

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100141

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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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.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	Hogan Preparatory Academy

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Hogan Preparatory Academy, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
██████████	██████████

d. Address:

* Street1:	████████████████████
Street2:	
* City:	██████████████
County:	██████████
State:	███
Province:	
* Country:	███
* Zip / Postal Code:	██████

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Mr.	* First Name:	Danny
Middle Name:			

* Last Name: Tipton

Suffix:

Title: Principal

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

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

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Charter School LEA

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA
84.385

13. Competition Identification Number:

Title:

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

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

Rewarding Effectiveness

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MO-005

* b. Program/Project: MO-005

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ [REDACTED]
b. Applicant	\$ [REDACTED]
c. State	\$ 0
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ [REDACTED]

*** 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 7/6/2010.

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

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

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

Yes No

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: Mr. * First Name: Danny

Middle Name:

* Last Name: Tipton

Suffix:

Title: Principal

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* Email: DTIPTON@HOGANPREP.ECHALK.COM

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Hogan Preparatory Academy, Inc.

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	█	█	█	█	█	█
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	█	█	█	█	█	█ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs*	█	█	█	█	█	█
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

***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 0%

(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 3.33%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Hogan Preparatory Academy, Inc.

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

SECTION 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	\$ 0	\$ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████
2. Fringe Benefits	\$ 0	\$ ████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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
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 sub-agreements.
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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. "1721 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

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 the 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.

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.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Mr. Danny Tipton

Title: Principal

Date Submitted: 07/01/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Hogan Preparatory Academy Address: 1221 E. Meyer City: Kansas City State: MO Zip Code + 4: 64131- Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: Department of Education/OESE	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
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 this 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.	Name: Mr. Danny Tipton Title: Principal Applicant: Hogan Preparatory Academy, Inc. Date: 07/01/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

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 any 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 or 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
Hogan Preparatory Academy, Inc.
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mr. First Name: Danny Middle Name:
Last Name: Tipton Suffix:
Title: Principal
Signature: _____ Date:
_____ 07/01/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Section 427 Requirements

File : U:\Development\GEPA_427.doc

General Education Provisions Act (GEPA) Section 427 Requirements

Hogan Preparatory Academy operates under an equal employment opportunity policy. We strive for a diverse organization and facilitate equitable access to and participation in our programs with respect to gender, race, national origin, color, disability and age.

Our overall faculty is roughly half male and half female. Seven of our thirty teachers are African American. While this proportion is not representative of the race of our student body, it is over three times the percentage of African American teachers in the Missouri. We target sources with high percentages of African American candidates in our recruitment of teachers to increase the diversity of our faculty. We have significantly increase the percentage of minority teachers in our recruitment for the upcoming school year.

We have only one faculty member who requires accommodations under the Americans With Disabilities Act. We continue to add accommodations for individuals with disabilities to our facility and just finished constructing a new wheelchair ramp to increase access.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Danny Tipton

Address:

* Street1: [REDACTED]
Street2: [REDACTED]
* City: [REDACTED]
County: [REDACTED]
* State: [REDACTED]

* Phone Number (give area code) Fax Number (give area code)
[REDACTED] [REDACTED]

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Abstract

Attachment 1:

Title: **Rewarding Effective Project Abstract** Pages: **0** Uploaded File: **Hogan_Prep_Project_Abstract.doc**

Rewarding Effectiveness

Hogan Preparatory Academy is a charter high school in Kansas City, Missouri and is applying for a grant in the main competition for the Teacher Incentive Fund program. Hogan Prep has a college preparatory mission and has a good record of improving student academic achievement and helping them matriculate to college. Nevertheless, a significant gap exists between the demonstrated academic achievement of our graduates and the levels that have been statistically determined to be predictive of college success. Consequently, we established three goals for our Rewarding Effectiveness project.

1. Increase the overall school and teacher effectiveness.
2. Increase the percentage of effective teachers.
3. Increase the retention and recruitment of effective teachers.

The performance-based compensation system (PBCS) proposed for this project is heavily weighted on student growth with 60% of incentive compensation directly tied to growth measures. The system has a maximum incentive compensation level of 20%. Incentive compensation levels are determined from Marzano's model for effective schools and teachers with the maximum compensation level associated with teacher effectiveness above the 99th percentile. The proposed system also includes incentives for teachers performing leadership roles and incentives to recruit effective teachers for hard-to-staff areas.

Hogan Prep is positioned well with respect to the five core elements of a PBCS. In particular, the school has an established, comprehensive database for standardized assessments that will be used to determine the growth measures required for our system. This capability, along with demonstrated proficiency in executing comparable federal and other grants, facilitate execution of the Rewarding Effectiveness project on time and within budget.

Project Narrative

Application Narrative

Attachment 1:

Title: **Rewarding Effectiveness Project Narrative** Pages: **30** Uploaded File: **U:\Teacher Incentive Program\Hogan_Prep_Project_Narrative.doc**

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1. Need for the Project

Hogan Preparatory Academy (HPA) is a charter high school in Kansas City, Missouri that was organized as such for the 1999-2000 school year and became a Local Education Agency in 2005. The school has a college preparatory mission and serves an urban population. Ninety-nine percent of our students are African-American with seventy-five percent of them coming from low-income families. Our typical freshman student comes to us over two years behind grade level in academic achievement.

Despite these challenges, Hogan Prep has been remarkably successful in its mission. Our students improve their academic achievement over their four years of high school. The below table shows the percentile for our average student on the SAT10 standardized assessment administered in the fall of 2009 compared to all SAT10 test takers in the state of Missouri. This achievement growth would place Hogan Prep in the 74th percentile of schools using the Marzano (2003) model for school and teacher effectiveness.

Grade	9	10	11	12
Percentile	24	36	40	44

Table 1. Percentile Growth vs. Grade Level on SAT10

Every graduate in the history of the charter school has been accepted to college and we've found that approximately eighty percent of them have matriculated to college since we've started systemically measuring this over the past two years. Yet, while we are proud of our students' accomplishments, we are far from satisfied that we've done everything we can to ensure our students' future success. One of our best measures to predict our graduates' success in college is their score on the ACT, which all of our seniors are required to take. As can be seen

from the below graph, while we've driven an improvement in our mean scores over the charter school history, we still have a significant gap of about five points relative to the average score in Missouri. Moreover, a comparable gap exists between our students' scores and the levels associated with predicted college success in the ACT College Readiness standards. Clearly, we must do more to ensure our students' success in college and their subsequent careers.

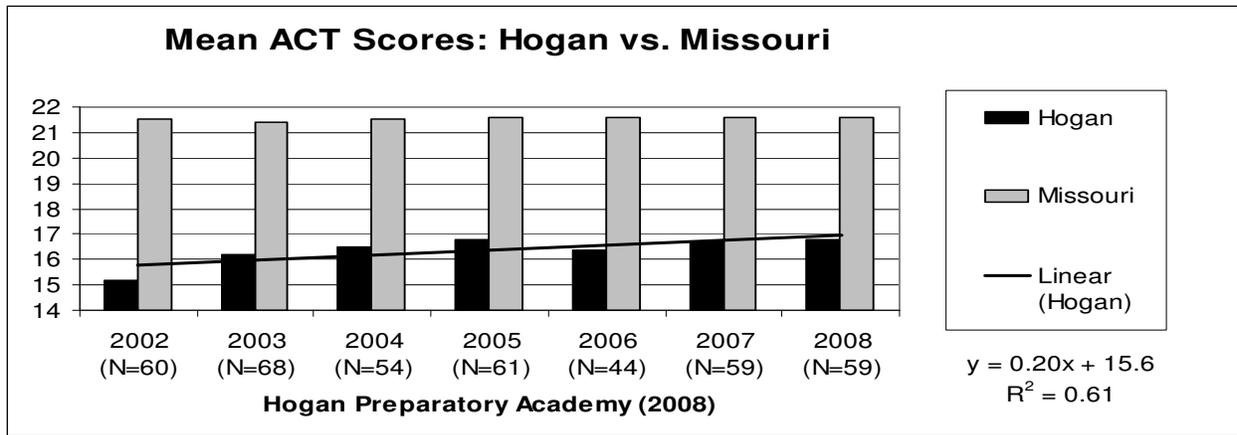


Figure 1. ACT Scores vs. Missouri State Average

We identified two comparable schools in the Kansas City district to compare our students' academic achievement with. Lincoln College Prep is the college preparatory high school in the Kansas City traditional public school district. While its student body has more ethnic diversity than Hogan Prep and students must pass an entrance exam to attend the school, it shares our same mission. University Academy is another charter school in Kansas City that is located about a mile away from Hogan Prep. We draw our students from the same neighborhoods. University Academy has two distinct advantages over our school. They have their own elementary and middle schools and thus control their feeder schools. They also have significantly more financial backing and constructed their own facility. Nevertheless, they too share a common college preparatory mission with our school. Table 2 shows that results for the

Missouri state End-of-Course exams and the ACT for Hogan Prep are significantly lower than those of the comparable schools.

