

**Academy of Hope Public Charter School**



**REDACTED**

**Application to the DC Public Charter School Board to establish a  
Public Charter School in the District of Columbia**

**March 1, 2013**

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## APPLICANT INFORMATION SHEET

### Request for Approval

This application is a request to establish and operate a public charter school as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School: Academy of Hope Adult Public Charter School

Name of Entity Applying for Charter Status in DC: Academy of Hope

Contact Person: Lecester Johnson

Address: 601 Edgewood Street NE, Suite 25

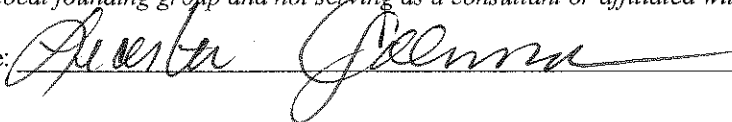
Daytime Telephone: E-mail: lecester@aohdc.org 202-269-6623 ext 111

Fax: 202-269-6632

Name of Person Authorized to Negotiate: Lecester Johnson

*(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)*

Authorized Signature: \_\_\_\_\_



Proposed Start Date: Proposed Year 1 Budget: \$3,244,155

### Start Up Information

First-Year Enrollment: From age/grade: 18 & Up to age/grade: 18 & Up Number of students: 220

Year Five Enrollment: From age/grade: 18 & Up to age/grade: 18 & Up Number of students: 260

Enrollment at Capacity: From age/grade: 18 & Up to age/grade: 18 & Up Number of students: 260

Location of school (address or area of city): 601 Edgewood Street NE, Suite 25 & 3700 9<sup>th</sup> Street, SE

Names of Organizations Involved in Planning (if applicable): George Washington University, American Institutes for Research and Center for Law and Social Policy (CLASP)

Name of Educational Service Provider (if applicable): None

### Type of Application (Check One)

Conversion of Existing Public School  Conversion of Existing Private School  New School

If conversion, name the school being converted: \_\_\_\_\_

If conversion, do you wish to retain the existing school site?  Yes  No

**LEA Status:** Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973?  Yes  No

## **Executive Summary**

The need for adult education in the District of Columbia is compelling. According to the 2010 U.S. Census, there are 62,970 adults ages 18 and older who live in Washington, D.C. and do not have a high school diploma, which is approximately 12.5% of the total adult population over 18 years old.<sup>1</sup> The Academy of Hope proposes to open a new adult education public charter school called the Academy of Hope Public Charter School (AOH PCS) using the highly successful career pathways program model. AOH PCS joined with literacy providers Literacy Volunteers and Advocates, The Washington Literacy Center and post-secondary partners UDC Community College and The Graduate School USA to deliver quality, evidence-based academic instruction paired with strong workforce training for adults in the District of Columbia. A growing, knowledge-based economy demands that more workers have postsecondary credentials or other training beyond high school, such as apprenticeships. Rather than simply be a vehicle for completing high school, AOH PCS will serve as an on ramp for lower-skilled adult learners to obtain skills that lead to not only a high school credential but also postsecondary credentials in demand occupations, a college degree and career advancement. AOH PCS will continue in the tradition of Academy of Hope providing education and support services designed to address the critical needs of adult learners who have not succeeded in traditional educational environments. Adults at AOH PCS will receive a rich education in a supportive learning environment. Programs and support services for adults enrolling in AOH PCS will include:

- Comprehensive and sequenced academic, technology, and occupationally-focused courses delivered through innovative program models that accelerate progress and improve program persistence for adult students, such as career pathway bridges and dual enrollment;
- High school credentials – GED 2014 and The National External Diploma Program<sup>2</sup> (NEDP);
- Industry certifications necessary for employment and career advancement including, Internet and Computing Core Certification (IC3), Work Readiness, Food Handlers, Microsoft Office Specialist and Microsoft Technology Associates; and
- Seamless connections to area colleges, including the receipt of at least four college credits through an Articulation Agreement with University of the District of Columbia DC-Community College, and dual enrollment programs with Graduate School USA and Trinity University. These programs are currently partners with AOH and will continue to partner with AOH PCS.

## **Demonstrated Success with Overcoming Barriers**

The Academy of Hope Adult Public Charter School will serve adults 18 and older from all wards of the District who do not have a high school credential or the skills necessary to enter college, occupational training or to advance in their careers. AOH will be located in the Edgewood/Brookland neighborhood of Ward 5 and in the Congress Heights neighborhood in

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<sup>1</sup>American Factfinder S1501, Educational Attainment: 2010 American Community Survey 1-Year Estimates, US Census Bureau [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501&prodType=table).

<sup>2</sup>The National External Diploma Program allows adults to demonstrate their skills and knowledge gained through life experience are sufficient to award them a high school diploma. [www.NEDP.org](http://www.NEDP.org). (accessed February 2013).

Ward 8. AOH PCS will target students who have low income and low basic skills, and who come primarily from Wards 5, 6, 7 and 8. Throughout its 28-year history, Academy of Hope's (the founding organization) methods have yielded significant results for the targeted population. Academy of Hope has helped over 500 individuals obtain high school credentials and thousand more to improve their reading, writing and math skills, to begin college or to enter jobs or other training programs.

### **Solid Infrastructure, Systems and Community Support**

The Founding Group members of Academy of Hope Public Charter School represent diverse individuals who have a deep interest in helping people reach their full potential through education and employment. Members of the founding group have worked over the last twenty to thirty years in education in general and adult education programs in particular to develop, direct, manage, and evaluate educational services. In addition to the founding board, Academy of Hope Public Charter School will have an advisory group comprised of individuals with expertise in key areas of interest for the charter school. Organizations that support the formation of the Academy of Hope Public Charter School include The American Institutes for Research (AIR), The Center for Law and Social Policy and The George Washington University's School of Education. All three entities are assisting the Academy of Hope with developing and planning an innovative career pathways approach to adult education in DC. The Board of Trustees will have at least two (2) adult learners currently enrolled at AOH PCS.

### **Class Schedules and Operations**

The AOH PCS will operate on a trimester system offering courses from 9:00 AM – 9:00 PM Monday - Friday. Enrollment in AOH PCS will be open to students 18 years and older, without regard to gender or gender orientation, ethnicity, national origin, language proficiency, disability, aptitude, or achievement. Students may apply at any time. All teaching staff will be highly skilled adult educator ensuring a highly quality education for adult learners in the District of Columbia.

## **Educational Plan**

### **1. Mission and Purpose of Proposed Public Charter School**

#### **a. Mission**

The mission of Academy of Hope Public Charter School (AOH PCS) will be to provide a high quality adult basic education in a manner that changes lives and improves our community.

#### **School's Philosophy for Educating Students**

Recognizing that all adults are lifelong learners and that education is a basic human right, Academy of Hope PCS will provide quality, transformative experiences for adults in the District of Columbia in a supportive yet challenging educational setting. Adult learners will have the opportunity to explore alternative perspectives on the world and to engage in problem-solving and critical reflections. Based upon the philosophy of the founding organization, Academy of Hope, the school will also be a place where each person is part of a small learning community, where everyone is valued, adds value, and has a role in the school and broader community. Using the highly successful career pathways program model, AOH PCS will deliver quality, evidence-based academic instruction paired with strong workforce training for adults in the District of Columbia. The career pathways program model, which seamlessly integrates adult basic education and workforce training, has been adopted by over ten states and a growing number of cities to help low-skill, low-income students earn credentials and employment at higher rates than traditional education programs.<sup>3</sup>

AOH PCS's philosophy of education will be based upon seven core principles that have been the foundation for Academy of Hope's educational programming for over 28 years:

- 1) *Student-Centered Services*: Our learners are at the core of all we do. We will provide the highest quality, individualized services possible in a supportive environment to help adult learners reach their educational and career goals.<sup>4</sup>
- 2) *Commitment to Excellence*: All of AOH PCS' activities reflect its commitment to quality. AOH PCS staff will be highly qualified and will play active roles in professional organizations, and participate in ongoing professional development aligned with national standards.
- 3) *Small Class Size*: AOH PCS believes smaller classes are critical for the provision of quality adult education services and to provide the level of intimacy and attention needed for individual student support.

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<sup>3</sup>Alliance for Quality Career Pathways - <http://www.clasp.org/postsecondary/pages?id=0029> (accessed February 2013)

<sup>4</sup> W.B. James, "A comfortable supportive environment is a key to successful learning" for Adults, Brookings Institute, Wash., D.C. p. 38. (2011)



- 4) *Education as Social Justice*: AOH PCS believes education is a tool that creates both personal empowerment and access to opportunity.<sup>5</sup>
- 5) *Life-Long Learning*: Adult basic education and a high school credential are only stepping-stones to further education and training.
- 6) *Contextualized Learning*: Adults receive instruction that draws upon their accumulated knowledge and makes explicit connections to their daily lives, career interests or personal goals.<sup>6</sup>
- 7) *Holistic Approach to Adult Education*: We help students overcome barriers that stand in the way of their education. Helping adults to connect to needed services such as childcare, housing assistance, addictions recovery, and medical services will ensure their success in meeting career and educational goals.

AOH PCS will also build upon Academy of Hope’s core values of over twenty-eight years, summarized by the acronym CARES:

**Community**

Treat all adult learners, volunteers, and staff as important contributing members of the AOH PCS community. Practice and teach responsibility for the larger community and for the natural environment.

**Acceptance**

Accept and respect all members of the AOH PCS community, embracing the diversity of backgrounds and learning styles that make each individual unique.

**Respect:**

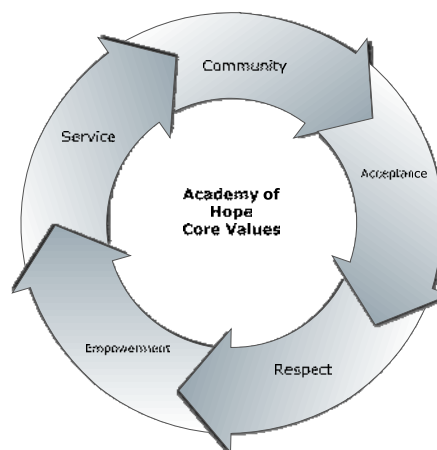
Respect all persons and the different cultures and traditions they represent.

**Empowerment**

Provide adult learners the necessary skills to make informed economic, social, and personal decisions and be active members of their communities.

**Service**

Continually improve our service to each other and to the larger community.



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<sup>5</sup>Friere, P., et. al. Pedagogy of the Oppressed; Continuum of New York, NY School Library Media Quarterly, v.16. (2005).

<sup>6</sup>Perin, Delores, *Facilitating Student Learning Through Contextualization*: “Among the many different innovations underway, that attempt to promote the learning of low skilled college students, contextualization seems to be the strongest.” CCRC Brief, Columbia University New York, New York (2011).

**b. Educational Needs of the Target Student Population**

Washington, D.C. has one of the highest concentrations of professionals with post-secondary degrees; it is also a city that historically has had one of the lowest high school completion rates in the country. The dropout rate in Washington, D.C. has consistently been above 30% of the high school population for more than two decades and in 2012, 34% of all public school students left high school without a credential.<sup>7</sup> According to the U.S. Census, in 2012, there were 26,583 DC residents under 44 years old who do not have a high school credential.<sup>8</sup> Approximately 10,144 of the 26,583 residents have less than a 9th grade education.<sup>9</sup> These facts translate into very high numbers of working-age adults who face significantly more challenges to economic stability and growth for themselves and their families. While unemployment among residents without a high school diploma fell in the first quarter 2012, the rate rose from 22.7% to 24% in the second quarter of 2012. Although unemployment has fluctuated for this group, it generally has been on the rise since 2008 with no sustained period of improvement since then.<sup>10</sup> The chart below clearly illustrates this fact.

*Most low-income families work but simply earn too little to lift their families above poverty, either due to low wages, limited hours, or both. Among families with incomes below 150 percent of poverty in DC, working adults earn an average of just nine dollars per hour.*  
 DC Fiscal Policy Institute (2012)

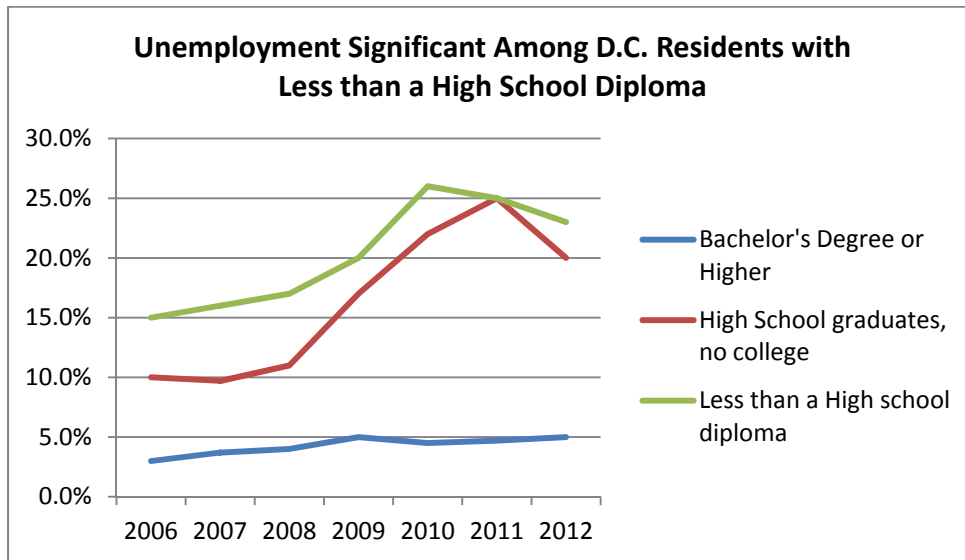


Figure 1 Labor Trend Analysis 2012<sup>11</sup>

<sup>7</sup>The Condition of Education, U.S. Dept. of Education, (Wash., D.C. 2012). [www.ed.gov](http://www.ed.gov) (accessed Feb. 2013).

<sup>8</sup>American Fact Finder US Census Bureau (November 2012).

<sup>9</sup>American Fact Finder US Census Bureau (September 2011).

<sup>10</sup>Caitlin Biegler, Unemployment Still Rising in the District of Columbia D.C. Fiscal Policy Institute, Wash., D.C. (Feb. 28, 2012).

<sup>11</sup>Ibid.

When the national recession began in 2009, the District of Columbia's unemployment rate nearly doubled from January 2008 at 5.6% to 11.9% in December 2009 and is currently at 8.6% for the Washington, D.C. Metropolitan Statistical Area. The substantial income inequality in DC reflects both a significant concentration of the metro area's high income and low-income populations. From 2009-2012 the growth in unemployment was greatest in Wards 5, 6, 7 and 8 which have consistently had the highest unemployment rate among all eight wards in the city.<sup>12</sup> The unemployment rate in these wards averaged 15%.

Data from the National Assessments of Adult Literacy (NAAL) (Kutner et al., 2007), which was administered in 2003, support the links among literacy levels, employment, and income.<sup>13</sup> Individuals with higher levels of literacy were more likely to be employed in full-time positions and earn higher wages and were less likely to have received public assistance during their adulthood.<sup>14</sup>

According to a study on literacy in Washington, D.C. commissioned by former mayor Anthony Williams, one third of District of Columbia residents are functionally illiterate.<sup>15</sup> Overall, nearly twenty percent (19.1%) of D.C. residents live under the federal poverty guideline of \$22,750 for a family of four.<sup>16</sup> Data from the 2012 American Community Survey indicates that 1 in 3 children in D.C. live in poverty. Improvements in literacy and education levels are strongly correlated with improved economic success for adults and their families. In DC, a rise of 1% in literacy scores leads to a 2.5% rise in labor productivity and a 1.5% rise in Gross Domestic Product (GDP) per person.<sup>17</sup>

The educational level of adults not only influences their ability to support themselves, but it also impacts the literacy level of their children. Adults with low educational attainment or low literacy levels are less likely to participate in their children's school activities. Low levels of literacy also affect low-income residents' ability to participate in civic activities such as voting. The National Institutes of Health found that programs that boost the academic achievement of children from low-income neighborhoods would be more successful if parents were also provided adult literacy education. NIH's study also found that a mother's reading skill is the greatest determinant of her children's future academic success.<sup>18</sup>

Nearly half of today's jobs are "middle-skill" occupations requiring more than high school but less than a four-year college degree. Another third require a four-year degree. As a result, nearly

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<sup>12</sup>D.C. Department of Employment Services, U.S. Dept. of Labor Bureau of Labor Statistics, Washington, DC

<sup>13</sup>Carnivole A.P., et.al. *Help Wanted, Projections of Jobs and Education Requirements Through 2018*, Georgetown University Center on Education and the Workforce, Wash., D.C. (2010); <http://cew/Georgetown.edu/jobs2018>.

<sup>14</sup>Terry Salinger, Smaller Learning Communities Program, Addressing the "Crisis" in Adolescent Literacy, American Institute for Research, Washington, D.C. (2008).

<sup>15</sup>The State of Adult Literacy, Office of State Superintendent Education Washington, D.C. (2007).

<sup>16</sup>American Community Survey 2011, cited by DC Fiscal Policy Institute, "In the Wake of the Great Recession, Poverty Rates in DC Remain High for Certain Groups of Residents," September 20, 2012 accessed at <http://www.dcfpi.org/wp-content/uploads/2012/09/9-20-12-ACS-Poverty-Release-20121.pdf>.

<sup>17</sup>Literacy Fact Sheet Adult Literacy in the District of Columbia, DCLEARNS (January 2011).

<sup>18</sup>Martha E. Arteberry, et. al., Early Attention and Literacy Experiences Predict Adaptive Connection, Child & Family Research National Institutes of Health (May 2007) <http://www.nih.gov/news/health/oct201/nicd-25.htm> accessed February 2013).

8 in 10 jobs are beyond the reach of workers who lack a postsecondary credential.<sup>19</sup> Moreover, the potential earnings gap between low- and high-skilled workers has grown from 40 percent in 1980 to 74 percent today. If the current trend of demand continues, this gap is projected to increase to 96 percent in 2025.<sup>20</sup>

Acquiring a post-secondary credential can be a “tipping-point” for low-income workers on their path to family-sustaining employment. A study of Washington State community college students found that students who took at least one year’s worth of college courses and earned a credential earned significantly more than students who did not reach that threshold.<sup>21</sup> Graduating from high school college-ready and obtaining a postsecondary credential can mean the difference between generational and family poverty over a lifetime and a secure economic future.

### **How AOH will Meet Student Needs**

AOH PCS will continue in the tradition of Academy of Hope and provide education and support services designed to address the critical needs of adult learners who have not succeeded in traditional educational environments. By offering an array of educational and skill-building programs in a supportive learning environment, Academy of Hope Public Charter School will pave a way for those adults without a high school diploma and low-literacy to improve basic literacy skills, enter career training in demand industries and occupations, secure living-wage jobs, and access post-secondary education. Programs and support services for adults enrolling in AOH PCS will include:

- Comprehensive and sequenced academic, technology, and occupationally-focused courses delivered through innovative program models that accelerate progress and improve program persistence for adult students, such as career pathway bridges and dual enrollment;
- Individualized student education and career plans based on assessments and goals;
- High school credentials – GED and the National External Diploma Program (NEDP);<sup>22</sup>
- Industry certifications necessary for employment and career advancement including, Internet and Computing Core Certification (IC3), Work Readiness, Food Handlers, Microsoft Office Specialist and Microsoft Technology Associates;
- Seamless connections to area colleges, including the receipt of at least four college credits through an articulation agreement with UDC-Community College, and dual enrollment programs with Graduate School USA and Trinity University. These programs are currently partners with AOH and will continue to partner with AOH PCS.

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<sup>19</sup>National Skills Coalition, *Toward Ensuring America’s Workers and Industries the Skills to Compete* (2009): <http://www.nationalskillscoalition.org/assets/reports-/toward-ensuring-americas.pdf>

<sup>20</sup>Georgetown Center on Education and the Workforce, *The Undereducated American* (2011): [http://www.agu.org/education/pdf/undereducated\\_american.pdf](http://www.agu.org/education/pdf/undereducated_american.pdf).

<sup>21</sup>Jenkins, Davis, Community College Research Center, *A Short Guide to "Tipping Point" Analyses of Community College Student Labor Market Outcomes* (CCRC Research Tools No. 3 - April 2008): <http://ccrc.tc.columbia.edu/Publication.asp?uid=600>.

<sup>22</sup>The National External Diploma Program allows adults to demonstrate their skills and knowledge gained through life experience are sufficient to award them a high school diploma. [www.NEDP.org](http://www.NEDP.org), accessed February 2013).

All instruction will align with the Common Core State Standards for College & Career Readiness so that AOH PCS students will:

- Demonstrate independence,
- Build strong content knowledge,
- Respond to the varying demands of audience, task, purpose, and discipline,
- Comprehend as well as critique,
- Value evidence,
- Use technology and digital media strategically and capably,
- Come to understand other perspectives and cultures.

All students will receive a rich education regardless of the options they choose. They will also have access to comprehensive guidance services including career assessment, college advising, case management, and support services. For hands-on career assessment services and college planning, AOH PCSs students will have access to a full-service career assessment center on its campus.

### Relationship between the student population to be served and the intended geographic area

The Academy of Hope Adult Public Charter School will serve adults 18 and older from all wards of the District who do not have a high school credential or the skills necessary to enter college, occupational training or to advance in their careers. Because of our current Academy of Hope locations in the Edgewood/Brookland neighborhood of Ward 5 and in the Congress Heights neighborhood in Ward 8, we anticipate that the majority of our students will be individuals who have low income and low basic skills, and who come primarily from Wards 5, 6, 7 and 8. The Chart below details the unemployment rate in those wards, in the city, and in the Washington Metropolitan Area. The wards primarily served by AOH have some the highest unemployment and drop-out rates in the city.

Washington Metropolitan and the District of Columbia  
Unemployment Rate

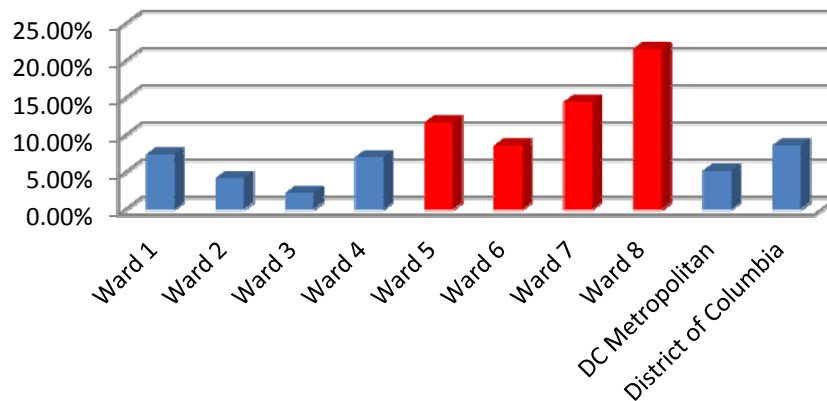


Figure 2 Unemployment Rates<sup>23</sup>

<sup>23</sup>D.C. Dept. of Employment Services, U.S. Dept. of Labor Bureau of Labor Statistics (2013).

According to the 2010 U.S. Census, there are 62,970 adults ages 18 and older who live in Washington, D.C. and do not have a high school diploma, which is approximately 12.5% of the total adult population over 18 years old.<sup>24</sup> This number, of course, does not include those with a high school credential who have low literacy and numeracy skills.

*Demographics of AOH Learners*

The chart below highlights the number of adults currently served by Academy of Hope along with their Ward and percent of individuals entering with skills below 8<sup>th</sup> grade.

Students Low Basic Skills by Ward					
Academy of Hope Data	District	Ward 5	Ward 6	Ward 7	Ward 8
%(#) currently served at AOH	100% (483)	29%	9%	15%	27%
Percent entering AOH with skills 8th grade or below	55%	17%	5%	7%	14%

During each of the years 2010, 2011, and 2012, 70.6% of AOH learners earned less than \$15,000 per year. Many students reported income levels below \$10,000 annually. Forty three percent of students enrolled during this period were unemployed when they started classes, 17.8% were employed full-time, and 13.4% were employed part-time. Twenty-four (34%) percent of AOH learners have special needs or an identified learning disability. The number of ELL students AOH served during that time was 34 or 7% of all students enrolled. Approximately 31% are young adults (16-24), and 13.3% are 55 years and older.

In Ward 5, the primary location of the school, the median household income of residents is \$35,100. The per capita income in Ward 5 is \$20,528. African Americans comprise 88.2% of Ward 5 residents while 8.7% are white. In Ward 5, 58% of all households were female headed and had income below the federal poverty guideline.

**Impact of the proposed school on the existing community/neighborhood schools**

Many adult education programs in Washington, D.C. are conducted by community based organizations. OSSE Adult & Family Education (OSSE AFE) partially funds 20 community-based agencies, including Academy of Hope, for the provision of Adult Basic Education, Adult Secondary Education, and English as a Second Language, English Literacy/Civics and Family Literacy services to residents of the District of Columbia.<sup>25</sup>

There are four traditional public high schools in Wards 5 and 8 who serve teenagers 14-18 years old. DCPS also currently operates three alternative high schools – Roosevelt STAY, Spingarn STAY and Ballou STAY, which seek to help youths 16 and older obtain their GEDs or high

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<sup>24</sup>American Factfinder S1501, Educational Attainment: 2010 American Community Survey 1-Year Estimates, US Census Bureau [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501&prodType=table).

<sup>25</sup>DC OSSE Adult and Family Education Annual Performance Report FY 2011-2012 [PDF], accessed at <http://osse.dc.gov/publication/afe-annual-performance-report-2011-2012>.

school diplomas. Spingarn STAY, however, is slated to close in SY14-15. There are also seven public charter schools throughout DC currently serving young adults and adults, with an eighth school scheduled to open in fall 2013.<sup>26</sup> The adult schools all have waiting lists and cannot meet the current demand for services. In fall 2012, Academy of Hope closed registration after 45 minutes of taking applications because all available slots were filled. The demand for quality adult education services for adult learners has reached a critical stage. The creation of a public charter school that would be located in Wards 5 and 8 and will serve people from across the city will be a positive impact on the community and would provide expanded adult education slots which are sorely needed.

### **c. Educational Focus**

#### **AOH will focus on education for adult students without a high school credential**

In today's economy, D.C. workers need postsecondary credentials to achieve economic success and self-sufficiency. To this end, AOH PCS will provide adults with the instruction needed to improve academic abilities and to develop the skills required to earn a high school credential and subsequently enter post-secondary education or pursue advanced training leading to industry certification and employment. AOH PCS's model of education will base its design upon the successful adult education programs operated by Academy of Hope since 1985 and the Adult Career Pathways Framework.

According to the Center for Law and Social Policy (CLASP), "the career pathway approach reorients education and workforce services to a structure that focuses on individuals in need of education and training in their chosen career paths." A career pathways model integrates strong academic instruction with skills training and provides seamless transitions for participants to earn marketable credentials in demand-driven fields that bear or articulate to postsecondary credit (i.e. are "creditable") and accumulate to higher credentials (i.e., are "stackable"). It provides clear transitions and the strong supports critical to the success of participants. The pathway should lead to employment paying self-sufficient or family-supporting earnings and offer opportunities for advancement.<sup>27</sup>

Early evidence from career pathways program models has shown them to be highly effective in helping adults make educational and career skill advances in a shorter timeframe. Washington State's I-Best model, which integrates basic skills and technical instruction simultaneously, found that learners in their integrated courses were 26% more likely than those in traditional adult education program to earn a certificate or degree and 19% more likely to make learning gains on basic skills tests.<sup>28</sup>

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<sup>26</sup>The adult education public charter schools in Washington, D.C. are Booker T. Washington PCS, Carlos Rosario International PCS, and Education Strengthens Families PCS. Latina American Youth Center has three public charter schools serving youth and offering the GED: Career Academy PCS, YouthBuild PCS and Next Step/El Proximo Paso PCS. St. Coletta Special Education has some services for adults with learning disabilities. The Community College Preparatory Academy PCS will open in fall 2013. D.C. Public Schools, [www.dc.gov](http://www.dc.gov); [www.pcsb.org](http://www.pcsb.org) Feb., 2013).

<sup>27</sup>The Alliance for Quality Career Pathways Approach: Developing Criteria and Metrics for Quality Career Pathways, *A Working Paper* (February 2013). Center for Law and Social Policy. [www.clasp.org](http://www.clasp.org). Washington, D.C.

<sup>28</sup>Strawn, Julie (August 2011). *Farther Faster: Six Promising Programs Show how Career Pathway Bridges Help Basic Skills Students Earn Credentials That Matter*. CLASP – Center for Post-Secondary and Economic Success

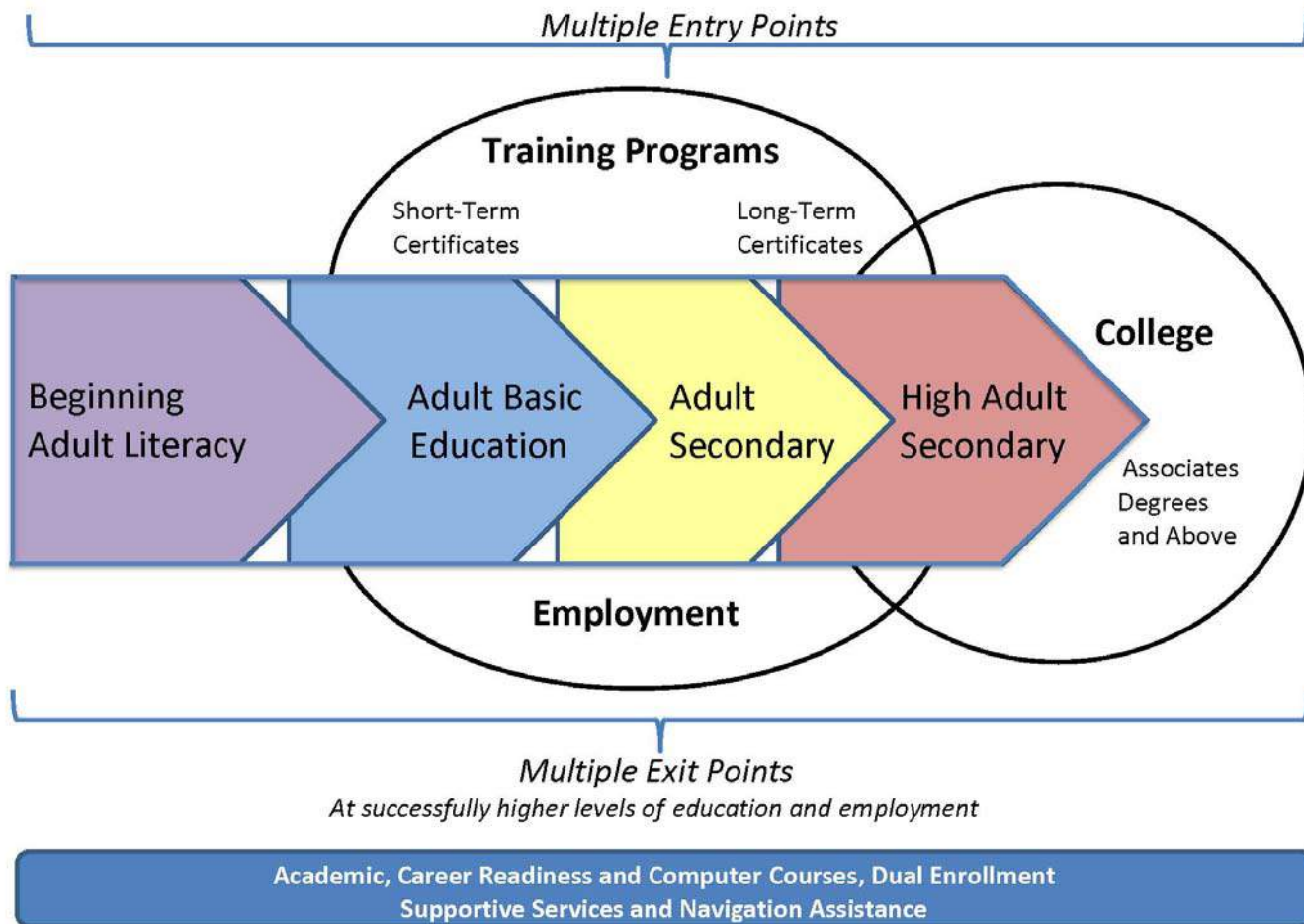
Minnesota's FastTRAC program is an increasingly popular model of a career pathway “bridge” program. FastTRAC helps all learners—even those with very low literacy—get on a pathway to postsecondary and career success by integrating exposure to careers and adding stackable credentials along the way from beginning literacy to GED and college preparation. Even without a high school credential, students in the FastTRAC model are able enhance their employability and earn industry credentials. The FastTRAC model serves as the blueprint for the AOH PCS educational program.

Continuing the mission of AOH to serve educationally underprepared adults and youth, AOH will offer basic skills or a “bridge” career pathway program. Our bridge program will provide an on-ramp to career pathways for students with low levels of literacy or English language proficiency. The majority (55- 60%) of learners entering educational programs at Academy of Hope historically have entered reading at or below a 7th grade level and performing math at or below a 4th grade. Generally, skills at this level are below what is required to successfully participate in traditional career pathways programs (integrated GED preparation and career training/ or college).

To meet the needs of low skills learners, AOH PCS will provide individuals with instruction in basic literacy, numeracy, and English language but also integrate career develop/awareness and work readiness courses into the instructional program. Low skilled learners will progress on a continuum leading to increased academic skills, career awareness, occupational skills, a high school credential and industry certifications (*see program model below*). Students at all levels will also have the opportunity to earn entry-level and advance certifications through courses in information technology offered at AOH, Allied Health offered through our partner The Graduate School USA (GS) and select workforce courses at UDC Community College (UDC CC). Finally, AOH PCS students will receive ongoing supportive services and take computer courses as part of their weekly schedule of classes. AOH PCS’ career pathways will ensure that all students, even those at lower levels of literacy, can achieve longer-term postsecondary and employment goals and eventually get on a pathway to success. The model below illustrates the path of adult learners entering at every academic level at AOH PCS.



## ACADEMY OF HOPE PUBLIC CHARTER SCHOOL



*Connections to Post-Secondary Education*

By design, the AOH PCS' career pathways program will provide a head start and help to ease the transition of students to post-secondary education through our long-standing partnerships with the Graduate School USA (GS) and University of the District of Columbia's Community College (UDC-CC). GED level (9<sup>th</sup> grade or higher) students will enroll concurrently in the GS's Allied Health Program while taking academic courses at AOH. During the planning year, AOH PCS will work with the Graduate School USA to develop a pre-health care careers course for college credit in basic principles of science and health care terminology. Students will be able to take this course for college credit.

Additionally, UDC Community College recently executed an Articulation Agreement with AOH. Individuals who successfully pass College Prep and Success (a college orientation course based on the text *On Course*, which, through self-assessments, journaling, and classroom discussion, asks students to think critically about themselves in areas such as planning, personal responsibility and accountability) and earn the Internet and Computing Core (IC3) certification earn four (4) college credits from UDC-CC. This relationship will continue with AOH PCS. In addition to the articulation agreement, AOH PCS students will co-enroll in UDC's Accuplacer Prep course. The Accuplacer, developed by the College Board, is a commonly used entrance exam employed by most community colleges to determine academic readiness for college level work. The prep course is a customized online curriculum designed to help learners strengthen the skills they need to pass the Accuplacer exam. AOH PCS will also work with Trinity University to establish similar partnerships as those we have with UDC-CC and Graduate School USA.

Finally, AOH PCS will pursue accreditation through the American Council for Education (ACE) for select technology and academic courses. ACE accreditation provides greater portability of college credits for learners who decide to continue their education outside of the Washington, DC area. The founding board of AOH PCS believes strongly that the ability to offer adult learners college credit will serve as a powerful incentive for continued education and development.

By going beyond GED prep to ensure that AOH PCS graduates are prepared to take on credit-bearing college coursework, we are laying a true foundation for lifelong learning and family economic security.

*Implementation of AOH PCS Career Pathways*

**Intake:** Prior to placement in a class, each applicant will participate in a one-on-one comprehensive intake and assessment process to determine current academic levels, appropriate AOH programs and course levels, support needs and individual goals. The intake process will also include an overview of the program, explanations of other services available, and information and referral to other services if needed. An intake application will be completed and individual support plan begun during this time. Initial assessment results serve as benchmarks against which we will measure progress throughout the year.

**Orientation:** Throughout the intake process, students will be made aware of program components, expectations and services to be provided. To become fully enrolled, individuals must successfully complete a weeklong orientation program. The goal of orientation is to provide students an opportunity to meet other students and to get to know the AOH PCS staff and services. The orientation will provide an overview of AOH programs, policies and procedures. Orientation at AOH PCS includes:

- Review of attendance policy;
- Review of Standards of Conduct and drug policy;
- Overview of educational programs, support services and school partners;
- Explanation of student assessment (what, why, when);
- Participation in a study skills course: *Becoming a Successful Student; and*
- Review of the General Education Development (GED) and National External Diploma Program (NEDP).

All students will sign a personal commitment contract at the beginning of the orientation program. The contract will include student and school responsibilities and attendance requirements. Instructors will review the contract with students during various intervals of the program.

**Enrollment/ Course Placement:** Based upon the intake assessment, students will be placed in the most appropriate course levels for their current skills and interests. Students who enter with between 6th and 8th grade are placed at the Adult Basic Education level, which provides courses in basic reading, math and writing. Individuals who enter below the 6<sup>th</sup> grade will work with our partners Literacy Volunteers and Advocates or The Washington Literacy Center. Both organizations have aligned their basic literacy curriculum to prepare adults for Adult Basic education (ABE) level programs at AOH PCS. In addition to academic courses, student schedules will also include career development, technology, and work readiness.

Individuals, who test at the 8<sup>th</sup> grade or above, take GED courses in reading, science, social studies, math and writing. These students are also ready for dual enrollment with our post-secondary partners The Graduate School and UDC CC. All students will have a technology course as part of their weekly schedule. As students advance, they participate in higher-level courses such as IC3 certification and credit bearing courses offered at AOH PCS. The sample schedule below represents a typical daytime student.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9:00-10:30	Academic Science	Academic Social Studies	Academic Science	Academic Social Studies	Tutoring
School-wide Announcements and Break					
10:45-12:15	Work and Life Writing	Work and Life Math	Work and Life Writing	Work and Life Math	Work and Life Math

Lunch Break					
12:45-2:15	Work and Life Math	Academic Reading	Work and Life Math	Academic Reading	Work and Life Writing
Break					
2:30-4:00	Careers Soft Skills 2	Small group math	Technology	Small group math	Technology

**Academic Support/Tutoring:** Throughout the program, students will have access to individual and small group tutoring. Graduates of AOH PCS who enter post-secondary education are also able to access tutoring and assistance with college assignments and coursework.

**Preparation for College:** In addition to earning college credit for select course and dual enrollment, AOH PCS will prepare students for postsecondary success in three key areas: academics, college habits of mind, college planning and logistics. Academic courses at this level are referred to as our bridge courses and are meant to help students:

- Maximize their score on the Accuplacer test and enter credit-bearing courses;
- Comprehend concepts needed for college level coursework.

For example, in our college level writing courses, the major objectives are to introduce the concept of research in an academic context, as demonstrated in a research paper, and provide grammar instruction. Often low academic are only part of the problem for success in college. We have found that many AOH students lack understanding of how to control one’s college career. Many non-traditional college students need considerable help in developing a broad set of college-readiness skills, ranging from managing time to navigating the postsecondary environment.<sup>29</sup>AOH PCS will provide workshops with area colleges, the Educational Opportunity Center (EOC), college for a day programming, and guidance in completing the FAFSA and college applications. Students will spend 105 hours over the course of 31 weeks in college readiness activities.

**Placement, linkages with employers:** Graduates and individuals in need of immediate employment can work with career counselors by appointment to identify and secure employment. AOH PCS staff will also work with Jubilee Jobs, a long-term employment placement partner to provide students with intensive job placement services. Prior to graduating, all students will prepare a resume, and participate in workshops on interviewing, conflict resolution, and customer service.

**Monitoring and Support & Job retention:** Mentoring and support services will be provided once a student/graduate secures employment. These activities include one-on-one mentoring with trained volunteers and weekly support group meetings led by Jubilee Jobs. This partnership will continue when AOH becomes a public charter school. Once a participant obtains employment, he or she will participate in at least 8 hours of mentoring and support activities per month for 120 days.

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<sup>29</sup>John Garvey, et. al. From GED to College Degree: Creating Pathways to Postsecondary Success for High School Dropouts, Prepared for Jobs For the Future, [www.jff.org](http://www.jff.org), accessed Jan 2013 wash., D.C. and Boston Massachusetts, (May 2011).

**2. Goals**

**Program Goal:** Students will achieve a high level of academic and workforce readiness skills and will be prepared to enter postsecondary education and training and jobs that will support a family.

Measures	Performance	Assessment Tools
<b>Student Progress</b>	<p>70% of Beginning Literacy learners who complete basic literacy instruction will demonstrate readiness for ABE level course work</p> <p>70% of Adult Basic Education students who complete 100 hours or more of instruction will increase their reading and/or math skills by at least two grade levels</p> <p>50% of learners enrolled 12 hours or more will advance at least one National Reporting Standard educational functioning level</p>	<p>Wilson Reading Assessment for Decoding and Encoding</p> <p>Reading – CASAS Life and Work</p> <p>Math – CASAS Employability Competency System and AOH PCS inventories</p> <p>Writing – paragraph samples (ABE) and essay samples (GED) with corresponding grading rubrics</p> <p>Teacher mid- and end-of-term reports on student progress</p>
<b>Student Achievement</b>	<p>70% of Adult Secondary students enrolled in GED-level courses and attending at least 100 hours of instruction will pass the GED exam</p> <p>70% of NEDP students entering the Assessment Phase of the program will earn a high school diploma</p> <p>80% of students who take the IC3 exam or complete an occupational certificate program will earn certification</p>	<p>Official GED Test</p> <p>National External Diploma Program assessments</p> <p>IC3 certifying exam or other certifications</p>
<b>Gateway Measures</b>	<p>70% of High Adult Secondary students will earn at least 4 college credits</p> <p>75% of individuals who have college as a</p>	<p>UDCC/ Graduate School USA</p> <p>College Placement Exam</p>

Measures	Performance	Assessment Tools
	<p>goal will be prepared to enter college in credit bearing courses</p> <p>70% of students who graduate will obtain or retain employment, receive a promotion or wage increases</p>	<p>(e.g. Accuplacer)</p> <p>Teacher mid- and end-of-term reports on student progress</p> <p>Graduate/Follow-up Surveys and Job Placement Forms</p>
<p><b>Leading Indicators</b></p>	<p>70% average daily attendance maintained</p> <p>65% of students will re-enroll until academic or career goal is achieved</p> <p>70% of students who pass the practice GED will pass two or more parts of the exam</p>	<p>Daily attendance reports</p> <p>Re-enrollment numbers per session and annually</p> <p>Practice and Official GED score reports</p>
<p><b>Other/Mission Related Goals</b></p>	<p>45% of parents will become more involved in their child's education</p> <p><i>Examples:</i> help with homework, attend school related meetings, activities, read to child/ more</p> <p>AOH PCS will consistently meet the needs of adult learners as indicated by 80% satisfaction rating with AOH PCS courses and program evaluated through student end of semester evaluations</p> <p>AOH PCS will operate as an efficient, fiscally responsible organization with a diverse funding base</p>	<p>AOH PCS goal and goal achievement forms</p> <p>AOH PCS student program /course evaluation forms.</p> <p>Annual Audits</p> <p>Annual reserve contributions</p> <p>Annual fundraising goals and Plan</p>

### *Baseline Data*

Through a comprehensive intake process, AOH PCS will collect baseline data on all incoming students including academic skills, employment status, technology skills, and key demographic information. Students' ongoing progress/performance will be regularly measured against the data collected at intake.

### *Measuring and Reporting Progress*

AOH PCS will use LACES and Efforts to Outcomes, comprehensive online data management systems designed track and analyze data collected on AOH PCS student progress and outcomes. The AOH PCS Senior Program Director, Registrar and Outcomes Coordinator will be responsible for coordinating assessment, data collection and data analysis processes.

### *Academic*

As appropriate to each student's program, AOH PCS will use the Comprehensive Adult Student Assessment System (CASAS), the Official GED Practice Test, writing samples, student portfolios, teacher progress reports and college entrance exams (e.g., Accuplacer) to evaluate academic progress, educational gains, and readiness to take the Official GED exam. Upon entry, all students will take the CASAS Reading and Writing tests and will give a writing sample. At the end of each term, students will take a different form of the CASAS Reading and Writing tests and will provide another writing sample. Results of these end-of-term assessments will be compared with previous assessments to measure progress. College Preparation students will take a college entrance exam such as the Accuplacer at the beginning of their first term and at the end of each term. Results of the end-of-term exam will be compared to previous assessments and college requirements to measure progress toward educational goals. Teachers will also complete mid and end of term progress reports.

### *Non-Academic Goals*

Progress toward non-academic goals will be measured through school-wide monthly surveys of students' achievements, end-of-term surveys of students' achievements, and phone surveys of students who have been absent or inactive.

### *Organizational Goals*

Organizational goals will be measured by internal accountability tools and systems reviewed annually by the Board of Directors. The school will also produce an annual report on the school's performance toward goals in and key performance measure. The annual report will be

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*Today's learners need both the academic and global skills and knowledge necessary to navigate the world-attributes and dispositions such as problem solving, curiosity, creativity, innovation, communication, interpersonal skills, the ability to synthesize across disciplines, global awareness, ethics, and technological expertise.*

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available after the close of the school’s fiscal year and will include the following additional information:

- Financial performance;
- Significant accomplishments of the school;
- Enrollment and attendance information; and
- Donor information.

### **3. Charter School Curriculum**

#### **a. Student Learning Standards**

##### **Adult Basic and Secondary Education:**

Academy of Hope has a long history of offering adult basic and secondary education programs based on established learning standards for adults. We have offered the National External Diploma Program, a performance-based education program, since its introduction to the District of Columbia in 1999. We also embraced the Equipped for the Future standards introduced a decade ago.

In 2010, the Common Core State Standards Initiative (CCSS) released their standards and we began incorporating them into our curricula. Shortly after this point, both the GED and the National External Diploma Program began revising their programs to reflect these new standards. The CCSS are subject-specific statements of career and college readiness and are designed to guide instruction in a logical manner resulting in students mastering core concepts sequentially and in depth.<sup>30</sup> In addition to the Common Core, the GED 2002 learning standards and NEDP competencies, AOH spent several years aligning its instructional programs to college transition and career development competencies.

In January 2014, the current General Education Development (GED) will undergo a significant change to its format and content. According to the GED Testing Service, a joint venture between the American Council on Education and Pearson VUE, the GED 2014 will now measure “*career- and college-readiness skills that are the focus of today’s curriculum and tomorrow’s success.*” Four content areas comprise the new exam—literacy, mathematics, science, and social studies. These subtests will measure a foundational core of knowledge and skills that are essential for career and college readiness. The new exam will also now require more in-depth content-specific knowledge and the use of higher order thinking and analysis skills. With these changes in mind, AOH has identified core-learning standards from a combination of sources that address not only the skills required to pass the GED 2014 and complete the National External Diploma Program but also those needed for success in the 21<sup>st</sup> Century workplace.

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<sup>30</sup>William J. Moths Common Core standards: An Effective reform tool? Education and The Public Interest Center University of Colorado at Boulder, Colorado and the Education and Policy Research Unit Arizona State University Phoenix, Arizona (July 2010).



**College Transition:** Many GED graduates who pursue post-secondary education spend a year or more in developmental courses. This delay in progress towards a degree is costly: many fail to complete their intended degree. Seventy-five percent (75%) of all GED recipients who enter college do not graduate.<sup>31</sup> Nationally, about 60 percent of incoming community college students are referred to at least one developmental (remedial) course.<sup>32</sup> However, less than one quarter of community college students who enroll in developmental education complete a degree or certificate within eight years of enrollment in college.<sup>33</sup>

Academy of Hope PCS's college preparation courses help students to transition successfully from an adult education program to college or university. Bridge Level courses are aligned closely with the National College Transition Network's four areas for college and career readiness. They include *personal readiness, career readiness, academic readiness and college knowledge readiness*. The *College Preparation* curriculum takes an interdisciplinary approach to study skills and habits of mind, writing, math, and technology – and seminar topics. This interdisciplinary approach allows students to grow their skills holistically and beat the odds for success in postsecondary education.

**Work Readiness:** Using standards from the National Work Readiness Council and Equipped for the Future, AOH PCS will prepare learners for success in the workplace and attainment of the National Work Readiness Credential. The National Work Readiness Council has developed a job skills assessment system that measures foundational and soft skills to help employers select, hire, and train, develop, and retain a high-performance workforce. At every level, work readiness standards will be integrated into academic and occupational skills courses. End of term assessments will not only evaluate academic gains but they will also measure work readiness of each student.

**Career Development:** Every student will have access to comprehensive career assessment and counseling services through AOH PCS career development class and full-service career assessment center. All career development activities use the National Career Development Guidelines and help learners to develop skills in three major domains: 1) Personal and Social Development, 2) Educational Achievement and Life Long Learning, and 3) Career Management. Students will also develop a career portfolio highlighting their goals, skills, strengths, and abilities. The career development portfolio will enable AOH PCS graduates to focus on the future, what is required to achieve their goals, and plan for potential career barriers and setbacks.

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<sup>31</sup>Stephen Reder, Adult Education and Post Secondary Success, Prepared for National Commission on Adult Literacy American Council on Education Policy Brief New York, New York (Sept., 2007).

<sup>32</sup>Bailey, Thomas, Community College Research Center, *Challenge and Opportunity: Rethinking the Role and Function of Developmental Education in Community College* (Working Paper No. 14 - November 2008): <http://ccrc.tc.columbia.edu/Publication.asp?UID=658>

<sup>33</sup> Bailey, Thomas and Sung-Woo Cho, Community College Research Center, *Developmental Education in Community Colleges*, <http://www2.ed.gov/PDFDocs/college-completion/07-developmental-education-in-community-colleges.pdf>

**Technology Skills:** AOH PCS will align technology courses with competencies required for Microsoft Office Specialist (MOS) or the Internet and Computing Core Certification (IC3). Industry certification will ensure that students completing training not only have the skills to add value to any workplace, but also are competitive for IT and office skills positions. Incorporating skills from the P21 Council and 21<sup>st</sup> Century skills, beginning users will develop skills in keyboarding, media literacy and applied technology.

**b. Resources and Instructional Material**

LEVEL	CLASS NAME	CLASS FOCUS	OVERALL LEVEL OBJECTIVES	RESOURCES
Essentials  Beginning Adult Literacy  Entry CASAS: Reading: 186-219  Math: 186-215	Writing Essentials	Sentence Development	Build literacy skills, basic technology skills and basic soft skills and career awareness	<ul style="list-style-type: none"> <li>○ Wilson Reading</li> <li>○ Wilson Assessment for Encoding and Decoding</li> <li>○ Laubach Way to Reading</li> <li>○ New Readers Press</li> <li>○ McGraw-Hill, Contemporary's Number Power series, Books 1 and 2</li> <li>○ Mavis Beacon Teaches Typing</li> <li>○ Microsoft's Unlimited Potential Curriculum for XP</li> <li>○ National College Transition Network &amp; SABES, <i>Integrating Career Awareness into ABE and ESOL Programs</i></li> <li>○ <i>Essentials for Career Interest Assessment</i></li> <li>○ Grove Consultants, <i>Career Compass: Visual Career Planning Guide.</i></li> </ul>
	Reading Essentials	Reading Strategies and Comprehension		
	Math Essentials	Whole Numbers		
	Computer Fundamentals	Windows desktop, typing		
	Career Development 1	Career assessment and exploration, soft skills		

<p><b>Work and Life</b></p> <p>Adult Basic Education</p> <p>Entry CASAS: Reading: 220-235</p> <p>Math: 216-230</p>	W&L Writing	Paragraph Development	<p>Strengthen life and work skills.</p> <p>Increase CASAS scores to qualify for EDP and for academic level courses. Demonstrate specific skills for NEDP.</p> <p>Career Tools</p>	<ul style="list-style-type: none"> <li>○ New Readers Press, Voyager: Reading and Writing for Today's Adults</li> <li>○ McGraw-Hill, <i>Contemporary's Breakthroughs</i> in Critical Reading</li> </ul>
	W&L Reading	Comprehension		<ul style="list-style-type: none"> <li>○ McGraw-Hill, Contemporary's Pre-GED Language Arts, Reading</li> <li>○ Various anthologies, such as Jamestown Publishers, Sudden Twists</li> <li>○ PLATO Web Learning Network Social Studies</li> </ul>
	Civics & Government	Social studies concepts & vocabulary		<ul style="list-style-type: none"> <li>○ McGraw-Hill, Contemporary's Pre-GED Language Arts, Social Studies</li> </ul>
	Science Life Skills	Life Sciences		<ul style="list-style-type: none"> <li>○ McGraw-Hill, Contemporary's Pre-GED Language Arts, Science</li> </ul>
	W&L Math 1	Decimals CASAS 216-225		<ul style="list-style-type: none"> <li>○ New Readers Press, Math Sense</li> <li>○ McGraw-Hill, Contemporary's Number Power series, Books 1 and 2</li> </ul>
	W&L Math 2	Fractions CASAS 226-230		<ul style="list-style-type: none"> <li>○ McGraw-Hill, Contemporary's Breakthroughs in Mathematics</li> <li>○ McGraw-Hill, Contemporary's Pre-GED Language Arts, Mathematics</li> <li>○ PLATO Web Learning Network</li> </ul>
	W&L Math 3	Ratios, Percents, Data Analysis CASAS 226-230		<ul style="list-style-type: none"> <li>○ Microsoft's Unlimited Potential Curriculum for XP</li> </ul>
	Microsoft Office 1	Word		<ul style="list-style-type: none"> <li>○ Unlocking Potential,</li> <li>○ Career Exploration on the Internet</li> </ul>
	Career Development 2	Resumes, Interviewing, Communication		

*Academy of Hope Public Charter School Application*

<p><b>Academic</b></p> <p>Adult Secondary</p> <p>Entry CASAS:</p> <p>Reading: 236+</p> <p>Math: 231-235</p>	Academic Language Arts	5-Paragraph Essays Critical Reading Skills Interpreting Literary Forms (poetry, drama, prose, fiction)	<p>GED: Pass subject area tests.</p> <p>NEDP and Pathways: Develop academic skills to level required for Bridge courses.</p>	<ul style="list-style-type: none"> <li>○ McGraw-Hill, Contemporary's GED Language Arts, Reading and Exercise Book</li> <li>○ www.GEDReading.com</li> <li>○ GED Academy</li> <li>○ McGraw-Hill, Contemporary's GED Language Arts, Writing and Exercise Book</li> <li>○ www.GEDWriting.com</li> </ul>
	Academic Science	Concepts & Processes Physical Sciences		<ul style="list-style-type: none"> <li>○ McGraw-Hill, Contemporary's GED Science and Exercise Book</li> <li>○ www.GEDScience.com</li> <li>○ GED Academy</li> </ul>
	Academic Social Studies	History, Geography, Economics		<ul style="list-style-type: none"> <li>○ McGraw-Hill, Contemporary's GED Social Studies and Exercise Book</li> <li>○ GEDSocialStudies.com</li> <li>○ GED Academy</li> </ul>
	Academic Math	Algebra and Geometry Basics		<ul style="list-style-type: none"> <li>○ New Readers Press, <i>Math Sense</i></li> <li>○ McGraw-Hill, <i>Contemporary's Number Power</i> series, Books 2, 3</li> <li>○ McGraw-Hill, <i>Contemporary's Breakthroughs in Mathematics</i></li> <li>○ McGraw-Hill, <i>Contemporary's Pre-GED Language Arts, Mathematics</i></li> <li>○ www.GEDMath.com</li> <li>○ GED Academy</li> </ul>
	Microsoft Office 2	Excel		<ul style="list-style-type: none"> <li>○ Microsoft's Unlimited Potential Curriculum for XP</li> </ul>
	Career Development 3	Career planning, goal setting, networking		<ul style="list-style-type: none"> <li>○ <i>Career Compass</i></li> </ul>

<b>College and Career</b>  High Adult Secondary (College & Career Bridge)  Entry CASAS: Reading: 246+  Math: 236+	Bridge Reading/Writing	Research Papers Technical Reading Accuplacer Grammar	Complete college applications.	<ul style="list-style-type: none"> <li>○ McGraw-Hill, <i>Motives for Writing, 5<sup>th</sup> edition</i></li> <li>○ McGraw-Hill, <i>College Writing Skills, 6<sup>th</sup> or 7<sup>th</sup> edition</i></li> <li>○ McGraw-Hill, <i>In Tandem: College Reading and Writing, 1<sup>st</sup> edition</i></li> <li>○ PLATO – Accuplacer preparation</li> </ul>
	Bridge Math	Algebra & Geometry Accuplacer Math	Complete FAFSA.  Matriculate into an accredited, post-secondary institution at credit bearing level	<ul style="list-style-type: none"> <li>○ McGraw-Hill, <i>Elementary Algebra, 6<sup>th</sup> edition</i></li> <li>○ McGraw-Hill <i>Beginning Algebra, 7<sup>th</sup> edition</i></li> <li>○ McGraw-Hill <i>Essential Geometry, 1<sup>st</sup> edition</i></li> <li>○ PLATO – Accuplacer Preparation</li> </ul>
	College Readiness	<i>On Course</i> , College Applications, Financial Aid Apps, College Study Skills		<ul style="list-style-type: none"> <li>○ Skip Downing's <i>On Course</i></li> <li>○ <i>Career Flow: A Hope Centered Approach to Career Development</i> Niles, Amundson and Neault</li> </ul>
	IC3	Computer hardware, software, and internet		<ul style="list-style-type: none"> <li>○ <i>Your IC<sup>3</sup> Pathways Companion</i></li> </ul>

**c. Methods of Instruction**

As students, adults bring to the classroom rich and varied personal and professional experiences that have shaped their perspectives of the world and approaches to learning. With this in mind, AOH PCS instructors will take a learner-centered approach to instruction that is contextualized, culturally responsive, and driven by the expressed needs of learners in the class. By incorporating real-life materials in the classroom, instructors help students understand how new reading comprehension, writing, and math skills can translate into becoming more effective in every aspect of their lives.

