

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr

CFDA # 84.282B

PR/Award # U282B140065

Grants.gov Tracking#: GRANT11701663

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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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: [1240-AttachmentHHPACSArticles of Incorporation7914DR.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"/>
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* 3. Date Received: <input type="text" value="07/11/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="463348692"/>	* c. Organizational DUNS: <input type="text" value="0792991870000"/>
---	---

d. Address:

* Street1:	<input type="text" value="1825 Centre Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Pittsburgh"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="PA: Pennsylvania"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="15219-4305"/>

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"/>	* First Name: <input type="text" value="Dwayne"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Homa"/>	
Suffix: <input type="text" value="Ph.D"/>	
Title: <input type="text" value="Principal"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="412-376-3724"/>	Fax Number: <input type="text" value="412-253-7706"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Charter School

*** 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-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Hill House Passport Academy Charter School: Recovering and Reengaging High School Dropouts

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="208,663.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="208,663.00"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation 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>Debby Reagan</p>	<p>TITLE</p> <p>Board President</p>
<p>APPLICANT ORGANIZATION</p> <p>Hill House Passport Academy Charter School</p>	<p>DATE SUBMITTED</p> <p>07/11/2014</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
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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="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"/>	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:

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.

AttachmentHHPACSGEPAPlan71114.pdf

Add Attachment

Delete Attachment

View Attachment

**Hill House Passport Academy Charter School
Charter School Program Implementation Grant**

NARRATIVE ADDRESSING

GENERAL EDUCATION PROVISIONS ACT SECTION 427

To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs, Hill House Passport Academy Charter School (“HHPACS”) will take these steps:

1. Admissions Process. HHPACS will prohibit discrimination against students, families, and employees on the basis of disability, gender, race, ethnicity, color, religious beliefs, or sexual orientation in all of its practices including admissions and employment adhering to all applicable federal and state antidiscrimination laws. HHPACS is committed to building a stable community of learners, representing the diversity of the Pittsburgh Area. It is the policy of the HHPACS that no person be denied admission to the school or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity, shall not be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).

HHPACS will use numerous means of recruitment for potential students and their families, especially those who have been underserved, including personal contact and print and electronic media and advertising in a variety of venues throughout the district to reach as many families as possible including our own website. If applications do exceed space available at the end of the enrollment period, HHPACS will conduct a lottery at that time to determine which

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Charter School Program Implementation Grant**

students will be enrolled in the school. The lottery is blind to disabilities, testing, grades, etc. The lottery will be held once each year. Post card drop and email blast to applicants, posting on the school website and other forms of communication will be utilized to inform parents/guardian about the lottery date, time and location. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline will be added to the end of the waiting list after the lottery in the order they were received. As students withdraw from or transfer out of HHPACS, that space will be given to the next person on the list at that grade level. All students regardless of exceptionality will have an equal opportunity to enroll once they submit all required general education documents for enrollment.

2. Student Reengagement, Retention and Graduation. HHPACS is a blended learning high school that is committed to empowering students who have dropped out of high school to acquire the academic and life skills needed to earn their high school diploma and succeed in post-secondary education and career opportunities. HHPACS will combine flexible scheduling, online work, face-to-face instruction, career exploration and wrap-around services to deliver a truly groundbreaking learning experience.

The HHPACS formula for student success is anchored by the Individual Learning Plan (ILP). Upon enrollment, the ILP gives a student and HHPACS staff a complete view of that

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student's academic strengths and deficiencies. Transcripts are evaluated and specific course recommendations are made based on academic ability and progress toward high school credit requirements. HHPACS staff then work with each student to develop their ILP, mapping out the course requirements, internship experiences, academic and social service supports and career and college readiness experiences needed to earn a diploma and achieve post high school success along multiple pathways. Exposure to postsecondary options is woven into a HHPACS student's experience from the very beginning. During recruitment events, student and parent orientation and throughout the onboarding process, HHPACS leadership and staff stress the importance of high school graduation as a bridge to college, careers and military enlistment. At HHPACS, the ILP serves as a detailed plan for getting a student from Point A (credit accumulation and academic proficiency upon enrollment) to Point B (achieving high school and post high school success)

3. Stakeholders in the Education Program of Exceptional Students. Based on the spectrum of needs of special education students in the Pittsburgh school district as well as our Educational Services Provider's experience serving special needs students in 32 statewide programs across the United States, HHPACS projects that the school will provide special education services across all disability categories including: autism, serious emotional disturbance, traumatic brain injury, deafness/hearing impaired, specific learning disability, mental retardation, orthopedic impairment, multi-handicap, other health impaired, physical disability, speech/language and blind/visual impairment. All students with disabilities will benefit from the mission and philosophy of HHPACS, which is to ensure academic achievement, high school graduation, and post-secondary success through its focus on individualized instruction, comprehensive support services, and flexible scheduling.

***Hill House Passport Academy Charter School:
Recovering and Reengaging High School Dropouts***

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The HHPACS Passport model is a pull-out intervention model; all students are provided with individualized support in small break-out sessions with highly-qualified teachers. The curriculum has the flexibility to be assigned based on student need, and is known for its instruction using all modalities to help all learners to meet academic standards. Students can access curriculum at their own pace and receive individualized support as needed. The curriculum uses cutting edge technology to deliver content, assistive technology can be fluidly implemented to ensure full access to all grade level courses. Such assistive technology may include but is not limited to: new vocabulary words are introduced prior to each lesson and highlighted throughout the lesson, screen readers that read/highlight/define unknown online print material, word prediction software, and audio text. National Instructional Materials Accessibility Standards (NIMAS) materials will be implemented as necessary to meet individual student needs. With a strong sense of Universal Design, all teachers provide individualized support to all students. Embedded within the daily offerings in each subject area, students have the opportunity for daily exposure to grade level content materials with their general education peers, to review previously introduced materials, and be continually assessed on their mastery of state standards. Students will have access to remediation programs such as Study Island and iReady Interventions to focus on specific strand mastery.

Students with disabilities will have access to the accommodations and modifications deemed appropriate by their IEP team. If we have any student who is significantly below grade level in math or English language arts, the academic team can determine that it is appropriate to place the student in a lower grade level course with the designated teacher providing remediation, support, and exposure to grade level standards within online class sessions. HHPACS will implement a full continuum of services based on the individual student need and

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ensure a free and appropriate education, while placement will be determined by a case conference committee:

- General Education setting – Majority of the day (>80%) spent in the general Passport education program utilizing the general education curriculum. Special education supports may be provided by the general education teachers and special education teachers with consultation, indirect, pull-out, push-in or co-teaching services.
- Resource Room- Students spend only half of their school time in the general education setting with the primary curriculum provided through general education. Students receive additional support in the Resource room for their areas of weakness through explicit, direct remedial instruction provided through teacher-consultation, indirect, pull-out, push-in or co-teaching services.
- Self-Contained Classroom – For students with extensive needs, a majority and sometimes all of the school day will be specialized instruction in a special education setting with the primary curriculum provided through an explicit, direct remedial and individualized approach.

At HHPACS, a student’s IEP will include a statement of the student’s current level of academic and functional performance and how the student’s disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to Pennsylvania Performance Standards. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student’s IEP.

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If a student has a behavioral need, HHPACS staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process. The student's IEP determines the type and amount of services necessary to meet the goals of the IEP. Related services, if required will be provided at the school site with the frequency, timing and duration dependent on each student's individual needs. HHPACS believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation.

HHPACS's educational program will address the needs of a variety of special student populations. Students with special needs will be supported by their HHPACS general education teacher in the least restrictive environment with supportive services provided by a special education teacher. This means that at HHPACS students with disabilities fully participate in all general education classroom activities with their classmates including sport, clubs and events.

An exemplary special services program is a program that empowers teachers, parents/guardian, students, administrators, and the community through a dynamic framework grounded in a belief that all students can learn. The program is built on a continuum of services that supports students academically, functionally, and behaviorally. The continuum provides the resources and options necessary to meet individual student needs both proactively and responsively. This continuum creates a seamless blend of services between general education and special education and brings together the collective expertise and resources of both systems to appropriately support students with special needs. HHPACS' unique and targeted approach will accelerate learning and help improve high school graduation rates for students with disabilities.

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4. Identifying and Serving ELL Students. HHPACS will first identify ELL students, students whose dominant language is not English. During the enrollment process all families will answer a series of online questions as a first effort for Child Find including the Home Language Survey (HLS) questions. Any positive responses will be routed to the ELL point of contact for further investigation. These same questions will be verbally asked again by a placement counselor of the parent/legal guardian. Finally, these same questions will be asked after approved enrollment by the general education teacher. All parties asking these questions will be provided professional development on ELL indicators and their obligation in routing positive responses to the appropriate ELL point of contact. Additionally, school records will be requested from the sending district and will be reviewed for ELL indicators.

Those students with positive responses to any of the HLS questions will be referred to the ELL point of contact who will then talk with the family to determine if services were previously received, current language needs of student, review prior school records, including any previous ELL evaluations, program plans, etc. that could help the school determine next steps needed in the assessment and placement of the student. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop appropriate Individual Learning Plan. Students that qualify for ELL services are assessed in four domains of listening, speaking, reading, and writing through an English Language screener proficiency test to determine their level of English proficiency. Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42

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U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703. Exit criteria for ELL students will be consistent with state and federal requirements.

In addition to the Child Find process, the student's original home language survey will be requested from their previous school of attendance, teacher observation and student placement assessment will be completed. If this is found to be the case, the student will be assessed for language proficiency using the WIDA-ACCESS Placement Test (W-APT). If scores indicate a proficiency level lower than 5.0, accommodations will be made accordingly.

A yearly language proficiency assessment (ACCESS for ELLS) as well as culminating data on the student's academic performance scores will become part of the components that develop each student's individual education plan and inform the decision to exit students from ELL services. The school will employ, as needed, an appropriately licensed ESL or bi-lingual teacher for the ELL identified students. The contracted ESL teacher can provide support to students needing services by: relating background information and experiences to the students to better grasp a concept; scaffold instruction to aid the students in comprehension; adjusting speech or content; providing project based learning experiences, necessary visuals; and providing in classroom modeling of best instructional practices for the general education teachers. Additionally, K¹² has a multisensory remedial reading program that is appropriate for struggling readers in grades 3-5 and may also benefit ELL students. With the ability to place students at their appropriate instructional level using a multi-sensory, mastery based curriculum, the usage of assistive technology when necessary, support from a remedial reading program and a supplemental ELL program - students with ELL needs will thrive. Further, if a need is established, HHPACS will consider acquiring and using third party courses to assist with English language acquisition.

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Professional development will be provided to all staff on the following: research-based bilingual/multicultural programs and implications for instruction; best practices of English as a Second Language (ESL); English Language Development (ELD); and /or language revitalization programs and the principles of language acquisition.

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	
<input style="width: 100%;" type="text" value="Hill House Passport Academy Charter School"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Phil"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Parr"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Board President"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Debby Reagan"/>	* DATE: <input style="width: 150px;" type="text" value="07/11/2014"/>

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

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ABSTRACT

Hill House Passport Academy Charter School (HHPACS) is a blended learning high school in Pittsburgh, Pennsylvania, that is committed to empowering students who have dropped out of high school to acquire the academic and life skills needed to earn their high school diploma and succeed in post-secondary education and career opportunities. Authorized by the School District of Pittsburgh, the school will open in September 2014. HHPACS will combine flexible scheduling, online work, face-to-face instruction, career exploration and wrap-around services to deliver a truly groundbreaking learning experience.

The “Passport” blended learning model is student-centric, providing an individualized and differentiated learning experience allowing each student to learn at his/her own pace. To accommodate student work and family responsibilities, each day HHPACS students will spend approximately three hours studying onsite at the school facility and an additional two and a half hours studying offsite at home or another location such as a public library with a computer and Internet. Teachers will carefully monitor the attendance and progress of each student. On a daily basis, HHPACS students engage in rigorous online curriculum combined with targeted, face-to-face classroom instruction. Academic coaches support teachers and closely monitor each student’s academic progress led by their onsite Pennsylvania certified teachers who carefully collect and analyze data to design targeted instruction for students including those who are struggling and those progressing through the curriculum at an accelerated pace. HHPACS recognizes that there are many non-academic factors that can impede a student’s ability to perform at his/her highest academic potential and will provide targeted social services as part of each student’s Individual Learning Plan.

The grant project “Hill House Passport Academy Charter School: Recovering and Reengaging High School Dropouts” will meet many critical initial two year implementation needs of the school. The funds requested in this grant application will be directed towards activities that support the development of the college and career readiness of HHPACS students; ensure the successful implementation of our instructional and wraparound service model; and strengthen the governance and management of our school laying a foundation for long term viability and sustainability through: board development and training; onsite staff development and training addressing effective teaching in a blended learning environment; development and responsive use of individualized learning plans; implementation of student and family engagement strategies; supplemental curriculum, assessment, and program resources for Keystone exam preparation; integration of data driven instruction; classroom technology including laptop computers and e-tablets, interactive whiteboards and projectors, portable speakers, digital cameras and microscopes; assistive curriculum in reading, writing and math as well as assistive technology such as text to speech software and online instructional resources for Special Education teachers and students (based upon IEPs).

This project supports the purposes of the Charter School Program by: increasing national understanding of a unique charter school model with potential to be replicated; enabling a high quality charter school to offer an effective individualized public school education choice to reengage students who have dropped out of high school; and providing the opportunity to evaluate the effects of this charter school model and grant project on students, student academic achievement, board and staff. The school mailing address is 1825 Centre Avenue, Pittsburgh, Pennsylvania 15219-4305. The Project Director for this two year Charter School Program Implementation Grant is Dwayne Homa Ph.D., HHPACS Principal (Phone: 724-705-4933; Email: hupa.charter.school@gmail.com).

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Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** AttachmentHHPACSGrantProjectNarrative71114.pdf

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PART III. PROGRAM NARRATIVE

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1. ABSOLUTE PRIORITY IMPROVING ACHIEVEMENT AND HIGH SCHOOL GRADUATION RATES [HIGH-POVERTY]

Life circumstances for Pennsylvanians without a high school diploma can be bleak. With the national spotlight now shining on the dropout epidemic, many studies look at the social and economic ramifications of failing to graduate from high school. Nationally, dropouts make up nearly half the heads of households on welfare.¹ According to the Alliance for Excellent Education, “on average, a high school graduate in Pennsylvania earns **\$8,055** more each year than a high school dropout does.”² The lost lifetime earnings from the 35,000 Pennsylvania dropouts from the high school class of 2009 are close to **\$9.1 billion.**³

Pittsburgh is facing its own challenges with students dropping out of high school. According to the Alliance for Excellent Education an estimated 5,800 students in the Pittsburgh Metropolitan Statistical Area (MSA) dropped out from the class of 2010. Pittsburgh Public School’s Strategic Plan reveals that historically, **for every 20 children starting high school in PPS, 13 graduate from high school.** In other words, only 60-65% of PPS students graduate from high school⁴. In a high poverty school district (71% of Pittsburgh Public Schools students are eligible for free and reduced lunch), this trend is even more damaging to the civic and economic viability of the community.

¹ Alliance for Excellent Education (Alliance), “High School Drop Out Fact Sheet,” (2010).

² Alliance, “The High Cost of High School Dropouts,” 2011.

³ Alliance, “State Information: Potential Economic Impacts of Improved Education on Pennsylvania,” Updated 2009 (for Class of 2009).

⁴ Pittsburgh Public Schools Strategic Plan 2008 – 2014, “Final Strategic Plan – 2008-2014,” *July 2009*.

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As a longstanding provider of effective health, human and community development services to the Hill District, the Hill House Association has firsthand knowledge of the debilitating impact that rising high school dropout rates can have on a community and is strategically positioned to understand and address the needs of “opportunity youth.” The Hill House Association has been providing services for out-of-school-youth for more than 14 years including GED prep, workforce development, financial literacy, parenting skills classes, and intensive case management. In response to the declining educational attainment and increasing poverty of youth and young adults in the Hill District (87% of its students qualify for free and reduced lunch), the Hill House Association spearheaded the effort to develop an innovative and highly effective charter school for out-of-school youth.