Assessment	Hogan Prep	Lincoln Prep	University Academy
English I (percent proficient)	47%	98%	84%
Algebra I (percent proficient)	46%	63%	44%
Biology (percent proficient)	11%	70%	41%
ACT (mean)	16.3	22.0	N/A

Table 2. 2009 Assessment Results for Hogan Prep and Comparable Schools

Although Hogan Prep had a reasonably good retention rate of 90% this year both for overall teachers and for teachers in the hard-to-staff areas of math, science and special education, it is challenging to compete for effective teachers in these areas. This past year we had the voluntary resignation of a teacher with certification in Physics and approved Advanced Placement audits to teach AP Calculus AB, AP Statistics and AP Physics B. These are important classes to keep in our college preparatory curriculum, but historically difficult to staff. The Kansas City, Missouri public school district only has one certified physics teacher in the entire district. AP Physics B was dropped as a course for next school year, largely due to not having a qualified teacher. [REDACTED]

[REDACTED]

The needs identified in this section caused us to identify three goals for this project:

1. Increase the overall school and teacher effectiveness.
2. Increase the percentage of effective teachers.

3. Increase the retention and recruitment of effective teachers.

2. **Project Design**

The board of Hogan Preparatory Academy encouraged the development of a performance based compensation system (PBCS) for the school. The development of a PBCS for teachers, the principal and other school personnel is a strategy in our Title I LEA Plan and our Schoolwide Plan for federal programs. Hogan Prep has a relatively high percentage of teachers from non-traditional backgrounds and a variety of private sector employment experiences. In addition to supporting research, our proposed PBCS used our personnel’s private sector experience with effective incentive compensation programs to help define the system for this project.

The maximum incentive compensation level associated with our PBCS is 20% of the employee’s annual salary. It should be noted that extraordinary, quantified results would be required to obtain this level. A summary of the PBCS is contained in the Table 3. The factors, elements and measures that comprise our PBCS and a discussion of the supporting rationale are contained in the following paragraphs.

Factor	Elements	Measurement	I *	II *	III *
Individual (60%)	NWEA MAP Growth	Mean fall to spring NCE growth on NWEA MAP for your students in your content area; linear scale with 20% incentive for +2σ (standard deviations) for teacher effectiveness per Marzano’s model (corresponds to 7.7 point gain in NCE)	15%	30%	45%

Factor	Elements	Measurement	I *	II *	III *
	EOC Growth	Mean year over year growth in EOC scaled score; linear scale with 20% incentive for +2 σ	15%	---	
	EOC Proficiency	Percent of students taking course (not only those taking exam) who score proficient or advanced; scale with 20% incentive for a percent that meets or exceeds the state target associated with AYP determination	15%	15%	
	Teacher Observation	Quantified, normalized teacher evaluation; linear scale with 20% incentive for +2 σ	15%	15%	15%
Content Area (15%)	NWEA MAP Growth	Mean fall to spring NCE growth on NWEA MAP for all HPA students in your content area; linear scale with 20% incentive for +2 σ	10%	10%	10%
	EOC Proficiency	Percent of students taking courses in your content area (not only those taking exam) who score proficient or advanced; scale with 20% incentive for a percent that meets or exceeds the state target associated with AYP determination	5%	5%	5%

Factor	Elements	Measurement	I *	II *	III *
Grade Level (15%)	NWEA	Mean fall to spring composite NCE growth on NWEA MAP for students in your grade level; linear scale with 20% incentive for $+2\sigma$	15%	15%	15%
	MAP Growth				
School (10%)	NWEA	Mean fall to spring composite NCE growth on NWEA MAP for all HPA students; linear scale with 20% incentive for $+2\sigma$	5%	5%	5%
	MAP Growth				
	Adequate Yearly Progress	20% incentive level if school makes AYP; otherwise no incentive for this measurement	5%	5%	5%

- I: Teachers with measurable EOC growth (Geometry, Algebra II, English II)
- II: Teachers without measurable EOC growth (Algebra I, English I, U.S. History, Government)
- III: Teachers without EOC assessments

Table 3. Performance Based Compensation System Structure

The PBCS includes a weighting of four sets of factors: individual performance (60%), content area performance across the school (15%), grade level performance across all content areas (15%), and overall school performance (10%). It is important in incentive compensation systems to incorporate the performance of appropriate groups in addition to individual performance. This incents individuals to make decisions and act in manners that benefit the overall organization and not to subordinate the overall organizational effectiveness to their personal area. Most of the teachers at HPA are responsible for teaching a single content area to a single grade level of students. The school is organized around grade level teams with forty-five

minutes daily of common planning time. The grade level teams effectively provide counseling and guidance on an individual student level. The operation of these teams is a significant determinant of the climate for their grade level. Consequently, it is appropriate to include a measurement of overall student academic growth on their grade level in the determination of each teacher's incentive compensation. Similarly, the teachers in core content areas are organized into academic departments. The members of these departments collaborate to align curriculum and assessment and to share best instructional practices. Likewise, it is appropriate to include a measurement of student academic growth across the school in their content area.

Up to four elements comprise the individual performance factor. These include mean fall to spring growth in achievement on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment, year over year growth on the Missouri state End-of-Course (EOC) assessments, percent of students testing proficient or better on the EOC, and quantified results from multiple planned classroom observations of the teacher. The first two elements measuring student growth comprise 30% of the overall incentive compensation. For some teachers, EOC growth is not measurable and this 30% will be allocated to NWEA MAP growth. For teachers where EOC growth is measurable, that element and NWEA MAP growth will be equally weighted. The NWEA MAP is a nationally normalized assessment, is widely used, and has established validity and reliability. We have a comprehensive standardized assessment administration policy that all faculty proctoring exams have agreed to and signed. Similarly, the Missouri EOC is a standardized assessment given across the state.

EOC proficiency comprises 15% of the overall incentive compensation and will be measured by the percent of students taking a course (as opposed to those taking the EOC exam) who score proficient or better on the exam. The maximum incentive compensation level for this

element will be associated with having the percent of students scoring proficient or better meeting or exceeding the target level for AYP. Missouri policy is that only students who are passing a course take the associated EOC exam. Basing this element on the percent of students taking the course will incent teachers to prepare a higher percent of students to take the exam. While our PBCS emphasizes the measurement of student growth, we felt it was imperative to also include the measurement of absolute proficiency on our state assessments. This measure has particular importance in terms of Annual Yearly Progress (AYP) associated with the No Child Left Behind (NCLB) legislation and charter school performance evaluation and renewal. Our PBCS incents our teachers to drive performance on this assessment.

Teacher observations comprise the final 15% of the individual performance factor. The observations made during the year will be quantified and averaged. The scores will be normalized to enable combining them with the other elements that determine overall incentive compensation.

Content area performance across the school comprises 15% of the overall incentive and is composed of two factors. The mean fall to spring growth on the NWEA MAP for all Hogan students in the teacher's content area accounts for 10%. The EOC proficiency for all Hogan students in the teacher's content area accounts for 5%. The measurement of EOC proficiency is that same as that used for the individual performance factor.

Grade level performance across all content areas comprises 15% of the overall incentive. It is measure by the mean fall to spring growth on the NWEA MAP composite score for all the students in the teacher's grade level. School performance comprises the final 10% of the overall incentive and is measure through two factors. The mean fall to spring growth on the NWEA

MAP composite score for all Hogan students accounts for half of this factor. The other half is an all or nothing determination based on whether the school makes AYP.

Our proposed PBCS places a heavy emphasis on student growth. This is the only equitable manner to construct such a system, because of the two to two and one-half year achievement gap our typical incoming freshman student joins us with. For the vast majority of teachers, 60% of their overall incentive compensation is determined directly by students' growth. The level of incentive compensation associated with each measurement of student growth will be determined by using Marzano's model for effective schools and teachers with the maximum incentive compensation associated with teacher effectiveness two standard deviations above the mean (99.7th percentile). Assuming average school effectiveness for Hogan Prep, two standard deviations above the mean for teacher effectiveness would correspond to a gain of 7.7 points on a normal curve equivalent (NCE) measurement in one year.

Some teachers (i.e., physical education, Spanish, art, music and business) do not have their effectiveness measured through the NWEA MAP nor Missouri EOC assessments. Likewise, non-teaching staff members do not have their effectiveness measured through these assessments. Appropriate performance measures for these individuals will be collaboratively developed and agreed to with the administration in conjunction with the planning period for this project.