For example, students learn how mathematical concepts such as area or perimeter apply to their daily lives when they calculate how much carpet they need to cover their living room floor or how much fencing they need to enclose a garden. Other examples of instructional activities include learning how to write a business letter by writing a letter of complaint to a negligent landlord, learning fractions by calculating a dosage of medicine for a child, or developing critical reading skills by studying a personnel policy from a workplace.

Additionally, instructors will facilitate a rich and meaningful learning experience by incorporating a variety of instructional methods including:

- *Differentiated Instruction:* Differentiated instruction creates an exciting and engaging learning experience for adults by introducing variety and providing multiple options for students to take in information and demonstrate learning. We will use blended learning models to cater to various learning styles.
- *Collaborative Groups:* AOH PCS will mirror team-based workplaces by having students complete various assignments in small collaborative groups. Students will be required to evaluate themselves and their teammates on the contribution to the assignments.
- *Project-Based Learning and Assessment:* Students will demonstrate higher order thinking skills by working together to address real-world issues/problems through project-based assignments. Project based assignments will require adults to draw upon their knowledge of multiple subject areas by integrating them to create a viable solution to a problem. Students will have the opportunity to demonstrate their learning by doing. We will work with community partners and the business community to develop projects.
- *Ongoing Assessment and Feedback:* Students will be assessed regularly to ensure mastery of key course material and concepts (simulations and performance-based assessments). In addition to immediate feedback from instructors, students will meet regularly with advisors to gauge progress towards individual goals.
- *Contextualized and Experiential Learning:* AOH PCS curricula will use real-life scenarios and relevant material to teach concrete skills. Instructional units will be supplemented by adult-appropriate field trips such as attending theater, visiting museums, and carrying out field-based science projects.
- *Essential Questions:* To activate higher-level thinking skills and to create a deeper learning experience for adults, AOH PCS will use an inquiry-based or “beyond the text” approach to learning. This approach stimulates interest and further inquiry/research into areas of study. Often this approach sparks lively classroom debates that can result in a rich learning experience for students.
- *Competency-Based Curriculum:* Each course/program of study will have clearly defined skills and outcomes by which student success will be measured.

AOH PCS Lead Teachers will develop reading and writing competencies across the curriculum to be mastered by all students. Lead teachers are highly skilled instructors that serve as section leaders. In addition they mentor new teachers and provide training in AOH PCS core competency areas. Lead teachers will provide oversight of this key initiative. In addition to content area knowledge, students will also need to demonstrate writing and reading skills for success in a course.

AOH PCS understands the need for highly competent teachers who also understand the importance the unique learning of adult learners. To best support student learning, teachers will be trained in the use of key scaffolding techniques such as: anticipation guides to activate prior knowledge, reader engagement strategies such as KWL, and vocabulary building techniques using graphic organizers and word sorts. All instructors will also be trained in Strategic Instructional Methods (SIM) by the Kansas Center for Research in Learning (see professional development section for discussion of train-the-trainer model). The Kansas Learning Strategies are research-based and have been highly effective strategies for individuals with learning disabilities. These instructional strategies equip students with the skills and techniques they need to become independent learners.

Finally, to help students improve self-determination skills and become better self-advocates in the classroom, new student orientation will include a session on learning styles. Students will complete a learning styles inventory and participate in discussions on learning strategies for different learning styles. We believe that when students understand how they learn best, they are empowered to advocate for what they need to be successful in their studies.

#### *Tutors/additional academic support*

Academy of Hope has a long-standing academic support program staffed by a corps of over 100 volunteers, staff and students that will transfer to AOH PCS. The academic support program will use individual and small group tutoring to complement instruction in content-area knowledge, as well as skill development.

#### *Technology Integration*

AOH PCS will fully integrate technology into our instructional practices and day-to-day activities. We will incorporate the use of Smart Boards (electronic white boards linked to a computer) and web-based instructional content into coursework. We will also use online instructional programs to extend learning beyond the classroom and to create learning anytime-anywhere for adults. This will included blended learning activities where students will be able to work at home and receive guidance in the classroom. Online instructional programs currently used include GED Academy and Skills Tutor. Changes in the GED and National External Diploma program mandates that all AOH PCS students will participate in technology instruction including basic computers, digital literacy and living online.

#### **d. Students with Disabilities**

Many adult learners at Academy of Hope have struggled with learning disabilities for their entire educational careers. While some students choose to disclose their disability, many others do not. AOH PCS will provide support services needed for students with a disability but more importantly, we will adopt a full inclusion model that addresses the needs of all students simultaneously. AOH PCS will use a Universal Design for Learning (UDL) framework, for our instructional program. UDL is:

*“[a] framework for designing curricula that enables all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all.”* Center for Applied Special Technology (CAST)

The Universal Design for Learning is based upon three tenets:

1. Multiple means of representation, to give learners various ways of acquiring information and knowledge,
2. Multiple means of expression, to provide learners alternatives for demonstrating what they know
3. Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation.

AOH PCS will work closely with our partner, George Washington University (GWU) to ensure that all teachers are trained and comfortable with UDL. GWU offers a weeklong summer UDL institute to which AOH PCS instructors will have access.

Additionally, AOH PCS staff will be trained in the Wilson method of instruction by our partner Washington Literacy Center.

Through our partnership with St. Elizabeth's AOH staff will be complete Mental Health First Aid training that teaches how to identify and respond to mental health crises when they happen, the signs of all of the major mental illnesses as well as how to help and community resources.

AOH PCS's goal is to ensure that education is fully accessible to District adults regardless of ability levels or needs. It is our position that a fully accessible learning environment benefits all students. As part of our overall support and accessibility strategy, students will have access to e-books and resources including any class sessions that are podcasted and posted on our website. AOH will also make available assistive technology tools such as screen readers, magnifiers, large print material, and books on tape.

On staff at AOH PCS there will be both a teacher certified in special education and an assessment coordinator who is a Certified Vocational Evaluator (CVE) to coordinate services. Vocational Evaluators are nationally certified assessment specialists trained to administer and interpret a variety of psychometric, career and educational assessment tools. Vocational Evaluators have specialized skills and training working with individuals with disabilities and are able to identify assistive technology and accommodation needs for school and the workplace. Using a coaching model, the special education teacher, and assessment coordinator will work closely with classroom teachers to develop lesson plans that incorporate the needs of all learners, restructure instructional practices, and meet the specific accommodation needs of individual students.



In addition to specialized positions, teachers/tutors will also receive *Learning to Achieve A Professional's Guide to Educating Adults with Learning Disabilities*, by Juliana Taymans. They will also be required to either complete the web-based modules or participate in the weeklong instructor led program offered by Washington Literacy Center

All staff will also be made aware of and encouraged to use available resources, such as *The Pre-Referral Intervention Manual* by Stephen B. McCarney, Ed.D. *Building Learning Power for Children & Adults Who Have Special Learning Needs* by Payne & Associates, and the accommodation toolkit for the classroom.

### *Identification and assessment*

The first step in supporting students with disabilities is identification of support needs and individual goals. As part of our general intake process upon enrollment, all students will be administered the Learning Needs Screening developed by Payne & Associates. Once the student completes the assessment, both staff and students will review and discuss screening results. Students whose scores indicate a possible learning disability and those who self-report a disability will be referred to AOH PCS Assessment coordinator, a Certified Vocational Evaluator, for any necessary additional assessment services. At any time, the adult student may decline any further assessment or services. If previous testing or an Individual Education Plan (IEP) is available, the Assessment coordinator will work with the student to obtain copies of that information before performing additional testing.

### *Planning, support, and monitoring*

Upon completion of assessment, results and accommodation needs will be shared with the student. Based upon expressed goals and identified needs, an individual development plan (IDP) will be developed for all students at AOH PCS. Any specialized support needs will be highlighted in the IDP and monitored on a regular basis. Student progress, services provided and goal attainment will also be documented in the IDP. The IDP will also include goals to teach students to self-advocate for accommodations that they need to be successful.

Finally, AOH PCS will also work closely with students to connect them to the DC Office of Rehabilitation Services (RSA). RSA can often provide funding for assistive technology and specialized tools needed for work and school. AOH PCS will also work with advisors with expertise in special education who will assist with meeting the needs of students with disabilities.

## **e. English Language Learners**

### *English Language Learners*

AOH PCS will take a three-step approach to meet the needs of English Language Learners (ELLs). Upon enrollment, students will be asked to complete an initial home language survey. Questions will gain information about factors such as previous educational experiences in their

first language(s) or in English, their language history, language(s) spoken in their homes, opportunities to use English outside of the educational setting, and so forth.

Based upon findings from the survey, students will be referred to our ELL Coordinator, who will assess students to determine baseline academic levels and language skills, to place them in appropriate classes, and to determine the extent to which they need instructional accommodations to help them progress efficiently. AOH staff is currently reviewing assessment tools appropriate for adult ELL students, that is, an assessment that includes tasks that will elicit the most reliable evidence of students' language used in naturalistic settings such as their classroom interactions with teachers and fellow students. At present, the most commonly used tools are the *BEST Oral Interview*, *BEST Literacy*, *BEST Plus*, or the *CASAS*. The ELL Coordinator will inform students of assessment finding and will encourage them to monitor their own progress as a motivator for continued improvement. As with English speaking students, additional assessment may be needed, for example hearing screening tests or tests to gauge whether the learners might have unidentified learning disabilities.

The ELL Coordinator will use assessment findings to make recommendations for accommodations in AOH PCS classes and, as needed, train instructors on how to incorporate such accommodations into their lesson plans. Accommodations might include learning materials with enlarged fonts, lessons presented in smaller-than-usual chunks, extra time to complete assignments, more work presented on computer, resources such as dictionaries, use of learning aids such as graphic organizers, and so forth. Accommodations that teachers can make for ELLs will actually benefit all students; these include strategies such as simplifying language but not content; pre-teaching and emphasizing content words and using visuals to reinforce meaning; providing pre-structured note-taking tools; or reinforcing main ideas by rephrasing and checking for comprehension. The goal will be to help ELL students feel comfortable and competent in their academic situations so that they can optimize their learning of both content and English language skills.

The ELL Coordinator may also recommend pull-out session tutoring sessions or attendance at special study groups. The ELL Coordinator will monitor student progress and adjust accommodations as appropriate.

#### **f. Strategies for Providing Intensive Academic Support**

The Academy of Hope was founded specifically to meet the needs of adults for whom low literacy and lack of a high school credential have been barriers to personal and economic success. Through the new charter school, instructional programs will continue to be structured intentionally to meet the needs of adult learners requiring intensive academic support. Because of this, AOH PCS will offer personalized educational services and will maintain a small learning community offering class sizes with teach-to-student ratios of 1 to 20 or lower. On average, adults entering Academy of Hope read at or below a 7<sup>th</sup> grade level and do math at or below a 4<sup>th</sup> grade level. For many, obtaining a high school credential or improving their academic skills is a long journey. On average, adults currently take 18-24 months to earn a high school credential through the National External Diploma Program (NEDP) or by passing the GED exam. Some

take even longer, and this average length of time is expected to increase with the GED 2014 and the new NEDP requirements.

Upon enrollment, every adult learner takes the CASAS reading and math assessments, as well as assessments in writing and technology. As described above, ELL students will participate in additional screening and testing so that their educational program can be structured to meet their needs. Results from these assessments help to determine appropriate course levels for the student. Students requiring support beyond classroom instruction will be referred to the AOH PCS Academic Support Center. Through the Support Center, students will receive a tutor for one-to-one support or participate in small group study sessions and learning strategies courses.

For many entering students, low literacy skills present the biggest hurdle to overcome. To address this issue effectively, Literacy Volunteer and Advocates (LVA) and Washington Literacy Center (WLC) will provide all beginning literacy services to individuals who test below a 5th grade in reading on the CASAS. Both LVA and WLC have been successful providing intensive individualized instruction for beginning readers. Academy of Hope has a long-standing partnership with both organizations that includes aligned curricula and common school calendars, schedules and operating hours. Some learners are concurrently enrolled in AOH programs as well as LVA or WLC. Once beginning readers have mastered competencies at LVA or WLC they will enroll in ABE-level courses with AOH PCS.

Because adults learn at different rates, have varying levels and kinds of background knowledge and experience, topic areas for each class vary from term to term, even as they continue to focus on the same competencies and skills. For example, one fractions class may focus on applying fractions to cooking, while another may apply them in a pharmaceutical or other workforce context. Adapting the topic areas or “context” for instruction increases relevance for adult students, thereby increasing motivation. Students may continue in the same class level for several semesters until he/she is able to master all competencies needed to move to the next level. With this approach, students are able continue their education, working at their own pace.

In addition to the individualized assistance that students with very low literacy skills will receive from LVA and WLC, AOH PCS will incorporate reading and writing skills instruction across all curricular areas. Meaningful, relevant activities that will build reading and writing competencies will be integrated in all content area classrooms. In addition to content area knowledge, students will also need to demonstrate writing and reading skills for success in a course, for example by responding to “open-ended” rather than multiple choice items on mastery test. Students will not be “graded” on or penalized for their writing, but rather will be encouraged to feel more competent in using writing as a means for expressing their ideas. A lead teacher who will provide literacy instruction support to teachers will also be available.

Some students may demonstrate low achievement in mathematics and may make slow progress in the AOH PCS math classes. One essential issue in helping such student make adequate progress is to determine the extent to which they are hindered by weak math preparation or by anxiety about math learning – or indeed by both. There is some research supporting the contention that delivering math instruction on computer can help adults strengthen their skill

base and overcome anxiety (Li & Edward, 2005).<sup>34</sup> Tutors and other academic supports will also be provided for students needing more intensive support in their math learning.

#### *Non-Academic Support Services*

Many adult students face significant social, personal, and financial barriers to success and are frequently in need of services that go beyond the classroom. To ensure their success, AOH PCS will have a full-time Case Manager on staff. The Case Manager will serve as the primary advocate and coordinator of social support services for students. Students will be connected to needed community services such as medical care, housing, substance abuse counseling, and childcare. To the degree that it is able to raise funds for transportation services, AOH PCS will provide direct transportation assistance with tokens and metro fare cards.

#### *Enrichment activities*

In addition to intensive academic support and nonacademic support students will have an opportunity to expand their learning through a book club (which is currently being offered) and special seminars and information sessions provided by our partners. For example, PNC Bank provides basic financial literacy classes on banking, saving and investing. The George Washington community health program has provided a series of sessions on health literacy and chronic illness (high blood pressure, diabetes, chronic heart conditions). These enrichment activities help students to continue their learning beyond the formal classroom environment.

#### **g. Strategies for Meeting the Needs of Accelerated Learners**

AOH PCS' career pathways model is designed to help adults "go farther faster," as such all adult learners have the opportunity to advance at their own pace. Those who learn more quickly can receive individualized support through the AOH PCS tutoring and student support program. Using online instructional resources such as GED Academy, Skills Tutor or PLATO Learning system, instructors can customized supplementary work at the skills level of each student. With 24-hour access, students can continue to advance their skills at a pace that meets their needs. In addition to our online, tutoring and small group work, students may participate in our dual enrollment programs with The Graduate School USA and UDC Community College.

### **4. Graduation/Promotion Requirements**

#### *Promotion*

AOH PCS will adhere to rigorous criteria for attendance and performance. In order to determine promotion from one class to the next, AOH PCS will use a series of internal, competency-based,

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<sup>34</sup> Li, Q., & Edwards, K.A. (2005). Mathematics and at-risk adult learners: Would technology help? *Journal on Technology in Education*, 38, 143 -166. Retrieved February 22, 2013 from [http://www.cimm.ucr.ac.cr/ciaemPortugues/articulos/educacion/adultos/Mathematics%20and%20at-risk%20adult%20learning:%20Would%20technology%20help%3F\\*Li%20Quin.\\*Li,%20Quin.%20Mathematics%20and%20At-Risk%20Adult...2005.pdf](http://www.cimm.ucr.ac.cr/ciaemPortugues/articulos/educacion/adultos/Mathematics%20and%20at-risk%20adult%20learning:%20Would%20technology%20help%3F*Li%20Quin.*Li,%20Quin.%20Mathematics%20and%20At-Risk%20Adult...2005.pdf) (accessed February 2013).

course-level summative assessments. At the end of each semester, all students are administered course-level competency assessments. Additionally, if a student has accumulated 50 or more hours of instruction, he/she is also administered the CASAS reading and math tests.

### *Graduation –*

While the majority of students will attend AOH PCS because they would like to obtain their high school credential, there are students who will enroll with the goal of improving their reading or writing for a specific purpose, such as reading to their grandchild or helping a child with their homework. In fact, students who have set a long-term goal of obtaining their high school credential also set more immediate goals very similar to these. In all cases, AOH PCS will closely monitor individual goals and goal attainment. Individuals who have set earning a high school credential as a goal will officially graduate from AOH PCS when they pass the GED exam or complete the National External Diploma Program.

To qualify for graduation from AOH PCS, graduates must complete the following criteria:

- Earn their High School Credential,
- Earn 3 credits for IC3,
- Earn one credit for college prep and success,
- Demonstrate the academic skills to enter job training programs or college without remediation.

**Certificate of completion:** Students who complete one or two components of the Career Pathways model but who do not achieve all criteria for graduation will receive a certificate of completion. This is primarily for individuals who enter with a high school credential

**Recognition of achievements :** AOH PCS will recognize the achievement of learners throughout their time with us. Examples of opportunities for recognition include advancements in academic skills, achievement of career goals, or improvement in technology skills.

## **5. Support for Learning**

### **a. Family Involvement**

Since AOH PCS students are adults 18 years and older, we will not have regular communication with students' parents. With student permission, we will provide information relating to the student's progress to family members (spouses, siblings and children often provide important support for adult learners) and representatives of relevant organizations or service providers (for example, case managers or guidance counselors). While AOH PCS will encourage openness to our students' relatives, we will remain vigilant about safeguarding the privacy of our students. Academy of Hope PCS will encourage family participation in extracurricular events, such as graduation, field trips, and end-of-term celebrations such as our annual holiday party, African American History program and other cultural celebrations. Family members will also be invited and encouraged to attend the end of the year spring cookout held at Rock Creek Park each June.

**b. Community Participation**

Academy of Hope enjoys strong linkages with other community-based organizations that will continue when we become a charter school. These relationships will allow AOH PCS to provide students with an integrated educational experience, one that connects educational training to job advancement supportive services and other life skills. We have collaborative agreements with the following groups:

Partner Organization	Relationship
Allen Gould Scholarship	Provides scholarships to AOH graduate for community college and certificate programs
Bard College	Students enroll concurrently and receive college credit for liberal arts studies.
DC Department of Employment Services (One-stops)	Job search assistance for GED graduates and <i>Postsecondary Pathway</i> students
Edgewood-Brookland Family Support Collaborative	Provides support services to families placed at risk. Assists with housing, family re-unification and other social services
George Washington University – graduate program in Collaborative Vocational Evaluation Training	Provides graduate student interns for 300-hour practicum to assist career counselor in college and career assessment center
Jubilee Jobs	Cross referral relationship: AOH PCS will refer students for job placement assistance and Jubilee Jobs will refer people to AOH PCS for education services (ABE, GED, EDP, college prep, computers, etc.)
Literacy Volunteers and Advocates	Provide intensive tutoring and one-on-one service for students at basic literacy levels
Washington Literacy Center	Provide intensive tutoring and one-on-one service for students at basic literacy levels
Ballou STAY High School	Provides high school diploma to AOH learners who complete the NEDP.
Graduate School USA–	Collaborate with AOH in developing courses aligned with credit requirements; provide access to online library and other services.
GW Health Information Partners (HIPS)	In FY07, HIPS offered stand-alone workshops on how to access health and medical information online. From FY08 on, HIPS has taught our Science Life Skills course, providing over 100 students with health literacy services.
STRIVEDC	AOH and STRIVEDC began this partnership in October 2009. STRIVEDC provides case management and job readiness to young adults. Older adults are able to access STRIVEDC’s work readiness program.

**c. School Organization and Culture**

AOH PCS will be a community of learners where mutual respect and support promote academic achievement. Every member of the school community will be valued, add value, and have a role in the school and broader community. AOH PCS will be a place of learning and personal growth where everyone is encouraged to be involved citizens, effective employees, and responsible family members. Students will support and help one another as they grow together. The hope that is cultivated among and between students and teachers will be the foundation of the school. Personal support will play a vital role in driving the change and transformation of each AOH PCS student, from helping students set concrete goals during intake to offering career counseling after graduation or when each student's individual goals are attained. The AOH PCS recognizes that change is oftentimes lonely, arduous and beyond the capacity of any one individual, especially during reentry into the educational environment. Therefore, a strong support network is critical to sustaining the progress of adult learners and broadening their educational skills beyond the learning environment.

AOH PCS will enhance the chances of success for each adult learner with ongoing opportunities to be part of a community of like-minded students, staff, field experts, and other allies. Despite the extraordinary challenges many students face, for most of them, going back to school to pursue personal and educational goals marks the beginning a difficult personal transformation. AOH believes that long lasting personal change often begins where students feel most marginalized in their lives. Moreover, the environment where a student is taught, supported, and challenged is critical to developing new approaches to the often deeply rooted adverse causes which have inhibited the student from realizing his/her dreams, aspirations, and opportunities. At the AOH PCS new habits and self-concepts will be nurtured, habits that help students realize future opportunities they can create for themselves and will have in the future. AOH PCS will foster in our students an understanding that they must always commit to challenging their own status quo. We will support this new habit of mind through positive reinforcement by staff and students who have innovative ideas that are unconstrained by fear, hesitation, or low expectations.

**d. Extracurricular Activities**

AOH PCS will help change the way students view themselves, their community and the City of Washington, D.C. AOH has offered extracurricular activities in the form of group social/cultural/educational outings since its founding and this will continue with AOH PCS. Early on, staff discovered that many of our adult students, though born in the District of Columbia, have never visited some of the City's most popular recreational and cultural offerings. As a result, AOH began offering occasional field trips to popular local destinations. The number of outings has since grown from one or two each year to regularly scheduled events. Outings and field trips are free or offered at a significantly reduced rate.

AOH PCS staff members will attend all activities; they will also be open to family members, friends, and volunteers. Past outings have included field trips to the Library of Congress, the main branch of the Martin Luther King Library including the business section, the Folger Shakespeare Theatre, and the Smithsonian Institution. Social and cultural outings have included attending plays (August Wilson's *Gem of the Ocean* and Gloria Naylor's *The Women of Brewster Place*) at Arena Stage and George Washington University basketball games. While many of these trips relate to units of instruction, they are also a way for students, staff, and volunteers to connect beyond the classroom.

AOH PCS will hold culminating social events at the close of each semester. The fall semester will close with an annual holiday party where the AOH PCS community will share a meal and their unique talents in a holiday talent show. A school-wide picnic will be held at the close of the spring term.

#### **e. Safety, Order, and Student Discipline**

AOH PCS will be a place of learning and growth for both teachers and students that will be respectful and supportive of all who are at AOH PCS. To create a supportive, orderly, and safe environment, AOH PCS will require that all students adhere to the standards of conduct and school policies for behavior.

#### Standards of Conduct

1. AOH PCS is a place for learning and personal growth. All students, teachers, and staff are to respect one another at all times. In our learning community, we encourage and support one another as we learn and grow together in order to meet our goals.
2. AOH PCS does not permit the use of any alcohol or drugs on school grounds. Students who come to school under the influence of substances will be asked to leave.
3. AOH PCS does not tolerate violence of any kind. Violence is considered physically striking someone or using strong abusive or threatening language toward someone. Students who become violent with other classmates or staff will be suspended for a period determined by the Executive Director.
4. AOH PCS prohibits harassment of any other student, volunteer or staff member because of the other person's race, skin color, religion, sex, age, disability, home country, personal appearance, sexual orientation, or any other reason prohibited by law. Harassment is prohibited at the AOH PCS itself and at social or educational activities (for example, parties and field trips) conducted or sponsored by the AOH PCS. If an individual feels that he/she has been harassed by a classmate, volunteer or staff member, s/he will be to speak with an AOH PCS staff member, the Dean, the Executive Director, or the President of the Board of Trustees.

In addition to the code of conduct, students will be required to adhere to the following policies:



### *Safety Policy*

Students will not conduct illegal activities or possess firearms or potentially dangerous weapons on AOH PCS property. If a student violates this policy, AOH PCS will take corrective action in accordance with local laws.

### **Fire Safety Policy**

In the event of a fire alarm, smoke or actual fire all staff and students must immediately exit the building as quickly as possible. Fire escape routes will be posted throughout the school.

### **f. Professional Development for Teachers, Administrators, and Other School Staff**

AOH PCS will operate its programs based on the smaller learning community design. This model extends in the development of its professional development practices. It is essential for teachers, administrators, and staff members to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up to date on new research on how adults learn, emerging technology tools for the classroom and new curriculum resources. The optimum professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. AOH PCS will use evidenced based practices promulgated by Learning Forward and other educational programs that seek to provide professional development that meets the needs of the diverse population it serves. Core training will begin with an annual three-day in-service training each August that will focus on operational procedures and core areas. Additionally, there will be quarterly staff led in-services on instructional strategies and on key topics covered in the August in-service. These professional development seminars will be developed by administrative staff in areas including but not limited to:

- Curriculum Implementation – Teachers will be assisted with the implementation of a student centered learning environment.
- Use of Technology - This is to insure and to secure a core level of understanding, and a competency of best practices. These sessions will focus on teacher proficiency in the selected Student Information System and Learning Management System. Additional technology groups will be developed and facilitated on an as needed basis.
- Data Based Decision Making – These professional development sessions will focus on the creation and maintenance of each student’s Individualized Learning Plans. These sessions will also educate teachers on how to collect, analyze, and monitor student data.
- Working with Special Populations – This professional development will focus on the effective inclusion of English Language Learners, Gifted/Talented, and students with special needs.

- Classroom Management – During these sessions teachers will have time to develop their classroom rules, practices and procedures.

During the school year teachers will continue to receive support surrounding the implementation of these initiatives. Additionally, teachers will be able to contribute to the provision of professional development through the ideas that develop during teachers' weekly team meetings. AOH PCS will establish an in-school task team on professional development that focuses on identifying the time, resources, and opportunities for professional development. This team of teachers will: study example plans for finding time for professional development from states, districts, and schools; explore methods for creating time for professional development and brainstorm alternative methods for the school.

Lead Teachers will lead in-house training on reading and writing across the curriculum and Kansas University's Center for Research on Learning Strategic Instruction Methods (SIM).<sup>35</sup> SIM is a learning strategies program specifically designed for students at risk for academic failure. SIM uses intensive, explicit instruction in areas such as paraphrasing and summarizing, word identification, making inferences, sentence and paragraph writing. Tutors will also be trained in the Strategic Tutoring program. The Strategic Tutoring program trains tutors to not only to help the student complete and understand the immediate assignment but it also teaches the student the strategies required to complete similar tasks independently in the future. Using a train-the-trainer model, all teachers and tutors will be trained in SIM strategies.

Beyond the internal in-service program, each AOH PCS staff member will have a personal staff development account that s/he may use to attend a conference, training or to take a course of his/her choosing. Each staff member will be strongly encouraged to participate in local and national staff development opportunities. Staff will help to develop the annual in-service calendar to include training in areas beyond the core offerings. Trainings might focus on successful strategies for teaching the multiplication tables. Master instructors will lead some quarterly non-core trainings. Where possible, AOH PCS will bring in local and national experts to provide the in-services sessions. In addition to internal trainings, AOH PCS will participate in Office of the State Superintendent's Department of Adult and Family Literacy quarterly training on adult education. Teaching staff will also have the opportunity to participate in UDC's adult education certificate program and the Universal Design of Learning summer institute offered by the Graduate School of Education at The George Washington University.

#### **g. Structure of the School Day and Year**

Academy of Hope PCS will offer comprehensive adult education courses for 39 weeks a year. The school year structure will consist of three trimesters, each 14 weeks long, which are comprised of one (1) orientation week and 13 academic weeks. Between trimesters, teachers will have 2-3 weeks for planning and professional development. AOH PCS offices will close for the two-week Christmas holiday season.

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<sup>35</sup>(Strategic Instructional Methods), The University of Kansas Center for Research on Learning • <http://kucri.org> Lawrence, Kansas (2012).

Trimester 1: September through December

Trimester 2: January through April

Trimester 3: May through August.

**AOH PCS hours of operation will be:**

Ward 5: Monday – Thursday 8:00am-9:30pm and Friday 8:00-5:00pm

Ward 8: Monday – Friday 8:00am-5:00pm

**Class schedules:**

**Daytime Ward 5**

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10:30	Science	Social Studies	Science	Social Studies	Individual. Tutoring
10:45-12:15	Math	Writing	Math	Writing	Math
12:45-2:15	Computer	Reading	computers	Reading	Writing
2:30-4:00	Career	Small Groups	Career	Small Group	Online

**Ward 5 Evening**

	Monday	Tuesday	Wednesday	Thursday
5:00-6:15	Computers	Reading	Computer	Reading
6:30-7:45	Math	Writing	Math	Writing
8:00-9:15	Science	Social Studies	Science	Career

**Ward 8**

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10:30	Science	Social Studies	Science	Social Studies	Individual Tutoring
10:45-12:15	Math	Writing	Math	Writing	Math
12:45-2:15	Computer	Reading	computers	Reading	Writing
2:30-4:00	Career	Small Groups	Career	Small Group	Online

## **Business Plan**

### **1. Planning and Establishment**

#### **a. Profile of Founding Group**

The Founding Group members of Academy of Hope Public Charter School represent diverse individuals who have a deep interest in helping people reach their full potential through education and employment. Members of the founding group have worked over the last twenty to thirty years in education in general and adult education programs in particular to develop, direct, manage, and evaluate educational services. They bring a depth of experience in education, workforce development, organizational development, and finance to the task of developing the Academy of Hope Public Charter School. Their collective experience will serve the Academy of Hope well in helping to start and implement an adult education public charter school to increase the number of adult learners in the District of Columbia who will obtain a high school credential and who will be motivated to obtain post-secondary training and education. The biographies of the Founding Group members of the Academy of Hope Public Charter School are described below.

**Kerry Lenahan (Academy of Hope Board Chair):** Ms. Lenahan is director of Internet Marketing at Healthy Directions, LLC., a leading provider of health newsletters, nutritional supplements and solutions available directly to consumers. As a marketing and communications professional, she has 10 years of experience driving communications strategies and tactics that increase response, customer engagement and return on investment. Her strengths include online marketing, consumer research, and project and client management. Ms. Lenahan has a passion for education and increasing access to education for all. She has been a volunteer teacher in Quito, Ecuador for CENIT School. She also coaches triathlon teams and fitness classes in her spare time. Among her other areas of specialization are nonprofit fundraising communications, comprehensive quantitative and qualitative consumer and political research, and online marketing. Ms. Lenahan holds a Master's Degree from Northwestern University. She joined the board in 2007 and now leads the Board of Directors as Chair and also serves on the Development Committee.

**Leicester Johnson (ex-officio):** Ms. Johnson is currently the Executive Director of Academy of Hope and will become the Executive Director of the Academy of Hope Public Charter School (AOH PCS). She has a M.A. and an Ed.S in Transition Special Education and Severe Emotional Disturbance from the George Washington University. She is also a Certified Vocational Evaluator (CVE). Ms. Johnson has 20 years of experience in educational and non-profit settings. She has developed award winning educational and workforce development programs for persons with disabilities and individuals who are economically disadvantaged. Since joining Academy of Hope in 2006, AOH's budget has grown from \$650,000 to \$1.5 million and GED graduates have increased from an annual average of 22 to over 40 annually.

Prior to joining AOH, she managed adult education and workforce development programs at the Community Preservation and Development Corporation (CPDC) and was Deputy Director of Programs responsible for program development and evaluation. She managed five program sites located in the District of Columbia, Maryland, and Virginia. She also developed and managed budgets of nearly \$2 million dollars annually. She was directly responsible for raising over \$6 million dollars for programs during her tenure at CPDC. Ms. Johnson is the recipient of the 2003 Dick Omang Best Practices award for vocational evaluation. She also served as a U.S. Department of Education Institute for Rehabilitation Issues (IRI) Scholar from 2004 - 2005 contributing to two chapters on vocational evaluation and career assessment. In 2011, Ms. Johnson was named a Meyer Foundation Exponent Award winner for her leadership of Academy of Hope. The award carried with a \$100,000 grant for leadership development.

**Arthur Budich:** since June 2003 Mr. Budich has for Calibre CPA Group; a firm specializing in servicing the tax-exempt community. Currently, Mr. Budich works as a Manager and handles numerous nonprofit clients of varying size and complexity. He is a Certified Public Accountant licensed in Washington DC and Virginia and graduated from James Madison University. Mr. Budich is passionate about Academy of Hope's mission and joined the Board of Directors in 2011. Mr. Budich lends his expertise on the AOH Board of Directors Finance Committee.

**Jennifer Clinton (Academy of Hope Board Vice Chair):** Dr. Clinton is the President of the National Council for International Visitors (NCIV), a non-profit membership association with over 50 years of leadership in citizen diplomacy. Most recently, Dr. Clinton served as Executive Vice President of The Washington Center (TWC), where she successfully led the organization's strategic planning processes, secured significant public and private resources, led a comprehensive rebranding effort, leveraged and integrated new technology platforms, and launched an organization-wide research agenda to position TWC as a thought leader in experiential learning. Before TWC, Ms. Clinton was involved in international trade and education, working as a manager of international marketing for the Telecommunications Industry Association, as a special assistant to the executive vice president of the Overseas Private Investment Corporation (OPIC), and as program manager for the STS Foundation, an international educational exchange organization. Dr. Clinton earned her M.B.A. from the University of Maryland and holds a Ph.D. from U.C. Davis. Dr. Clinton joined Academy of Hope's Board of Directors in 2010 and currently serves as a Vice-Chair and on the Committee on the Board.

**Larry Condelli:** Dr. Condelli has been the Managing Director, Education and Human Development Group, Associates Institutes for Research (AIR) since 1994. As director of AIR's Education and Human Development Group Dr. Contelli has conducted and directed research, evaluation, and technical assistance projects which examine education and employment policy issues and initiatives. He has also designed and managed research projects valued at \$5 million per year, supervised and conducted data collection and analysis procedures, developing technical assistance materials, and preparing reports and memoranda for federal policymakers.

Additionally, Dr. Contelli has served as project director for a number of projects involving adult education with the U.S. Department of Education. Among other projects, he currently directs the National Reporting System for Adult Education, Division of Adult Education and Literacy, U.S. Department of Education. At AIR he directs the design and development of national outcome-based reporting system for federally funded adult education program. Dr. Contelli has a Doctorate in Social Psychology from the University of California, Santa Cruz, and a Master's Degree in psychology from the University of California at Northridge and a Bachelor's Degree in Psychology from the University of Southern California, Los Angeles, in Psychology.

**Scott Hallworth:** Mr. Hallworth is Senior Vice President and Chief Model Risk Officer leading TIBS, Capital One's Analytic R&D function, as well as the Model Risk Office, and the Model Validation function. Scott has extensive experience in business analytics and leads the Statistics and Quantitative Council, a senior team of statistical and quantitative analytic leaders, across Capital One. Prior to Capital One, Scott managed Business Intelligence and Analytics for Travelers Insurance and served as Chief Actuary. During his tenure at Travelers, Scott focused on providing advanced analytic insights, models, and business intelligence tools, as well as established strategic direction with internal partners and operational functions.

Scott received his Bachelors of Science in Business Administration with a major in Applied Actuarial Mathematics from Bryant University, is a Fellow of the Casualty Actuarial Society (1999), and is a Member of the American Academy of Actuaries (1996). Scott joined the Academy of Hope Board of Directors in 2012.

**Sarah Looney Oldmixon:** Ms. Oldmixon is Director of Workforce Initiatives at the Community Foundation for the National Capital Region, where she oversees the Foundation's efforts to help low-income workers attain family economic security. Under Sarah's leadership, the Community Foundation has helped drive more than \$15 million to regional workforce efforts, connected more than 425 workers with jobs, empowered 365 individuals to earn a post-secondary credential, and developed partnerships with ten major employers. Previously, Sarah was a Senior Policy Analyst at the National Governors Association Center for Best Practices and a Bryna and Henry David Fellow at the Ray Marshall Center for the Study of Human Resources. Sarah earned a Master's Degree from the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin and was a U.S. Peace Corps volunteer in Bangladesh.

**Terry Salinger:** Dr. Salinger is a Managing Director and Chief Scientist for Literacy Research at the American Institutes for Research (AIR), where for 15 years she has conducted research focusing on interventions for struggling readers from children just starting school to adolescents and adults. At AIR, she also was the senior content advisor on a federally-funded study of explicit instruction for adult ESL students and on the National Assessment of Adult Literacy (NAAL). Dr. Salinger's professional experiences prior to joining AIR in 1997 include serving as the Director of Research at the International Reading Association, where she led the Adult Literacy special interest group; conducting research on classroom-based assessment approaches at Educational Testing Service; and teaching graduate and undergraduate courses in reading instruction and theory at the University of Texas at El Paso and the University of Cincinnati. She began her career with ten years as a New York City public school teacher, during which time

she also did clinical intervention work with adult struggling readers. She is a member of the Board of Directors of DC Voice, the nonprofit that seeks to improve local public schools and for three years was the chair of the National Adolescent Literacy Coalition. Dr. Salinger received her Doctoral degree from New Mexico State University. She is the chair of the AOH Program/Education committee.

**Bryan Rivera:** Mr. Rivera currently serves as a senior grants management specialist with the U.S. Department of Health and Human Services, where he manages and monitors a grant portfolio of more than \$30 million for national and tribal federally approved Community Health Centers. Previously, he was a program officer for AmeriCorps in Washington, D.C. After receiving an M.A. in Social Service Administration from the University of Chicago in 2008, he served as Assistant Project Manager for the city of Chicago's Supportive Housing Division. He is a native Spanish speaker and is fluent in French. Mr. Rivera joined the Academy of Hope's Board of Directors in 2010 and serves on the Program Committee.

**Dr. BP Walker:** Dr. Walker is the founding Dean and Program Director for the Graduate School USA's Department of Health and Sciences. Dr. Walker launched the first academic programs in the school's 90-year history. The Department now offers two associate degrees and three certificate programs in some of the most in-demand allied health professions.

Prior to the Graduate School USA, Dr. Walker was the Unit Chief for Medical Assistant and Medical Coding and Billing Specialists and later Program Director at Southeastern University's Center for Allied Health Education. She is an adjunct faculty member at Trinity University (Washington, DC) and serves on the Board of DC Cancer Consortium. Dr. Walker has a Bachelor of Science in Biology from Bennett College in Greensboro, North Carolina, an M.D. from Howard University College of Medicine in Washington, DC and a MBA from Sellinger School of Business, Loyola University, Maryland.

Dr. Walker also has extensive experience in economic, small business and workforce development. She served as the Assistant Director of the Georgia Avenue Business Resource Center (a program of Chamber of Commerce Foundation) and later was the founding Director of the Financial Education Center for Women Entrepreneurs at the Community Business Partnership Inc., a program of George Mason University.

**Sally Wisse Herrmann:** Ms. Herrmann brings more than thirty years of teaching and mentoring experience in the field of education. She has traveled across the United States and Europe and taught in public and private schools in both rural and urban settings. For the past ten years, Ms. Herrmann has worked as an educational consultant to strengthen the quality of instruction in the District of Columbia schools. She provided professional development and administrative support for the DC Public Charter School Resource Center, trained and supervised teachers in the DC Teaching Fellows certification program, reviewed summer school programs for DCPS, and provided site visit evaluations of charter schools among other activities. Currently, Ms. Herrmann provides her expertise as an educational consultant to various schools and programs in the DC region. Ms. Herrmann holds a Master degree in Education from Boston University. She

joined the Academy of Hope Board in 2010. Miss Herrmann lends her educational expertise to the Program/Education Committee.

### **Expert Advisory Group**

In addition to the founding board, Academy of Hope Public Charter School will have an advisory group comprised of individuals with expertise in key areas of interest for the charter school. The Advisory group will not have governing or fiduciary responsibility for the school. Currently, expert advisors include the following.

**Mark Kutner:** Mr. Kutner is a Senior Vice President at the American Institutes for Research (AIR), where he currently oversees special projects and initiatives and contributes to fiscal and strategic planning for the company. For six years, he was Vice President and Director of AIR's Workforce Research and Analysis program. His particular areas of expertise and interest include research focusing on issues associated with the preparation of adults for the workforce through adult education and workplace literacy programs, staff development for adult education instructors, and welfare reform efforts. He was a project director of the National Assessment of Adult Literacy (NAAL), Mark served as the chair of the National Adult Education Staff Development Consortium, a group of 300 policymakers, practitioners, and researchers. He has written extensively about NAAL results and about adult education policy. Mark received his PhD in Public Policy from the George Washington University and his Master's Degree in Public Administration from the Maxwell Graduate School at Syracuse University.

**Dr. Pamela Leconte:** Dr. Leconte is an expert in special education transition for individuals with disabilities. She is currently an Assistant Research Professor at the George Washington University in the Graduate School for Education and Human Development. Dr. Leconte has an extensive background in transition special education, career and vocational assessment, disability policy, and teaches doctoral courses in Disability Studies and Public Policy at The George Washington University. She has consulted with numerous state departments of education and local school systems throughout the country and has conducted international training regarding transition services. In addition, she has conducted program evaluations and served on advisory boards.

Dr. Leconte has a long history of working with professional development in the District of Columbia and is currently coordinating and providing training in transition special education for the Office of the State Superintendent of Education (OSSE). This is a train-the-trainer project that replicates one provided last year to OSSE. In the past, she has helped set up career assessment centers in the District school system and has served on a "Self-Evaluation" Team for DCPS Special Education services. She was recently invited to serve on the District's Special Education Advisory Panel.



**Marcie Weadon-Moreno Foster:** Ms. Foster is a policy analyst on the Workforce Development team at CLASP. Her work is focused on ensuring strong investments in adult education and changing policy to better help adult learners achieve college credentials and economic success. She served as the Project Manager for the Shifting Gears initiative, a multiyear, multimillion dollar Joyce Foundation initiative that fostered cross-system partnerships in six states to help low-skilled adults obtain postsecondary credentials that employers value. She also serves as a member of the Board of Directors of the National Coalition for Literacy, a national advocacy organization of 28 adult education organizations. Prior to joining CLASP, she worked at GMMB, where she provided communications support for a variety of organizations in social advocacy, higher education, environmental issues and public health. Ms. Foster attended the University of Virginia and the George Mason University School of Public Policy.

**Robert Wittig:** Mr. Wittig has over 20 years of nonprofit experience. Having worked for both national and grassroots organizations, his nonprofit experience includes fundraising, management, board development, strategic planning, and organizational development. Bob has a Masters in Business Administration from the University of Wisconsin at Madison. He served as a Peace Corps Volunteer in Ukraine from 1992-94. In 2000, he was the recipient of the Shayne Award, which is given each year to an outstanding executive director of a small nonprofit in the Washington DC Metropolitan Region. Since 2002, Bob has been the Executive Director of the Jovid Foundation ([www.jovid.org](http://www.jovid.org)). He is a founding member of Mundo Verde Bilingual Public Charter School, which opened in fall 2011 ([www.mundoverdepcs.org](http://www.mundoverdepcs.org)). He is co-authoring a book entitled, “Serving on a Nonprofit Board for the Genius” which is scheduled for publication in early 2014.

#### **b. Planning Process**

The decision to transition the Academy of Hope, a nonprofit organization that has been working with adult learners for 28 years, to a public charter school emerges from the desire of the Board of Directors and Staff to deepen and expand programs and services to address a number of unmet educational needs for adults living in the District of Columbia. Academy of Hope has helped over 500 individuals obtain high school credentials and several thousand more to improve their reading, writing and math skills, to begin college or to enter jobs or other training programs. In fall 2012, the AOH Board of Directors formed a charter school exploratory committee to investigate the requirements for becoming a charter school. Staff and members of the committee interviewed leaders of successful adult charter schools, leading researchers in adult education, consulted with charter school management teams, conducted fact finding meetings, and spoke to DC public charter school founders and board members. Members of the committee have also spoken and consulted with local colleges and universities, leaders in The Office of the State Superintendent of Education’s Career and Technical Education, and Adult and Family Literacy, and members of the Ward 5 community. AOH also conducted focus groups among current program participants and AOH volunteers concerning the formation of an Adult Education Public Charter School. These meetings resulted in overwhelming support for the formation of the Academy of Hope as a public charter school.

Organizations that support the formation of the Academy of Hope Public Charter School include The American Institutes for Research (AIR), and The George Washington University’s School of Education. Both are assisting the Academy of Hope with developing and planning portions its’ adult Public Charter School application along with our founding members. Legal counsel at Fulbright and Jarworkski, LLP Law firm assisted with the review of incorporation issues and the possibility of operating all existing Academy of Hope activities under the charter school’s 501(c)(3). These organizations have provided guidance that will direct us towards establishing a solid foundation for building a successful adult public charter school and provide resources for recruitment of future Board of Trustee members. Other recruitment activities to ensure strong and committed leadership will include colleges and universities, the social service sector and corporations committed to workforce development.

**c. Corporate Structure and Nonprofit Status of the School**

Academy of Hope (“AOH”) is a 501(c)(3) nonprofit incorporated in the District of Columbia since 1985 and operates adult education and career training programs that will eventually operate under the charter school. In connection with the commencement of operations of the Academy of Hope Public Charter School (“AOH PCS”), AOH will amend its articles of incorporation and bylaws to provide, consistent with the requirements of the School Reform Act, that it is incorporated solely for the purposes of operating a District of Columbia public charter school.

Copies of AOH’s existing Articles of Incorporation and Bylaws along with evidence of its tax-exempt status and copies of the proposed Articles of Incorporation and Bylaws of AOHPC are included in Appendix to this application. We fully expect to meet all requirements for incorporation, bylaws, and board composition to obtain full approval of our application for Academy of Hope as a charter school. Please see timeline below:

Task	Timeline					
	Apr-May 13	Jun – Aug 13	Sept – Nov 13	Nov – Feb 13 - 14	Mar – May 14	Jun – Aug 14
Reserve name of Academy of Hope Public Charter School	X					
Finalize Composition of AOH PCS Board of Trustees			X			
Finalize and file Amendment to Articles of Incorporation with DCRA	X					X

Finalize and adopt amended bylaws						X
Commence Process to Fill Student Trustee Slots						X

## **2. Governance and Management**

### **a. Board of Trustees**

As required by the District of Columbia Public Charter School Reform Act, AOH PCS will have an autonomous Board of Trustees dedicated to sound fiscal management, governance and successful operations of the school. The Board of Trustees will be composed of existing Academy of Hope board members who continue to serve as of the Board of Trustees of AOH PCS, two adult learners, and additional new members nominated and selected from a pool of volunteers, community members, and individuals with expertise in education, business, or other areas that directly benefit the charter school and its students. As required by the School Reform Act, the AOH PCS Board of Trustees will be majority District of Columbia residents.

The Founding Group consists of nine individuals seven of whom have agreed to become members of the Board of Trustees. The Founding Group will be responsible for recruiting additional Board of Trustee members, revising the board handbook, and ensuring that AOH PCS complies with all District of Columbia Nonprofit Corporation and DC Public Charter School laws, rules and regulations. New Trustees shall serve for a term of three years and will be staggered to allow for continuity in succession.

**Selection and Terms of the Board.** The Board of Trustees for the Academy of Hope Public charter School will be composed of existing Academy of Hope board members, continuing founding members and two adult learners. The total members of the Board of Trustees shall reflect an odd number composition and shall be drawn from a cross section of the community. Board membership will be maintained at a minimum of seven (7) voting members at all times, with a maximum of 15 voting members. The Board shall serve until their successors are elected and take office. Although the Executive Director will not serve as a Trustee, the Executive Director will be expected to attend and participate, on a non-voting basis, in meetings of the Board of Trustees. The articles of incorporation of AOH will be amended in connection with the transition of the organization to a DC public charter school to reflect these requirements.

The Board Development Committee of the Board will nominate new members to the Board. The Board Development Committee will compile and submit to the Board a slate of candidates for offices to be filled at the upcoming meeting. These submissions shall be deemed nominations for each person named. Persons shall be offered a position on the board upon a 2/3 favorable vote of the Board.

The Board of Trustees will have at least two (2) adult learners currently enrolled at AOHPCS. Current student representation on the Board shall be the result of election by the Student Leadership Association (SLA). The roles and responsibilities of students on the Board will be identical to the role and responsibilities of other members of the Board.

### *Board Composition*

Academy of Hope PCS will be composed of a chair, vice chair, secretary and chairs of each standing committee. The chair of the board prepares the agenda for the Board of Directors meetings; presides at all meetings of the Board of Directors; appoints all chairpersons of committees with the advice and consent of the Board of Directors; prepares with the Treasurer, Executive Director, and the Finance/Audit Committee, a budget for submission to the Board of Directors; and performs such other duties customary to that office. The Vice-Chair in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice-Chair also has powers to perform duties that are delegated to him or her by the Chair or prescribed by the Board. The Secretary ensures that each Director receives notice of all Board meetings. The Secretary keeps the minutes of all Board meetings and performs all other duties as required. Finally, The Treasurer oversees, along with the Board of Directors, the accounting of all funds, securities, evidence of indebtedness and other valuable documents of the Academy; serves as chairperson of the Finance Committee; makes financial reports as required by the Board of Directors; and performs all duties incident to the office. In addition to the executive committee, AOH PCS will have four standing committees they are: Education/Program, Development/Fundraising, Finance/Audit and Committee on the Board. The chair may establish ad hoc committees as needs arise. The Executive Director may participate in one or more of these committees, on a non-voting, advisory basis.

**Resignation:** A Trustee may resign at any time by giving written notice of such resignation to the Board of Trustees.

**Vacancies:** Any vacancy in the Board of Trustees occurring during any term of office may be filled for the un-expired portion of the term by the Chair then serving with the affirmative vote of the majority of Trustees then serving. Any member so elected by the Board shall hold office until the next annual meeting of the Board of Directors or until his or her successor is selected and takes office or until his or her earlier resignation or removal.

### **Board Strategic Management**

The AOH PCS Board of Trustees in partnership with the Executive Director and staff will carry out the mission of Academy of Hope Public Charter School. The Board of Trustees will provide oversight for education and academics, finances, governance, student performance, school sustainability, and accountability. The Board of Trustees will govern the school and establish its strategic direction through periodic review of the mission and relevance of educational programs. The Board will develop overall policies for the school and make final decisions on matters related to its operation consistent with the school's charter and District of Columbia law.

The Chair of the Board will work closely with the Executive Director to establish meeting agendas and provide Board guidance and leadership. All Board members will complete initial orientation and ongoing governance training including the following topics:

1. Conflicts of Interest;
2. Models of Governance and Leadership;
3. Charter School Law in the District of Columbia;
4. Ethics;
5. Financial Responsibility;
6. Establishing Board Policies.

All Board of trustee members agree to:

- Reviewing and adopting policies and programs that further the mission of the Academy of Hope PCS
- Monitoring student achievement and outcomes
- Enhancing the school's public standing as ambassadors, representatives and advocates of the school community
- Reviewing and approving the annual AOH PCS budget
- Working with staff and volunteers to produce the income required to meet budgeted goals
- Hiring and evaluating the Executive Director
- Overseeing the strategic direction of the school and the development of the strategic plan
- Continuously reviewing the mission for accuracy and validity
- Proposing candidates for election to the Board of Trustees who will further the work of the organization.
- Respecting and treating courteously all constituencies of the Academy of Hope Public Charter School, including students, faculty, staff, and volunteers.
- Recognizing that the Academy's programs exist to serve its students and that the faculty and staff are partners with the Board of Trustees in carrying out the mission of the Academy of Hope Public Charter School.
- Regular attendance at 75% of all Board and committee meetings.
- Make an annual financial contribution to the organization.

### *Board Meetings*

Board meetings will occur seven times a year and will be presided over by the Chairperson of the Board. Meeting minutes will be maintained with respect to all Board meetings and maintained in the books and records of the organization. Further, the Board of Trustees shall hold at least one open meeting per year in order to permit the Board to meet and hear concerns directly from a variety of constituents; for all such public meetings, the Board will ensure that the location, dates and times are publicized with sufficient advance notice to students, faculty, volunteers and other members of the school community and public.

*Board's Role in Holding Leadership Accountable*

As a school committed to accountability, Academy of Hope Public Charter School's Board of Trustees will take the lead role in the self-evaluation and accountability of the school. The Board of Trustees will be accountable to multiple constituencies including students, the DC Public Charter School Board and District of Columbia citizens and residents. The Board of Trustees will use a clearly defined instrument to evaluate its own performance. The instrument will reflect the detail and quality that will characterize the other entire evaluation rubric that the school will use to track its progress. A sample of the self-evaluation instrument the AOHPSC Board of Trustees will use is contained in Appendix to this application. The Board of Trustees Agreements, to be executed by each Trustee upon commencement of their service, and a conflict of interest questionnaire, to be executed by each Trustee at least annually are also contained in the Appendix to this Application

**Adult Students and Community Relationships:** Active adult student participation in the governance of the school is essential to operating high-quality charter schools. Student participation is the key to the success of the overall program and will be solicited for the ongoing development of the school. The Academy of Hope Public Charter School will establish a Student Leadership Association (SLA) to nurture and develop adult leaders at AOH PCS. The SLA will serve as the liaison between the student body and the AOH PCS staff and Board of Trustees, working to ensure that students have meaningful input into the programs and policies at AOH PCS.