The Hill House Passport Academy Charter School is the direct outgrowth of that effort and is a response to the community’s moral, civic and economic imperative to address the dropout crisis among youth residing in the Hill District and throughout the greater Pittsburgh area. The mission of the Hill House Passport Academy Charter School (“HHPACS”) is to prepare college and career ready graduates to thrive in a diverse community through an engaging blended learning experience that supports individual student needs. HHPACS is a blended learning high school that is committed to empowering students who have dropped out of high school to acquire the academic and life skills needed to earn their regular high school diploma and succeed in post-secondary education and career opportunities. Slated to open in September 2014 with 150 students and growing to 180 students by year three, HHPACS will combine flexible scheduling, online work, face-to-face instruction, career exploration and wrap-around services to deliver a truly groundbreaking learning experience. In a city that provides very few opportunities for dropout students to re-engage in the public school system and earn a high

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school diploma, Hill House Passport Academy Charter School will offer a meaningful school option to the large number of students not currently being served. HPPACS will work with its students to map out the course requirements, internship experiences, academic and social service supports and career and college readiness experiences needed to earn a diploma and achieve post high school success along multiple pathways.

Based upon the demographic make-up of the surrounding school district and the socio-economic make-up of the student population that this school will be targeting, HHPACS meets the Absolute Priority of accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools throughout the performance period.

2. COMPETITIVE PRIORITY 1: IMPROVING ACHIEVEMENT AND HIGH SCHOOL GRADUATION RATES [STUDENTS WITH DISABILITIES]

According to findings in a study entitled “Reentry Programs for Out-of-School Youth with Disabilities” published by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), high school students with disabilities who drop out are costly to society as they are more likely to be unemployed, dependent on public services, and involved in the criminal justice system. Students with disabilities drop out at a higher rate than their nondisabled peers, and experience more obstacles to reentry. Most students who drop out are so credit-deficient that returning to the traditional school system to obtain a diploma is unrealistic. NDPC-SD stresses the need for a broader range of reentry options for students with disabilities, and that the characteristics of a successful program catering to the needs of students with disabilities are flexible programming, credit recovery, meaningful curricula, services and supports, staff

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involvement, and community partnerships.⁵ HHPACS’ distinctive educational program embodies *all* of these characteristics, offering its students with disabilities the best possible opportunity to increase learning, graduate high school, and succeed in the post-secondary world.

The anticipated population of students with special needs at HHPACS is 12-16%. Based on the spectrum of needs of special education students in the Pittsburgh school district as well as our Education Service Provider’s (K12 Inc. (“K12”)) experience serving special needs students in 32 statewide programs across the United States, HHPACS projects that the school will provide special education services across all disability categories including: autism, serious emotional disturbance, traumatic brain injury, deafness/hearing impaired, specific learning disability, mental retardation, orthopedic impairment, multi-handicap, other health impaired, physical disability, speech/language and blind/visual impairment. All students with disabilities will benefit from the mission and philosophy of HHPACS, which is to ensure academic achievement, high school graduation, and post-secondary success through its focus on individualized instruction, comprehensive support services, and flexible scheduling.

The HHPACS Passport model is a pull-out intervention model; all students are provided with individualized support in small break-out sessions with highly-qualified teachers. The K12 curriculum has the flexibility to be assigned based on student need, and is known for its instruction using all modalities to help all learners to meet academic standards. Students can

⁵ Wilkins, Julia. *Reentry Programs for Out-of-School Youth with Disabilities*. (July 2011). Retrieved from http://www.ndpc-sd.org/documents/2011_Reentry-Reports/7-1-11-REENTRY_SUMMARY.pdf

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access curriculum at their own pace and receive individualized support as needed. Since K12 uses cutting edge technology to deliver content, assistive technology can be fluidly implemented to ensure full access to all grade level courses. Such assistive technology may include but is not limited to: screen readers that read/highlight/define unknown online print material, word prediction software, and audio text. National Instructional Materials Accessibility Standards (NIMAS) materials will be implemented as necessary to meet individual student needs. With a strong sense of Universal Design, all teachers provide individualized support to all students. Embedded within the daily offerings in each subject area, students have the opportunity for daily exposure to grade level content materials with their general education peers, to review previously introduced materials, and be continually assessed on their mastery of state standards. Students will also have access to remediation programs such as Study Island and iReady Interventions to focus on specific strand mastery.

Additionally, students with disabilities will have access to the accommodations and modifications deemed appropriate by their IEP team. A student's IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to Pennsylvania Performance Standards. HHPACS will implement a full continuum of services based on the individual student need and ensure a free and appropriate education, while placement will be determined by a case conference committee:

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- General Education setting – Majority of the day (>80%) spent in the general Passport education program utilizing the general education curriculum. Special education supports may be provided by the general education teachers and special education teachers with consultation, indirect, pull-out, push-in or co-teaching services.
- Resource Room- Students spend only half of their school time in the general education setting with the primary curriculum provided through general education. Students receive additional support in the Resource room for their areas of weakness through explicit, direct remedial instruction provided through teacher-consultation, indirect, pull-out, push-in or co-teaching services.
- Self-Contained Classroom – For students with extensive needs, a majority and sometimes all of the school day will be specialized instruction in a special education setting with the primary curriculum provided by an explicit, direct, remedial, individualized approach.

If a student has a behavioral need, HH Passport Academy staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process. The student's IEP determines the type and amount of services necessary to meet the goals of the IEP. Related services, if required will be provided at the school site with the frequency, timing and duration dependent on each student's individual needs. HH Passport Academy believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. HHPACS students with special needs will be supported by their general education teacher in the least restrictive environment with supportive services provided by a special

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education teacher. This means that at HHPACS students with disabilities fully participate in all general education classroom activities with their classmates including sports, clubs and events.

HHPACS' unique and targeted approach to serving students particularly those with special needs will accelerate learning and help improve high school graduation rates for students with disabilities.

3. INVITATIONAL PRIORITY--PROMOTING DIVERSITY

HHPACS is committed to building a stable community of learners, representing the diversity of the Pittsburgh area and meeting the Secretary of Education's invitational grant priority. To reflect these values, HHPACS offers a tuition-free education to all students regardless of gender, race, ethnicity, color, religious beliefs, or sexual orientation. It is the policy of the HHPACS that no person be denied admission to the school or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity, shall not be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).

HHPACS will be enrolling Pittsburgh area high school aged students who have dropped out of high school and are from different racial and ethnic groups and are educationally disadvantaged including economically disadvantaged students, students with disabilities, migrant students, English learners, neglected or delinquent students and homeless students with a mission "to prepare college and career ready graduates to thrive in a diverse community through an

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engaging blended learning experience that supports individual student needs.” HHPACS marketing plan has identified several churches, parks and housing communities in which it will conduct information sessions in order to reach an historically difficult to reach population. Taking into consideration the economic and educational disadvantage of the students likely to attend the school, HHPACS is removing barriers to enrollment by holding information sessions in locations that are convenient for this population.

4. Selection Criteria

a. Quality of the proposed curriculum and instructional practices.

HHPACS is a blended learning high school designed specifically to address the varying academic needs of students who have dropped out of high school. According to America’s Promise Alliance, the nation’s largest partnership devoted to creating the conditions for success for, “opportunity youth” in America- young people ages 16-24 who are out of work and out of school – pose different challenges and require different solution strategies. By offering students who are disconnected from school and work an innovative, highly personalized, and effective model of education, HHPACS will be addressing an extremely underserved segment of Pittsburgh’s student population. As students move through the HHPACS program, they and HHPACS will mark their progress by measuring how much closer they are to earning their high school diploma and how prepared they are for success: at a community college or a four-year college; or in a strong vocational program that prepares students for a specific career; or employment in a high growth career field. Whatever pathway they choose, HHPACS students will have the opportunity to become contributing members of the social and economic wellbeing of the Hill District and greater Pittsburgh.

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Successful Instructional Model. HHPACS is proposing to partner with K12 Inc., the nation’s leading provider of K-12 online courses and blended learning, as its experienced provider for curriculum and other educational services. K12 has been committed to serving students who have dropped out of high school through a blended learning experience for the last five years. The Youth Connection Charter School (YCCS) Virtual High School’s Passport Program is an educational model developed and operated by K12. K12 forged a partnership with YCCS and the Chicago Public School District to address the “silent” epidemic of the nearly 15,000 students who drop out of Chicago public high schools each year. Launched in 2008, YCCS Virtual High School’s Passport program is Chicago’s first and only blended learning high school dropout recovery program. With access to robust school and community-based social service supports including academic counseling, mentoring, social service referrals, tutoring, extracurricular activities, and guidance and college counseling, students enrolled in the Passport program have achieved astounding results. Graduation and retention data from its four years of operation (below) illustrate how the unique combination of blended-learning and case management-style support services can provide an effective re-engagement solution for out-of-school youth.

Youth Connections Charter School Virtual High School (Passport Program)				
	2009-2010	2010-2011	2011-2012	2012-2013
Graduation Rate	92%	95%	96%	85.9%
Retention Rate	81%	78%	79.5%	74.2%
Growth in Attendance Rate*				76%*
*New metric in 2012-2013, based on students’ previous year’s attendance at prior school				

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compared to current year's attendance in the Passport program; an increase in attendance of 3% is captured as positive growth.

Blended Learning. Blended-learning, defined most simply, means that online instruction and face-to-face instruction are used to deliver content to students in a supervised brick and mortar setting away from home and where students also have some control over time, place, path, and/or pace. Utilizing the "Passport" blended school model, will enable HHPACS to offer a school model that is adaptive and flexible yet rigorous enough to meet the widely varying academic needs of students who have dropped out of high school and want a pathway to a better life.

The use of the flexible schedule is tied to HHPACS's understanding of and experience with serving youth who have dropped out of school. These students often have non-school related responsibilities that have impeded their ability to achieve success in a traditional school day. The need to work and/or act as caregivers for children, siblings or parents creates schedule conflicts that a flexible school day can overcome. Some research that has informed HHPACS's educational model targeting students who have dropped out is provided below:

Bridgeland, J.M. and Milano, J.A. (2012). Opportunity Road: The Promise and Challenge of America's Forgotten Youth: Civic Enterprises & America's Promise Alliance. Retrieved from:

http://www.civicenterprises.net/medialibrary/docs/opportunity_road.pdf

Steinberg, A., & Aleida, C. (2011). Pathway to Recovery: Implementing a Back on Track through College Model. Boston, MA: Jobs For the Future. Retrieved from:

www.jff.org/sites/default/files/Pathway_to_Recovery_110211_PRINT.pdf

Passport model. The "Passport" blended learning model combines the best of traditional classroom instruction and online learning to maximize the learning potential of each student.

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The model is student-centric, providing an individualized and differentiated learning experience allowing each student to learn at his/her own pace. On a daily basis, HHPACS students engage in rigorous online curriculum combined with targeted, face-to-face classroom instruction. Academic coaches support teachers and closely monitor each student's academic progress led by their (onsite) teachers. Pennsylvania certified teachers carefully collect and analyze data to design targeted instruction to students regardless of where they are on a learning continuum. Teachers identify students who may be struggling to understand a concept or master a skill and provide targeted, small group instruction in classrooms to help remediate deficiencies and close achievement gaps. Students who progress through the curriculum at an accelerated pace are also challenged with additional enrichment activities and projects that enhance the online curriculum and allow for peer interaction and collaboration.

Each day, HHPACS students will spend approximately three hours studying onsite at the school facility and an additional two and a half hours studying offsite at home or another location such as a public library, community center, or somewhere else with a computer and internet. To accommodate family and work responsibilities, students may choose or be assigned to attend either the daily morning or afternoon session at the school. Teachers will carefully monitor the attendance and progress of each student. Prior educational credits and transcripts will be carefully analyzed so proper course placement can be done for each student and to ensure the most appropriate course levels are assigned. Six different levels of courses, ranging from credit-recovery to Advanced Placement, can be assigned so all students are able to meet graduation requirements and plan for post-secondary success.

A Student-Centric Learning Experience. The HHPACS instructional model provides a variety of teaching and learning opportunities, approaches, and times for students to receive appropriate

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learning experiences ranging from remediation to enrichment. The HHPACS student, therefore, is able to shed learning labels and stereotypes that have in many cases hindered him/her throughout high school. This focus on real-time progress ensures a differentiated, student-centric experience for each student, irrespective of learning rate, style, or entering academic profile.

HHPACS recognizes that there are many non-academic factors that can impede a student’s ability to perform at his/her highest academic potential. In order to provide relevant support services to address those needs, HHPACS will conduct non-academic needs assessments for each student at the onset of the school year that allows for the design of targeted services that become a part of each student’s Individual Learning Plan (more detail is provided below). An example of a nonacademic assessment that has been successfully implemented in another Passport program is the Urban Hassles Index (UHI), a research-based tool developed at Cleveland State University by Dr. David Miller. HHPACS is committed to providing its students access to the needed wrap-around support services, which may include opportunities like those listed below but will:

HHPACS Potential Wrap-Around Support Services	
Mentoring and Role-Model Program	Leadership Development Program
Career Assessment and Exploration	Child Care Services and Education
Academic Tutoring	Legal Services
Health and Fitness Programs	Paid Internships
Personal Finance	Clubs
Post-Secondary Transition Planning (e.g., resumes, financial aid applications, etc.)	

The Passport weekly instructional model consists of a variety of instructional approaches and strategies designed to help close achievement gaps and increase each student’s academic skills.

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Advisory: Students will attend an advisory session at the beginning of each day for a minimum of twenty minutes with their assigned Advisory Leader. Advisory Leaders will serve as the homeroom teacher and the first point of contact for students and parents (for all non-content area questions and needs). Daily Advisory sessions will include a variety of topics such as: goal setting; progress monitoring; career tracking; culture building; Keystone test prep, the college application process and graduation plans. Each teaching staff member will be an advisory leader and assigned a group of students who they will guide and support individually throughout their school experience. This advising cohort model also allows teachers to create a learning experience that addresses each student's academic strengths and weaknesses.

Planning: Tuesday through Friday, students will participate in mandatory planning time at the beginning of their session designed to support them in structuring their day effectively. Students will be provided a template on managing their time that will ensure all required expectations and assignments are met.

Independent Work: On a daily basis, students will log into the Online School (OLS) and Learning Management System (LMS) to access their coursework. During their session, they will be supervised by Academic Coaches while they work on assignments, tests, quizzes, or activities both online and offline. The Academic Coaches will support students by answering any questions and ensuring the coursework is completed at the end of each day.

Direct Instruction: During specified periods throughout the day, four highly-qualified teachers rotate through the classrooms to deliver core instruction in Math, English, History, and Science.

Assessment: Students will participate in a variety of assessments on a routine basis (described in greater detail in **Selection Criteria 4(c)**). Fall baseline assessments will be used to identify deficits and skill gaps that will be remediated throughout the year. Interim assessments at

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designated points throughout the year will determine student growth and learning, and help to tailor instruction to student needs.

Remediation and Enrichment: Students will receive remediation or enrichment by working in small groups or 1:1 with the core content teachers throughout the week. Teachers will review assessment results and course progress data on a weekly basis to identify gaps or areas for enrichment depending on the needs of the individual learner. The schedule of students they work with may change weekly, as it is driven by data to ensure students are getting the support they need to be successful in their courses.

Consultation: Advisory Leaders will meet 1:1 with students to set personal and academic goals, and to ensure they are receiving the support they need to make adequate progress towards these goals. Consultations are extremely valuable in providing a high level of support to students.

Thus, students will participate in a variety of activities during the onsite session. Here is a sample schedule of a typical week of onsite sessions:

Session	Monday	Tuesday through Friday
8:30-11:30 AM	★ Advisory	★ Advisory/Planning
Or	★ Independent Online Work	★ Direct Instruction (Math, English, Science and History)
12:30-3:30 PM	★ Assessments	★ Online Work
	★ Student/Coach Consultations	★ Electives
		★ Remediation or Enrichment
3:30-4:30 PM	★ Afterschool Clubs (optional)	★ Afterschool Clubs (optional)

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Individual Learning Plan. The HHPACS instructional model is anchored by the Individual Learning Plan (ILP): a complete view of each student’s academic strengths and deficiencies. Transcripts are evaluated and specific course recommendations are made based on academic ability and progress toward high school credit requirements. The ILP serves as a detailed plan for getting a student from Point A (credit accumulation and academic proficiency upon enrollment) to Point B (achieving high school and post high school success). The ILP, updated at least quarterly, will take into account a student’s academic record, teacher recommendations, student interest surveys, and data from third-party assessments including state tests, Scantron Performance series assessments for reading and math, iReady, and any additional assessments selected by the state, authorizer, or school. As students move through the HHPACS program, they and HHPACS staff mark their progress by measuring how much closer they are to earning their high school diploma and how prepared they are for success at a community college or a four-year college; in a strong vocational program that prepares students for a specific career; or employment in a high growth career field.