The maximum incentive compensation level associated with our PBCS is 20%. Varadarajan and Futrell (1984) found that employees reported that on average employees reported that a 7.5% pay raise was the smallest increase they would consider meaningful. Further, in the Center for Educator Compensation Reform research synthesis on how large performance incentives need to be in order to be effective, it was stated that "performance

incentives will likely need to be much higher to reach a meaningful threshold in high-need schools.”

In addition to research supporting our proposed maximum level of 20%, it also is an appropriate level to ensure the fiscal sustainability of our system. We used the model for our PBCS and estimated the incentive compensation that our core content area teachers would have earned based on the data that we have for 2009/10 assessment results. The mean incentive compensation for this group of teachers was 5.3% with a maximum of 9.6% and a minimum of 2.9%. Further, we used these results to model total incentive compensation during and beyond the five year project period as our system transitioned from total federal grant funding to total local funding and demonstrated its planned fiscal sustainability. This model is summarized in Table 5 in the Project Support and Management Plan section.

We analytically determined the performance levels associated with the maximum 20% level by applying Marzano’s model of effective schools and teachers wherever possible. The maximum 20% level corresponds to teacher effectiveness measured by student growth that is two standard deviations above mean teacher effectiveness in Marzano’s model. This would place the teacher above the 99th percentile in terms of effectiveness.

One additional element of our PBCS is that the incentive levels will be based on a two year running average. Two considerations drove us to this design. Averaging two years will help reduce year to year variation in performance based compensation. While this seems counter intuitive to the intent of a PBCS, we felt it was important and appropriate in that there will be some year to year variation in the compensation measures used irrespective of teacher effectiveness. Reducing variation seemed particularly important for our employees compared to the typical private sector employee with incentive compensation, because our base compensation

level is much lower and the incentive compensation is not discretionary income to the same extent as it would be for a more highly compensated private sector employee. On the other hand, we did not want to excessively average the PBCS measures and consequently induce a significant lag between changed teacher effectiveness and the associated incentive compensation. Averaging the performance data for two years struck us as the right balance between these two considerations.

In addition to the incentive compensation based on the system previously described, our project includes [REDACTED] stipends for teachers who take on grade-level team or academic department leadership roles. In the past, we have not compensated individuals for taking on these rolls nor consequently, have we formalized the associated responsibilities sufficiently. Our project also includes the allocation of funds for the recruitment of effective teachers in hard-to-staff subjects and specialty areas. This aspect of the project is described in the section for Priority 5.

Our PBCS was developed collaboratively through a series of meetings of the school's building leadership team. The principal, teachers and some other administrators participated. The proposed plan has been distributed to all school personnel for their review and comment. Although we completed our plan after the end of the school year, we were able to formally obtain the support from many of our faculty and staff as shown on the attached letter of support. Teachers at Hogan Prep are not represented, so consequently we do not have any statement from organized labor. Our plan will be communicated more broadly to stakeholders in our school newsletter and in the reviews of our school improvement plans for federal programs with our Parent Teacher Student Association (PTSA).

As previously noted, performance measurements for select teachers and non-teaching staff will be collaboratively developed with each individual. Similarly, specific measures for the effectiveness of the principal will be collaboratively developed by the principal and our board of directors. Significant weight will be given to the growth in student achievement, consistent with the approach used for teachers. Additional measures such as student retention and college matriculation, which we just started systemically measuring one year ago, will be included.

Our project includes the development of a new tool and process for teacher observations during the project planning period. We currently use a form that is derived from the template provided by our state Department of Elementary and Secondary Education for teacher observations. That form is not succinct enough and is too subjective for use with our PBCS. Our new observation form will be collaboratively developed by our Building Leadership Team, which includes teachers and administrators. Criteria for the new observation form and process are that it is objective, quantifiable, repeatable, and tied to student achievement (i.e., evidence of connection between lesson and curriculum standards). Two administrators will simultaneously observe a teacher initially. The observation process/form and individual evaluator will be analyzed to ensure that variation between the two independent observations is acceptably low before the evaluator observes teachers independently. Each teacher will be formally observed and evaluated a minimum of two times during the school year. The quantified results of the observations will be averaged and normalized before using them to help determine the incentive compensation level.

In a similar manner, the principal and non-teaching staff will be evaluated a minimum of two times each year. The principal will evaluate the non-teaching staff using the agreed upon

performance measurements as the focal point for the evaluation. The board of directors will evaluate the principal.

Although not part of the PBCS, we plan on using the same observation form to support peer observations amongst our faculty. Both the formal observations/evaluations and the peer observations will include a requirement to reflect on the associated instruction. We will not use our instructional coach to conduct any of the evaluative observations in order to protect the collaborative relationship between the coach and teachers.

Hogan Prep developed a comprehensive database of standardized assessment results two years ago that includes all of our student standard assessment data going back to the 2005/06 school year. The database was developed in Microsoft Access and contains results from the SAT10 standardized assessment, Missouri state assessments and the ACT exam which all of our seniors are required to take. Spreadsheets for each core content area with pivot charts are exported from the database and placed on a network drive that all faculty and staff have access to. The pivot charts allow the data to be readily disaggregated by content area, content area thread, score type, grade level, year, semester, and demographic data including gender, socioeconomic status and ethnicity. The database can even be disaggregated down to the individual student level.

The database can be queried to extract the various growth measures associated with our PBCS (e.g., fall to spring growth for a specific group of students). An example of a typical chart extracted from the database for fall to spring student growth across all grade levels is shown in Figure 2. We regularly use our assessment database to measure the effectiveness of various programs comparable to its planned purpose for our PBCS. For example, we developed simple queries to measure the difference in student growth between two different teachers for students

on the same grade level. Another example is a query to compare the fall to spring growth in reading achievement for 9th grade students who participated in our Read 180 program compared to those who didn't participate.

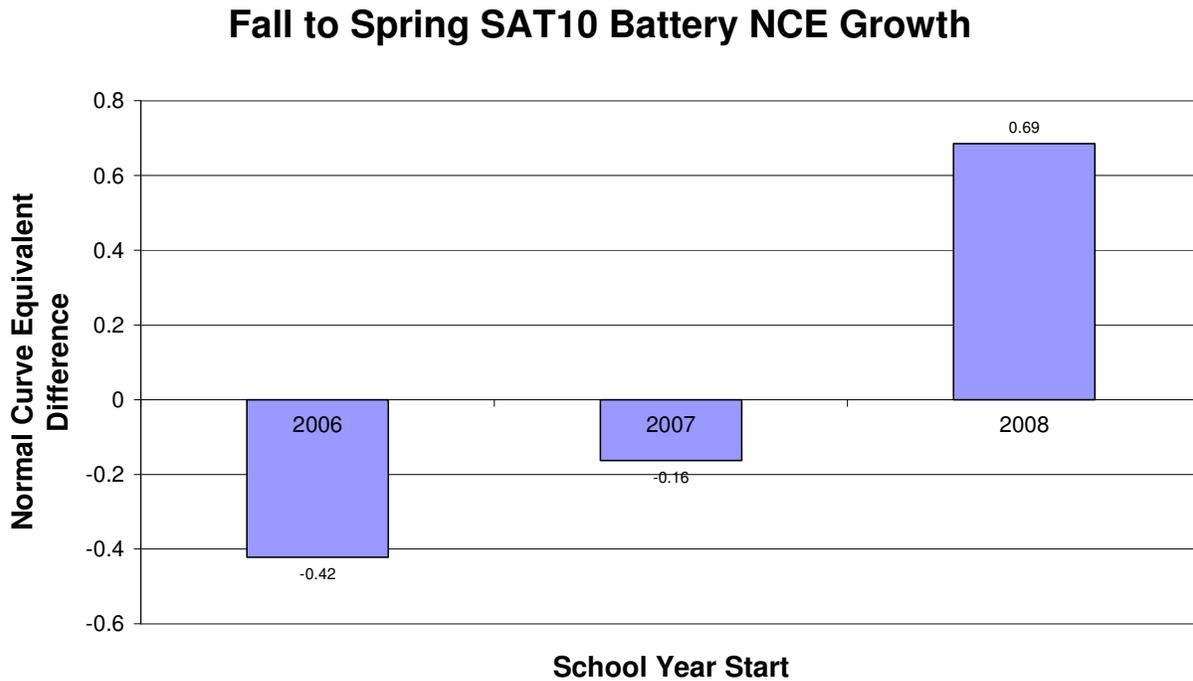


Figure 2. Example of Student Growth Analysis

Effectively, we have an established, robust database sufficient for measuring teacher performance. Two relatively minor modifications to the database will have to be made in conjunction with this project. The ability to import and store data from the NWEA MAP assessment will have to be incorporated, because the school is transitioning from the SAT10 standardized assessment to the NWEA MAP in the 2010/11 school year. This should be a relatively straightforward task as the MAP data structure should align fairly closely with that for the SAT10 assessment. The second required change is that the grade level table used will have to be modified to include the students' teachers for their core content area classes. Historically,

we haven't included this information because the vast majority of students have the grade level teacher for each particular core content area. However, there are some exceptions to this general rule and given the application of student growth data to help determine incentive compensation, it is important that we now account for this.