The SLA will also take a leadership role in addressing broader community issues related to the student body such as: affordable housing and emerging needs in adult education. The Executive Director will function as the staff advisor to the Student Leadership Association. The student body will elect the members and officers to the Student Leadership Association, from each of the academic sessions. The SLA President will serve as the student board representative. The student board representative will have full voting privileges.

- Elections for the SLA will be held during each session (morning, afternoon, and evening);
- Two representatives from each session will be elected to the SLA;
- The SLA will be made up of six individuals, who will elect the SLA officers;
- The SLA President will be the student representative to the Board of Trustees.

All SLA representatives receive training and leadership skills needed to be successful. Additionally, AOH PCS SLA members will participate in the Voices for Adult Literacy United for Education (VALUE) Biennial National Adult Learner Leadership Institute. VALUE's biennial institute provides adult literacy students and professionals an opportunity to network and develop their leadership skills.

The SLA President will also undergo full board orientation and will be expected to participate in all board meetings and activities. The SLA representative will provide regular reports to the Board of Trustees. All students and community members are invited to attend regularly scheduled public Board meetings according to the District of Columbia Sunshine Act and will be open to the public.

Students may ask the Board of Trustees to review any adverse decisions taken against them once they have exhausted all other channels. The Board will determine if policies and procedures were correctly followed and if the decisions made aligned with the philosophy and mission of the school. Individual members of the Board will not take action on specific complaints.

### *Succession Planning*

Executive staff, Board chairs, officers, and members take justifiable pride in the success of the organizations they serve. Even the most fiscally sound and competently managed organizations, however, may be vulnerable to the sudden or not-so-sudden departure of a talented leader or leaders. AOH PCS will develop a succession plan that ensures the growth and development of the organization in the occurrence of a departure of a member of the leadership team. This process will include an organizational assessment, identifying the agency's strengths and challenges and confirming or clarifying the organization's strategic direction, along with any transition-associated implications.<sup>36</sup>

#### **b. Rules and Policies**

The Board is responsible for establishing policies in the areas of personnel, educational programming, financial management, student discipline, organizational performance, and other areas as needed or as mandated by the District of Columbia or federal law. Expectations and goals for Trustees of Academy of Hope Public Charter School are set forth in the bylaws and conflict of interest policies. Academy of Hope currently has a Conflicts of Interest policy (see Appendix). The founding board will work with legal counsel at Fulbright & Jaworski, L.L.P to ensure that current Conflicts of Interest policies are in compliance and meet charter school requirements. Currently, there are no existing relationships that would pose actual or perceived conflicts if the application were approved. To avoid or mitigate any conflicts of interest, Trustees will be required to complete the annual conflicts of interest questionnaire. Through signature, Trustees acknowledge receipt, understanding, agreement, compliance and awareness of the charitable nature of the organization. In connection with any actual or possible conflicts of interest, a Trustee must disclose the existence of his or her financial interest in writing to the board as promptly as possible. He or she and must also disclose all material facts to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement or, if the transaction or arrangement has already been entered into, to the board. Conflicts of interest, Whistleblower and Investment Policies, are attached in Appendix.

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<sup>36</sup>Staying Engaged, Stepping Up Succession Planning and Executive Transition Management for Nonprofit Boards of Directors, Executive Transitions Monograph Series, Annie E. Casey Foundation, Vol. 5, Baltimore, Md. 2006.

Additional rules and policies will be further detailed in the Board of Trustees Manual that will be developed during the planning year. The Board Manual will include rules and policies concerning: legal documents (e.g. charter by-laws); strategic plans (e.g. Accountability Plan, Resource Development Plan, Financial Management Plan); membership organization and operation (e.g. job descriptions, performance expectations, committee descriptions, calendar, agendas, minutes, Founder/Executive Director reports); finance and resource development (e.g., fiscal policies, budget, audits); public and community relations; school code of conduct (e.g. discipline policies, Board's appeal hearing processes); and human resources and personnel (e.g., guidelines for hiring and evaluations of Executive Director, personnel, and school staff and student policies including grievance policies).

The final Board Manual will be presented to the full board for a vote. Academy of Hope Public Charter School anticipates submitting the Board Manual to the DCPCSB no later than August 31, 2013.

The Code of Ethics is included in Section I of the Appendices.

### **c. Administrative Structure**

The outline below contains roles of the key administrative staff.

**Executive Director:** Executive Director is committed to high levels of academic achievement for all students and will:

- Report to the Board of Trustees. Attend Board meetings (as a non-voting guest); Communicate regularly with the Board Chair; provide timely and relevant input to Board discussion; participate on Board committees as assigned;
- Ensure that all overall administrative systems and procedures are implemented;
- Ensure that all reporting requirements are met for federal and District purposes;
- Support the Senior Director of Programs in the hiring of school faculty and the monitoring of their performance;
- Represent the school within the Washington, D.C. community and among stakeholders;
- Handle all public relations, including marketing;
- Manage the development and the execution of all fundraising plans; cultivate individual, foundation and corporate sponsor;
- Communicate with the Student Leadership Association;
- Create a safe and creative environment for students, staff and families;
- Attract, screen, develop, motivate, inspire and retain exceptional staff;
- Have a demonstrated record of success in driving individuals and organizations to succeed; and
- Leader with sensitivity to and respect for diversity.



**Senior Director of Programs:** The Senior Director of Programs is the chief educational and instruction leader of Academy of Hope Public Charter School. He or she will have a strong educational background with significant experience working with adult students 16 years and older. The Senior Director of Programs reports to the executive director. The Senior Director of Programs:

- Works with the Executive Director to hire faculty, supervise and evaluate faculty;
- Makes employment recommendations;
- Guides the development and implementation of Academy of Hope Public Charter School's curriculum;
- Implements, in a timely manner all mandated assessments. This includes making sure all results are reported on time to DCPCS Board and other agencies;
- Monitors student achievement;.
- Drafts performance reports in accordance to the DCPCS Board and the school's Board of Trustees;
- Analyzes assessment results;
- Manages volunteers;
- Creates a safe and creative environment for students, staff and families.

**Senior Director of Policy and Communications:** The Senior Director of Policy and Communications reports to the executive director and provides leadership with respect to policy advocacy, government relations and building advocacy relationships with a wide range of stakeholders. The policy and advocacy position

- Develops AOH PCS' state and federal legislative agenda in coordination with staff and key adult education allies across the city;
- Formulates advocacy strategies that will be executed to support adult education across DC;
- Assures timely communication with staff, students and others about legislative developments, events and actions;
- Participates in leadership of citywide collaborations that moves AOH PCS and the adult education agenda forward;
- Serves as advocate and spokesperson for AOH PCS' policy positions to a variety of stakeholders, using a variety of communication approaches;
- Writes issue briefs, fact sheets, e-mail alerts, op-ed pieces, and other related materials.
- Gives presentations to policymakers, advocacy groups, community organizations, business groups and other audiences;
- Provides technical assistance in response to requests from policymakers and advocates.

**Senior Director of Development:** The Senior Director of Development will provide administrative and strategic oversight for the schools fundraising program. This position plans, directs, and implements a comprehensive development program that generates individual donors, foundation, government, and philanthropic corporate support. The Development Director reports directly to the Executive Director and works closely with the board's development committee and the Director of Finance and Operations. Job duties include

- Work with the Executive Director to execute the fundraising plan; raise funds for the school from foundations, individuals and corporations;
- Work with the Board of Trustees and Executive Director to execute school operations and decisions;
- Serve on the board development committee;
- Manage and develop marketing and communications materials;

**Senior Director of Finance and Operations:** The Senior Director of Finance and Operations reports to the executive director and manages all financial business and operations, including budget development, procurement, grants management, and facilities. This position works closely with the executive director and Board of Trustees. Accounting, IT, and office management staff will report to the Director of Finance and Operations.

- Work with the Board of Trustees and the Executive Director to develop policies related to human resources operations and finance. This position will develop and manage the budget, as well as other financial reporting; monitor expenditures and cash flow and compliance reports;
- Manage IT Systems
- Manage payroll and benefits;
- Manage procurement;
- Serve on the Board Finance Committee.

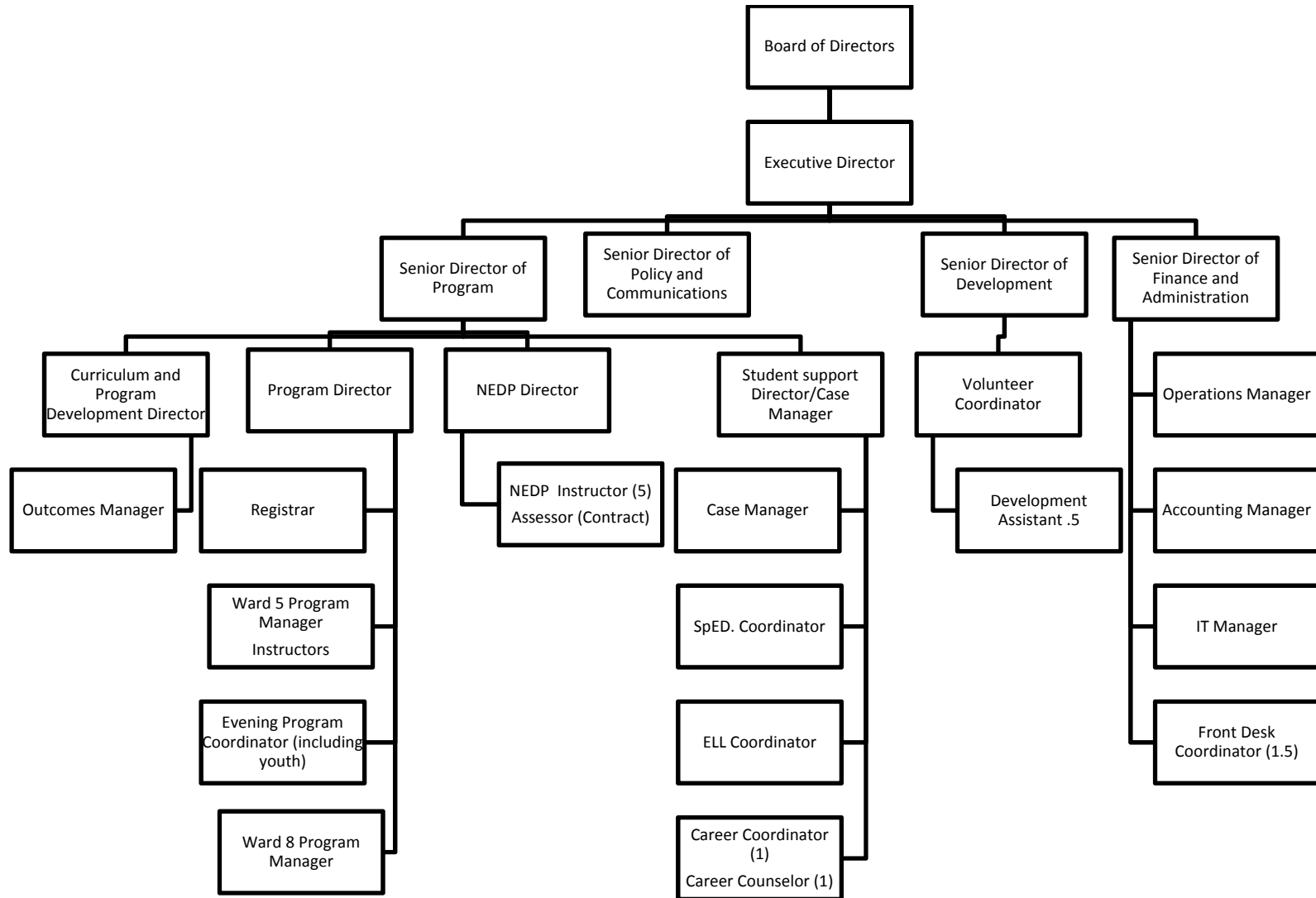
**Director of Secondary and Post-Secondary Education:** Directs all academic programming efforts and handles all day-to-day operations of the school in accordance with charter school requirements. The person in this position will develop staff and student schedules and assign teachers to classes. The Director will oversee the recruitment/enrollment processes. Teaching and student support staff will report to this position.

**Director Curriculum and Program Development:** Leads accreditation, charter school compliance, internal evaluation, and accountability and data collection efforts. The Director of Curriculum and Program Development conducts program audits to ensure that programs meet established program standards and quality. This position also develops and documents AOH PCS curriculum and provides staff and volunteer professional development. The Director of Curriculum will oversee documentation of AOH PCS best practices and methodology.

**Director of External Education:** Manages the National External Diploma Program, and youth educational services.

**Director of Student Support:** The Director of Student Support has oversight responsibilities that include coordinating, planning and implementing activities and programs for disability services; ELL services, comprehensive student support and retention activities; short term and crisis counseling and case management; coordinating lunchtime workshops and seminars; and career services.

Organizational Chart



### *Student Leadership*

The Student Leadership Association (SLA) will serve as the liaison between the student body AOH PCS staff and the Board of Trustees, working to ensure that students have meaningful input into the school curriculum programs, services and policies at AOH PCS. The SLA will be composed of six students elected from each school session (morning, afternoon and evening). Students not involved in the SLA will have additional opportunities to participate in school decision making via the disciplinary committee (see operations plan), daily announcements and quarterly town hall meetings and various planning committees for school activities.

### *Staff Input*

At the Academy of Hope Public Charter School, staff input and involvement will be critical to the success of the school. Through bi-monthly all staff meetings with the Executive Director and bi-monthly teacher meetings, staff will have input into the operations and educational policies for the school. A staff committee will plan the annual three-day in-service training (see professional develop section of the education plan) and ongoing training. AOH PCS will also hold an annual planning and visioning retreat with administrative staff and teachers. The goal of the retreat will be to review outcomes from the previous year, identify areas of need and to re-visit and refine the vision for the school.

#### **d. Performance History of Experienced Operator**

The Academy of Hope Public Charter School will not partner or collaborate with an Experienced Operator.

### **3. Finance**

#### **a. Anticipated Sources of Funds**

Academy of Hope Public Charter School will serve 220 students in the first year operation and will add additional students per year for each of the 2-5 years of operation. The maximum capacity for enrollment is 260 students with maximum anticipated revenue by year five from per pupil revenue is \$ 2,970,767. This is calculated using an estimate of \$9,509 per pupil revenue allocation (\$6,709 instructional, \$2800 facilities allocation), and historical escalations of 2%. Total revenue by year five with per pupil revenue, private donations and additional government grants is projected to be \$3,750,767. In addition to the per pupil allocation for general education, we anticipate receiving additional funding for serving individuals with disabilities and limited or no English proficiency (LEP/NEP). Specifically, by year five, we estimate receiving \$59,595 for serving a maximum of ten students with exceptional needs (level 1 and level 2) and \$46,237 for serving a maximum of 10 LEP/NEP students. Because additional funding is only available for individuals up to age 21, our projections are much lower than typical charter schools.

The Academy of Hope historically has raised revenue from various sources including the District of Columbia government, private foundations, individuals and special fundraising events. AOH PCS will benefit from those existing relationships including approximately \$560,000 in private foundation grants and individual donations all of whom have supported the Academy of Hope for many years and \$400,000 in government grants from the Office of the State Superintendent of Education (Adult and Family Literacy) and the Department of Employment Services. OSSE has supported Academy of Hope for over ten years and has indicated that Academy of Hope PCS would remain eligible for funding. Finally, AOH PCS will inherit several existing Academy of Hope annual fundraising events, from which it expect to raise approximately \$63,000 per year. All projections of additional revenue sources are based upon Academy of Hope's prior years' fundraising and development accomplishments. A list of existing funders can be found in the Appendix under supporting documentation.

Academy of Hope will fund the planning year for the charter school's start-up activities, with its existing budget, reserves and funds raised specifically for this purpose. AOH has a broad and diverse funding base and cash reserves to ensure that we meet this obligation. In the event that start-up costs exceed budget or that future AOH PCS per pupil revenue does not meet the expected levels, reserve funds can be allocated towards charter activities on an as-needed needs basis to cover initial shortfalls. The staff and board will partner to identify strategies to increase revenues, decrease expenses or a combination of both. AOH PCS also has access to a line of credit equivalent to 120 days operating expenses, which can be used to cover any cash flow shortfalls. During the planning year, AOH PCS will establish a reserve policy to ensure long-term viability. AOH PCS' five-year budget shows that by FY18-19 AOH PCS projects an accumulated cash balance of \$1,705,000. Cash reserves will be used to fund key growth initiatives for AOH PCS. Specific growth objectives will be determined within the first five years, but will include technology upgrades, improving infrastructure, enhancing or purchasing facilities, increasing existing instructional staff, or adding additional student support services.

#### **b. Planned Fundraising Efforts**

Academy of Hope has a 28-year history of raising the needed funds to support its educational and support programs. Since 2007, AOH has increased its revenue by 45% in foundation, government and individual donors. We have also developed strong relationships with corporate donors such as Capital One, Comcast, SAP and TD Bank. The charter school will utilize AOH's contacts and funding networks to raise any necessary funds to supplement the per pupil allocation of the charter school. AOH's current fundraising staff along with the Executive Director, the Board Development Committee will create an annual fundraising plan for the charter school. AOH PCS will continue to:

- Apply for and expand its network of funding through private foundation, corporation and business grants;
- Cultivate current individual donors including sending direct mail appeals throughout the year to existing, and potential new donors;
- Develop and foster relationships with corporations and major donors to maintain and increase donations;

- Apply for federal and other District of Columbia funding.

These fundraising activities will provide resources for the planning and development of the AOH PCS.

#### **c. Financial Management and Accounting**

The Senior Director of Finance and Operations leads financial and accounting operations. As the organization expands, additional accounting staff will be added in year three to assist with bookkeeping and other accounting activities. Financial policies and internal systems will be in place. The policies and procedures will be in accordance with GAAP and will include separation of duties to safeguard our organization against fraud. Fund accounting systems are in place to isolate and track charter school revenue and expenses. The charter school will use QuickBooks accounting system and accounting operations will enable us to segregate charter school funds from for non-charter school funds. To do so we will:

- Classify all income by funding source and intended purpose;
- Classify all expenses by program;
- Allocate salary related expense per time worked on charter school activities;
- Allocate shared expenses (rent, copier, telephone, etc.) by program or service.

All financials will be reconciled monthly and financial statements, inclusive of budget performance, statement of activities, statement of financial position and cash flow will be prepared monthly. The Executive Director, Treasurer, and the Finance Committee, will review all financials monthly to ensure adequate financial management and to monitor cash reserves. The Board of Trustees will assume financial oversight and fiduciary responsibility, and will approve the annual operating budget for AOH PCS.

AOH PCS will develop a Financial Policy Manual. The manual will approved by the Board of Trustees. The manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts, internal controls that establishes segregation of duties and authorization and processing of cash receipts and disbursements, establishment of a payroll system, and processes.

The Director of Finance and Operations and the Finance Committee will review existing AOH financial policies and procedures to ensure that they meet charter school requirements and to ensure strong internal controls. In year three, we will hire an accounting manager who will manage ongoing bookkeeping and will implement financial controls on a day-to-day basis.

#### **d. Civil Liability and Insurance**

In connection with the commencement of Academy of Hope's operations as a DC public charter school, AOH PCS will obtain and continue to maintain the required types and levels of insurance coverage as listed below:

- General Liability \$1,000,000 per occurrence \$2,000,000 aggregate
- Director and Officer Liability \$1,000,000
- Educators Legal Liability \$1,000,000
- Student Accident Per student basis \$500,000
- Umbrella Coverage \$3,000,000
- Property/Lease Insurance 100% of replacement cost
- Boiler and Machinery Insurance \$1,000,000 (if appropriate or actuarial loss)
- Auto Liability \$1,000,000 if necessary
- Employer's Practices Liability \$1,000,000
- Workers Compensation as required by law.

**e. Provision for Audit**

An outside CPA firm will perform audits annually in full compliance with the District of Columbia laws governing financial operations for the DC Public Charter Schools. The CPA firm will be selected from the approved list of firms from the Public Charter School Board. Audited financial statements will be made available once the audit is fully complete in accordance with the Public Charter School Board's required deadlines.

**4. Facilities**

**a. Identification of a Site**

AOH PCS will occupy the space that Academy of Hope currently occupies in Ward 5 at 601 Edgewood Street, NE and Ward 8 at 3700 9<sup>th</sup> Street SE. The current AOH lease expires in 2016. A certificate of occupancy exists (Permit No. CO133532). The school locations are situated in the heart of two affordable housing communities owned by affordable housing developer, Community Preservation and Development Corporation. The two locations offer 13 classrooms, four computer-learning centers, offices to hold all personnel, and student lounge space. The Academy of Hope has 9,375 square feet of space at its Ward 5 location and approximately 4,000 square feet in Ward 8. A copy of our lease and sketches of floor plans are contained in Appendix under supporting documentation to this Application. To accommodate increased student enrollment and staff growth by year 5, Academy of Hope PCS will need larger facilities for its Ward 5 location. We will remain in Ward 5. As a supported charity of Commercial Real Estate Women (CREW) for many years, we secured pro bono real-estate assistance with consultants from CCS Project Management, including its Principal, Colleen Scott. Colleen Scott has worked extensively with owners and tenants on commercial, residential and mixed-use properties. Additionally, as part of a nonprofit workforce collaborative, The Workplace DC, we are exploring shared space opportunities. We will begin feasibility studies for co-location with other adult service provider agencies in the Perry School beginning summer 2013.

**b. Site Renovation**

Through a grant from Oprah Winfrey’s Angel Network and a generous individual donor, AOH performed substantial renovations to both its Wards 5 & Ward 8 school locations. We believe that the renovations will meet the needs of the charter school over the next four years.

**c. Financing Plans for Facilities**

No substantive renovations are required for the facility. Financing will not be required. The ‘facilities allotment’ revenue will be used to cover the lease expense of the facility.

**d. Building Maintenance**

The Finance and Operations team will be charged with ensuring that the facilities remain compliant with District of Columbia codes, standards and regulations. General building maintenance is provided by the landlord. Maintenance contracts and warranties are maintained for major equipment such as the copier and phone system, and the operations team coordinates all other repairs.

**5. Recruiting and Marketing**

**a. Outreach to the Community**

Academy of Hope has a 28-year history providing adult education services to District of Columbia residents. As such, many District of Columbia residents and social service agencies are currently familiar with Academy of Hope’s services. Currently, outreach activities include being a part of the Literacy Lincs online literacy resources and a number of literacy advocacy and outreach organizations. AOH has established recruitment partnerships with a number of community based organizations including the Brookland Manor Apartment Community, Edgewood Brookland Family Support Collaborative, Community Preservation and Development Corporation (CPDC) all located in Ward 5 & 8, and St. Elizabeth’s hospital to name a few.

We expect those partnerships to continue once we attain charter school status. AOH PCS will also work closely with the local One Stop Career Centers to hold information sessions onsite and to distribute brochures and information on our programs. The One Stops often encounter adults in need of adult basic education/GED and job training. We will also continue our cross referral relationships with Literacy Volunteers and Advocates, The Washington Literacy Council and Jubilee Jobs (see Education Plan for a list of community partners). To ensure that community members know about our expanded services, AOH will host a series of open houses and information sessions during the first year of planning in 2013-2014. Additionally, we will use print, radio, and public access television to spread the word about our expanded services.



**b. Recruitment of Students**

During its 28-year history, Academy of Hope has helped many generations of family members to improve their literacy and to receive their high school credential. Subsequently, AOH has a strong reputation in the communities it serves. Student referrals serve as a significant source of new students and typically, recruitment has not been difficult for AOH. We have had waiting lists for many years enrolling over 400 adult learners annually. Call-in registration generally closes within 45 minutes. To ensure continued public awareness and maximum enrollment, we will incorporate additional outreach efforts including participation in various community meetings, use of our website, distribution of marketing material throughout DC, and referrals from other community agencies and literacy hotlines. Additional efforts will include, but will not be limited to:

- Presentations/Information sessions to the local community, neighborhood clubs, libraries, churches and other organizations;
- Display signs and posters in frequented venues throughout the immediate and surrounding communities;
- Open houses and information sessions at the School; and
- Use of radio and bus ads and community calendars.

Recruitment materials will also be posted in highly frequented areas such as community shopping establishments, Laundromats, libraries, and churches. Staff will attend resource fairs, and continue to participate in community and resident association meetings. Using an “each one-reach-one approach,” we will provide incentives for students that encourage a friend to attend an information session or enroll.

*Timeline for student recruitment*

Timeline	Activities
April - June	Active recruitment begins for trimester 1
May - July	Host Open Houses at both campuses
July - August	Registration for classes
September - December	Recruitment and registration for Trimester 2
January - March	Recruitment and registration for Trimester 3

If there are more applicants than there are slots, AOH PCS will hold a lottery approximately one week after the registration deadline. Once all slots have been filled, remaining learners will be placed on a waiting list. AOH PCS will continue the fundraising activities currently utilized by Academy of Hope. Academy of Hope’s Executive Director, Board and development staff has a record of accomplishment for raising over a million dollars a year. If enrollment in the charter school is significantly lower than expected, current fundraising activities will help to supplement until we are able to increase enrollment numbers. Historically, Academy of Hope’s programs are oversubscribed. Finally, AOH PCS will inherit AOH’s cash reserve funds, which will also help to bridge gaps in student enrollment if these agency.

**c. Future Expansion and Improvements**

We expect to see growth in our enrollment over time as students become increasingly familiar with Academy of Hope Public Charter School.

The first year enrollment and projected enrollment for the 2-5 years For the Academy of Hope Public Charter School					
	Year 1	Year 2	Year 3	Year 4	Year 5
Total number of students	220	230	230	260	260
Number of Special Education students	8	8	8	10	10
LEP/NEP	0	2	5	7	10
Expected enrollment of youth 18-21 (Students with Exceptional Need and LEP/NEP purposes)	20	26	26	32	32

Currently, Academy of Hope’s facilities in Wards 5 and 8 can accommodate up to 200 students per year. Working with our partners Literacy Volunteers and Advocates and the Washington Literacy Center, we will be able to serve an additional 30 students. In year four, AOH PCS will have obtained new space to accommodate additional learners and staff. As discussed in the Identification of a Site section, Academy of Hope is currently pursuing additional space to meet the growing demand for our services. While instructional staff will remain consistent for the first five years of operations, a new location will enable AOH PCS to have a consistent student-teacher ratio of 1:18. Because of the current space configuration for Academy of Hope, classes range in size from 8-15 students. In addition to space, AOH PCS will systematically recruit qualified adult instructional and support staff. As members of a number of professional associations and collaborative groups, AOH PCS will post to online professional job boards, participate in academic job fairs, and coordinate with AmeriCorps, the George Washington University and other post-secondary education partners to attract qualified instructors, fellow and interns.

**C. Plan of Operation**

**1. Student Policies and Procedures**

**a. Timetable for Registering and Enrolling**

Academy of Hope Public Charter School (AOHPCS) will operate on a trimester system. A tentative timetable for registering and enrolling students follows:

<i>April 2014-June 2014:</i>	Active recruitment of students through steps outlined in Recruiting and Marketing section of the Business Plan.
<i>May 2014-July 2014:</i>	Host open houses at both AOH PCS campuses for prospective students and provide enrollment information to all who are interested.
<i>May 2014-July 2014:</i>	AOH PCS staff will be available to assist prospective students with registering and enrollment paperwork.
<i>July 2014-August 2014:</i>	Finalize enrollment of 220 students for the 2014-2015 school year. The cutoff date for accepting enrolment forms for the first trimester will be July 21, 2014. We will begin a random selection process (lottery) on August 4, 2014 and will maintain a waiting list in the cases of over enrollment.
<i>September 2014:</i>	Start of the academic school year. We will use our intake process to ensure that AOHPCS is a good match for the student's expectations and objectives and meets the student's needs and goals. We will use this time to ensure that all 230 slots in AOHPCS are filled. Any vacant slots will be filled from the waiting list.
<i>October 1, 2014:</i>	Close of enrollment for Trimester 1. The final list of 230 students will be submitted to the DC Public Charter School Board.

We may repeat this process for recruitment and enrollment before each new trimester, if space becomes available due to student completion or attrition and if the waiting list is exhausted.

**b. Policies and Procedures for Enrollment and Withdrawal of Students**

The proposed Academy of Hope Public Charter School will be a school of choice for adults, 18 and older, who are residents of the District of Columbia and who have not met with success in a

traditional school setting. Although AOHPCS staff will provide all students with high quality support services for both social and academic needs, students must bring their own self-determination to succeed. Students must be prepared to give the time and effort needed to complete a rigorous academic program designed to prepare them for success in higher education and/or careers. At the same time, AOHPCS staff will work with students individually to ensure they have the wraparound services needed to meet any academic or situational challenges they may be facing.

Students seeking enrollment in AOH PCS will be asked to demonstrate:

- A commitment to regular attendance and punctuality;
- A willingness to participate actively in their own learning and to be a contributing member of the school community;
- A commitment to meet all requirements of the program and the motivation to complete their education.

Enrollment in AOH PCS will be open to students 18 years and older without regard to gender or gender orientation, ethnicity, national origin, language proficiency, disability, aptitude or achievement. Students may apply at any time. Packets containing information about the school's timetable and requirements for admission will be provided to each prospective student. Students who have applied will be asked to attend an information session to learn more about the school.

If there are more students applying than there are slots available, AOHPCS will hold a lottery approximately one week after the registration deadline. Those who are not selected through the lottery will be placed on a waiting list. Students who are offered available slots will participate in intake and orientation to help them decide if the school is right for them.

Continuing students will need to update their residency status (address and contact information) and indicate their intent to return by the end of the pre-registration deadline; they will not be required to participate in the lottery to re-enroll.

In order to enroll, admitted students will be asked to provide the following documents:

- Proof of DC residency (as specified by the Office of the State Superintendent of Education regulations)
- Transcripts (school or GED), if available and as appropriate to programs to which they are applying;
- Individual Education Plan (if available and as appropriate)
- Family income information (for purposes of helping students identify government benefits for which they are eligible, e.g., child care vouchers, SNAP, etc.)

Upon enrollment, all students will be required to pay a \$30.00 activities fee per term. If the \$30.00 activity fee presents a hardship, students may request a payment plan or complete service work activities in lieu of payment such as helping with events and community activities.

Enrolled students are also required to participate in a complete a comprehensive intake and assessment process. The purpose of intake and assessment is to determine academic levels, identify appropriate courses, document support needs, and develop individual goals. Assessment

results, goals and needs are captured in an Individual Development Plan (IDP) that is developed in partnership with the adult learner. Advisors will monitor and review the IDP each term.

During the first week of class, students receive their schedules and all students participate in a formal orientation which is an intensive introduction to the school. The orientation provides students an opportunity to meet other program participants and to get to know the AOH PCS faculty and staff. The orientation will provide an overview of AOHPCS' programs, policies and procedures, including a thorough introduction to AOHPCS Student Code of Conduct.

The Student Code of Conduct will include clear statements of policy regarding treatment of others (students, staff and volunteers), attendance, late arrival, attire and hygiene. The consequences of violating these policies, as well as a process for students who have complaints about peers, staff, school policies or disciplinary actions, will be clearly described. Serious violations of school policy and/or breaches of the Student Code of Conduct may lead a student to be suspended or expelled pursuant to such Student Code of Conduct

Each student will be asked to sign a student contract containing the Student Code of Conduct, indicating his or her willingness to abide by all school policies.

## **II. HUMAN RESOURCE INFORMATION**

### **a. Key Leadership Roles**

**Executive Director (100%):** Leicester Johnson has been Academy of Hope's Executive Director for over six years. During that time she has led the school through programmatic and organizational expansion, adding a postsecondary program, a youth GED program and a second site. In 2011, Ms. Johnson was honored with the Meyer Exponent Award for her leadership. She has an M.A. and an Ed. S. in Transitional Special Education and Severe Emotional Disturbance from the George Washington University. She is also a Certified Vocational Evaluator (CVE). Prior to coming to Academy of Hope, she managed adult education and workforce development programs at the Community Preservation and Development Corporation and was Deputy Director of Programs managing a budget of \$1.6 million dollars. She has worked in the Washington, D.C. community for over 20 years leading community based organization and working in the education field.

**Senior Director of Programs (100%):** Elizabeth Winn Bowman has been a member of Academy of Hope's senior management team since 2008. She provides strategic leadership and ensures the creation, implementation and integration of programs in alignment with Academy of Hope's mission, methodology and strategic direction. In this role, she oversees curriculum and professional development. Ms. Bowman has a Master's in Education from the American University and has substantial experience in adult education and training; including teaching, curriculum development, program management, evaluation and faculty development.

**Senior Director of Policy and Advocacy (100%):** Patricia DeFerrari has worked at Academy of Hope since 2002. After serving as Senior Director of Programs, she moved to Policy & Advocacy in June 2012 to promote increased public awareness of both the need for and the benefits of adult basic education in general and of Academy of Hope’s work in the District of Columbia. She has over 25 years of adult education experience, including teaching, curriculum development, program management, evaluation, and faculty development. She has an M.A. in Education from Denver University and a Ph.D. from The Catholic University of America.

**Senior Director of Finance and Operations (100%):** Stanley Brinkley manages all financial business and operations, including budget development, procurement, grants management, and facilities. He has a B.S. in Business Administration & Political Science from Ramapo College of New Jersey and has over twenty years of experience in financial management and accounting. Prior to joining Academy of Hope, Mr. Brinkley was the Finance Director at the Newspaper Association of America and the Chief Financial Officer at American Geophysical. Mr. Brinkley has experience managing grants and operating budgets from \$2 million - \$45 million dollars annually.

**Senior Director of Development – to be hired:** The Senior Director of Development will be an experienced fundraising professional who will direct the development and implementation of a robust fundraising plan, including but not limited to federal and other grant applications, social events, individual and major donor campaigns, and the use of social media, including a website, Facebook, Twitter, etc. The Senior Director of Development will oversee all fundraising staff.

**Legal Counsel:** The law firm Fulbright and Jaworski L.L.P. is currently providing legal counsel and the firm is working pro-bono. With the growth of the charter school, AOHPCS anticipates that it will retain additional Counsel within the first year of obtaining approval of its application for a charter school.

## **b. Qualifications of School Staff**

Teachers should have specialized professional preparation for teaching in Adult Education and Career Pathways programs. Helping undereducated, underprepared adults to learn requires a targeted set of skills. The effectiveness of an adult education program depends on all instructional administrators, teachers and tutors, having those skills.<sup>37</sup> Standards therefore encompass two realms: first is the more general adult learning theory—how to teach undereducated, underprepared adult learners—how to organize instruction, methods that work with adults, accommodating learning differences and engaging adult learners in planning and evaluating their learning. The second realm of standards is content knowledge and content methodology. Mathematics, for example, has specific content knowledge requirements from four functions: addition, subtraction, multiplication and division through higher-level math including algebra and statistical processing controls used throughout industry. Mathematics standards also

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<sup>37</sup>Marica Hess, Lennox McLendon, Bonnie Moore, Mitch Rosin, Improving Adult Education Teacher Effectiveness: A Call to Action for a New Credential, McGraw Research Foundation, New York New York March 2012.

incorporate content methodology including those instructional and learning methods that work well with adult learners.<sup>38</sup>

All teaching staff will meet the standards of the No Child Left Behind Act of 2001 (NCLB) and the school will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional capacities. We believe that all of the school's employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization.

Additionally, AOHPCS will recruit teachers who have the following competencies:

- Ability to use instructional techniques that are effective with adult learners;
- Ability to communicate high expectations of learners and motivate them to persist to meet their goals;
- Ability to engage in active listening dialogue and questioning to facilitate and support learning;
- Ability to engage in independent and collaborative professional development to build teaching skills and content and area knowledge;
- Ability to refine instructional practice through reflection on experience, evidence and data.

Staff will be recruited during 2013 and 2014. At the same time, we anticipate transitioning most of our current staff to the charter school. Our recruitment strategies for new faculty and staff will include:

- Advertising in educational journals, such as *Education Week*, and national newspapers, such as *The Washington Post*, *Chicago Tribune*, *Miami Herald*, *Atlanta Constitution*, and *The New York Times*;
- Visits to local and national colleges of education;
- Attending local and regional job fairs;
- Posting ads with journals of professional associations, such as *Language Arts* and *Research in the Teaching of English*; and
- Making use of professional networks.

All staff will be required to have a background appropriate for their subject. AOHPCS teachers will have a Bachelor's and/or Master's degree in the area that they are assigned to teach or will be working towards a Master's degree or certificate in their appropriate field. Lead teachers will be required to have a Master's degree and teaching certificate and must have at least two years relevant work experience. All staff and volunteers will also undergo the background checks upon approval of AOHPCS' charter or upon hiring. Additional checks will be conducted as appropriate, e.g. financial checks will be required for individuals in charge of finances, etc. Additionally, staff, especially teachers, will need to demonstrate a sincere desire for serving the adult learner and carrying out the mission of the organization. The Director of Finance &

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<sup>38</sup>Ibid.

Operations (or his team) will hire a firm to perform qualification checks. The staff recruitment plan will include online and print postings, regular information session, and working with professional associations. Interview and selection of applicants will be made via a committee composed of the position’s direct supervisor, select staff or board members who may be useful in the recruitment process.

**c. Staffing Plan**

The staffing plan acknowledges that the students served by the AOH PCS may require substantial support and intervention to fulfill their academic and life goals. The anticipated number of charter school staff will be 38 full-time, and 8 part-time employees and 3 contract employees. Volunteers will enrich the academic opportunities and programs provided by AOH PCS.

Current AOH staff will transition into their new roles within AOH PCS during the implementation year. Beginning in November 2013, the leadership (Executive Director, Senior Director of Programs, Senior Director of Policy & Advocacy, Senior Director of Finance & Operations, and Senior Director of Development) and the Director of Programs will assume their charter school roles at 50%. Beginning in March 2014, they will assume their roles in the charter school at full capacity, as will the Director of Curriculum and Program Development and Director of Student Support. The NEDP Director, 3 Program Managers, ELL, SPED and Career Coordinators will come on at 50%. All other existing staff will begin working for the charter school in June 2014.

Positions	Full-Time Equivalents All use 100% of time on PCS unless Otherwise noted.	Notes	FT	PT
Executive Director	1.0		1	
Senior Directors	4.0	Programs, Policy and Advocacy, Development, Finance and Operations.	4	
Administrative Managers	2.0	Operations, IT	2	
Volunteer Coordinator	.5			1
Front Desk Coordinator	1.5		1	1
Development Assistant	0.5			1
Program Directors	4.0	Curriculum and Program Development, Programs, NEDP, Student Report	4	
Program Managers	3.0	Ward 5, SfS/Evening, Ward 8	3	
Outcomes Manager	1.0		1	
Registrar	1.0		1	
Lead Instructors	10.0	Ward 5-5, Ward 8-4, NEDP- 1	10	



Instructors/Fellows	10.0	Fellows – 2, NEDP – 2, Computer -1, Part-Time (5) – 3.5 FTE, STRIVE (2) -1 FTE, Assessor - .5 FTE	5	8
Special Education Coordinator	1.0	Instructor	1	
English Language Learners Coordinator	1.0	Instructor	1	
Career Counselors	2.0	Instructor (1)	2	
Case Managers	2.0	Instructor (1)	2	
220 pupils/24 (year 1) = 9:1			38	11

AOH PCS's pupil to instructor ratio will be 9:1.

Each summer Academy of Hope holds a training institute for all faculty in addition to a day-long orientation for all new staff members. Summer institutes will continue in the charter school. During this summer institute and orientation, staff members will be encouraged to identify specific ways in which they will help the staff as a whole to meet school goals. Weekly staff meetings will include review of progress toward goals and developing strategies to overcome any problems identified in meeting those goals. All employees will participate in the school's annual review process and will be held accountable not only for their individual goals but for the broader school goals as well.

**d. Employment Policies**

AOH PCS will be committed to the selection of personnel on the basis of training, experience, merit, character and ability. The Academy of Hope PCS will select the best-qualified individual for each job regardless of race, creed, color, national origin, age, sex, marital status, political affiliation, sexual orientation, or any other status protected by law. AOHPCS will meet the Federal Requirements of the Americans with Disabilities Act with respect to hiring all personnel.

A critical component of any highly effective school is a highly effective and engaged staff. As part of the effort to attract the very best staff, Academy of Hope PCS will become recognized as a great place to work because of our innovative employment practices. We will offer a competitive salary and benefits package to our employees, based on research into local compensation patterns, and will develop policies for salaries, staff evaluation and retention, and benefit plans (including pensions), and related issues that reflect best practices for schools and nonprofits. Each staff will also have individual professional development accounts and will participate in regular in-house training activities (see education plan for details). We also will meet all EEO and ADA requirements and will seek to hire a diverse staff. All staff members will be asked to attest to being drug-free and will be asked to consent to a drug test if requested. All employment-related policies will be finalized by early 2014.

In the event that AOHPSC hires one or more employees of the District of Columbia Public Schools (DCPS) on temporary leave from their DCPS schools, AOHPSC will comply with applicable law, including the District of Columbia School Reform Act, in relation to the terms of such employment, including benefits provided to any such employees.

### **III. Arrangements for Meeting District and Federal Requirements**

The AOHPSC will comply with all District and Federal requirements. Compliance with laws, codes, and regulations across the school will be the responsibility the Executive Director, with assistance from our legal counsel and oversight from the Board of Trustees. Upon approval of this application, the Board of Trustees and our legal counsel will assess all applicable requirements and determine whether there is a need to implement additional policies and/or procedures to ensure full compliance with the law. If so, measures will be taken to implement such policies and procedures prior to opening of the school.

Following is a description of our plans as they currently exist, along with information about the steps we have taken thus far to ensure compliance.

#### **a. Health and Safety:**

*Health:* Our facilities will comply with all applicable health and safety laws and regulations of the District and the Federal government. We will comply with all Americans with Disabilities Act (ADA) requirements to ensure that students and staff with disabilities can access our facility and will ensure that all reasonable measures are taken to ensure the safety of our students and staff. We will submit reports to DCPCSB as required, showing that the charter school's facilities comply with applicable health and safety laws and regulations.

*Safety:* We will comply with the District of Columbia's Fire Prevention Code and make our facility available for inspection by D.C. Department of Consumer and Regulatory Affairs and Fire and Emergency Medical Services officials.

#### **b. Enrollment data:**

AOHPSC will collect and maintain all records related to enrollment in accordance with the requirements of the School Reform Act and will provide all required student enrollment and attendance data to the Office of the State Superintendent of Education.

#### **c. Maintenance and Dissemination of School Records:**

The Program Director will have primary responsibility for ensuring that the AOHPSC Outcomes Manager and Registrar, who will manage and analyze student records, provide OSSE and others with any reports required by the School Reform Act and other applicable laws.

**d. Compulsory Attendance Laws:**

We will comply with the District of Columbia’s compulsory attendance law to the extent that it applies to adults 18 and older.

**e. Title I of Improving America’s Schools Act (the 1994 reauthorization of the 1965 Elementary and Secondary Education Act)**

The Academy of Hope Public Charter School does not expect to receive Title I funds.

**f. Civil Rights Statutes and Regulations of the Federal Government and District of Columbia:**

Our Board of Directors and legal counsel will review all student and personnel policies to ensure that they comply with civil rights statutes and regulations promulgated by the District of Columbia and the U.S. Federal government.

**g. Other: AOHPCS will meet any other applicable requirements.**

AOHPCS’ Board of Trustees and legal counsel will review all student and personnel policies to ensure that they comply with civil rights statutes and regulations promulgated by the District and Federal governments. AOHPCS’ Executive Director and Principal will have primary responsibility for ensuring compliance with these policies.

**IV. Implementation of the Charter**

**a. Timetable and Tasks for Implementation of the Charter**

March 1, 2013	<ul style="list-style-type: none"> <li>• Application delivered to DC Public Charter School Board</li> </ul>
April 2-11, 2013	<ul style="list-style-type: none"> <li>• Interviews with DC Public Charter School Board</li> <li>• Public hearing</li> </ul>
Apr 16-May 3, 2013	<ul style="list-style-type: none"> <li>• DC Public Charter School Board site visits</li> </ul>
May 20, 2013	<ul style="list-style-type: none"> <li>• First stage decisions announced</li> </ul>
May-Dec, 2013	<ul style="list-style-type: none"> <li>• Feedback session with DC Public Charter School Board</li> <li>• Negotiations with DC Public Charter School Board (if application is approved)</li> <li>• Draft job descriptions for key positions</li> </ul>
Feb-Apr, 2014	<ul style="list-style-type: none"> <li>• Hire lead teachers and begin finalizing curricula</li> <li>• Begin staff recruitment</li> <li>• Conduct community information sessions</li> <li>• Launch student recruitment efforts</li> <li>• Finalize staffing plan and make final hiring decisions</li> </ul>

Summer, 2014	<ul style="list-style-type: none"><li>• Complete transition from program into school (implement new systems, procedures, change insurance and legal documentation as needed)</li><li>• Finalize contractual agreements with Literacy Volunteers &amp; Advocates (LVA) and Washington Literacy Center (WL)</li><li>• Begin two-week professional development summer institute for teachers</li></ul>
September, 2014	<ul style="list-style-type: none"><li>• Open Academy of Hope Public Charter School</li></ul>
October 1, 2014	<ul style="list-style-type: none"><li>• Full enrollment of 220 students</li></ul>

**b. Maintenance and Reporting of Academic and Non Academic Reporting Data**

AOH PCS will develop and maintain a comprehensive website that is student and faculty user friendly that provides information for all stakeholders. The website will be designed so that it is easy to navigate with specific portals for students, teachers and community members.

AOH PCS will provide workshops to students; faculty and community members on how to access the site and to take advantage of the customized features that will be built in to the site to share information about the faculty, class schedules, mission and vision, contact information, school activities and school performance data.

AOH PCS' Information Technology (IT) Department will be responsible in collaboration with the Executive Director and Senior Director of Programs for the design, development and maintenance of the site. The website will host Efforts to Outcome (ETO) software that will be used as part of the system to document performance outcomes and indicators. The heart of ETO Software is the ability to relate direct service efforts to individual and program outcomes. This technology will allow AOH PCS to ensure that the directed and intentional efforts being invested by teachers, staff and volunteers are captured and catalogued in an outcome-oriented point of service interface. Real time reports will provide authorized users with instant visibility into what activities and efforts are contributing to individual and programmatic progress toward outcome achievement. Teachers and staff members will be responsible for entering data into the ETO system. The Outcomes Manager and Registrar, overseen by the Program Director, will collect, maintain and report data as required by the Charter School Board and local and federal authorities.

The Campus Website and Portal will be configured on the following platforms:

- Internet Connection: Full T1;
- Workstations-Running Windows 8 Professional- Microsoft Office Suite 8;
- Wireless Access Points for WIFI throughout the school for both Mac-based and Windows laptops;
- Server(s) Intel Xeon Processor(s) Rack Server-Domain Controller, File Server, Web Server and Email Server;
- Cisco Pix Firewall- the PIX is a firewall appliance based on a hardened, specially built operating system, PIX OS, minimizing possible OS-specific security holes; and
- 1Gb Cisco Switches for high speed connections to laptops and workstations.

**c. Major Contracts Planned**

*Lease*

The Academy of Hope currently has a lease agreement with Community Preservation and Development Corporation the term of which runs from December 12, 2007 – December 15, 2016. The initial cost of the lease in the first year was \$66,000 annually. The lease cost will increase to \$70,039.73 per year by the end of the lease agreement. AOH will transfer this lease to the Academy of Hope Public Charter School with consent of AOH’s landlord upon full approval of AOH PSC’s charter school application.

*Procurement of Needed Services*

Services (Value = or exceeding \$25,000)	Timeline
1. Order and manage receipt of textbooks and instructional materials	Summer 2014 (June-July) A properly completed purchase order will be required for each purchase decision. Purchase orders shall be pre-numbered, kept in a secure area in the accounting department, and issued upon request from an authorized purchaser. All purchase orders shall be recorded in a purchase order log. At the end of each accounting period, an aged outstanding purchase order report shall be prepared and distributed to the Executive Director.
2. Order and manage receipt of desks, furniture and classroom equipment	
3. Order and manage receipt of office equipment and supplies	
4. Order and manage receipt of computers, software etc.	
5. Order and manage receipt of kitchen and other necessary equipment and other supplies	

**d. Services Sought from the District of Columbia Public Schools**


No services are expected to be requested from DCPS; however, AOHPCS will look for opportunities for cooperation and collaboration with DCPS where appropriate.

**D. Certifications (Assurances Form)**

**Assurances Form**  
**(This form must be submitted with the application.)**

As the authorized representative of the applicant, I certify that the proposed public charter school:

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*
2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*
2. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*
3. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*
4. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*
5. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*
6. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*
7. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
8. Will provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.
9. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.
10. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.
11. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

 Signature of Authorized Certifying Official	President and CEO Title
Academy of Hope Public Charter School Applicant Organization	March 1, 2013 Date Submitted

**E. Budget**



# Academy of Hope Public Charter School

## **BUDGET NARRATIVE**

The Academy of Hope Public Charter School (AOH PCS) has developed a budget with the following guidelines: planning with existing organization with 28 years of operating history and discussions with similar size organization. The budget is built on an existing proven expense model and very conservative revenue and expense projections. Additionally, we enlisted the services of Goldstar to assist us in the budget process.

### **Revenue**

We project to have revenues of \$3,244,155 in our first year and \$3,222,241 in the second year of operations. Projections are based on the following assumptions:

Per-pupil charter payments, including add-on and facility funding will provide the majority (70% in FY15 and 76% in FY16) of the school's revenue. This revenue is driven by an assumption of serving 220 students in FY15 and 230 students in FY16. The per-pupil revenues will be buttressed by long-term AOH funders, including \$178k already awarded from DOES in FY15, and \$225k for Adult Education from OSSE in FY15 and FY16. AOH anticipates relocating to a larger facility in year 4, which would increase the number of students we could serve to 260.

We used conservative growth assumptions for the revenue. The per-pupil calculation assumes inflation rate of just 2%, matching the rate from the last three years. The facilities allotment will align with increases in the student count.

### **Expenditures**

#### **Staffing Assumptions**

AOH PCS will employ 22 teachers, and a data outcomes manager, who will provide data outcomes support for AOH PCS programs, 12 educational support staff which includes Program and Case Management, Career Counselors, Program and Student Support Directors, 7 administrative staff and 3 development staff members. Our Lead Instructor teacher salaries will start at \$50,000 below average for DCPS levels but common in adult education programs.

Instructors at AOH PCS will provide instruction in a number of subject areas including Reading, Math, Writing & Science Essentials, ESL, Worklife Math & Writing, Academic Reading & Writing, Social Studies, Bridge Math, Careers and Computer classes (IC3).

The Executive Director will provide overall guidance and strategic direction and operational leadership to ensure the school fulfills its mission; work with the Board of Trustees to formulate and carry out the strategic plans and mission of the organization and continue building relationships with outside funders and community leaders.

The Development team at AOH PCS will continue to seek and cultivate relationships with existing private and public foundations, corporations and major donor individuals as well as develop funding opportunities from new sources. This team will be responsible for grant writing, individual donors, our communications efforts in the community and grant reporting as required.

The Senior Director of Finance and Operations will provide the majority of the administrative day-to-day functions, which allows the management team and teachers to execute the academic and career strategies to meet the needs of the target population. During the first 2 years, the Information Technology (IT) function of the organization will continue to be handled internally by Operations personnel and outsourced (as it was under the founding organization) as necessary. The Human Resource (HR) functions will continue to be housed internally.

The Operations/Administrative team will be responsible assisting in the maintenance of the current AOH PCS facilities. The team consists of the Senior Director of Finance and Operations, Operations Manager, 1 FT, 1 PT front desk associate, and the IT Manager, providing Accounting and Finance support. The IT Manager will provide the necessary expertise to keep the IT infrastructure up to date. The team will have the systems in place for billing, cash receipts, financial reporting, auditing and budgeting for the organization.

#### Direct Student Expense Assumptions

Our students will have access to materials, through reference materials technology, that will enable them to reach their academic needs and achieve success.

In the first year, AOH PCS has budgeted \$30,000 for the purchase of new textbooks/workbooks. The cost per student is \$295 in year one, \$301 in year two with cost dropping significantly during this period. In year two performing a multitude of functions via the computer will reduce cost of purchasing new textbooks/workbooks each year.

Costs to purchase student supplies are budgeted much higher in year 1 than in subsequent years. With the new standards for the GED commencing in 2014, many of the materials we presently have and use may not be sufficient materials to move us along with the changing standards. The new purchases will help align our curriculum with these new standards for the GED 2014.

#### Occupancy Assumptions

In years one and two, AOH PCS will occupy current AOH sites at 601 Edgewood St NE #25 Washington DC 20017 (Ward 5) and 3700 9<sup>th</sup> St SE Washington DC 20032 (Ward 8). The amount of the lease is \$70,070 annually. The Ward 5 site has 9,375 sq feet of classroom, office, student lounge and computer lab space for use. The only utility cost absorbed by AOH PCS would be for electrical usage, approximately \$386 per month. The building's management handles all repairs for the space; therefore, AOH PCS will assume no cost for maintenance or repairs. The lease for the Edgewood Street facility expires Dec. 2016. The budget has accounted for AOH PCS moving into a larger facility during 2017. The Ward 8 site has approximately

2,000 sq. feet of space and was entered into under a Memorandum of Understanding agreement in 2010, but no lease agreement was entered. The Ward 8 site also has use of the computer lab on the second floor of the building for our Internet and computer core certification (IC3) class. Under this agreement, AOH PCS bears no cost to use the space and management assumes the cost for all maintenance and repairs. There are no plans currently to relocate the Ward 8 at the present time.

### Office Expenses

The budget was derived using current financial figures and including escalations for inflation.

We anticipate spending \$100 per student in the first year for supplies and \$102 in year two. This will cover such items as paper, pens, pencils, break room supplies, markers, and toner for copier/printers.

AOH PCS will seek to acquire 20 new computers at a cost of \$700 per unit for new staff. Since AOH's inventory of computers require frequent repairs, in year two and subsequent years AOH PCS will look to replacing two units a year as computers have lived their useful life and would be too costly to maintain.

AOH currently maintains a copier lease with Marlin Business in the amount of \$350 per month. This amount includes the per-copy overage and maintenance on the copier. The lease on the copier expires Aug 2015. AOH PCS will replace the current copier with one of equal or lessor cost and better performance. AOH's local and long distance telephone service is currently provided by Broadview Networks. The average monthly cost for phone service is \$442.

AOH PCS has budgeted in \$10,000 in legal fees and an inflation of 2% each year thereafter for legal services as it applies to Special Education circumstances. Payroll cost are based on current expenditures provide by the payroll provider currently being used.

AOH's, transition to a charter school will require additional funds to update letterhead, door signage, business cards for staff, mailers for fundraising appeals, flyers and banners for various forums and events and notification letters noting the name change. It is expected that printing and postage cost in the first year will be higher than in subsequent years due to having to make notification of all changes. AOH will use electronic media where we can to save cost in the first year and over the long term.

### General Expenses

AOH carries corporate Directors and Officers insurance for the organization. First year expected cost for both insurances are \$16,500. The insurance increases by 6% from the prior year but, increases by only 2% in year three. With the acquisition of a new facility in year 4, corporate liability insurance cost will increase by approximately 20% in that year and 2% in year 5.

