been incorporated into the specifically developed curriculum for each course, and will continue to be incorporated as school leadership work to detail remaining curricula prior to school opening.

C. INSTRUCTIONAL STRATEGIES

Path Academy's teaching and learning strategy is built around a project-based, blended learning approach, coupling teacher-facilitated learning with online learning, primarily through Edgenuity's research-based e2020 courses. In addition to e2020 courses, Path Academy students will have access to virtual online courses such as AP courses, as well as Khan Academy, to support their learning: the first, for college preparation, the second for remediation (Noer, 2012).

Computer-assisted instruction is showing promise. Results of published and unpublished studies in four recent meta-analyses show positive results for academic outcomes (e.g., amount

of information learned initially, amount of information retained over time, time needed to learn lessons, course completion rates, post-test scores) more often than not when computer-assisted learning is employed (CPR, 2012). Recent research has also shown that combining face-to-face teacher-led instruction with technology produces more significant academic gains than that achieved by students learning in strictly virtual or face-to-face environments (Mean et al, 2010). Several studies also indicate that computer assisted learning promotes analysis, generalization of concepts from a classroom instructional example to real world applications, logical and scientific reasoning and other tasks typically considered “higher order thinking skills.”

The primary tool will be Edgenuity™, which will be intermittently supported by additional digital resources, such as Khan Academy and Wilson Reading Trainer. Student work on Edgenuity will primarily be focused on filling specific content gaps for each student – particularly important for student populations with special needs. Depending on student needs, bilingual, Advanced Placement, and dual enrollment classes can be accessed through Edgenuity. Each course has direct online instruction, taught by a certified teacher, and provides students with core content knowledge. Then students engage in vocabulary review, specifically aligned with the content of the course/unit/lesson, and apply it in online content exploration activities. These activities vary based on the specific course and content areas, but focus students on their ability to apply content-specific vocabulary through different applications.

The online/computer-assisted work students will engage in is coupled with face-to-face instruction using reDesign’s Framework for Effective Instruction (FEI). The FEI has a deep research basis, drawing on two arenas of research-based practices: first, a cadre of instructional practices that provide teachers with a coherent way to address the particular needs of struggling students; and second, a set of learning strategies:

INSTRUCTIONAL PRACTICES	LEARNING STRATEGIES
<p>Backwards Planning: Developing unit plans organized around guiding questions, and goals that support students’ construction of their own understanding of complex ideas. (<i>J. Piaget, 1971 & 1975; Wiggins & McTighe, 2005</i>)</p>	<p>Using 7 Key Literacy Strategies to deepen one’s understanding of complex texts: text analysis, prediction, inference, making connections, questioning, visualization, determining importance. (<i>Harvey & Goudvis, 2007</i>)</p>
<p>The Workshop Model: Organizing a lesson around 3 work-sessions:</p> <ol style="list-style-type: none"> 1) A <u>launch</u> to teach content and model learning strategies; 2) An <u>Investigation</u> where students practice new learning through collaboration, and instruction can be differentiated; 3) A <u>synthesis period</u> designed to check on student understanding of new material. <p>(<i>Calkins & Ferina, http://rwproject.tc.columbia.edu/, A. Davis, 2000; S. Israel, 2007; S.S. Waterman, 2007</i>)</p>	<p>Building the skill of Metacognition in order to increase one’s ability to tackle challenging academic tasks: Planning how to tackle a task, assessing one’s progress, making mid-course corrections. This is the work of reflecting on one’s thinking and learning processes. (<i>S. Israel, 2007; E.L.Vockell, 2001</i>)</p>
<p>Building Background: Expanding students’ knowledgebase, and/or activating their existing schema. (<i>The SIOP Institute</i>)</p>	<p>Developing Higher-Order Thinking Skills to build one’s capacity to explore complex ideas at high levels: analytic, synthesizing, evaluative and creative</p>
<p>Ensuring Student Understanding: Communicating</p>	

<p>new concepts in at least 2 mediums: written, oral and/or visual; conferencing with students, individually and in small groups, to check for understanding. (<i>C. Anderson, 2000; The SIOP Institute</i>)</p>	<p>skills. (<i>Anderson & Krathwohl, 2001; J. Lester, 2006</i>)</p>
<p>Facilitating Student Interactions: Designing activities each day where students work with each other in pairs or small groups, in addition to conferencing with the teacher. (<i>B.C. Davis, 1993; The SIOP Institute</i>)</p>	<p>Undertaking Participatory Action-Research to improve instruction: After a lesson, teachers reflect alone and collaboratively on the success of the lesson, collecting and analyzing data, and articulating new approaches to deepen student understanding. (<i>Friere, 1970</i>)</p>

The FEI has been the centerpiece of an ongoing New York City initiative to serve OU students. The New York City Department of Education’s Office of Post-Secondary Readiness has overseen the creation of 48 Transfer High Schools to support OU students, and the FEI has been the instructional model of choice at fifteen of the schools, as part of an ongoing initiative. A number of the schools who have adopted the FEI are ranked among the highest performing transfer schools in the city. New York City’s Transfer School work is well documented and researched: across the city there are over 100,000 OU students at any given time. Students who remain in articulated high schools have an average 15% graduation rate. Those who enroll in the transfer high schools graduate at a rate of 53% (NYC OMPG, 2013).

Path Academy’s project-based approach to curriculum development draws heavily on the ground-breaking work of the High Tech High and EdVisions Networks. Within both networks, projects are designed as dynamic, multi-disciplinary, and mastery-based: all features that we

have adopted in our own curriculum design approach. While HTHS serves a somewhat different population than Path Academy, about 35% of graduates are first-generation college students. HTH's African-American students outperform district and statewide peers by a wide margin vis-à-vis test scores, percentage who take chemistry, physics, and advanced math (100%), and college entry (100%). EdVisions supports nearly 50 schools in 11 states with an impressive track record of graduating college and career ready students. Together, both have demonstrated that schools can organize learning around projects, and effectively prepare students for college.

Finally, at the heart of Path Academy is the belief that students should have the opportunity to advance as quickly as they are able, without being left behind if they need more time to undertake specific learning tasks. This mastery- or competency-based approach has taken hold in a number of New England States, with Maine and New Hampshire crafting policies and legislation to create fully mastery-based education systems. The international Association for K-12 Online Learning (iNACOL) has published a number of reports on this approach, including one specifically focused on strategies to serve OU students (Sturgis et al, 2011).

In order for mastery-based education to be effective, teachers must become incredibly skilled in differentiating the curriculum. The FEI's investigation period (approximately 60% of the class time), provides ample opportunity for students and teachers to move at their own pace, on the learning tasks that are most appropriate for that moment. There is considerable evidence that teachers and schools who emphasize differentiation help students achieve greater academic success (Subban, 2006). Differentiation is recognized to be a compilation of many theories and practices, but is typically assumed to be rooted in Lev Vygotsky's theory of the zone of proximal development: that learning occurs when students have access to material and resources that is at

the edge of their individual developmental needs. Path Academy's curricula are organized around the following key features of differentiated curriculum development (Subban, 2007):

- Open-Ended Tasks
- Independently-Paced Activities
- Rewritten and audio adaptations of central texts: particularly those with heavy content
- Independent Reading Texts for students reading at all grade levels
- Inclusion of a set of research-based word study activities proven effective in teaching students to learn how words work
- Strategy recommendations that teachers can use as a guide

These features will support high academic achievement for all students, and provide accessibility and appropriate instruction for students at all levels. Using the school's innovative instructional strategies as the foundation, these features of differentiated curriculum development will guide teachers to ensure that courses are appropriate for all students.