Assessments. At HHPACS, student baseline data will be established and progress will be evaluated continuously throughout the school year in several ways. More detail is provided in **Selection Criteria 4(c) Assessing Charter School Objectives.**

Teachers will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated assessments, and a comprehensive learning system will provide teachers as well as parents/guardians with the support needed to deliver an unparalleled education. Teachers can proactively monitor individual student academic progress through ongoing lesson and unit assessments tracked in “real time” through the Online Learning System (OLS). Students who

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master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives. HHPACS instructional staff will have specific knowledge of how students are progressing towards the state-level objectives based upon consistent assessment and data disaggregation. HHPACS students will fully participate in the Pennsylvania System of School Assessment (PSSA) and the Keystone Exams, as applicable, at the appropriate age levels to measure the extent to which students are meeting state standards and the school is making AYP.

Curriculum. HHPACS will utilize K12 as its curriculum provider, accessing K12’s award-winning course content, assignments, assessments, and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (e.g., science experiments, art supplies, and math manipulatives). For a list of awards won by K12’s curriculum, please see: <http://www.k12.com/what-is-k12/kudos-honors#.U6nGIvIRRJQ>. K12 is accredited through AdvancED, and is the largest national K-12 online school provider to be recognized the organization. AdvancED is the largest community of education professionals in the world. They are a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential.

Through its partnership with K12, HHPACS will offer its students a broad selection of core courses as well as a wide range of electives, both designed to help students earn their high school diploma and find their own path to post-high school success—whether that’s in college or in the workforce. By using the K12 high school curriculum, HHPACS will allow students to

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harness the power of individualized learning by choosing from the following six levels of Math, English, Science, and History courses:

- **K12 Core courses** are similar to the standard courses offered by many other programs. Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- **K12 Comprehensive courses** are designed for students entering with a strong foundational knowledge and aptitude in the subject area being covered, as well as solid study skills. Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in core courses.
- **K12 Honors courses** hold students to a greater degree of accountability, and demand even greater independence and self-discipline than their Comprehensive counterparts. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college level courses. Students also demonstrate college level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.
- **K12 Advanced Placement (AP) courses** are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation’s colleges and universities. K12 currently offers 19 Advanced Placement courses that have been authorized by the College Board.

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Many HHPACS students may have gaps in their proficiencies—predictably in math and reading. We are prepared to meet all students where they are. K12 also provides two levels of courses for struggling students, “at risk” students, and students who have not successfully completed courses required for graduation:

- **K12 remediation courses** bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students’ current knowledge and provide the instruction needed for them to continue their studies at a high school level.
- **K12 credit recovery courses** allow students to gain credit for courses they have previously taken and not completed successfully. These courses include diagnostic unit tests that assess students’ understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments augmented by teacher-graded assignments and assessments, as appropriate.

K12’s core curriculum is enhanced by a wide array of electives that enrich students’ education in essential areas—including those identified by 21st Century Skills and STEM initiatives—and will leave students well-prepared for the world beyond high school. K12’s elective curriculum includes courses in world languages, science, social science, fine arts, technology and computer science, business, and health and physical education. A variety of technology and computer science courses are offered, ranging from basic Computer Literacy to AP Computer Science A. Students may explore career avenues with courses including 3D Art (Modeling and Animation), Digital Arts, Image Design and Editing, Audio Engineering,

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Engineering Design/CAD, C++ Programming, and Web Design. Technology and computer science courses are heavily project-based, and students complete the courses with portfolios of completed work. Students are given additional opportunities to explore careers with Introduction to Marketing I and II and Accounting. Consumer Math's comprehensive review and study of arithmetic skills has both personal and vocational applications. Electives in the arts include Fine Art and Music Appreciation. Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing. Students interested in the social sciences can elect to explore Psychology, Economics, Civics, Sociology, or Contemporary World Issues, and Psychology. Special interests in science can be pursued in Environmental Science or Forensic Science.

Students are guided through high school with a series of courses called Finding Your Path. These courses, which include K12's school-counseling tool, ConnectEDU, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals. Other courses that focus on study skills, school success, and future plans include Reaching Your Academic Potential and Achieving Your Career and College Goals.

HHPACS's proven educational model, instructional strategies, and curriculum will be able to meet the needs of the Hill District and surrounding Pittsburgh community by providing its youth population with an opportunity and a second chance to succeed in college, career, and life.

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

The funds requested in this grant application will be directed towards implementation activities that support the development of the college and career readiness of HHPACS students;

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ensure the successful implementation of our instructional and wraparound service model; and strengthen the governance and management of our school laying a foundation for long term viability and sustainability through:

- Board development and training - From Year 1, HHPACS Board members and school leaders will create a solid governance model with strong policies and procedures for the Board to govern the school with accountability and for the school to operate in a student-centered manner. Board members will participate in approximately 45 hours of board training combined onsite and offsite each year;
- Onsite staff development and training addressing effective:
 - teaching in a blended learning environment including the use of online curriculum, communication tools, and engaging resources to motivate and develop personalized learning for all students;
 - development and responsive use of individualized learning plans;
 - implementation of student and family engagement strategies;
 - alignment and integration of supplemental materials to prepare students for success on Keystone Exams;
 - integration of data driven instruction - to supplement training provided by K12, HHPACS will provide its teachers and leaders with targeted training on Data Driven Instruction. In years 1 and 2, it will be critical that teachers will receive Data Driven Instruction training in order to enable them to productively utilize the student data provided by online curriculum and assessments to effectively inform instruction so that our students truly experience personalized learning;

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- Supplemental curriculum and assessment resources for Keystone Exam preparation - For many HHPACS students passing the Keystone Exams will be a challenging hurdle to obtaining their high school diploma. As stated previously, our instructional model is designed to remove as many barriers as possible to our students' success. By integrating an effective system of test prep, assessment and intervention into the student learning experience at HHPACS, our school will enable students to pass state mandated Keystone Exams. We do not want to stop there. It is essential that students be prepared to achieve postsecondary success. By utilizing ACT Aspire, our students will have the opportunity to improve performance on this critical college readiness indicator;
- Supplemental curriculum, assessment and program resources for student engagement - HHPACS' charter and mission is to provide students under the age of 21 who have previously dropped out of high school with the opportunity to return to school to earn their high school diploma and build the academic and non-academic skills necessary to succeed in college, career and life. We recognize that this population of students will likely come to school with non-academic and academic challenges that create barriers to student achievement. HHPACS is committed to removing those barriers. Part of that commitment is to understand and be able to respond to the socio-emotional needs of our students. To prepare school leaders and teachers for this enhanced role, HHPACS staff and faculty will participate in training by service providers such as the Why Try Program or Ruby Payne.
- Classroom technology tools - As a technology-driven school, Hill House Passport Academy Charter School will be innovating in both its online learning and high-tech classroom instructional practices. In order to maximize this opportunity, HHPACS seeks to create a robust technology infrastructure at our school, as well as having the IT backbone to support a

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web-based community. To this end, the school seeks to use significant proceeds from this grant towards the purchase of these major technology pieces including laptop computers for teachers and students, laptop storage and charging carts for each classroom, interactive whiteboards and projectors for each classroom, portable speakers for each classroom, shared digital cameras, and shared digital microscopes;

- Assistive curriculum in reading, writing and math as well as assistive technology tools including speech to text software, text to speech software, head sets and microphones, e-tablets for Special Education teachers and students (based upon IEPs), and online instructional resources and strategies aimed at improving learning for students with disabilities; and
- Participation in the annual Charter Schools Program Directors' Conference with USDOE - In each year of the grant project, the grant Project Director and the business manager will attend the Charter Schools Program Project Directors' Meeting, presented by the USDOE, in Washington, D.C.

The funds from this grant will help HHPACS staff get the training, expertise, and equipment they need to design, implement and operate programs that will help at-risk students meet State academic content standards as well as State student academic and achievement standards. A more detailed description of each of these funding projects is provided in the Budget Narrative attachment.

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

HHPACS' primary objective is to develop in our students the qualities of mind and character that they need to become active, thoughtful, and responsible citizens of society and to provide them with the personalized learning experience that they need to graduate from high

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school and achieve success in college, career and life. The HHPACS Student Achievement Improvement Process (SAIP) will be a primary means of self-evaluation of the curriculum, instructional methods and practices of the school on an annual basis. It will involve representatives from all aspects of the school, including Human Resources, Operations, and Finance. The SAIP process is a multi-stage planning process which will take into consideration data collected regarding the school's academic and nonacademic goals stated in measurable terms in our charter application. The stages of the SAIP process are: (1) Prepare for Readiness to Benefit; (2) Collect, Sort, and Select Data; (3) Analyze the School Data; (4) Set and Prioritize Goals; (5) Research Effective Practices; (6) Craft Action Plan; (7) Monitor Implementation of Plan; (8) Evaluate Impact on Student Achievement. This process will be supported by daily teacher analysis of student data, weekly staff meetings and monthly professional development workshops through which teachers will determine appropriate curriculum or content needs for the upcoming week; identify skill deficits and develop interventions for students who may need remedial support; and develop plans that are individualized to support students who fall behind as well as those who need enrichment opportunities.

Teacher Evaluation: The HOS will have access to teacher performance data on a regular basis. Onsite teachers will be evaluated formally at least twice a year by the HOS and data will be collected by using a specific performance rubric outlining criteria for all elements of the job as it relates to "Instruction, Communication, and Professionalism". In addition to formal observations, teachers and staff members will be observed informally and provided with feedback and suggestions throughout the year during frequently scheduled data meetings.

HOS Evaluation: Monitoring and assessing the HOS' performance with respect to the school's specific educational and financial goals is among the HHPACS Board's primary responsibilities.

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To facilitate this process, the HOS will provide regular reports on students' academic progress, the school's financial performance, facilities and other aspects of the school's business operations, human resources issues, parent satisfaction, and other relevant matters. The Board will use information from these reports and any other data as necessary to evaluate the performance of the HOS as it relates to achieving the goals in the HHPACS charter application on which the charter school authorizer, the School District of Pittsburgh, will evaluate the school annually and make decisions about whether the charter should be renewed. The annual review of the HOS will also be informed by survey results from various constituencies.

ESP Evaluation: The HHPACS Board will be responsible for monitoring K12's performance in compliance with the terms of the services agreement. The HHPACS Board will monitor K12 through a variety of tools, including: administrator evaluations; frequent direct reporting from the HOS, academic administrators, and operations management; parent surveys; and the multiple data collecting/reporting tools which are built into HHPACS/K12 technological frameworks.

Student Achievement Assessment: At HHPACS, student progress will be evaluated continuously throughout the school year in several ways including: formative and summative content-specific assessments built into every lesson to guide and tailor the pace of progress to each child's needs; Proficiency on the mandatory Pennsylvania System of State Assessments as well as the Keystone Exams; performance and growth measured on the Scantron Performance Series Assessments; Individual Learning Plans for each student; supplemental curriculum assessments; and informal assessments including observations of daily work and classroom discussions, etc.

Project-Specific Performance Measures and Targets. The evaluation plan highlighted below will be used by the Project Director and select staff to assess both HHPACS' progress towards achieving our overall objectives as well as our project-specific goals.

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Technology Plan

1. *Performance Measure:* Staff and student have access to the technology necessary to teach and learn successfully in a blended learning instructional model. At HHPACS we will measure the effectiveness of our technology plan by looking at how it improves teacher instruction and advances student learning.

Baseline Data: Since this is a new school that is opening in fall 2014, we won't have baseline data related to student and teacher use of technology. However, we will survey students and teachers at least annually about their experience with teaching and learning in a blended environment.

Performance Target : 100 percent of students and staff will indicate on an annual survey that use of technology improved teaching and learning experience.

Professional Development and Training

1. *Performance Measure:* HHPACS teachers will receive monthly professional development and training on a variety of topics designed to assist them in improving their skills and enable them to support students and families effectively in a blended learning environment.

Baseline Data: Since this is a new school that is opening in fall 2014, we don't currently have baseline data. However, in developing each teacher's Professional Development Plan, we will be able to identify useful training topics. We will also survey teachers about the usefulness of each training opportunity.

Performance Target: 100 percent of the HHPACS staff will participate in required training that focuses on supporting students and families effectively in a blended environment. Training certificates will be collected as proof of completion throughout the school year.

2. *Performance Measure:* The administrative team or Principal will use formal and informal evaluation tools to consistently evaluate teaching staff performance throughout the school year.

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Baseline Data: Since this is a new school that is opening in fall 2014, we don't currently have baseline data. However, the HOS and administrative staff will develop each teacher's Professional Development plan based upon initial observations and student data collected/generated at the onset of the school year. HOS and administrative staff will assess student growth throughout the course of the year. Teacher development and training will reflect the identified needs of the students.

Performance Target: 100 percent of all teaching staff will be evaluated at least four times a year; twice each formally and informally.

Supplemental Curriculum for Remediation and Test Prep

1. *Performance Measure:* Increase student achievement in mathematics for all students.

Baseline Data: The school will administer a baseline assessment in the fall and again at the end of the school year to determine growth metrics. Students will receive remediation and targeted intervention strategies throughout the year when skill deficits are identified by teachers.

Performance Target: At least 75 percent of the students will make one year or more worth of growth in mathematics, according to the Scantron Performance Series assessments over the course of the school year.

2. *Performance Measure:* Increase student achievement in reading for all students.

Baseline Data: The school will administer a baseline assessment in the fall and again at the end of the school year to determine growth metrics. Students will receive remediation and targeted intervention strategies throughout the year when skill deficits are identified by teachers.

Performance Target: At least 75 percent of the students will make one year or more worth of growth in reading, according to the Scantron Performance Series assessments over the course of the school year.

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3. *Performance Measure:* Students will participate in State mandated assessments.

Baseline Data: At the beginning of the school year, HHPACS will identify those students who have not passed or have not taken the Keystone Exams required by the State for high school graduation.

Performance Target: 95 percent of eligible students will participate in all state mandated Keystone Exams over the course of the school year.

4. *Performance Measure:* Academically “at-risk” students who persist in the HHPACS program for the school year will achieve an increase in proficiency in reading and math.

Baseline Data: The fall Scantron Performance Series assessment results will be used to identify non-proficient or academically “at-risk” students at the start of the school year. Students will take the Scantron Performance assessment again in the spring. HHPACS will compare the number of at-risk students at the beginning and the end of the year to determine if the number was reduced.

Performance Target: The school will reduce the number of non-proficient or academically “at-risk” students (as identified using the fall Scantron Performance Series results) in reading and math by 10 percent annually.

Student Engagement Training and Resources

1. *Performance Measure:* All HHPACS students will have a portfolio of work completed during the Student Engagement and Advisory Program that identifies the student’s post-secondary goals and outlines a plan for the future.

Baseline Data: At the beginning of the school year, HHPACS students will take a variety of non-academic assessments that will identify gaps in their plans for the future.

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Performance Target: 100 percent of students will participate in a school-based Student Engagement and Advisory Program that focuses on college, career, and/or post-secondary plans for success.

d. (i) *The extent of community support for the application.*

As stated previously, HHPACS is a direct response to the Hill District’s moral, civic and economic imperative to address the dropout crisis among youth residing in the Hill District and throughout the greater Pittsburgh area. Founded in 1964, the Hill House Association (the Heart of the Hill) has played a pivotal role in the Hill District community revitalization efforts. The Hill House Association led the effort to establish a different kind of school that would effectively address the academic and non-academic barriers to success for students who had previously dropped out of high school. HHA leveraged its unique connection in the community to survey community needs for its proposed school, analyze data and engage with its clients, local thought leaders, youth advocates, other social service providers and faith based institutions to obtain input on the challenges and promises of re-engaging youth who have dropped out of high school. Stakeholders across the community agreed that HHPACS would greatly benefit the Hill District by serving the needs of this segment of its population. HHA’s outreach to date has resulted in significant buy-in for the school. HHPACS has been able to generate significant partnerships with local organizations including:

- Post-secondary degree programs to ensure that HHPACS students have the opportunity to earn dual college credit, participate in college campus visits and obtain access to financial aid counseling as early as possible so that they will be prepared to pursue a college education;
- Locally based businesses, non-profit organizations and government agencies to provide our students with more opportunities to explore their career interests, gain work experience in

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paid or unpaid internships, develop valuable job skills, and be mentored by professionals so that they are ready to be successful in the world of work; and

- Social service agencies and faith-based institutions to secure additional critical wrap around services that will address the non-academic needs of our students and remove obstacles in their path to achieving success in college, career and life.