Professional development activities associated with this project will be conducted within the context of the Professional Development Plan for Hogan Preparatory Academy adopted on March 1, 2010. The stated purpose of this plan is "to help teachers refine the knowledge and skills needed to improve student performance and achievement, provide highly qualified teaching skills, analyze data and implement best practices when approaching different learners and learning styles, and to show evidence of the professional augmentation and modification to meet the needs of all students to carry out the mission of the school." The plan supports the Standards for Staff Development (Revised 2001) established by the National Staff Development Council (<http://www.nsd.org>) including process standards that support an emphasis on a data-driven culture. Specifically, the plan states:

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Uses multiple sources of information to guide improvement and demonstrate its impact.

This project will include significant training helping our teachers become more proficient using our assessment database. A minimum of two in-service sessions for all personnel each year will be scheduled to review and analyze the results from the fall and spring standardized assessments. In addition, training on the use of the standardized assessment database will be

provided to each academic department to enable them to disaggregate and analyze the data for their content area in more detail. This will increase their familiarization with the vast amount of information available in the database and increase its use across the faculty and staff. The more people we have actively using and analyzing the data, the greater the likelihood is that we identify learning gaps for particular groups of students. In-service training will also be conducted to explain the PBCS in detail. This will help all personnel fully understand how their incentive compensation level is determined.

In addition to the training for all personnel and academic departments, each teacher will work with the administration to develop an individual professional development plan. Each teacher is required to maintain a professional portfolio that includes individualized professional development goals. Key inputs for the teacher's and administrator's consideration when developing this plan are the growth data for their students, such as that systemically collected for the PBCS, and the teacher observation data.

Similarly, the student growth data will be used to identify appropriate professional development for grade level teams and/or academic departments. For example, a statistically significant lower student growth rate on a given grade level might be indicative of a poor academic climate and necessitate appropriate professional development activities. Indeed, we've found over the years several examples of program or process changes, the results of which are very apparent in our student assessment data.

Our Professional Development Plan includes a commitment for "collecting and reviewing information regarding the effectiveness or ineffectiveness of the program". Historically, surveys following professional development activities have been used to measure effectiveness. Going forward, professional development activities targeting individual, academic content area or grade

level team improvement also will be evaluated by the change in the associated student assessment data.

Our PBCS is part of a comprehensive program for increasing teacher effectiveness. It includes elements to recruit effective teachers in hard-to-staff subjects and specialty areas, incentivizes teachers to formally take on leadership roles, provides teachers a rich source of assessment and observation data to evaluate their performance, and provides a significant incentive to drive continuous improvement in the achievement outcomes for our students. Results from the student assessment data and teacher observations will be used in retention decisions. Hogan Prep's teachers are not represented and employed on an at-will basis. Consequently, tenure is not a consideration. Hogan Prep is committed to continually improving our teacher and staff effectiveness. On average, three percent of our employees have not been renewed over the past three years.

Hogan Prep is committed to sustaining the proposed PBCS beyond the grant period. The budget for our project details a transition from full grant funding of performance-based compensation in the first year of the program to full school funding of the performance-based compensation in the five year period following the program. We will accomplish this by effectively replacing increases in the school's salary scale with incentive compensation. Funds that traditionally would have been used to increase the salary scale will be held in reserve to pay the school's increased contribution to the performance-based compensation in the out years.

As a charter school, Hogan Prep faces the typical challenge of funding capital needs associated with facilities from our operating budget. The school is staffing a development function to solicit funds from the private sector to supplement our public funding. Additional funding to sustain the anticipated increase in total compensation associated with the PBCS

beyond the planned ten year period will be solicited from such sources. The quantified data used for the PBCS showing the relationship to increased student achievement will help make a compelling case for continued support.

3. Project Support and Management Plan

Hogan Prep has experience executing discretionary federal grants successfully. We received a grant under the Physical Education Program in 2003 and executed the proposed project on time and within the proposed budget. We were able to increase the scope of the originally proposed project somewhat with the concurrence of our federal program manager due to cost savings we achieved by soliciting donations from the private sector for a significant aspect of that project. We did extend the project nine months from the original completion date to allow for the collection of additional performance data, due to a delay in the award of the grant relative to the originally planned date.

Hogan Prep also has experience successfully executing multiyear grants from the private sector. The school received an Advanced Placement (AP) Start Up grant from the College Board in 2005. This three year grant funded the development of an AP program at the school. The school leveraged the grant with local funds to develop eight additional AP courses in addition to the five courses started via the grant. Hogan Prep now has a robust AP program that has been sustained beyond the grant period. The school has been recognized in Newsweek magazine's list of the Best High Schools in the U.S. based on the high participation rate in its AP program. In 2010, the College Board selected Hogan Prep as one of three schools in the nation to receive its Inspiration Award for school improvement and providing college-going opportunity for historically underserved student populations.

Mr. Danny Tipton, the principal of Hogan Prep, will serve as the director of this project. This role is appropriate given the direct impact on employee compensation which is determined by Mr. Tipton and the school board. Mr. Tipton has seventeen years of experience in education, including seven years of administrative leadership. Prior to that, he had a decade of experience in the private sector.

Our project budget also includes funding for 0.2 full time equivalents (FTE) for grant management. The grant manager will coordinate the completion of all project tasks, coordinate contracting for the data analysis and evaluation tasks, and prepare all project reports.

Ms. Penni Aubut, HPA's business director, will be responsible for the financial management of the project. Ms. Aubut has eleven years of business management experience in both the non-profit and for-profit sectors. Ms. Aubut's experience includes positions as an auditor and as a controller.

Ms. Tracie McClelland, the HPA instructional coach, will coordinate the professional development activities associated with this project and lead the development of the new teacher observation/evaluation process and form. Ms. McClelland has ten years of experience in education, including four years as a lead teacher with peer coaching responsibility.

Hogan Prep plans on contracting for maintenance of its assessment database with Mr. Bruce Hensel, who was formally an administrator and teacher at HPA. Mr. Hensel developed and maintained the assessment database for HPA. He has extensive experience with the statistical analysis of data, holds an MSEE degree from Stanford University, and taught AP Statistics. Mr. Hensel has experience as the evaluator for both the previous federal grant that HPA received and for a three year project of comparable scope for the College Board Start Up Grant. Hogan Prep plans on contracting for services to determine compensation levels for the

PBCS using input from the school’s assessment database and teacher observations. Mr. Hensel has indicated he is willing to bid for providing these services.

This management team will ensure that the project goals and objectives are achieved on time and within budget by executing the following project plan under the leadership of Mr. Tipton. Project tasks, responsible lead individuals, timelines and milestones for the first two years of the project are detailed in Table 4. The activities for years 3-5 of the project are the same as those for Year 2. The costs associated with the execution of this project are detailed in the budget narrative section of this proposal. A summary of the grant and other funding supporting the proposed PBCS for the five year grant period and five subsequent years is provided in Table 5.

Activity	Planned Start	Planned Completion	Activity Lead
Prepare summary of spring 2010 assessment data	8/1/10	8/10/10	Tipton (contracted)
Professional development - Review spring 2010 assessment data with faculty and staff	8/10/10	8/14/10	McClelland
Develop teacher observation/evaluation form and process	08/10/10	10/1/10	Building Leadership Team
Modify assessment database to process NWEA MAP scores	9/3/10	9/17/10	Tipton (Contracted)

Activity	Planned Start	Planned Completion	Activity Lead
Prepare summary of fall 2010 assessment data	9/17/10	10/1/10	Tipton (contracted)
MILESTONE – Awarded Teacher Incentive Grant		10/1/10	
Train teacher evaluators	10/1/10	10/15/10	McClelland
Professional development for faculty and staff on PBCS	10/1/10	10/15/10	McClelland
Include article on PBCS in school newsletter	10/1/10	10/31/10	Grant Manager
Modify assessment database to incorporate core content teachers	10/1/10	10/31/10	Grant Manager (Contracted)
Professional development - Review fall 2010 assessment data with faculty and staff	10/5/10	10/15/10	McClelland
Selected teachers and non-teaching staff collaboratively determine performance measurements with principal	10/8/10	10/31/10	Tipton
MILESTONE – Submit Interim Performance Report documenting five core elements of a PBCS are in place		10/31/10	Grant Manger