2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

Although students at Path Academy will come into the school "behind," they will be expected to achieve mastery at the highest academic levels. The school's core purpose and key values demand that we maintain a relentless focus on the following student academic goals:

- 1) Students will demonstrate **mastery of core academic skills** in all core content areas.
 - a. Common Core – demonstrated through continuous internal assessments and SBA
 - b. CT Frameworks – demonstrated through continuous internal assessments and SBA
 - c. 21st Century Learning Objectives – demonstrated through continuous internal assessments, in particular, project rubrics (see Appendix B for objectives)

- 2) Students will **exceed state and national benchmarks** for attendance and performance in reading, writing, and math.
 - a. State expectations – demonstrated through SBA
 - b. National expectations – demonstrated through nationally normed assessments (ACT, PSAT, SAT, Accuplacer, NWEA)
- 3) Students will graduate with a Connecticut **high school diploma**.
 - a. Demonstrated through mastery of Common Core skills, CT Frameworks standards
 - b. Demonstrated through proficiency on state and national exams
- 4) Students will **succeed in postsecondary** placements (college and career).
 - a. Demonstrated through mastery of Common Core skills, CT State Frameworks standards, 21st Century Learning Objectives

Path Academy will support students to mastery of these goals and objectives through the rigorous academic program described in selection criteria 1, above. The school's overall model, curriculum, and instructional methods have all been designed specifically to support students to achievement of these academic goals. In particular, the school design process took into account the specific needs of the students in the catchment area region. The majority of the students will come from Windham, a high-poverty district. In addition, all students at the school will be over-age and under-credited – that is, they have disengaged from school and fallen behind or dropped out. These educationally disadvantaged students need specific supports to meet challenging state academic achievement standards. Path Academy has been designed to provide these.

The Path Academy academic model has also been designed to ensure that students identified as requiring special education can find the same level of success as their peers. Path Academy will welcome all students, regardless of ability. Our target population of OU students, as

reflected in our mission, comes from many different backgrounds. While some have faced personal challenges or have simply become uninterested in education, others have fallen behind due to special needs that may not have been properly addressed or have simply held them back. Our innovative school model incorporates a broad spectrum of personalized supports, spanning from academic processes to non-academic resources. These supports will be tailored to each student, and will specifically follow service plans for students with IEPs and/or 504 plans.

All special education services at Path Academy will be provided in accordance with applicable state regulations and federal laws, and in compliance with each student's Individual Education Plan (IEP) and/or 504 plan. Under IDEA and Section 504 laws, Path Academy will ensure that students: 1) are appropriately evaluated, 2) receive a free and appropriate public education in the least restrictive environment, 3) have parents/guardians/students where appropriate engaged in IEP development, and 4) receive services in accordance with IEPs or 504 plans. Path Academy is committed to providing the least restrictive environment for each student with an IEP or 504 plan. Students with special service requirements will be included in the general education classroom settings as much as possible. Path Academy's unique classroom model will easily allow for reasonable accommodations. Teachers will be notified of their responsibilities within the classroom, and will be supported by special education staff as IEPs mandate. In addition, the school's foundational instructional method – the Framework for Effective Instruction (FEI) – is supportive of all students, particularly through the “sheltered workshop” element. This allows teachers to offer specific supports to students as needed for the bulk of a class period, as students work together in small groups to learn and practice skills.

Path Academy will use supports through a Scientific Research-Based Interventions (SRBI) framework for all students who are not progressing through the general education curriculum.

Progress in academics, behavior, and social-emotional life skills will be constantly monitored by both teachers and Pathways staff. Difficulties in any area will lead to consideration of students for higher level supports within the SRBI framework. The SRBI framework will not supplant the special education process. All students will sit within Tier 1 of the framework. For students requiring special education, Tier 1 will include the general education curriculum and any special education supports and service required within IEPs or 504 plans. If students requiring special education are not progressing with these two elements, they will then access more intensive supports within the SRBI framework (Tiers 2 and 3).

3. The quality of the strategy for assessing achievement of the charter school's objectives.

Path Academy's academic objectives for students will be measured through the school's plan for continuous internal and external assessments. The school will track these goals through benchmarks on the Performance Framework (see Appendix C). Achievement will be supported through the data driven culture of the school, allowing for continuous and timely feedback from students to teachers and staff. Path Academy will comply with state policies regarding student testing through statewide mastery examinations. There will also be a number of internal, non-standardized assessments on which students may demonstrate their level of skill mastery. These will include non-standardized baseline diagnostics, mid-cycle interim assessments, benchmark assessments, and summative assessments, which will provide more frequent, detailed, and comprehensive data on student mastery.

Teachers will track student competency on each of the key standards for the course by assessing all student demonstrations on a four point scale of proficiency: 1) Beginning, 2) Emerging, 3) Proficient, 4) Advanced. Teachers will look for students to achieve at least a 3 in

order to be considered proficient on a certain skill. This scale will be used as teachers develop rubrics for formative assessments and student projects, and all other assessments will be aligned with this scale. Overall, teachers will use this scale to determine what they will need to see a student demonstrate in order to prove proficiency on each of the course’s key standards. Once a student has earned a 3 or better on the four point scale for each of the course’s standards, they will be considered proficient in the course, and will be moved forward into the next Band Level.

Students will also be required to demonstrate learning through state standardized assessments, such as the Smarter Balanced Assessment. These summative assessments will serve as a “check” to the school’s internal assessments, providing a degree of assurance that the student data being generated internally is reliable and valid and can therefore be used to inform instruction. Path Academy wants to be sure that if students are scoring proficient on all final products using our internal assessments, they would also score at high levels on external summative assessments. This balanced approach goes to the heart of the school’s philosophy that no one tool, or even set of tools, can provide a complete picture of student performance.

In addition to the SBA, Path Academy has identified a few, critical standardized tests that we describe as part of our portfolio “College Preparatory Standardized Assessments:”

	Band I	Band II	Band III	Band IV	Band V
Smarter Balanced Assessments (SBA)		SBA Interims	SBA Interims	ELA/Math	
NWEA	x	x	x	x	
ACT	Explore	Explore	Plan	ACT	
PSAT/SAT			PSAT	PSAT/SAT	SAT
Accuplacer		x	x	x	x

These are all widely recognized and utilized college preparatory exams, measuring students' skill level against what they would need to know in order to be successful in college. They will provide concrete data as to how prepared students are for college reading comprehension, writing, and mathematics. Path Academy is committed to preparing our students for coursework at state colleges and universities with the need for remediation.

This relentless focus on data will extend from the classroom all the way up through the Board of Directors, which will receive reports twelve times per year on the school's aggregate progress toward student achievement targets. The Board of Directors will be responsible for approving and monitoring these overarching goals, *using data to continuously assess the school's progress toward its overall objectives*. In particular, the Board will ensure that the school is performing appropriately in each of the following areas:

DEMONSTRATING EDUCATIONAL PROGRESS OF STUDENTS

Path Academy will invest in a great deal of assessment and data analysis capital to allow for demonstration of educational progress of students. Results from all assessments, and tracking on youth and workforce development, will be combined through a data system, which the CMO (OPP) will develop and maintain. This will ensure that all school staff can understand and react to data faster, to ensure continuous assessment and timely adjustments.

The Principal will monitor student growth in regular meetings with teachers and staff. Student learning will also factor into evaluations for all teachers and staff. The Principal and school teachers/staff will then work together to take reports of this student achievement information to the Board of Directors for continuous monitoring. Information will be synthesized and presented in Data Dashboards (see Appendix D for an example). These "at-a-glance" tools will allow the Board to measure progress against targets set in the Performance Framework. In addition, as

part of the contracted ancillary services, the CMO will conduct period “environmental scans” to ensure that best practices are being implemented within the school. Path Academy will also build a third party evaluation of its efforts into the long-term plan.