A number of local stakeholders have written Letters of Intent detailing partnership agreements and areas of collaboration with HHPACS, including the Community College of Allegheny County (CCAC), the Thelma Lovette YMCA, the Energy Innovation Center and Hug Me Tight Child-life Centers (HMT).

The Hill House Association and HHPACS board members are profoundly proud of the eloquent and passionate testimonials for the proposed charter school at the December 17, 2012, public hearing. On a rainy night the week before Christmas Eve, 23 people, ranging from youth who had dropped out of school to community leaders to educators to great grandparents, spoke eloquently and passionately on behalf of Hill House Passport Academy Charter School. An additional two dozen people lent their support by attending the public hearing. All support included in the original charter application and presented at the hearing was from community residents. Petitions signed by parents, students and teachers, as well as additional letters of support from organizations, centers, and businesses throughout the community make it clear that they strongly support and see the necessity of a school like HHPACS.

HHPACS will be a center for academic achievement and advancement in the Hill District. The surrounding community will be inspired by the level of innovation, commitment, and excellence in educational programming offered to its students. HHA will serve as a major resource for the school given the wide array of wrap around services it can provide directly to the

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school as well as its strong network of community support. This partnership between HHPACS as a charter school, HHA as a comprehensive social services provider and K12 as an experienced education services provider will serve as a model for how vibrant, effective non-profit organizations can step up to the plate to provide critical leadership in educational programming for students residing in their communities.

(ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter.

Parent and Community Involvement. For our non-adult student populations, parents/guardians will play a key role in student success at HHPACS and the implementation of the charter. HHPACS's instructional model provides parents/guardians with the ability to monitor and support student learning virtually, a benefit for parents/guardians who may not be able to visit the school facility. In this model, parents/guardians can monitor student coursework, assessment data, mastery of objectives, etc. via the online systems and tools. In addition to monitoring student progress, parents/guardians and students will be encouraged to sign a *School-Family Compact*. The compact will outline how parents/guardians, the entire HHPACS staff, and students will share the responsibility for improved student academic achievement and the means by which the charter school and parents/guardians will build and develop a partnership to help children achieve the State's high standards. The parent compact will also include commitments from parents/guardians that demonstrate specifically how they will support their child's education at HHPACS. Furthermore:

- Parents/guardians can hold a direct leadership position and influence the management of the school by serving on the HHPACS Board. The Board sets policy and provides governance

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and oversight on HHPACS academic, extracurricular, finance, personnel, daily operations, and legal matters.

- Parents/guardians who are not members of the Board are actively encouraged to attend Board and other HHPACS meetings and to participate on ad-hoc committees appointed to address specific issues.
- HHPACS may establish a Parent Advisory Council. The Parent Advisory Council model will be parent-driven and would serve as the official voice of HHPACS parents/guardians.
- Teachers will initiate regular conferences and conversations with parents/guardians about their child's progress and also about parents/guardians' needs and concerns about the operation of the school. Parents/guardians are free to contact teachers, specialists, and other parents/guardians to solve problems, give feedback, or pass on ideas and insights to the school community.
- Parents/guardians can log on to the HHPACS website and participate in a moderated HHPACS online community discussion board to facilitate a constructive and interactive communication process.
- Parents/guardians can complete annual online and in-person HHPACS surveys to express their satisfaction with and/or critiques of HHPACS.
- New opportunities for parents/guardians, students, and community members to contribute will always be considered.

Additionally, a designated school staff member will coordinate volunteers and community outreach. To date, community conversations have revealed a high level of interest and excitement among Hill District residents. HHA and HHPACS will continue to reach out offering information sessions and opportunities for residents and stakeholders to get involved at

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the school as soon as possible in order to capitalize on the momentum. HHPACS will look to the community, businesses, law firms, and area colleges and universities to leverage every possible resource available for its students to succeed. Parents/guardians will also be encouraged to volunteer at the school. Volunteers will have the opportunity to contribute to the success of HHPACS students by mentoring, being a guest speaker for our Speaker Series and/or monthly convocations, serving as a job shadowing site and more.

Throughout the process of developing HHPACS, we have cultivated deep connections with community groups such as The Hill District Consensus Group, A+ Schools, and the Hill District Education Council. As the school launches this fall, we will continue to build new and nurture current relationships within the community. Through events such as an Annual Community Day, regularly scheduled school board meetings and participation by staff at external community events, HHPACS will continue to garner support and promote the involvement of key stakeholders in the success of the school.

Outreach and Recruitment. Under its contract with the HHPACS, K12 will provide pupil recruitment services, including creating, designing, and preparing information to assist parents/guardians and students in making an informed choice about HHPACS. As part of its outreach plans, HHPACS will make available information on its curriculum and policies to all persons, including parents/guardians and pupils, considering enrollment in the school. The information will include, but not be limited to, background on the K12 curriculum, the Passport Academy model, and a Parent-Student Handbook that includes policies on admission, enrollment, role of responsible adults, grade level promotion, course level placement, materials and computers, Internet service, special education, standardized tests, teacher conferences, and more information about the school.

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As part of the anticipated service agreement, K12 will employ someone whose job will be leading the recruitment and enrollment process. With K12's assistance, HHPACS will use several means of recruitment for potential students and their families. It is a recruitment model which has been used successfully by K12 in other states to attract diverse student bodies by using a variety of outreach techniques--matching the charter school program and applicants' educational and personal needs. Strategies include:

- HHPACS representatives will meet with community stakeholders throughout the Hill District and surrounding Pittsburgh area to spread the word and recruit students.
- Information sessions open to interested families and the general public will be held throughout the Pittsburgh area as well as online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective parents and students will have the opportunity to interact with the HHPACS curriculum, including lessons and materials, and have questions answered.
- HHPACS may participate in organized grade-appropriate awareness activities such as school-sponsored events.
- HHPACS and K12 may inform students and families about enrollment opportunities and other program information through a variety of media such as radio, TV, Internet, newspaper ads, and out of home advertising (e.g., billboards) as necessary.
- HHPACS will establish a website and will use this as the primary mechanism to communicate with interested, prospective families.
- HHPACS will have a Call-Center to provide information to prospective applicants.
- Enrollment applications for HHPACS will be available online as well as at the school's administrative office.

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- Students and parents/guardians with limited English proficiency will be provided translations and interpretation services to the extent needed to help parents/guardians understand the enrollment process and to foster ongoing communication with HHPACS in compliance with Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703. Exit criteria for ELL students will be consistent with state and federal requirements.
- After initial enrollment is finalized, parents of students enrolled in HHPACS will be invited to a parent orientation session. At the orientation session, parents may meet the school administrative staff, teachers, and possibly other school representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.
- HHPACS will distribute recruiting materials about the school’s mission, curriculum, leadership, and the application process to public places such as libraries or schools.

After school starts, the HHPACS will assess the efficacy of the each of the outreach strategies (TV, radio, online search, etc.) to promote school enrollment and determine better strategies to continue meeting enrollment targets. The assessment of these strategies is also used to develop a long-term, multi-year marketing plan which takes into account re-enrolling students and the amount of marketing investment needed to attract new students in order for the school to meet its enrollment projections.

e. *Quality of the personnel.*

(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented

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Hill House Passport Academy staff will be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as Monster.com, in local media throughout Pennsylvania, at job fairs and other recruiting sites. No person will be denied employment based on ethnicity, race, color, national origin, gender, age, or disability.

(ii) The qualifications, including relevant training and experience, of key project personnel.

Mr. Dwayne A. Homa, the Principal of Hill House Passport Academy, a highly experienced high school teacher and administrator for more than twenty-two years, will be the Project Director for this Public Charter School Program grant project. His experience includes a strong background in curriculum development, new teacher evaluation systems, accountability programs, and the implementation of real-world student assessments that he has developed over the years as an administrator. In 2012, he conducted presentations regarding school improvement strategies and new teacher evaluation systems at the Westmoreland and Beaver Valley Intermediate Units, as well as a presentation at the Pennsylvania State Improvement Conference in Pittsburgh. As a high school teacher and administrator, he has worked extensively to improve student achievement and high school graduation rates as well as college enrollment rates for students and will continue to do so at Hill House Passport Academy.

After receiving his bachelor's degree in Secondary Education with a Specialization in Earth and Space Science, Mr. Homa's career in education began in 1992, as a high school General Science I and II instructor followed by six years as an Earth and Space Science teacher at the high school level. While teaching, he attended graduate school at Carnegie Mellon University and received a Master's Degree in Public Management in 1999. In that same year, he accepted a position as an assistant high school principal and continued his educational studies at

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the University of Pittsburgh. In 2002, he received his Superintendent Letter of Eligibility from the Department of Administration and Policy Studies at the University of Pittsburgh. Prior to being hired as the Hill House Passport Academy Principal, Mr. Homa served as a head high school principal for nine years from 2004 to 2013. His resume is included as an attachment to this application.

K12, the Hill House Passport Academy Education Services Provider, has thirteen years' experience assisting charter schools to manage grants including services such as accounting; inventory/asset procurement; management and tracking; invoicing; financial reporting; and day-to-day business operations. According to the terms of its services agreement with the Board, K12 will train the school's administrative support staff, with the assistance of the Business Operations Manager, in the process of bookkeeping and records management so that there is clear accountability for all grant funds received and spent.

f. *Quality of the management plan.*

The Hill House Passport Academy (HHPACS) Principal, who is employed by the HHPACS Board, will have responsibility for managing the proposed grant project including ensuring that the project reaches its objectives on time and within budget. HHPACS policy will be to only use grant funds for stated purposes according to the budget approved by the grantor. Any modifications in the use of grant funds will only occur with the prior approval of the grantor. HHPACS will comply with applicable statutes, regulations, and the approved application; and will use the Federal grant funds in accordance with those statutes, regulations, and the application. HHPACS will exercise special care to ensure that the charter school directly administers or supervises the administration of the project, and will use fiscal control and fund

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accounting procedures that ensure proper disbursement of, and accounting for, the Federal grant funds.

Upon approval of the grant application, the Principal shall forward the original Board minutes approving the submission of the grant and related grant document/contract to the Business Operations Manager. Any subsequent grant amendments shall also be sent to the Business Operations Manager. Copies of these documents shall be maintained in a secure fireproof cabinet that allows easy access. A separate account will be set up for the grant; revenue and expenditures will be identified by the account number and grant/program title on deposit slips and requisitions to provide for proper tracking of the use of the funds.

When purchasing equipment or services using grant funds, HHPACS will comply with the procurement standards set forth in the USDOE's regulations at 34 CFR 74.40-74.48 including developing written procurement procedures and conducting all procurement transactions in a manner to provide, to the maximum extent practical, open and free competition. No employee, officer, or agent of the charter school will participate in the selection, award, or administration of any contract supported by the grant funds if a real or apparent conflict of interest exists.

Financial reports will compare expenditures to budgeted amounts. Financial and program reports will be sent to the grantor according to the schedule outlined in the grant agreement. Any amendments to the program or budget of the grant project will not be made without prior approval of the grantor. HHPACS will comply with all audit requirements related to the grant.

The grant project is based on the implementation needs of the school in its first two years of operation. The funds requested in this grant application will be directed towards implementation activities that support the development of the college and career readiness of HHPACS students; ensure the successful implementation of our instructional and wraparound

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service model; and strengthen the governance and management of our school laying a foundation for long term viability and sustainability. According to information provided by USDOE in the CSP Pre-Application webinar on June 4, 2014, HHPACS is prepared to begin the grant project upon grant approval on October 1, 2014. We anticipate that the grant project period will end on September 30, 2017. In the first month of each of the two project years, the Project Director will schedule the professional and board development for that project year, coordinating with the school calendar. The Project Director will also place the technology hardware and software orders as well as orders for the supplemental curriculum and assessments for the Keystone Exam prep, student engagement, and special needs students in the first month of each of the two project years for that project year. The Project Director and HHPACS Business Operations Manager will attend the two annual Charter Schools Program Project Directors' Meetings, presented by the USDOE during the grant project period. Throughout the grant project period, the Project Director will report grant project progress to the HHPACS school community including the Board via the school website and in reports to the Board. On behalf of HHPACS, the Project Director will submit required performance reports to USDOE including, but not limited to, an annual performance report with information that is responsive to the CSP performance measures and a final performance report.

g. Quality of the Charter Contract

The Board of Public Education of the School District of Pittsburgh, Pennsylvania, granted a charter to “operate a public charter school in Grade Levels 9-12 to be known as Hill House Passport Academy Charter School” to the school’s Board of Trustees on December 18, 2013. A copy of the approved charter is provided as an attachment to this grant application. According to Paragraph 16 of the executed charter contract, “The School agrees to participate in

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the PSSA (*Pennsylvania System of School Assessment*) (or any successor assessment system authorized by the Commonwealth of Pennsylvania), provide the School District with both preliminary and final PSSA data files in the format provided by the State/DRC within (2) weeks of their release and implement a formative assessment system aligned to the Charter School’s curriculum. The Charter School also agrees to provide the School District with an annual assessment calendar that includes the dates and testing windows of the PSSA, all formative assessments aligned to the Charter School’s curriculum and any other summative assessments the Charter School intends to administer.”

h. *The degree of flexibility afforded by the SEA and LEA to the charter school.*

The Pennsylvania Charter School Law (24 P.S. §§17-1701-A - 17-1751-A), states that it was the intent of the General Assembly in enacting the law, “to provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure....” The law grants the charter school “all powers necessary or desirable for carrying out its charter....” (24 P.S. § 17-1714-A) The law explicitly gives the charter school board of trustees the authority “to decide matters related to the operation of the school, including, but not limited to, budgeting, curriculum and operating procedures, subject to the school charter.” (24 P.S. §17-1716-A) And the charter school law provides a listing of school code regulations and statutes that directly apply to charter schools. (24 P.S. §17-1732-A) Charter schools must also comply with all other relevant regulations and statutes, not in the school code, that apply to all public schools.

The charter law grants the authorizing District the following allowances for charter oversight: annually, the District board assesses whether the charter school is meeting the goals of its charter and conducts a comprehensive review prior to granting a (5) year charter renewal.

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The District has ongoing reasonable access to records and facilities of the charter school to ensure that the charter school is in compliance with its Charter and the law, and that the requirements for testing, civil rights and student health and safety are being met. The School District may conduct periodic site visits. The District may conduct financial management reviews periodically to ensure that the charter school is meeting generally accepted standards of fiscal management and audit requirements. In addition similar provisions delineating the relationship between the state, the authorizer and charter schools require that HHPACS agrees to participate in periodic enrollment audits and furthermore agrees to provide all enrollment and withdrawal forms to the District within 15 days of a student's enrollment and/or withdrawal.

To facilitate the District's review of the charter school and the secretary's report, HHPACS will be required to submit an annual report no later than August 1 of each year to the District board and the secretary in the form prescribed by the secretary. (24 P.S. §17-1728-A(a)-(b)) When a charter school is in corrective action status and seeks renewal of its charter, if the District board renews the charter, the board may place conditions in the charter that require the charter school to meet specific student performance targets within stated periods of time. (24 P.S. §17-1729-A(a.1))

According to the National Alliance for Public Charter Schools' model state law ranking system, Pennsylvania's law scored 12 out of 12 points available as it relates to the fiscal and legal autonomy of charter school boards.