Staff travel costs will cover non-development staff travel and student field trip costs. Students usually participate in two field trips a year, during the Fall and Spring timeframe.

The Authorizer Fee is the Administration fee paid annually to the PSCB. The fee is .05% of the per-pupil revenue calculation. No fee for an EMO has been calculated since AOH PCS will operate under the auspices of a charter.

#### Excess (or Deficiency)

AOH PCS expects to achieve a surplus in year 1 of \$323,689 (14% of PPF revenue) and a surplus of \$365,666 (15%). AOH PCS expects that it will continue to remain profitable.

#### Planning Year

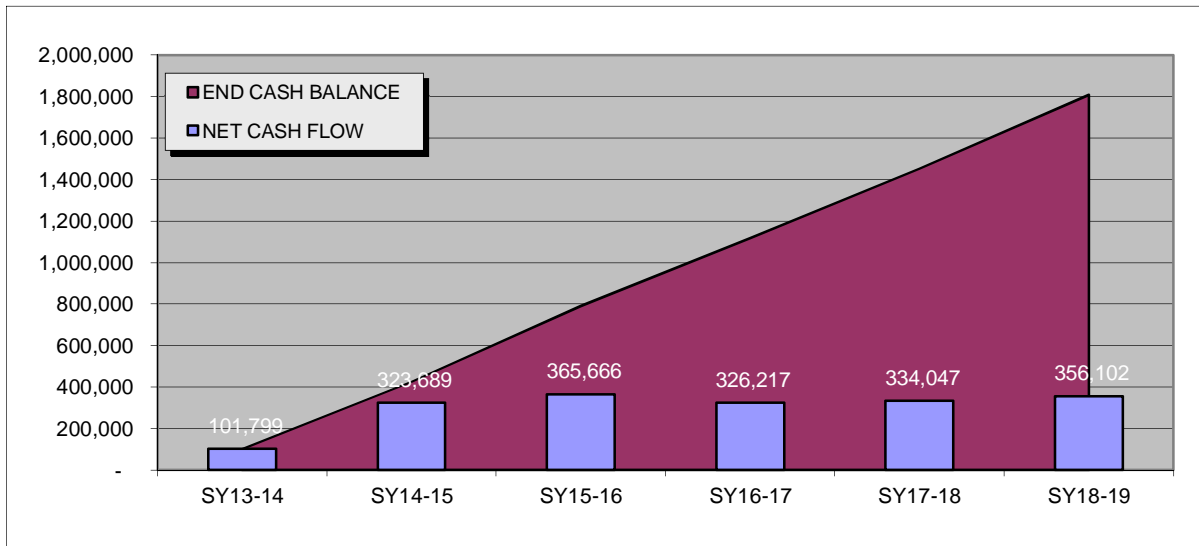
During the planning year, The Executive Director, Senior Management and some existing teaching staff will work towards getting the school ready for opening. This will involve working on scheduling, class curriculums, obtaining needed certificates and licenses and space logistics. In addition, AOH PCS during the 4<sup>th</sup> quarter of the planning year will start the process of interviewing and hiring new instructors.

The Development staff will raise funding from both private/public foundations and from government sources. We have targeted several of our long term funders who have expressed continued support as AOH moves forward with becoming a charter school. As OSSE has funded us in previous years, we expect continued funding for ABE from OSSE in future years.

#### Cash Flow

The organization will experience cash flow challenges in the first year of operations towards the end of September and early October. The hiring of new instructors and purchases of new supplies and equipment will put a strain on the cash position in the early months. This will be offset by the founding organization's cash balance, reserve funding account and the ability of the school to obtain a line of credit. The founding organization currently has an existing line of credit of \$250,000.

Five-Year Snapshot, v2.5  
Academy of Hope PCS



	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19
<b>DRIVERS</b>						
Students	-	220	230	230	260	260
<b>REVENUE</b>						
04 · Per-Pupil Revenue	-	2,281,155	2,437,241	2,499,319	2,898,917	2,970,767
05 · Other Public Revenue	225,000	403,000	225,000	225,000	225,000	225,000
06 · Private Revenue	250,000	560,000	560,000	560,000	555,000	555,000
<b>TOTAL INCOME</b>	<b>475,000</b>	<b>3,244,155</b>	<b>3,222,241</b>	<b>3,284,319</b>	<b>3,678,917</b>	<b>3,750,767</b>
<b>ORDINARY EXPENSE</b>						
07 · Staff-Related Expense	281,482	2,584,267	2,588,211	2,699,288	2,752,313	2,806,388
08 · Occupancy Expense	18,708	74,705	74,798	74,892	367,321	367,457
09 · Additional Expense	16,500	175,865	158,741	159,522	187,513	183,214
9900 · Unforeseen expenses	4,011	14,628	11,397	10,943	21,266	21,060
<b>TOTAL EXPENSE</b>	<b>320,701</b>	<b>2,849,466</b>	<b>2,833,148</b>	<b>2,944,645</b>	<b>3,328,413</b>	<b>3,378,119</b>
<b>NET ORDINARY INCOME</b>	<b>154,299</b>	<b>394,689</b>	<b>389,094</b>	<b>339,673</b>	<b>350,505</b>	<b>372,648</b>
<b>ADDITIONAL CASH FLOW ADJUSTMENTS</b>						
(Incr) / Decr in Net Fixed Assets	(52,500)	(71,000)	(23,428)	(13,457)	(16,457)	(16,546)
<b>NET CASH FLOW</b>	<b>101,799</b>	<b>323,689</b>	<b>365,666</b>	<b>326,217</b>	<b>334,047</b>	<b>356,102</b>
<b>CASH BALANCE</b>						
Beginning Cash Balance	-	101,799	425,488	791,154	1,117,370	1,451,418
Change in Cash	101,799	323,689	365,666	326,217	334,047	356,102
<b>END CASH BALANCE</b>	<b>101,799</b>	<b>425,488</b>	<b>791,154</b>	<b>1,117,370</b>	<b>1,451,418</b>	<b>1,807,520</b>

**Planning Year Budget**

				Planning Year
<b>REVENUES</b>				
1	Per Pupil Charter Payments			
2	Per Pupil Facilities Allowance			
3	Federal Entitlements			
4	Other Government Funding/Grants		225,000	
5	<b>Total Public Funding</b>		225,000	
6	Private Grants and Donations		250,000	
7	Activity Fees			
8	Loans			
9	Other Income (please describe in footnote)			
10	<b>Total Non-Public Funding</b>		250,000	
11	EMO Management Fee (= line 73, col. G)		0	
12				
13				
14	<b>TOTAL REVENUES</b>		<b>\$475,000</b>	
<b>EXPENSES</b>				
<b>Personnel Salaries and Benefits</b>				
15	Principal/Executive Salary		25,000	
16	Teachers Salaries		97,500	
17	Teacher Aides/Assistance Salaries			
18	Other Education Professionals Salaries		55,811	
19	Business/Operations Salaries		16,875	
20	Clerical Salaries			
21	Custodial Salaries			
22	Other Staff Salaries		30,000	
23	Employee Benefits		56,296	
24	Contracted Staff			
25	Staff Development Costs			
26				
27	<b>Subtotal: Personnel Costs</b>		<b>\$281,482</b>	
28				
29	<b>Direct Student Costs</b>			
30	Textbooks		5,000	
31	Student Supplies and Materials		1,000	
32	Library and Media Center Materials			
33	Computers and Materials		2,500	
34	Other Instructional Equipment			
35	Classroom Furnishings and Supplies			
36	Student Assessment Materials			
37	Contracted Student Services			
38	Miscellaneous Student Costs			
39	Unforeseen expenses		425	
40	<b>Subtotal: Direct Student Costs</b>		<b>\$8,925</b>	
41				
42	<b>Occupancy Expenses</b>			
43	Rent		17,508	
44	Mortgage Principal Payments			
45	Mortgage Interest Payments			
46	Building Maintenance and Repairs			
47	Renovation/Leasehold Improvements			
48	Utilities		1,200	
49	Janitorial Supplies			
50	Equipment Rental and Maintenance			
51	Contracted Building Services			
52	Unforeseen expense:		561	
53	<b>Subtotal: Occupancy Expenses</b>		<b>\$19,269</b>	
54				

**Planning Year Budget**

55	<b>Office Expenses</b>				
56	Office Supplies and Materials				2,500
57	Office Furnishings and Equipment				
58	Office Equipment Rental and Maintenance				
59	Telephone/Telecommunications				1,500
60	Legal, Accounting and Payroll Services				
61	Printing and Copying				2,500
62	Postage and Shipping				1,000
63	Other				50,000
64	Unforeseen expenses				2,875
65	<b>Subtotal: Office Expenses</b>				<b>\$60,375</b>
66					
67	<b>General Expenses</b>				
68	Insurance				3,000
69	Interest Expense				
70	Transportation				
71	Food Service				
72	Administration Fee (to PCSB)				
73	EMO Management Fee				
74	Other General Expense				
75	Unforeseen expenses				150
76	<b>Subtotal: General Expenses</b>				<b>\$3,150</b>
77					
78	<b>TOTAL EXPENSES</b>				<b>\$373,201</b>
79					
80	<b>EXCESS (OR DEFICIENCY)</b>				
81	Excess (or deficit) retained by schoc				<b>\$101,799</b>
82	Excess (or deficit) retained by EMC				
Assumes ED, COO, NEPD, SRDA, SDP spends 25% of time on CS related activities					
Other Expense accounts for acquiring a new database application					

Two-Year PCSB-Formatted Budget, v2.5				
Academy of Hope PCS				
		Planning	Operating	Operating
		Year	Year 1	Year 2
		SY13-14	SY14-15	SY15-16
<b>REVENUE</b>				
01. Per Pupil Charter Payments	-	1,652,835	1,767,224	
02. Per Pupil Facilities Allowance	-	628,320	670,018	
03. Federal Entitlements	-	-	-	
04. Other Government Funding/Grants	225,000	403,000	225,000	
05. Private Grants and Donations	250,000	560,000	560,000	
06. Activity Fees	-	-	-	
07. Other Income (please describe in footnote)	-	-	-	
<b>TOTAL REVENUES</b>	<b>475,000</b>	<b>3,244,155</b>	<b>3,222,241</b>	
<b>ORDINARY EXPENSE</b>				
<b>Personnel Salaries and Benefits</b>				
08. Principal/Executive Salary	25,000	102,000	104,040	
09. Teachers Salaries	97,500	858,462	875,631	
10. Teacher Aides/Assistance Salaries	-	41,820	42,656	
11. Other Education Professionals Salaries	55,811	633,257	645,922	
12. Business/Operations Salaries	16,875	152,250	168,045	
13. Clerical Salaries	-	41,325	42,152	
14. Custodial Salaries	-	-	-	
15. Other Staff Salaries	30,000	159,056	162,237	
16. Employee Benefits	56,296	393,742	402,755	
17. Contracted Staff	-	186,475	131,875	
18. Staff Development Expense	-	15,880	12,898	
<b>Subtotal: Personnel Expense</b>	<b>281,482</b>	<b>2,584,267</b>	<b>2,588,211</b>	
<b>Direct Student Expense</b>				
19. Textbooks	5,000	30,000	3,014	
20. Student Supplies and Materials	1,000	22,440	15,000	
21. Library and Media Center Materials	-	-	-	
22. Student Assessment Materials	-	16,500	17,595	
23. Contracted Student Services	-	-	-	
24. Miscellaneous Student Expense **	-	-	-	
<b>Subtotal: Direct Student Expense</b>	<b>6,000</b>	<b>68,940</b>	<b>35,609</b>	
<b>Occupancy Expenses</b>				
25. Rent	17,508	70,070	70,070	
26. Building Maintenance and Repairs	-	-	-	
27. Utilities	1,200	4,635	4,728	
28. Janitorial Supplies	-	-	-	
29. Contracted Building Services	-	-	-	
<b>Subtotal: Occupancy Expenses</b>	<b>18,708</b>	<b>74,705</b>	<b>74,798</b>	
<b>Office Expenses</b>				
30. Office Supplies and Materials	2,500	22,083	23,549	
31. Office Equipment Rental and Maintenance	-	4,200	4,284	



32. Telephone/Telecommunications	1,500	5,299	5,405
33. Legal, Accounting and Payroll Services	-	15,940	31,259
34. Printing and Copying	2,500	10,566	6,628
35. Postage and Shipping	1,000	7,271	7,754
36. Other	-	11,660	12,434
<b>Subtotal: Office Expenses</b>	<b>7,500</b>	<b>77,019</b>	<b>91,311</b>
<b>General Expenses</b>			
37. Insurance	3,000	16,500	17,595
38. Transportation	-	2,000	2,040
39. Food Service	-	-	-
40. Administration Fee (to PCSB)	-	11,406	12,186
41. Management Fee	-	-	-
42. Other General Expense	-	-	-
43. Unforeseen Expenses	4,011	14,628	11,397
<b>Subtotal: General Expenses</b>	<b>7,011</b>	<b>44,534</b>	<b>43,218</b>
<b>TOTAL ORDINARY EXPENSES</b>	<b>320,701</b>	<b>2,849,466</b>	<b>2,833,148</b>
<b>Net Ordinary Income</b>	<b>154,299</b>	<b>394,689</b>	<b>389,094</b>
<b>Additional Cash Flow Adjustments / Capital Budget</b>			
(Incr) / Decr in Computers and Materials	(2,500)	(64,000)	(16,428)
(Incr) / Decr in Classroom Furnishings and Supplies	-	(2,500)	(2,500)
(Incr) / Decr in Office Furnishings and Equipment	(50,000)	(4,500)	(4,500)
(Incr) / Decr in Renovations/Leasehold Improvement	-	-	-
<b>Subtotal: Additional Cash Flow Adjustments</b>	<b>(52,500)</b>	<b>(71,000)</b>	<b>(23,428)</b>
<b>NET CASH FLOW</b>	<b>101,799</b>	<b>323,689</b>	<b>365,666</b>
<b>Assumptions</b>			
Student Enrollment	-	220	230
Facility Size (square footage)	-	9,375	9,375
Average Teacher Salary	-	40,879	41,697
Number of Teachers	3	21	21
Student / Teacher Ratio	-	10 to 1	11 to 1

## 2 Year Capital Budget Expenditures

2 Year Capital Budget Expenditures			
<b>DETAIL -YEAR 1</b>			
<b>Classroom</b>			
Description	Count	Unit Price	Total
Laptops	70	\$714	\$50,000
Desk/Tables	6	\$200	\$1,303
Chairs	9	\$133	\$1,197
<b>Total</b>			<b>\$52,500</b>
<b>Administrative</b>			
Computers	20	\$700	\$14,000
<b>SUMMARY</b>			
Classroom	85	\$1,047	\$52,500
Administrative	20	\$700	\$14,000
<b>Total Capital Budget-Year 1</b>			<b>\$66,500</b>
<b>DETAIL -YEAR 2</b>			
<b>Classroom</b>			
Description	Count	Unit Price	Total
Laptops	20	\$750	\$15,000
Desk/Tables	6	\$200	\$1,303
Chairs	9	\$133	\$1,197
<b>Total</b>			<b>\$17,500</b>
<b>Administrative</b>			
Computers	2	\$714	\$1,428
<b>SUMMARY</b>			
Classroom	35	\$1,083	\$17,500
Administrative	2	\$714	\$1,428
<b>Total Capital Budget-Year 1</b>			<b>\$18,928</b>

Five-Year PCSB-Formatted Budget, v2.5						
Academy of Hope PCS						
	Planning	Operating	Operating	Operating	Operating	Operating
	Year	Year 1	Year 2	Year 3	Year 4	Year 5
	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19
<b>REVENUE</b>						
01. Per Pupil Charter Payments	-	1,652,835	1,767,224	1,815,901	2,110,907	2,166,996
02. Per Pupil Facilities Allowance	-	628,320	670,018	683,418	788,011	803,771
03. Federal Entitlements	-	-	-	-	-	-
04. Other Government Funding/Grants	225,000	403,000	225,000	225,000	225,000	225,000
05. Private Grants and Donations	250,000	560,000	560,000	560,000	555,000	555,000
06. Activity Fees	-	-	-	-	-	-
07. Other Income (please describe in footnote)	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>475,000</b>	<b>3,244,155</b>	<b>3,222,241</b>	<b>3,284,319</b>	<b>3,678,917</b>	<b>3,750,767</b>
<b>ORDINARY EXPENSE</b>						
Personnel Expense	281,482	2,584,267	2,588,211	2,699,288	2,752,313	2,806,388
Direct Student Expense	6,000	68,940	35,609	33,247	47,742	39,102
Occupancy Expenses	18,708	74,705	74,798	74,892	367,321	367,457
Office Expenses	7,500	77,019	91,311	93,751	102,461	105,986
General Expenses	7,011	44,534	43,218	43,467	58,576	59,187
<b>TOTAL ORDINARY EXPENSES</b>	<b>320,701</b>	<b>2,849,466</b>	<b>2,833,148</b>	<b>2,944,645</b>	<b>3,328,413</b>	<b>3,378,119</b>
<b>NET ORDINARY INCOME</b>	<b>154,299</b>	<b>394,689</b>	<b>389,094</b>	<b>339,673</b>	<b>350,505</b>	<b>372,648</b>
Fixed Asset Purchases	(52,500)	(71,000)	(23,428)	(13,457)	(16,457)	(16,546)
<b>NET CASH FLOW</b>	<b>101,799</b>	<b>323,689</b>	<b>365,666</b>	<b>326,217</b>	<b>334,047</b>	<b>356,102</b>
<b>Assumptions</b>						
Student Enrollment	-	220	230	230	240	240
Facility Size (square footage)	-	9,375	9,375	9,375	13,000	13,000
Average Teacher Salary	-	40,879	41,697	42,531	43,381	44,249
Number of Teachers	3	21	21	21	21	21
Student / Teacher Ratio		10 to 1	11 to 1	11 to 1	11 to 1	11 to 1

SY13-14 Monthly Forecast, v2.5											2/28/13	
Academy of Hope PCS												
	Jul Y1	Aug Y1	Spt Y1	Oct Y1	Nov Y1	Dec Y1	Jan Y1	Feb Y1	Mar Y1	Apr Y1	May Y1	Jun Y1
<b>REVENUE</b>												
04 - Per-Pupil Revenue												
400 - Per-Pupil Operating Revenue	-	-	-	-	-	-	-	-	-	-	-	-
410 - Per-Pupil Facility Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Total 04 - Per-Pupil Revenue	-	-	-	-	-	-	-	-	-	-	-	-
05 - Other Public Revenue												
500 - Public Grants	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750
510 - Public Programs	-	-	-	-	-	-	-	-	-	-	-	-
Total 05 - Other Public Revenue	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750
06 - Private Revenue												
600 - Private Grants	-	-	-	-	-	-	-	-	-	66,667	66,667	66,667
610 - Released From Restriction	-	-	-	-	-	-	-	-	-	-	-	-
620 - Private Contributions	-	-	-	-	-	-	8,333	8,333	8,333	8,333	8,333	8,333
630 - Activity Fees	-	-	-	-	-	-	-	-	-	-	-	-
640 - School Sales	-	-	-	-	-	-	-	-	-	-	-	-
650 - Additional Revenue	-	-	-	-	-	-	-	-	-	-	-	-
670 - Donated Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Total 06 - Private Revenue	-	-	-	-	-	-	8,333	8,333	8,333	75,000	75,000	75,000
<b>TOTAL REVENUE</b>	<b>18,750</b>	<b>18,750</b>	<b>18,750</b>	<b>18,750</b>	<b>18,750</b>	<b>18,750</b>	<b>27,083</b>	<b>27,083</b>	<b>27,083</b>	<b>93,750</b>	<b>93,750</b>	<b>93,750</b>
<b>ORDINARY EXPENSE</b>												
07 - Staff-Related Expense												
700 - Curricular Salaries	-	-	-	-	-	-	16,250	16,250	16,250	16,250	16,250	16,250
710 - Supplemental Service Salaries	-	-	-	-	-	-	12,114	12,114	12,114	12,114	12,114	12,114
720 - Supplemental Program Salaries	-	-	-	-	-	-	-	-	-	-	-	-
730 - Management/Development Salaries	-	-	-	-	-	-	9,167	9,167	9,167	9,167	9,167	9,167
740 - Employee Benefits	-	-	-	-	-	-	9,383	9,383	9,383	9,383	9,383	9,383
750 - Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-
760 - Professional Development	-	-	-	-	-	-	-	-	-	-	-	-
770 - Contracted Staff	-	-	-	-	-	-	-	-	-	-	-	-
780 - Other Staff Expense	-	-	-	-	-	-	-	-	-	-	-	-
Total 07 - Staff-Related Expense	-	-	-	-	-	-	46,914	46,914	46,914	46,914	46,914	46,914
08 - Occupancy Expense												
800 - Occupancy Rent Expense	1,459	1,459	1,459	1,459	1,459	1,459	1,459	1,459	1,459	1,459	1,459	1,459
810 - Occupancy Service Expense	100	100	100	100	100	100	100	100	100	100	100	100
Total 08 - Occupancy Expense	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559
09 - Additional Expense												
900 - Direct Student Expense	1,750	1,750	1,750	83	83	83	83	83	83	83	83	83
910 - Office Expense	208	208	208	208	208	208	1,042	1,042	1,042	1,042	1,042	1,042
920 - Business Expense	-	-	-	-	-	-	500	500	500	500	500	500
930 - Business Fees	-	-	-	-	-	-	-	-	-	-	-	-
940 - Donated Products and Services	-	-	-	-	-	-	-	-	-	-	-	-
990 - Operating Contingency	-	-	-	-	-	-	-	-	-	-	-	4,011
Total 09 - Additional Expense	1,958	1,958	1,958	292	292	292	1,625	1,625	1,625	1,625	1,625	5,636
<b>Total ORDINARY EXPENSE</b>	<b>3,517</b>	<b>3,517</b>	<b>3,517</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>50,098</b>	<b>50,098</b>	<b>50,098</b>	<b>50,098</b>	<b>50,098</b>	<b>54,109</b>
<b>NET ORDINARY INCOME</b>	<b>15,233</b>	<b>15,233</b>	<b>15,233</b>	<b>16,899</b>	<b>16,899</b>	<b>16,899</b>	<b>(23,014)</b>	<b>(23,014)</b>	<b>(23,014)</b>	<b>43,652</b>	<b>43,652</b>	<b>39,641</b>
11 - Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
12 - Interest	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	<b>15,233</b>	<b>15,233</b>	<b>15,233</b>	<b>16,899</b>	<b>16,899</b>	<b>16,899</b>	<b>(23,014)</b>	<b>(23,014)</b>	<b>(23,014)</b>	<b>43,652</b>	<b>43,652</b>	<b>39,641</b>
<b>CASH FLOW ADJUSTMENTS</b>												
Plus Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
(Incr) / Decr in Accounts Receivable												
(Incr) / Decr in Per-Pupil Receivable	-	-	-	-	-	-	-	-	-	-	-	-
(Incr) / Decr in Other Public Receivable	-	-	-	-	-	-	-	-	-	-	-	-
(Incr) / Decr in Private Receivable	-	-	-	-	-	-	-	-	-	-	-	-
Total (Incr) / Decr in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-
(Incr) / Decr in Other Current Assets												
(Incr) / Decr in Prepaid, Deposits & Advances	-	-	-	-	-	-	-	-	-	-	-	-
(Incr) / Decr in Intracompany Receiv / (Pay)	-	-	-	-	-	-	-	-	-	-	-	-
Total (Incr) / Decr in Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-
(Incr) / Decr in Net Fixed Assets												
(Incr) / Decr in Operating Net Fixed Assets	(50,833)	(833)	(833)	-	-	-	-	-	-	-	-	-
(Incr) / Decr in Facility Net Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-
Total (Incr) / Decr in Net Fixed Assets	(50,833)	(833)	(833)	-	-	-	-	-	-	-	-	-
Incr / (Decr) in Current Liabilities												
Incr / (Decr) in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-
Incr / (Decr) in Credit Accounts	-	-	-	-	-	-	-	-	-	-	-	-
Incr / (Decr) in Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Incr / (Decr) in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-
Incr / (Decr) in Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Incr / (Decr) in Short-Term Debt	-	-	-	-	-	-	-	-	-	-	-	-
Total Incr / (Decr) in Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	-
Incr / (Decr) in Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-
Incr / (Decr) in Restricted Net Assets	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL CASH FLOW ADJUSTMENTS</b>	<b>(50,833)</b>	<b>(833)</b>	<b>(833)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>OPERATING CASH FLOW</b>	<b>(35,601)</b>	<b>14,399</b>	<b>14,399</b>	<b>16,899</b>	<b>16,899</b>	<b>16,899</b>	<b>(23,014)</b>	<b>(23,014)</b>	<b>(23,014)</b>	<b>43,652</b>	<b>43,652</b>	<b>39,641</b>

**F. Résumés, Board Member Agreements, and Statements of Interest and Qualifications**

# Bryan Rivera

## EDUCATION

**University of Chicago**, School of Social Service Administration, Chicago, IL  
M.A. in Social Service Administration

- Concentration in Management, Strategic Planning and Financial Analysis.

**Villanova University**, Villanova, PA  
B.A. in Political Science

## PROFESSIONAL EXPERIENCE

**Department of Health and Human Services**, Rockville, MD

Oct 2010 – Present

**Health Resources Services Administration (HRSA)**

**Senior Grants Management Specialist**, Division of Grants Management Operations, Health Center Branch

- Advise Division of Grants Policy and other internal stakeholders on program guidance budget and financial instructions and requirements.
- Serve as branch lead and work with Project Management Office (PMO) REI Systems to develop HRSA's management processes and business rules for the national Health Information Technology grant program and the Capital Development grant program.
- Provide authoritative advice and technical financial assistance to external stakeholders regarding discretionary and mandatory grants policy issues.
- Train Health Center Branch grants staff on how to analyze Capital Development reports for federal interest in real property.
- Make critical recommendations for significant grant actions such as awards, modifications, and suspensions.
- Analyze federal financial reports and budgets submitted under program announcements. Assess grantee's ability to meet specialized financial performance requirements associated with grant programs.
- Manage a grant portfolio of HRSA supported health centers of over 40 million dollars.

**Corporation for National and Community Service**

April 2008 – Oct 2010

**Program Officer**, AmeriCorps, Washington, DC (March 2009 – Oct 2010)

- Work with PMO, Office of Strategic Planning, and in partnership with the Department of Housing and Urban Development and the Urban League to develop and create the agency's first National Performance Measure Plan for economic opportunity focus area grantees.
- Designed and managed AmeriCorps grants social media strategy, including development of tools and creative use of existing media.
- Provided technical assistance and policy interpretation on federal regulations and agency guidance daily, including site visits and post-award evaluations.
- Conducted outreach to new organizations for AmeriCorps funding.
- Managed a diverse grant portfolio of national nonprofits and universities totaling 3 million dollars.

**State Program Specialist**, Office of Field Liaison, San Juan, PR (April 2008 – March 2009)

- Conducted training for program sponsor supervisors in best practices for successful program execution, performance measurement and member supervision.
- Advised potential sponsors in planning and designing of grant applications for VISTA and Senior Corps funding.
- Monitored and evaluated projects operations through on-site compliance monitoring and progress report review and feedback, including performance measurement requirements.
- Managed a portfolio of local AmeriCorps\*VISTA and Senior Corps programs totaling 2 million dollars.

**Department of Housing, City of Chicago**, Chicago, IL

Sept 2007 – April 2008

**Assistant Program Manager**, Supportive Housing Division

- Created strategic cost-benefit analysis on the "Street-to-Home Initiative" which reflected how the program saved the city over one million dollars annually in public service costs to serve the homeless.
- Co-authored "Chicago's Plan to End Homelessness: 2007 Annual State of the Plan Report"
- Assisted in management and evaluation of city's partnerships and programs for the homeless.

- Helped to write city's Continuum of Care federal grant application with the city's nonprofit partners to address housing and homeless issues.
- Created database system to keep track of city's Rental Housing Support Program units which provided dedicated affordable rental opportunities to low-income clients.

## **LEADERSHIP AND SKILLS**

### The Project Management Institute Training

- PMBOK standards
- Practical Results-Based Management
- Project Scope and Risk Management

### Areas of Expertise

- Federal Appropriations Law
- Federal Grants and Cooperative Agreements
- Federal Cost Principles
- Federal Interest in Real Property
- Public Health Service Act

### Board Membership

- Academy of Hope, Washington, DC - Board of Directors member since 2009; leadership role in Strategic Planning Committee.

### Language

- Native Spanish speaker; Fluent in French.

References available upon request



**Academy of Hope Public Charter School  
Board Member Performance Expectations  
Agreement**

Oversee the programmatic and fiscal well-being of the organization including:

- 1) Reviewing and adopting policies and programs that further the mission of the Academy of Hope PCS
- 2) Monitoring student achievement and outcomes
- 3) Enhancing the school's public standing as ambassadors, representatives and advocates of the school community
- 4) Reviewing and approving the annual AoH PCS budget
- 5) Working with staff and volunteers to produce the income required to meet budgeted goals
- 6) Hiring and evaluating the Executive Director
- 7) Overseeing the strategic direction of the school and the development of the strategic plan
- 8) Continuously reviewing the mission for accuracy and validity
- 9) Proposing candidates for election to the Board of Trustees who will further the work of the organization.
- 10) Respecting and treating courteously all constituencies of the Academy of Hope Public Charter School, including students, faculty, staff, and volunteers.
- 11) Recognizing that the Academy's programs exist to serve its students and that the faculty and staff are partners with the Board of Trustees in carrying out the mission of the Academy of Hope Public Charter School.
- 12) Regular attendance at 75% of all Board and committee meetings.
- 13) Make an annual financial contribution to the organization.

Board Member Signature

02-25-2013

Date



February 12, 2013

To Whom It May Concern:

As a Founding Group member of the Academy of Hope Public Charter School (AOH), I have contributed programmatic and community development policy experience to ensure a charter school model that meets high standards of student achievement. I have a Master's degree in Social Service Administration and 8 years of experience in community development, planning and organizing and federal grants regulations, oversight and monitoring.

After receiving our charter, I will support the school's programmatic curriculum and community engagement and oversight particularly in areas that might require federal government regulatory compliance. I look forward to applying the knowledge I have gained from working with community organizations and federal government grantees to make AOH a high-achieving charter school in DC.

I believe my experience in community development and federal grant policy regulations will prove invaluable to Academy of Hope regulatory compliance and I am committed to serving on the Board of Trustees to ensure that our goals are met.

Sincerely,



Bryan Rivera

Founding Group Member

# Larry Condelli

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## Education

Ph.D.	1984, University of California, Santa Cruz, Social Psychology
M.A.	1979, California State University, Northridge, Psychology
B.A.	1976, University of Southern California, Los Angeles, Psychology

## Present Position

### **Managing Director, American Institutes for Research (AIR)**

Conduct and direct research, evaluation, and technical assistance projects examining education and employment policy issues and initiatives. Further responsibilities include designing and managing research projects of a value of \$5 million per year, supervising and conducting data collection and analysis procedures, developing technical assistance materials, and preparing reports and memoranda for federal policymakers.

## Professional Experience

### **Project Director, National Reporting System for Adult Education, Division of Adult Education and Literacy, U.S. Department of Education, AIR (1997–Present)**

Direct design and development of national outcome-based reporting system for federally funded adult education program. Responsibilities include developing overall design of the system, developing definitions of measures, establishing data-collection procedures, pilot testing methodologies, and developing training and technical assistance for states to implement system.

### **Senior Advisor and Task Leader, Promoting Teacher Effectiveness in Adult Education, U.S. Department of Education (2011-Present)**

Provides oversight and guidance to the project director and staff on developing teacher competencies and induction models to improve effectiveness of teaching in adult basic literacy education. Also leads task on secondary analysis of adult education data to identify correlates of teaching effectiveness.

### **Task Leader, Promoting College and Career-Ready Standards in Adult Basic Education, U.S. Department of Education (2011-Present)**

Leads task under subcontract to align adapted Common Core Standards for adult education to the national Reporting System Framework.

### **Senior Advisor, Supporting Teacher Quality Across Content Areas in Adult Education, U.S. Department of Education (2009-Present)**

Provides oversight and guidance to the project director and staff on developing professional development institutes to improve the quality of instruction for teachers of adult basic education.

**Senior Advisor, Aligning Adult Education National Leadership Activities Across Content Areas (2010-2012)**

Provides oversight and guidance to the project director and staff on developing a system alignment model for OVAE's national leadership projects supporting professional development for teachers.

**Principal Investigator, Evaluation of the English for Heritage Language Speakers Program, National Security Education Program. U.S. Department of Defense, AIR (2010-2011)**

Provided conceptual guidance and oversight on the evaluation of a English language and professional development program for adult from high priority language backgrounds for careers in the federal national security agencies.

**Co-Project Director, Evaluation of the Impact of Explicit Literacy Instruction on Adult ESL Learners, U.S. Department of Education, AIR (2004–2010)**

Direct national research study to evaluate an explicit literacy curriculum on adult English as a second language (ESL) learners, using a randomized field trial.

**Senior Advisor, Transitioning English Language Learners, U.S. Department of Education (2008-2011)**

Consults with project director and subject matter experts on project plan, conceptual issues, project management and key deliverables. Provides quality review of all reports and products.

**Senior Advisor, Strengthening Adult Education Services in Rural Education, U.S. Department of Education (2006-2008)**

Provide conceptual guidance and oversight on the overall project and technical assistance to states on data and accountability issues.

**Principal Investigator, Adult Numeracy Initiative, U.S. Department of Education, AIR (2005-2007)**

Provide conceptual guidance and oversight to develop a research agenda and improve practice of adult numeracy instruction for adult students.

**Co-Project Director, Identifying Promising Interventions for Adult ESL Literacy Students, U.S. Department of Education, AIR (2003–2004)**

Conducted a literature review of current and past research on adult basic education and ESL instruction to inform a planned experimental study of instruction on adult ESL students. Assisted the client in the development of the proposed design.

**Senior Content Specialist, Programs for Increasing Adult Literacy, What Works Clearinghouse, U.S. Department of Education, AIR (2003)**

Directs evidence report examining the effectiveness of programs for increasing adult literacy.

**Project Director, “What Works” Study for Adult ESL Students, U.S. Department of Education, AIR (1995–2002)**

Directed national study of instructional approaches and methods for improving literacy skills of low-level adult ESL learners. Developed study plan that included surveys to identify the range and prevalence of instructional approaches for ESL literacy students and developed a design to examine the effectiveness of instructional interventions in 38 adult ESL classes. Responsibilities included developing classroom observation guides, student record forms, instructor logs, and mail and telephone survey instruments. Supervised onsite field data collection staff. Designed and implemented data analysis plan and procedures. Acted as lead author of project reports.

**Area Leader, National Assessment of Adult Literacy, U.S. Department of Education, AIR (1999–2002)**

Developed a performance-based alternative assessment to measure the literacy skills of low-literacy adults, especially ESL adults.

**Project Director, Student Record Software Development, Alabama Department of Education, AIR (1999–2002)**

Direct project to develop student record software for Alabama’s adult education and literacy providers.

**Project Director, Technical Assistance Project for State Accountability and Assessment, for the Division of Adult Education and Literacy, U.S. Department of Education, AIR (1993–1997)**

Managed technical assistance project to assist state education staff in managing, evaluating, and administering adult education program activities including providing and coordinating onsite technical assistance; conducting an annual training institute for state staff; developing software, training, and assistance in administrative technology; and developing materials to assist states in providing adult education services.

**Project Director, Analysis of Longitudinal Data on Adult Education Clients, for the Planning and Evaluation Service, U.S. Department of Education, AIR (1994–1995)**

Managed this reanalysis of data from National Evaluation of Adult Education Programs. Project included preparation of three reports on the results of the reanalysis: (1) implications for adult education policy, (2) implications for adult education practice, and (3) methodological issues.

**Task Manager, Field Test of the Enhanced Evaluation Model for Adult Education Program, for the Division of Adult Education and Literacy, U.S. Department of Education, AIR (1992–1993)**

Managed field test of evaluation methodology and measures for the state adult education program. Project involved 55 local programs in nine states that collect student and program data, including test scores, attendance and progress measures, and measures of the federal model indicators of program quality. Oversaw development of a management information system and questionnaires, development of the data analysis plan, and preparation of state reports.

**Deputy Project Director, Saudi Arabia Skills Assessment and Skills Development Center Project, for the Council for Special Education, AIR (1992–1993)**

Assisted project manager in oversight of project work, developed plans for student recruitment and center operation, developed academic program for students, and assisted Saudi Arabian graduate students in their training.

**Task Manager, Development of Model Indicators of Program Quality, for Adult Education for the Division of Adult Education and Literacy, U.S. Department of Education, AIR (1991–1992)**

Managed the federal process for developing model indicators of program quality for adult education required by the National Literacy Act of 1991. The project included conducting a comprehensive review of existing indicators, reviewing the experience of other federal programs in using indicators and performance standards, holding focus groups of national experts to obtain input, and drafting indicators.

**Task Manager, State Adult Education Evaluation Assistance Project, for the Division of Adult Education and Literacy, U.S. Department of Education, AIR (1991)**

Developed general evaluation model, resource materials, and forms to assist states in evaluating their adult education and ESL programs. Project also includes providing hands-on technical assistance to 12 states to assist them in planning and implementing their evaluations.

**Research Analyst, Building State and Local Capacity for Jobs Opportunities and Basic Skills (JOBS) Program Implementation for the Family Support Administration, Department of Health and Human Services, AIR (1991–1992)**

Developed technical assistance plans and materials for assisting states and local providers to implement the JOBS component of the Family Support Act. Facilitated workshops on implementing effective employment and training models.

**Project Manager, Practical Guidance for Strengthening Private Industry Councils, for the Employment and Training Administration, U.S. Department of Labor, AIR (1989–1990)**

Designed study of effective operation procedures of private industry councils (PICs). Developed survey; conducted interviews of PIC staff; and prepared case studies, analytic report, and technical assistance guide for PICs.

**Senior Analyst, National Study of Guardian ad Litem Representation, for the Administration for Children, Youth, and Families, U.S. Department of Health and Human Services, AIR (1989–1990)**

Supervised telephone survey of national sample of U.S. counties on the legal representation of abused and neglected children. Other responsibilities included developing a study design and questionnaire.

**Project Manager, National Evaluation of the Impact of Guardian ad Litem Representation on Child Abuse and Neglect Judicial Proceedings, for the**

**Administration for Children, Youth, and Families, Department of Health and Human Services (1986–1987)**

Designed and conducted study of nine programs' legal representation of abused and neglected children. Developed study design and surveys; interviewed attorneys, child representatives, children, and families; and prepared final report.

**Management Information Coordinator, Technical Support for the Comprehensive Child Development Program, for the Head Start Bureau, Department of Health and Human Services (1989–1990)**

Assisted in designing, implementing, and training grantee staff on a client management information system for the comprehensive child development program. Responsible for identifying data elements for the system, supervising computer programmers, designing training of grantees on the system, and managing day-to-day operations.

**Project Manager, Evaluation of the Services Integration Pilot Projects, for the Office of Planning and Development, Department of Health and Human Services (1987)**

Managed an evaluability assessment of four pilot sites implementing an integrated human service delivery approach.

**Project Manager, An Assessment of Approaches to Collecting Data on Officially Received Child Maltreatment Reports, Administration for Children, Youth, and Families, Department of Health and Human Services (1985–1986)**

Developed recommendations for improving official mechanisms for reporting to state and federal agencies the incidence of child maltreatment and neglect.

**Senior Analyst, Evaluation of Reunification for Minority Children in Foster Care, Administration for Children, Youth, and Families, Department of Health and Human Services (1985–1986)**

Developed research design, protocols, and analysis of an evaluation of foster care reunification policies in selected states. Also conducted site visits and assisted in writing final reports.

**Senior Data Analyst, Head Start Evaluation, Synthesis, and Utilization Project, Head Start Bureau, Department of Health and Human Services (1984–1985)**

Served as chief data analyst of a meta-analysis of Head Start research and assisted in writing the final report.

## **Employment History**

- 1994–Present** Managing Director, Education and Human Development Group, AIR
- 1990–1994** Senior Research Analyst, Pelavin Associates, Inc.
- 1984–1990** Senior Associate, CSR, Incorporated
- 1983–1984** Statistical Consultant, University of California Computer Center
- 1980–1983** Statistical Analyst, Planned Parenthood of Santa Cruz County
- 1979–1983** Research Associate, University of California, Psychology Board

## Service to the Profession

Adult Education Content Expert, ERIC Advisory Board, Institute for Education Sciences, U.S. Department of Education, 2004–present.

Adult Literacy Research Working Group, National Institute for Literacy, 2004–2006.

Advisory Board, OVAE Adult ESL Assessment Project, Center for Applied Linguistics, 2004–2005.

Consultant to the National Research and Development Centre (NDRC) for Adult Literacy and Numeracy, Institute for Education, University of London, England, on designing a series of studies on adult literacy and numeracy, 2003-05.

Consultant to Alabama State Department of Education on accountability and using data for program improvement, 2001–2003.

Advisory Board Member, Development of the C-BEST (Assessment of oral language skills for ESL learners), Center for Applied Linguistics, 2001–2002.

Consultant to the Georgia Department of Technical and Adult Education on developing quality indicators and evaluation procedures, 1993.

Consultant to the Pennsylvania Department of Education, Bureau of Vocational and Adult Education on quality indicators, 1993.

Consultant to Illinois Department of Commerce and Community Affairs on measuring effectiveness of JTPA Program, 1987.

Consultant to the National Adoption Exchange in Philadelphia, PA, to conduct statistical analyses to determine the characteristics of families adopting and seeking to adopt special needs children, 1985.

Consultant to Health Choice, Portland, OR, a health care consulting firm, on devising, conducting, and analyzing a telephone survey of health insurance needs assessment, 1983.

Consultant to the California Public Utilities Commission, San Francisco, CA, on methodological issues in evaluating utility company conservation research, 1982–1983.

Consultant to Planned Parenthood of Monterey, CA, on evaluating a high school peer educator sex education program, 1981.

## Professional Affiliations

Teachers of English as a Second Language  
Low Educated Second Language and Literacy Acquisition (LESLLA) for Adults: Am  
International Forum, founding member  
Adults Learning Mathematics

## **Publications**

### ***Journal Articles***

- Smollar, J., & Condelli, L. (1991). Residential placement of youth: Pathways, alternatives, and unresolved issues. *Children Today*, 19(6), 4–8.
- Condelli, L. (1986). Social and attitudinal determinants of contraceptive choice: Using the health belief model. *Journal of Sex Research*, 22(4).
- Condelli, L., & Shaw, J. (1986). Effects of compliance outcome and basis of power on the powerholder—target relationship. *Personality and Social Psychology Bulletin*, 12, 236–246.
- Condelli, L., Archer, D. Aronson, A. Pettigrew, T., Curbow, B., & White, L. (1984). Improving utility conservation research: Outcomes, interventions, and evaluations. *Energy*, 9, 485–494.
- Condelli, L., Archer, D. Aronson, A. Pettigrew, T., Curbow, B. & White, L. (1984). Energy conservation research of California’s utilities: A meta-evaluation. *Evaluation Review*, 8, 167–186.

### ***Books and Book Chapters***

- Condelli, L., Wrigley, H. & Yoon, K.S. (2009). “What Works” for Adult Literacy Students of English as a Second Language. In S. Reder & J. Bynner (Eds.). *Tracking Adult Literacy and Numeracy Skills: Findings from Longitudinal Research*. New York and London: Routledge.
- Condelli, L. and Wrigley, H. (2006). Instruction, language and Literacy: What Works Study for Adult ESL Literacy Students. In I. van de Craats, Jeanne Kurvers & Martha Young Scholten (Eds.). *Low Educated Adult Second Language and Literacy Acquisition: Proceedings of the Inaugural Symposium - Tilburg 05*. Utrecht, Netherlands: LOT
- Condelli, L. (2007). Accountability and program quality: The third wave. In A. Belzer (Ed.), *Toward Defining and Improving Quality in Adult Basic Education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Condelli, L. (1988). The contraceptive utilities intention and knowledge scale. In C. M. Davis & W. L. Yarber (Eds.), *Sexuality related measures: A compendium*. Graphic Publishing Co.

### ***Technical Reports***

- Condelli, L., Shaewitz, D., Hollender, D., Movit, M., Yin, M. & Cronen, S. (2012). *NRS Guide to State Longitudinal Data Systems*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.
- Condelli, L., Pane, N., Shaewitz, D. & Corley, M. (2011). *The NRS Smart Guide to Fiscal Management for Adult Education Programs*. Washington, DC: U.S. Department of



- Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.
- Condelli, L., Cronen, S., Bos, J., Tseng, F., & Altuna, J. (2010). *The Impact of a literacy Intervention for Low-Literate Adult ESL Learners*. Washington, DC: U.S. Department of Education, NCEE, Institute of Education Sciences.
- Condelli, L., Pane, N., Shaewitz, D. & Corley, M. (2010). *Diving Deep into the Local NRS Data Pool: Attendance, Educational Gains and Transition Outcomes*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.
- Condelli, L., Pane, N., Shaewitz, D. & Corley, M. (2009). *The Local Connection: Building a Community of Data Use Learners*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.
- Condelli, L.; Safford-Ramus, K; Sherman, R.; Coben, D; Gal, I; Hector-Mason, A. (2009). *A Review of the Literature in Adult Numeracy: Research and Conceptual Issues*. Office of Vocational and Adult Education. Division of Adult Education and Literacy. U.S. Department of Education, Washington, D.C.
- Condelli, L., Shaewitz, D. Colombi, G, Coleman, S. (2008). *Building and Sustaining NRS Data Quality: A guide to Program Improvement*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.
- Condelli, L., Coleman, S. & Shaewitz, D. (2007). *Desk monitoring: Improving program performance*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.
- Condelli, L., Pane, N., Coleman, S., Shaewitz, D & Hollender, D. (2006). *Learning to be an NRS data detective: The five sides of the NRS*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy
- Condelli, L., & Wrigley, H. S. (2005). *Real world research: Combining quantitative and qualitative research for adult ESL*. London: National Research and Development Centre for Adult Literacy and Numeracy.
- Condelli, L., Seufert, M., & Coleman, S. (2004). *NRS data monitoring for program improvement*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.
- Condelli, L., & Wrigley, H. S. (2004). *Identifying promising interventions for adult ESL literacy students: A review of the literature*. Washington, DC: U.S. Department of Education, Institute of Educational Sciences.

- Condelli, L., & Zaidi, A. (2003). *Using NRS data for program management and improvement*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.
- Condelli, L., Castillo, L., Seburn, M., & Deveaux, J. (2002). *Guide for improving NRS data quality: Procedures for data collection and training*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.
- Condelli, L., Wrigley, H., Yoon, S., Cronen, S., & Seburn, M. (2002) *Final report: What Works study for adult ESL literacy students*. Washington, DC: Planning and Evaluation Service, U.S. Department of Education.
- Condelli, L. (2001). *National Reporting System for Adult Education: Implementation guidelines*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Condelli, L., & Padilla, V. (1999). *Report on the pilot test of the National Reporting System for Adult Education*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Condelli, L. (1997). *Developing a national outcome reporting system, for the Adult Education Program*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Condelli, L. (1996). *Evaluation systems in the Adult Education Program: The role of quality indicators*. Washington, DC: U.S. Department of Education, Division of Adult Education.
- Cohen, J., Condelli, L., & Garet, M. (1996). *Reanalysis of the National Evaluation of Adult Education programs: Methods and results*. Washington, DC: U.S. Department of Education, Planning and Evaluation Services, Office of the Under Secretary.
- Condelli, L., Kutner, M., & Garet, M. (1996). *Reanalysis of the National Evaluation of Adult Education programs: Implications for policy*. Washington, DC: U.S. Department of Education, Planning and Evaluation Services, Office of the Under Secretary.
- Condelli, L., Kutner, M., & Garet, M. (1996). *Reanalysis of the National Evaluation of Adult Education programs: Implications for practice*. Washington, DC: U.S. Department of Education, Planning and Evaluation Services, Office of the Under Secretary.
- Condelli, L. (1994). *Implementing the enhanced evaluation model: Lessons learned from the field test*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Condelli, L., Kutner, M., & Sherman, J. (1994). *Measuring quality indicators: Field test of an evaluation model*. Washington, DC: Division of Adult Education and Literacy, U.S. Department of Education, Office of Vocational and Adult Education.

- Condelli, L. (1992). *Model indicators of program quality for adult education programs*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Condelli, L., & Kutner, M. (1992). *Quality indicators for adult education: Lessons learned from other programs*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Condelli, L., & Sherman, J. (1992). *Review of state goals and evaluation plans for the Adult Education Program (1989–1993)*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Condelli, L., & Sherman, J. (1991). *Evaluation framework for the State Adult Education Program*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Condelli, L., Koloski, J., & Webb, L. (1992). *Synthesis of state quality indicators for adult education programs*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Condelli, L. (1990). *Practical guidance for strengthening PIC's final report*. (Vols. I and II). Washington, DC: ETA/DOL.
- Condelli, L. (1990). *National study of guardian ad litem representation*. Washington, DC: ACYF/DHHS.
- Condelli, L. (1988). *Enhancing the visibility of aging service for the elderly*. Washington, DC: AOA, DHHS.
- Condelli, L. (1988). *Evaluation of the impact of guardians ad litem in child abuse or neglect judicial proceedings*. Washington, DC: ACYF, DHHS.
- Bruno, L., & Condelli, L. (1986). *Case studies of exemplary dislocated worker projects*. Washington, DC: ETA, DOL.
- Condelli, L. (1986). *Job development for dislocated workers*. Washington, DC: ETA, DO.
- Condelli, L. (1986). *Progress and status of the services integration pilot projects: First year report*. Washington, DC: OPPL, OHDS, DHHS.
- Hubbell, R., & Condelli, L. (1986). *Evaluation of the reunification of minority children in foster care*. Washington, DC: ACYF, DHHS.
- Hubbell, R., Ganson, H., & Condelli, L. (1985). *The impact of Head Start on children, community, and families*. Washington, DC: Head Start Bureau, ACYF, DHHS.
- Condelli, L. (1985). *Investments in evaluation: Evaluation grants funded under the Coordinated Discretionary Funds Program, FY1982–FY1984*. Washington, DC: OPD, DHHS.

Condelli, L. (1985). *An assessment of approaches to collecting data on officially received child maltreatment reports*. Washington, DC: NCCAN, ACYF, DHHS.

Condelli, L. (1984). *A unified social psychological model of contraceptive behavior*. Unpublished doctoral dissertation, University of California, Santa Cruz.

Condelli, L. (1984). *Evaluation of approaches to collecting data on preplacement preventive services*. Washington, DC: ACYF, DHHS.

Ganson, H., Hubbell, R., & Condelli, L. (1984). *The impact of Head Start on children's health*. Washington, DC: ACYF, DHHS.

Hubbell, L., & Condelli, L. (1984). *The effects of Head Start on the socioemotional development of children*. Washington, DC: ACYF, DHHS.

Condelli, L. (1983). *A comparison of four methods of contraceptive education on satisfaction, knowledge and behavior*. Washington, DC: Office of Family Planning, Department of Health and Human Services.

Archer, D., Aronson, E., Pettigrew, T., Condelli, L., Curbow, B., & L. White (1982). *An evaluation of the energy conservation research of California's major utilities, 1978–1981*. San Francisco, CA: California Public Utilities Commission.

Cooper, L., & Condelli, L. (1981). *Evaluation of peer educators: An adolescent sex education program*. Planned Parenthood of Monterey County, CA.. Monterey, CA.

## **Professional Presentations**

Condelli, L. & Fedele-McLeod, M. (2012) Defining Effective Teaching: Competence and Induction for LESLLA Teachers. Eighth Annual International Symposium on Low Educated Second Language and Literacy Acquisition (LESLLA), Jyväskylä, Finland.

Condelli, L. & Cronen, S. (2010) Evaluation of basic literacy curriculum for LESLLA learners: instruction attendance and outcomes. Sixth Annual International Symposium on Low Educated Second Language and Literacy Acquisition (LESLLA), Cologne, Germany.

Condelli, L. (2009). Review of Research in Adult ESL Instruction. Teachers of English as a Second Language. Panel Presentation, National Conference, Denver, CO.

Condelli, L. (2008). Adult ESL Literacy Impact Study: Overview and Observations. Keynote Speaker, Fourth Annual International Symposium on Low Educated Second Language and Literacy Acquisition (LESLLA), Antwerp, Belgium.

Condelli, L. (2007). Accountability and Program Quality in Adult Education. ProLiteracy Worldwide Annual Conference, Alexandria, VA

Condelli, L. (2007). The Adult ESL Delivery System in the USA. Panel Presentation, Third Annual International Symposium on Low Educated Second Language and Literacy Acquisition (LESLLA), Newcastle University, Newcastle, England.

- Condelli, L. (2007). Immigration and Adult ESOL in the USA: New Directions and the 700 mile Fence. Invited Presentation, Fifth International Conference of the National Research and Development Centre for Adult Literacy and Numeracy, Eastwood, England.
- Condelli, L. (2006). The Adult Numeracy Initiative in the USA. Invited Presentation, Fourth International Conference of the National Research and Development Centre for Adult Literacy and Numeracy, Eastwood, England.
- Condelli (2006). Students and Instruction in Adult ESL Literacy: A Look at the Research. Meeting of the Minds Symposium on Adult Literacy Research, Sacramento, CA.
- Condelli, L. (2005). *Explicit literacy impact study: Evaluation of a new approach for adult ESL instruction*. Invited Presentation, Third International Conference of the National Research and Development Centre for Adult Literacy and Numeracy, Staverton Park, England.
- Condelli, L. (2005). *Instructional practices: Effects of language and literacy instruction on adult ESOL students*. Invited presentation, Inaugural Workshop of LESLLA, Tilburg University, the Netherlands.
- Condelli, L., & Wrigley, H. S. (2004). *Real world research: Combining quantitative and qualitative research for adult ESL*. Invited Presentation, Second International Conference of the National Research and Development Centre for Adult Literacy and Numeracy, Loughborough, England.
- Condelli, L. (2003, March). *Effective instruction for adult ESL literacy students: Findings from the What Works Study*. Invited Keynote Presenter, International Conference on Adult Literacy and Numeracy, Nottingham, England.
- Condelli, L. (2002, October). *Effective instructional strategies for adult ESL students*. Presented at Idaho State Conference on Adult Literacy, Boise, ID.
- Condelli, L. (2002, April). *The What Works study for adult ESL literacy students: Key findings for effective instruction*. Presented at Meeting of Teachers of English as a Second Language, Salt Lake City, UT.
- Condelli, L. (2002, April). *The What Works study for adult ESL literacy students: Measures and methods*. Presented at Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Condelli, L. (2002, March). *Assessment of adult ESL students*. Invited presenter, Literacy Assistance Center, New York.
- Condelli, L. (2001, October). *Meeting the requirements of the national reporting system for adult education*. Invited presenter, Literacy Assistance Center, New York.
- Condelli, L. (2001, May). *Implementing the national reporting system in New Jersey*. Presented at New Jersey Conference for Adult Learning and Literacy, East Windsor, NJ.