MEETING SCHOOL MISSION AND GOALS

Path Academy’s mission and goals primarily speak to the educational progress described above. Non-academic goals will be measured through assessments focused on youth development (Thrive) and workforce readiness (Work Readiness Credential; see Appendix E for details on each). Data on student progress toward non-academic goals will also be presented to the Board, as they have a responsibility to ensure that the school is meeting all goals and objectives. Board members will engage in this type of evaluation at regular meetings, but particularly at the Annual Board Retreat, where they will consider all available data in their discussions around strategic planning for the school. Path Academy will also build a third party evaluation of its efforts into the long-term plan.

BOARD OF DIRECTORS HAS ENSURED THAT THE SCHOOL IS FISCALLY SOLVENT

An annual audit of Path Academy will reveal the state of the school’s finances each year. In addition, the Board will self-assess in terms of fiscally solvent operations by looking at whether the school has at least 2 months of operating expenses in reserve and a line of credit for one month of operating expenses available. Finally, the Board will ask all committees to annually self-assess, producing a report to present to the full Board on their expected goals/objectives, and which they were able to complete.

MAKING SUFFICIENT EFFORTS TO ATTRACT A DIVERSE STUDENT POPULATION

Path Academy has developed an extensive marketing and recruitment strategy to ensure a diverse student body. In particular, the strategy will ensure that the school is making sufficient

efforts to attract, enroll, and retain students with a history of low academic performance, students with a history of behavioral difficulties, students eligible for free/reduced price lunch, students with disabilities, and English Language Learners. The school will assess its success in these efforts through Board oversight and monitoring. In addition, the CMO will assist in periodic audits of the student population to determine how proportionate subgroups are between the school and the host district/sending districts. Path Academy will also build a third party evaluation of its efforts into the long-term plan.

MAKING EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

As detailed in Competitive Priority 2, Path Academy is committed to providing a diverse learning environment for students in terms of race, ethnicity, and socio-economic status. Our recruitment strategy and hiring policies also support these efforts. Again, the Board will be primarily responsible for evaluating the school's success in these initiatives. The charter management organization will include these diversity measures in the periodic student population audit, and will also include a comparison of staff diversity to student diversity. Path Academy will also build a third party evaluation of its efforts into the long-term plan.

4. The extent of community support and parent and community involvement.

a. The extent of community support for the application.

Community engagement is a critical strategy and foundational philosophy of Path Academy. Therefore, garnering community support, even prior to approval, has been a chief concern for developers. OPP was primarily supported by members of the Windham Public Schools central office throughout this process. However, OPP also worked to develop relationships with

Windham-area community members over the initial 18-month planning and program design phase. Please see Appendix F for a list of meetings held.

Over the course of this 18 months, developers heard overwhelming support for Path Academy. From state/district leaders to local colleges/universities, teachers to parents, business owners to community service providers, community members all agree that the needs of the Windham area's OU students are not being met, but that they must be in order to strengthen the community. Many of these individuals and organizations offered formal letters of support for the Path Academy proposal, and have offered them again for this grant application. Please see Appendix G for letters from the following:

- Dr. Steven Adamowski - Special Master, State of Connecticut Department of Education
- Susan Dunn - President & CEO, United Way of Central & Northeastern Connecticut
- Nicholas Donohue - President & CEO, Nellie Mae Education Foundation
- Peter DiBasi - President & CEO, Access Agency
- Susan Walkama, LCSW - President & CEO, Wheeler Clinic
- Mary Lou DeVivo - Long-Time Windham, Connecticut Resident; President, Willimantic Waste Paper Company, Inc.
- Barbara McGrath - Long-Time Windham, Connecticut Resident

b. The extent to which the proposed project encourages parents and community involvement in the planning, program design, and implementation of the charter school.

As noted above, Path Academy's developers spent 18 months engaging the host community for the school in initial planning and program design (see Appendix F for a list of meetings held). Along with support from Windham district personnel, OPP gathered input from parents and community members (per application requirement e). In particular, OPP reached out to leaders

of community-based organizations for future partnerships to strengthen the school model. These included organizations in two basic categories: 1) organizations that could provide supplementary services to Path Academy's students, and 2) organizations that could bolster Path Academy's academic curriculum with experiential learning opportunities, job shadowing, and involvement in student projects. Many of these individuals provided letters of support for Path Academy's initial application for a charter. These organizations will continue to provide critical support and input throughout implementation and operation of Path Academy, including support for student recruitment, Board member recruitment/participation, community engagement in school activities, and provision of services to students in need.

In addition to community members and organizations, Path Academy's developers sought input from parents in the Windham region. Through connections with Windham Public Schools' Director of Family and Community Partnerships, OPP hosted several forums for parent groups associated with Windham High School. At these forums, OPP presented an outline of the school design, and sought comment from attendees. Moving forward, OPP will use this feedback (and seek more) for final planning and program design. Parents will also play a significant role in implementation, as they attend open houses, orientations, and regular parent/staff meetings, and become involved through roles on the Path Academy Board.

Parents and students will be informed about Path Academy through a robust marketing and engagement plan approved in the school's charter (per application requirement i). Path Academy will function as a public state charter school. Pursuant to Public Act 12-116, Path Academy will not discriminate on the basis of race, ethnicity, sex, sexual orientation, mental or physical ability, athletic performance, special need, proficiency in the English language, or academic achievement in admitting students. Students eligible for admission will reside in the

one of the 19 catchment area towns. Path Academy will use two preferences to guide student admissions, in keeping with its mission to improve achievement for OU students in the high poverty district of Windham: 1) over-age, under-credited students (applies to 100% of seats), and 2) Windham residents (applies to 75% of seats). The remaining 25% of the seats (or more, if Windham residents do not fill 75%) will be open to the rest of the catchment area. Per state charter law, charter schools may limit eligible student populations by town. In addition, Path Academy’s second preference of OU students was approved as a lottery exemption by the State Board of Education through a waiver submitted with the initial application for Path Academy. This exemption will allow the school to focus on its true target population of OU youth, who are otherwise underserved in the traditional school system. Within these parameters, all students will have an equal opportunity to attend Path Academy (lottery process detailed below).

Student recruitment for the first year will last approximately one year prior to opening (August 2013 – August 2014). Path Academy’s developers, school leadership, and community partners will all use this time to publicize the school’s opening and expose the community to the school’s mission, vision, and core philosophies. This extended time period is necessary, particularly considering Path Academy’s target population of students who have disengaged from education. This timetable will ensure enough time to attract a diverse student body:

Strategy	Timeframe	Comments
Receive recommendations from districts	<i>August 2013 – July 2014</i>	We expect most recommendations by December 2013, but will accept them on an ongoing basis.
Ads in local public outlets	<i>January – April 2014</i>	<i>The Chronicle, WILI, WECS, etc.</i>
Targeted direct data driven	<i>September 2013 – July</i>	Using recommendations / data from

mailings	<i>2014</i>	catchment districts.
Neighborhood canvassing	<i>September 2013 – July 2014</i>	Within catchment area districts
Posters	<i>January – April 2014</i>	In catchment area districts in public places (e.g. community centers, libraries).
Internet	<i>December 2013</i>	Path Academy will launch a website with application and enrollment information – to link with other websites.
Distribution of information to local groups	<i>September 2013 – March 2014</i>	At locations frequented by youth and/or parents (e.g. community centers, employment agencies, shops, libraries).
Attendance at community meetings	<i>August 2013 – August 2014</i>	Neighborhood associations, town councils, Chambers of Commerce, business associations, cultural organizations, etc.
Host community forums/open houses	<i>March 2014 – July 2014</i>	Invite community members in to learn/see more about the model.