3. APPLICATION REQUIREMENTS

a. Educational Program to be Implemented

Please refer to the response to **Selection Criteria (a) Curriculum and Instructional Practices.**

b. Describe how the charter school will be managed

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The HHPACS Board of Trustees (“Board”) will be responsible for governing an innovative and autonomous high school as represented in the charter application, consistent with the terms of the charter contract, and fulfilling the purposes of Pennsylvania charter schools (24 P.S. §17-1702-A). The Board is comprised of key community members and representatives of various stakeholders who have come together to apply their collective expertise in the fields of education, human services, marketing, workforce training, technology, community relations, business, finance, and government to the governance of the charter school (see attachment “Hill House Passport Academy Charter School Board Biographies”). The Board’s mission is to build an excellent blended learning drop out recovery school in Pittsburgh and it has the expertise to be well positioned to provide the necessary oversight, to promote the school’s mission, to lead planning and policy making, and to ensure the achievement of its charter contract requirements. To assist with this mission, the Board has contracted with Educational Services Provider (ESP) K12 Inc. through its subsidiary, K12 Classroom LLC, creating an ideal blend of resources and experience. The Board (whose members are not selected by nor employed by K12) has the responsibility to see that the terms of the charter are met and to oversee the operations of the School. K12 will be responsible to and report directly to the Board. K12 will provide curriculum and technology, and manage the day-to-day school operations in accordance with the mission and goals of the school. HHPACS will contract for professional services that are independent of K12 (such as legal, accounting, and audit).

K12 provides the operational capacity and resources necessary for the board to focus on its primary goal: governing a superb and innovative school. The services agreement with K12 was negotiated at “arm’s length”. Its terms are fair and reasonable and represent and clearly describe each party’s rights and responsibilities. The Board will draw on K12’s educational

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program expertise that is already proving to be effective in a high performing dropout recovery school in Chicago. Further, K12 is the nation's leading provider of virtual and blended learning. It has been on the cutting edge of innovation and advancement in the K-12 education sector. As an ESP partner, K12 has the capacity and experience to deliver a high quality blended school model that will combine the best of face-to-face and online learning to produce high academic achievement outcomes for HHPACS students. Additionally, in partnering with the Hill House Association (HHA) to provide wrap-around services to students, the HHPACS will draw on the deep roots that HHA has in the surrounding community as well as its long term experience and expertise in providing social services to the targeted population and serving the Hill District community with excellence.

The Board of Trustees will govern the school, oversee policymaking, assure sound management and governance, and actively participate in the provision and/or solicitation of necessary funds. It will have the ultimate responsibility to determine the general, academic, financial, personnel and related policies deemed necessary for the administration and development of the school, in accordance with stated purposes and goals.

The Principal and teachers will be employees of Board, while administrative staff, with the exception of the Principal, will be employees of K12. The Board worked collaboratively with K12 regarding the recruitment, selection and evaluation of the Principal. The Board will also have the authority to: approve policies and procedures regarding employment including, but not limited to, appointment, contracts, qualification of professional and nonprofessional staff, professional development and dismissal of employees; approve all personnel actions; and fix the salary or other compensation of the employees of HHPACS.

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HHPACS's administrative staff will be structured based on the schools' education program and projected enrollment. K12 will employ the administrative staff necessary to provide the educational products and services defined in the Service Agreement, such as the Business Operations Manager and Information Technology Director. HHPACS's administrative staff will manage the school, handling all day-to-day academic, operational, and management issues. The administrative staff will assist in the development of policies concerning educational and operational issues and present such input to the Board for consideration and adoption. The Board will retain ultimate responsibility for the adoption of academy policies and for overseeing the administrative staff's implementation of procedures consistent with those policies.

The Board will be responsible for monitoring K12's performance in compliance with the terms of the services agreement related to the operation of HHPACS. The Board will evaluate K12's performance through a variety of tools including: administrator evaluations; frequent direct reporting from the Principal, academic administrators, and operations management; parent surveys; and the multiple data collection/reporting tools which are built into the school's technological framework. In addition to annual financial audits, the Board may from time to time arrange for a third-party to conduct an evaluation of K12's operational performance of the school.

c. Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives.

Please refer to the response **Selection Criteria (c) Assessing Charter School Objectives**.

d. Describe the administrative relationship between the charter school and the authorized public chartering agency.

Please refer to the response **Selection Criteria (h) Flexibility**.

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

Please refer to the response **Selection Criteria (d) Extent of Community Support and Parental and Community Involvement.**

f. Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives.

In developing its budget, HHPACS has used conservative assumptions in revenue and expense projections. Once the federal Charter School Program grant has expired, the public chartering agency, School District of Pittsburgh, will continue to pass through to HHPACS per pupil revenue and title funds based upon the ADM of students attending the charter school as well as special education funding for services for eligible students. As a public charter school in Pennsylvania, HHPACS is considered a local education agency for purposes of federal funding including Title I, Title II, special education (IDEA), and other funding when available. In addition to state charter school funding, HHPACS is also eligible to receive state Special Education Funding for School Aged Pupils. Competitive grants will also be sought, however, HHPACS is prepared to operate the school in a fiscally responsible manner with state and federal entitlement revenues.

It is expected that the demographics of the HHPACS student population will remain the same after the two-year Charter School Program grant has expired. It is likewise assumed that the entitlement funding will continue after the two-year Charter School Program grant has expired, based on those demographics. Enrollment is projected to increase about 20% from Year 1 to Year 5 which will result in increased revenues. It is also assumed that some of the initial startup costs (e.g., supplemental curriculum, online and educational technology, teacher

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professional development and training, initial technology tools and resources, etc.) will be reduced or eliminated after two years of implementation.

Financial Plan: The initial year's budget, as well as the five-year long term budget for HHPACS was prepared using costs that compare to other schools in geographical areas that economically mirror that of Southwestern Pennsylvania. As HHPACS moves from one fiscal year to the next we will make any corrections in projecting costs aligned with what has been learned from experience and with changes accruing to inflation. HHPACS' long-term financial plan will be under-girded by the following Board policies: (1) no non-essential expenditures will be incurred before funds are secured; and (2) all contracts with personnel, property owners, service firms and other individuals and organizations will be evaluated to determine the alignment between contractual obligations for the school, the level of secured revenue streams, and the quality of the work performed.

g. Request and Justification for Waivers

HHPACS is not requesting any waivers from Federal statutory or regulatory provisions which are under the authority of the Charter School Program. Neither is the school requesting waivers from Pennsylvania school code regulations and statutes that directly apply to charter schools nor all other relevant regulations and statutes, not in the school code, that apply to all public schools.

h. Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary.

Please refer to the response **Selection Criteria (b) Providing Assistance to Educationally Disadvantaged Students** for the description of how the grant funds will be used.

This is the first request for Charter School Program grant funds on behalf of HHPACS.

HHPACS will use the grant funds to implement a new charter school in accordance with the

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Charter Schools Program. In no case would monies from this grant supplant services to be rendered under any other federal program.

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

Please refer to the response **Selection Criteria (d) Extent of Community Support and Parental and Community Involvement.**

HHPACS student outreach and recruitment was described in **Selection Criteria (d) Extent of Community Support and Parental and Community Involvement.** As stated previously, HHPACS is committed to building a stable community of learners, representing the diversity of the Pittsburgh Area. To reflect these values, HHPACS offers a tuition-free education to all students regardless of gender, race, ethnicity, color, religious beliefs, or sexual orientation. It is the policy of the HHPACS that no person be denied admission to the school or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity, shall not be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap). Students must meet the following admissions requirements:

- Must complete and submit an enrollment application (one per student) online or in person.
- Must be entering grades 9-12 and be under the age of 21.
- Must provide Proof of Birth and Proof of Residence, as well as additional documents that may be required prior to acceptance into the school.

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- Must submit the application prior to posted deadlines for enrollment and/or the school’s lottery, which takes place if enrollment is full or grade level caps are exceeded.

The school will begin to enroll students who meet state school-age and residency requirements early in the calendar year in which a new school year will start and will continue through the summer of that year. After the enrollment period, if the number of applicants does not exceed the space available based on the targeted enrollment stated in the charter, families will be notified by HHPACS to confirm their intent to enroll and complete the enrollment process in time to start school in the fall. Families will be informed that they must submit all required documentation before enrollment is approved.

If applications do exceed space available at the end of the enrollment period, HHPACS will conduct a lottery at that time to determine which students will be enrolled in the school. Please see the **Admissions and Lottery Requirements and Procedures** attachment to this application for detailed lottery information.

(j) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA).

As stated in the HHPACS charter contract, “The Charter School shall comply with the Individuals with Disabilities Education Act (“IDEA”) and Chapter 711 of the Pennsylvania code regarding Charter School Services and Programs for Children with Disabilities.” Students with disabilities who enroll in HHPACS will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities

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Amendment Act. A free and appropriate education will be provided to students with disabilities in accordance with their Individualized Education Plans (IEPs).

Pennsylvania law provides that charter schools are considered as LEAs for the purposes of special education and that per-pupil special education funds flow from the LEA of residence to the charter school, based on the district's average per-pupil expenditure per special education student the prior year. As an LEA, HHPACS is committed to serving all children with disabilities in an equivalent manner as other LEAs serving the same population including, but not limited to, specialized programming, supplementary aids, and related services.

Pennsylvania law allows charter schools to request the intermediate unit to assist in providing special-needs services at a cost no more than that charged for school district students. It also provides a contingency fund to which charter schools and schools districts can apply for exceptional circumstances funding. On a case-by-case basis, for each HHPACS student determined to be eligible for special education and related services, HHPACS will evaluate the need to request the intermediate unit and/or related service providers to assist in providing the special needs services required by the student's IEP.

(k) *Dissemination Activities*

This question is not applicable since HHPACS is not applying for a dissemination grant.

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ADMISSIONS AND LOTTERY REQUIREMENTS AND PROCEDURES

ADMISSION

Admissions Requirements are as follows for students:

- Must complete and submit an enrollment application (one per student)
- Must be entering grades 9-12 and be under the age of 21
- Students must provide Proof of Birth and Proof of Residence, as well as an additional documents that may be required prior to acceptance into the school
- The applicant must submit the application prior to posted deadlines for enrollment and/or the school’s lottery, which takes place if enrollment is full or grade level caps are exceeded.

ADMISSION PREFERENCE

Passport Charter Schools (“The School(s)” or “Passport Schools”) uses the following criteria for admissions and lottery preferences:

The school is committed to building a stable community of learners, representing the diversity of the Pittsburgh Area. To reflect these values, Passport Schools offers a tuition-free education to all students regardless of gender, race, ethnicity, color, religious beliefs, or sexual orientation. It is the policy of the Hill House Passport Academy Charter School that no person be denied admission to the school or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activities, shall not be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).

A charter school shall give enrollment preference to:

(1) students who reside in the School District of Pittsburgh; (2) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; and (3) siblings of students already admitted to or attending the same charter school.

Admissions preferences place students directly into available spots before the lottery is conducted. Students in the groups below shall receive admissions preference, in the order listed:

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- Currently enrolled whose parents or guardians have indicated, in writing, in advance of a stated deadline, their intent to return for the following school year.
- Siblings of enrolled students whose parents or guardians have filed an application for admission in advance of a stated deadline.

Enrollment Timeline

Depending on the time in which an application is submitted and a student is admitted into the School, each student will be placed into a “cohort”.

COHORT DEFINITIONS:

- Cohort 1 Start (school or semester start date)
 - This is the first day of school or the semester of which students are enrolled by
- Cohort 2 Start (2 weeks later)
 - This is two weeks after the first day of school or the first day of the second semester for students enrolled by this date and after the first cohort date. There should be no rolling enrollments within the first two weeks, but all students should be added the same day on the date of Cohort 2 start date.
- Cohort 3 Start (end of quarter 1 or 3)
 - This is the end of the first or third quarter for students who want to enroll after the start of the first and second cohort dates.

Enrollment will remain open for nine weeks following the first day of school up to the date of the third documented cohort date or until school capacity has been reached, whichever comes first. If enrollment is not filled by the end of the third cohort date, then enrollment will be reopened for the second semester and will remain open for nine weeks following the first day of semester following the same three-cohort model.

LOTTERY

All applicants must have submitted a completed application prior to being assigned a number and inclusion in the lottery.

Lottery Steps: If there are more applications received than seats available for the school year, then the school must have a lottery and the following steps will be taken:

1. After the open enrollment window, a member of the Hill House Passport Academy Charter School enrollment team will identify the applicants that successfully completed step 1 of the admissions prior to the deadline through the use of an internal database.
2. If the number of eligible applications exceeds the total number of seats available at the school, a lottery will be held to determine initial seat offers. An Excel formula will be used to assign random numbers to each eligible applicant to determine lottery order, at which point, any sibling preference may be applied to determine initial seat offers. Once

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assigned a lottery number, applicants will be offered a seat and given ten business days to notify Hill House Passport Academy Charter School of their decision to accept or deny their seat offer. Applicants failing to notify the school within the allotted timeframe may be required to forfeit their seat to the next eligible applicant. Any remaining seats available will be offered to the general population of eligible students based on their ranking in the lottery.

3. Applicants not selected as part of the initial seat offer process will be placed on a waitlist. Seat offers will be extended to these applicants as they become available based on their lottery ranking during the open enrollment periods throughout the school year.
4. All applicants not eligible for the lottery or who submitted an application after the open enrollment window will be placed on the waitlist upon successful completion of step 1 of the enrollment process.
5. Seats will continue to be offered to applicants leading up to the beginning of the school year as space becomes available. Seats will be offered to applicants based on their waitlist number which is determined by the order in which they complete step 1 of the enrollment process.

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HILL HOUSE PASSPORT ACADEMY CHARTER SCHOOL

BOARD BIOGRAPHIES

Philip Parr has served as the chair of the Founding Group and is now president of the Hill House Passport Academy Charter School (HHPACS) Board of Trustees. He is president of his business, Proteus Counsel, which provides services to educational organizations, including charter schools. He also serves as a board member of the Hill House Association. He served as Director of Technical Assistance in the Learning and Development Unit at Foundations, Inc., providing charter school development services and as a developer of charter schools for Imagine Schools, Inc. Prior to this service, he held several positions in the School District of Pittsburgh as the chief of staff, the director of development and strategic planning, and the director of development.

Olga Welch is the dean of the School of Education in Duquesne University where she also teaches. She serves on the boards of several organizations, including the Pittsburgh Promise, Pittsburgh Public Schools High School Reform Board, the Founding Advisory Board of Entrepreneurship Youth, the Hill House Association and Communities in Schools. She is also the vice chair of the Board of Directors of the Greater Pittsburgh YWCA and a member of the Hill House Association Board. Before coming to Duquesne University, Olga was a professor emerita in the College of Education, Health and Human Services at the University of Tennessee.

Cheryl Hall-Russell is the president & chief executive officer of the Hill House Association and the Hill House Economic Development Corporation with its combined \$15 million dollar budget. Before coming to Pittsburgh, Cheryl was the chief executive officer of the Indiana Youth Services Association, a state-wide affiliation of youth serving agencies. Cheryl has published several books and journal articles and been a keynote speaker and panelist at

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multiple events, including the commencement speaker for the Indiana University School of Liberal Arts.

Joseph Jacobsen serves as the executive director of education for the Energy Innovation Center. In this capacity he is developing curriculum for one of the most comprehensive energy lab designs in the United States. Prior to this appointment, he was the associate dean of environmental studies at the Milwaukee Area Technical College (MATC) and director of the center for Energy Conservation and Advanced Manufacturing (ECAM). Joseph also was the operations manager for the City of Milwaukee and has taught at the associate, bachelor's, master's degree and Ph.D. levels in the United States, Europe, Asia, and South America.

Bonnie Young Laing is the co-director of the Hill District Consensus Group, an organization committed since 1991 to the improvement of community life - economic, political, spiritual and social – to ensure the ongoing health and prosperity of the neighborhood. She is an associate professor as well at Youngstown State University in the Social Work Department where she teaches undergraduate and graduate courses. As a former dropout she brings a special perspective to the Board. She has peer reviewed many journal articles, written monographs and book chapters, conducted policy research and delivered numerous presentations at national conferences.

Trisha Gadson is the executive director of the Macedonia Family & Community Enrichment Center, Inc., providing administrative oversight to organizational efforts that offer family groups support in their decision making processes and services that provide them assistance. She also serves as a trainer/curriculum developer for the Child Welfare Training Program of the University of Pittsburgh at Mechanicsburg, Pennsylvania, working with child welfare professionals across Pennsylvania to educate them in best professional practices. Trisha

***Hill House Passport Academy Charter School:
Recovering and Reengaging High School Dropouts***

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has twenty-five years' experience in the children, youth and families' human service non-profit management field. She has an impressive array of volunteer experience as well including serving as a member of the board of community organizations, organizational advisory boards, and a member of the McKeesport Area School District Board of Directors.