- Condelli, L. (1998, March). *Adult ESL literacy: The “What Works” study for adult ESL literacy students*. Presented at Annual Meeting of Teachers of English as a Second Language, Seattle, WA.
- Condelli, L. (1997, November). *Overview of the national results-based reporting system*. Presented at Annual Meeting of the American Association for Adult and Continuing Education, Cincinnati, OH.
- Condelli, L. (1997, March). *Works in progress: What Works study for adult ESL students*. Presented at Annual Meeting of Teachers of English as a Second Language, Orlando, FL.
- Condelli, L. (1996, October) *Evaluation systems in adult education programs: the role of quality indicators*. Presented at Annual Meeting of the Association of Adult and Continuing Education, Charlotte, NC.
- Condelli, L. (1994, November). *Developing a comprehensive state assessment system for adult education*. Presented at Annual Meeting of the American Association for Adult and Continuing Education, Nashville, TN.
- Condelli, L. (1992, November). *Indicators of program quality for adult education*. Presented at Annual Meeting of the American Association for Adult and Continuing Education, Anaheim, CA.
- Condelli, L. (1991, October). *JOBS and JTPA: How to make the workplace-basic skills connection*. Presented at Annual Conference of the National Alliance of Business, Washington, DC.
- Condelli, L. (1990, February). *Practical guidance for strengthening PIC’s*. Presented at Annual Meeting of the National Association of Private Industry Councils, Washington, DC.
- Condelli, L. (1990, March–April). *Practical guidance for strengthening PIC’s*. Presented at Department of Labor Performance Standards Conferences.
- Condelli, L. (1989, October). *Practical guidance for strengthening PIC’s*. Presented at Annual Meeting of the National Alliance of Business, Washington, DC.
- Condelli, L. (1986, November). *The impact of Head Start on children, families, and communities: A report on the synthesis study and its effects on Head Start policy*. Presented at Annual Meeting of the National Association for the Education of Young Children, Washington, DC.
- Condelli, L. (1983, November). *A model for explaining contraceptive behavior*. Presented at Program Evaluation Laboratory, Vanderbilt University, Nashville, TN.
- Condelli, L. (1983, April). *Social and attitudinal determinants of contraceptive choice*. Presented at Annual Meeting of the Western Psychological Association, San Francisco, CA.

Condelli, L. (1983, April). Symposium on Social Psychology and Energy Conservation (participant), Annual Meeting of the Western Psychological Association, San Francisco, CA.



**Academy of Hope Public Charter School  
Board Member Performance Expectations  
Agreement**

Oversee the programmatic and fiscal well-being of the organization including:

- 1) Reviewing and adopting policies and programs that further the mission of the Academy of Hope PCS
- 2) Monitoring student achievement and outcomes
- 3) Enhancing the school's public standing as ambassadors, representatives and advocates of the school community
- 4) Reviewing and approving the annual AoH PCS budget
- 5) Working with staff and volunteers to produce the income required to meet budgeted goals
- 6) Hiring and evaluating the Executive Director
- 7) Overseeing the strategic direction of the school and the development of the strategic plan
- 8) Continuously reviewing the mission for accuracy and validity
- 9) Proposing candidates for election to the Board of Trustees who will further the work of the organization.
- 10) Respecting and treating courteously all constituencies of the Academy of Hope Public Charter School, including students, faculty, staff, and volunteers.
- 11) Recognizing that the Academy's programs exist to serve its students and that the faculty and staff are partners with the Board of Trustees in carrying out the mission of the Academy of Hope Public Charter School.
- 12) Regular attendance at 75% of all Board and committee meetings.
- 13) Make an annual financial contribution to the organization.

Larry Sordella  
Board Member Signature

2/25/13  
Date



## Statement of Interest for Larry Condelli, Ph.D.

February 13, 2013

As a Founding Group member of the Academy of Hope Public Charter School (AOH), I have built upon my experience in teaching, research and professional development in adult education to help develop a charter school model that meets high academic standards that will foster student achievement. The model also ensures that the school will operate in an efficient and financially responsible manner.

I have a 30 year career in evaluating, developing and providing technical assistance in education and social service delivery to state and local agencies. Over the last 22 years I have worked in adult education on projects for the federal government that include two national evaluations of adult ESL instruction, developing the national accountability system for the federal adult education program and providing technical assistance to state staff on using data to make program improvement and management decisions. I also have developed and provided professional development to adult educators through face-face training and online learning platforms. Through this experience I am very knowledgeable of adult education programs teachers and students and can apply this knowledge to help establish high standards of operation and instruction for the Academy of Hope.

Through my current employment as a Managing Director at the American Institutes for Research, I am responsible for marketing and business development for the adult learning projects and manage a portfolio of work worth over \$15 million. I will apply this management and fiscal oversight experience to ensure that AOH is operated with strong management and fiscal oversight.

After receiving our charter, I will support the school's operations and oversight of its financial and other obligations – from managing the per pupil allocations and private donations, to auditing enrollment and ongoing recruitment needs. I look forward to applying the knowledge I have gained through my direct work with adult education, project management and budget to oversight to make AOH a fully-enrolled, high-achieving charter school with model operations and practices. I believe my knowledge of accountability in adult education, knowledge of professional development, effective instructional approaches and management, business and marketing experience, will prove invaluable to Academy of Hope sustainability and I am committed to serving on the Board of Trustees to ensure that our goals are met.

Sincerely,



Larry Condelli

Founding Group Member

# Sarah Looney Oldmixon

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## Summary of Qualifications

Workforce development expert with extensive knowledge of promising practices and emerging trends. Entrepreneurial leader with a proven track record of successfully guiding projects from conception to completion. Skilled in building partnerships across the business, government, education, and nonprofit sectors.

## Professional Experience

### **The Community Foundation for the National Capital Region**

*Director of Workforce Initiatives (Oct 2009 - Present)*

*Program Director (April 2008 - Oct 2009)*

The Community Foundation's workforce development efforts help low-income workers increase their skills and credentials so they can connect to career pathways in key industry sectors. The Director of Workforce Initiatives oversees all aspects of the Community Foundation's workforce development portfolio, including managing a staff of three and leading the Greater Washington Workforce Development Collaborative, an affiliate of the National Fund for Workforce Solutions.

- Rose \$5M to support regional workforce efforts, including \$2.3M in business contributions.
- Leveraged an additional \$11M in federal resources.
- Partnered with local businesses from the healthcare, green construction, IT, retail, real estate, and hospitality sectors to devise and implement strategies to attract and develop new talent, strengthen employee engagement, and advance incumbent workers to address critical skill shortages.
- Designed education and training grantmaking initiatives that helped 425+ workers secure employment, 350+ earn a credential, and 100+ earn a raise.
- In partnership with the DC Jobs Council, Aspen Institute Workforce Strategies Initiative, and Public/Private Ventures, devised technical assistance and capacity building programming to help staff from more than 100 DC, Maryland, and Virginia organizations enhance their skills and expertise.
- Advanced the Community Foundation's workforce policy agenda through direct advocacy, key stakeholder convening, and grantmaking. Key wins include passing new legislation, successfully blocking proposed budget cuts, and reforming local Workforce Investment Act and Temporary Assistance to Needy Families programming.
- Promoted innovation by cultivating new partnerships between nonprofits and community colleges, expanding adoption of sector-based approaches, supporting three integrated literacy pilots, and fostering broader local appreciation of data-driven workforce strategies.
- Elevated the visibility of grantees, leading to coverage by National Public Radio, the Washington Post, and the Washington Business Journal.

**National Governors Association Center for Best Practices**

*Senior Policy Analyst (July 2007 - April 2008)*

*Policy Analyst (March 2006 - July 2007)*

Advised governors and state agency leaders. Coordinated the NGA's efforts to promote the adoption of sector-based workforce efforts through policy briefs, webinars, a Learning Network, national convenings, and direct technical assistance for regional industry partnerships. Provided project management for a major initiative of the US Department of Health and Human Services Office on Disability. Served as the staff lead for the National Association of State Liaisons for Workforce Development Partnerships. Represented the NGA on panels, at conferences, and on advisory committees.

**United States Peace Corps**

*Volunteer (August 2005 - December 2005)*

Served as an instructor at a women's college in Bangladesh until program was terminated due to political instability.

**Ray Marshall Center for the Study of Human Resources, The University of Texas at Austin**

*Social Science Research Associate (May 2004 - August 2005)*

*Bryna and Henry David Fellow (September 2002 - May 2004)*

Conducted research related to workforce development, child support, and welfare reform policy. Carried out return-on-investment analyses and program evaluations. Co-authored twelve publications. Provided technical assistance to government agencies and nonprofits.

**Apple Computer**

*Support Specialist (November 1999 - August 2002)*

Produced and automated reports on employee performance metrics for senior management. Coordinated departmental ISO 9000 and Total Quality Management teams.

**United Way Capital Area**

*Campaign Representative (August 1999 - November 1999)*

Seasonal fundraising position. Organized nonprofit information fairs and coordinated workplace campaigns.

**University Development Office, The University of Texas at Austin**

*Assistant Coordinator, Annual Fund (May 1996 - May 1998)*

*Student Fundraiser, Annual Fund (January 1996 - May 1996)*

Oversaw day-to-day call center operations. Recruited, hired, and trained fundraisers.

**Education****Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin**

*Master of Public Affairs (2004)*

University of Texas Outstanding Graduate Research Assistant of the Year (2004). Contributor, LBJ Journal of Public Affairs (2003, 2004). Bryna and Henry David Fellow (2002-2004). J.J. Pickle Scholar (2003).

**College of Liberal Arts, The University of Texas at Austin**

*Bachelor of Arts - American Studies (1999)*

Union Pacific Washington Center Scholar (1996). University Honors (1995).

## Publications

- "State Sector Strategies: Regional Solutions to Worker and Employer Needs." Issue Brief. National Governors Association Center for Best Practices, February 2007 (with Dexter Ligot-Gordon, Lindsey Woolsey, and Martin Simon).
- "State Policies to Help Youth Transition Out of Foster Care." Issue Brief. National Governors Association Center for Best Practices, February 2007 (with Lauren Eyster).
- "The Wait is Over, the Work Begins: Implementing the New TANF Legislation." Issue Brief. National Governors Association Center for Best Practices, June 2006 (with Susan Golonka, Linda Hoffman, and Courtney Smith).
- "Texas Economic Supports for Working Families." Ray Marshall Center for the Study of Human Resources, February 2007 (with Deanna Schexnayder, Ying Tang, and Brendan Hill).
- "Proposed Approaches to Workforce Development Performance Measurement." Policy Brief. Ray Marshall Center for the Study of Human Resources, February 2005.
- "Expanding Opportunities for Businesses and Workers: Promising Practices for Workforce Intermediary Initiatives." Working Paper. Ray Marshall Center for the Study of Human Resources, February 2005 (with Christopher T. King).
- "Mapping and Improving State Workforce Development Systems: Lessons from Five States." Ray Marshall Center for the Study of Human Resources, August 2004 (with Christopher T. King).
- "Proposed Performance Measures and State Responses: Analysis and Next Steps." Ray Marshall Center for the Study of Human Resources, June 2004 (with Christopher T. King).
- "The Alignment of Workforce Performance Measures and Policymaker Needs in Ten Leading-edge States." Ray Marshall Center for the Study of Human Resources, March 2004 (with Dan O'Shea and Christopher T. King).
- "Impacts of Workforce Services for Young, Low-Income Fathers: Findings from the Texas Bootstrap Project." Ray Marshall Center for the Study of Human Resources, October 2004 (with Daniel Schroeder and Deanna Schexnayder).
- "Factors Affecting Participation in Programs For Young Low-Income Fathers: Findings from the Texas Bootstrap Project." Ray Marshall Center for the Study of Human Resources, April 2004 (with Deanna Schexnayder).
- "Non-federal Workforce System Performance Measures in the States: Overview." Ray Marshall Center for the Study of Human Resources, December 2003 (with Dan O'Shea and Christopher T. King).
- "Non-federal Workforce System Performance Measures in the States: Ten State Profiles." Ray Marshall Center for the Study of Human Resources, December 2003 (with Dan O'Shea and Christopher T. King).
- "Managing for Efficiency: Estimating Performance Under the New Federal Common Measures." Ray Marshall Center for the Study of Human Resources, June 2003 (with Dan O'Shea and Christopher T. King).

- "Return-on-Investment (ROI) Estimates for Workforce Services in Texas, State Fiscal Year 2000-2001." Ray Marshall Center for the Study of Human Resources, April 2003 (with Christopher T. King, Dan O'Shea, C. Andrew Redman, and W. Lee Holcombe).

## **Presentations**

- "State Sector Strategies." National Association of Workforce Boards Forum 2008: Washington, DC (February 2008).
- "How Can Sector Strategies Promote Regional Competitiveness?" Working Hard and Working Smart: Industry Sector Strategy Initiatives Conference: Norman, OK (January 2008).
- "Accelerating State Adoption of Sector Strategies." Southern Sector Initiative Meeting: Jackson, MS (September 2007).
- "Improving Outcomes for Young Adults with Disabilities: Project Overview." Youth and Transition panel, Family Voices 15th Anniversary Gala Celebration & National Conference: Washington, DC (May 2007).
- "Non-Federal Workforce System Performance Measures in Leading-Edge States." Association for Public Policy Analysis and Management Fall Research Conference: Atlanta, GA (October 2004).

## **Professional Service and Community Engagement**

- Founding Board Member, Academy of Hope Public Charter School (2013)
- Member, Human Resources Association of the National Capital Area (2012-2013)
- Executive Committee, DC Workforce Investment Council (October 2011 - Present)
- Advisory Committee, Ray Marshall Center (September 2010 - Present)
- Advisory Council, Groundswell (2009 - Present)
- Advisor, Metropolitan Washington Council of Governments Workforce Task Force (2009)
- Member, DC Community College Feasibility Study Management Team (November 2008 - November 2009)
- Member, National Network of Sector Partners National Conference Planning Committee (May 2009 - November 2009)
- Panelist, Roundtable on Regional Economic Growth Strategies, National Center on Education and the Economy (April 2009)
- Member, United States Department of Labor Recognition of Excellence Awards Review Committee (2006)
- Grant Reviewer, Texas Education Agency (2004)
- Central Texas Workforce Advisory Committee, Austin/Travis County Community Action Network (2004)

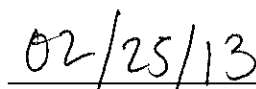


**Academy of Hope Public Charter School  
Board Member Performance Expectations  
Agreement**

Oversee the programmatic and fiscal well-being of the organization including:

- 1) Reviewing and adopting policies and programs that further the mission of the Academy of Hope PCS
- 2) Monitoring student achievement and outcomes
- 3) Enhancing the school's public standing as ambassadors, representatives and advocates of the school community
- 4) Reviewing and approving the annual AoH PCS budget
- 5) Working with staff and volunteers to produce the income required to meet budgeted goals
- 6) Hiring and evaluating the Executive Director
- 7) Overseeing the strategic direction of the school and the development of the strategic plan
- 8) Continuously reviewing the mission for accuracy and validity
- 9) Proposing candidates for election to the Board of Trustees who will further the work of the organization.
- 10) Respecting and treating courteously all constituencies of the Academy of Hope Public Charter School, including students, faculty, staff, and volunteers.
- 11) Recognizing that the Academy's programs exist to serve its students and that the faculty and staff are partners with the Board of Trustees in carrying out the mission of the Academy of Hope Public Charter School.
- 12) Regular attendance at 75% of all Board and committee meetings.
- 13) Make an annual financial contribution to the organization.

  
Board Member Signature

  
Date

January 23, 2013

To Whom It May Concern:

Please accept this letter as my Statement of Interest and Qualifications to serve as a founding board member for the Academy of Hope Public Charter School. I am excited about the opportunity to lend my expertise to Academy of Hope to help ensure that the school develops effective strategies to deliver high-quality education and training programming for the residents of the District of Columbia.

For the past ten years, I've helped a variety of nonprofits, schools, and government agencies design and implement education and training programs that successfully prepare students for family-sustaining careers. I currently serve as the Director of Workforce Initiatives at the Community Foundation for the National Capital Region, where I oversee the Foundation's efforts to help low-income workers attain family economic security. Previously, I was a Senior Policy Analyst at the National Governors Association Center for Best Practices and a Bryna and Henry David Fellow at the Ray Marshall Center for the Study of Human Resources.

I believe that my experience as a workforce expert and familiarity with local philanthropies will help to ensure both the programmatic and financial success of the Academy of Hope Public Charter School. I am strongly committed to lending my knowledge and connections to Academy of Hope in support of this important endeavor.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sarah Oldmixon".

Sarah Oldmixon  
1318 Webster Street NE  
Washington, DC 20017  
sarah.oldmixon@gmail.com  
202-281-4726

**Sally Wisse Herrmann**

### **PHILOSOPHY OF EDUCATION**

As a master teacher with more than thirty years of classroom and mentoring experience, I believe that our central mission in education is empowerment. One must have an understanding of multiple intelligences and strategies to differentiate instruction. We must strive to teach the whole child and prepare them for our ever-changing world.

Though a solid understanding of content is essential, it must be balanced with compassion. Through compassionate teaching, one is able to create a positive classroom environment, foster respect for others, and develop a quest for knowledge.

Teachers play a vital role in connecting students to their dreams and the numerous possibilities that life has to offer. To assist students in making connections, teachers themselves must be lifetime learners, open to building an inclusive learning community. It is our responsibility to empower students to think and analyze the many possibilities our world has to offer.

### **AREAS OF EXPERTISE**

- Identifying and nurturing talent
- Driving classroom innovation
- Creating environments that bring out the best in others
- Working across cultures to build relationships and understanding
- Inspiring a team and fostering confidence in emerging leaders

### **MASTER TEACHING & LEADERSHIP EXPERIENCE**

#### **Educational Consultant; Mentor:**

**Center for Inspired Teaching:** a teacher certification program for schools in the District of Columbia, Washington, DC

September 2009 - present

**Scope of Work:** Provide support each week for a period of three hours in areas that include lesson planning, standards integration, classroom management, strategies for diversifying instruction and ways to align data based assessments with instruction.

**Educational Consultant: YouthBuild GED Program:** a program of Sasha Bruce Youthwork. District of Columbia, Washington, DC

March 2009 - 2011



**Scope of Work:** Examine existing curriculum and teaching methods, identify and implement additional resources to existing program, review options to strengthen program and set goals and benchmarks, assist teachers in creating learning environments, provide weekly observations of teachers, support lesson planning, identifying instructional strategies and assessment tools while providing follow-up opportunities for teachers and staff

**Adjunct Professor**

**Clinical Faculty Supervisor**

American University, School of Education, Washington, DC  
January 2000-2011.

As Supervisor of Student Teachers and Practicum Placements, observe and evaluate classroom teaching methods. Facilitate communications among student teachers, field associates and the University.

**Adjunct Professor**

**Clinical Faculty Supervisor**

Marymount University, Arlington, VA  
January 2009 – 2011.

As Supervisor of Student Teaching, observe and evaluate classroom teaching methods. Facilitate communications among student teachers, field associates and the University.

**Clinical Faculty Supervisor**

District of Columbia Public Schools, Washington, DC  
March 2008-2009.

Through a program of the American University School of Education, provide weekly instructional support to DCPS teachers on a 90-day assistance plan. Instruction supports areas include lesson planning, standards, classroom-management, diversifying instruction, assessment, content-development and other areas of concern.

**International Teacher Trainer**

International Step-by-Step Association (ISSA)  
Sponsored by the Open Society Institute, New York, NY  
August 2002-2011.

- Assist the Armenian education team in developing a country mentor plan for master teachers, to design long term training objectives, and to outline guidelines for identifying master teachers to train as mentors, to implement documentation materials and to plan future mentor training workshops.
- Designed and led workshops for upper primary teachers, family coordinators, and administrators in Armenia and Hungary.
- Modeled strategies for implementing effective teaching techniques, presented ways to design cooperative learning instruction and assessment tools, and demonstrated ways to integrate and develop curriculum materials in mathematics, literacy/writing, science, history/geography, art, music.
- Trained master teachers to become mentors for their school and regions.

### **Educational Consultant**

Kairos Management Washington, DC

May-July 2007

- Observed and documented implementation of the reading and mathematics curriculums selected for the 2007 summer school programs in grades 5 & 7 for the District of Columbia.
- Reviewed eight District of Columbia Public Charter Schools for reaccreditation and identified specific areas of focus for the new Charter School governing board.
- Accreditation evaluator team member for Charter School accreditation and expert reviewed of final documents.

### **Vice Principal**

Sasha Bruce Public Charter High School, Washington, DC 2002.

July 2005-November 2006

- Coordinated fall and spring testing for all grades
- Designed and implemented a charter education program.
- Introduced and implemented a Positive Discipline Plan
- Completed surveys and documents for the Center of Student Support Services and DCPS Public Charter Board.
- Planned and led faculty and in-service trainings, met with students, parents, councilors, teachers and community organizations. Organized after-school functions, participated in contract negotiations, and led summer school planning. Assisted in the close out and the liquidation of school property.
- As a literacy coach and mentor, supported teachers in developing standards-based lesson plans, outlining and developing thematic units including planning ways to differentiate instruction, and designing strategies for effective cooperative learning activities.
- Selected supplemental materials, reviewed instructional materials and led mini training sessions.
- Identified field trip options, provided on-going opportunities for professional development workshops.
- Organized Expeditionary Learning Outward Bound meetings and developed a professional teaching library.

### **Founder/Co-Director/Mentor**

Teachers for Excellence, Washington, DC

September 2002-2004

Developed a teacher-mentoring pilot project designed to provide one-to-one support from selected master teachers to new faculty members in DC Public Charter Schools in Washington, DC.

### **Educational Consultant**

DC Public Charter School Resource Center, Washington, DC

September 2001-2002

- Organized site visits for the Lorraine Monroe Leadership Institute consultants.
- Observed classroom teachers monthly.
- Facilitated follow-up meetings with administrators and classroom teachers to discuss frontal teaching techniques, classroom management and school culture.
- Submitted reports to the DCPS Resource Center and five participating schools.

### **Curriculum Specialist**

DC Teaching Fellows: An Alternative Certification Program, Washington, DC

2001

- Supervised twenty-five mid-career professionals and eleven master teachers.
- Presented professional development seminars on the strategies and theories of teaching, developed and led workshops covering subject-specific information, led discussions and activities that addressed the challenges of teaching in an urban system.
- Offered individual support and guidance to beginning teachers.

### **Educational Consultant**

Honor Our Neighbors' Origins and Rights

1999-2000

HONOR is a national human rights coalition that focuses on American Indian issues, for which I outlined an educational outreach program for educators in the Washington DC area.

### **Pilot Site Coordinator**

Cradleboard Teaching Project, Kapaau, Hawaii

1998-2000

- Served as a member of the original project team for Cradleboard, founded and directed by Buffy Sainte-Marie.
- Directed an online partnership with Ojibwa and Mohawk classrooms using First Class® conferencing software to teach and evaluate curriculum developed by Americans Indians. Managed instructional materials, email, chat rooms, and online conferencing.
- Arranged exchange program with students from Sidwell Friends School and students from the Akwesasne Freedom School.
- Participated in annual conferences.

### **University Supervisor**

University of Washington College of Education, Seattle, WA

1981-1982

- Observed, discussed and evaluated student teachers throughout their yearly field placement.
- Conducted seminars in classroom management, curriculum development, teaching methods and problem solving.
- Facilitated communications among student teachers, field associates and the University.

## **CLASSROOM TEACHING EXPERIENCE**

### **The Sidwell Friends School, Washington, DC**

1985-1999

- Developed curriculum to meet third-grade guidelines for teaching reading, language arts, social studies and environmental education.
- Taught mathematics using the University of Chicago Everyday Math Program. Coordinated tutorial programs for individual students and managed team communication between health care providers, tutors and families.
- Developed and directed yearly class musical, organized and supervised overnight class camping trip, and sponsored the student council.
- Participated on the Social Studies Curriculum Development Committee, Co-Curriculum Activities Committee, and the Outdoor Education Curriculum Development Committee in evaluating skills and revising PK-12 curriculum.
- Supervised interns and presented in-service seminars to students from Catholic University.
- Served on the Admissions Committee, Agenda Planning Committee and the Diversity Committee.

### **The Langley School, McLean VA**

1984-1985

Instructed fifth-grade reading, language arts, social studies and mathematics. Faculty Curriculum Committee member.

### **Brookline, MA**

1979-1981

- Instructed fifth-grade reading, mathematics, language arts, social studies, health education, and science.
- Provided extensive individualized instruction.
- Participated in the Science Committee to evaluate and reorganize K-12 curriculum. Represented Runkle School on the Research and Testing Committee, which evaluated research, and testing proposals involving teachers and students in the Brookline school system.
- Presented in-service lectures on organizational skills to student teachers, and co-facilitated sex-role stereotyping workshops for teacher in-service training.
- Supervised student teachers from Boston University and Lesley College.
- As a Contributing Author, revised the Sex-Role Stereotyping Handbook for Brookline K-8 Curriculum through a grant from Boston University.

### **State of Georgia, US**

1973-1977

- Instructed fourth-grade reading, mathematics, science, health and physical education. Instructed sixth, seventh, and eighth-grade mathematics.
- Developed eighth grade Title 1 mathematics program. Instructed fifth-grade language arts.

## **EDUCATION**

**Boston University** Graduate School of Education, M.Ed., September 1978  
**Georgia Southern College**, BS Ed., June 1973.

## **REFERENCES**

**Shannon Kane:** Program Director, Teacher Certification, Center for Inspired Teaching, 1436 U Street, NW, Suite 400, Washington, DC 20009. (202) 462-1956, [shannon@inspiredteaching.org](mailto:shannon@inspiredteaching.org)

**Karen Digiovanni:** Director of Teacher Education, American University, 4400 Massachusetts Ave. NW, Washington, D.C. 20016. (202) 885-3727. [digiovanni@american.edu](mailto:digiovanni@american.edu)

**Ruzanna Tsarukyan Director** of Step-by-Step Benevolent Foundation, Giurbekyan St. 31, Apt. 20 Yerevan, Armenia. 375033. (011) 374-1226-996. [ruzanna@sbsbf.am](mailto:ruzanna@sbsbf.am)

**Lindsay Eakin:** Founder: Teachers for Excellence Mentoring Project and Coordinator of Teacher Recruitment, DC Prep PCS., 701 Edgewood Street, NE, Washington, DC 20017. (202) 669-0050. [leakin@gmail.com](mailto:leakin@gmail.com)

**Richard Lodish** Lower School Principal and Assistant Head of School Sidwell Friends School, 3825 Wisconsin Ave. NW, Washington, DC. 20016. (301) 537-6900 [lodishr@sidwell.edu](mailto:lodishr@sidwell.edu)

**Barbara Szoradi** Classroom Teacher. Sidwell Friends School, 3825 Wisconsin Ave. NW, Washington, DC. 20016. (301) 537-6912 [szoradib@sidwell.edu](mailto:szoradib@sidwell.edu)

Additional references upon request.



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Board Member Signature

2/25/13  
Date

2/11/13

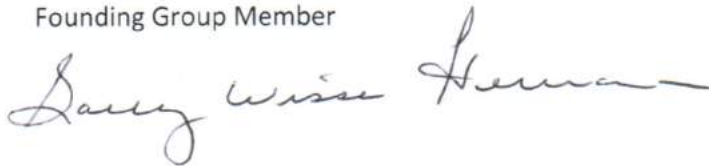
To Whom it May Concern,

As a Founding Group member of the Academy of Hope Public Charter School (AOH), I have contributed educational and academic insight to ensure a charter school model that meets high standards of student achievement. I have over 25 years of teaching 2/11/13 experience, in addition to a Master in Education. I have taught in public, private and charter schools, and trained and supervised teachers in grades 1-12. For the last twelve years I have worked in the District of Columbia striving to improve the quality of education for children and adults. I believe AOH will offer a much needed service to a population that has often been unable to fulfill their dreams.

After receiving our charter, I look forward to applying the knowledge I have acquired over my many years in the field of education to make AOH a fully-enrolled, high-achieving charter school. I will support the faculty of AOH in the development of strong teaching models, and support teacher training. I am committed to serving on the Board of Trustees to ensure that our goals are met.

Sincerely,

Founding Group Member

A handwritten signature in cursive script that reads "Daisy Wise Hanna". The signature is written in black ink and is positioned below the typed name "Daisy Wise Hanna".

# Terry S. Salinger

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## Education

- Ph.D. New Mexico State University, Reading/Statistics  
M.S. Bank Street College of Education, Child Development/Early Childhood Education  
B.A. Barnard College, Columbia University, Classical Languages/English

## Honors and Awards

AMOCO Foundation Award for Teaching Excellence, University of Texas at El Paso  
Sherman Osborn Memorial Award for Research in Reading, New Mexico State University  
Bank Street College of Education Fellowship in Urban Education

## Present Position

### **Institute Fellow and Chief Scientist for Reading Research, Workforce and Life Long Learning Program, American Institutes for Research (AIR)**

Responsibilities include designing, managing, and conducting research projects focused on literacy, including policy, acquisition, assessment, and teacher training; teacher professional development and teacher education; and school reform. More specific responsibilities include close interaction with clients, supervision and training/mentoring of staff; extensive writing of proposals; marketing; budget monitoring; report writing; and other corporate work. Additional work includes developing analysis plans, developing testing plans for standards-based assessments; conceptualization of early learning assessments; coordination of technical advisory committees, focus groups, and consensus-building groups with emphasis on issues in assessment, policy, and instruction; conceptualization of approaches to professional development. Recent projects have focused on interventions to address needs of struggling readers across a wide age span and measurement of teacher content knowledge in literacy. Areas of specialization include acquisition of literacy, reading and writing assessment, literacy policy, adolescent and adult literacy, and early childhood education.

## Professional Experience

**Project Director, [Confidential Client], Evaluation of a Literacy Initiative in Kindergarten to Grade 3 Classrooms in Urban Schools (Ongoing)** The project, funded by a Fortune 500 corporation, is conducting formative and summative evaluations of the implementation and impact of a multi-pronged intervention designed for use in early childhood classrooms in large urban districts. Key components of the initiative are focused, tiered interventions for struggling readers; professional development for teachers on quality core instruction and data-based decision making; enhanced use of technology; expansion of school and classroom libraries; and outreach to parents.



**Project Director, Institute for Education Sciences, NCER, Validation of an Assessment of Teacher Knowledge of Beginning Reading Instruction, Teacher Quality – Reading and Writing, Goal 5 Grant (Ongoing)** The work builds on a series of studies that have investigated the knowledge base in reading acquisition, pedagogy, and child development necessary for teachers in kindergarten through grade 3 to be effective teachers of early reading. The project will produce a framework delineating this knowledge and an assessment to gauge teachers' depth of knowledge.

**Project Director, Evaluation of Children's Literacy Initiative (CLI) Model Classroom Program, CLI's Investing in Innovation (i3) Validation Grant (Ongoing)** This randomized control trial will investigate the impact of CLI's coaching on the reading achievement of young learners in four urban districts. AIR is conducting an independent, third party evaluation of the study.

**Principal Investigator, Education Evaluation for Excellence in Teaching and Learning, AFT Investing in Innovation Development Grant (Ongoing)** The American Federation of Teachers is developing a system of classroom-based teacher evaluation to gather data that can be used in conjunction with student test data for making decisions about teacher for determining teacher quality. AIR is conducting an independent, third party evaluation.

**Senior Advisor and Writer, McGraw-Hill Publisher Technical Assistance for GED Teachers (2011)** Wrote and edited material on literacy instruction for GED students, prepared videotape segment for TA material; assisted in editing of videotaped materials.

**Project Director, Teacher Social-Emotional Competency (T-SEC) Study (AIR Investment Project) (2009 – 2012)** Although extensive research exists on instructional programs related to social-emotional learning, less is known about teachers' own social emotional competency and the ways in which this human factor might impact student achievement. This study has T-SEC through an intense literature review, interviews with researchers in the field, and administration and analysis of critical incident techniques prompts that elicited responses to potentially stressful classroom situations from in-service teachers in two major urban school districts. The research may result in a self-assessment tool that can guide teachers toward appropriate professional development.

**Senior Advisor for Literacy, National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent, or At Risk (2008- -2010)** Advised on preparation of white papers on struggling readers in juvenile justice facilities, wrote a practitioners' guide on establishing an intervention program for incarcerated struggling readers, and present a webinar on the practitioners' guide.

**Principal Investigator, Scholastic Phonics Inventory Norming Study. (2009 -2012)** Organized team that coordinated administration of the Scholastic Phonics Inventory, a short online reading diagnostic tool, in four localities around the country. Data gathered from the administrations were analyzed to determine national norms for the assessment.

**Senior Content Expert, Alignment of NAEP Standards and State and District Standards for Districts Participating in the NAEP Trial Urban District Assessments (TUDA) (2009 - 2011)** The project involves alignment of district and state standards in TUDA districts to the grade 4 and 8 NAEP frameworks in reading and mathematics to investigate disparities in achievement measures in these districts for state tests, state-by-state NAEP results, and TUDA results.

**Senior Advisory, Reading Item Reviewer for PISA Redesign, National Center for Education Statistics/Federal Statistics Service Program (2009)** Was part of an external group of literacy experts charged with reviewing and revising items for a new form of the PISA test.

**Principal Investigator, Evaluation of READ 180, Enterprise Edition, in Urban Middle Schools (2008 - 2010)** Scholastic, Inc., publisher of READ 180, and the Council of Great City Schools contracted with AIR to conduct a qualitative evaluation of the program in middle schools in five urban districts that are members of the Council. The purpose of the study was to determine the practices and conditions within the districts that support or impede successful implementation of READ 180.

**Say Yes! to Education, Literacy Consult to School-based Staff, New York City, 2007 – 2008)** Worked with school-based staff and Say Yes! management to improve quality of literacy instructional materials and interventions offered to students in New York City public schools.

**Principal Investigator, Evaluation of Florida's Reading First Professional Development and the Florida Literacy and Reading Excellence (FLaRE) Program (2007 – 2008)** AIR conducted an evaluation of the impact of two forms of professional development offered to teachers in Florida as part of the efforts sponsored by the Just Read, Florida! These mixed-methods evaluations included interviews with teachers, principals, school-based coaches, and regional coordinators of professional development efforts for young learners in Reading First schools and in middle and high schools, along with evaluation of student achievement in reading as measured by the FCAT. An interrupted time series design was used to investigate achievement.

**Project Director, Institute for Education Sciences, Department of Education, Evaluation of the Impact of Supplementary Reading Interventions in Freshman Academies, AIR (2004-2010)** AIR serve as a subcontractor to MDRC in this IES-funded randomized field trial of the use of year-long, daily supplementary reading programs to increase the reading skills of ninth grade students enrolled in Freshman Academies that are part of Small Learning Communities. AIR's responsibilities included oversight of the selection of the interventions and development of instrumentation to evaluate the training provided to intervention teachers and to use in monitoring implementation. AIR's work has included conducting site visits to all 34 schools participating in the study to gather implementation data, which have been analyzed to create a measure of each teacher's fidelity to the principals and practices of each intervention program. The study followed

two cohorts of students and collect data on their reading achievement, their course-taking habits, their need for additional services, dropout rates, and other variables that influence academic success.

**Senior Advisor, Miami-Dade Evaluation of Language! (2007 – 2009)** As a subcontractor to the Miami-Dade School District, AIR conducted an evaluation to compare the impact of full-year implementation of supplemental reading programs on the achievement of a matched sample of struggling readers in middle and high school classrooms across the District. Use of the focal intervention program, Language!, was compared against “business as usual” response to the State requirement that students scoring below a certain point on the FCAT receive intensive help to improve their reading performance.

**Senior Content Advisor for Adolescent Literacy, Office of Elementary and Secondary Education, National High School Comprehensive Center (2005 – Present)** The National High School Comprehensive Center ([www.betterhighschools.org](http://www.betterhighschools.org)) provides evidence-based research, documents and tools, and technical assistance to the Federally-funded regional technical assistance centers and content centers. Specific work has included advising on the development of research briefs and tools describing the range of intervention programs available for adolescent struggling readers.

**Senior Advisor, Great Lake West Comprehensive Center, AIR (2005–Present)** AIR has provided technical assistance to Illinois and Wisconsin in this federally-funded regional comprehensive center. Among the Wisconsin products was a framework for literacy instruction at the middle and high school levels.

**Principal Investigator, Institute for Education Sciences, US Department of Education, Study of Pre-Service Teacher Training in Beginning Reading , AIR (2005–2010)** To determine the extent to which training programs present the scientific research reported by the National Reading Panel, AIR developed an assessment of pre-service teachers’ knowledge about beginning reading instruction and a survey of their experiences in school-based practica and in their courses.

**Senior Advisor, Institute for Education Sciences, US Department of Education, Study of the Effectiveness of Explicit Literacy Instruction for Adult English as a Second Language Learners, AIR (2006–2010)** This randomized field trial investigated the effectiveness of providing explicit instruction in beginning literacy skills to adults who are learning English as a second language. The matched-sample contrast group in the study received “business-as-usual” ESL instruction, that is, instruction without systematic, explicit instruction in the components of beginning literacy.

**Senior Advisor, Monitoring of the Implementation of the Reading First Program, AIR (2003–2011)** Throughout the program’s implementation, monitored the extent to which states, districts, and schools complied with the federal Reading First enabling legislation. A reading-related website for evaluators, to be released in 2011, will be the final product of this on-going work.

**Senior Advisor, Education Statistics Service Institute, Development of an Assessment of Teacher Knowledge of Student Content Engagement (SCE). in Beginning Reading, AIR (2003- 2005).** Researchers in AIR's Education and Human Development and Workforce Research and Analysis (WRA) collaborated to create an assessment of in-service teachers' knowledge about beginning reading instruction

**Project Director, National Assessment Governing Board, Development of the 2009 National Assessment of Educational Progress (NAEP). Framework for Reading, AIR (2002-2004).** Work included supervising a team of assessment experts, providing substantive content expertise, identifying and convening three committees of 50 experts in reading and assessment, developing literature reviews of current policy and research in related areas, and crafting a framework and specifications to guide test development and subsequent reporting.

**Project Director, Carnegie Corporation of New York, Descriptive Study of the Alabama Reading Initiative, AIR (2003 –2005)** The project investigated the ways in which secondary teachers tailored a component of a state-wide reading improvement initiative to meet the needs of their students. The project report offers insight into how teachers can take ownership of their own professional development and improvement of their strategies for assisting struggling readers.

**Project Director, The College Board Development of Standards for College Success in Literacy and Mathematics and Development of Standards-based Assessments in Reading, Writing, and Mathematics, AIR (2002- 2004)** A team of content experts at AIR developed both standards and aligned classroom-based progress tests aligned to the College Board Standards for College Success. The standards are accompanied by statements of proficiency in these content areas at grades 6 through 11 and samples of exemplary student work to illustrate proficiency student performance. The tests are designed to track students' progress toward high and rigorous standards in reading, writing, and mathematics and to provide teachers with diagnostic to help them refine instructional practice.

**Senior Project Advisor, National Assessment of Adult Literacy (NAAL) AIR (2000-2005)** Assessments of literacy were developed for use with a sample of adults aged 16 to 65 in 2002. Project work also includes the development of a theoretical framework for understanding assessment results, strategies for coding cognitive complexity of passages and items in assessment, development of training procedures for professional scorers, and use of a multidimensional IRT model for data analysis.

**Senior Advisor, Power4Kids Evaluation, AIR (2003–2004)** This study sought to learn about the effectiveness of four reading intervention programs as they are implemented with grade 3 and 5 students who struggled with reading. AIR was responsible for documenting the fidelity of implementation of the programs and did so by analysis of video records of teaching.

**Senior Advisor, Professional Development Impact Study, AIR (2003–2007)** This study, funded by the Institute of Education Sciences, was a randomized field trial to

investigate approaches to professional development in reading for teachers in second grade.

**Senior Advisor, Adult Education Standards and Assessments, AIR (2003–2005)**

This project, funded by the Office of Vocational and Adult Education, developed an electronic “warehouse” that includes states’ standards in reading, mathematics, and English as a second language for use by states that want to develop their own standards and by adult educators seeking program improvement. Opportunities for technical assistance were also provided to help states and adult educators improve the programs they provide.

**Senior Content Advisor for English Language Arts, Evaluation of the College Board’s Initiative to Develop English Language Arts and Mathematics Curricular Material, AIR (2002–2003)**

The evaluation provided formative information to the College Board on curricular material to be used with middle school and high school students and involved surveys of teachers, interviews with teachers and administrators, site visits, and analysis of student work samples.

**Principal Investigator, Development of the Kindergarten – Grade 5 Diagnostic and Achievement Test System for the State of Ohio (2002–2004)** This project involves the development, validation, and implementation of a system of diagnostic and achievement tests aligned to the Ohio content standards in reading, writing, mathematics, science, and social studies. The tests are accompanied by a comprehensive professional development component for teachers and extensive outreach efforts to other educators and to the general community.

**Senior Project Advisor, Early Childhood Longitudinal Study, AIR (2002)**

AIR developed items to measure components of the ECLS framework for the study’s 48-month old cohort. This work is funded by the National Center for Education Statistics.

**Senior Project Advisor, Multi-dimensional IRT Analysis of National Assessment of Educational Progress, AIR (2002)**

This project, funded by the National Center for Education Statistics, investigated the feasibility of new analytic approaches for scoring and reporting the National Assessment of Educational Progress (NAEP) tests in reading; responsibilities include developing a coding mechanism to identify cognitive demands of reading passages and items and use of the coding system as input for statistical analysis.

**Senior Advisor, Occasions for Processing, AIR (2001–2005)** This study, commissioned by the National Center for Educational Statistics and administered through AIR’s Education Statistics Service Institute, conducted a comprehensive review of research literature related to students’ acquisition of initial reading skills and teachers’ pedagogical practice in reading in first grade classes. The goal of the review was to develop a model of the student content engagement for learning to read and teacher knowledge for helping students in this process. The study is continuing to a second phase

in which a battery of assessments is being designed and developed to measure teachers' knowledge related to beginning reading. The assessments, primarily simulation and survey in nature, sought to identify teacher characteristics that are most closely related to student achievement in beginning reading. The work has been continued with funding from IES.

**Senior Project Advisor for Reading and Assessment, Longitudinal Evaluation of the Effectiveness of School-wide Interventions, AIR (2000–2001)**

This project was designed to evaluate the effectiveness of school-wide interventions such as Title I for improving the reading and mathematics achievement of students in grades kindergarten through three, with a focus on classroom practice, teacher knowledge and effectiveness, and student achievement. Methodology included surveys, in-depth classroom observations, teacher assessment, and student assessment. Cohorts of students were to be followed through the five years of the project.

**Senior Project Advisor, Evaluation of Reading and Writing for Critical Thinking (RWCT) Project, AIR (2000-2001)**

The RWCT project was funded by the George Soros Open Society Institute to train teachers in Eastern Europe in new methodologies for teaching students to use critical thinking in all content areas. The program was implemented in 26 countries, four of which were the focus of the evaluation. Student and teacher instrumentation was developed, validated, and translated into four languages. Data gathered from the focal countries allowed for evaluation of the entire project.

**Project Director/Senior Project Advisor, U.S. Department of Education, Moving Reading Standards to the Classroom Study, AIR (2000-2001)**

Investigated the extent to which state standards in English language arts have had an impact on instructional practice, teacher professional development, and student achievement. The project focused on grade four classrooms in four states and included focus groups, interviews, surveys, and classroom observations as data collection mechanisms.

**Project Director, Development of City-Wide Tests for the School District of Philadelphia, AIR (1998–2002)** The assessment system consisted of early literacy and mathematics “folios” of work gathered and analyzed by teachers, grade 4 alternative assessments in reading and mathematics, and proficiency exams for grades 8 through 12 in English, mathematics, and science. Teacher professional development materials were also included to train teachers in administering and analyzing results of the kindergarten to grade four tests, to train specialized staff to conduct the assessments for older students, and to help teachers interpret test results and communicate students' progress to parents.

**Senior Project Advisor, Technical Support for the Reading Excellence Act (REA): Assistance to SEAs and Evaluation Support, AIR (1999–2001)**

This component of the REA support projects involved providing substantive information on reading instruction, assessment, and professional development.

**Deputy Project Director, Voluntary National Tests, AIR (1998–1999)** The Voluntary National Tests (VNT) was a complex assessment project involving the development and review of assessment items for grade 4 reading and grade 8 mathematics. Items underwent extensive review for accuracy, appropriateness, and lack of bias and sensitivity issues in preparation for pilot testing and administration to students.

**Coordinator of Test Development, Voluntary National Tests (VNT), AIR (1997–1998)** Item development for the VNT involved working with subcontractors, panels of expert reviewers, technical advisors, and staff of the National Assessment governing Board.

**Director of Research, International Reading Association (1993–1997)**

Responsibilities included management of a 6-person staff responsible for the IRA library, research strands at the IRA annual convention, and conceptualization and implementation of the Association's research agenda; more specific responsibilities included project direction in the development of the IRA/NCTE National Standards for English Language Arts, oversight of association research funding, dissemination, and long range planning, design of the association web page, outreach and assistance to state standards projects, coordination with other associations, oversight of NCATE accreditation process, and various evaluation, research, and outreach projects, and liaison work with the Department of Education regarding reading policy and research initiatives.

**Examiner, School and Higher Education Programs, Educational Testing Service (1988–1993)**

Responsibilities included coordination of the 1990 NAEP reading assessment; project management for the development of the Early Childhood and Elementary Education certification tests and for test of Professional Knowledge within the NTE and Praxis series; this work involved supervising test development staff, coordinating test development committees, interacting with editorial and operational divisions at ETS, and general oversight of the entire test development process; other work included conducting workshops with universities using the Pre-professional Skills Test and other NTE tests; conducting workshops on and development of materials for teacher education programs at Historically Black Colleges and Universities; design of interactive software for language arts instruction and assessment; research on alternative assessment methodologies in classroom and district settings; and work with districts implementing portfolio and alternative assessments in kindergarten to grade 12 classes.

**Faculty Member, New Mexico State University, Las Cruces; University of Texas at El Paso, and University of Cincinnati (1978–1988)**

Taught undergraduate and graduate courses in early childhood education, reading theory and instructional methodology, English education, and children's literature. Developed and directed the master's program in early childhood education at the University of Texas at El Paso. Worked with student teachers in early childhood and special education programs and with under-prepared students; directed masters theses in early childhood and English education.

**New York City Board of Education, PS 17K and PS 282K, Brooklyn, New York (1969 – 1978)**

Taught Head Start, first and second grade; supervised student teachers; and conducted workshops for parents on supporting reading and writing development at home.

**Employment History**

- 2012 (appointed)** AIR Institute Fellow, AIR
- 2002–2012** Chief Scientist, Reading Research, AIR
- 2001 -2002** Managing Director, Education Program, AIR
- 1999-2001** Managing Associate, Pelavin Research Center, AIR
- 1997-1999** Principal Research Analyst, Pelavin Research Center, AIR
- 1993-1997** Director of Research, International Reading Association
- 1988-1993** Examiner, School and Higher Education Programs, Education Testing Service
- 1987-1988** Assistant Professor, Department of Curriculum and Instruction, University of Cincinnati
- 1981-1987** Assistant Professor and Director of Early Childhood Education, Department of Teacher Education, University of Texas
- 1980-1981** Director, Center for Learning Assistance, New Mexico State University
- 1969-1978** Teacher, New York City Board of Education

**Service to the Profession and Community and Consulting Experience**

Board Member, Academy of Hope, Washington DC (Ongoing)

Board Member, DC Voice, Washington DC (Ongoing)

Chair of Steering Committee, National Adolescent Literacy Coalition (2007 – 2011)

Advisor to UCLA/CRESST project to develop an Ontology of the Language Arts component of the Common Core State Standards, project funded by the Gates Foundation, 2009-2010.

Presenter at Regional Education Laboratory meetings, 2009, 2010, 2011

Member of annual review team, Comprehensive Technical Assistance Centers, 2008 – 2010

Author, “Ask the Expert” Columnist, National High School Comprehensive Center, 2009

Member of annual review team, Comprehensive Technical Assistance Centers, 2008 – 2010

Member of the Technical Advisory Committee of the Office of Elementary and Secondary Education, Smaller Learning Communities project, 2007 – 2009.

Grant Reviewer, National Governors Association, State Competition for Adolescent Literacy Funding, 2009.



Program Reviewer, New York State Regents Accreditation Office, Reviewer of Undergraduate Teacher Education Program, Stern College, New York City (2009)

Reviewer, WGBH Teachers Domain Web-based Science-Literacy Curriculum, 2009

Member, Editorial Board, *Reading Research Quarterly*, 2006 - 2008

Consultant to the Texas Adult Education Credential Project, The Education Institute, Texas State University, San Marcos (2005 – present)

Member, Research Committee, Consortium on Reading Assessment, National Foundation for Education Research, Slough UK, University of Nottingham, Nottingham UK, and Cambridge University, Cambridge UK.

Consultant to the New Standards Project for training of scorers of performance assessment tasks (1993)

Children's Television Workshop for evaluation of effectiveness of Ghost-Writer television show (1993–1994)

School districts in Maryland, New York, New Jersey, and Pennsylvania; and to Research for Better Schools, Philadelphia, on early childhood literacy instruction and assessment (1992–1994) Test development committee, NAEP reading assessment (1994–1997)

## **Professional Affiliations**

American Educational Research Association  
International Reading Association  
National Reading Conference/(renamed) Literacy Research Association  
Fellow, National Conference on Research in Literacy

## **Publications: Books, Book Chapters, and Journal Articles**

Salinger, T. (August, 2011) *Meeting the literacy needs of students in juvenile justice facilities: A Strategy Guide*. Washington, DC: National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or at Risk. Retrieval from [www.neglected-delinquent.org](http://www.neglected-delinquent.org)

Salinger, T., Topf, M., Jones, W., Moorthy, S., & Rosenthal, E. (2010) *Implementation matters: Systems for success. A descriptive study of READ 180 in urban middle schools*. Washington, DC: American Institutes for Research. Retrieval from [www.air.org](http://www.air.org).

Salinger, T. (2010) *Implementing Adolescent Literacy Programs and Sustaining Their Effect*, Smaller Learning Communities Program, Office of Elementary and Secondary

Education, U.S. Department of Education (Contract Number ED-07-CO-0106 with EDJ Associates, Inc.)

Salinger, T. (2010) Addressing the Crisis in Adolescent Literacy, Smaller Learning Communities Program, Office of Elementary and Secondary Education, U.S. Department of Education (Contract Number ED-07-CO-0106 with EDJ Associates, Inc.)

Salinger, T. (August, 2010) *Meeting the literacy needs of students in juvenile justice facilities: A Strategy Guide*. Washington, DC: National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or at Risk. Retrieval from [www.neglected-delinquent.org](http://www.neglected-delinquent.org)

Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., **Salinger, T.**, & Torgesen, J. (2008) *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE # 2008-4027) Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieval from <http://ies.ed.gov/ncee/wwc>

Salinger, T. (2007) Assessment of early reading development. In B.J. Guzzetti (Ed.) *Literacy for the new millennium: Early literacy*, (pp. 55-74) Westport, CT: Praeger.

Salinger, T. & Kapinus, B. (2007) The National Assessment of Educational Progress in reading. In B.J. Guzzetti (Ed) *Literacy for the new millennium: Childhood literacy* (pp. 15-30) Westport CT: Praeger.

Salinger, T. (2007) Reading assessment for adolescents. In B.J. Guzzetti (Ed), *Literacy for the new millennium: Adolescent literacy*, (pp. 53-70) Westport CT: Praeger.

Salinger, T. (2007) Setting the Agenda for Adolescent Literacy, In J. Lewis & G. Moorman (Eds.) *Adolescent Literacy Instruction: Policies and Promising Practices*. Newark, DE: International Reading Association.

Salinger, T., & Bacevich, A. (2006) *Sustaining a Focus on Secondary Reading: Lessons and Recommendations from the Alabama Reading Initiative* (A Report to Carnegie Corporation of New York) Washington, DC: American Institutes for Research. Retrieval from [www.air.org](http://www.air.org).

Salinger, T. (2005) Assessment of Literacy for Young Children. In S. Stahl & S. Paris (Eds.) *Children's reading and comprehension*. Mahwah, NJ: Erlbaum.

Salinger, T. (2005) Assessing the Literacy of Young Children: Policy Considerations. In S.B. Neuman & D.K. Dickinson (Eds.) *Handbook of Early Literacy Development*, Vol. 2. New York: Guilford Publications/

- Salinger, T. & Heyman, C. (2003) Notes on Evaluation: Guidelines and Caveats. *Thinking Classroom: A Journal of Reading, Writing, and Critical Thinking*, 3, 1, pp.15 – 25.
- Salinger, T. (2002) Entries on *Reading Assessment*, *Writing Assessment*, *The National Assessment of Educational Progress*, and *State and National Standards for English Language Arts*. In B. Guzzetti (Ed.) *Encyclopedia of Reading and English Language Arts*. New York: Guilford Publications.
- Salinger, T. (2001) Assessing the Literacy of Young Children: The Case for Multiple Forms of Evidence. In S.B. Neuman & D.K. Dickinson (Eds.) (pp. 390-418) *Handbook of Early Literacy Development*. New York: Guilford Publications.
- Chittenden, E., & Salinger, T. (2001) *Inquiry into meaning: An investigation of learning to read*. Rev. Ed. New York: Teachers College Press.
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- Harrison, C., & Salinger, T. (co-editors) (1997) *International perspectives on reading assessment: Theory and practice*. London: Routledge, 1997.
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- Salinger, T. (1997) A case study of system change: "Doing" portfolio assessment. In M. Coles & R. Jenkins. *International perspectives on reading assessment: Classroom innovations and challenges*. London: Routledge.
- Salinger, T., & Campbell, J. (1997) National assessment in the United States. In C. Harrison & T. Salinger (Eds.) *International perspectives on reading assessment: Theory and practice*. London: Routledge.
- Salinger, T. (1996) The thinking curriculum in the *Standards for English Language Arts*. *Think: The Magazine on Critical and Creative Thinking*. 7(1), 23, 26-31..
- Salinger, T. (1995) IRA, standards, and educational reform. *The Reading Teacher*, 49, 290-299.
- Salinger, T. (1995) Preparing professionals to assist students in reaching their full potential in reading. In F. Murray (Ed.) *The knowledge base for teacher educators*. San Francisco, CA: Jossey-Bass.
- Salinger, T. (1995) *Literacy for young children*. Columbus, OH: Merrill/Prentice-Hall.

- Salinger, T. (1995) *The Gate Keepers: Tests for entry into and exit from teacher education*. In S.W. Soled (Ed.) *Assessment, testing, and evaluation in teacher education*. Norwood, NJ: Ablex.
- Salinger, T. & Chittenden, E. (1994) Analysis of an early literacy portfolio: Consequences for instruction. *Language Arts*, 71, 446-452.
- Salinger, T., & Chittenden, E. (1993) *Classroom consequences of performance assessment*. Education Testing Service Center for Performance Assessment.
- Salinger, T. (1993) *Models of literacy instruction*. Columbus, OH: Macmillan.
- Salinger, T. (1992) Classroom-based and portfolio assessment for elementary grades. In C. Hedley, D. Feldman, & P. Antonacci (Eds.) *Literacy across the curriculum*. Norwood, NJ: Ablex.
- Salinger, T. (1992) Head Start and beyond: Day care, preschool, kindergarten, and the introduction into first grade. In C. Collins & J. Mangieri (Ed.) *Building the quality of thinking in and out of school*. Hillsdale, NJ: Erlbaum.
- Salinger, T., & Purcell-Gates, V. (1990) Access to literacy for young learners. In K. Borman (Ed.), *Issues in literacy instruction*. Norwood, NJ: Ablex.
- Primary author of *The early learning years*. Maryland Department of Education: *State Curriculum Guide, Kindergarten through Grade Three*, 1990.
- Contributing author of material on early childhood education, language arts, and assessment. *Project Better, Computer Expert System for Teachers and Administrators*. Maryland Department of Education, 1989.
- Salinger, T. (1989) *Language arts and literacy for young children*. Columbus: Merrill Publishing Company.
- Salinger, T. (1988) Language experience as an introduction to word processing. In J. L. Hoot & S. Silvern (Ed.) *Writing with computers in the early grades*. New York: Teachers College Press.
- Author of Reading and Writing Review Sections. *Guide to the PPST*. Princeton: Educational Testing Service, 1986.
- Salinger, T. (1985) Kindergartners and word processing. In L. Gentile (Ed.), *Reading Education in Texas*, 1-6.
- Ball, S., & Salinger, T. (1986) A computer in my classroom: Teacher concerns in J.L. Hoot (Ed.), *Computers in early childhood education*. Englewood Cliffs, NJ: Prentice Hall.