Marketing and recruitment will continue past the initial application period (due in the first part of April), up until the time that the school opens. This will give enough time to ensure that information is dispersed to the entire community, and will help to develop the school's

waiting list, in case of higher attrition rates than expected. This timetable primarily speaks to marketing and recruitment for the first year of operation. Similar strategies and timetables may be adopted for any of the succeeding years, as student recruitment will be an ongoing process.

Students will be encouraged to submit an application during the recruitment process. The application period will officially end in the beginning of April 2014. Applications will then be reviewed to ensure a match with admission criteria (OU youth). Should the number of applicants exceed the number of available seats, a random selection process will be used to assign seats to students. If needed, this lottery will be held at the end of the application period. All applicants, parents, and community leaders will be notified of the lottery, its procedures, and the notification timeline for selected and non-selected students. Students who are not selected during the lottery (or who submit an application after the lottery occurs) will be placed on a waiting list, with a full explanation of policies and procedures. If seats become available before or during the year, students/parents on the waiting list will be called and offered a seat.

5. Quality of project personnel.

- a.** The extent to which the applicant encourages applications for employment from person who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Both developer OPP's and charter school Path Academy's human resources policies include *a commitment to providing equal employment opportunity/affirmative action to all persons* without regard to race, color, religious creed, age, sex, marital status, national origin, ancestry, disability, pregnancy, sexual orientation, gender identity or expression, ethnicity, citizenship, genetic information, veteran status, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. In order to reduce racial, ethnic, and economic isolation in

accordance with Sections 10-4a(3) and 10-220(a) of the Connecticut General Statutes, Path Academy also has a plan for minority staff recruitment. Path Academy and the CMO will work together to implement this plan to ensure that the school employs a diverse staff, reflective of the student body (see Appendix H for Path Academy's human resources policies):

- All sources will be informed in writing of Path Academy's non-discrimination policy.
- Path Academy will develop contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the charter school and to solicit referrals of qualified minority candidates.
- Path Academy will develop contacts with local minority community organizations to publicize job openings within the charter school and to solicit referrals.
- Path Academy's advertising will include print and broadcast media targeted to minorities.
- Path Academy will participate in local job fairs, including those that are sponsored by minority community organizations or otherwise targeted toward minorities.
- Path Academy will maintain records documenting all actions taken pursuant to this plan (e.g. correspondence with referral sources, job fair brochures and advertising copy).
- Path Academy's Board of Directors will review, on an annual basis, the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates.

b. The qualifications, including relevant training and experience, of key project personnel.

The personnel for the operation of Path Academy fall into three general categories: 1) Board of Directors, 2) school teachers/staff and 3) employees of charter management organization, Our Piece of the Pie (OPP). Qualifications of Board members are discussed at length in selection

criteria 6, below. The remaining two categories are discussed below, insofar as they relate to the successful final planning, program design, and implementation of Path Academy.

A. PATH ACADEMY TEACHERS/STAFF

Path Academy has been designed to look, feel, and operate differently from traditional high schools, in order to meet the unique needs of our students and improve student achievement, graduation rates, and college enrollment rates in the Windham region. This idea is embedded throughout the school design, curriculum and facility, but also into staffing.

The school will be led by a certified Principal with a School Leader - CT092 certification and endorsement. Classroom size will never exceed a 20:1 ratio, but will often be lower, as teachers work with smaller groups of students at a time (e.g. 10 students working with teacher, 10 students working on computer-based education programs). Teachers will be hired according to the human resources policies (Appendix H) and job descriptions (Appendix I) laid out in the approved charter application. Path Academy and the CMO will work together to identify as many Connecticut-certified classroom teachers as possible to staff the school. Path Academy will seek to hire experienced individuals who are committed to the school's core educational philosophies. In the event that qualified applicants do not possess a traditional Connecticut high school teacher certification, there are a number of special authorizations that may allow Path Academy to employ them, if they are exceptional candidates (CSDE, 2013; CSDE 2011), including: CT Resident Educator Permit, Temporary 90 Day Certificate, Non-Renewable Interim Certificate, and Charter School Educator Permit. All of these are temporary solutions, with the exception of the Charter School Educator Permit. No more than 30% of teachers in the school may hold this permit, and they must demonstrate excellence in teaching in order to qualify.

In addition to teachers, Path Academy will employ a number of staff to implement elements of the Pathways to Success model. These include specialist in the areas of: youth development, workforce development, postsecondary education preparation, and enrichment activities (detailed in selection criteria 1, above). Path Academy will maintain a Youth Development Specialist to student ratio of 40:1 during year one and subsequent operational years. These additional individuals will provide services and programming critical to the success of the Windham region's struggling OU students (detailed above in selection criteria 1).

The dynamic school design, incorporating academic and non-academic supports, allows for a more intimate and stronger staff to student ratio throughout the school. This is done so no student will get "lost" in a large student population and so that every staff member will have the opportunity to intimately know the academic and Pathways development of every student. This will supports student achievement, graduation, and preparation for postsecondary success. At both opening and full capacity student enrollment numbers, the total instructional/leadership staff to student ratio will remain 1:10, taking into account the following positions: Principal, Director of Pathways, teachers, Youth Development Specialists, Career Coordinator, Postsecondary Education Coordinator, Enrichment Activities Specialist.

Each of these positions will be hired within the first two years of operation of Path Academy (years two and three of the proposed project for this application). They will make up the core operations team in charge of ensuring student achievement as set out in the granted charter. As it relates to the proposed implementation project, teachers and staff will participate in rigorous training weeks prior to working with students at the school. This is to ensure that all teachers and staff are well versed in the innovative techniques central to Path Academy's unique model. They will also be involved in student recruitment and ongoing family involvement efforts.

B. EMPLOYEES OF CHARTER MANAGEMENT ORGANIZATION

In addition to being Path Academy's developer, nonprofit agency Our Piece of the Pie (OPP) will become Path Academy's charter management organization (detailed below in selection criteria 6). Specific employees of OPP will maintain a key role in the implementation and ongoing operation of Path Academy (further detailed below in selection criteria 6). These individuals bring capacities in six major areas: leadership, academics, human resources, finance, marketing/external affairs, and data/performance management. The following employees will play leadership roles in the implementation of Path Academy and achievement of objectives for grant application (see Appendix J for resumes; see Appendix K for an organizational chart):

i. Leadership

Bob Rath is the **President and Chief Executive Officer** at OPP. With more than 30 years of experience in organizational leadership, Bob led the transformation of OPP into a youth development organization focused on helping urban youth, ages 14-24, become successful adults. Along with working to expand Pathways in communities and schools across the state and nation, Bob is engaged in state and federal policy agendas, pushing for a greater focus on our country's struggling students and high school dropouts. Mr. Rath was recognized as a "Local Hero" by Bank of America in 2006, served as Chair for the CT Children's Council, served as Treasurer and Board member for the National Youth Employment Coalition (NYEC), currently serves as Chair for Communities Collaborating to Reconnect Youth (CCRY), and has been a member of the Hartford Chamber of Commerce since 2006. Most recently, he was awarded the 2010 State of the Schools Award, in gratitude for improving the state of Hartford's schools.

During initial planning, Mr. Rath focused his efforts on developing the school's governance and management plan and advancing relationships with key leaders in the Windham community.

Also, having previous experience with capital projects, he led the developers' search for an appropriate building for the school, and the subsequent architectural planning. Mr. Rath's *extensive experience with successful nonprofit leadership, board governance, and fiscal management* will allow him to lend leadership expertise to Path Academy. His role with the CMO will focus on community engagement, facility development, and Board support.