Alicia Booker holds the position of Vice President for Workforce Development at the Community College of Allegheny College (CCAC). In this position, Alicia oversees CCAC's workforce development division, which is responsible for the non-credit educational programs that provide workforce training and community education experiences to more than 30,000 students annually. Alicia arrived at CCAC after four years as president and CEO of a regional workforce investment board in Flint, Michigan called Genesee/Shiawassee Michigan Works! In that role, she reversed a \$1.2 million operating deficit to return the agency to solvency. She also has extensive experience with community colleges in Virginia and North Carolina. Alicia earned a master's degree from Central Michigan University and a bachelor's degree from DePaul University. She is a doctoral candidate at Wayne State University.

**Hill House Passport Academy Charter School
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PERFORMANCE MEASURES AND TARGETS

Equipment

As a technology-driven school, Hill House Passport Academy Charter School will be innovating in both its online learning and high-tech classroom instructional practices.

PERFORMANCE MEASURES	How each performance measure would accurately measure the performance of the project	How the proposed performance measure would be consistent with the performance measures established for the program funding the competition
Staff and student have access to the technology necessary to teach and learn successfully in a blended learning instructional model.	Acquisition of technology has to be related to improving teaching and learning in the school – Efficient use of money. This is a better measure of performance than just counting the number of computers purchased.	This performance measure is related to ensuring the quality of the charter school.
Baseline Data	Why is each proposed baseline valid?	Why is there no established baseline and how and when, during the project period will a valid baseline for the performance measure be established?
Since this is a new school that is opening in fall 2014, we won't have baseline data related to student and teacher use of technology.	n/a	There is no established baseline data because this is a new school. However, students and teachers will be surveyed at the beginning of the school year regarding their use of technology in the classroom. They will be surveyed again at the end of the school year.

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PERFORMANCE TARGETS	Why is each proposed performance target ambitious, yet achievable, compared to the baseline for the performance measure?	When, during the project period, will the applicant meet the performance target(s)?
100 percent of students and staff will indicate on an annual survey that the use of technology improved their teaching and learning experience.	We have very high expectations for the positive impact of the blended learning experience for our students and staff. We set the bar high at 100% based the satisfaction rates reported by teachers and students in other schools managed by our ESP.	The annual survey will be given at the end of the school year.

Professional Development and Training

In year 1, Hill House Passport Academy Charter School Board members and school leaders will create a solid governance model with strong policies and procedures for the Board and school. In Years 1, and 2 of Hill House Passport Academy the principal, school leadership team, and teachers will be tasked with implementing a blended learning program that effectively meets the academic needs of students who have previously dropped out of high school.

PERFORMANCE MEASURES	How each performance measure would accurately measure the performance of the project	How the proposed performance measure would be consistent with the performance measures established for the program funding the competition
Performance Measure: HHPACS Board members, leader and teachers will receive professional development and training on a variety of topics designed to assist them in improving their skills and enable them to support students and families effectively in a blended learning environment.	Measures not just that teachers received professional development but also that the PD was value added. Topics related to ensuring that we maximize student achievement. Developing teacher capacity to personalize the learning experience for students and to remediate skills gaps.	This performance measure is related to ensuring the quality of the charter school and that students meet challenging State performance standards.

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<p>The administrative team or Principal will use formal and informal evaluation tools to consistently evaluate teaching staff performance throughout the school year.</p>	<p>Important to have strong evaluation process. Part of what teachers will be evaluated on is implementation of training professional development received and student growth.</p>	<p>This performance measure is related to ensuring the quality of the charter school and that students meet challenging State performance standards.</p>
<p>BASELINE DATA</p>	<p>Why is each proposed baseline valid?</p>	<p>Why is there no established baseline and how and when, during the project period will a valid baseline for the performance measure be established?</p>
<p>Since this is a new school that is opening in fall 2014, we don't currently have baseline data. However, we will survey participants about desired topics and the usefulness of each development and training opportunity.</p>	<p>n/a</p>	<p>There is no established baseline data because this is a new school. Participants will be surveyed at the beginning of the school year to determine professional development needs and at the end of each professional development opportunity to determine if it was useful.</p>
<p>Since this is a new school that is opening in fall 2014, we don't currently have baseline data. However, the HOS and administrative staff will develop each teacher's Professional Development plan based upon initial observations and student data collected/generated at the onset of the school year.</p>	<p>n/a</p>	<p>There is no established baseline data since this is a new school. A teacher's starting point and professional development plan will be determined at the beginning of the school year. School will look in part at student performance growth over the course of the school year.</p>

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PERFORMANCE TARGETS	Why is each proposed performance target ambitious, yet achievable, compared to the baseline for the performance measure?	When, during the project period, will the applicant meet the performance target(s)?
100 percent of the HHPACS staff will participate and 90% of the board will participate in training provided by the school. Training certificates will be collected as proof of completion throughout the school year.	It is expected that all staff will participate in required training. Our target of 100% is ambitious. However, with the culture of the school being fully committed to teacher development, we believe this is achievable. 90% is also a high goal for board development. However, board meetings and previous training session have been attended by at least 90% of the board.	Surveys will be given at each professional development and training opportunity. Participation rate will be analyzed at the end of the school year.
100 percent of all teaching staff will be evaluated at least four times a year; twice each formally and informally.	Teacher evaluation is a critical factor for effective professional development. Although this is ambitious, we are fully committed to meeting this goal.	The evaluation schedule will be set by the school Principal before the beginning of the school year. Evaluations must be completed before the end of the school year.

Supplemental Curriculum and Assessments

The supplemental resources proposed in this project will enable HHPACS to prepare students to take and pass the Keystone Exam, identify and intervene early with students who are performing more than two levels below expected grade level, and provide the assistive resources necessary for all of our students including those with disabilities to graduate from high school prepared for success in college, career and life.

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PERFORMANCE MEASURES	How each performance measure would accurately measure the performance of the project	How the proposed performance measure would be consistent with the performance measures established for the program funding the competition
Increase student achievement in mathematics for all students.	By looking at student achievement growth in math, we will be able to determine if Supplemental curriculum was an effective investment	This performance measure is related to analyzing students ability to meet challenging State performance standards
Increase student achievement in reading for all students.	By looking at student achievement growth in reading, we will be able to determine if Supplemental curriculum was an effective investment	This performance measure is related to analyzing students ability to meet challenging State performance standards
Students will participate in State mandated assessments.	By looking at student participation rates on state assessments, we will determine if test prep investments were effective in helping students feel prepared to pass the tests	This performance measure is related to analyzing students ability to meet challenging State performance standards
Academically “at-risk” students who persist in the HHPACS program for the school year will achieve an increase in proficiency in reading and math.	By looking at “at-risk” student achievement growth in reading and, we will be able to determine if Supplemental curriculum targeted towards RTI efforts was an effective investment	This performance measure is related to analyzing students ability to meet challenging State performance standards
BASELINE DATA	Why is each proposed baseline valid?	Why is there no established baseline and how and when, during the project period will a valid baseline for the performance measure be established?
The school will administer a baseline assessment in the fall and again at the end of the school year to determine growth metrics.	n/a	There is no established baseline data because this is a new school. However, Scantron will be administered in the fall of the school year to determine the baseline for measuring student growth. Students will be tested again in the

**Hill House Passport Academy Charter School
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		spring.
The school will administer a baseline assessment in the fall and again at the end of the school year to determine growth metrics.	n/a	There is no established baseline data because this is a new school. However, Scantron will be administered in the fall of the school year to determine the baseline for measuring student growth. Students will be tested again in the spring.
At the beginning of the school year, HHPACS will identify those students who have not passed or have not taken the Keystone Exams required by the State for high school graduation.	n/a	There is no established baseline data because this is a new school. However, student academic records related to Keystone Exams will be requested at the beginning of the school year.
The fall Scantron Performance Series assessment results will be used to identify non-proficient or academically “at-risk” students at the start of the school year.	n/a	There is no established baseline data because this is a new school. However fall Scantron data will be used to identify non-proficient or academically “at-risk” students at the outset of the school year. Students will take the Scantron Performance assessment again in the spring.
PERFORMANCE TARGETS	Why is each proposed performance target ambitious, yet achievable, compared to the baseline for the performance measure?	When, during the project period, will the applicant meet the performance target(s)?
At least 75 percent of the students will make one year or more worth of growth in mathematics, according to the Scantron Performance Series assessments over the course of the school year.	We set this goal based upon our work with out-of-school youth and our Education Service Provider’s experience in working with the drop out recovery population.	Growth rate will be measured by comparing Scantron Performance Series scores given in the fall and spring of each school year.

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<p>At least 75 percent of the students will make one year or more worth of growth in reading, according to the Scantron Performance Series assessments over the course of the school year.</p>	<p>We set this goal based upon our work with out-of-school youth and our Education Service Providers experience in working with the drop out recovery population.</p>	<p>Growth rate will be measured by comparing Scantron Performance Series scores given in the fall and spring o the school year.</p>
<p>95 percent of eligible students will participate in the Pennsylvania System of State Assessments and Keystone Exams as required by law over the course of the school year.</p>	<p>At the high school level, students are required by the state to take and pass the Keystone Exam in order to receive a regular diploma. A 95% participation rate is ambitious since these students have dropped out of school in the past. However it is achievable given the personalized and supportive educational experience being provided to our students.</p>	<p>Participation rate will be analyzed at the end of the school year.</p>
<p>The school will reduce the number of non-proficient or academically “at-risk” students (as identified using the fall Scantron Performance Series results) in reading and math by 10 percent annually.</p>	<p>We set this goal based upon our work with out-of-school youth and our Education Service Providers experience in working with the drop out recovery population. This is ambitious but achievable.</p>	<p>Growth rate will be measured by comparing Scantron Performance Series scores given in the fall and spring o the school year.</p>

Student Engagement and Training Resources

Engagement and Personalization are two key hallmarks of HHPACS instructional model. Research has shown that the student populations HHPACS is designed to serve – youth who have dropped out of school, are from high poverty households and have learning and/or emotional disabilities – achieve the greatest success when the learning experience provides relationships, rigor and relevance.

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PERFORMANCE MEASURES	How each performance measure would accurately measure the performance of the project	How the proposed performance measure would be consistent with the performance measures established for the program funding the competition
All HHPACS students will have a portfolio of work completed during the Student Engagement and Advisory Program that identifies the student’s post-secondary goals and outlines a plan for the future.	Since successful student engagement could be represented by a number of subjective factors, HHPACS will measure the projects effectiveness by looking at a body of work completed by our students over the course of the school year.	Student engagement has been shown to directly impact student academic achievement. This performance measure is related to ensuring the quality of the charter school and that students meet challenging State performance standards.
Baseline Data	Why is each proposed baseline valid?	Why is there no established baseline and how and when, during the project period will a valid baseline for the performance measure be established?
At the beginning of the school year, HHPACS students will take a variety of non-academic assessments that will identify gaps in their plans for the future.	n/a	There is no established baseline data. However, students will take a variety of non-academic assessments like the Urban Hassles Index to identify student needs in terms of developing a plan for their future.

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PERFORMANCE TARGETS	Why is each proposed performance target ambitious, yet achievable, compared to the baseline for the performance measure?	When, during the project period, will the applicant meet the performance target(s)?
100 percent of students will participate in a school-based Student Engagement and Advisory Program that focuses on college, career, and/or post-secondary plans for success.	All students attending HHPACS are required to attend our Student Engagement and Advisory Program. So although this is ambitious, we expect to meet this goal.	Participation rate will be analyzed at the end of the school year.

HHPACS is a new school and “does not have experience with the collection and reporting of performance data through other projects or research”. However, for many of the performance measures listed above, HHPACS will utilize student performance data generated by K12’s Learning Management System and by trusted third party assessment providers such as USA Test Prep and ACT Aspire that have extensive experience collecting and reporting reliable, valid, and meaningful performance data. In collecting data on performance measures that indicate the use of collection tools such as surveys, HHPACS will use field-tested instruments to the extent it is possible. To ensure the validity and reliability of any instruments we develop internally, HHPACS will seek technical support from reliable resources such as the Duquesne University School of Education and the Mid-Atlantic REL.

Other Attachment File(s)

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CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- (c) All items described in the application requirements;
- (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (f) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (h) A copy of proof of applicant's non-profit status;
- (i) The applicants' DUNS and TIN numbers;
- (j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Philip B. Parr
NAME OF AUTHORIZED OFFICIAL

President
TITLE

Philip B. Parr
SIGNATURE OF AUTHORIZED OFFICIAL

7/10/14
DATE

Hill House Passport Academy
Charter School
APPLICANT ORGANIZATION

7/11/14
DATE SUBMITTED

CHARTER
TO OPERATE A PUBLIC SCHOOL KNOWN AS
HILL HOUSE PASSPORT ACADEMY CHARTER SCHOOL

WHEREAS, the School District of Pittsburgh (hereinafter "School District") is a school district of the first class A organized and existing under the laws of the Commonwealth of Pennsylvania; and

WHEREAS, the Hill House Association submitted a charter application for the Hill House Passport Academy Charter School on November 15, 2012; and

WHEREAS, the School District held a public hearing on the charter application on December 17, 2012; and

WHEREAS, the School District's Review Team conducted a site visit and interview on January 9, 2012; and

WHEREAS, the Board of Public Education of the School District of Pittsburgh tabled the resolution to deny the application for the Hill House Passport Academy Charter School at its February 27, 2013 Legislative Session; and

WHEREAS, the Board of Trustees for the Hill House Academy Charter School revised and resubmitted the application on May 20, 2013; and

WHEREAS, after receipt of the Review Team's written report, the Board of Public Education considered the revised and resubmitted application at its Legislative Session on June 26, 2013, but the resolution to grant the charter did not receive the requisite 5 affirmative votes because only 7 members were present; and

WHEREAS, the Board of Public Education voted to reconsider the resolution to grant the charter for the Hill House Passport Academy Charter School at its July 24, 2013 Legislative Session; and

WHEREAS, the Board of Public Education passed a resolution at its Legislative Meeting on July 24, 2013, resolving that the Board of Directors of the School District of Pittsburgh authorize its proper officers to grant a five (5) year charter for the Hill House Passport Academy Charter School based upon the revised and resubmitted application pursuant to the Charter School Law, 24 P.S. § 17-1717-A (f), and in accordance with the Review Team's written report to the Board; and

WHEREAS, pursuant to the authority vested in the Board of Public Education of the School District of Pittsburgh, under the Public School Code of 1949, as amended, and the Charter School Law, 24 P.S. §§17-1701-A – 17-1751-A, as amended, in accordance with 24 P.S. §17-1720-A, the Board of Trustees of the Hill House Passport Academy Charter School is hereby granted a Charter to operate a public charter school in Grade Levels 9-12 to be known as Hill House Passport Academy Charter School at 2038 Bedford Avenue, Pittsburgh, Pennsylvania (hereinafter "Charter School").

THEREFORE, it is specifically understood and agreed between the Board of Trustees of the Hill House Passport Academy Charter School and the Board of Public Education of the School District of Pittsburgh that:

1. The Board of Trustees shall operate the Charter School in accordance with the provisions of the Charter School Law, 24 P.S. § 17-1701, *et seq.*, and any applicable amendments thereto enacted during the term of this Charter and any regulations applicable to charter schools. Further, the Charter School shall fully and faithfully comply with the representations and assurances made in its Application for a Charter School revised and submitted on May 20, 2013 in two binders and fully incorporated herein by reference, or as modified via this Charter.

2. The granting of this Charter is specifically contingent upon operation of the Charter School for grades 9 through 12 for high school aged students residing in the Hill District and the greater Pittsburgh area who dropped out of high school and have the potential to meet graduation requirements before turning 21 in material compliance with the terms of this Charter. However, the School District agrees to provide written notice and fifteen (15) days to cure to the Charter School should it believe the Charter School is not fulfilling the terms of paragraphs 6, 8, 14, and 15 herein.

3. The Charter School shall function under the name "Hill House Passport Academy Charter School" only. The Charter School shall not change its name without prior written consent of the Board of Public Education which shall not be unreasonably withheld.

4. This Charter constitutes a legally binding document for a time period commencing on July 1, 2013 and ending on June 30, 2018. This Charter may then be renewed by action of the Board of Public Education for additional five (5) year periods after a comprehensive review or such other period of time as may be required by the Charter School Law and any applicable amendments thereto enacted during the term of this Charter. The Charter School must notify, in writing, the School District between July 1, 2017 and October 1, 2017 that it is requesting renewal of the Charter. Upon any renewal, a new Charter shall be executed by the parties.