Activity	Planned Start	Planned Completion	Activity Lead
Assess repeatability of teacher evaluation system using two observers independently completing evaluations	10/15/10	12/18/10	Tipton
Attend annual TIF grantee meeting	TBD	TBD	Tipton, Aubut, Grant Manager
Attend annual TIF topical meeting	TBD	TBD	TBD
Calculate incentive compensation based on 2010/11 results	8/2/11	8/9/11	Grant Manager (Contracted)
Prepare summary of spring 2011 assessment data	8/2/11	8/11/11	Grant Manager (contracted)
Professional development - Review spring 2011 assessment data with faculty and staff	8/11/11	8/15/11	McClelland
Professional development for faculty and staff on PBCS	8/11/11	8/15/11	McClelland
MILESTONE – Distribute PBCS payments		8/15/11	Aubut
Conduct PBCS satisfaction survey	8/15/11	8/15/11	McClelland
Building leadership team review of PBCS	8/18/11	8/22/11	Tipton
Selected teachers and non-teaching staff collaboratively determine performance measurements with principal	8/11/11	8/29/11	Tipton

Activity	Planned Start	Planned Completion	Activity Lead
Prepare summary of fall 2011 assessment data	9/18/11	10/2/11	Grant Manager (contracted)
Professional development - Review fall 2011 assessment data with faculty and staff	10/6/11	10/16/11	McClelland
Attend annual TIF grantee meeting	TBD	TBD	Tipton, Aubut, Grant Manager
Attend annual TIF topical meeting	TBD	TBD	TBD
Calculate incentive compensation based on 2011/12 results	8/3/12	8/10/12	Grant Manager (Contracted)
Prepare summary of spring 2012 assessment data	8/3/12	8/10/12	Grant Manager (contracted)
Professional development - Review spring 2012 assessment data with faculty and staff	8/12/12	8/16/12	McClelland
MILESTONE – Distribute PBCS payments		8/16/12	Aubut
Conduct PBCS satisfaction survey	8/16/12	8/16/12	McClelland
Building leadership team review of PBCS	8/19/12	8/23/12	Tipton

Table 4. Project Schedule

4. Local Evaluation

The goals of this project are to:

- 1) Increase the overall school and teacher effectiveness.

- 2) Increase the percentage of effective teachers.
- 3) Increase the retention and recruitment of effective teachers.

Year	1	2	3	4	5
Estimated PBC Percent	5.5%	6.0%	6.5%	7.0%	7.5%
Estimated PBC	████████	████████	████████	████████	████████
TIF Funded Percent	100%	90%	80%	70%	60%
TIF Funded Amount	████████	████████	████████	████████	████████
Non-TIF Funded Percent	0%	10%	20%	30%	40%
Non-TIF Funded Amount	\$0	\$12,000	\$26,000	\$42,000	\$60,000
Non-TIF Funds Allocation	████████	████████	████████	████████	████████
Cumulative Non-TIF Reserve	████████	████████	████████	████████	████████

Year	6	7	8	9	10
Estimated PBC Percent	8.0%	8.5%	9.0%	9.5%	10.0%
Estimated PBC	████████	████████	████████	████████	████████
TIF Funded Percent	0%	0%	0%	0%	0%
TIF Funded Amount	\$0	\$0	\$0	\$0	\$0
Non-TIF Funded Percent	100%	100%	100%	100%	100%
Non-TIF Funded Amount	████████	████████	████████	████████	████████
Non-TIF Funds Allocation	████████	████████	████████	████████	████████
Cumulative Non-TIF Reserve	████████	████████	████████	████████	████████

Table 5. Ten Year Project Funding Plan

School and teacher effectiveness will be measured by the growth in student achievement on standardized assessments, specifically the NWEA MAP and Missouri state EOC. The measure used from the NWEA MAP will be the fall to fall growth in the mean composite normal curve equivalent (NCE) score. This will enable the aggregated school and teacher effectiveness to be measured using Marzano’s model for the same. Marzano’s model was developed from a meta-analysis of numerous research studies of the factors that affect student achievement. He quantitatively determined the effect of school and teacher effectiveness on achievement. A school with extremely high school and teacher effectiveness (three standard deviations above the

mean) will lead to increased student achievement of slightly less than one standard deviation per year. A highly ineffective school (three standard deviations below the mean) will lead to a decrease in student achievement slightly less than one standard deviation per year. Although this model generalizes results and can not be interpreted as a precise result for any one school, using it as a reference to measure a school's effectiveness is far better than not attempting to quantify how significant the growth in student achievement is. For the fall of 2009 assessments, the mean fall to fall growth for Hogan Prep was 4.16 NCE points which corresponds to 0.63 standard deviations above a mean growth of 0 NCE points. This gain corresponds to the 74th percentile in school and teacher effectiveness (i.e., measured gains in student growth are better than 74% of schools). The results from the Missouri EOC exams will be the percent of students taking the associated course that score proficient or higher on the assessment. Baseline data for the 2009/10 school year for this measure is not yet available.

For the above measures, the statistical significance of changes in the measures will be analyzed. The effect size (i.e., how many standard deviations the change in a measure represents) will be determined. A hypothesis test will be performed to determine the statistical significance of the change in terms of a p-value. This is a measure of how likely it is that the observed change in the measure can be attributed to chance alone, as opposed to a true increase of the measure in the student population.

The percent of effective teachers will be measured by the proportion of teachers with fall to spring NCE gains > 0 (i.e., the mean score on the exam for their students has increased at a faster rate than the national mean) on the NWEA MAP assessment. An estimate of the percent of effective teachers for the 2009/10 school year is 61%. This was calculated using the fall to spring NCE gain for all students in a given grade level. There may be some inaccuracy in this

measurement, because there are some students who do not have their grade level teacher for some content areas. This measure will be improved for this project by supplementing the assessment database with information on specific teachers for core content areas.

Teacher retention will be measured by the percent of voluntary resignations. This will be tracked for the overall faculty and the targeted hard-to-staff areas of math, science and special education. For the 2009/10 school year, the voluntary resignation rates for both the overall faculty and the hard-to-staff areas were 10%.

The TIF program goal to increase the percent of overall compensation will also be tracked and reported. It is a straight-forward measurement of total incentive compensation divided by total compensation. The school did not pay any performance-based compensation in the 2009/10 school year. A summary of the project goals and baseline measurements is provided in Table 6.

Goal	Measure	2009/10 Baseline
Increase school and teacher effectiveness	Mean MAP NCE Growth	4.2
	Percent of students proficient on EOC	N/A
Increase percentage of effective teachers	Percent with MAP NCE gains	61%
Retention of effective teachers	Overall percent of voluntary resignations	10%
	Percent of voluntary resignations in hard-to-staff areas	10%

Table 6. Project Goals and Baseline Data

The PBCS will be reviewed annually and modified as necessary by the Building Leadership Team, which includes faculty, administrators and staff. A satisfaction survey of personnel on the PBCS will be completed prior to this review for the team's review and consideration.

5. Use of Value-Added Measures of Student Achievement (Priority 4)

As detailed in the Project Design section of this proposal, our proposed PBCS places a heavy emphasis on student growth. For the vast majority of teachers, 60% of their overall incentive compensation is determined directly by students' growth. This growth is measured on a by student basis on standardized assessments administered at different points in time.

We anticipate that one of the more difficult activities for most applicant of this grant will be establishing a robust data system to collect and analyze the necessary information to determine incentive compensation. We are significantly ahead of most large school districts and small, independent charter schools like ourselves in this area. Our data system has been operational for two years and has been used for a variety of purposes, including systemic tracking of the student growth measures required for our PBCS. This has provided numerous opportunities to check its accuracy and fidelity against independent analyses of selected pieces of our assessment data. Having this established capability provides Hogan Prep a significant advantage in being able to execute our proposed project on time and within budget compared to most other applicants.

Professional development on both the PBCS and the use of the school's assessment database is included in our project. This will help teachers and staff to understand how student growth is measured and how it affects their incentive compensation. We anticipate that implementation of our PBCS will result in an increased interest in and use of the school's

assessment data system. Such increased use would not only facilitate improvement in individual teacher effectiveness, but it is also likely to help us identify additional gaps in our students' achievement by increasing the number and types of different analyses of the data.

6. Increase Recruitment and Retention of Effective Teachers in Hard-to-Staff Subjects and Specialty Areas (Priority 5)

Our project includes a pool of [REDACTED] per year for recruitment bonuses for the hard-to-staff areas of math, science and special education. This past year we had the voluntary resignation of a teacher with certification in Physics and approved Advanced Placement audits to teach AP Calculus AB, AP Statistics and AP Physics B. These are important classes to keep in our college preparatory curriculum, but historically difficult to staff. The Kansas City, Missouri public school district only has one certified physics teacher in the entire district. Hogan Prep is a high-needs school as defined by the program and is the only school building in the LEA applicant for this grant. Thus, every teacher who receives a recruitment bonus from this pool will be serving high-need students.