Hector Rivera, OPP's **Chief Operating Officer**, is a passionate, Latino professional with over 20 years of non-profit expertise. Initially hired as a case manager at OPP, Mr. Rivera's knowledge, drive and ambition has propelled him into various leadership roles over his 13 years with the agency. During this tenure he has been responsible for the day-to-day operations in the areas of the education, youth development, and employment. As Chief Operating Officer, he is a forward-thinking, results-oriented, and compassionate leader.

Bringing a wealth of youth and workforce development expertise to the process, Mr. Rivera led the incorporation of the Pathways to Success program elements into Path Academy's plan. Additionally, with a background in managing operations, he was in charge of planning for the large-scale school operations. Moving forward, he will work closely with the Chief Academic Officer to implement the youth and workforce development portions of the school model and ensure sufficient community support in these areas.

OPP's **Chief Academic Officer**, Christopher Leone holds dual degrees from The Johns Hopkins University in teaching and school administration. In 2009, Mr. Leone became the youngest Superintendent of School in the State of Connecticut, helping Torrington Public Schools meet AYP at the elementary level and reduce its high school dropout rate by over 50%. In 2011, Mr. Leone was ranked as one of the top twenty most influential alumni in the history of Teach For America. During a decade of school and district administration, Mr. Leone has

redesigned six schools that have gone on to be recognized by the United States Department of Education, U.S. News and World Report, and Magnet Schools of America. The most recent design, Global Experience Magnet School, has fostered partnerships with education facilities in China, Costa Rica, Ireland, Rwanda and South Africa. In his most recent role, as Chief Operating Officer of the Bloomfield Public Schools, his work helped a suburban district of Hartford close the achievement gap from double digits to within a few percentage points. Mr. Leone's work has been presented at national conferences including AMS, ASCD, CSDE, NUA and MSA.

Mr. Leone will serve as the project leader for the implementation phase of Path Academy. He will be responsible for ensuring that project personnel complete key tasks necessary for the successful start-up of the school, and will work with other project personnel from the CMO to accomplish objectives. In addition to overseeing the project, Mr. Leone will lead final academic program planning, work with consultants on curriculum development, and lead the student enrollment and community engagement processes. He will also work with the Path Academy Principal, once hired, to complete final start-up around program design and staff training.

ii. Academics

OPP worked closely with several **education consultants** during the initial planning and program design of Path Academy. The education consulting firm, **reDesign**, was instrumental in developing and refining the school's academic plan, including core educational philosophies, curricula, instructional strategies, and assessment systems. Previously known as the Center for Urban Education, *this education consulting group offers school, program, and curriculum design support for schools, as well as instructional coaching and leadership development.* As the Center for Urban Education, this group was instrumental in the success of New York City's transfer schools, which have moved the graduation rate of OU students from 19% to 53% since

2005 (Alliance for Excellent Education, 2011). reDesign will be involved in delivering professional development, both prior to school opening and continuously throughout operation. Please see Appendix J for reDesign consultant resumes.

OPP also worked with education consultant, **Ephraim Weisstein** on the academic program and operational plan for Path Academy (see Appendix J for his resume). Founder of nationally acclaimed alternative high school models, Diploma Plus and Schools for the Future, *Mr. Weisstein has extensive experience working with at-risk youth and OU students, developing innovative school designs, and launching successful innovative charter and alternative schools.* Further, as former Vice President for the Commonwealth Corporation and Director of their Center for Youth Development and Education, he brings knowledge around youth strategies and programs supplemental to education. In addition, as a former teacher and school leader, he has specific insights on school operations. Mr. Weisstein worked with developers and consultants from reDesign on development of the curricula, assessment system, discipline system and day-to-day operations structure (e.g. unique school schedule). He will be involved in delivering training for Path Academy staff, particularly prior to school opening.

iii. Human Resources

Rosa Plaza has been **Director of Human Resources** at Our Piece of the Pie for 14 years. Serving all human resource functions for the agency, she oversees hiring practices, onboarding of new employees, compensation packages, employee relations, and safety and health benefits administration. Notable recent projects include successful implementation of a new web-based technology for Payroll administration, successfully negotiating organizational restructuring, and streamlining hiring practices. Ms. Plaza led the development of Path Academy's initial human resources policies, including job descriptions, recruitment and evaluation systems, and general

employment policies. As Path Academy is implemented, she will provide services in the areas of human resource policy finalization and staff recruitment.

iv. Marketing/External Affairs

Cassandra Sullivan has been with Our Piece of the Pie since 2008. Currently the agency's **Manager of External Affairs**, Ms. Sullivan oversees OPP's areas of: individual & event fundraising; government, corporate & foundation grant management; internal & external communications; state & federal policy review; and volunteer recruitment & management. In 2012, Ms. Sullivan was one of sixteen U.S. State Department *Social & Economic Challenges for Future Leaders* Fellows for a nonprofit exchange program with Turkey which, through hands-on experience and professional workshops both in the U.S. and in Turkey, emphasized the relationship between & the state of nonprofits/nongovernmental organizations in each country. With a background in marketing and communications, Ms. Sullivan focused on developing outreach and communications materials in relation to the application. These materials were used when developing partnerships with Windham-area leaders. Moving forward, she will collaborate to lead community marketing/engagement efforts in the Windham region.

v. Finance

Chris Murray has been **Director of Finance** at OPP since 2011. Holding associate's and bachelor's degrees in accounting, Ms. Murray has over 25 years of experience in the field. Before joining OPP, she was Staff Accountant for the Bristol Housing Authority, where she managed finances for low-income, moderate income, and elderly housing communities. Additional prior experience includes 21 years in corporate accounting, specializing in payroll, metrics and measurements, and reporting. Ms. Murray will oversee the finance and accounting functions that OPP will be contracted to manage for Path Academy, including preparing budget

recommendations for the Board, procurement services, banking support, transactional bookkeeping, monthly close, and financial statements.

vi. Data/Performance Management

Sean Seepersad, Ph.D., joined Our Piece of the Pie in 2011 as the **Senior Director of Research and Organizational Performance**. Holding a Ph.D. in Human and Community Development from the University of Illinois – Urbana-Champaign, Mr. Seepersad brings significant expertise in youth development and evaluative research to OPP. He and his team were involved in the initial planning for Path Academy, providing critical research on the number and characteristics of OU students in the catchment area. As a key member of the CMO team, he will focus on the development of a performance management interface between Path Academy’s learning management systems and OPP during the three year implementation period defined in this grant application. This will allow him to complete data management and evaluative services as a member of the CMO. He will also provide expertise around data management software selection and set-up during the Path Academy implementation phase.