## Technical Reports

Salinger, T., Mueller, L., Song, M., Jin, Y., Zmach, C., Toplitz, M., Partridge, M., & Bickford, A. *Study of Teacher Preparation in Early Reading Instruction* (NCEE 2010-4036). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

*The Enhanced Reading Opportunities Study Final Report: The Impact of Supplemental Literacy Courses for Struggling Ninth-Grade Readers* (NCEE 2010-4021) Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2010.(Lead Author, AIR section)

*The Enhanced Reading Opportunities Study: Early impacts and implementation findings.* (NCEE 2008-4015) Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2008. (Lead Author, AIR section)

*Framework and Specifications for the 2009 National Assessment of Educational Progress in Reading.* National Assessment Governing Board, 2004 (Primary Author)

*Issues in the Development of the Framework for the 2007 National Assessment of Educational Progress in Reading.* Paper prepared for the National Assessment Governing Board, October 2002.

*Institutional responses to state mandated use of the Pre-professional Skills Tests.* Princeton: Educational Testing Service, 1988.

### **Most Recent Professional Presentations**

American Educational Research Association, Annual Meetings, 2011, 2010, 2007, 2006, 2005

National Reading Conference, Annual Meeting, 2011, 2010, 2009, 2007, 2008, 2006

Regional Education Laboratory meetings, 2012, 2010, 2009

Smaller Learning Communities (SLC) Annual Meetings, 2012, 2009, 2008

National Science Teachers Association, 2009

National High School Center Annual Meeting, 2008

International Reading Association, Annual Meeting, 2008, 2006, 2005

National Council on Measurement in Education, Annual Meeting, 2005, 2004



**Academy of Hope Public Charter School  
Board Member Performance Expectations  
Agreement**

Oversee the programmatic and fiscal well-being of the organization including:

- 1) Reviewing and adopting policies and programs that further the mission of the Academy of Hope PCS
- 2) Monitoring student achievement and outcomes
- 3) Enhancing the school's public standing as ambassadors, representatives and advocates of the school community
- 4) Reviewing and approving the annual AoH PCS budget
- 5) Working with staff and volunteers to produce the income required to meet budgeted goals
- 6) Hiring and evaluating the Executive Director
- 7) Overseeing the strategic direction of the school and the development of the strategic plan
- 8) Continuously reviewing the mission for accuracy and validity
- 9) Proposing candidates for election to the Board of Trustees who will further the work of the organization.
- 10) Respecting and treating courteously all constituencies of the Academy of Hope Public Charter School, including students, faculty, staff, and volunteers.
- 11) Recognizing that the Academy's programs exist to serve its students and that the faculty and staff are partners with the Board of Trustees in carrying out the mission of the Academy of Hope Public Charter School.
- 12) Regular attendance at 75% of all Board and committee meetings.
- 13) Make an annual financial contribution to the organization.

  
Board Member Signature

Terry Salinger

25 February 2013  
Date

## Memo

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**Date:** 14 February 2013  
**To:** District of Columbia Charter School Board  
**From:** Terry Salinger, PhD *Terry Salinger*  
Institute Fellow and AoH Founding Group Member  
**Re:** Statement of Interest and Qualifications

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As a Founding Group member of the Academy of Hope Public Charter School (AOH), I have contributed a combination of academic and business experiences to the planning process. My contributions, along with those of the AOH staff and other Founding Group members, will ensure that the AOH charter school model will help its students achieve high academic standards and meet their achievement goals, while also operating in an efficient and financially responsible manner. I have over 30 years' experience as an educator and researcher, focusing my work on the development of strong reading and writing skills, especially for students who struggle with literacy. I have a PhD in Reading Education and have considerable experience working with adult learners. As an Institute Fellow at the American Institutes for Research (AIR), I have led projects conducting research on adolescent struggling readers, adult literacy learners, and transitions of adults to the workforce. I was also the senior advisor on the National Assessment of Adult Literacy, which was developed at AIR for the National Center for Education Statistics.

The breadth of my professional experiences has and will continue to enable me to advise AOH as it plans and launches its public charter school so that its program is innovative, forward-looking, and successful. As a Founding Group member and chair of the AOH Program Committee, I have drawn on my knowledge of research on adult learners to help ensure that the AOH program is grounded in research and its instructional program offers only evidence-based best practice.

After receiving our charter, I will support the school's operations and oversight of its considerable financial and other obligations. I look forward to lending my grant-writing skills to help AOH staff bring in additional funding for program development and research. My knowledge of budgeting and fund-raising will also contribute to the creation and sustainability of a vibrant and effective charter school that serves students from across the District of Columbia. I am committed Academy of Hope success and also to my responsibilities as a member of the AOH Public Charter School Board of Trustees. I am confident that we will make a huge difference for many adults for years to come.

## KERRY E. LENAHAN

A marketing and communications professional with over 10 years of experience creating integrated communications strategies and tactics that are data-driven to increase response, customer engagement and ROI. Strengths in online marketing, consumer research, analysis, team building and client management.

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Integrated marketing strategy • Acquisition & retention • Marketing analytics • Segmentation • Email • Social media • SEM • SEO • Website development & migration • Creative development • Customer experience research • Budget management • Team and agency management

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### Professional Experience

#### Director, Internet Marketing

##### Healthy Directions, Potomac, MD. February 2010-present

Building core e-commerce capabilities as this nutritional supplement and health content company expands from a single channel (direct mail only) to a multi-channel business.

- Direct the Internet strategic plan, set and manage the \$25MM e-commerce budget for the broader Internet Marketing Team.
- Responsible for growing customer acquisition and lead generation programs through Search Engine Marketing, Display Media, SEO, Remarketing and Retargeting programs. Exceeded 2012 revenue goals by 30% and increased profits five-fold and increased natural search traffic 40%.
- Launch and grow core Internet marketing functions and technologies that were new to this e-commerce business including: Enterprise grade websites, Analytical tools, Social media, SEO, Acquisition channel development.
- Integrate online strategies and tactics with direct mail activities.
- Launched first Social Media program for the Dr. Sinatra business that has grown fans and become a proven engagement and revenue driver. This first pilot program has now been replicated with 2 other doctor-branded business units.
- Spearheaded the migration of new Internet platforms improving website conversion rates by 20%.
- Streamlined online reporting and analysis for the e-commerce business. Direction and insights resulted in improved marketing efficiency of 30% year over year.

#### Director, Online Marketing

##### GlobalGiving, Washington, DC. June 2009-January 2010

Led online marketing team in donor acquisition and retention efforts for international non-profit.

- Directed affiliate, SEM and paid media donor acquisition on track to reach goal of \$10.5MM in 2009.
- Managed donor segmentation, email and social media programs to increase retention and engagement.
- Responsible for launching and growing a new Nonprofit Project Leader program that includes acquisition, retention and cultivation of new organizations working with GlobalGiving.
- Led the nonprofit audience research that has informed key changes in overall strategy.

#### Vice President of Marketing

##### Culture11 Inc., Alexandria, VA. September 2008-February 2009

Spearheaded the marketing strategy and implementation for this new media startup funded by Shelter Capital Partners and Steve Forbes.

- Mentored and led a 3 person marketing team in all aspects of social media and viral marketing, leading to organic traffic growth that surpassed the organizations goals by up to 50% each month.
- Started SEO, email, partner marketing and social media marketing as the first sources of audience growth, resulting in traffic increases up to 100% month over month.



## **KERRY E. LENAHAN**

### **Director, Consumer Engagement**

#### **Revolution Health, LLC. Washington, DC. October 2006- September 2008**

Launched and grew marketing programs that encouraged online engagement and return visits including email, newsletters, contests, RSS and keyword alerts among others. Managed and led a matrix team of 15 including product marketers, writers and creative agencies for large, fast growing health media start up.

- Business leader for a newsletter program that launched 25 newsletters with over 300,000 total subscriptions in less than 1 year—the largest driver of return visitors.
- Cut email program costs 75% after restructuring.
- Supported sales team marketing needs.
- Executed partner marketing initiatives.
- Created and executed consumer research strategy to support marketing, sales and product teams.

### **Marketing Manager, Online Marketing**

#### **AOL, LLC. Dulles, VA. December 2005- October 2006**

Grew online acquisition for the Netscape low-cost ISP to 125K annually while reducing program costs. Directed search and affiliate marketing campaigns for AOL high-speed and dial-up products during a crucial high-speed launch. Managed a \$2 million dollar budget and multiple agencies.

- Netscape direct response testing led to a 30% increase in acquisition, growing sales to 125K annually.
- Reduced AOL search costs by 30% while maintaining registration volume.
- Increased internet registrations by 10% in the Netscape and AOL affiliate programs.

### **Analyst, The Mellman Group, Washington, DC. 2000-2004**

An award winning public opinion research and strategic communications agency serving political candidates, non-profits and corporations with 15 employees. Conducted public opinion studies and advised communications strategies for clients leading to the election of over a dozen national public officials and the successful outcome of numerous public policy initiatives.

### **Legislative Affairs Coordinator, Information Resources Inc., Arlington, VA. 1998-2000**

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## **Affiliations & Activities**

Chair, Board of Directors, **Academy of Hope** (DC adult education nonprofit focused on high school credential, job training and college readiness programs)

Volunteer teacher/program manager, **CENIT School, Quito, Ecuador**

Member, **Social Media Club of DC**

Member, **DMA**

Coach, **National Capital YMCA triathlon club**

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## **Education**

**Northwestern University**, Evanston, IL.

M.S., Integrated Marketing Communications, specialization in traditional and digital direct response marketing

**University of Connecticut**, Storrs, CT.

B.A., double major, Political Science & Environmental Policy

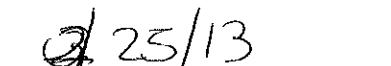


**Academy of Hope Public Charter School  
Board Member Performance Expectations  
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- 13) Make an annual financial contribution to the organization.

  
Board Member Signature

  
Date

## **Kerry Lenahan Qualifications and Statement of Interest**

As a Founding Group member of the Academy of Hope Public Charter School (AOH), I have contributed a combination of academics and business experience to ensure a charter school model that meets high standards of student achievement while operating in an efficient and financially responsible manner. I have over 15 years of business management and marketing experience that spans non-profit organizations and the private sector with a specialty in launching new businesses and non-profits. In addition, I hold a Master of Science in Integrated Marketing Communications from Northwestern University. Regarding education specifically, I have overseen the sound fiscal, operations and program management of Academy of Hope (501c3) as a Board Member since 2007, I've also worked as a consultant to launch Discovery Education while at Northwestern University as well as served as a volunteer teacher in Ecuador. I will use my diverse experience in operating start up organizations, marketing communications and education to ensure high standards in business protocol and education programming are maintained for AOH.

Having worked with many new businesses and non-profits from their inception, I understand the importance of having sound fiscal management, and a strong business in order to achieve success. In the case of Academy of Hope, an operations plan, academic plan and student recruitment and retention plan that follow best practices for adult education are paramount to the organizations success.

After receiving our charter, I will support the school's operations and oversight of its considerable financial and other obligations – from managing the per pupil allocations and private donations, to auditing enrollment and ongoing recruitment needs. I look forward to applying the knowledge I have gained from working with start ups as well as companies with multi-million dollar budgets in our efforts to make AOH a fully-enrolled, high-achieving charter school with model operations and practices. I believe my business management and marketing experience will prove invaluable to Academy of Hope sustainability and I am committed to serving on the Board of Trustees to ensure that our goals are met.

Sincerely,



Kerry E. Lenahan  
Founding Group Member

## **Scott T. Hallworth, FCAS, MAAA**

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Senior Executive with 20+ years of Financial Service experience developing, evolving, and leading advanced analytic organizations through strong information delivery vehicles to help business partners drive key decisions.

### ***Capital One Financial, Mclean, VA***

*August 2011 – Current*

#### **Senior Vice President & Chief Model Risk Officer – Risk Management**

Joined this rapidly growing Bank as a member of the senior leadership team to lead the transformation and advancement of modeling, data and analytics across the enterprise.

- **Model Risk Management** – In order to keep pace with the rapid growth of the company, the focus on this function has been a transformation to overseeing models across the enterprise for model development, implementation, monitoring and managing the associated risk for over 750 models. This change aligns the company to meet the requirements of a Big Bank and further leverages the best modeling and experiential practices from across the enterprise.
- **Analytic Research & Development** – Through this centralized research function, a dedicated group of advanced statisticians and data scientists, there is a focus to transform the company's information based strategies to identify new data sources, modeling tools and advanced analytic techniques to provide additional insight and opportunities across the enterprise.
- **Data Strategy** – To improve the company's ease of data access to the end-users while obsessing about data quality and achieving a cost-effective system, this cross-enterprise function was established mid-2012. The group's focus is on ever-improving the data governance, technology, and development of top data talent across the enterprise, which will achieve this objective with sustainable results.
- **Stat/Quant Community** – To continue the company's investment in top talent focused on modeling and analytics, I also lead the company's statistical and quantitative analyst community (~350 people) to ensure we continue the development of people, recruiting, training, and compensation.

Further, to ensure we continue to diversify our technical expertise, increase capacity as well as improve efficiencies, as of Q4 2012, I am a member of the Capital One India Board of Directors and the executive sponsor for the offshore analytic staffing and strategy for the Bangalore office.

### ***The Travelers Insurance Companies, Hartford, CT***

*November 2006 – July 2011*

#### **Senior Vice President & Chief Actuary – Business Intelligence & Analytics**

During my tenure at Travelers, I evolved the role from Vice President of Actuarial and Research & Development functions to developing and leading efficient organizations of unique and diversified analytic skills with fact-based insight to leverage in business decision-making. Through dual roles, evolution has been faster paced in Personal Insurance than the Enterprise with the latter steadily progressing and utilizing the former as an efficient 'test & learn' environment.

#### **Personal Insurance (PI)**

Member of PI Senior Leadership team responsible for developing short & long-term strategic plans as well as determining

tactical investments to profitably grow. In addition, primary contributions were providing advanced analytics and insight through leading a 130-person organization with functional responsibilities of:

- **Actuarial** – Through predictive modeling and advanced actuarial techniques, this group (in conjunction with efficiently utilizing outsource partners) provides insight into product and customer performance, rate adequacy, environmental trends/forecasts, risk management, as well as establishing ultimate loss reserves.
- **Claim Analytics** – Relatively new group established to determine causation of underlying trends/experience, as well as provide insight for operational improvements through multivariate analysis of granular claim and policy data.
- **Research & Development** – An organization with predictive modeling expertise applied to product segmentation and development (including proprietary models), determining customer lifetime value, and piloting new technology, techniques and external data sources.
- **Strategic Initiatives** – Newly created group providing non-traditional, advanced analytics for Agency performance/segmentation, Call Center/Mail/Web optimization, and Operational analytics. In addition, through Consumer Behavioral analytics, refine actions focused on “who we are” to penetrate profitable growth opportunities.
- **Business Intelligence Competency Center** – An organization focused on providing: efficient data architecture (data retrieval systems and subject matter expertise); data management practices/standards; information delivery; as well as Business Intelligence training and communication to a customer base that is steadily expanding across the PI organization.

## **Enterprise**

Leader of a newly created, Enterprise organization designed to leverage and share Business Intelligence & Analytic skills via line of business Chief’s (CAO’s, CFO’s and CIO’s) across the company. To support the breadth of topics, this group has a dedicated team of specialized talent utilized for cross-line of business initiatives that are established/prioritized through a Governance Group comprising of the Enterprise’s senior leaders. At this stage of its evolution, in order to efficiently execute the variety of objectives, the group focuses on the following Business Intelligence Enablers:

- **Analytics:** Leverage common efforts and experience to deliver insight that is shared across Businesses. Recent examples include: Loss Analytics & Econometrics; Optimized Enterprise Risk Management; Catastrophe Model Review & Utilization; and Agency Segmentation
- **Data:** Establish standards and best practices in Data Quality, Data Definitions, MetaData environments and tools
- **People:** Recruit, Develop, and Train (Analytic and Actuarial) from both a technical and leadership perspective for the Enterprise
- **Practices:** Leverage the best modeling and experiential practices from across the Enterprise via forums such as: Predictive Analytics Study Group; Women In Actuarial & Analytics; R&D Center of Excellence (including Modeling standards); Sharepoint venues; and Quarterly eForums
- **Technology:** Establish/maintain an efficient, scalable infrastructure and tools focused on Analytic performance and Information Delivery

### ***The Hanover Insurance Group, Worcester, MA***

***February 2005 – November 2006***

Member of Senior Leadership team responsible for developing strategic plans and tactical investments to profitably grow the business. In addition, a key partner with Corporate Actuarial Leadership establishing peer reviews of reserves, target rates of return, risk management, and capital allocation as well as the development of Actuarial students.

#### **Vice President & Lead Actuary – Personal Lines**

- Designed and led a new, Subject Matter Expert (SME) organizational model for the PL Actuarial Pricing group

for auto, homeowner, and miscellaneous (e.g., Umbrella, Boat) lines of business. Group's functions included pricing, filings, introducing/evolving multivariate rate & rule programs, and providing actuarial "consulting" expertise to State Management & Product partners.

- Built and led an Actuarial Research team to develop/enhance PL multivariate rating and rule programs, operational scoring tools and metrics for differentiated service, retention and quality control, as well as train SME's with updated forecasting tools, techniques and research observations for inclusion in rate revision process.
- Designed and led a Competitive Intelligence team focused on providing: 1) industry observations & trends; 2) opportunities and threats of competitors; 3) developing tools to evaluate proposed rate action; and 4) maintaining market baskets for evaluating key competitor rate & product actions.

### ***Metropolitan Property and Casualty Insurance Company, Warwick, RI***

***October 1990 – February 2005***

At MetLife, my skills, experiences, and leadership evolved across a multitude of roles and responsibilities that included Actuarial (Pricing and Reserving), Programming, Research & Development, Risk Management, and Mergers/Acquisitions functions. My career at MetLife had begun as an Actuarial Intern and culminated to the following position:

#### **Vice President – Actuarial**

- Member of State Management Group that is a cross-disciplined, decision-making team tasked in evaluating and leading the management of the Focus States for profitable growth via multiple distribution channels.
- Pricing Actuary for personal auto (including non-standard), homeowner, and miscellaneous (e.g., Umbrella, Boat) lines of business. Also, responsible for developing and introducing multivariate auto and homeowner program.
- Built and led Actuarial Research & Development team to create and revise new/enhanced rating and rule structures. Team used advanced data mining tools as well as multivariate analysis techniques.
- Chaired the Homeowner Task Force identifying opportune areas as well as developing and implementing corporate solutions (e.g., claims, ITV, rate, product) to improve profitability.
- Catastrophe Modeling and Reinsurance team. Utilized multiple catastrophe models to diversify exposures and develop risk management strategies. In addition, interact with brokers/reinsurers in managing and developing Catastrophe XOL (per occurrence and annual aggregate), Quota Share, and Property & Casualty Per Risk ceded reinsurance treaties' structure and cost.

#### ***Additional Experience***

- Led/participated in over a dozen Due Diligence operations for Merger & Acquisition consideration
- Participated/led Enterprise Risk Management and Capital Allocation team specifically in the development of a Return on Equity Model focused on Catastrophe, Reserve and Premium Risk groups
- MetLife International Planning Board: Led the development of business models for international P&C expansion by country (financial as well as method of entering market) (July 2002 – Feb 2005)
- MetLife Reinsurance team tasked to evaluate and develop new structures (Sept 2001 – Feb 2005)
- Consultant for MetLife Investments in Catastrophe Bonds (16 reviews)
- Beta Site for Eqecat's USWIND & USQUAKE (1993-1995) and Wind & Hail models (2003-2004)

#### ***Industry Partnerships***

- Teradata Advisory Board (Spring 2009 to July 2011)
- Highway Loss Data Institute (HLDI) – Board Member (Spring 2008 to July 2011)

- Insurance Institute for Highway Safety (IIHS) – Board Member (Spring 2008 to July 2011)
- CAS Liaison to Bryant University’s Mathematics and Actuarial Departments (Spring 2009 to July 2011)
- Bryant University’s Advisory Panel for Actuarial Science (Fall 2006 to Spring 2009)
- Casualty Actuaries of New England (CANE)’s General Session presenter on “*Insurance Related Activity in the Aftermath of Major Catastrophes*” (Spring 2006)
- Featured speaker for Boston University’s Graduate and Undergraduate Actuarial Science Majors (Fall 2005)
- Member of CANE’s Board of Directors (2002 -2004)
- Vice President of Education for CANE (2003 – 2004)
- CANE’s General Session presenter “*Catastrophe Models & Risk Management Implications*” (Spring 2004)
- Eqecat Conference speaker “*Implications of Wind & Hail Models on Personal Lines Insurance*” (Winter 2002)
- Key Note speaker for Bryant University’s Applied Actuarial Science Majors (Fall 2001, 2003 & 2005)

### ***Education***

Bryant University (Smithfield, RI): BSBA, Major: Applied Actuarial Mathematics, 1992

Fellow of the Casualty Actuarial Society, 1999

Member of the American Academy of Actuaries, 1996



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Board Member Signature

2-25-13  
Date



February 14, 2013

As a Founding Group member of the Academy of Hope Public Charter School (AOH PCS), I contribute a combination of education and business experience to ensure a charter school model meets high standards of student achievement while operating in an efficient and financially responsible manner. I have over 20 years of business development, modeling/analytic experience, and been actively involved throughout my career with non-profit organizations dedicated to furthering professional education. In addition, to complement these experiences, I am a Fellow of the Casualty Actuarial Society as well as a Member of the American Academy of Actuaries with a business degree. Throughout my career, I have been active in teaching a variety of business, analytic and leadership programs mostly on the subjects of mathematics, data management, actuarial science, communication, and business engagement. I will use my experience of applying business and professional principles in an academic setting to the establishment of protocol and standards for AOH PCS.

After receiving our charter, I will support the school's operations and oversight of its considerable financial and other obligations – from managing the per pupil allocations and private donations, to auditing enrollment and ongoing recruitment needs. I look forward to applying the knowledge I have gained throughout my experiences from working to advance education furthering people's career options, as well as organizations with multi-million dollar budgets in our efforts to make AOH PCS a fully-enrolled, high-achieving charter school with model operations and practices. I believe my actuarial, management, and business experience will prove invaluable to Academy of Hope sustainability and I am committed to serving on the Board of Trustees to ensure that our goals are met.

Sincerely,



Scott T. Hallworth

## Arthur E. Budich, CPA



### Summary of Experience

Art has been in public accounting since 2003. He has significant audit experience with tax-exempt organizations including trade and professional associations, charitable foundations, advocacy groups, employee benefit plans, and labor unions. He has performed audits, reviews, compilations, and other attestation engagements. His tax compliance responsibilities include preparation of annual tax and exempt organization information returns and determining unrelated business income tax liabilities. Art has performed numerous financial and tax engagements, as well as compliance examinations in accordance with OMB Circulars A-122 and A-133 for organizations receiving Federal Awards and has a working knowledge of government grant administrative requirements and cost principles.

### Professional Experience

Senior Manager, Calibre CPA Group PLLC, Washington, DC

Present (since 2003)

### Educational Background

- B.S. in Accounting (James Madison University, VA).....2003

### Credentials

- Certified Public Accountant (District of Columbia, Virginia).....2008

### Professional Memberships

- American Institute of Certified Public Accountants.....Member since 2008
- Greater Washington Society of Certified Public Accountants .....Member since 2004

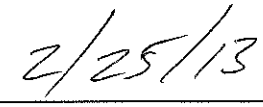


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Board Member Signature

  
Date

February 13, 2013

To Whom It May Concern,

As a Founding Group member of the Academy of Hope Public Charter School (AOH), I have contributed business experience to ensure a charter school operates in an efficient and financially responsible manner. I have 9 years of public accounting experience dealing primarily with not-for-profit organizations and will use my experience to ensure AOH is operated in a responsible and transparent manner.

My professional experience working with not-for-profit organizations both within the District of Columbia and throughout the United States has shown me that it is important to provide all members of our communities with the tools necessary to be productive members of those communities. AOH will provide the education necessary to people, setting them on a course to be vibrant and active participants in their communities

After receiving our charter, I will support the school's operations and oversight of its considerable financial obligations. I will be a resource to management in matters concerning the governance of the school as well as providing financial expertise and oversight. I believe my accounting and management experience will prove invaluable to Academy of Hope Public Charter School's sustainability and I am committed to serving on the Board of Trustees to ensure that our goals are met.

Sincerely,



Arthur Budich  
Founding Group Member

## B. P. Walker, MD, MBA

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### SUMMARY OF QUALIFICATIONS

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Results-orientated executive experienced in non-profit management, economic development, and higher education administration. Skilled in program planning and development, particularly start-up phase in multifaceted, fast-paced environments. Analytical and entrepreneurial problem solver; demonstrates strong leadership and supervisory skills to motivate diverse teams. Builds relationships with internal and external stakeholders in support of institutional initiatives.

#### Core competencies:

- **Strategic and business planning:** Provided one-on-one technical assistance to more than 350 small businesses and non-profits; developed over 100 business plans, facilitated over 25 minority certification and 501(c)3 applications; and assisted small business owners in obtaining more than \$1.5 million in loans.
- **Program and project management:** Served in senior level positions leading high profile programs in areas of economic and small business development, financial literacy and higher education. Developed work plans, marketing plans, policies and standard operating procedures, and unit assessment.
- **Grants and proposals:** Developed proposals, with performance measurements and budgets, to secure almost \$1.5 million in grant funding for small business development and \$850,000 for workforce development programs from DC government and corporate foundations, as well as \$100,000 from a private foundation for expansion of financial education program. Selected as grant reviewer by Department of Health and Human Resources, Health Resources and Services Administration (HRSA), Office of the Deputy Mayor for Planning and Economic Development (DC) and DC Cancer Consortium (DCCC).
- **Curriculum development:** Developed business financial education curriculum—first of its kind in the region. Developed and launched associate degree and certificate programs in high-demand allied health occupations; received approval from DC Education Licensure Commission and Commission for the Council on Education (national accreditation). Successfully completed self-study report for initial Accreditation Bureau of Health Education Schools (ABHES) program accreditation.
- **Subject Matter Expert and Trainer:** Taught undergraduate courses in business and entrepreneurship, health sciences/allied health; and graduate courses in business and public administration. Conducted professional development training in areas of strategic planning, business planning, finances, marketing, program evaluation, product development and pricing. Guest speaker for DCCC, Women's Business Center Expo, Operation Hope Business Development series and Washington, DC Economic Partnership (WDCEP) Business Plan Competition.

### EDUCATION

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#### **Master of Business Administration (Executive MBA Program) — 2012**

Loyola University Maryland, Sellinger School of Business, Timonium, Maryland

#### **Doctor of Medicine — 1998**

Howard University College of Medicine, Washington, DC

- United States Medical Licensing Examination (USMLE) Step I and II.

#### **Bachelor of Science, Biology (with Honors) — 1992**

Bennett College, Greensboro, North Carolina

- Beta Kappa Chi Scientific Honor Society; inducted 1991.

## PROFESSIONAL EXPERIENCE

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- Dean, Health Sciences** **2011–Present**  
**Department Chair and Program Director, Health Sciences** **2009–2011**  
**Graduate School USA (GS), Washington, DC**
- As founding department chair and dean, post-acquisition of Southeastern University, challenged with the responsibility of business planning for new academic programs within complex national training organization; selecting curriculum areas for degree and non-credit programs in health and natural sciences
  - Launched academic programs in allied health fields in 2010; revamped existing continuing education program and self-paced courses and oversee faculty in five
  - Established assessment measures and continuous improvement strategies. Serve on institutional committees for Institutional Effectiveness, Health and Safety, Learning Content Management and Grants Management
- Program Director, Center for Allied Health Education (CAHE)** **2007–2009**  
**Unit Chief, Medical Assistant and Billing and Coding Specialist Programs** **2006–2007**  
**Southeastern University, Washington, DC**
- Selected to lead efforts to launch degree programs as part of DC government-funded initiative to meet allied health workforce shortages while revitalizing only community hospital serving southeast quadrant of DC.
  - Developed curriculum in accordance to accreditation standards; lead efforts to obtain specialty accreditation, successfully conducted and submitted self-study
  - Succeeded to program director position after first year of employment; charged with overall management of university-based program located within a hospital (only one of its kind, at the time). Developed 2009 work plan to secure \$500,000 funding
- Director, Financial Education Center for Women Entrepreneurs (FEC)** **2005–2006**  
**Community Business Partnership (CBP), Springfield, Virginia**  
**Mason Enterprise Center, School of Public Policy, George Mason University**
- Served as founding director to establish the FEC, three-year pilot program funded by one of largest US financial services companies. Position reported directly to CBP president and CEO, and board of directors
  - Expanded programs to social entrepreneurs; conducted more than 200 one-on-one counseling hours, exceeding program goals within the first six months of employment; and received greater than 90% satisfactory ratings as a trainer
- Interim Director, Georgia Avenue Business Resource Center (GABRC)** **2004**  
**Assistant Director, Georgia Avenue Business Resource Center (GABRC)** **2000–2004**  
**DC Chamber of Commerce Foundation, Washington, DC**
- Held accountable for the co-management of GABRC; pilot program launched in 2000, developed from unique public/private partnership of DC government, Federal Reserve, US Small Business Administration, and area banks
  - Provided technical assistance to more than 250 small businesses and non-profits; exceeded first year-end target within first quarter of operation
  - As successor to founding director, was in charge of overall supervision of GABRC, including program, financial, and staff management. Secured more than \$600,000 in grant funding and created new programs targeting Latino and Asian-owned businesses. Position reported directly to the DC Chamber of Commerce, Vice President of Economic and Workforce Development

## TEACHING EXPERIENCE

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### ***Adjunct Faculty, Trinity University, Washington, DC***

***2010- present***

Teach courses in the MBA program, as well as Pre-Nursing and Nursing programs (each with Moodle course site).

- Fall 2012 and Spring 2013 – MBA Gateway (Introduction to Strategic Management)
- Spring 2011 - Pathophysiology
- Summer 2010 – Pharmacology, and Nursing Theory and Research
- Spring 2010 – Anatomy and Physiology II (with Lab), and Bioethics

### ***Assistant Professor, Graduate School USA (GS), Washington, DC***

***2010- present***

Designed and teach undergraduate courses in the Center for Health Sciences (each with Blackboard course site). Serve as presenter to visiting delegations for GS International Institute (GSII).

- Fall 2012 – Introduction to Clinical Laboratory Science
- Summer 2012 – Pathology, and Medical Law and Ethics
- Fall 2010, Spring 2011 and 2012 – Medical Terminology
- GSII –Introduction to US Healthcare System (2010), and Small Business Development (2011)

### ***Associate Professor - Southeastern University, Washington, D.C***

***2006 – 2009***

Taught courses in the Department of Business and Public Administration, Center for Entrepreneurship and Center for Allied Health Education.

- Center for Entrepreneurship– Marketing (16 CEUs; part of Entrepreneurship Certificate Program)
- Graduate courses – Introduction to International Public Health, Healthcare Financial Management, and Program Evaluation in Healthcare
- Undergraduate courses – Introduction to Entrepreneurship (online using eCollege), Medical Terminology, Medical Law and Ethics, General Biology, Anatomy and Physiology, Pathology, Advanced Cardiac Pathophysiology, ECG and Cardiac Pharmacology, and Introduction to Echocardiography

## VOLUNTEER ACTIVITIES

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### ***Member, Board of Directors***

***2012- present***

***D.C. Cancer Consortium (DCCC), Washington, DC***

### ***Member, Board of Directors***

***2010-2011***

***Center for Minority Achievement in Science and Technology (CMAST), Washington, DC***

### ***National Health Service Corp Ambassador***

***2009-Present***

- Panelist, Latin American Youth Center (LAYC) Teen Health Promoters Program (February 2012)
- Guest lecturer, George Washington University Internal Medicine Residency Program Community Health Elective (2010-Present)
- Guest speaker, National Institute of Health, Office of Science Education, SciLife Conference (2009)

## PROFESSIONAL MEMBERSHIPS

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- American College of Healthcare Executives
- American Medical Association
- American Society of Quality
- American Association of Medical Assistants
- American Health Information Management Association

***Excellent references furnished by request.***



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Board Member Signature

February 25, 2013  
Date



## STATEMENT OF INTEREST AND QUALIFICATIONS

**B. P. Walker**

**February 12, 2013**

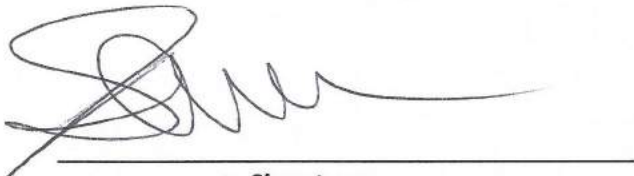
As a founding board member of Academy of Hope Public Charter School (AOH), I have a combination of educational background and professional experience to ensure a charter school model that meets high standards of student achievement while operating in an efficient and responsible manner. Possessing 13 years of non-profit and program management, I have overseen programs targeting adult-learners in areas of higher education, and economic/small business development.

The breadth of my professional experience includes being a small business counselor and trainer, providing technical assistance to small businesses and nonprofits in areas such as business planning, proposals/contracts, product development, marketing and financial management. In the past six years, I have served as Program Director and Dean of start-up academic degree programs in the District. As a result of this combination of experience, I have a thorough understanding of executing a mission as a result of sound business planning with measurable outcomes. Training and developing District residents to reach their full potential is challenging and requires educational programs to be innovative and demonstrate evidence-based decision making in order to, successfully, meet student enrollment and achievement targets.

In addition to possessing a Master of Business Administration degree (MBA), I also currently teach MBA courses at Trinity University in area of strategic management planning. I will use my experience of applying business principles in an academic setting to the establishment of business protocol and standards for AOH.

After receiving our charter, I will support the school's operations as well as oversight of its considerable obligations including financial sustainability and academic goals. I look forward to applying the knowledge I have gained from working with organizations during their inception phases, as well as companies with multi-million dollar budgets in our efforts to make AOH a high-performing charter school with model operations and practices. I am committed to serving on the AOH Board, ensuring that the school's goals are met. Furthermore, I am delighted to serve the District in this capacity.

Sincerely,  
B. P. Walker  
Founding Board Member



Signature

Jennifer Clinton, Ph.D.

**NONPROFIT/EDUCATION/GOVERNMENT RELATIONS EXECUTIVE**

15+ years' experience providing transformational leadership to the education, government and non-profit sectors.

**PROFESSIONAL EXPERIENCE**

**National Council for International Visitors**

*President*

2012-Present

Responsible for the overall day-to-day management and leadership of NCIV, a non-profit organization that works to promote understanding and collaboration between Americans and individuals from around the world, to help build a stronger global community.

- Provides vision and leadership and develops plans and goals for the future of NCIV.
- Represents NCIV and its member interests to the public and government and advocates on behalf of the U.S. Department of State's International Visitor Leadership Program and other exchange programs.
- Promotes the professional development of those within the NCIV network.
- Supervises the delivery of programs and other services to member organizations

**The Washington Center for Internships Academic Seminars**

*Executive Vice President*

2011- 2012

*Chief Operating Officer*

2006-2011

*Vice President Operations & Federal Relations*

2004-2006

*Monoger Federal Relations*

2002-2004

Second in command of an 80-person, \$20 million annual budget non-profit organization that provides experiential education and career development opportunities in Washington, D.C. for college and university students from across the country and around the world.

**Key Achievements:**

**Develop, implement and communicate clear strategic direction**

- Led two of the organization's five-year strategic plans.
- Led a comprehensive re-branding effort that led to a major overhaul of core messaging and visual identity. Aligned staff behaviors and processes to meet the brand promise.

**Identify and secure financial support for the organization**

- Grew government contracts from \$250,000 in annual contracts to \$3.9 million in annual contracts.
- Served as key representative to foundation community. Secured major gifts for program support.
- Played a key role in securing financing and support for the purchase of a \$10 million new headquarters building in 2006 and the construction of a \$40 million student residential facility.

**Build coaitions (Internal and external) to achieve goals**

- Serve as senior representative to outside stakeholder groups: board of directors, alumni, college and university leaders, corporate executives, foundation leaders, government executives and the media.
- Instituted a number of internal cross-functional working groups to address organizational challenges.

**Design programs/services that are customer and market centric and that deliver results**

- Guided the redevelopment of the internship program curriculum and evaluation strategy.

- Designed and implemented organization's research agenda to position TWC as a thought leader in the field of experiential education.

**Foster an engaged and high-performing workforce culture**

- Developed and implemented a new performance appraisal system for the entire staff. Instituted clear metrics for the institution and individuals. This led to a 30% decrease in staff turnover

**Deliver operational excellence**

- Realigned entire fundraising operation to grow and diversify sources of philanthropic support.
- Developed and implemented the integration of technology to improve organization-wide data tracking.

**Telecommunications Industry Association (TIA)**

*Manager, International Marketing & Business Facilitation 3/2001 – 7/2002*

**Program Design and Management**

- Develop and facilitate educational programs, workshops and resources to assist small businesses with their international marketing efforts.

**Partnership Development**

- Develop and cultivate partnerships with trade organizations and U.S. Government including USAID, U.S. Chamber of Commerce, U.S. Export Import Bank, to expand TIA's resources and trade programs.
- Liaise with TIA affiliate offices overseas to manage communications and information flow.

**Communications**

- Contribute articles on foreign market conditions for TIA's monthly electronic newsletter.

**Overseas Private Investment Corporation (OPIC)**

*Special Assistant to the President & CEO 1/2000 – 3/2001*

OPIC is a federal agency that provides financial services to U.S. businesses in global emerging markets.

**Marketing and Communications**

- Conduct market research to target new clients, schedule and participate in sales meetings.
- Research and write speeches to promote OPIC programs and mission.
- Contributing writer and co-editor of OPIC News (bi-weekly electronic newsletter).
- Work closely with Executive staff on devising and managing agency-wide business development initiatives focusing on Africa, Southeast Europe, Russia, Latin America, and IT.

**Relationship Management**

- Liaise between OPIC staff, high level government officials, associations, business executives, press and foreign dignitaries.

**STS Foundation**

*Program Manager 7/1998 – 1/2000*

International high school student exchange program that brought students from around the world to spend an academic year in the U.S. participating in homestay programs and attending local high schools.

**EDUCATION**

Robert H. Smith School of Business, University of Maryland, College Park, MD

**Executive M.B.A – Non-Profit Leader Scholarship Awarded**

University of California, Davis

**Ph.D., French Literature**

Marquette University

**B.A., Political Science & French - Full athletic scholarship awarded**

**COMMUNITY RELATIONS**

**Academy of Hope Vice-Chair of the Board of Directors**



**Academy of Hope Public Charter School  
Board Member Performance Expectations  
Agreement**

Oversee the programmatic and fiscal well-being of the organization including:

- 1) Reviewing and adopting policies and programs that further the mission of the Academy of Hope PCS
- 2) Monitoring student achievement and outcomes
- 3) Enhancing the school's public standing as ambassadors, representatives and advocates of the school community
- 4) Reviewing and approving the annual AoH PCS budget
- 5) Working with staff and volunteers to produce the income required to meet budgeted goals
- 6) Hiring and evaluating the Executive Director
- 7) Overseeing the strategic direction of the school and the development of the strategic plan
- 8) Continuously reviewing the mission for accuracy and validity
- 9) Proposing candidates for election to the Board of Trustees who will further the work of the organization.
- 10) Respecting and treating courteously all constituencies of the Academy of Hope Public Charter School, including students, faculty, staff, and volunteers.
- 11) Recognizing that the Academy's programs exist to serve its students and that the faculty and staff are partners with the Board of Trustees in carrying out the mission of the Academy of Hope Public Charter School.
- 12) Regular attendance at 75% of all Board and committee meetings.
- 13) Make an annual financial contribution to the organization.

\_\_\_\_\_  
Board Member Signature

2/25/2013

\_\_\_\_\_  
Date

## STATEMENT OF INTEREST AND QUALIFICATIONS

Jennifer Clinton, MBA, PhD

President, National Council for International Visitors

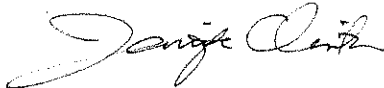
February 20, 2013

As a Founding Group member of the Academy of Hope Public Charter School (AOH), I will ensure that the proposed charter school model meets the highest standards of student achievement and provides a supportive and rigorous environment for its learners.

I am pleased to bring over 15 years of experience in the field of non-profit and education management to the Academy of Hope. My entire career has been spent in helping individuals and organizations reach their full potential. The Academy of Hope serves an incredibly important role in helping DC residents transform their lives and the lives of their families through education and training. Not only am I committed to the mission of Academy of Hope, but my experience and formal training in strategic planning, operations, financial management, communications and curriculum will help AOH move its mission forward.

After receiving our charter, I will support the school's operations and oversight of its considerable financial and other obligations – from managing the per pupil allocations and private donations, to auditing enrollment and ongoing recruitment needs. I look forward to applying the knowledge I have gained from working with schools during their inception phases, as well as companies with multi-million dollar budgets in our efforts to make AOH a fully-enrolled, high-achieving charter school with model operations and practices. I believe my accounting, management, business and marketing experience will prove invaluable to Academy of Hope Public Charter School's sustainability and I am committed to serving on the Board of Trustees to ensure that our goals are met.

Sincerely,



Jennifer Clinton  
Founding Board Member

## LECESTER JOHNSON

**Title:** Executive Director **Specialty:** Adult Education/Workforce Development **Affiliation:** Staff

### HIGHLIGHTS OF QUALIFICATIONS:

Successful career as a practitioner and manager of education and workforce development programs for youth and adults placed at risk. Developed and operated award winning programs, and known as an innovator and visionary in the field education and career development. Eight years of supervisory experience managing professional and entry-level staff. Significant experience in strategic planning, program development, management, and evaluation. Developed and managed budgets exceeding one million dollars. Excellent grant writing, oral and written communication abilities. Skilled in curriculum development, instructional systems design, educational and career testing, placement, training, and case management.

- 2011 Meyer Exponent Award winner for Visionary Leadership
- Recipient of 2003 Dick Omang Award for Best Practices in Vocational Evaluation
- Co-authored two chapters on vocational evaluation as *Institute for Rehabilitation Issues Scholar* (IRI)
- Co-authored article on the use of electronic portfolios in vocational evaluation and job search.
- Administer and interpret a full-range of career, personnel, and educational assessment instruments
- Developed job readiness and career development curriculum for employment training program
- Adjunct Professor in vocational evaluation –The George Washington University
- Certified Vocational Evaluator
- Worked with employers to create customized training and quality work-based learning experiences

### EXPERIENCE:

#### **Academy of Hope, Washington DC**

##### **Executive Director**

**Aug 2006 – Present**

Lead staff in the implementation and achievement of the organization's mission, vision, goals, and objectives. Work closely with board of directors to develop and implement the strategic vision and direction of the organization. Ensure financial stability of the organization through fundraising and prudent financial management. Supervise senior management staff. Develop and recommend annual budget for Board approval and manage resources within those guidelines.

#### **Community Preservation and Development Corporation, Washington, DC**

##### **Deputy Director of Programs**

**Jul 2003 – Jun 2006**

Assistant to Vice President of community development division of a non-profit housing development corporation with an annual budget of 3.6 million dollars. Worked with departments in community development division to create program quality assurance standards and unified outcome reporting measures. Created and evaluated curriculum and instructional material for sound practices and design. Monitored legislative changes impacting programs in all divisions (youth and adults). Worked closely with Vice President to create and implement programmatic policy and procedures. Coordinated research and data collection procedures. Presented programmatic outcomes at board and staff meetings and national conferences.

- Led team in the development of an internal evaluation and quality control system for the community development division
- Helped to develop winning proposal (\$650,000) to Department of Commerce which funded

innovative, telehealth training program

- Created youth career development program in Alexandria, VA incorporating the use of electronic portfolios

***Career Enhancement Manager***

**Jun 1999 – Jul 2003**

Developed and led Career and Skill Enhancement department in the community development division of a non-profit housing development corporation. Managed an annual budget of 1.3 million and supervised staff of 32 in five programmatic areas (career assessment, employment training, academic enhancement, and job placement and case management). Developed annual budget and strategic plan.

- Re-structured training programs to incorporate project, work-based learning, and cross-curricular integration.
- Increased student completion and retention rates from 60% to 80%.
- Secured **articulation** agreement with Northern Virginia Community College
- Developed innovative student intake assessment tools and process.
- Secured grants and contracts totaling nearly six (6) million dollars.

***Career Assessment Consultant***

**Sep 1997– Jun 1999**

Led career assessment team in the development of an award winning career assessment and college resource center located in an affordable housing community. Administered, scored, and interpreted career assessment and educational testing results. Assisted individuals with long-term career goal setting. Developed individualized career plans. Completed job/training analysis.

- Secured partnership with The George Washington University to become an official field training site for graduate students in the vocational evaluation training program.
- Developed homemade high-tech work samples based on local and regional labor market trends.
- Secured assessment contracts with District of Columbia Public Schools and District of Columbia Child and Family Services

**Edison Professional Technical Center, Alexandria, VA**

***Technical Education Support Teacher***

**Oct 1994 – Jun 1999**

Academic support teacher in high school technical education center. Provided career and transition planning services to youth with disabilities enrolled in tech center courses. Served as primary liaison between home school special education department and technical education center. Developed and modified curriculum and course material to meet the needs of students with disabilities. Developed individualized support plans to help students successfully complete coursework in technical classes.

- Served as co-chair of countywide committee to re-design vocational education programs for young adults in special education.

**SOC Enterprises, Arlington, VA**

***Supported Employment Coordinator***

**Aug 1993 - May 1995**

Developed and directed supported employment program for adults with disabilities. Supervised employment specialist personnel. Conducted community based assessments and job analysis to determine interest, abilities, and best job match. Trained corporate partners on diversity related issues. Developed and managed employer database to track hiring trends and primary industries of employment for customers. Prepared vocational service plans and progress reports on program participants.

**TransCen, Inc., Marriott Foundation Bridges Project, Rockville, MD**

***Employer Representative***

**Aug 1992 - Aug 1993**

Secured paid internships for young adults with disabilities. Conducted employer training on disability awareness. Completed quarterly performance appraisals of interns. Provided ongoing support to intern and employer.

**G. Conflict of Interest**



**CHI Center, Inc, Silver Spring, MD**

***Supported Employment Consultant***

**Jul 1997 – Oct 1997**

Re-designed supported employment program. Developed system for case documentation and job development process. Developed new staff resource guide. Updated marketing materials for supported employment program. Provided ongoing staff support and development. Conducted labor market analysis.

***Case Manager***

**Jul 1991 – Aug 1992**

Coordinated and chaired interdisciplinary team meetings. Linked clients to needed community services. Developed, implemented, and monitored individual habilitation plans. Developed and implemented behavior change programs.

**EDUCATION:**

Ed.S. Severe Emotional Disturbance	The George Washington University
MA Transition Special Education	The George Washington University
BA Psychology	Grambling State University

**PROFESSIONAL PRESENTATION ACTIVITIES:**

- 07/08 Member of VECAP strategic planning committee
- 08/07 Presenter - HUD National Neighborhood Network Conference - Program evaluation and assessment
- 07/07 National Career Development Association – Collaboration between National Career Development Association and Vocational Evaluation and Career Assessment Professionals
- 07/06 Pennsylvania Transition Conference – Fundamentals of Vocational Evaluation for Transition of Special Needs Learners
- 07/06 National Career Development Association Conference – Youth Career Development Practices
- 03/06 Virginia Transition Forum – Career development for youth (electronic portfolios)
- 11/05 Virginia VECAP (incorporating portfolios into the career assessment process)
- 7/04 Pennsylvania Transition Conference (Using cross-system portfolios in transition)
- 6/04 National Career Development Association Conference (Use of electronic portfolios in career development)
- 10/03 DCDT Annual Conference (Portfolios in transition), Roanoke, VA
- 03/03 Using Electronic Portfolios in Vocational Evaluation, Vocational Evaluation and Work Adjustment 11<sup>th</sup> National Forum, Charleston, SC
- 08/02 Vocational Evaluation: A Gateway to the Future. Network Consortium's Welfare-to-Work Conference, Ft. Lauderdale, FL
- 4/02 Vocational Evaluation and Consumer Job Choice: State of Kentucky Rehabilitation Administration, Lexington, KY
- 8/01 Taking O\*NET <sup>TM</sup> on the Road to Self Sufficiency for Disadvantaged Adults, Network Consortium's Welfare-to- Work conference, Reno, NV
- 3/01 Co-presenter VEWAA National Forum (Albuquerque, NM) Career Assessment: A Gateway to the Future
- 9/00 CO- presenter at RSA National Conference on Work and Disability in Philadelphia, PA


**Member:** *Association for assessment in counseling, National Career Development Association, National Employment Counseling Association, Vocational Evaluation and Career Assessment Professional, Council for Exceptional Children, Association for Supervision and Curriculum Development*

## Conflict of Interest Form

*(This form must be included in the application  
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

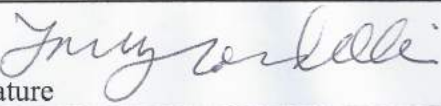
- |  |  |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?  | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money?   | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors?  | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?  |  |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?   | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school?  | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official?   | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature 	Board Member
Academy of Hope Public Charter School	Title
Applicant Organization	Date Submitted
	2/15/2013

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 Signature	Board Member Title
Academy of Hope Public Charter School Applicant Organization	2/13/13 Date Submitted

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Signature <i>Terry Salinger</i>	Board Member
Academy of Hope Public Charter School	Title
Applicant Organization	Date Submitted <i>02/14/2013</i>

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Signature	Board Member
Applicant Organization <b>Academy of Hope Public Charter School</b>	Title  Date Submitted <b>2/13/13</b>

## Conflict of Interest Form

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Signature	Board Member
Academy of Hope Public Charter School	Title
Applicant Organization	Date Submitted <span style="float: right;">2-12-13</span>

**Conflict of Interest Form**  
*(This form must be included in the application  
 and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- |  |  |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?  | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money?   | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors?  | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?  | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?   | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school?  | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official?   | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

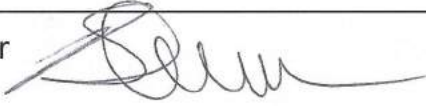
Signature <i>Darcy Wise Sherman</i>	Board Member Title <i>Education Consultant</i>
Applicant Organization Academy of Hope Public Charter School	Date Submitted <i>2/11/13</i>

## Conflict of Interest Form

*(This form must be included in the application  
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- |   |  |
|---|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?  | Yes__ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?   | Yes__ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school?  | Yes__ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?  | Yes__ No <input checked="" type="checkbox"/> |
| 5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money?  | Yes__ No <input checked="" type="checkbox"/> |
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| 7. Did you or your spouse provide any start up funds to the proposed charter school?  | Yes__ No <input checked="" type="checkbox"/> |
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| 10. Do you currently serve as a member of the board of any public charter school?   | Yes__ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official?  | Yes__ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school?  | Yes__ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |

B. P. Walker  Signature	Board Member Title
Academy of Hope Public Charter School Applicant Organization	2/09/2013 Date Submitted



**Conflict of Interest Form**  
*(This form must be included in the application  
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.


- |  |  |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?  | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money?   | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors?  | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?  | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?   | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school?  | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official?   | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature	Board Member
Academy of Hope Public Charter School	Title
Applicant Organization	Date Submitted <span style="font-size: 1.2em;">02/13/2013</span>

**Conflict of Interest Form**  
*(This form must be included in the application  
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- |  |   |
|--|---|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/>                      |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?  | Yes ___ No <input checked="" type="checkbox"/>                      |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/>                      |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/>                      |
| 5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money?   | Yes ___ No <input checked="" type="checkbox"/>                      |
| 6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors?  | Yes ___ No <input checked="" type="checkbox"/>                      |
| 7. Did you or your spouse provide any start up funds to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/>                      |
| 8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?  |   |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?   | Yes ___ No <input checked="" type="checkbox"/>                      |
| 10. Do you currently serve as a member of the board of any public charter school?  | Yes ___ No <input checked="" type="checkbox"/>                      |
| 11. Do you currently serve as a public official?   | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school?   | Yes ___ No <input checked="" type="checkbox"/>                      |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/>                      |

 Signature	Board Member Title
Academy of Hope Public Charter School Applicant Organization	02/13/13 Date Submitted

## **Conflict of Interest: Supplemental Information for Sarah Oldmixon**

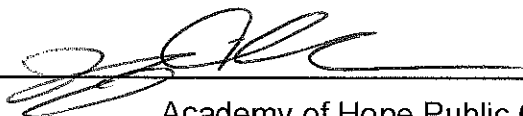
11. I do not serve as an elected official, but I am an appointed member of the Executive Committee of the District of Columbia Workforce Investment Council.

## Conflict of Interest Form

*(This form must be included in the application  
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- |  |  |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?  | Yes ___ No <input checked="" type="checkbox"/> |
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| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
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| 6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors?  | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?  | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?   | Yes ___ No <input checked="" type="checkbox"/> |
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| 11. Do you currently serve as a public official?   | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school?   | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

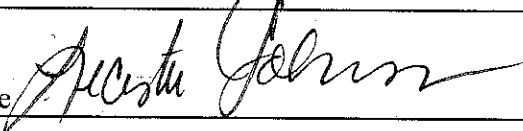
Signature 	Board Member Title
Applicant Organization Academy of Hope Public Charter School	Date Submitted 2/19/13

## Conflict of Interest Form

*(This form must be included in the application  
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- |   |  |
|---|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school?  | Yes ___ No <input checked="" type="checkbox"/> |
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| 6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors?   | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school?  | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?   |  |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?  | Yes ___ No <input checked="" type="checkbox"/> |
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| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature 	Board Member Title
Academy of Hope Public Charter School Applicant Organization	2/22/2013 Date Submitted

## **H. Demographic Analysis**

## Demographic Analysis Form

**Name of Proposed School:** Academy of Hope Public Charter School

**Proposed Locations:** 601 Edgewood Street NE, STE. 25, Washington, DC 20017  
3700 9<sup>th</sup> Street, SE, Washington, DC 20032

(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

**Projected Age Range and Number of Students Expected to Enroll:**

- a. In 2013-2014                      From age/grade 18 to age/grade 60+                      Number of students 220  
 b. At Full Capacity                      From age/grade 18 to age/grade 60+                      Number of students 260 (@ 5yrs)

1. Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Projected Enrollment/Capacity 2011-2012 <sup>1</sup>	Actual Enrollment 2011-2012	Type <sup>2</sup>	% Low Income	DCCAS Performance (%Proficient) SY 2011-2012	Percentage of Highly Qualified Teachers <sup>3</sup>
Lt. Joseph P. Kennedy Inst.	50 (est.)	37	Other	100%	N/A	N/A
Perry School Community Ctr.	30 (est.)	26	Other	100%	N/A	N/A

**NOTES:**

<sup>1</sup>For charter schools, enter projected enrollment; for all other schools, enter capacity.

<sup>2</sup>Type = DCPS, public charter school, private, parochial, independent, other

<sup>3</sup>Not applicable to private, parochial, and independent schools

2. Please check the ONE statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

I will recruit exclusively in the neighborhood where I plan to locate my charter school.

I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods. \_\_\_\_\_

I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.) Adults 18 and over without a high school diploma or who have low basic skills.