The effectiveness of new hires recruited using this pool will be partially determined by requiring them to demo teach a lesson and using the same teacher observation/evaluation rubric developed for this project. Applicants will also be asked to provide achievement data for their students from their previous school. Finally, the effectiveness of new hires recruited using this pool will be measured for these teachers just as it is for all faculty. Their effectiveness data will be disaggregated in project reports.

Faculty will be advised of the recruitment bonus pool and the identified hard-to-staff areas in the professional development on the PBCS that is planned for this project.

7. **New Applicant (Priority 6)**

Hogan Preparatory Academy has never been awarded a grant under the TIF program and should be considered a new applicant.

References

Marzano, Robert J. (2003). *What works in schools: translating research into action*. Hawker Brownlow Education, Moorabbin, Vic.

Prince, C., Azar, T., Bhatt, M., Koppich, J., and Witham, P. *ResearchSynthesis – How large to performance incentives need to be in order to be effective?* Center for Educator Compensation Reform.

Varadarajan, P., and Futrell, C. (1984). Factors affecting perceptions of smallest meaningful pay increases. *Industrial Relations*, 23(2), 278-285.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **Verification of HPA Student Poverty Levels** Pages: **0** Uploaded File: **U:\Library Grant\Hogan_Prep_State_Eligibility_Letter.doc**



Missouri Department of Elementary and Secondary Education

— *Missouri public schools: the best choice. . .the best results!* —

April 14, 2010

Ms. Penni Aubut, Business Manager
Hogan Preparatory Academy
1221 East Meyer Blvd.
Kansas City, MO 64089

RE: VERIFICATION OF HOGAN PREPARATORY ACADEMY STUDENT POVERTY LEVELS

Dear Ms. Aubut:

In response to your request, we have verified that Hogan Preparatory Academy, a charter school designated as an LEA located in Kansas City, MO, exceeds the threshold of having at least 20 percent of its students from families with incomes below the poverty line, thereby meeting the requirement necessary to qualify for the FY 2010 *Improving Literacy Through School Libraries Program* (CFDA 84.364A).

Charter Schools do not have Census Poverty so free and reduced lunch counts are used to determine poverty for Title I allocation purposes. Hogan Preparatory Academy has a free and reduced count of 249 and January membership of 332 so their poverty percentage is 75%. Hogan Preparatory is located within the boundary of Kansas City School District and their Census Poverty percentage is 25.39%.

In the event that further information or clarification is required by the US Department of Education in relation to this poverty level verification, please contact me or Pat Kaiser at pat.kaiser@dese.mo.gov or call 573-751-8643.

Sincerely,

Kelly Kempker, Supervisor



Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Rewarding Effectiveness Commitment Letters** Pages: **12** Uploaded File: **U:\Teacher Incentive Program\Hogan_Prep_Commitment_Letters.pdf**

Commitment Letters Demonstrating Teacher, Staff and Principal Support

Eleven letters of support from some of the forty-two teachers, staff and administrators of Hogan Preparatory Academy are attached. In addition to these letters, e-mails of support and/or personal involvement in the development of the proposed PBCS were obtained from:

Beverly Hill	Teacher
Phil Lascuola	Administrator
Tracie McClelland	Instructional Coach
Jackie Poush	Director of Special Education
Segundo Ramirez	Teacher
Elizabeth Schurman	Teacher
Ronda Williams	Teacher

Compared to the eighteen positive responses of support, only two ambivalent or non-supportive responses were received in response to the communication of the project to faculty and staff. Written responses from a higher percent of the school's personnel were not retained, because our proposed program was finalized after the completion of this school year.



Hogan Preparatory Academy

Home of the RAMS

Danny L. Tipton, Principal

July 6, 2010

To Whom It May Concern:

I am aware of the performance-based compensation system that Hogan Preparatory Academy is proposing for the federal Teacher Incentive Fund grant program and am supportive of its implementation.



✓
James M. Brady
Character Education Teacher

An Education For Life

1221 E. Meyer Boulevard • Kansas City, MO 64131 • Voice (816) 444-3464 • Fax (816) 363-0473

hoganprep.echalk.com



Hogan Preparatory Academy

Home of the RAMS

Danny L. Tipton, Principal

July 1, 2010

To Whom It May Concern:

I am aware of the performance-based compensation system that Hogan Preparatory Academy is proposing for the federal Teacher Incentive Fund grant program and am supportive of its implementation.



Bruce Hensel
Teacher

An Education For Life

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Hogan Preparatory Academy

Home of the RAMS

Danny L. Tipton, Principal

July 6, 2010

To Whom It May Concern:

I am aware of the performance-based compensation system that Hogan Preparatory Academy is proposing for the federal Teacher Incentive Fund grant program and am supportive of its implementation.

[REDACTED]
Gretchen Hubinger
Teacher

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Hogan Preparatory Academy

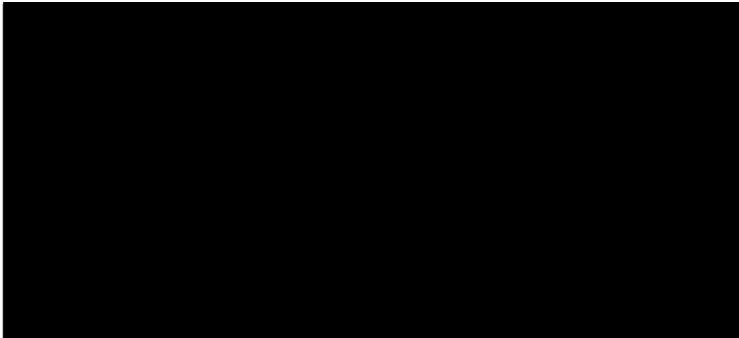
Home of the RAMS

Danny L. Tipton, Principal

July 1, 2010

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Hogan Preparatory Academy

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Danny L. Tipton, Principal

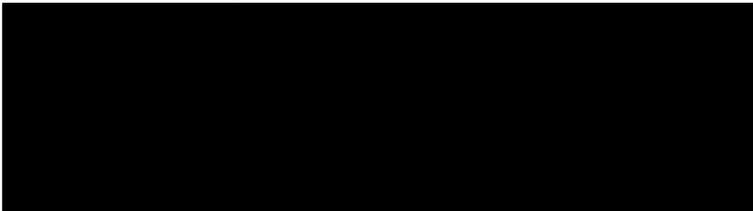
July 6, 2010

To Whom It May Concern:

I am aware of the performance-based compensation system that Hogan Preparatory Academy is proposing for the federal Teacher Incentive Fund grant program and am supportive of its implementation.

Stephen Maidment
Teacher

July 6, 2010



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Hogan Preparatory Academy

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Danny L. Tipton, Principal

July 6, 2010

To Whom It May Concern:

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Teacher

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Hogan Preparatory Academy

Home of the RAMS

Danny L. Tipton, Principal

July 6, 2010

To Whom It May Concern:

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(Teacher)

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Hogan Preparatory Academy

Home of the RAMS

Danny L. Tipton, Principal

July 1, 2010

To Whom It May Concern:

I am aware of the performance-based compensation system that Hogan Preparatory Academy is proposing for the federal Teacher Incentive Fund grant program and am supportive of its implementation.

Sincerely,



Deirdre Supino
Teacher

An Education For Life

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hoganprep.echalk.com



Hogan Preparatory Academy

Home of the RAMS

Danny L. Tipton, Principal

July 1, 2010

To Whom It May Concern:

I am aware of the performance-based compensation system that Hogan Preparatory Academy is proposing for the federal Teacher Incentive Fund grant program and am supportive of its implementation.

Sincerely,

A handwritten signature in black ink, appearing to read "Danny Tipton". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Danny Tipton
Principal

An Education For Life

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hoganprep.echalk.com



Hogan Preparatory Academy

Home of the RAMS

Danny L. Tipton, Principal

July 6, 2010

To Whom It May Concern:

I am aware of the performance-based compensation system that Hogan Preparatory Academy is proposing for the federal Teacher Incentive Fund grant program and am supportive of its implementation.



Barbara Wright, Business Teacher

An Education For Life

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Hogan Preparatory Academy

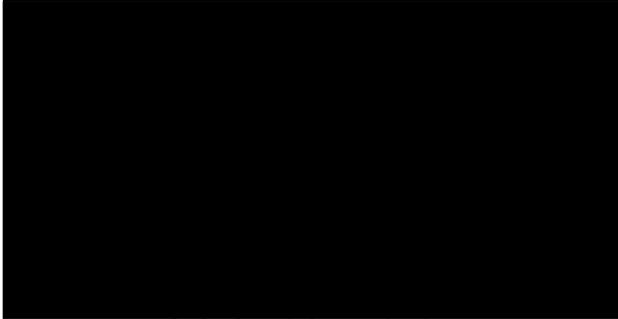
Home of the RAMS

Danny L. Tipton, Principal

July 6, 2010

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An Education For Life

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Project Narrative

Other Attachments

Attachment 1:

Title: **Hogan Prep Resumes and Indirect Cost Rate Data** Pages: **6** Uploaded File: **U:\Teacher Incentive Program\Hogan_Prep_Other_Attachments.doc**



DANNY TIPTON

Objective Obtain a position in school administration where my education, experience and leadership skills will be used to their fullest potential.