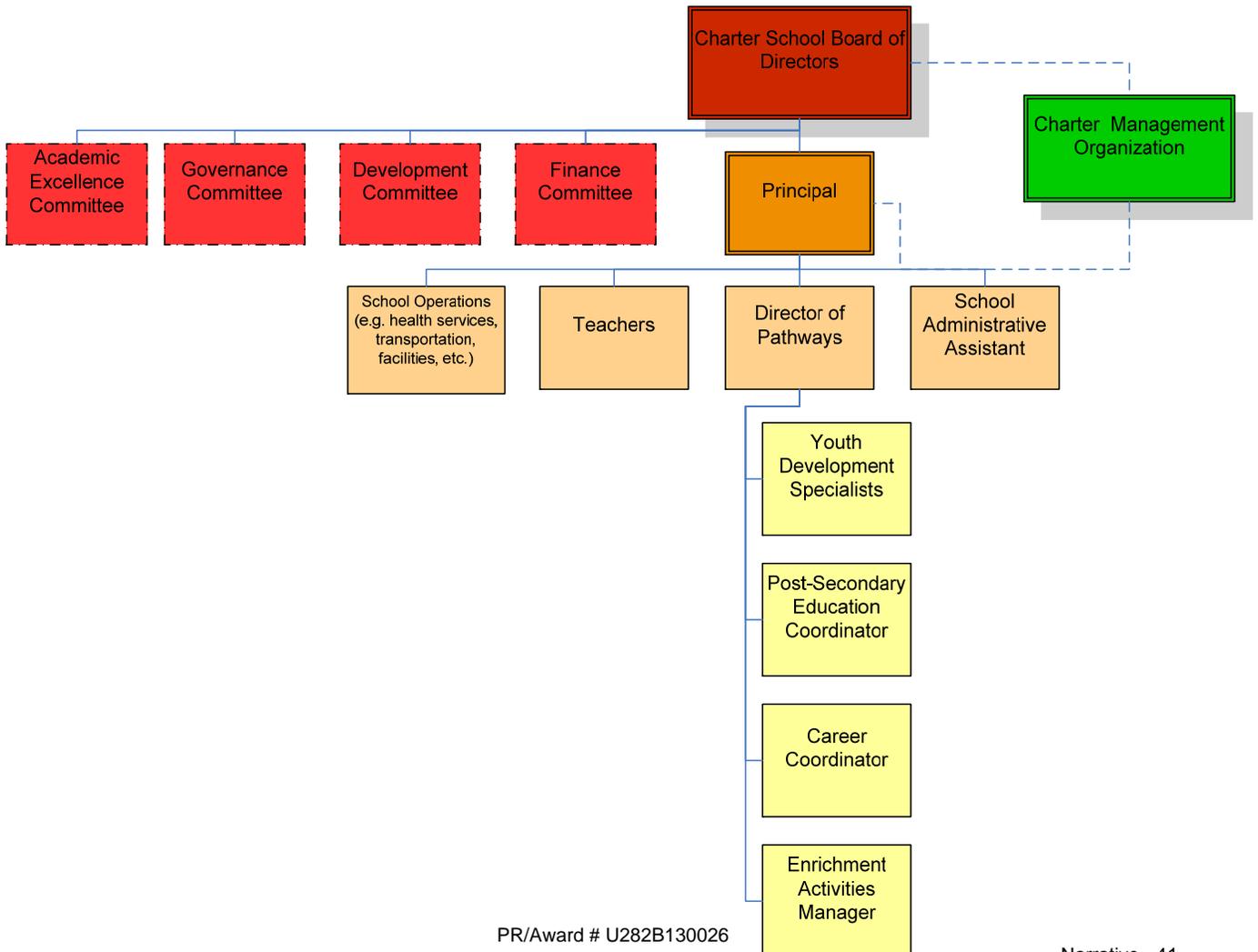
6. Quality of the management plan.

As the charter school developer for Path Academy, Our Piece of the Pie (OPP) will manage the proposed project for the implementation grant. The project will encompass one year of start-up and two years of operation for Path Academy. In addition, it is intended that Path Academy will contract with OPP as the CMO once its Board is in place to vote on a memorandum of understanding. Per Connecticut state statute, Path Academy will remain a separate 501(c)(3) from its developer, OPP. The following two sections detail 1) the ongoing management plan for the charter school, Path Academy and 2) the management plan for the specific implementation project elements proposed for this grant application (per application requirements b and h).

A. CHARTER SCHOOL MANAGEMENT

The organization chart pictured below illustrates the governance and management structure of the school. The operations of Path Academy will be overseen by a Board of Directors, to whom the Principal of the school will report. Internally, there will be a Director of Pathways, reporting to the Principal, who will oversee the Youth Development Specialists, Enrichment Activity Specialists, and Post-Secondary Education and Career Coordinators. The teachers and Administrative Assistant will also report directly to the Principal.

As the school is not opening until Fall 2014, it has not yet been appropriate to hire individuals for these key positions, but human resources policies and job descriptions have been developed, all of which speak to the quality of the personnel who will carry out operations of the charter school (see Appendix I for job descriptions; see Appendix H for HR policies).



The Board of Directors, made up of up to 15 members, will work with the school's leader (Principal) and charter management organization (CMO) to ensure the continued success of the school. In order to create a strong team of leaders for the school, the Board must reflect a diverse range of skill sets and perspectives. Therefore, groups targeted for involvement will include (numbers targeted for each group are included): Windham-area community members, representing any combination of higher education, business, legal, faith-based, **and social service communities (up to 11)**; School teachers (1); School Pathways staff (1); School leader (1); Students (1); Parents (1); Chairperson of the Windham Board of Education or designee (1).

As Path Academy is proposing opening in August of 2014, it has not yet been appropriate to recruit initial Board members. However, Path Academy's developers have worked to develop significant relationships in the Windham area, positioning Path Academy to quickly recruit initial Board members. The Board will be responsible for the governance function, while the Principal will be responsible for the management function. This means that the Board will set, monitor, and evaluate policies and procedures for the school. The Principal will then create, implement, and manage day-to-day operational plans, based on these over-arching policies, and report all activities back to the Board.

Path Academy plans to contract with developing group Our Piece of the Pie®, Inc. (OPP®) as the charter management organization. OPP has a history of success with at-risk youth – in particular, with over-age, under-credited (OU) youth in high school settings. As the charter management organization (CMO), OPP will provide certain operation functions for Path Academy. This contractual relationship serves three purposes. First, it will allow school leaders and faculty to focus on student achievement, rather than on administrative tasks. Second, as a successful nonprofit, OPP already has and utilizes all of these capacities for an organization

much larger than a single school. Through economies of scale, OPP can provide high quality operational support services at a significantly lower cost than the school would incur by providing them internally. Finally, the leaders at OPP, including the Chief Executive Officer, Chief Operating Officer, and Chief Academic Officer, have a wealth of experience in successfully working with OU youth (see Appendix J for resumes). Therefore, they will serve as important resources, mentors, and coaches, particularly to the school's leadership staff.

The provision of these services by the CMO will be codified in a memorandum of understanding (a draft can be found in Appendix L), which will define the roles and responsibilities of the CMO and the school, in addition to outlining the fee structure for the services provided. As the CMO, OPP will provide support in the following areas:

- ***START-UP*** – provide support for managing start-up.
- ***OPERATIONS*** - provide support for developing curricula and assessment systems, implementing best practices for integrating youth development and postsecondary preparations into a school setting, and training on learning management systems.
- ***TALENT DEVELOPMENT*** – provide support for initial employee training and a reasonable amount of ongoing professional development for all school staff.
- ***OVERSIGHT*** – provide support to school leadership and Board.
- ***FUNDRAISING, MARKETING AND ADVOCACY*** – provide marketing and fundraising assistance, and support in building and maintaining strong community relationships.
- ***HUMAN RESOURCES*** – provide support for recruitment of school staff.
- ***FACILITY*** – provide support in building/equipment procurement, repairs, etc.
- ***FINANCE*** – prepare budget recommendations for the school's Board.

- **PROCUREMENT** – insurance, employee benefits, IT equipment, miscellaneous services (banking, IT support, etc.).
- **BOARD RELATIONS** – provide board management services including organizing and noticing meetings of the Board, and recruiting and proposing candidates to the nominating committee of the board.

Path Academy will also contract with OPP for a small contingency of ancillary services.

These services will simply bolster the school’s capacity, much in the same manner as the CMO services. The provision of these services will be codified in a sub-portion of the MOU (see Appendix L for a draft), and will outline the fee structure for the services provided. As the ancillary service provider, OPP will provide support in the following areas:

- **ACCOUNTING SERVICES** – transactional bookkeeping, monthly close, bank reconciliations, financial statements, board and grant reports.
- **PERFORMANCE MANAGEMENT AND EVALUATION SERVICES** – data management systems and services to produce performance metrics and other reports, monitoring of data integrity, evaluative and research services, environmental scans.