I will conduct a citywide recruitment effort for my school

**Rationale:** There are very limited services for adult education citywide

3. Based on the information provided above, provide the following information:

- a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.**

Academy of Hope Adult Public Charter School (AOH PCS) will be in a very strong, competitive position for recruitment of students, highly qualified teachers, and facilities because it has a demonstrated 28-year record of accomplishment in adult education. Currently, there are no adult education public charter schools located in Ward 5. Citywide, there are seven adult charter schools with an eighth public charter adult program scheduled to open in the fall of 2013 that will offer similar programs; however, none are located in Ward 5. Competitive advantages of the school will include, current student enrollment of over 400 students, a full-service career assessment and counseling center with support from the George Washington University. AOH PCS students will also benefit from collaborations and partnerships with many other community based organizations, colleges, and universities in Washington, D.C. such as Trinity University, The Graduate School USA and UDC Community College with whom we have an Articulation Agreement.

- b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.**

Upon opening, AOH PCS be located in our intended area of operations and expects to have an active lease with the current landlord for Academy of Hope. For additional recruitment efforts, we will also work closely with local One-Stop Centers operated by DC Dept. of Employment Services (DOES) to hold information sessions onsite and to distribute brochures and information on our school activities and programs. AOH PCS will continue its cross referral relationships with Literacy Volunteers and Advocates, The Washington Literacy Council and Jubilee Jobs. Lastly, AOH PCS will blanket local community shopping establishments (grocery stores, carryout restaurants, and convenience stores), Laundromats, libraries, and churches with recruitment flyers and brochures. Using an "each one-reach approach", AOH PCS will provide incentives for students that encourage a friend to enroll or attend an information session.

- c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.**

There is currently no adult education public charter schools located in Ward 5 where AOH PCS will be located. Carlos Rosario has a planned campus for Ward 5 scheduled to open in 2013. We will work closely with them to meet the needs of ELL/NEP learner. AOH PCS learners will also be able to refer learners to some of their career training programs.



**I. Required Documents**

**Charter School Board of Trustees Job Description**



## **Academy of Hope Public Charter School Board of Trustee Duties and Responsibilities/ Job Description**

Members of the Academy of Hope Public Charter School Board of Directors are responsible for ensuring that the academic programs and operation of the school are faithful to the terms of its charter and that AoH PCS is a viable organization. Specific responsibilities of the board are outlined below.

1. To oversee the programmatic and fiscal well-being of the organization including:
  - a. Review and adoption of policies and programs that further the mission of the Academy of Hope Public Charter School;
  - b. Review and approval of the annual budget; and
  - c. Working with staff and volunteers to produce the income required to meet budgeted goals.
2. To attend at least three of the four annual Board meetings.
3. To prepare for meetings by reviewing and bringing all materials to the meeting
4. To serve on at least one standing committee of the Board and actively participate in its work.
5. To make an annual financial contribution to AOH PCS
5. To attend fundraising events and secure the interest, service, and financial support of others who share a commitment to the Academy's mission and programs.
6. To attend and participate in special events during the year sponsored by the Academy of Hope Public Charter School, including graduation.
8. To propose candidates for election to the Board of Directors who will further the work of the organization.
9. To respect and treat courteously all constituencies of the Academy of Hope Public Charter School, including students, faculty, staff, and volunteers.
10. To recognize that the Academy's programs exist to serve its students and that the faculty and staff are partners with the Board of Directors in carrying out the mission of the Academy of Hope Public Charter School.

\*The Academy of Hope Public Charter School hosts three (3) events each year. We therefore ask that Board Members designate at least one (1) event that they can commit to attending. This helps to ensure even participation and good board representation.

**Charter School Individual Director Performance Expectations**



**Performance Expectations  
Academy of Hope Public Charter School  
Individual Trustee Performance Expectations**

**General Responsibilities**

Each trustee is responsible for actively participating in the work of the Academy of Hope Public Board of Trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The Board will nominate the candidate only after s/he has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the Job Description of the Board of Trustees.

*Specific Responsibilities:*

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of Academy of Hope Public Charter School.
2. Work with fellow board members to fulfill the obligations of board membership of the Academy of Hope Public Charter School.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
  - Focus on the good of the organization and group, not on a personal agenda
  - Support board decisions once they are made
  - Participate in an honest appraisal of one's own performance and that of the board
  - Build awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
5. Be prepared to contribute approximately 8-10 hours per month toward board service which includes:
  - Attending a month board meeting (2 hours)
  - Participating on a board committee (2 hours)
  - Reading materials, preparing for meetings (1 hour)

- Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours).
- 6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
- 7. Actively participate in one or more fundraising event(s) annually.
- 8. Use personal and professional contacts and expertise for the benefit of Academy of Hope Public Charter School.
- 9. Serve as a committee or task force chair or member of the Academy of Hope Public Charter School.
- 10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
- 11. Inform the Board of Trustees of Academy of Hope Public Charter School of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board of Trustees related to the situation.

**Articles of Incorporation**

**SUBJECT TO BOARD REVIEW AND APPROVAL**

**ARTICLES OF AMENDMENT  
to the  
ARTICLES OF INCORPORATION  
OF  
ACADEMY OF HOPE, INC.**

TO: DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS  
DISTRICT OF COLUMBIA

FIRST: The name of the Corporation is Academy of Hope, Inc.

SECOND: The following amendments of the Articles of Incorporation of the Corporation were adopted by the Corporation in the manner prescribed by the District of Columbia Nonprofit Corporation Act:

Article FIRST is hereby amended and restated to read:

“FIRST: The name of the Corporation is Academy of Hope Public Charter School”

Article THIRD is educational hereby amended and restated to read:

“THIRD: The Corporation is organized exclusively for charitable and purposes under Section 501(c)(3) of the Internal Revenue Code, or any corresponding section of future federal tax code. Specifically, the Corporation’s sole purpose is to found and operate a District of Columbia Public Charter School to be known as “Academy of Hope Public Charter School.” The Corporation shall have in furtherance of the aforesaid purpose all of the powers conferred upon corporations organized pursuant to the District of Columbia Nonprofit Corporation Act, including without limitation the power to solicit grants and contribution for such purpose.”

Article SEVENTH is educational hereby amended and restated to read:



“SEVENTH: Upon the dissolution of this Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal or to a state or local government, in each case in a manner consistent with the requirements of applicable law, as more specifically provided in the bylaws of the Corporation.

THIRD: The amendment was adopted by a consent in writing executed by all the members of the Board of Trustees in office, there being no members having voting rights in respect of the Corporation.

Dated \_\_\_\_\_, 2013

ACADEMY OF HOPE, INC.

\_\_\_\_\_

Name:

Title:

Attest:

\_\_\_\_\_

Secretary

ARTICLES OF INCORPORATION  
OF  
THE ACADEMY OF HOPE

FILED  
MAY 30 1990  
BY: *RCW*

TO: The Department of Consumer and Regulatory Affairs, Business Regulation Administration, Corporations Divisions, 614 H Street, N.W., Washington D.C. 20001.

We, the undersigned natural persons of the age of twenty-one years or more, acting as incorporators of a corporation under the NON PROFIT CORPORATION ACT (D.C. Code, 1981 Edition, Title 29, Chapter 5), adopt the following Articles of Incorporation:

- FIRST: The name of this corporation is THE ACADEMY OF HOPE.
- SECOND: The period of duration of this corporation is perpetual.
- THIRD: The purposes for which the corporation is organized are the following;
- (1) to provide courses in adult education for students who want to prepare for the GED exam, want to receive one of the corporation's certificates, or who want to further their basic education;
  - (2) to encourage and empower each student to set and achieve their personal goals;
  - (3) to establish a long-term presence in the Adams Morgan and Shaw neighborhoods, with the potential to expand into other neighborhoods in the District of Columbia, to develop meaningful relationships, heal wounded self-esteem and build bridges into the mainstream of society;
  - (4) to call forth and empower servant leaders in the black, hispanic and other ethnic minority communities;
  - (5) to raise funds, independently or in conjunction with others, to fund or finance any aspect of the programs of the corporation, and to conduct any and all other activities as shall from time to

time be found appropriate in connection with the foregoing and as are lawful for non profit corporations.

FOURTH: The corporation shall have no members and no classes of members.

FIFTH: The corporation shall be managed by a board of directors. The number of directors, the manner of their election or appointment, the length of their terms and their duties and responsibilities shall be provided in the by-laws.

SIXTH: No part of the assets, income or profit of the corporation shall inure to the benefit of any director or officer of the corporation or to any individual, except that reasonable compensation may be paid for services rendered to or for the corporation, affecting one or more of its purposes.

SEVENTH: In the event of dissolution, all the remaining assets and property of the corporation shall, after necessary expenses thereof, be distributed to such organizations as shall qualify under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, or, to another organization to be used in such manner as, in the judgement of the board of directors, will best accomplish the general purposes for which this corporation was formed.

EIGHTH: The address of the registered office of the corporation is the following:

2122 CALIFORNIA STREET, N.W. #662  
WASHINGTON, D.C. 20008

The name and address of the registered agent are the following:

Tom Brown  
2122 California St. N.W. #662  
Washington D.C. 20008

NINTH: The number of directors constituting the initial board of directors is seven. The names and addresses, including street number and zip code, of the persons who are to serve as the initial board of directors until the first annual meeting or until their successors are elected or appointed and qualified are:

Gloria Adams                      1023 Fairmont St. N.W. Apt. 204  
Washington D.C. 20001

Linda Andrews 1651 Lamont St. N.W. #3C  
Washington D.C. 20010

Nolan Bosley-Smith 1527 Upshaw St. N.W.  
Washington D.C. 20010

Tom Brown 2122 California St. N.W. #662  
Washington D.C. 20008

Camille Cormier 1812 Ontario Pl. N.W.  
Washington D.C. 20009

Lisa Doan 1845 Summit Pl. N.W. #601  
Washington D.C. 20009

John Knechtle 3442 Sleepy Hollow Road  
Falls Church, VA 22044

TENTH: The name and address, including street number and zip code, of each incorporator are:

Nolan Bosley-Smith 1527 Upshaw St. N.W.  
Washington D.C. 20010

Tom Brown 2122 California St. N.W. #662  
Washington D.C. 20008

John Knechtle 3442 Sleepy Hollow Road  
Falls Church, VA 22044

Washington D.C.

Date: May 10, 1990 Signature: John C. Knechtle

Date: May 10, 1990 Signature: [Signature]

Date: May 10, 1990 Signature: [Signature]

I, Erin Saluberry, a Notary Public, hereby certify that on the 10th day of May, 1990 Nolan Bosley-Smith, Tom Brown and John Knechtle appeared before me and signed the foregoing document as incorporators, and have averred that the statements contained therein are true.

(NOTARY SEAL)

Erin Saluberry

My commission expires on 2/28/93.

**By-laws**

**AMENDED AND RESTATED BY-LAWS OF  
ACADEMY OF HOPE PUBLIC CHARTER SCHOOL**

ARTICLE I  
GENERAL AND PURPOSE

**Section 1.01. Name.** The name of the corporation is Academy of Hope Public Charter School, hereinafter referred to as the “**Academy**”).

**Section 1.02. Nonprofit Purpose.**

- a) The Academy is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code.
- b) As required by the District of Columbia School Reform Act of 1995, as amended, DC Code §38-1800.01 et seq. (the “**School Reform Act**”) the sole purpose of the Academy shall be the operation of a District of Columbia public charter school known as “Academy of Hope Public Charter School.”
- c) The Academy shall be operated in a manner consistent with the charter granted to the Academy by the District of Columbia Public Charter School Board (the “Chartering Authority”) in accordance with the School Reform Act.
- d) No substantial part of the activities of the Academy shall be the carrying on of propaganda, or otherwise attempting to influence legislation except as otherwise provided by Section 501(h) of the Internal Revenue Code, and the Academy shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. The Academy shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.
- e) In any taxable year in which the Academy is a private foundation as described in Section 509(a) of the Internal Revenue Code, the Academy (1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; (2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; (3) shall not retain any excess business holdings as defined in Section 493(c) of the Internal Revenue Code; (4) shall not make any investments in such manner as to subject the Academy to tax under Section 4944 of the Internal Revenue Code; and (5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

**Section 1.03. Dissolution Upon Loss of Charter; Distribution of Assets.** The Academy shall be dissolved in accordance with the Nonprofit Code when (1) the Charter is revoked by the Chartering Authority, (2) the Charter is not renewed by the Chartering Authority, or (3) the Academy voluntarily relinquishes the Charter. If the Academy is dissolved following the revocation of the Charter by the Chartering Authority, the non-renewal of the Charter by the Chartering Authority, or the voluntary relinquishment of the Charter by the Academy, after –

(A) All liabilities and obligations of the Academy shall have been paid, satisfied, and discharged, or adequate provision shall have been made therefore; and

(B) All assets held by the Academy upon condition requiring return, transfer, or conveyance, which condition occurs by reason of the dissolution, shall have been returned, transferred, or conveyed in accordance with such requirements,

in each case in accordance with applicable law]<sup>1</sup>, then, all assets received and held by the Academy subject to limitations, permitting their use only for charitable, religious, eleemosynary, benevolent, educational, or similar purposes, but not held upon a condition requiring return, transfer, or conveyance by reason of the dissolution, shall be transferred to the State Education Office of the District of Columbia and used solely for educational purposes.

**Section 1.04. Registered Office.** The Academy shall maintain a registered office within the District of Columbia at a location designated by the Board of Trustees. The Academy may also have offices in other locations, as deemed necessary by the Board of Trustees.

## ARTICLE II AUTHORITY AND DUTIES OF DIRECTORS

**Section 2.01. Authority of Directors.** The Board of Trustees, hereinafter referred to as the “Board,” is the policy-making body of the Academy, and directs all aspects of the property, affairs and business of the Board of Trustees, in accordance with the law, the Articles of Incorporation, the Charter, and these Bylaws. The Board may delegate the management of the Academy’s activities to any person(s), management company or committees; however, the Board has the ultimate authority over the management of all activities and affairs and execution of all corporate powers. The Board may rescind any assignment, referral or delegation of authority at any time.

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<sup>1</sup> Subject to revision upon further guidance from PCSB. Note that DC Code § 29-301.48(3) related to plans of dissolution, which was referenced in the School Reform Act in relation to this requirement, was superseded. This provision is intended to have the same effect as cross-referenced/superseded provision.

**Section 2.02. Specific Powers.** The Board shall have the following powers in addition to any other powers outlined in these Bylaws and permitted by law:

- a) To select and remove all of the officers, agents and employees of the Academy; to prescribe powers and duties for them that are consistent with the law, the Academy's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b) To conduct, manage and control the affairs and activities of the Academy and to make rules and regulations that are consistent with the law, the Academy's Articles of Incorporation or these Bylaws, as it deems best;
- c) To adopt, make, modify, and use a corporate seal from time-to-time, as it deems best;
- d) To acquire real property for use as the Academy's facilities;
- e) To receive and disburse funds for Corporate purposes and approve the annual budget, programs, and expenditures evaluated against the Academy's Mission and Vision;
- f) To secure appropriate insurance and to make contracts and leases, including agreements to procure or purchase services, equipment, and supplies;
- g) To incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of Federal or private funds;
- h) To solicit and accept any grant or gifts for corporate purposes, which are not subject to any condition contrary to any law or the Academy's Charter and the Academy maintains for financial reporting purposes separate accounts for grants or gifts;
- i) To sue and be sued in the Academy's own name;
- j) To determine the Academy's mission and vision and ensure that the Academy effectively fulfills its mission and achieves its vision, and to set forth, measure, act upon, and communicate board goals and status, as outlined in Board Policies;
- k) To adopt policy and procedures which adhere to the Academy's Mission Statement and will govern the Academy;
- l) To select, appoint, evaluate, and/or remove the Executive Director who shall be responsible for carrying out the work of the Academy in accordance with the policies established by the Board of Trustees, and to provide the Executive Director with moral and professional support necessary to achieve the Academy's goals; and,
- m) To carry out other duties as described in the Charter granted by the Charting Authority, including the submission of an annual report on the extent to which the Academy is meeting its mission and goals.



**Section 2.02. Number, Selection, and Tenure.** The Board shall include an odd number of member, which shall be not less than seven (7) nor more than fifteen (15) (each, hereinafter, referred to as a “Trustee”). Vacancies to the Board shall be filled by a majority vote of the Board. Each Trustee shall hold office for a term of three years following their election. Trustees may serve two consecutive terms. Following a one-year break in service, a Trustee may again be elected to serve on the Board.

**Section 2.03. Qualifications of Trustees.** A majority of Trustees shall be residents of the District of Columbia. From and after the commencement of operations of the Academy as a District of Columbia Public Charter School, at least two Trustees shall be current adult learners enrolled in the Academy, who shall be elected to the Board by a process to be adopted and modified by the Board from time to time.

**Section 2.04. Vacancies to the Board of Trustees shall be filled by a vote of a majority of the Trustees**

**Section 2.05. Resignation, Termination, Absence.** Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if s/he has four unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining Trustees.

**Section 2.06. Regular Meetings.** The Board shall hold at least ten (10) meetings per fiscal year, four regular meetings and one annual meeting. The Chair and/or Executive Committee may call additional meetings as necessary. At least one of each of the regularly scheduled meetings of the Board shall be open to the public and shall be advertised by the Board within the community, in such manner as the Board shall determine, to promote attendance of the community.

**Section 2.07. Annual Meeting.** The annual meeting shall occur in June at such date, time, and location, as the Board shall determine. The annual meeting may be held with or in lieu of a regularly scheduled meeting.

**Section 2.07. Notice.** Meetings may be called by the Chair or at the request of any two Trustees by notice emailed, mailed, or telephoned to the address of each Trustee included in the register of Trustees maintained by the Secretary of the Board.

**Section 2.08. Quorum.** A quorum shall consist of a majority of the Board attending in person or through teleconferencing. If less than a majority of the Trustees is present at said meeting, a majority of the Trustees present may adjourn the meeting on occasion without further notice.

**Section 2.09. Voting.** Each Trustee shall have one vote. All decisions will be by majority vote of those present at a meeting at which a quorum is present. Proxy voting is allowed.

Votes by proxy should be in writing and delivered to the secretary of the board in advance of the meeting.

**Section 2.11. Action Without a Meeting.** Whenever the Nonprofit Code requires or permits Trustees to take action by vote, such action may be taken without a meeting with consent in writing, or email setting forth the action so taken, is signed by all of the Trustees entitled to vote.

**Section 2.12. Attendance Requirement.** Trustees are expected to prepare for and regularly attend Board meetings. Any Trustee who misses in excess of three regularly scheduled Board meetings in any fiscal year may be removed by a majority vote of the Board (excluding such Trustee). Trustees may participate in a meeting via conference call or similar communication.

**Section 2.13. Compensation.** Directors shall serve without compensation with the exception that expenses incurred in the furtherance of the Academy's business are allowed to be reimbursed with documentation and prior approval by the Board.

### ARTICLE III AUTHORITY AND DUTIES OF OFFICERS

**Section 3.01. Officers.** The Academy shall have the following officers, who shall be designated as officers of the Board and must concurrently serve as Trustees: one Chair, up to two Vice Chairs, a Secretary and a Treasurer. No person may serve concurrently as two or more of the Chair, Secretary and/or Treasurer.

**Section 3.02. Appointment of Officers and Terms of Office.** All officers shall be elected by a vote of the Board at the annual meeting. Each officer shall hold office for the term of one year beginning September 1 following his/her election. Each officer shall remain in office through August 31. An officer shall serve no more than three (3) consecutive terms in the office to which elected. If any office becomes vacant, the Trustees may elect any qualified Trustee to fill such vacancy, who shall hold office for the unexpired term of his or her predecessor. A Trustee may be elected to serve as Chair for up to two full two-year terms beyond his or her second three-year term as a Trustee, in which case the Chair's term as a Trustee will be extended until his or her last term as Chair expires.

**Section 3.03. Resignation.** An officer may resign by delivering written notice of such resignation, together with the effective date of such resignation, to the Secretary.

**Section 3.04. Removal.** An officer may be removed by the Board of Trustees at a meeting, or by action in writing, whenever in the Board's judgment the best interests of the Academy will be served thereby. Any such removal shall be without prejudice to the contract rights, if any, of the person so removed.

**Section 3.05. Chair.** The Chair shall: 1) prepare the agenda for the Board of Trustees meetings; 2) preside at all meeting of the Board of Trustees; 3) appoint all chairpersons of committees, with the advice and consent of the Board of Trustees; 4) prepare with the Treasurer, Executive Director, and the Finance Committee, a budget for submission to the Board of Trustees; and 5) perform such other duties customary to that office.

**Section 3.06. Vice-Chair.** The Vice-Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice-Chair shall have such powers and perform such duties as may be delegated to him or her by the Chair or prescribed by the Board.

**Section 3.07. Secretary.** The Secretary shall ensure that each Trustee receives notice of all Board meetings. The Secretary shall keep the minutes of all Board meetings and shall in general perform all other duties as required.

**Section 3.08. Treasurer.** The Treasurer shall: 1) oversee, along with the Board of Trustees, the accounting of all funds, securities, evidence of indebtedness and other valuable documents of the Academy; 2) serve as chairperson of the Finance [and Audit] Committee; 3) make financial reports as required by the Board of Trustees; and 4) perform all duties incident to the office.

#### ARTICLE IV ADMINISTRATIVE OFFICERS

**Section 4.01. Executive Director.** The Executive Director shall be the chief executive officer and chief administrative officer of the Academy. Subject to the oversight of the Board of Trustees, he or she shall exercise the duties and powers incident to such title as provided herein or provided by law and shall exercise other powers and perform other duties as may be assigned to him/her by the Board of Trustees from time to time.

**Section 4.02. Duties of Executive Director.** The Executive Director shall, subject to the direction of the Board, (1) be responsible for general supervision of the business and affairs of the Academy, (2) be responsible for providing broad leadership and direction to the Academy and (3) establish and maintain management systems needed to ensure and report on the implementation of policies established by the Board of Trustees. In addition, the Executive Director shall assist the Board Chair in the preparation of agendas for meetings of the Board and shall generally be expected to attend and participate in all Board meetings as a non-voting participant.

**Section 4.03. Appointment and Removal of Executive Director.** The Executive Director, who shall serve at the will of the Board, shall be appointed by a majority of the Trustees of the Academy. The Executive Director may be removed, with or without cause, by a

majority of the Trustees of the Academy. The Executive Director shall report to the Board and, between Board meetings, to the Board Chair.

**Section 4.04. Certain Limitations on Authority of the Executive Director.** The Executive Director may sign on behalf of the Academy, individually or together with the Board Chair, Secretary, or Treasurer or any other proper officer of the Academy thereunto authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or the Bylaws to some other officer or agent of the Academy, or shall be required by the law to be otherwise signed or executed. Subject to the Academy's conflict of interest policies as the same shall be adopted from time-to-time, the Board of Trustees hereby authorizes the Executive Director to sign on behalf of the Academy such contracts as the Executive Director determines in his/her discretion to be consistent with the Charter, the budget, the purposes and powers of the Academy and in the best interests of the Academy, without specific approval of the Board of Trustees, involving expenditures or commitments not exceeding \$25,000 or of a term of more than 12 months (unless terminable by the Academy without penalty). [Note – this is customary practice for charter schools, although I'm not sure it is required. Is this consistent with Academy's current practice?]

**Section 4.05. Subordinate Officers.** The subordinate officers of the Academy are all administrative officers below the office of Executive Director. The Executive Director shall designate those individuals who shall serve as subordinate officers, and they shall have such duties as are from time-to-time assigned to them by the Executive Director.

## ARTICLE V INDEMNIFICATION

**5.01 General.** The Academy shall indemnify any officer or Trustee to the extent the individual was successful, on the merits or otherwise, in the defense of any proceeding to which the individual was a party because the individual was an officer or Trustee of the Academy against reasonable expenses incurred by the individual in connection with the proceeding.

- a) Except as otherwise provided in Bylaws, the Academy shall, without the requirement of any additional authorization by the Board of Trustees, also indemnify an officer or Trustee who is a party to a proceeding because he or she is or was an officer or Trustee against liability incurred in the proceeding if the individual:
- b) Except as otherwise provided in Bylaws, the Academy shall, without the requirement of any additional authorization by the Board of Trustees, also indemnify an officer or Trustee who is a party to a proceeding because he or she is or was an officer or Trustee against liability incurred in the proceeding if the individual:

- (1) Acted in good faith;
  - (2) Reasonably believed: (A) In the case of conduct in an official capacity, that the conduct was in the best interests of the Academy; and (B) In all other cases, that the individual's conduct was at least not opposed to the best interests of the Academy;
  - (3) In the case of any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful; and
  - (4) In the case of an employee benefit plan, reasonably believed such actions to be in the interests of the participants in and the beneficiaries of the plan.
- c) The Academy shall have the right to select attorneys and to approve any legal expenses incurred in connection with any suit, action or proceeding to which this indemnification applies.
  - d) The termination of a proceeding by judgment, order, settlement, or conviction or upon a plea of nolo contendere or its equivalent is not, in itself, determinative that the officer or Trustee did not meet the standard of conduct contained in this Article.
  - e) Unless ordered by a court of competent jurisdiction, the Academy shall not indemnify an officer or Trustee:
    - ii) In connection with a proceeding by or in the right of the Academy, except that the Academy may indemnify the individual for reasonable expenses incurred in connection with the proceeding if it is determined that the individual met the relevant standard of conduct under this Section 5.01; or
    - iii) In connection with any proceeding with respect to conduct for which the individual was adjudged liable on the basis that the officer or Trustee received a financial benefit to which the individual was not entitled, whether or not it involved any action in the individual's official capacity.

**Section 5.02. Advance of Expenses.** The Academy shall, before final disposition of a proceeding and without the requirement of any additional authorization by the Board of Trustees, advance funds to pay for or reimburse the reasonable expenses incurred by an individual who is a party to a proceeding because he or she was an officer or Trustee if the individual delivers to the Academy (1) a written statement signed by the individual setting forth his or her good faith belief that he or she has met the relevant standard of conduct described in these Bylaws and the Nonprofit Code; and (2) an undertaking in the form of an unlimited general obligation to repay any funds advanced if the individual is not entitled to indemnification under these Bylaws or mandatory indemnification under the Nonprofit Code.

**Section 5.03. Determination of Indemnification.** The Academy shall not indemnify an officer or Trustee this Article unless the Board of Trustees determines, in accordance with this subsection that indemnification of the individual is permissible because he or she has met the relevant standard of conduct in the Bylaws and the Nonprofit Code. The determination shall be made:

- a) If there are two or more disinterested Trustees, by a majority vote of all the disinterested Trustees, a majority of whom will constitute a quorum for that purpose, or by a majority of the members of a committee of two or more disinterested Trustees appointed by such a vote; or
- b) By special legal counsel: (1) Selected in the manner prescribed in paragraph (a); or (2) If there are fewer than two disinterested Trustees, selected by the Board of Trustees, in which selection Trustees who do not qualify as disinterested Trustees may participate.

With respect to any matter disposed of by a settlement or compromise payment by such person, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such settlement or compromise payment is approved by (i) a majority vote of the disinterested Trustees, a majority of whom will constitute a quorum for that purpose, (ii) by a majority of the members of a committee of two or more disinterested Trustees appointed by such a vote; (iii) if there are fewer than two disinterested Trustees, by the Board, in which case Trustees who do not qualify as disinterested Trustees may participate; provided that special legal counsel selected in the manner prescribed in Subsection b(2), above, determines that indemnification is permissible because the officer or Trustee has met the relevant standard of conduct in the Bylaws and the Nonprofit Code; or (iv) by a court of competent jurisdiction.

**Section 5.04. Disinterested Trustees.** For purposes of this Article V, a “disinterested Trustee” shall mean a Trustee who, at the time of a vote referred to in this Article XI, is not:

- a) A party to the proceeding; or
- b) An individual having a familial, financial, professional, or employment relationship with the Trustee whose indemnification or advance for expenses is the subject of the decision being made, which relationship would, in the circumstances, reasonably be expected to exert an influence on the Trustee’s judgment when voting on the decision being made.

**Section 5.05. Insurance.** Except as may be otherwise provided under provisions of law, the Board of Trustees may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Academy (including a director, officer, employee or other agent of the Academy) against liabilities asserted against or incurred by the agent or arising out of the agent’s status as such, whether or not the Academy would have the power to

indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

**Section 5.06. Severability.** Each provision of this Article V is intended to be severable, and if any term or provision is invalid for any reason whatsoever, such invalidity shall not affect the validity of the remainder of this Article V.

#### ARTICLE VI ADVISORY BOARDS AND COMMITTEES

**Section 6.01. Establishment.** The Board may establish one or more Advisory Boards and Board Committees (Standing and Special). The establishment of any such board or committee and the delegation thereto of authority shall not operate to relieve the Board of Trustees or any individual Trustee of any responsibility imposed upon it /him/her by law.

**Section 6.02. Size, Duration, and Responsibilities.** The size, duration, and responsibilities of such boards and committees shall be established by a resolution adopted by a majority of the Trustees then in office. The resolution shall specify the primary responsibilities and authority of each committee. Each committee shall include two or more Trustees and shall be chaired by a Trustee, but may include non-directors if so specified in the resolution, but only if such committee is merely advisory in nature. All committees shall report their activities, findings and recommendations to the Board.

**Section 6.03. Executive Committee.** There shall be an Executive Committee of the Board consisting of the Chair, Vice-Chair, Secretary, Treasurer, and other standing committee chairs, and the immediate past Chair (for one (1) year following the transition of officers). The Executive Committee shall exercise the powers of the Board between Board meetings subject to ratification by the Board of Trustees at the next meeting of the Board of Trustees.

**Section 6.04 Other Standing Committees.** In addition to the executive committee, the board shall maintain 5 standing committees including [finance, audit, development, committee on the board, and program].

#### ARTICLE VII MISCELLANEOUS

**Section 7.01. Fiscal Year.** The fiscal year of the Academy shall be July 1 – June 30.<sup>2</sup>

**Section 7.02. Books and Records.** Accurate books of account of the activities and transactions of the Academy shall be kept at the office of the Academy. These shall include a minute book, which shall contain a copy of the Certificate of Incorporation, a copy of these

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<sup>2</sup> This is a requirement of the PCSB.

**Fulbright 2/25 draft – SUBJECT TO BOARD APPROVAL**

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Bylaws, Copies of signed Conflicts of interest forms, and all minutes of meetings of the Board of Trustees.

**ARTICLE VIII  
CONFLICTS OF INTEREST**

All board members should always act based on the best interests of the Academy, and no board member should use his or her position for personal benefit, for the benefit of friends or relatives, or to further any outside interests or personal agenda. Annually, the board shall review and adopt a conflicts of interest policy. The conflicts of interest policy shall be distributed annually to all Trustees, Officers, members, and advisory committees, and employees. All covered individuals shall sign an annual acknowledgement that they have received a copy of this policy, understand it, agree to abide by its terms.

**ARTICLE IX  
AMENDMENT OF BYLAWS**

Except as otherwise provided, these Bylaws may be altered, amended, repealed, or replaced by new bylaws if adopted by a vote of two-thirds (2/3) of the Board members who are present provided prior notice of at least five days is given of the intention to alter, amend, repeal, replace, or adopt new bylaws.



# THE BY-LAWS OF THE ACADEMY OF HOPE

## ARTICLE I

### Mission Statement

**Our mission is to offer hope and opportunity through education and job skills training to low-income and homeless adults in Washington, D.C.**

### Section I Board of Directors

#### *A. General Powers.*

**The property, affairs and business of the Academy of Hope (hereinafter referred to as the Academy) shall be under the direction of a Board of Directors (hereinafter referred to as the Board).**

#### *B. Number of Directors*

**The number of non-student Directors shall be not less than ten or more than twenty. The number of student Directors shall be at the discretion of the Board of Directors**

#### *C. Terms of Directors*

**The term of director shall be three (3) years beginning September 1 following their election, unless the election is to fill an un-expired term. Directors may serve two (2) consecutive terms. Following a one (1) year absence from the Board of Directors, a Director may again be elected to serve.**

#### *D. Vacancies*

**Vacancies to the Board of Directors shall be filled by a vote of a majority of the Directors**

#### *E. Honorary Directors*

**The Board may from time to time appoint individuals based on outstanding service or contributions to serve as honorary directors. Honorary board members do not have voting privileges.**

### Section II Meetings

#### *A. Regular Meetings*

**The Board shall hold at least five (5) meetings per year. Emergency meetings may be called if necessary, by the President and/or Executive Committee.**

#### *B. Annual Meeting*

**The annual meeting of the Board of Directors shall be held each year in June on such a date and at such a place as shall be determined by the Board of Directors. The annual meeting may be held in conjunction with a regular meeting.**

#### *C. Quorum and Voting*

**A majority of the entire Board then serving shall constitute a quorum for the transaction of business. If a quorum is obtained, a majority vote of those present shall be the act of the Board, unless otherwise provided.**

#### *D. Action Without a Meeting*

**Whenever the NON PROFIT CORPORATION ACT (D.C. Code, 1981 Edition, Title 29) requires or permits Directors to take action by vote, such action may be taken without a meeting if a consent in writing, or email setting forth the action so taken, is signed by all of the Directors entitled to vote.**

#### *E. Attendance Requirement*

**Board members are required to attend a minimum of three of the board meetings held each fiscal year.**

# THE BY-LAWS OF THE ACADEMY OF HOPE

## ARTICLE II

### Section I Officers

The Academy shall have the following officers: president, vice-president, secretary and treasurer.

#### *A. The President*

The President shall: 1) prepare the agenda for the Board of Directors meetings; 2) preside at all meeting of the Board of Directors; 3) appoint all chairpersons of committees, with the advice and consent of the Board of Directors; 4) prepare with the Treasurer, Executive Director, and the Finance Committee, a budget for submission to the Board of Directors; and 5) perform such other duties as are usually assumed by the chairperson of an association.

#### *B. The Vice-President*

The Vice-President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President. The Vice-President shall have such powers and perform such duties as may be delegated to him or her by the President or prescribed by the Board.

#### *C. Secretary*

The Secretary shall ensure that each Director receives notice of all Board meetings. The Secretary shall keep the minutes of all Board meetings and shall in general perform all other duties as required.

#### *D. The Treasurer*

The Treasurer shall: 1) oversee, along with the Board of Directors, the accounting of all funds, securities, evidence of indebtedness and other valuable documents of the Academy; 2) serve as chairperson of the Finance Committee; 3) make financial reports as required by the Board of Directors; and 4) perform all duties incident to the office.

### Section II Election of Officers and their Terms of Office

All officers shall be elected by a vote of the Board at the final board meeting of the fiscal year. Each officer shall hold office for the term of one year beginning September 1 following his/her election. Each officer shall remain in office through August 31. An officer shall serve no more than three (3) consecutive terms in the office to which elected. If any office becomes vacant, the Directors may elect any qualified Director to fill such vacancy, who shall hold office for the unexpired term of his or her predecessor.

# THE BY-LAWS OF THE ACADEMY OF HOPE

## ARTICLE III

### Section I Fiscal Year

**The Academy's fiscal year shall be from September 1 to August 31 of each year.**

## ARTICLE IV

### Section I Committees

#### *A. Executive Committee*

**There shall be an Executive Committee of the Board consisting of the President, Vice-President, Secretary, Treasurer, and the immediate past President (for one (1) year following the transition of officers). The Executive Committee shall exercise the powers of the Board between Board meetings subject to ratification by the Board of Directors at the next meeting of the Board of Directors.**

#### *B. Standing Committees*

1. The Board of Directors, by resolution adopted by a majority of the directors then in office may designate and appoint standing committees. The resolution shall specify the primary responsibilities and authority of each committee. Each committee shall include two or more directors and shall be chaired by a director, but may include non-directors if so specified in the resolution.

2. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual director of any responsibility imposed upon it by him/her by law.

#### *C. Special Committees*

**The Board shall create any committee which may be needed from time to time (e.g. strategic Planning Committee, etc). Members of these committees will be appointed by the President.**

**Ad hoc temporary committees established for a specific purpose may be designated and appointed through a resolution adopted by a majority of the directors present at any meeting at which a quorum is present. These committees may include non-directors as members. The resolution shall specify the purpose, membership, and projected duration of the committee.**

#### *D. Committee Authority*

**All Board committees shall report their activities, findings and recommendations to the Board.**

# THE BY-LAWS OF THE ACADEMY OF HOPE

## ARTICLE V

### Section I Amendment of By-Laws

**These By-Laws may be amended at any regular meeting of the Board at which a quorum of Directors is present, by a vote of two-thirds (2/3) of those present, after notice of the amendment has been given.**

**Adopted by the Board of Directors  
July 24, 1999**

**Revised by Board of Directors  
December 1, 2001**

**Revised by Board of Directors,  
September 24, 2005**

**Revised by Board of Directors,  
August 28, 2007**

**Revised by Board of Director,  
September 25, 2010**

**Code of Ethics**

**Code of Ethics**  
**Academy of Hope Public Charter School**  
**Board of Trustees**  
**Code of Ethics**

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of Board of Trustees and their staff as educational leaders in their community. Actions based on ethical conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligations under the District of Columbia law and the School Reform Act to adopt a code of ethics consistent with the provisions of the law, setting forth the standards of conduct required of all members of the Board of Trustees, officers and employees of the Academy of Hope Public Charter School.

Therefore, every officer and employee of the school, whether paid or unpaid, including the Board Trustees, shall adhere to the following code of conduct:

1. **Gifts:** An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any gift having a value of more than \$75.00 or gifts from the same sources having a cumulative value of \$75.00 or more over a twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of their official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and are of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential Information.** An officer or an employee shall not disclose confidential information acquired by him in the course of his or her official duties or use information to further his or her own personal interest. In addition, he/she shall not disclose any information regard any matters discussed in executive session of the board, whether such information is deemed confidential information or not.
3. **Representation before the Board.** An officer or an employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Trustees.
4. **Representation before the board for a Contingent Fee.** An officer or an employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of trustees whereby the compensation is to be dependent on or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing of any type of fees based upon reasonable value of the services rendered.

5. Disclosure of Interest in matters before the Board: A member of the board of trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion of the Board on any matter before the board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in the matter. The term “interest” means a pecuniary or material interest
6. Investments in conflict with official duties: an officer or employee shall not invest or hold any investment directly or indirectly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties as a member of the Board of Trustees of the academy of hope Public Charter School.
7. Private employment: An officer or an employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict of with or impairs the proper discharge of his or her official duties as a member of the Board of Trustees of the Academy of Hope Public Charter School.

Distribution of Code of Ethics:

The Executive Director of the Academy of Hope Public Charter School shall annually cause a copy of the Code of Ethics to be distributed to every member of the Board of Trustees, school officer and employee of the school. Each person associated with the school in any capacity as a Board trustee, executive or employee shall receive a copy of the Code of Ethics upon entering the duties of his or her position or his or her office or employment.

Penalties:

In addition to any penalty continued in any other provision of District of Columbia or Federal law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

**Discipline Policy**



## **Academy of Hope**

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### **Discipline Policy**

AOH PCS believes that every student should have the opportunity to learn skills and values that are necessary for personal development. Our disciplinary plan is developed so that students behave in a safe, orderly way for an effective learning environment. Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe. During the first week of class, students receive their schedules and all students participate in a formal orientation which is an intensive introduction to the school. The orientation provides students an opportunity to meet other program participants and to get to know the AOH PCS faculty and staff. The orientation will provide an overview of AOHPCS' programs, policies and procedures, including a thorough introduction to AOHPCS Student Code of Conduct.

The Student Code of Conduct will include clear statements of policy regarding treatment of others (students, staff and volunteers), attendance, late arrival, attire and hygiene. The consequences of violating these policies will be clearly described, as well as a process for students who have complaints about peers, staff, school policies or disciplinary actions. In accordance with DCMR Title 25, serious violations of school policy and/or breaches of the Student Code of Conduct may lead a student to be suspended or expelled. Each student will be asked to sign a student contract containing the Student Code of Conduct, indicating his or her willingness to abide by all school policies.

### **Standards of Conduct**

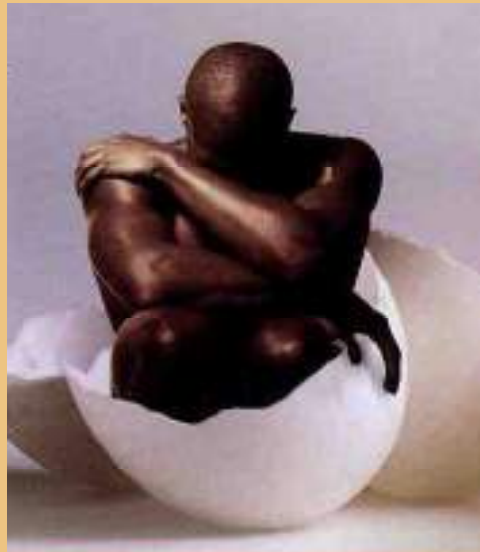
- Academy of Hope (AOH) is a place where we want to encourage learning and personal growth. We expect all students, teachers and staff to respect one another at all times. We want to encourage and support one another as we learn and grow together in order to meet our goals.
- AOH does not allow any kind of alcohol or drug use on our school grounds. Students who come to school under the influence of substances will be asked to leave. We want Academy of Hope to be a safe place for all students and staff.
- AOH does not tolerate any kind of violence. Students who become violent with other classmates or staff people will be suspended for a period of time determined by the executive director. Violence is considered physically striking someone or using strong abusive or threatening language toward someone.
- AOH forbids all of its students from harassing any other student, volunteer or staff member because of the other person's race, skin color, religion, sex, age, disability, home country, personal appearance, sexual orientation, or any other reason prohibited by law. Harassment is prohibited at the Academy itself and at social or educational activities (for example, parties, field trips) conducted or sponsored by the Academy. If you are concerned that you may have been harassed by a classmate, volunteer or staff member, please speak with an Academy staff member, the Secondary/Post-Secondary Education Director, the Executive Director, or the President of the Board of Directors.

**J. Full Curriculum**

# UNIT 1

# Origin & Identity: Developing the Self

Overview  
Weeks I-VI



## Strive for Success

A GED Program for Youth and Young Adults in Ward 6  
Washington, DC  
2009-2010





Origin & Identity: Developing the Self

## UNIT SUMMARY

This unit focuses on individual development and self-awareness. Students will be asked to read excerpts from Part I of Barack Obama's "Dreams from My Father" entitled "Origins." Students will also study geography (concentrating on places discussed in Obama's novel, including Africa, Indonesia, and Hawaii) and map skills, and will familiarize themselves with a few psychological and anthropological concepts, helping them to think about how place, people, and culture can influence individual development and identity. In addition, students will examine the process of human evolution and genetic functioning, and will be asked to think about the possible effects of Natural Selection (Darwin's theory) and Genetic Selection (a future technological possibility) on individual development. Some of the topics covered in this unit are: Literature and the Arts (with a concentration on autobiography, themes, style, and purpose), Social Studies (with concentration on Geography, United States History, and Psychology), and Science (with a concentration on the Life Sciences).

# ESSENTIAL QUESTIONS

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## Essential Question 1

- *How do we define who we are?*
- 

## Essential Question 2

- *How do we develop values and beliefs?*
- 

## Essential Question 3

- *To what extent are we free or fated (To what extent is culture or biology destiny?)*
-

# COMPETENCIES

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## Literature & the Arts

- Identify the main idea of a passage
  - Restate an idea from a passage
  - Recognize statements that summarize information
  - Get meaning from context
  - Understand point of view
  - Analyze the way writers use techniques of style and structure and the understandings they achieve
- 

## Social Studies

- Understand Mapping (latitude and longitude, topography, climate)
  - Compare and contrast different viewpoints
  - Recognize a trend in data
  - Summarize the main idea of a map, graph, chart, and picture
  - Be familiar with the theory of behaviorism
  - Be familiar with anthropological concepts
- 

## Science

- Be familiar with the biological concepts: growth, energy, and living things
  - Understand how organisms are classified
  - Be familiar with the theory of evolution and natural selection
  - Understand the importance of biodiversity
  - Have a general understanding of how genetics and DNA function
-

# Week Summaries



## Week I

This week we will read the preface of Barack Obama's autobiography "Dreams from my Father," begin to think about how President Obama began his life, and think about an author's purpose for writing; we will also practice summarizing and paraphrasing. In our Social Studies lesson, we will practice locating the places that Obama describes and familiarize ourselves with the characteristics of these places. In our Science lesson, we will continue to think about beginnings, place, and purpose, reflecting on the big questions: How did life begin? Where did life begin and for what purpose? Lastly, you will be asked to think about this week's themes by answering one of three essay questions.



## Week II

This week, we will read the first part of "Origins" in Barack Obama's "Dreams from My Father." We will look closely at the language Obama uses and practice GED Literature & the Arts exam questions concentrating on recognizing descriptive details and identifying author's style. We will also try to understand the poverty and the slums that Obama describes throughout the world, which you will be asked to think about more during the next two weeks when you will be watching the movie "Slumdog Millionaire," which is about Indian children growing up in slums of India. In this week's science lesson, we will continue to look at the beginning of life, specifically looking at how fossils (traces of an ancient living thing) can help us understand the present, just as understanding one's family history and past experiences can help us understand our own present.



## Week III

This week, we will finish reading the first chapter of "Origins" in Barack Obama's "Dreams from My Father." We will look closely at characterization and the character traits of the people Obama describes. Although we will return to discussing the slums and world poverty that Obama discusses (you will watch the second half of "Slumdog Millionaire" at the end of this week), this week we will focus on the Western United States and Hawaii, both places mentioned in Obama's book. We will also begin to understand Darwin's theory of evolution and the classification system, and reflect on the concept of evolution as human beings and as individuals.



# Week Summaries

## Week IV

This week we will continue reading Obama's autobiography and think about the point of view in which something is written. We will focus on Obama's experience with poverty in Indonesia and return to our discussion of slums; we will read two articles: an article about the negative living environments of the child actors in the movie *Slumdog Millionaire* and an article describing the positive attributes of slums, and then compare and contrast these two different viewpoints. In Science, we will look at natural selection and adaptive structures of organisms, and think about how these concepts may apply to the characters in *Slumdog Millionaire* as well as in our own lives.



## Week V

This week we will continue reading Obama's autobiography and think about how Obama sets the mood and tone as he discusses how his mother woke him up at 4:00 am every morning to study. We will then focus on the concept of behaviorism and reflect on changing behaviors by reading an article on the potential banning of plastic bags. In Science, we will look at genetics and reflect on the influence of inheritable traits on behavior.



## Week VI

During this last week, we will read chapter three of Obama's autobiography and think about Obama's family culture and values. In social studies, we will read about Anthropology and how different cultures influence individuals. And in Science, we will look at genetic engineering and consider how culture, values, and ethics affect scientific issues. This last week, we will look closely at the essential questions for this unit and attempt to come to our own (and always evolving) answers to them.



# Evaluation Projects: Individual

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- At the end of Unit I, students will be asked to complete a project (from the list below) to demonstrate their understanding of some of the themes and concepts covered throughout the six-week unit. Examples and guiding rubrics will be provided.

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## **Autobiography**

- Students will write (or create a PowerPoint presentation about) their own autobiography, concentrating on description and figurative language.

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## **Research Project**

- Students will research and compare and contrast various Origin Myths and describe why these Myths are like or dislike the scientific theory of evolution (students may present their findings in a written essay or in a PowerPoint presentation).

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## **Project Choice**

- Students will choose some topic or issue discussed in Unit I that was of particular interest to them and will explain why this topic or issue interested them. The explanation can be in writing, PowerPoint, or some other medium.

# Evaluation Projects: Groups

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- Throughout Unit I, students will be asked to meet in groups to complete a group project (from the list below) to demonstrate their understanding of some of the themes and concepts covered throughout the six-week unit. Examples and guiding rubrics will be provided.

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## **Map**

- Students will create a diagram of someplace familiar to them (Northeast DC, for example) and will use mapping terminology to represent and describe the place.

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## **Debate**

- Students will research and choose a controversial scientific issue (genetic cloning, for example) and hold a forum that debates both sides of the issue.

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## **Project Choice**

- Students will choose some topic or issue in Unit I that may be of particular interest to them and will design an interactive project around this issue or topic.

# Resources



## Week I

### Literature and the Arts

Obama, Barack	Dreams from My Father	Preface		p.viii-xii
Contemporary	Top 50 Reading Skills	Summarizing & Paraphrasing	Ch. 6	p.32-33
		Identifying Author's Purpose	Ch. 16	p.52-53

### Social Studies

Cambridge	GED Program: Social Studies	Geography	Ch. 5	p.216-232
Steck-Vaughn	GED Social Studies	Geography	Ch. 5	p. 212, 213, 215, 242

### Science

Winston, Robert	Evolution Revolution	Search., Creation., Debate ..		p. 9-13
Contemporary	GED Science	Plant & Animal Science	Ch. 7	p.159-160
Contemporary	Top 50 Science Skills	Historical Perspectives...	Ch. 28	p.76-77
		Human Aspects of Science	Ch. 25	p.70-71



## Week II

### Literature and the Arts

Obama, Barack	Dreams from My Father	Chapter I		p. 3-16 (top)
Contemporary	Top 50 Reading Skills	Recognizing Decriptive Det..	Ch. 26	p. 82-85
		Identifying Author's Style	Ch. 18	p. 56-59

### Social Studies

Internet Article	Most Beautiful and Dev..	environmentalgrafitti.com		p. 1-5
Contemporary	Top 50 Social Studies Skills	Recognizing a Trend in Data	Ch. 42	p. 104-105
		Summarizing the Main Idea	Ch. 43	p.106-107

### Science

Winston, Robert	Evolution Revolution	Fossil Mysteries		p. 14-15
Contemporary	GED Science	The Fossil Record		p. 213-216
Contemporary	Top 50 Science Skills	Traces of Ancient Life	Ch. 26	p. 72-73



## Week III

### Literature and the Arts

Obama, Barack	Dreams from My Father	Chapter I		p. 16-27
Contemporary	Top 50 Reading Skills	Understanding Character...	Ch. 21	p. 66-69

### Social Studies

Washington Post	Obama's Birthplace Hits the..	washingtonpost.com		p. 1-3
Steck-Vaughn:	Reading & Writing in US History	The Lewis & Clark Expedition		p. 61-64
		The Trail of Tears		p.65-68
		A Railroad Trip West		p. 81-84

### Science

Winston, Robert	Evolution Revolution	Revolution		p. 16-17
Contemporary	Breakthroughs in Science	Evolution & Classification	Ch. 2	p. 42-46
Contemporary	GED Science	The Theory of Evolution	Ch. 7	p. 209-212
Contemporary	Top 50 Science Skills	Classification of Species	Ch. 13	p. 46-47

# Resources

## Week IV



<i>Literature and the Arts</i>			
Obama, Barack	Dreams from My Father	Chapter 2	p.28-41
Contemporary	Top 50 Reading Skills	Understanding Point of View	Ch. 23 p.74-75
<i>Social Studies</i>			
Washington Post	Life After 'Slumdog' Full of ...	washingtonpost.com	p. 1-5
Boston Globe	Learning from the Slums	boston.com	p. 1-4
Contemporary	Top 50 Social Studies Skills	Summarizing the Main Idea	Ch. 2 p.22-23 Ch. 17 p.54-55
<i>Science</i>			
Winston, Robert	Evolution Revolution	Select., Struggle..., Survive	p. 29-32
Globe Book Com.	Biology: Dynamic Processes	Evolution: What is Natural Sel..	Ch.10 p. 59-64
Contemporary	Top 50 Science Skills	Adaptive Structure of Organi..	Ch. 15 p.50-51

## Week V



<i>Literature and the Arts</i>			
Obama, Barack	Dreams from My Father	Chapter 2	p.41-52
Contemporary	Top 50 Reading Skills	Identifying Point of View	Ch. 17 p.54-55
<i>Social Studies</i>			
Cambridge	GED Program: Social Studies	Behaviorism	p. 249-251
New York Times	Many Plans to Curtail Use of...	newyorktimes.com/learning/	p.1-3
<i>Science</i>			
Winston, Robert	Evolution Revolution	Pea Plant., Genetic., One in a	p. 42-47
Contemporary	GED Science	Plant and Animal Science	Ch. 7 p.171-174
		Human Biology: Reproduction	Ch.8 p.248-253
Contemporary	Top 50 Science Skills	Inheritable Traits in Organisms	Ch.12 p.44-45
		Adaptive Behavior of Organis...	Ch.16 p.52-53

## Week VI



<i>Literature and the Arts</i>			
Obama, Barack	Dreams from My Father	Chapter 3	p.53-71
Contemporary	Top 50 Reading Skills	Identifying Setting, Mood...	Ch. 25 p.78-81
<i>Social Studies</i>			
Contemporary	Pre-GED Social Studies	Anthropology	p. 20-207
Cambridge	GED Program: Social Studies	Introduction to Anthropology	Ch. 5 p.260-267
		The Study of Different Cultures	Ch. 6 p.265-267
Contemporary	Top 50 GED Social Studies	Determining the Implications..	Ch. 41 p.102-103
<i>Science</i>			
Winston, Robert	Evolution Revolution	Playing God	p. 60 - 61
		Still Evolving	p. 92-93
Contemporary	Top 50 GED Science Skills	Understand the Influence of Values	Ch.9 p.38--39

Origin & Identity: Developing the Self





## IC<sup>3</sup> Syllabus

**Instructor:** Dorothy Jenkins, M.Ed.  
Dorothy@aohdc.org

### **Class Times and Location:**

Feb 21-May 24, Mondays-Thursdays, 9:30am-12:30pm,  
3700 9th St SE, Washington, D.C.

**Course Purpose:** This course will prepare learners to pass the nationally recognized Internet Computing and Core Certification exam. IC<sup>3</sup> proves that learners have the basic literacy to understand key computer concepts, applications and the Internet and provides learners with a foundation for achieving application-specific computer certifications, such as Microsoft® Office Specialist, and more advanced certifications such as Microsoft Certified Professional (MCP) and CompTIA's A+. For more on IC3 see [certiport.com/ic3](http://certiport.com/ic3).

**Course Objectives:** Learners will have demonstrated competence in the following areas:

1. Computing fundamentals
  - A. Computer hardware, peripherals and troubleshooting
  - B. Computer software
  - C. Using an operating system
2. Key applications
  - A. Common program functions
  - B. Word processing functions
  - C. Spreadsheet features
  - D. Communicating with presentation software
3. Living online
  - A. Communication networks and the internet
  - B. Electronic communication and collaboration
  - C. Using the Internet and the World Wide Web
  - D. The impact of computing and the internet on society

### **Course Supplies:**

1. *Your IC<sup>3</sup> Pathways Companion*
2. Notebook and pen or pencil

**Instructional Method:** The classroom instruction will be based on experiential education, lecture, and group discussions. Homework assignments and frequent quizzes will be regularly incorporated.

### **Attendance:**

1. Students are expected to attend all classes. If a student misses a class, it is his/her responsibility to make up missed work.

2. If a student misses 2 classes, he/she will need to schedule an appointment with the instructor
3. If a student misses four classes any time in the term, he/she will be unenrolled.

### Evaluation and Grading:

This course is a pass/fail course. Learners who pass the certification exam pass the course. Homework and quizzes are provided to help monitor learner progress.