Education **Ed.D., Education Leadership**
St. Louis University – St. Louis (currently enrolled)
Ed.S., Urban Leadership – Administration
University of Missouri – Kansas City
MS in Education, major Business – vocationally certified
BS in Education, major Business – minor Graphic Art Technology

Work experience **Principal**
2007 – present Hogan Preparatory Academy Kansas City, MO
Vice-Principal
2005 – 2007 Hickman Mills High School Kansas City, MO
Summer 2006 Smith-Hale Middle School Kansas City, MO
2003 – 2005 Northeast High School Kansas City, MO

- Master Scheduler
- Student Counseling (Behavior Intervention)
- Discipline Issues
- Extra-Curricular Supervision
- Classroom Observation & Teacher Development
- Instructional Leadership
- Counselor Supervision
- MSIP/Core Data Documentation
- Instructor Certification

Vocational Placement Specialist
2002 – 2003 Summit Tech Academy Lee’s Summit, MO

- Establish and maintain community partnerships
- Teaching workplace readiness skills
- Maintain liaison with post-secondary contacts
- Track dual college credit for students
- Assist students with post-secondary opportunities, Graduate follow-up

A+ Schools/Vocational Coordinator/Counselor, Business Teacher
1996 – 2002 Center Senior High School Kansas City, MO

- A+ Schools coordination
- MSIP documentation
- GED and credit recovery program
- Write grants to establish new courses and curriculum
- Business/Computer classroom instruction
- Coordination of all vocational education programs at local high school

- Coordination of vocational students attending Herndon Career Center
- Graduate follow-up, Course curricula development
- Career counseling with students, Freshman class counselor
- Area Vocational Educational realignment steering committee
- Building Improvement Committee Member
- District representative at Chamber of Commerce

Business/Technology Coordinator, Business Teacher

1995 - 1996 O'Hara High School Kansas City, MO

- Establish new computer lab
- Coordinate Technology of school, to include purchasing and maintenance
- Develop new course curricula and outlines
- Serve on North Central Accreditation steering committee as well as Chairperson of the Technology committee

Educational Lead Instructor

1993 - 1995 Vatterott College Independence, MO

- Manage Business Division staff members
- Prepare master schedule for Business Division
- Preparing budgets and maintaining corporate ledgers
- Meeting with vendors and establishing new accounts
- Developing and writing course outlines and curricula
- Classroom and one-to-one instruction
- Retention of students and faculty
- Maintenance of schedules and ordering all instructional materials
- Placement of graduates into prospective fields of study

Corporate Recruiter

1989 - 1991 Information Industries, Inc Kansas City, MO

- Develop and use knowledge of data processing market to obtain leads through resourcing
- Become familiar with features and benefits of employment opportunities available
- Determine a candidate's skills and determine how they fit the customer's needs
- Be able to set expectations properly with both customer and candidate through good closing techniques and follow-up skills

1981 - 1989 DST Systems, Inc, Kansas City, MO

Senior Investment Service Representative

- Assist the Investment Service Representatives and Systems Analysts and Programmers in a liaison capacity
- System design, both new projects and enhancements to existing software
- Problem solving and communication (oral and written) with existing customer base
- Create and maintain department procedures for data entry
- Develop client and in-house training program
- Primary contact consultant and supervisor of 17 employees
- Extensive contact with corporate executive of mutual funds, investment companies, banks and brokerage firms

Professional memberships

Missouri Association of Secondary School Principals
 Association of Supervision of Curriculum and Development
 Missouri Vocational Technical Education Association
 Missouri State Teachers Association

PENNI AUBUT

Controller • Business Manager

Experienced and goal-oriented Controller and Business Manager with a demonstrated track record of leading the preparation and analysis of financial reports to summarize and forecast financial position.

Core competencies include:

- Accounting Management
- Financial Analysis
- Forecasting
- Cash Management
- Payroll Administration
- Technology Integration
- Regulatory Compliance
- Budgeting
- Efficiency Improvements
- Strong Organizational Skills
- Excellent Problem-Solving
- Detail Orientation

CAREER EXPERIENCE

HOGAN PREPARATORY ACADEMY, Kansas City, Missouri 2008-Present

Business Manager

Direct all financial management for public charter school. Duties include: Financial Statement preparation and reporting to the Board of Education; Cash Management; Budget preparation and ensure expenses stay within the budget; approval of purchase orders; Payroll and payroll tax reporting; Human Resource Coordinator; oversee state and federal reporting requirements; work with external auditor for annual audit; supervise accounts payable department and oversee core data submissions to DESE.

BROWN AND COMPANY, Riverside, Missouri 2007-2008

Accounting Manager

Full-time position for a commercial development firm, providing accounting services for over sixty rental properties for more than ten different companies. Maintain all accounting records relating to rental property management, including: A/R, A/P, GL, monthly bank reconciliations for twenty different bank accounts, and annual tenant reconciliations. Payroll administration for two companies, including submission of payroll taxes and quarterly/annual payroll reports as required.

NATIONAL INSTITUTE FOR COMMUNITY INNOVATIONS, Montpelier, Vermont, 1999-2007

Controller

Directed financial management functions including development of monthly financial statements, financial forecasts, and budgets. Provided general accounting functions, including AR/AP, account reconciliation, cash management, and payroll, including all payroll reporting. Administered all financial management systems, evaluating and integrating new applications. Interacted with Executive Officer concerning financial forecasts and reports.

Key Achievements:

- Initial startup of the company including all accounting automation and payroll related applications to state and federal agencies.
- Lead person in charge of the preparation and review of five single audits with no negative findings.

- Provided effective financial management for a five year, ten million dollar education grant through the U. S. Department of Education. Working closely with 32 schools/Universities throughout the United States.
- COUNTRY CLUB OF VERMONT, Waterbury Center, Vermont, 2005-2007

Accountant (Part-time)

Performed all accounting functions including: A/R, A/P, General Ledger, Payroll administration, submission of payroll taxes and reports as required, bank reconciliations, monthly compilations and financial statements. Compiled monthly financial reporting packages for the Board of Directors. Carried out internal audits to ensure regulatory compliance and operational efficiency/accuracy.

Key Achievements:

- Set up payroll system and transitioned payroll from an outside agency.
- Created internal control procedures for better cash management.
- Developed monthly financial reporting procedures including monthly compilations of the financial reports.

SELF-EMPLOYED Providing Financial Management

Clients Include:

ZUTANO, INC, Cabot, Vermont, February – June 2007; May – August 2008

Key Achievements:

- Provided coverage as Acting Controller with minimal training.
- Enhanced Cash Management controls including total reconstruction of cash receipts and payments recording documentation.
- By direction of the Owner and COO, reorganized all financial records and filing system.

MC SQUARED, INC, Montpelier, Vermont, June 2000 – June 2007

Key Achievements:

- Startup of company including the creation of the administrative office, development of automated accounting system in One Write Plus accounting software.
- Submission and approval of non-profit status by the Internal Revenue Service.
- Lead person in charge of the preparation and review of six annual internal audits with no negative findings.

EDUCATION

Master of Arts, Education (2004)

JOHNSON STATE COLLEGE – Johnson, Vermont
GPA 3.87

Bachelor of Science, Accounting (1998)

JOHNSON STATE COLLEGE – Johnson, Vermont
GPA 3.61

MILITARY EXPERIENCE

United States Marine Corps (1985-1991) Vermont Army National Guard (1991-1993)

BRUCE E. HENSEL



WORK EXPERIENCE

HOGAN PREPARATORY ACADEMY 2001-PRESENT
Teach upper level math and science at college prep high school
Administrative responsibility for school improvement and development
Assistant football coach (2003-2010)
Head girls basketball coach (2001-2007)

KELLER GRADUATE SCHOOL OF MANAGEMENT 2000-PRESENT
Adjunct instructor for Strategic Management graduate business classes

HONEYWELL BUSINESS & GENERAL AVIATION ENTERPRISE – Olathe, Kansas 1993-2000
Product line manager and development team leader
Profit & Loss (P&L) responsibility for three product lines with \$80M revenue.