B. CHARTER SCHOOL IMPLEMENTATION/START-UP MANAGEMENT

Path Academy has a robust management plan for after official school opening. However, OPP also has a sound management plan for final planning, program design, and implementation/start-up that will occur over the next 13 months prior to opening (July 2013 – August 2014). The successful completion of this implementation plan will lay the foundation for the success of the management plan described above.

The overall objective is to complete the successful implementation of the Path Academy model to full capacity, with the support of the U.S. Department of Education and other funders.

This will take three years to complete, with one year of pre-opening activities, one year of minimum student/staff capacity, and one year of maximum student/staff capacity. OPP’s CAO will serve as the project leader for the final planning, program design, and implementation of Path Academy, as detailed in question 5. The following section details how the grant funds are proposed to be used (per application requirement h), *including project objectives, milestones, timelines, and responsibilities*. Proposed objectives cover several key areas that OPP, as the developer, will be taking on to implement the Path Academy model.

Overall goal: successful implementation of Path Academy model.

MILESTONES	DATES	STAFF
General project management	4/1/13 - 6/30/16	CAO
Enroll students and orientation for students/families	6/1/14 - 8/1/14	CAO; Path Academy Principal & Staff

Objective 1: Finalize academic program.

MILESTONES	DATES	STAFF
Develop curriculum	8/1/13 - 6/30/14	CAO; Education Consultants
Finalize specific program development (e.g. ESOL, special education)	8/1/13 - 6/30/14	CAO; Education Consultants
Curriculum and programmatic revision based on initial operations.	9/1/14 - 6/30/16	CAO; Education Consultants

Objective 2: Develop facilities.

MILESTONES	DATES	STAFF
Acquire facilities (including financing)	4/1/13 - 7/19/13	Director of Finance
Manage CSDE facilities approval process	4/1/13 - 7/19/13	President/CEO
Manage renovation of facilities (working with Crosskey Architects)	9/1/13 - 7/31/14	President/CEO

Objective 3: Build up school's operational functions.

MILESTONES	DATES	STAFF
Recruit Board members	8/1/13 - 9/30/13	President/CEO
Finalize HR plan	9/1/13 - 9/13/13	Director of HR
Recruit/hire Principal	11/1/13 - 3/30/14	Director of HR
Recruit/hire lead teachers	12/1/13 - 3/30/14	Director of HR
Recruit/hire all teachers and staff	1/1/14 - 6/30/15	Director of HR
Train staff	7/1/14 - 7/31/15	Consultants
Develop operations manuals (student, teacher, parent, etc.)	1/1/14 - 4/30/14	CAO; Path Academy Principal

Objective 4: Promote community engagement.

MILESTONES	DATES	STAFF
Market to students/families	10/1/14 - ongoing	Manager of External Affairs

Engage students/families (e.g. open houses, parents on Board, etc.)	7/1/14 - ongoing	Manager of External Affairs; CAO; Path Academy Staff
Engage community members (on Board, partnering for student services, providing experiential learning opportunities, etc.)	7/1/14 - ongoing	Manager of External Affairs; President/CEO; Path Academy Principal & Staff

Objective 5: Build performance management interface.

MILESTONES	DATES	STAFF
Choose school data systems		Senior Director of OROP
Procure technology		Director of Finance
Set up/customize school data systems		Senior Director of OROP; CAO; Path Academy Principal & Staff
Build performance management interface		Senior Director of OROP

As the project manager, OPP's CAO *will execute a management plan that will ensure the achievement of project objectives on time and within the proposed budget.* These project objectives are imperative for the start-up and continued success of Path Academy.

7. Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency.

The Connecticut State Board of Education unanimously approved Path Academy's application to be a state charter school on June 5, 2013. An Award Letter from Connecticut's Commissioner of Education Stephan Pryor can be seen in Appendix M. Per Connecticut state

statute 10-66bb (see Appendix N for a copy), the State Board of Education approves applications as the means of granting a charter to the school (authorizing operation). Therefore, *the approved application serves as a contract by which the school will operate and be annually assessed.*

The criteria that must be addressed in the application process to become a state charter school are rigorous and comprehensive. They range from a description of the school's curriculum and instructional practices, to explanations of human resources policies and facilities. It is based on the applicant's responses to these criteria that the State Board of Education determines whether to grant the charter. Path Academy's charter was granted based on a 604 page application that included a description of how student performance would be supported and measured.

In particular, the RFP asked developers to discuss how student learning will be assessed, including a description of state assessments (as summarized in question 1C above). Students at Path Academy will be expected to participate in state assessments, as students in all public schools. By the opening of Path Academy, this assessment for high school-aged students will be the SBA. In addition, as committed in the initial application, Path Academy students will also participate in nationally normed assessments, as well as formative assessments designed specifically for Path Academy's courses.

8. The degree of flexibility afforded by the SEA to the charter school.

According to Connecticut state charter law, the State Board of Education is the public chartering agency, responsible for approving initial applications for state charter schools and thereby granting charters. After approval, state charter schools must submit an annual report to the Commissioner of Education, including information on student achievement, financial condition of the school, accomplishment of mission/purpose, how the school has succeeded in reducing racial, ethnic, and economic isolation, and best practices exercised that have helped

students achieve (the administrative relationships between the school and the chartering agency, per application requirement d). Charters are granted for a five year period; upon expiration, charter schools must apply to the State Board of Education for a renewal.

Although the Connecticut State Board of Education is the authorized chartering agency, the Commissioner of Education and General Assembly also play critical roles in the operations of a state charter school. The Commissioner of Education is responsible for ongoing oversight of state charter schools. Path Academy will submit an annual report to the Commissioner, who may place the school on probation if it is failing to comply with the terms of its charter. The Connecticut General Assembly is the appropriating body for state funding to charter schools. During each biannual budget session, the General Assembly must appropriate and approve a per pupil funding amount for the total number of students attending state charter schools. This is the method of ongoing support for state charter schools (per application requirement f).

State charter schools provide critical flexibility in three key areas to support students to high levels of achievement - personnel, operations, and budget:

Personnel: Charter schools provide flexibility on personnel in several key ways. First, state charter schools are not required to hire teachers who participate in local bargaining units. This also contributes to budget flexibility. Second, state charter schools may hire many types of personnel; in particular, Path Academy will hire certified teachers, along with Youth Development Specialists and coordinators for career and postsecondary education preparation to implement critical portions of the Pathways to Success program. Finally, charter schools have more flexible requirements concerning teacher certifications. According to state charter law, at least one-half of the educators must possess a Connecticut certificate, obtained through the “regular” route. The remaining half may hold a nonrenewable, interim certificate. However,

these requirements may be waived for any administrator or teacher who has a charter school educator permit. These flexibilities will allow Path Academy to hire staff appropriate for the specific needs of a highly vulnerable population, regardless of their current certification status.

Operations: Through the application and waiver application processes, charter schools have the opportunity to break free from restrictions applied to traditional schools. Path Academy took advantage of this in order to implement innovative strategies to help OU students achieve success within and beyond high school. These changes in operation will allow Path Academy to satisfy a preference put out by the state for this round of applications to serve high need populations, one of which is students with a history of low academic performance. Some of these strategies include an extended day/year calendar, a newly developed curriculum focused on project-based learning, and student progression based on mastery of skills/concepts, rather than time in seat. These strategies have proven successful nationwide for a variety of at-risk student populations, and will help to ensure that Connecticut's OU students achieve success.