5. All persons elected or appointed as members of the Board of Trustees for the Charter School shall serve without pay and shall not engage in any business transaction with, be employed by, or receive any payment for services rendered to the Charter School during said term of this Charter to the extent these actions are prohibited by the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1101, *et seq.*

6. The mechanism for the selection of the members of the Board of Trustees of the Charter School shall be in accordance with the Board of Trustees' Articles of Incorporation or By-Laws, as may be amended from time to time. The Charter School shall provide the School District with copies of any amended Articles of Incorporation or By-Laws within seven (7) days of amendment.

7. The Charter School Board of Trustees shall conduct all of its meetings in compliance with the Sunshine Act, 65 Pa.C.S. §§ 701-716. The Board of Trustees shall not allow votes to be cast by proxy in violation of 65 Pa.C.S. § 705.

8. The Charter School Board of Trustees shall draft minutes in compliance with Section 706 of the Sunshine Act for each public meeting and shall forward copies of those minutes to the School District within thirty (30) days of approval.

9. The Charter School Board of Trustees shall approve all payments to vendors at public meetings.

10. Unless otherwise permitted by 24 P.S. § 17-1715-A (12) or any applicable amendments thereto enacted during the term of this Charter, an administrator of the Charter School shall not receive compensation from another charter school or from a company that provides management or other services to another charter school. "Administrator" shall include the chief executive officer and all other employees of the Charter School who, by virtue of their positions, exercise management or operational oversight responsibilities or such other definition as may be provided by the Charter School Law or any applicable amendments thereto enacted during the term of this Charter.

11. The Charter School shall not relocate its facility or add additional facilities at a location other than 2038 Bedford Avenue, Pittsburgh, Pennsylvania, without the

consent of the School District, which shall not be unreasonably withheld, delayed or denied.

12. The Board of Trustees of the Charter School and the School District will cooperate with each other in the schedule for transportation service, if any, in accordance with the Pennsylvania Charter School Law and applicable regulations.

13. The Charter School shall actively pursue a policy of outreach to the community to ensure diversity in its governance and student body to the extent required by law.

14. The Charter School recognizes the School District is to have ongoing reasonable access to records and facilities of the Charter School to ensure that the Charter School is in compliance with its Charter and the law, and that the requirements for testing, civil rights and student health and safety are being met. The Charter School understands that the School District will conduct periodic site visits. Ongoing reasonable access to a Charter School's records means that the School District shall have access to records including, but not limited to, financial reports, financial audits, aggregate standardized test scores without student identifying information, and teacher certification and personnel records. Written requests for access to the specific items on this list are to be answered by the Charter School within five (5) calendar days of the request. When the School District believes it needs other records and documents to meet its oversight responsibilities, the School District will submit a written request to the Charter School, and the Charter School will provide access to, or copies of, such records within fifteen (15) calendar days. Financial management reviews will be performed periodically to ensure that the Charter School is meeting generally accepted standards of fiscal management and audit requirements. In addition, the Charter School agrees to

participate in periodic enrollment audits and furthermore agrees to provide all enrollment and withdrawal forms to the School District within fifteen (15) days of a student's enrollment and/or withdrawal. The Charter School fully understands that enrollment audits will be performed to ensure the accuracy of subsidy payments to the Charter School based on child accounting data as reported by the Charter School.

15. The Charter School shall timely submit all required reports, including but not limited to the Annual Report to the Department of Education, the Elementary and Secondary Professional Personnel Report, ESOL required reports, and reports to the Department of Health, to the appropriate parties and shall automatically forward a copy of said reports to the School District.

16. The Charter School agrees to participate in the PSSA (or any successor assessment system authorized by the Commonwealth of Pennsylvania), provide the School District with both preliminary and final PSSA data files in the format provided by the State/DRC within two (2) weeks of their release and implement a formative assessment system aligned to the Charter School's curriculum. The Charter School also agrees to provide the School District with an annual assessment calendar that includes the dates and testing windows of the PSSA, all formative assessments aligned to the Charter School's curriculum and any other summative assessments the Charter School intends to administer.

17. The Charter School shall comply with the Individuals with Disabilities Education Act ("IDEA") and Chapter 711 of the Pennsylvania code regarding Charter School Services and Programs for Children with Disabilities.

18. The Charter School shall comply with the applicable requirements of the No Child Left Behind Act ("NCLB"), or successor federal legislation.

19. The Charter School recognizes the School District's responsibility for monitoring the AYP progress of charters authorized by the District as required by federal and state regulations. The Charter School further recognizes the requirements of the AYP improvement scale, including its corrective action requirements. Therefore, the Charter School agrees that, should the school fall into School Improvement I the Charter School will develop a School Improvement Plan in accordance with NCLB. The charter further agrees to submit a copy of the improvement plan to the School District at the time of the PDE deadline for the submission of school improvement plans.

20. The Charter School recognizes that in the event that the school enters Corrective Action I, the School District may revoke the Charter in accordance with the processes and procedures as per Section 17-1729-A of the Charter School Law, as amended. In the event of a decision to revoke the charter due to Corrective Action I status, the Charter School further agrees to work with the District on the process of returning students to their home schools, other charter schools or private schools, pursuant to parent/student choice.

21. The Board of Trustees of the Charter School shall ensure that its school staff complies with certification requirements established by Section 17-1724-A of the Pennsylvania Charter School Law. The Charter School shall comply with the requirements for "Highly Qualified" teachers under NCLB or successor legislation.

22. Use of the proposed facility as a school will require a building permit and occupancy permit from the City of Pittsburgh. The renovated facility will also be reviewed by the School District's facilities department for compliance with applicable Public School Code provisions related to school buildings prior to the admission of

students consistent with the Proposed Charter School Drawing Review issued by Radelet McCarthy Polletta, Inc. on June 20, 2013.

23. If more students apply to the Charter School than the number of attendance slots available, the Charter School shall select students on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the Charter School.

24. This Charter shall be terminated only in accordance with the provisions of applicable law or by voluntary surrender approved by the Board of Trustees of the Charter School. Any material violation of the provisions of the Charter shall subject the Charter to either termination or non-renewal in a manner consistent with the law. Any determination by the School District to renew or not to revoke this Charter following a material violation of this Charter shall not serve as a waiver as to the School District's discretion to not renew or revoke the Charter following any subsequent material violations of the Charter or as a waiver for the School District to choose to revoke or not renew this Charter based upon applicable law. In the event that this Charter is terminated or voluntarily surrendered, then in a manner consistent with the applicable law, after the disposition of any liabilities and obligations of the Charter School, any remaining assets of the Charter School shall be distributed on a proportional basis to the school entities with students enrolled in the Charter School for the last full or partial school year.

25. The Charter School fully understands that in cases where the health or safety of the school's pupils, staff, or both is at serious risk, the Charter shall be revoked immediately pursuant to the processes and procedures outlined in Pennsylvania's Charter School Law, as amended.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this 18th day of December, 2013.

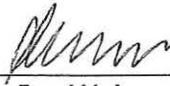
ATTEST:

**SCHOOL DISTRICT OF
PITTSBURGH**

By: 
Dr. Linda Lane
Superintendent of Schools and
Secretary to the Board

By: 
Thomas Sumpter, President

APPROVED AS TO FORM:

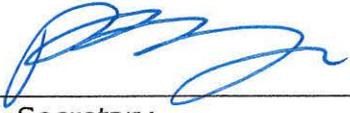
By: 
Ira Weiss, Solicitor

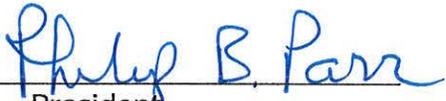
Board Action Date: July 24, 2013

[CHARTER SCHOOL SIGNATURES FOLLOW ON SEPARATE PAGE]

Attest:

**BOARD OF TRUSTEES OF THE
HILL HOUSE PASSPORT
ACADEMY CHARTER SCHOOL**

By: 
Secretary

By: 
President

Date: 12/18/13

There was a problem attaching a file(s).

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



Education

University of Pittsburgh, Pittsburgh, PA

***June 2000-2002: Superintendent Letter of Eligibility, Department of
Administration and Policy Studies, School of Education***

Carnegie Mellon University, Pittsburgh, PA

***January 1995-May 1999: Master of Public Management Degree
H. John Heinz, III, School of Public Policy and Management***

California University of Pennsylvania, California, PA

***January 1990-December 1991: BS in Secondary Education with
Specialization in Earth Science***

Slippery Rock University, Slippery Rock, PA

January 1987-August 1989: BS in Recreational Therapy

Eastern Arizona Junior College, Safford, AZ

January 1985-December 1986: Administration of Justice Major

***Hill House Passport Academy Charter School:
Recovering and Reengaging High School Dropouts***



Experience

Ringgold School District, New Eagle, PA

2004- 2013

High School Principal

Canon-McMillan School District, Canonsburg, PA

1999- 2004

High School Assistant Principal

West Mifflin Area School District, West Mifflin, PA

1993- 1999

Earth and Space Science Instructor

Baldwin-Whitehall School District, Pittsburgh, PA

1992- 1993

General Science I and II Instructor

Ringgold School District, New Eagle, PA

***Hill House Passport Academy Charter School:
Recovering and Reengaging High School Dropouts***



1992, Science Instructor for Summer Session

1992, Substitute Teacher

1990 - 1992, Varsity Assistant Football Coach,

Conditioning/Weight Training Coordinator

The Devereux Foundation, Victoria, TX

August 1989-December 1989

Supervisor/Coordinator of Recreational Activities

Presentations

“Integration of New Teacher Evaluation System”

Presented at The Principal Leadership Academy, Westmoreland Count IU

Fall - 2012

“School Improvement Strategies”

Presented at Beaver County IU

Spring - 2012

“School Improvement Strategies”

Presented at the PA State Improvement Conference, Pittsburgh, PA

***Hill House Passport Academy Charter School:
Recovering and Reengaging High School Dropouts***



Spring - 2012

References

Otto L. Graf, Ed. D, Co-Director of Western PA Education Leadership Academy, cell: 412-519-3254

Jason Marvin, Ringgold High School Assistant Principal, cell: 724-288-0145

Chuck Smith, Ringgold School Board Member, cell: 724-350-5983

Dr. Karen Polkabra, Superintendent of Ringgold School District, work #: 724-258-9329

Mr. Gary Hamilton, Former Superintendent of Ringgold School District, cell: 724-288-0143

**Hill House Passport Academy Charter School
Charter School Program Implementation Grant**

From: Philip Parr [REDACTED]
Sent: Friday, July 11, 2014 6:46 AM
To: 'superintendentoffice@pghboe.net'
Cc: 'iweiss1@pghboe.net'
Subject: Charter School Program Implementation Grant

Dear Dr. Lane,

I am writing to notify you, as required in the grant application package, that the Hill District Passport Academy Charter School is applying for a two year federal Charter School Program Implementation Grant in the amount of \$263,406. I have attached a copy of the grant application to satisfy this requirement. Please do not hesitate to contact me if you would like to know more about our progress to open the school this upcoming school year.

Sincerely,

Phil Parr
President
Hill House Passport Academy Charter School

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** AttachmentHHPACSBudget Narrative71114 (2).pdf

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

**Hill House Passport Academy Charter School
Charter School Program Implementation Grant**

BUDGET NARRATIVE

The Hill House Passport Academy Charter School is the response to the community’s moral, civic and economic imperative to address the dropout crisis among youth residing in the Hill District and throughout the greater Pittsburgh area. In a city that provides very few opportunities for dropout students to re-engage in the public school system and earn a high school diploma, Hill House Passport Academy Charter School will offer a meaningful school option to the large number of students not currently being served.

The mission of the Hill House Passport Academy Charter School (“HHPACS”) is to prepare college and career ready graduates to thrive in a diverse community through an engaging blended learning experience that supports individual student needs. HHPACS is a blended learning high school that is committed to empowering students who have dropped out of high school to acquire the academic and life skills needed to earn their high school diploma and succeed in post-secondary education and career opportunities. Slated to open in September 2014 with 150 students and growing to 180 students by year three, HHPACS will combine flexible scheduling, online work, face-to-face instruction, career exploration and wrap-around services to deliver a truly groundbreaking learning experience.

The funds requested in this grant application will be directed towards implementation activities that support the development of the college and career readiness of HHPACS students; ensure the successful implementation of our instructional and wraparound service model; and strengthen the governance and management of our school laying a foundation for long term viability and sustainability through:

- Board development and training;
- Onsite staff development and training addressing effective:
 - teaching in a blended learning environment including the use of online curriculum, communication tools, and engaging resources to motivate and develop personalized learning for all students;
 - development and responsive use of individualized learning plans;
 - implementation of student and family engagement strategies;
 - alignment and integration of supplemental materials to prepare students for success on keystone exams;
 - Integration of data driven instruction including understanding data and using data to inform instruction;
- Supplemental curriculum and assessment resources for keystone exam preparation;
- Supplemental curriculum, assessment and program resources for student engagement; and

**Hill House Passport Academy Charter School
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- Classroom technology tools including laptop computers for teachers and students, laptop storage and charging carts for each classroom, interactive whiteboards and projectors for each classroom, portable speakers for each classroom, shared digital cameras, and shared digital microscopes;
- Assistive curriculum in reading, writing and math as well as assistive technology tools including speech to text software, text to speech software, head sets and microphones, e-tablets for Special Education teachers and students (based upon IEP), and online instructional resources and strategies aimed at improving learning for students with disabilities; and
- Participation in the annual USDOE Charter Schools Program Directors’ Conference.

Travel

Year 1 = \$ 3,305

Year 2 = \$ 3,425

In each year of the grant project, the grant Project Director and the business manager will attend the Charter Schools Program Project Directors’ Meeting, presented by the USDOE, in Washington, D.C. Each year it is assumed that both persons would be traveling from Pittsburgh to attend.

<u>Item</u>	<u>Year 1</u>	<u>Year 2</u>
Charter School Program Project Directors’ Meeting (USDOE)		
Project Director (School Principal) and Business Manager		
Airfare (2)	\$800.00	\$850.00
Hotel (2 rooms)	\$1,350.00	\$1,375.00
Car Rental (3 days)	\$555.00	\$580.00
Per Diem (food, parking, taxis, etc.)	\$600.00	\$620.00
TOTAL	\$3,305.00	\$3,425.00

Equipment

As a technology-driven school, Hill House Passport Academy Charter School will be innovating in both its online learning and high-tech classroom instructional practices. In order to maximize this opportunity, HHPACS seeks to create a robust technology infrastructure at our school, as well as having the IT backbone to support a web-based community. To this end, the school seeks to use significant proceeds from this grant towards the purchase of these major technology pieces: laptop computers for all teachers and thin client computer portals and the supporting server infrastructure for all students in year 1, an Interactive Whiteboard and projector for each of the classrooms in year 1, and portable speakers for each classroom in year 1.

**Hill House Passport Academy Charter School
Charter School Program Implementation Grant**

Assistive technology tools to be used in the classroom with special needs students such as headsets with Microphone for speech to text recognition software and Samsung or Chrome tablets for students and teachers in year 1.

The laptop carts will make every classroom in HHPACS an online, comprehensive learning center—particularly for writing, science and testing. The cart gives a class the capability of simultaneously working on either the same or individual projects. An entire class could be working on the same writing assignment, science experiment, or test. Or, students could be working on different collaborative group or individual research projects. Interactive Whiteboards bring group lessons to life, blending audio and visual efficient way to provide teacher professional development online. Assistive Technology tools will enable us to make the blended learning environment work for all HHPACS students particularly those with disabilities.

Item	# of Units (Yr 1, Yr 2)	<u>Year 1</u>	<u>Year 2</u>
Laptop computer for students	16	\$21,241.00	n/a
Thin Clients computer for students	100 @ \$447.39/computer	\$44,739.00	n/a
Interactive Whiteboards and Projectors	4	\$20,000.00	n/a
Portable speakers/Bell System/Paging	Throughout School	\$12,530.00	n/a
Computers/Server Infrastructure	Server Room	\$24,114.00	n/a
Wireless Access Points/Wireless Router/Firewall	4 WAP's	\$5,600.00	n/a
Wiring/IT infrastructure		\$13,400.00	n/a
Security Cameras/System	1 DVR – 16 camera units	\$2,798.00	n/a
Widescreen monitor	1	\$700.00	n/a
	(at \$20/unit)		
Headsets with Microphones	10	\$200.00	n/a
	(at \$300/unit)		
Samsung or Chrome Tablets for Special Education Teachers and Students (based on IEP)	10, 5	\$3000.00	\$1,500.00
TOTAL		\$148,322.00	\$1,500.00

**Hill House Passport Academy Charter School
Charter School Program Implementation Grant**

Implementing Board Development Training

In Year 1, Hill House Passport Academy Charter School Board members and school leaders will create a solid governance model with strong policies and procedures for the Board and school. Board members will participate in approximately 45 hours of combined onsite and offsite board training over the course of the first year.