B.F. GOODRICH AEROSPACE 1988-1993
Godfrey Engineering - Oldsmar, FL (1992-1993)
Director of Engineering
Jet Electronics & Technology - Grand Rapids, MI (1989-1992)
Engineering Manager for Navigation Products
Advanced Navigation, Inc. - Frederick, MD (1988-1989)
Senior Electronics Design Engineer

U.S. COAST GUARD 1981-1988
Coast Guard Electronics Engineering Center - Wildwood, NJ (1984-1988)
Project Manager and Engineer
USCGC MALLOW - Honolulu, HI (1981-1983)
Deck Watch Officer, Communications and Electronics Material Officer

ACADEMIC QUALIFICATIONS & CERTIFICATIONS

Ed. Sp. In Secondary Administration, University of Central Missouri, 2010 (4.0/4.0)
MBA, Grand Valley State University, 1992 (3.89/4.0)
MSEE, Stanford University, 1984 (3.92/4.0)
BSEE, U.S. Coast Guard Academy, 1981 (3.88/4.0)
Missouri Career CPC for secondary mathematics and physics

AWARDS, ASSOCIATIONS & ACTIVITIES

University of Central Missouri Award for Charter School Teaching Excellence, 2008
Kauffman Foundation Excellence In Teaching Grant, 2003 & 2004
YouthFriends Volunteer Mentor, 2000-2001
"Top Flyer" Award, AlliedSignal Avionics, 1995
Director, The International LORAN-C Forum, 1990-1993
U.S. Coast Guard Achievement Medal, 1988
U.S. Coast Guard Academy Class of 1981 Highest Academic Average
NCAA Football Scholar-Athlete Postgraduate Award, 1981

2009-10 Indirect Cost Summary			
SchoolCode	District Name	Non-restricted Rate	Restricted Rate
048-904	HOGAN PREPARATORY ACADEMY	13.70%	3.33%

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Rewarding Effectiveness Budget Narrative** Pages: **5** Uploaded File: **U:\Teacher Incentive Program\Hogan_Prep_Budget_Narrative.doc**

Project Year 1

Personnel	Number	Amount	Total
Performance-based compensation calculated by taking our total salary expense of [REDACTED] and applying an average incentive rate of [REDACTED] which was determined by applying our PBCS model to student assessment data for this year. Grant funds [REDACTED] of PBC in Year 1.	[REDACTED]	[REDACTED]	[REDACTED]
Leadership role compensation for grade-level team leads and department chairs	[REDACTED]	[REDACTED]	[REDACTED]
Hard-to-staff recruitment incentive	[REDACTED]	[REDACTED]	[REDACTED]
Grant manager salary (0.2 FTE)	[REDACTED]	[REDACTED]	[REDACTED]

Fringe Benefits	Number	Amount	Total
Social security and medicare taxes on PBC	[REDACTED]	[REDACTED]	[REDACTED]

Travel	Number	Amount	Total
Attend TIF grantee meeting for project director and two additional personnel [REDACTED] [REDACTED] * 3 days hotel [REDACTED] * 4 days per diem, \$30 local transportation)	[REDACTED]	[REDACTED]	[REDACTED]
Attend TIF topical meeting for two personnel (same per person expenses as TIF grantee meeting)	[REDACTED]	[REDACTED]	[REDACTED]

Contractual	Number	Amount	Total
Data analysis supporting PBC [REDACTED])	[REDACTED]	[REDACTED]	[REDACTED]

Project Year 2

Personnel	Number	Amount	Total
Performance-based compensation calculated by taking our total salary expense of [REDACTED] and applying an average incentive rate of [REDACTED] which was increased by [REDACTED] from Year 1 anticipating increased teacher effectiveness. Grant funds [REDACTED] of PBC in Year 2.	[REDACTED]	[REDACTED]	[REDACTED]
Leadership role compensation for grade-level team leads and department chairs	[REDACTED]	[REDACTED]	[REDACTED]
Hard-to-staff recruitment incentive	[REDACTED]	[REDACTED]	[REDACTED]
Grant manager salary (0.2 FTE)	[REDACTED]	[REDACTED]	[REDACTED]

Fringe Benefits	Number	Amount	Total
Social security and medicare taxes on PBC	[REDACTED]	[REDACTED]	[REDACTED]

Travel	Number	Amount	Total
Attend TIF grantee meeting for project director and two additional personnel [REDACTED] [REDACTED] y * 3 days hotel, [REDACTED] * 4 days per diem, [REDACTED])	[REDACTED]	[REDACTED]	[REDACTED]
Attend TIF topical meeting for two personnel (same per person expenses as TIF grantee meeting)	[REDACTED]	[REDACTED]	[REDACTED]

Contractual	Number	Amount	Total
Data analysis supporting PBC [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Project Year 3

Personnel	Number	Amount	Total
Performance-based compensation calculated by taking our total salary expense of [REDACTED] and applying an average incentive rate of [REDACTED] which was increased by [REDACTED] from Year 2 anticipating increased teacher effectiveness. Grant funds [REDACTED] of PBC in Year 3.	[REDACTED]	[REDACTED]	[REDACTED]
Leadership role compensation for grade-level team leads and department chairs	[REDACTED]	[REDACTED]	[REDACTED]
Hard-to-staff recruitment incentive	[REDACTED]	[REDACTED]	[REDACTED]
Grant manager salary (0.2 FTE)	[REDACTED]	[REDACTED]	[REDACTED]

Fringe Benefits	Number	Amount	Total
Social security and medicare taxes on PBC	[REDACTED]	[REDACTED]	[REDACTED]

Travel	Number	Amount	Total
Attend TIF grantee meeting for project director and two additional personnel [REDACTED] \$ [REDACTED] * 3 days hotel [REDACTED] * 4 days per diem, [REDACTED] local transportation)	[REDACTED]	[REDACTED]	[REDACTED]
Attend TIF topical meeting for two personnel (same per person expenses as TIF grantee meeting)	[REDACTED]	[REDACTED]	[REDACTED]

Contractual	Number	Amount	Total
Data analysis supporting PBC [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Project Year 4

Personnel	Number	Amount	Total
Performance-based compensation calculated by taking our total salary expense of [REDACTED] and applying an average incentive rate of 7.0%, which was increased by 0.5% from Year 3 anticipating increased teacher effectiveness. Grant funds 70% of PBC in Year 4.	[REDACTED]	[REDACTED]	[REDACTED]
Leadership role compensation for grade-level team leads and department chairs	[REDACTED]	[REDACTED]	[REDACTED]
Hard-to-staff recruitment incentive	[REDACTED]	[REDACTED]	[REDACTED]
Grant manager salary (0.2 FTE)	[REDACTED]	[REDACTED]	[REDACTED]

Fringe Benefits	Number	Amount	Total
Social security and medicare taxes on PBC	[REDACTED]	[REDACTED]	[REDACTED]

Travel	Number	Amount	Total
Attend TIF grantee meeting for project director and two additional personnel ([REDACTED] airfare, [REDACTED]/day * 3 days hotel, [REDACTED] day * 4 days per diem, [REDACTED] local transportation)	[REDACTED]	[REDACTED]	[REDACTED]
Attend TIF topical meeting for two personnel (same per person expenses as TIF grantee meeting)	[REDACTED]	[REDACTED]	[REDACTED]

Contractual	Number	Amount	Total
Data analysis supporting PBC ([REDACTED] hourly rate)	[REDACTED]	[REDACTED]	[REDACTED]

Project Year 5

Personnel	Number	Amount	Total
Performance-based compensation calculated by taking our total salary expense of [REDACTED] and applying an average incentive rate of 7.5%, which was increased by 0.5% from Year 4 anticipating increased teacher effectiveness. Grant funds 60% of PBC in Year 4.	[REDACTED]	[REDACTED]	[REDACTED]
Leadership role compensation for grade-level team leads and department chairs	[REDACTED]	[REDACTED]	[REDACTED]
Hard-to-staff recruitment incentive	[REDACTED]	[REDACTED]	[REDACTED]
Grant manager salary (0.2 FTE)	[REDACTED]	[REDACTED]	[REDACTED]

Fringe Benefits	Number	Amount	Total
Social security and medicare taxes on PBC	[REDACTED]	[REDACTED]	[REDACTED]

Travel	Number	Amount	Total
Attend TIF grantee meeting for project director and two additional personnel ([REDACTED] airfare [REDACTED]/day * 3 days hotel, [REDACTED] day * 4 days per diem [REDACTED] local transportation)	[REDACTED]	[REDACTED]	[REDACTED]
Attend TIF topical meeting for two personnel (same per person expenses as TIF grantee meeting)	[REDACTED]	[REDACTED]	[REDACTED]

Contractual	Number	Amount	Total
Data analysis supporting PBC ([REDACTED] hourly rate)	[REDACTED]	[REDACTED]	[REDACTED]