Budget: According to the guidelines for state charter school applications, "the grantee will have complete management control of any grant awarded. While members of the CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds." Further, state charter schools are allowed to fundraise for additional support from foundations, corporations, and other private funding sources. This gives Path Academy flexibility as a separate public school/LEA to create a budget and implement unique strategies not yet integrated into the traditional public schools to help over-age, under-credited (OU) students find success.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

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Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

Survey on Ensuring Equal Opportunity for Applicants

OMB No. 1894-0010 Exp. 05/31/2012

Purpose: The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey: If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: Our Piece of the Pie, Inc.
Applicant's DUNS Number: 066018532
Federal Program: US. Dept of Education, Charter School Program CFDA Number: 84.2828

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50
 4-5 51-100
 6-14 over 100

7. What is the size of the applicant's annual budget?

(Check only one box.)

Less Than \$150,000
 \$150,000 - \$299,999
 \$300,000 - \$499,999
 \$500,000 - \$999,999
 \$1,000,000 - \$4,999,999
 \$5,000,000 or more

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

PATH ACADEMY -- OUR PIECE OF THE PIE, INC.
 BUDGET NARRATIVE - SECTION A
 FOR FORM ED 524

Budget Narrative (YEAR 1):		
STAFFING:		
Chief Academic Officer (25% of annual salary)	\$172,500 x 25%	\$43,125
Lead Teachers (2 teachers for 8 weeks for curriculum dev.)	\$65,000 annual x 8 wks x 2 teachers	\$20,000
School Staff (Principal and Admin for 8 weeks prior to July 1)	\$95,000 annual + \$35,000 annual x 8 wks	\$20,000
TOTAL SALARIES		<u>\$83,125</u>
BENEFITS	Calculated at 25% of salaries	<u>\$20,775</u>
	(7.65% FICA/MED; 1.82% Workers Comp; 3.18% Unemployment; 12.35% Employee Benefits)	
TOTAL SALARIES AND BENEFITS		\$103,900
TRAVEL - Project Director Meeting		\$1,500
RENT/FACILITY		
Overhead costs for centrally based staff; contingency for school opening		\$7,100
CONSULTING		
Professional Development (28 days @ \$1,250)		\$35,000
Curriculum Development (12 days @ \$1,250)		<u>\$15,000</u>
TOTAL CONSULTING		\$50,000
PERFORMANCE MANAGEMENT		
Design/Development of interface (15 days @ \$1,500)		\$22,500
PARENT INVOLVEMENT/RECRUITMENT		
Translation of materials		\$2,500
Advertising		\$7,500
Food/Events		<u>\$5,000</u>
Total Parent Involvement and Recruitment		\$15,000
GRAND TOTAL		<u>\$200,000</u>

Budget Narrative (YEARS 2 AND 3):		
STAFFING:		
Chief Academic Officer (25% of annual salary)	\$172,500 x 25%	\$43,125
New teachers (hired for student growth)	\$65,000 annual x 4 staff x 5 weeks	\$25,000
New Youth Development Staff (student growth)	\$39,000 annual x 4 staff x 5 weeks	\$15,000
TOTAL SALARIES		<u>\$83,125</u>
BENEFITS	Calculated at 25% of salaries	<u>\$20,775</u>
	(7.65% FICA/MED; 1.82% Workers Comp; 3.18% Unemployment; 12.35% Employee Benefits)	
TOTAL SALARIES AND BENEFITS		\$103,900
TRAVEL - Project Director Meeting		\$1,500
RENT/FACILITY		
Overhead costs for centrally based staff; contingency for school opening		\$7,100
CONSULTING		
Professional Development (28 days @ \$1,250)		\$35,000
PERFORMANCE MANAGEMENT		
Management and support of interface (including custom reporting) (25 days @ \$1,500)		\$37,500
PARENT INVOLVEMENT/RECRUITMENT		
Translation of materials		\$2,500
Advertising		\$7,500
Food/Events		<u>\$5,000</u>
Total Parent Involvement and Recruitment		\$15,000
GRAND TOTAL		<u>\$200,000</u>

PATH ACADEMY -- OUR PIECE OF THE PIE, INC.
 BUDGET NARRATIVE - SECTION B
 FOR FORM ED 524

Budget Narrative (YEAR 1) - PRE-OPENING:	
TRAVEL:	
Approximately 185 miles/month @ \$0.45 (home visits, meetings, etc.)	\$1,000
EQUIPMENT:	
Desks/chairs, phones, computer equipment for 200 students and 21 staff	\$263,100
SUPPLIES:	
Staff Office Supplies prior to office opening	\$5,900
GRAND TOTAL	\$270,000

Budget Narrative (YEAR 2) - SCHOOL OPERATIONAL with 120 STUDENTS:	
STAFFING:	
Teachers and Youth Development Personnel	\$555,630
BENEFITS	\$132,847
TOTAL SALARIES AND BENEFITS	<u>\$688,477</u>
TRAVEL: Mileage reimbursements to staff for home visits and meeting (approx. 509 miles/month x \$0.45)	\$2,750
EQUIPMENT: Copier/fax lease	\$7,200
SUPPLIES: Instructional (\$24,000), Administrative (\$18,000), General (\$21,000), Software (\$27,060)	\$90,060
CONTRACTUAL: IT Support (\$7,250), Payroll (\$4,200), Audit (\$18,000), Custodial (\$18,000), Management (\$139,736), Administrative Services (\$80,000)	\$267,186
CONSTRUCTION: Rent (\$238,400), Utilities (\$72,260), Repairs (\$12,000)	\$322,660
OTHER: Interest (cash flow)	\$1,677
GRAND TOTAL	\$1,380,010

Budget Narrative (YEAR 3) - SCHOOL OPERATIONAL with 200 STUDENTS:	
STAFFING:	
Teachers and Youth Development Personnel	\$1,043,015
BENEFITS	\$254,760
TOTAL SALARIES AND BENEFITS	<u>\$1,297,775</u>
TRAVEL: Mileage reimbursements to staff for home visits and meeting (approx. 1,555 miles/month x \$0.45)	\$8,400
EQUIPMENT: Copier/fax lease (\$7,200); Equipment for enrichment activities (\$10,000)	\$17,200
SUPPLIES: Instructional (\$59,000), Administrative (\$20,000), General (\$32,000), Software (\$45,100)	\$156,100
CONTRACTUAL: IT Support (\$14,500), Payroll (\$7,350), Audit (\$18,000), Custodial (\$18,000), Management (\$232,115), Administrative Services (\$80,000)	\$369,965
CONSTRUCTION: Rent (\$238,400), Utilities (\$72,260), Repairs (\$12,000)	\$322,660
OTHER: Field Trips and Enrichment Activities	\$51,300
GRAND TOTAL	\$2,223,400

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Our Piece of the Pie Inc.

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	83,125.00	83,125.00	83,125.00			249,375.00
2. Fringe Benefits	20,775.00	20,775.00	20,775.00			62,325.00
3. Travel	1,500.00	1,500.00	1,500.00			4,500.00
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	94,600.00	94,600.00	94,600.00			283,800.00
9. Total Direct Costs (lines 1-8)	200,000.00	200,000.00	200,000.00			600,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	200,000.00	200,000.00	200,000.00			600,000.00

***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):

The Indirect Cost Rate is %.

(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)? The Restricted Indirect Cost Rate is %.

<p>Name of Institution/Organization</p> <p>Our Piece of the Pie Inc.</p>	<p>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.</p>	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**



SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Mr.	First Name: Chris	Middle Name:	Last Name: Leone	Suffix:
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Address:

Street1:	20-28 Sargeant St.
Street2:	
City:	Hartford
County:	
State:	CT: Connecticut
Zip Code:	061051400
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(860) 761-7300	(860) 548-9714

Email Address:
Chris.Leone@OPP.org or Cassandra.Sullivan@OPP.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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