The school board has identified Brian Carpenter as a board development services provider. The board will focus on ideas that are critical to its success. We expect, at a minimum, to target:

- whom the board exists to represent
- how to know when the board has spoken
- the fundamental difference between governance and management
- how to tell whether a board agenda topic is really governance
- how to design, implement, and monitor policies
- how to monitor, on a regular basis, the extent to which the school is achieving the goals stated in its charter
- the three duties that comprise the board’s fiduciary responsibility
- three lessons from research about the actions, decisions, and characteristics of failed charter school boards
- what boards really need to know about school performance data
- a simple method for structuring a board meeting
- addressing complaints
- how to work with an EMO
- Using data dashboards to drive decisions and ensure accountability for performance

Through the course of the year, capacity will be built on the board to onboard and train new board members in Year 2 and beyond.

Service Provider	Scope of Service/Duration	Year 1	Year 2
Brian Carpenter	Initial in-person 2 day board retreat; 30 hours of follow up training; access to online Board University; handouts and materials / Over the course one the year	Flat fee of \$10,000.00	Flat fee of \$5,000.00
Total		\$10,000.00	\$5,000.00

**Hill House Passport Academy Charter School
Charter School Program Implementation Grant**

Staff Professional Development (Teaching in the Blended School)

In Years 1 and 2, the principal, school leadership team, and teachers will be tasked with implementing a blended learning program that effectively meets the academic needs of students who have previously dropped out of high school. K12 will provide a host of professional development opportunities for teachers and school leaders throughout the year. For example, before school begins, K12 prepares school leaders and teachers for the rigor of teaching in a blended learning environment by facilitating a two-day on-site training addressing online curriculum, blended instruction, classroom communications, student engagement, and individualized learning. This training will prepare teachers to provide individualized learning for HHPACS’ student population. According to the International Association for K–12 Online Learning (iNACOL) and *Education Week*, K¹² is the nation’s leader in preparing teachers to teach with digital resources. K¹²’s professional development programs are designed to enable teachers to better utilize technology for instruction, because the emphasis is on the use of data, individualization, and how best to use the tools to engage students, training helps teachers dramatically improve their craft in general.

To supplement training provided by K12, HHPACS would like to provide its teachers and leaders with targeted training on Data Driven Instruction. In Years 1 and 2, it will be critical that teachers receive Data Driven Instruction training in order to enable them to productively utilize the student data provided by our use of online curriculum and assessments to effectively inform instruction so that our students truly experience personalized learning. HHPACS has reached out to Paul Bambrick Santoyo as a possible service provider for Data Driven Instruction Training. As the Author of *Driven by Data*, *Leverage Leadership*, and *Great Habits, Great Readers*, Bambrick-Santoyo has trained over 10,000 school leaders worldwide in instructional leadership, including multiple schools that have gone on to become the highest-gaining or highest achieving schools in their districts. In Year 2, a lead teacher will be identified to receive “train the trainer” development in Data Driven Instruction so that capacity will be built internally.

Training Service Provider	# of staff	Duration	Cost per Unit	Year 1	Year 2
Paul Bambrick-Santoyo	all	One full day	\$10,000	\$10,000.00	\$10,000.00
Total				\$10,000.00	\$10,000.00

Staff Development and Training (Engaging At-Risk Students)

HHPACS’ charter and mission is to provide students under the age of 21 who have previously dropped out of high school with the opportunity to return to school earn their high school diploma and build the academic and non-academic skills necessary to succeed in college, career and life. We recognize that this population of students will likely come to school with non-academic as well as academic challenges that create barriers to student achievement. HHPACS is committed to removing those barriers to student learning and success. Part of that

**Hill House Passport Academy Charter School
Charter School Program Implementation Grant**

commitment is to understand and be able to respond to the socio-emotional needs of our students. To prepare school leaders and teachers for this enhanced role HHPACS staff and faculty will participate in training offered by the following service providers:

- Steve Barkley provides Professional Development that focuses on Professional Learning Communities, engaging learners and a strong focus on questioning. His website: <http://barkleypd.com/>
- Ruby K. Payne, Ph.D. is the founder of aha! Process and an author, speaker, publisher, and career educator. Recognized internationally for A Framework for Understanding Poverty, her foundational book and workshop, Dr. Ruby Payne has helped students and adults of all economic backgrounds achieve academic, professional, and personal success: <http://www.ahaprocess.com/who-we-are/dr-ruby-payne/>
- Why Try Program Training – Training for school principal, staff and teachers to successfully utilize the Why Try program described in the “Supplemental Curriculum and Assessments section” of the budget narrative.
- iReady Training – training for teachers twice a year to effectively integrate the iReady Assessments and Intervention Tools described in the section below

Type of Training	# of staff	Duration	Cost per Unit	Year 1	Year 2
Why Try – Level 1, Year 1	10	2 days	\$300/teacher	\$300.00	n/a
Why Try – Level 2, Year 2	10	2 days	\$300/teacher	n/a	\$300.00
iReady Getting Started Training, Year 1	N/A	Two half days	\$1500/ ½ day	\$1500.00	n/a
iReady Train the Trainer, Year 2	N/A	One full day	\$3000/day	n/a	\$3000.00
Steve Barkely	N/A	One full day	\$4000/day	\$4000.00	\$4000.00
Ruby Payne, Ph.D.	N/A	One half day	\$8000/ ½ day	\$8000.00	\$8000.00
Total				\$13,800.00	\$15,300.00

Supplemental Curriculum and Assessments

Engagement and Personalization are two key hallmarks of HHPACS instructional model. Research has shown that the student populations HHPACS is designed to serve – youth who have dropped out of school, are from high poverty households and have learning and/or emotional disabilities – achieve the greatest success when the learning experience provides relationships, rigor and relevance. The additional resources highlighted below will enable HHPACS to engage students in their learning experience from the first day by addressing their social and emotional needs, identifying and intervening early with students who are performing more than two levels below grade expected grade level, and providing the assistive resources necessary for all of our students including those with disabilities to graduate from high school prepared for success in college, career and life.

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- **Why Try** - <http://www.whytry.org/> The Why Try Program uses a series of ten visual metaphors to teach social, emotional, and leadership principles. The program’s unique multisensory approach caters to every learning type, and has been used in over 16,000 schools and organizations with 2 million students and counting. The Why Try Program has been proven to increase GPA and graduation rates, reduce failure and expulsion, decrease rule-breaking behaviors, improve self-concept and emotional health, increase resilience, and improve academic progress in all areas. Research has proven this works with the population HHPACS is intending to serve. Click here to read about an alternative high school campus's success in northern Texas: <http://whytry.org/index.php/component/content/article/79-resource-center/116-effects-of-the-why-try-social-skills-program>. Funds will be used to acquire teacher and student licenses to the software and also for training for local school leaders and staff (for training costs see section above).
- **iReady Assessments and Intervention Tools** – This is an assessment tool that we will be using to identify student strengths and weaknesses and to align classroom instruction. **iReady Interventions:** Based on the diagnostic results, those students that are performing more than two grade levels below their expectant grade level and are identified “at risk” on Scantron assessment results may be identified for RTI. HHPACS anticipates that 20% of its student population will be identified for RTI strategies. Tier II RTI interventions for reading and math will be provided through iReady intervention; this powerful online program combines an adaptive assessment with instant reporting, and engaging differentiated instruction customized for each student's unique needs. Benchmark Assessments are 15 minute monthly “check ins” to measure growth specifically as it relates to iReady interventions. Only students identified for RTI will need to take the monthly assessment to determine the effectiveness of the intervention and for the RTI team to make an informed decision on programming for each identified child.
- **Achieve3000** - These web-based literacy solutions are built on decades of scientific research into how children learn to read. The National Reading Panel, The National Writing Commission, and Dr. Michael Kamil, co-author of Reading Next have studied and proven that teaching students according to their unique reading levels has significant effects on literacy performance and achievement on standardized tests. Achieve3000’s philosophy is simple: *Teaching students one-on-one, at their level, is one of the most powerful ways to help them reach their maximum potential.* This is a widely accepted principle, but one that is often difficult for principals and teachers to accomplish. Achieve3000 is the first – and only – Web-based, differentiated literacy solution for high school students that extends the teacher’s ability to reach every student *at his or her reading level.*
- **Rewards Reading and Writing Intervention Materials** including Rewards Multisyllabic Reading Passages, Rewards Multisyllabic Word Reading Strategies, and Rewards Writing Sentence Refinement. REWARDS offers a powerful short-term intervention that results in long-term literacy achievement. The program supports any core curriculum and offers flexible implementation options.
- **Algebra Ready Part 1 and Part 2** is a research-based intervention program that helps students to master fundamental mathematics and prepares them for algebra and geometry.

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- **Step Up to Writing in Math** offers teachers practical strategies that can be used with HHPACS students in math-related reading and writing.
- **Moving with Math (Grades 3-8 with manipulatives)**
- **Read Live** (Fluency and Comprehension) Individualized intervention program using web-based software. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary.
- **Fluency Tutor** (Fluency and Comprehension) – A web-based program that allows students to practice reading, take assessments, and see how they did. Teachers can assess students, monitor progress, and individualize instruction. It will help struggling readers at HHPACS to develop oral reading fluency and improve comprehension.
- **Read & Write Gold Text to Speech** (Flash Compatible, Concurrent License) - is a discrete, customizable toolbar that integrates reading, writing, studying, and research support tools with common applications.
- **Criterion® Online Writing Evaluation Service** – is a web-based instructor-led writing tool that helps students plan, write and revise their essays. It gives them immediate diagnostic feedback and more opportunities to practice writing at their own pace.
- **GoalBook** – Special Education teachers will use Goalbook’s online Toolkit of learning goals and teaching strategies to create instructional strategies that provide multiple pathways to success and reduce barriers to learning for special populations

Curriculum	Cost/Unit	# Units Yr. 1, Yr. 2	Year 1	Year 2
Why Try – Teacher License	\$299/teacher/year	10, 19	\$2,990.00	\$2, 990.00
Why Try – Student License	\$7/student/year	150, 180	\$1,050.00	\$1,260.00
iReady Diagnostic and Instructional Interventions License - Reading	\$29.99/student/year	30,36	\$900.00	\$1080.00
iReady Diagnostic and Instructional Interventions License - Math	\$29.99/student/year	30, 36	\$900.00	\$1080.00
Goalbook Teacher Training	\$595/teacher/year	2, 2	\$1,190.00	\$1,190.00
Goalbook for students	\$30/student/year	30, 36	\$900.00	\$1080.00
Rewards Multisyllabic Reading Strategies – Teaches eGuide Level 1	\$24.95/teacher/year	2, 2	\$50.00	n/a
Rewards Multisyllabic Reading Strategies – Teachers Guide Level	\$97.95/teacher/year	2, 2	\$196.00	n/a

**Hill House Passport Academy Charter School
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2				
Rewards Multisyllabic Reading Strategies - (10 students) Level 1	\$99.95/ 10 student pack/year	2, 2	\$200.00	n/a
Rewards Multisyllabic Word Reading Strategies – (10 students) Level 2	\$99.95/10 student pack/year	2, 2	\$200.00	n/a
Rewards Plus	\$96.95/student kit	1	\$97.00	\$97.00
Rewards eSolution	\$99.90/student kit		\$100.00	\$100.00
Rewards Writing Sentence Refinement	\$535/classroom set of 20	1, 1	\$535.00	\$535.00
Algebra Ready Part 1 and Part 2 Teacher set	\$176/teacher year	1, 1	\$780.00	\$780.00
Algebra Ready Part 1 and Part 2 Student set	\$30.95	20, 20	\$620.00	\$620.00
Step up to Writing in Math	\$93.95/kit	2, 2	\$188.00	\$188.00
Moving with Math	Complete Intervention Set Level B and C Manipulatives Kit Grade 3-4 and Grade 5-8	1 of each set and kit	\$2700.00	n/a
Read Live	Web access for students; teacher training	1 school license and 1 teacher training; 1 school license no training	\$2000.00	\$1300.00
Fluency Tutor	Web access for students; teacher training	1 School license and 1 teacher training	\$1400.00	\$1400.00
Read & Write Gold Text to Speech Flash Compatible	Whole school license	1 license for school	\$1600.00	\$1600.00
Criterion Online Writing	\$13/student/year	30, 36	\$390.00	\$468.00
Dragon Speak Speech to Text	\$99.99/student	5	\$500.00	n/a
Total			\$19,486.00	\$15,768.00

Test Prep Resources

For many HHPACS passing the Keystone Exam will be a challenging hurdle to obtaining their high school diploma. As stated previously, our instructional model is designed to remove as

***Hill House Passport Academy Charter School:
Recovering and Reengaging High School Dropouts***

**Hill House Passport Academy Charter School
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many barriers as possible to our students’ success. By integrating an effective system of test prep, assessment and intervention into the student learning experience at HHPACS, our school will enable students to pass state mandated Keystone exams. We do not want to stop there. It is essential that students be prepared to achieve postsecondary success. By utilizing ACT Aspire, our students will have the opportunity to improve performance on this critical college readiness indicator.

- **USA Test Prep** <http://www.usatestprep.com/Home>. Teachers will utilize these resources to provide focused support to students to better prepare them for Pennsylvania state assessments. Teachers will be trained on data usage and will use results to provide targeted instruction to help students close achievement gaps and be more successful on Pennsylvania Keystone Exams for English, Biology, and Math. <http://www.usatestprep.com/Pennsylvania-Elementary-School-Online-Review>.
- **ACT- Aspire-** The school would use this assessment one time a year to assess college readiness and predict how a student may perform on the ACT test: <http://www.discoveractaspire.org/assessments.html>.

Test Prep	Licensing fee	# Units	Year 1	Year 2
USA Test Prep Keystone Exam Prep for English Lit and Comp, Biology, Algebra I and II and Geometry	\$617.50/2 year license	6	\$3705.00	N/A
ACT Aspire	\$25/student	150 units	\$3,750.00	\$3,750.00
Total			\$3,750.00	\$3,750.00

Total Year 1 Grant Request \$208,663.00

Total Year 2 Grant Request \$54,743.00

Total Request \$263,406.00

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

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

Name of Institution/Organization

Hill House Passport Academy Charter School

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						
2. Fringe Benefits						
3. Travel	3,305.00	3,425.00				6,730.00
4. Equipment	148,322.00	1,500.00				149,822.00
5. Supplies	23,236.00	19,518.00				42,754.00
6. Contractual	33,800.00	30,300.00				64,100.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	208,663.00	54,743.00				263,406.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	208,663.00	54,743.00				263,406.00

***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 %.

Name of Institution/Organization Hill House Passport Academy Charter School	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.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Dwayne		Homa	Ph. D

Address:

Street1:	1825 Centre Avenue
Street2:	
City:	Pittsburgh
County:	
State:	PA: Pennsylvania
Zip Code:	15219-4305
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
412-376-3724	412-253-7706

Email Address:

dhoma@hhpacs.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) #: 2

--

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.

AttachmentHHPACSExemptResearch71114.pdf	Add Attachment	Delete Attachment	View Attachment
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**Hill House Passport Academy Charter School
Charter School Program Implementation Grant**

EXEMPT RESEARCH EXPLANATION

This project involves human subjects in activities found in Exemption Category #2 making the project exempt from regulations for the protection of human subjects. Exemption #2 exempts “research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation.

In determining whether students have met the objectives of the school’s academic goals which are also the objectives of this project, namely to

- increase student achievement in mathematics for all students;
- increase student achievement in reading for all students; and
- increase proficiency in reading and math of academically “at-risk” students who persist
in the HHPACS program for the school year;

the results of assessments will be reported in the aggregate, rather than data about individual students. The investigators will not participate in the standardized testing. Individual student responses and scores will not be identified.