### Course Schedule:

IC3 Weekly Schedule				
	Mon	Tuesday	Wednesday	Thursday
9:30 – 10:45	Review/ and assigned lesson	Review/and assigned lesson	Review/and assigned lesson	Review/ test preparation
10:45 -11:00	Break	Break	Break	Break
11:11-12:00	Hands on /group and individual	Hands on /group and individual	Hands on /group and individual	Hands on/group and individual or online testing

IC3 Spring Schedule February 21 thru May 24, 2012					
Week		Monday	Tuesday	Wednesday	Thursday
Module A	<b>One</b>	Introduction and paperwork	Lesson 1-4	Lesson 5-7	Review/quiz
	<b>Two</b>	Lesson 8-10	Lesson 11-12	Lesson 13-14	Review/P-Testing
	<b>Three</b>	Review/testing	Review/testing	Review /testing	Review/testing
Module B	<b>Four-Five</b>	Lesson 15-16	Lesson 17-18	Lesson 19-20	Review/Quiz
	<b>(Word)</b>	Lesson 21-23	Lesson 24-25	Lesson 26-27	Review /quiz
	<b>Six-Seven</b>	Lesson 28-29	Lesson 30	Lesson 31	Review/Quiz
	<b>(Excel)</b>	Lesson 32	Lesson 33	Lesson 34	Review/Quiz
	<b>Eight-Nine</b>	Lesson 35-36	Lesson 37-38	Lesson 39-40	Review/P-Testing
	<b>(Power point)</b>	Review/testing	Review/ testing	Review/ testing	Review/ testing
Module C	<b>Ten</b>	Lesson 41-42	Lesson 43-45	Lesson 46-48	Lesson 49-50
	<b>Eleven</b>	Review/testing	Review/testing	Review/testing	Review/testing
	<b>Twelve</b>	Review/testing	Review/testing	Review/testing	Review/testing



## Lessons

### **Module A- Computing Fundamentals**

#### ***Unit 1: Recognizing Computers***

- 1 – Computers All Around Us
- 2 – Elements of a Personal Computer
- 3 – Working with Storage Systems
- 4 – Using Input/Output Devices
- 5 – Basic Troubleshooting Techniques
- 6 – Buying a Computer
- 7 – Looking at Software

#### ***Unit 2: Using Microsoft Windows Vista***

- 8 – Looking at Operating Systems
- 9 – Looking at the Windows Desktop
- 10 – Starting Windows Applications
- 11 – Looking at Files and Folders
- 12 – Using the Recycle Bin
- 13 – Customizing System Settings
- 14 – Installing and Uninstalling Programs

### **Module B – Key Applications**

#### ***Unit 3: Common Elements***

- 15 – Getting Started With Programs

#### ***Unit 4: Using Microsoft Office Word 2007***

- 16 – Creating Documents
- 17 – Manipulating Text
- 18 – Formatting Text
- 19 – Setting Tabs and Indents
- 20 – Proofing Your Documents
- 21 – Formatting the Document
- 22 – Printing Documents
- 23 – Working with Headers and Footers
- 24 – Using Publishing Format Tools
- 25 – Working with Graphics
- 26 – Working with Tables

- 27 – Working with Others

#### ***Unit 5: Using Microsoft Office Excel 2007***

- 28 – Getting Started
- 29 – Manipulating the Information
- 30 – Working with Formula
- 31 – Formatting a Worksheet
- 32 – Using Miscellaneous Tools
- 33 – Working with Charts
- 34 – Getting Ready to Print

#### ***Unit 6: Using Microsoft Office PowerPoint 2007***

- 35 – Getting Started
- 36 – Setting Up the Presentation
- 37 – Working with Text
- 38 – Working with Objects
- 39 – Enhancing the Presentation
- 40 – Bringing it All Together

### **Module C – Living Online**

#### ***Unit 7: Getting Connected***

- 41 – Networking Fundamentals
- 42 – Understanding Electronic Communications
- 43 – Using Microsoft Office Outlook 2007

#### ***Unit 8: Using the Internet***

- 44 – Getting Started
- 45 – Using a Web Browser
- 46 – Using the Information from the Web
- 47 – Searching for Information
- 48 – Qualifying the Information
- 49 – The Risks of Computing
- 50 – Using the Internet Responsibility



## College Prep and Success Course Syllabus<sup>i</sup>

**Instructor:** Elizabeth Winn Bowman, M.A.  
Elizabeth@aohdc.org

**Class Times:** Wednesdays and Thursdays 9:00am-10:00am, January 23- May 15, 2012

**Course Purpose:** This course is designed to facilitate the development of skills and habits required for success in college, as well as provide an opportunity to develop the tools necessary for college preparation.

### Course Objectives:

By the end of this course, students will have:

1. Strengthened creative and critical thinking skills and will write more effectively.
2. Discerned appropriate career opportunities and college tracks through the lenses of learning styles, individual abilities, values and interests as well as through engagement with area post-secondary schools.
3. Learned about college culture, academic expectations and campus resources.
4. Developed strategies for academic success, including the areas of active learning, time management, stress management, decision-making and problem solving, self-esteem, interdependence, and self-motivation.
5. Developed the skills necessary for success, including note-taking, organization, and budgeting.
6. Learned about college procedure and protocols as well as the academic resources available.
7. Created a personal portfolio in preparation for applying to college.

### Course Supplies:

1. *On Course*, 6th Edition, by Skip Downing
2. String-bound composition notebook OR computer journal (with entries emailed to your instructor as attachments, then printed and stored in a 3-ring binder)

**Instructional Method:** The classroom instruction will be comprised of group discussion, reflections in writing, standardized assessments, guest presentations, and experiential activities including college-for-a-day.

### Attendance:

1. Students are expected to attend all classes. If a student misses a class, it is his/her responsibility to get the missed work.

2. If a student misses 2 classes, he/she will be need to schedule an appointment with the instructor
3. If a student misses four classes any time in the term, he/she will be unenrolled.

### **Evaluation and Grading:**

Quizzes: 25%

Journal: 50%

Portfolio: 15%

Essay: 10%

*Each of these components are explained below.*

#### **1. Quizzes (25%)**

This course is designed to practice the skills necessary for success in college. One of the most important skills is consistent preparation and active participation. To encourage preparation and participation, 15 unannounced quizzes on the reading will be given. No quiz may be made up.

#### **2. Success Journals (50%)**

Journal writing is a key component of this course as it provides an opportunity for the student to reflect on the reading and consider application of the new learning to her own experiences.

During the course, the students will complete 32 journal entries.

*Journal Evaluations:* Journals are due weekly. Each completed journal entry will be awarded a point. Thus, all thirty-two journal entries will be worth a possible total of 32 points. A journal entry will be awarded a point if it fulfills the following two criteria:

1. The entry is complete (all steps in the directions have been responded to), and
2. The entry is written with high standards.

Grammar, spelling, and punctuation will not be factors in awarding points in this journal.

#### **3. Portfolio (15%)**

The College Prep and Success portfolio will be a compilation of one's career and college preparatory documents. To earn the maximum points, a complete portfolio will need to be submitted in an organized, attractive manner.

#### **4. Final Essay (10%)**

As your final project, you will choose one of the two topics below and write an essay.

*Option 1: Personal Philosophy of Success Essay*

In this essay, you will present your own Personal Philosophy of Success, identifying the *On Course* success strategies that you will use for years to come.

*Option 2: One Student's Story*

In this essay, the learner will relate the story of how a specific *On Course* strategy was used to overcome an obstacle to success in school or in life.

## Units of Study and Assignments

<b>Due Date</b>	<b>Readings</b>	<b>Journals</b>	<b>Portfolio</b>
January 23	<i>Chapter 1</i> Pages 2-20 (through “On Course Principles at Work”)	#1: Taking the First Step #2: Becoming an Active Learner	VIP
January 30	<i>Chapter 1</i> Pages 20-27	#3: Believing in Yourself-Develop Self-Acceptance	O*Net
February 6	<i>Chapter 2</i> Pages 29-49	#4: Adopting the Creator Role #5: Mastering Creator Language #6: Making Wise Decisions	Myers Briggs
February 13	<i>Chapter 2</i> Pages 50-62  <i>Chapter 3</i> Pages 63-70	#7: Believing in Yourself—Change Your Inner Conversation #8: Creating Inner Motivation Embracing Change: pp 55-56	Resume
February 21 (2/20 – Presidents’ Day, Aoh closed)	<i>Chapter 3</i> Pages 71-100	#9: Designing a Compelling Life Plan #10: Committing to Your Goals and Dreams #11: Believing in Yourself—Write a Personal Affirmation Embracing Change: pp 91-92	
February 27	<i>Chapter 4</i> Pages 101-115	#12: Acting on Purpose #13: Creating a Self-Management System	FAFSA
March 5	<i>Chapter 4</i> Pages 116-13  <i>Chapter 5</i> Pages 139-144	#14: Developing Self-Discipline Journal #15: Believing in Yourself—Develop Self-Confidence #16: Developing Mutually Supportive Relationships Embracing Change: pp 128-129	
<b>AoH BREAK - March 12-23</b>			
March 26	<i>Chapter 5</i> Pages 145-157 (through interdependence at work)	#17: Creating a Support Network #18: Strengthening Relationships with Active Listening	
April 2	<i>Chapter 5</i> Pages 157-170  <i>Chapter 6</i> Pages 171-182	#19: Believing in Yourself—Be Assertive #20: Recognizing When You Are Off Course #21: Identifying Your Scripts Embracing Change: pp 163-164	Budget

<b>Due Date</b>	<b>Readings</b>	<b>Journals</b>	<b>Portfolio</b>
April 10 (4/9 Easter Monday no classes)	<i>Chapter 6</i> Pages 183-206	#22: Rewriting Your Outdated Scripts #23: Believing in Yourself—Write Your Own Rules Embracing Change: pp 196-197	
April 16	<i>Chapter 7</i> Pages 207-228 (through Lifelong Learning at Work)	#24: Discovering Your Preferred Learning Style #25: Employing Critical Thinking #26: Learning to Make Course Corrections	
April 23	<i>Chapter 7</i> Pages 228-242  <i>Chapter 8</i> Pages 243-248	#27: Believing in Yourself—Develop Self-Respect #28: Understanding Emotional Intelligence Embracing Change: pp 233-234	College Applications
April 30	<i>Chapter 8</i> Pages 249-265 (through Emotional Intelligence at Work)	#29: Reducing Stress #30: Creating Flow	
May 7	<i>Chapter 8</i> Pages 265-278  <i>Chapter 9</i> Pages 279-285	#31: Believing in Yourself—Develop Self-Love #32: Staying On Course to Your Success Embracing Change: pp 269-270	
May 14	<b><i>Final Essay and Portfolio Due</i></b>		

\*\*\*\*\*

<sup>i</sup> Modified from Skip Downing, <http://www.oncourseworkshop.com/Author's%20Syllabus.htm>



## WORK and LIFE MATH SKILLS 1 (DECIMALS) TRANSCRIPT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Skill/Competency		Date Demonstrated
<b>BASIC COMPUTATION</b> (adding, subtracting, multiplying, dividing)	<i>Understand decimal place value.</i>	
	Can read and write decimals to the millionths place.	
	Can compare and order decimals.	
	Can round decimals.	
	<i>Can add, subtract, multiply and divide decimals.</i>	
	Use shortcuts for multiplying decimals by 10, 100 and 1,000.	
	Can divide decimals by whole numbers.	
	Can divide decimals by decimals.	
	Use shortcuts for dividing decimals by 10, 100 and 1,000.	
	Compute with decimals using a calculator.	
	<i>Can solve word problems with decimals.</i>	
	Can find the average/mean using decimals.	
	Can find perimeter and area of squares and rectangles with decimals measurements.	
	Can make length measurements with decimals.	
<b>LIFE SKILLS</b>	Can read metric measurements.	
	Can convert between different metric measurements using decimal shortcuts.	
	Money management: recognize currency symbols (/\$/ and /./) and use decimals to compare unit pricing	
	Money management: use knowledge of decimals to interpret a pay stub, balance a checkbook, read a bank statement and read a tax table.	

### **AoH Teacher Resources for Work and Life Math Skills 1 Classes**

- *Number Power 2*
- *Breakthroughs 2*
- *Number Sense*

### **Online Resources for Work and Life Math Skills 1 Classes**

- Dad's worksheets <http://www.dadsworksheets.com/v1/Worksheets.html>
- Math Drills: <http://www.math-drills.com/>

### **Possible Themes/Applied Subject Areas for Work and Life Math Skills 1 Classes**

- Financial Literacy – Budgeting and Saving in Money Management
- Temperature
- Time / travel

### **Additional Notes, Certificates Earned and Instructor Comments**

Date	Comment	Teacher



**WORK and LIFE WRITING SKILLS TRANSCRIPT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Skill/Competency		Date Demonstrated
Grammar/Sentence Structure	Identify nouns, adjectives, verbs, <i>pronouns and adverbs</i> and the relationship between them (for example, be able to identify the noun the adjective describes, which nouns and verbs work together, etc.)	
	Use possessive pronouns correctly and understand the relationship between possessive pronouns and pronouns.	
	Use common irregular verbs correctly ( <i>all tenses</i> ).	
	Use the conditional tense (e.g. "I would like to go home)	
	Demonstrate ability to correctly use the past perfect tense (e.g. "I had worked that day.")	
	<i>Identify</i> and use transition words correctly.	
	Identify prepositions.	
	<i>Demonstrate knowledge of homophones and homonyms in sentence and paragraph writing.</i>	
Punctuation	Follow more complex capitalization rules (such as events, religions, proper adjectives, time, first word in a quotation.	
	Learn and be able to use common abbreviations (such as yds, mi, lbs, etc.).	
	Use quotation marks to indicate verbal speech.	
	Use commas to set off words of direct address (e.g. "Nancy, please go to...).	
	Use commas to bracket appositives (e.g., "Annie, a writing teacher, works at AoH."	
	Use commas and simple conjunctions (FANBOYS) to separate independent clauses.	
	Use apostrophe to indicate possession of singular nouns that do not end in an 's' sound (e.g. John's book).	
Vocab	Define and spell 25 vocabulary words based on class topics.	
Applied Writing	<i>Identify the topic sentence, supporting details and concluding sentence in a standard paragraph.</i>	
	Write a standard paragraph with topic sentence, supporting details and closing sentence.	
	Support opinion with reasons and/or evidence.	



## Academy of Hope Teacher Resources for Work and Life Writing Skills

- *Contemporary's Breakthroughs in Writing and Language: Developing the Writing Process, 1996*
- *Contemporary's Pre-GED Language Arts, Writing, 2002.*
- *English Grammar for the Utterly Confused, 2003*
- *When They Can't Write, 2001*
- *This I Believe* curriculum
- Any "workbook" on the shelf will have good exercises.

## Online Resources for Work and Life Writing Skills

- K:/Programs/Teacher Resources/Life and Work Writing Resources  
Corresponding paper materials can be found on writing resources shelf
- BBC Website—[www.bbc.co.uk/skillswise/](http://www.bbc.co.uk/skillswise/)

## Themes for Work and Life Writing Skills

- Personal topics (family, opinion, etc.)
- Washington, DC
- Life and work (CASAS) topics such as health, government and law, community and resources, etc.

## Additional Notes, Certificates Earned and Instructor Comments

Date	Comment	Teacher

**Supporting Documents**

**Letters of Support**

Office of the State Superintendent of Schools for the District of Columbia  
Carlos Rosario International Public Charter School  
DC Fiscal Policy Institute  
Edgewood/Brookland Family Support Collaborative (E/BFSC)  
Education Strengthens Families (ESF) Public Charter School  
Goodwill of Greater Washington  
Graduate School USA  
Jubilee Jobs  
Literacy Volunteers and Advocates  
Councilmember Kenyan R. McDuffie  
SOME Center for Employment Training (SOME CET)  
StreetWise Partners  
University of District of Columbia Community College  
Washington Literacy Council



Leicester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

February 28, 2013

Dear Leicester:

I am writing to state for the record that the Office of the State Superintendent (OSSE) and the Academy of Hope have partnered to provide services to adult District residents in regard to their literacy needs. The organization offers adult education programs and services, including adult basic education, preparation for the General Education Development (GED) exam, the National External Diploma Program, college preparation and transition to postsecondary training, computer training and career counseling. The Academy of Hope is a long-time OSSE Adult and Family Education sub-grantee, having won local and federal grants for over thirteen years. The organization has consistently received high marks from our monitoring teams, including scores of 97 or above for the past three years. OSSE monitoring includes financial management, pedagogy, record-keeping and performance reports.

The programs and services that Academy of Hope provides have definable and valuable outcomes and show concrete results for our citizens.

Sincerely,

Emily Durso  
Assistant Superintendent  
Postsecondary and Career Education





# Carlos Rosario International Public Charter School

1100 Harvard St. NW, Washington, DC 20009-5356

Phone: (202) 797-4700 \* Fax: (202) 232-6442 \* E-mail: [info@carlosrosario.org](mailto:info@carlosrosario.org) \* Website: [www.carlosrosario.org](http://www.carlosrosario.org)

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*President & Founder*

*Training Tomorrow's*  
*Diverse Workforce*  
*Since 1970*

February 25, 2013


Lecester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:

In my capacity as President and Founder of the Carlos Rosario International Public Charter School, I am writing this letter in support of Academy of Hope's application to become a public charter school. The Carlos Rosario School's mission is to provide education that prepares the diverse adult immigrant population of Washington, D.C. to become invested, productive citizens and members of American society who give back to family and community. The school accomplishes this through excellence in teaching and learning in partnership with the community and by fostering a safe and compassionate learning environment. We offer adult education programs including English as a Second Language (ESL), GED, ESL for Families, Citizenship, Technology Essentials and workforce development as well as comprehensive support services to more than 2,000 students annually. Our students represent more than 72 countries and speak over 37 different languages.

As a leading provider of education and workforce training in the District of Columbia, we are acutely aware of the need for high quality adult education programs and fully appreciate the work that Academy of Hope has been doing for almost three decades in meeting this need. The Carlos Rosario School and Academy of Hope have a long history of collaboration and cross referral. We recognize that Academy of Hope's model of adult basic education and GED preparation is a strong and effective one. We are delighted you are formalizing your career pathways model and look forward to partnering with you, both in terms of academic programs and vocational training. We believe that our expansion to Ward 5 this fall presents an ideal opportunity to deepen our collaboration with you as you prepare to become a public charter school in 2014-2015.

Sincerely,

  
Sonia Gutierrez  
President and Founder

February 26, 2013

Ms. Leicester Johnson, Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:

I am writing to offer my strong support for the establishment of the Academy of Hope Public Charter School. AOH brings great expertise and commitment to the issues of adult education and literacy in the District of Columbia. Moreover, an Academy of Hope public charter school has the potential to greatly enhance the limited public resources devoted to helping adults move up educational and career ladders.

The DC Fiscal Policy Institute provides comprehensive analysis of the DC budget to help advocacy organizations protect and expand funding for services that promote the well-being of low-income residents. DCFPI also conducts analyses of DC's income, poverty, and employment trends. Our work revolves around the notion that improving family economic stability — including improving the earnings capacity of low-income residents — is critical to a healthy city and to improving a wide range of social outcomes.

Given this role, DCFPI is acutely aware of the high rate of illiteracy in the District and its impact on DC residents and the DC economy. Our research shows that the income disparity in the District is wider than in almost any major city, and that the unemployment rate among residents with a high school credential but no college education has doubled in the recession.

The DC Fiscal Policy Institute works closely with Academy of Hope to improve access to quality adult basic education in the District. I have found AOH to be a highly committed organization offering innovative programs that allow DC youth and adults earn a high school credential and prepare for college and careers. Academy of Hope also uses its direct service experience to educate the public and policymakers on the issue of adult literacy and to advocate for funding and policy changes to improve adult basic education in the District in DC. We have partnered with AOH on policy forums, budget analysis, and other advocacy efforts.

This combination of commitment, high-quality educational services, and powerful advocacy make Academy of Hope a perfect candidate for expanding services to low-income adults through a new public charter school. Thank you for the opportunity to submit this letter of support.

Sincerely,



Ed Lazere  
Executive Director



**Edgewood/Brookland**  
Family Support Collaborative

February 21, 2013

Leicester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:

On behalf of the Edgewood/Brookland Family Support Collaborative (E/BFSC), I am pleased to endorse Academy of Hope’s application to become an adult public charter school providing adult basic education, college readiness, and job skills training for adults. The Academy of Hope has a proven record of accomplishment helping adults receive their high school diplomas or GED certificates as well as reach other important milestones in their lives.

E/BFSC is one of five neighborhood-based Collaboratives in the District of Columbia, which make up the city-wide Healthy Families/Thriving Communities Collaborative network. Since our founding in 1996, E/BFSC has been engaged in providing an array of neighborhood based prevention services to support and strengthen families in the community, including family preservation case management, homeless services and employment services.

At E/BFSC, we believe that the educational and job skills training that would be provided at the Academy of Hope Public Charter School would play an important role in helping adults to improve the quality of their lives and to strengthen families. E/BFSC serves a number of customers who would benefit from this proposed programming. Approximately, 60% of families seeking services at EBFSC are unemployed; of those that did report full time or part time employment, only 23% reported receiving any type of benefits; only 28% had a GED, high school diploma or beyond.

Additionally, our employment services staff reports the increasing difficulty of finding jobs for seasoned laid-off or dismissed clients who are challenged to return to work because they lack this basic credentials. The type of programming you are proposing will better prepare adults to access a greater share of District jobs and economic opportunities and to provide for the well-being of their families.

We wish you the best of luck with your application and look forward to our continued partnership to support the families in our community.

Sincerely,

Louvenia Williams, LICSW  
Executive Director

---

## STRENGTHENING FAMILIES AND BUILDING VIBRANT COMMUNITIES

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Louvenia Williams, LICSW

**Main Office  
& Family Support Program**

200 K St. NW #1  
Washington, DC 20001  
Phone: 202-832-9400  
Fax: 202-216-9263

P.O. Box 90828  
Washington, DC 20090

**Edgewood Terrace  
Family Support Program**

611 Edgewood St. #106  
Washington, DC 20017  
Phone: 202-832-9400  
Fax: 202-529-1099

**Family Support Program  
at Browne Educational Campus**

850 26<sup>th</sup> St., NE  
Washington, DC 20002  
Phone: 202-832-9400  
Fax: 202-399-3353



EDUCATION STRENGTHENS FAMILIES PUBLIC CHARTER SCHOOL

2333 ONTARIO ROAD, NW  
WASHINGTON, DC 20009  
(202) 797-7337 – PHONE  
(202) 797-8470 – FAX

February 21, 2013

Ms. Leicester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:

As the Executive Director for Education Strengthens Families (ESF) Public Charter School, I strongly support Academy of Hope's application to become a public charter school. ESF's mission is to provide quality education for adults and children that empowers families through a culturally sensitive family literacy model. In the last 3 years we have met or exceeded all our Accountability Plan targets. Our work supports the findings of a 2010 NIH study showing that the greatest determinant of a child's academic success is a mother's reading level. We see every day how a parent's education directly impacts a child's education, and therefore greatly appreciate the work being done by Academy of Hope to educate DC adults.

AoH is a leader in the adult education field within DC. As ESF has developed our transition to college program, we have incorporated the expertise of AoH in our programmatic developments. This past year, I participated as a speaker in a series of forums on adult literacy hosted by Academy of Hope. This organization, if granted a charter, will be a model of the high quality adult education that is offered through DC Public Charter Schools.

I enthusiastically support Academy of Hope's application for a charter and look forward to the opportunity of welcoming AoH into the community of public charter schools.

Respectfully,

A handwritten signature in black ink, appearing to read 'Christie McKay', written over a horizontal line.

Christie McKay  
Executive Director, Education Strengthens Families Public Charter School





**MEMORANDUM OF UNDERSTANDING**  
***Between Academy of Hope and Goodwill of Greater Washington***

This collaborative agreement establishes a working partnership between **Academy of Hope** and **Goodwill of Greater Washington** [“the parties”] beginning February 2013.

**Description of partners:**

*Academy of Hope*, a non-profit organization, helps low-income and at-risk adults gain the education they need to improve their lives by providing basic reading, writing and math instruction; the opportunity to earn a high school credential through either GED preparation or the National External Diploma Program; computer training and career counseling services. AoH’s Pathways to Career and College Success (Pathways) is designed to serve low-income adults who have their high school credential but lack the skills needed for success in postsecondary education or a career. Students strengthen their math, writing, and reading skills so that they are better prepared to take college placement exams and to succeed in college courses and training programs. Additionally, students take computer courses, receive support and direction during the college and financial aid application process and receive career counseling.

*Goodwill of Greater Washington* is an Internal Revenue Code 501(c)(3) nonprofit workforce development organization that has helped tens of thousands of Washington metropolitan area residents get jobs since 1935.

**Academy of Hope agrees to:**

- Offer a preferred enrollment to Goodwill of Greater Washington referrals, as space permits;
- Conduct intake for Goodwill of Greater Washington participants. Intake includes initial academic and learning needs assessments;
- Provide rigorous academic programming and support for participants in the program.
- Have Goodwill of Greater Washington participants sign consent forms so that attendance, enrollment and academic information may be shared with Goodwill of Greater Washington; and
- Refer AoH learners to Goodwill of Greater Washington’s hospitality training program.

**Goodwill of Greater Washington agrees to:**

- Offer a preferred enrollment to Academy of Hope referrals, as space permits;
- Provide case-management services that promote full participation of Goodwill of Greater Washington participants in Academy of Hope; and
- Provide “Release of Information” form that will permit Goodwill of Greater Washington to receive regular updates on student performance and Academy of Hope to contact

Goodwill of Greater Washington regarding case management support to the participants as appropriate.


**Both organizations agree to:**

- Share registration information;
- Capture and share appropriate student data;
- Provide support material and support letters to each other for inclusion in grant proposals; and
- Meet with each other as needed to improve the program and maintain a healthy partnership.

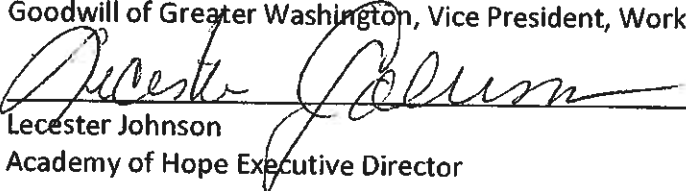
This agreement may be terminated or amended on an as needed basis by either organization if the partner organization is given 30 days notice.

**AUTHORIZED SIGNATURES**

We, the undersigned have read this agreement and intend to perform the responsibilities and work toward the common goals that have been identified.

  
\_\_\_\_\_  
Colleen Paletta  
Goodwill of Greater Washington, Vice President, Workforce Development

2/21/13  
Date

  
\_\_\_\_\_  
Leicester Johnson  
Academy of Hope Executive Director

2/15/2013  
Date



February 26, 2013

600 Maryland Avenue SW  
Washington, DC 20024-2520  
(202) 314-3300

Ms. Lecester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:

The Graduate School USA is in full support of the establishment of the Academy of Hope Public Charter School (AoH). Graduate School USA is an independent, educational, not-for-profit institution headquartered in the Nation's Capital with additional sites strategically located throughout the U.S. The Charter School will strengthen and enhance our existing partnership with AoH to provide access to high quality courses to residents of the District of Columbia. GS has been in operation for more than 90 years, and offers classes and programs in a broad range of government-based specialties, such as governmental financial management and auditing, human capital management and acquisition, as well as courses that appeal to a broader base (foreign languages, economics, leadership and management, and the latest software training). In 2010, we broadened our offerings to include Academic Programs. The credit programs are designed to prepare students to entering high-growth industries or excel and advance in their current occupations.

The healthcare sector is growing in the region, with several in demand occupations. We currently have a dual enrollment program where students take coursework at GS while also strengthening their math skills at AoH. This relationship provides a seamless transition to encourage student growth and further academic development. We look forward to the development of an AoH science curriculum that can serve as pre-science course for learners who want to enter GS's programs in Health Sciences but are not able to yet demonstrate readiness in science.

We are delighted to support AOH, and look forward to expanding our partnership. Please let us know if you need any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Ice".

Jerry Ice, Ed. D.  
President and CEO

## Jubilee Jobs Inc.

2712 Ontario Road, N.W.

Washington, D.C. 20009

Tel. (202) 667-8970 Fax (202) 667-8833

www.jubileejobs.org

Ms. Leicester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:


Jubilee Jobs has enjoyed a solid partnership with the Academy of Hope (AoH) working collaboratively to find employment opportunities for Academy of Hope graduates and engaging our clients in academic pathways to a GED. This partnership has been synergistic allowing for both organizations to provide hope and support for disadvantaged job-seekers throughout metropolitan Washington area. Jubilee Jobs provides compassionate, skilled job preparation and placement services to people who need it most. The Jubilee Jobs process encourages applicants every step of the way on their journey to employment, from initial meetings with Jubilee's dedicated job counselors, to workshops on interviewing, conflict resolution, teamwork, and providing excellent customer service, to placement.

We are indeed excited to support your goal of advancing your mission by creating a Public Charter School. We have worked collectively with AoH in changing the dynamics of many in our community but the challenges remain vast and the need continues to grow. We pledge to assist as we always have through joint proposals, community presentations and cross referral of clients. We applaud AoH's approach of building a career pathway model as the linchpin in the design of its Public Charter School.

We fully support the Academy of Hope's effort to become a D.C. Public Charter School for Adults and strongly believe the Academy of Hope will continue its excellent tradition of helping people obtain not only a high school credential but educational and employment opportunities which will serve as a foundation for economic self sufficiency.

If you need any additional information please do not hesitate to contact us.

Sincerely



Terry Flood

Executive Director, Jubilee Jobs

## Literacy Volunteers And Advocates



---

February 22, 2013

Ms. Leicester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:

Literacy Volunteers and Advocates and the Academy of Hope work side by side in the effort to increase low income DC residents' literacy levels so they can move onto to eventually taking and passing the GED. Literacy Volunteers' mission is dedicated to addressing the core, hidden problems of illiteracy at both an individual and community level by tailoring its programs to the thousands of adults in DC who are coping with illiteracy caused by learning challenges. The agency works with low income DC residents to improve their math, reading and writing skills.

Our agency works with people who come to the Academy of Hope wanting to obtain a GED but whose skills are not yet at the level where attainment of a GED is possible. We have been working closely with the Academy of Hope to provide services to their clients for over twenty years. The Academy of Hope has been a stalwart in the Washington, D.C. community to help people improve their literacy skills and to obtain a high school equivalency diploma and beyond. Without a doubt we support the application of the Academy of Hope to become a Public Charter School and we will continue to partner with them to help DC residents improve their educational skills so they can obtain gainful employment and seek post-secondary education.

Please contact us if you need any additional information in support of the Academy of Hope's application to become an adult education public charter school.

Sincerely,

Rita Daniels  
Executive Director

---

Literacy Volunteers And Advocates (LVA)  
635 Edgewood Street, NE, Suite B, Washington, DC 20017  
202-387-1772 (phone) ♦ 202-588-0714 (fax) ♦ [www.lvanca.org](http://www.lvanca.org) (website)

Designate #45687 in your CFC campaign and "Give the Gift of Reading"



**COUNCIL OF THE DISTRICT OF COLUMBIA**  
**THE JOHN A. WILSON BUILDING**  
**1350 PENNSYLVANIA AVENUE, NW**  
**WASHINGTON, D.C. 20004**

**KENYAN R. McDUFFIE**  
Councilmember, Ward 5  
Chair Pro Tempore  
Chair, Committee on Government Operations

**Committee Member**  
Economic Development  
Human Services  
Transportation and the Environment  
Workforce and Community Affairs

February 15, 2013

District of Columbia  
Public Charter School Board  
3333 14<sup>th</sup> St., N.W. Suite 210  
Washington, DC 20010

**RE: Application of the Academy of Hope for approval of a Public Charter School**

Dear Sir/Madam:

This is a letter of support for the Academy of Hope, a nonprofit agency that has been administering an adult education program in Ward 5 since 1985.

According to a January 2013 report, Raise DC Baseline Report Card, approximately 19 percent of adults in the District of Columbia lack basic literacy skills. The report sites, nearly 10,000 low-income youth ages 16-24 (32 percent) are both out of school and not working, the immediate impacts of which point to a socio-economic crisis that cannot be ignored. The Academy of Hope is applying to become a public charter school that will help fill the void of evidenced based adult education programs that have a clear focus of assisting residents in Ward 5 and throughout the city increase their literacy rates, attaining a GED but also developing a career path to post secondary and vocational education.

The Academy of Hope has produced measurable outcomes and results for Ward 5 residents for over 28 years and I wholeheartedly support their application to become a public charter school. I pledge to work cooperatively with the Academy of Hope to ensure that the citizens of Ward 5 and the District of Columbia continue to have the resources needed to improve their lives.

If you need any additional information please do not hesitate to contact my office at (202) 724-8028.

Sincerely,



SOME Center for Employment Training  
2300 Martin Luther King Jr. Ave, SE  
4<sup>th</sup> Floor  
Washington DC 20020  
Tel: (202) 292-4460  
Fax: (202) 889-8491

February 25, 2013

Lecester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:

In my capacity as the Director of SOME Center for Employment Training (SOME CET), I am writing this letter in support of Academy of Hope's application to become a public charter school. SOME CET's mission is to empower people out of homelessness and poverty and into living wage careers through marketable skills training, human development, basic education and job development. As a leader in workforce training in the District of Columbia, we are acutely aware of the need for high quality adult education programs and fully appreciate the work that Academy of Hope has been doing for almost 3 decades in meeting this need. We are also very excited about Academy of Hope developing a career pathways model to facilitate learners' successful transition into careers and college.

We are looking forward to building upon our long history with Academy of Hope to strengthen our inter-organizational processes to ensure seamless transitions between Academy of Hope Public Charter School and SOME CET's training programs. This will ensure that learners interested in becoming medical administrative assistants or building maintenance service technicians are able to avail themselves of our training programs.

Please contact us if you need any additional information in support of the Academy of Hope's application to become an adult education public charter school.

Sincerely,

A handwritten signature in black ink that reads "Emily Price".

Emily Price, LGSW  
CET Director

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Restoring Hope & Dignity One Person at a Time

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SOME is an interfaith, community-based organization established to help the poor and homeless of our nation's capital.  
SOME is a 501(c) (3) organization and contributions are tax-deductible. Federal ID #23-7098123.



Memorandum of Understanding



Between  
**StreetWise Partners**  
and  
**Academy of Hope**

This agreement represents a mutual understanding and establishes a partnership to assist low-income individuals in developing their job-related skills, obtaining a job, and planning a career. The partnership between StreetWise Partners and Academy of Hope will allow for coordinated service delivery and cross-referrals. StreetWise Partners and Academy of Hope will maintain a working relationship and increase service access to low-income job seekers as deemed appropriate.

StreetWise Partners and Academy of Hope agree on the following:

1. **Term.** The term of this agreement will begin on January 1, 2012, and will stay in effect until terminated.
2. **Distribution of programmatic information.** Academy of Hope will broadly distribute information about StreetWise Partners' Career Ventures program to their current clients and/or graduates. StreetWise Partners staff will make themselves available to come present to Academy of Hope clients/graduates upon invitation. StreetWise Partners will distribute information about Academy of Hope's classes to Career Ventures applicants who have not yet obtained their high school diploma/GED or maybe interested in AOH's Pathways to college or careers programs.
3. **Preferential referrals.** StreetWise Partners will refer individuals to Academy of Hope's programs as they identify a specific need for Academy of Hope's services. Academy of Hope agrees that StreetWise Partners referrals will be granted a preferred enrollment status but does not guarantee that clients referred by StreetWise Partners will be accepted.

Similarly, Academy of Hope will refer current clients and/or graduates to StreetWise Partners' program as they identify an individual's specific need for StreetWise Partners' services. StreetWise Partners will grant Academy of Hope referrals preferred screening status but does not guarantee that clients referred by Academy of Hope will be accepted into our program.

4. **Point of contact.** Each organization will identify a point of contact to serve as the liaison for this partnership. Should that point of contact leave the organization, the partner will be immediately informed of the new point of contact.



5. **Performance terms.** StreetWise Partners and Academy of Hope will encourage their shared participants to sign Releases of Information (ROI). In accordance with these ROI, StreetWise Partners and Academy of Hope agree to share information about applications received from clients of the partner organization, program acceptances, and client successes within their program and after graduation. If a client encounters challenges in either partner's program, each partner may contact the other to coordinate services. Applicant and client information will be shared at the beginning and end of each program. Alumni information will be shared at the request of the partner organization.
6. **Partnership Changes or Termination.** Either party may review and propose changes to this memorandum at anytime. Either party may also elect to terminate this agreement by giving written notice to the other party 4 weeks prior to the effective date of termination.

READ AND AGREED:  
StreetWise Partners, Inc.

By: Annun L. Berry, Senior Director  
Name, Title

Date: 1/28/2012

Academy of Hope

By: Deborah Johnson, Executive Director  
Name, Title

Date: 1/18/2012



## OFFICE OF THE C.E.O.

801 North Capitol Street NE, Washington, DC 20002  
Phone: 202.274.6203

February 21, 2013

Ms. Leicester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:

The University of the District of Columbia Community College is pleased to support the establishment of the Academy of Hope Public Charter School (AoH). Consistent with our mission of providing accessible, affordable high quality programs to residents of the District of Columbia and the region this effort will help fortify our articulated agreement to accept students from the AoH.

Our programs and services provide a seamless transition from K-12 education and from adult basic education to career training, college preparation and continuous lifelong learning. To meet these goals, we work with organizations like AoH. The services provided by Academy of Hope to help adult learners strengthen their math, writing and reading skills and better prepares them to take college placement exams and to succeed in college courses or to qualify for postsecondary training, such as a trade union apprenticeship/pre-apprenticeship programs.

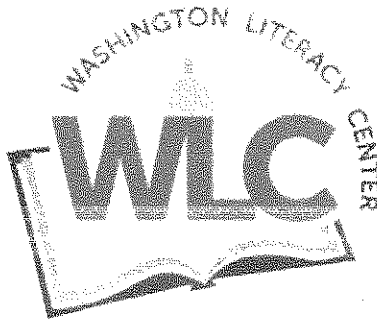
Our community requires a well-educated workforce to meet the rigors of a global economy. Your valued added learning that includes: college readiness courses, computer instruction and career counseling is invaluable in preparing residents to be successful in a college environment. We know that your programs work. We have welcomed graduates of AoH into our classes where they have been quite successful.

The AoH Public Charter School can fill a serious void for residents that need high quality, evidence based programs that produce results. We are willing to work with AoH to make this vision a reality.

Sincerely,

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

Dr. Calvin E. Woodland  
Acting CEO  
University of the District of Columbia Community College



February 18, 2013

Leicester Johnson  
Executive Director  
Academy of Hope  
601 Edgewood Street, NE  
Washington, DC 20017

Dear Ms. Johnson:

The Washington Literacy Council is pleased to be a collaborating partner with the Academy of Hope (AoH) and wholeheartedly endorses your application to become a Public Charter School. The Washington Literacy Center (WLC), founded in 1963, is one of the oldest adult literacy programs in the District. We serve adults who have the most limited reading skills, fewest job resources and greatest employment needs in the District of Columbia. The bridge that we have created with AoH leading to GED attainment and pursuit of post secondary or further vocational training is needed and warrants expansion given the challenges faced in our community.

Under the exterior of our nation's capital is a tragedy that haunts the productiveness of current and future generations. Washington, D.C. historically has one of the lowest high school completion rates (30% of adults living in DC do not have a high school diploma) and currently an estimated 41% of students drop out of high school. A study produced by The State Education Agency has found that 36% of Washington D.C. residents are functionally illiterate.

The Academy Hope Public Charter School can serve as vehicle to address the daunting numbers of persons who do not have the ability to be fully functional due to their low literacy levels. We are excited about the possibility of sharing in this expansion to create more opportunities for many in the community who need our services and those being proposed with the creation of Academy of Hope Public Charter School.

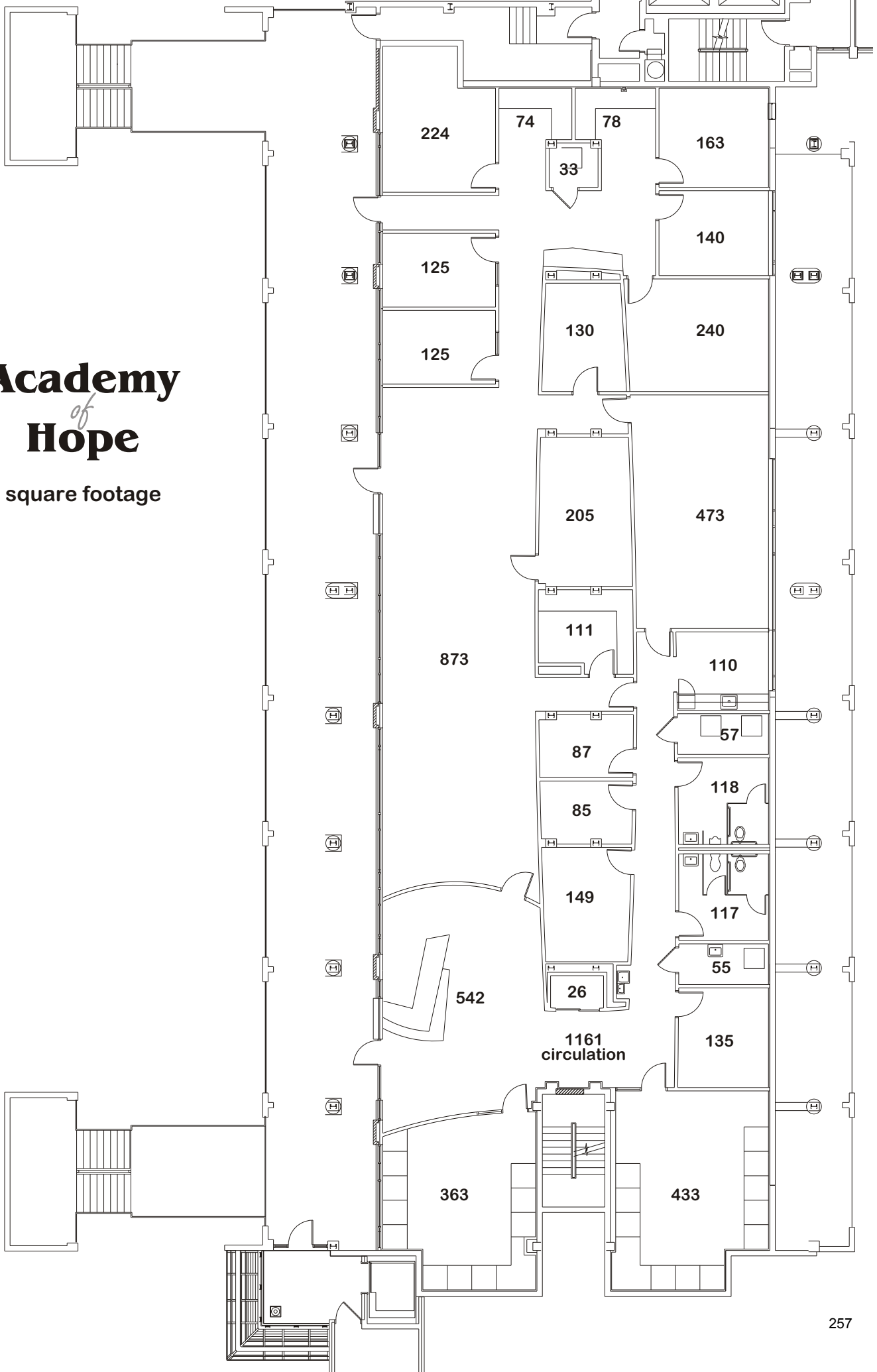
If you need any additional information, please contact us.

Sincerely,

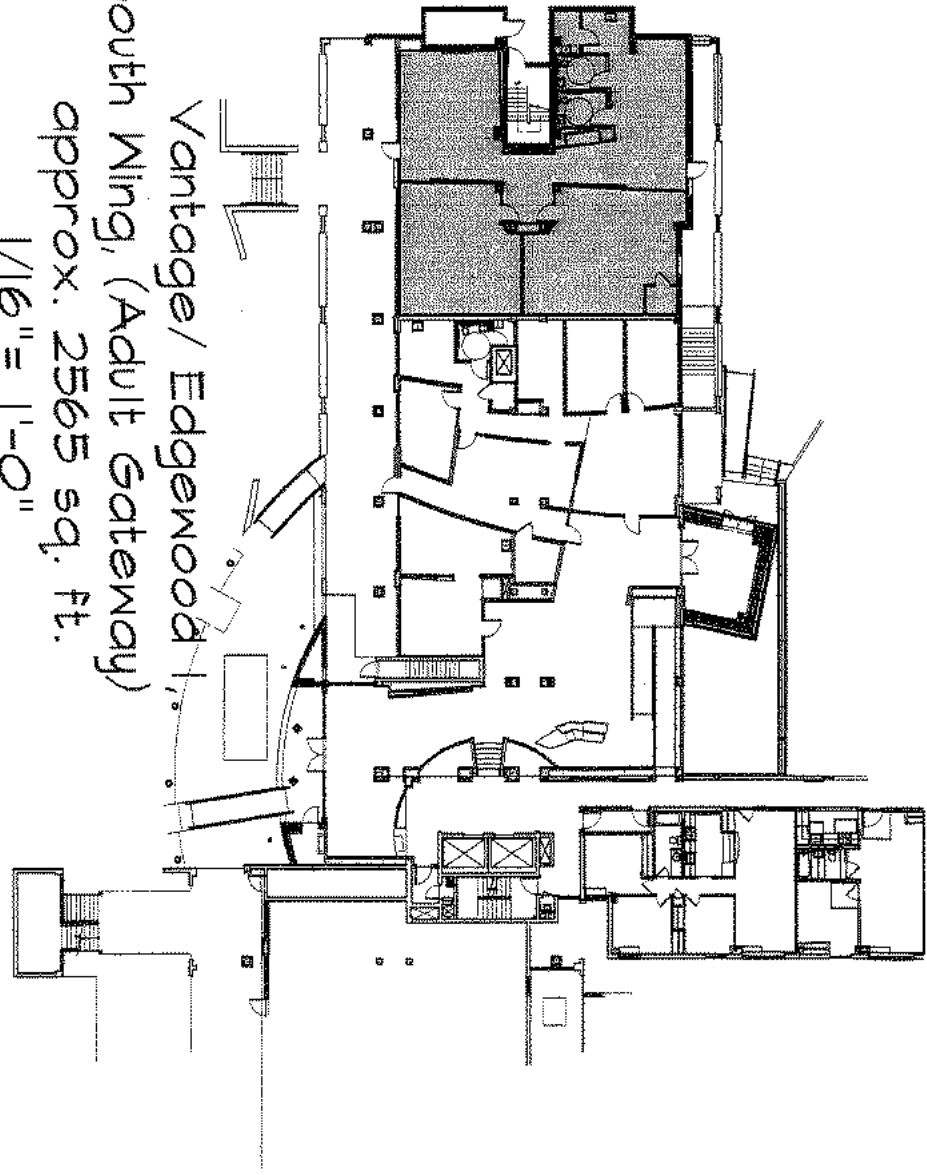
Mary T. Algire  
Executive Director

**Floor Plans**

**Academy**  
*of*  
**Hope**  
square footage



Vantage/ Edgewood  
 South Wing, (Adult Gateway)  
 approx. 2565 sq. ft.  
 1/16" = 1'-0"



WORTH • ARCHITECT ASSOCIATES • FLOOR PLAN 3 EBT DRIVE AUSTIN TEXAS 78747 TEL: 512-442-2222 FAX: 512-442-2244

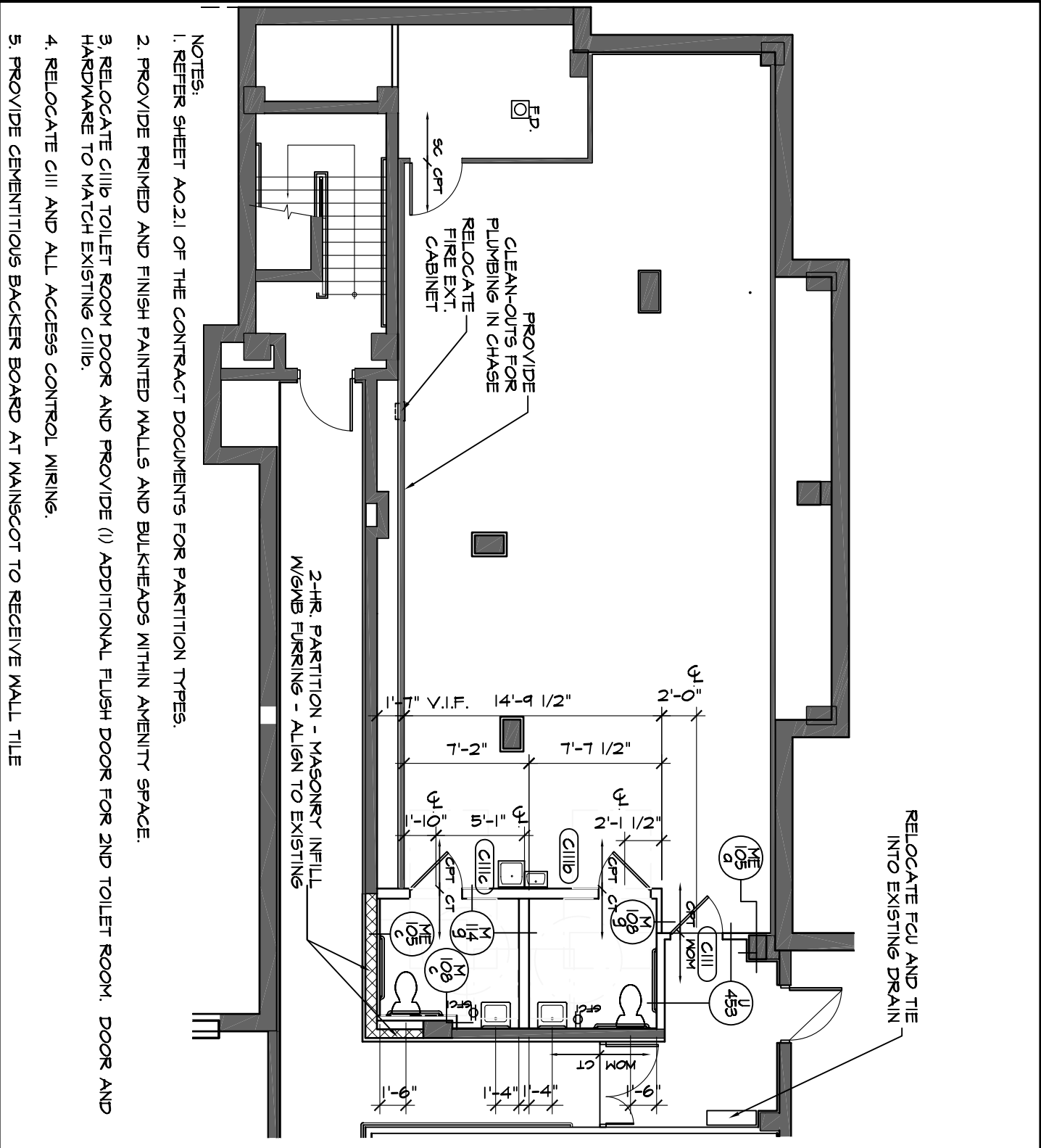
DRAWING TITLE

Vantage/Edgewood ; South Wing, (Adult Gateway)

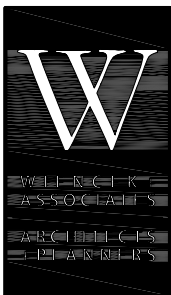
PROJ: approx. 2565 sq. ft.

DATE 06.01.06  
 SHEET NO. 258  
 SCALE 1/16" = 1'-0"  
 JOB NO. XXX

OWNER REFERENCE  
 DWG. NO. 258



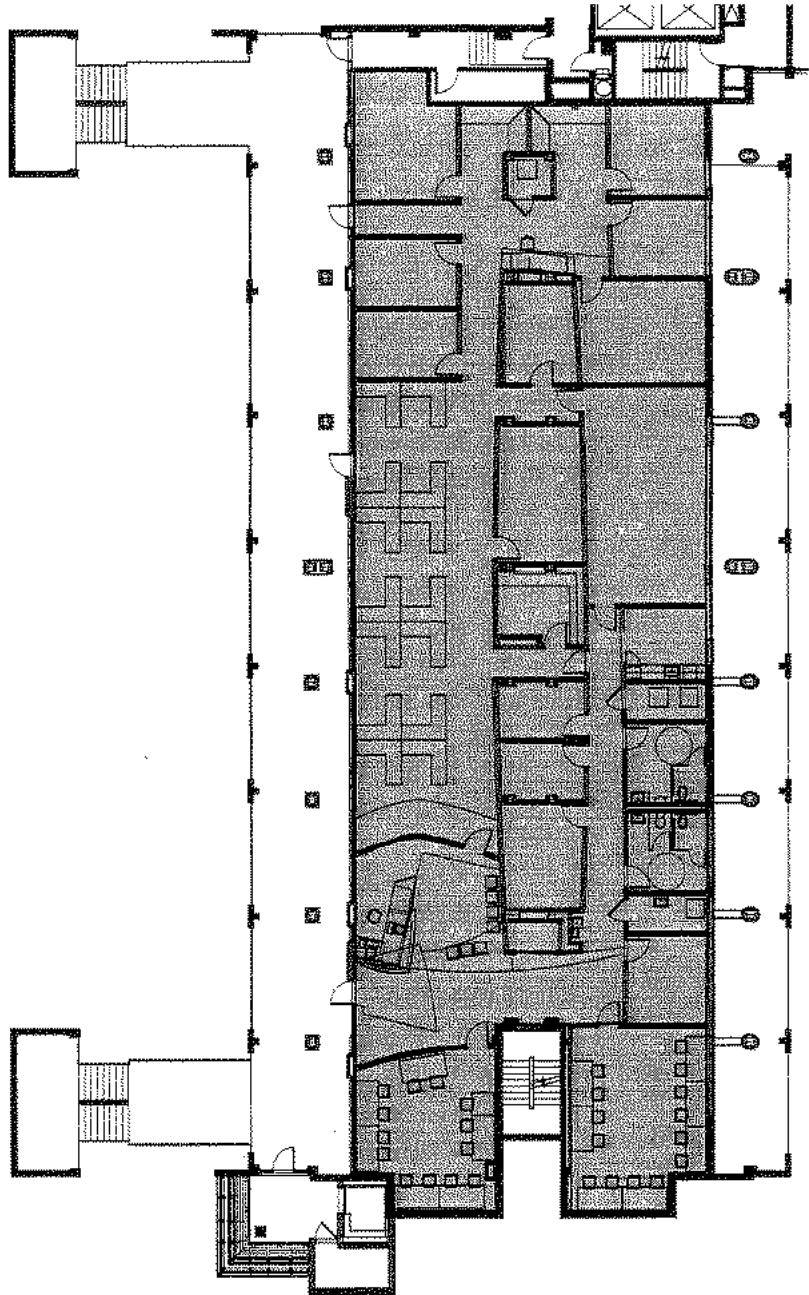
- NOTES:
1. REFER SHEET AO.2.1 OF THE CONTRACT DOCUMENTS FOR PARTITION TYPES.
  2. PROVIDE PRIMED AND FINISH PAINTED WALLS AND BULKHEADS WITHIN AMENITY SPACE.
  3. RELOCATE C111b TOILET ROOM DOOR AND PROVIDE (1) ADDITIONAL FLUSH DOOR FOR 2ND TOILET ROOM. DOOR AND HARDWARE TO MATCH EXISTING C111b.
  4. RELOCATE C111 AND ALL ACCESS CONTROL WIRING.
  5. PROVIDE CEMENTITIOUS BACKER BOARD AT MAINSCOT TO RECEIVE WALL TILE



Wienczek + Associates Architects + Planners 3 East Diamond Avenue #100 Gaithersburg, MD 20877 Telephone: 301.948.6220 Facsimile: 301.948.2064

DRAWING TITLE: <b>New Construction Plan -          Room C111 Unassigned Amenity</b> PROJECT: <b>Parkside Terrace          Washington, DC</b>	DATE: <b>06.11.09</b>	SHEET REFERENCE :
	ISSUED WITH : <b>PR 36R</b>	<b>A2.2.1a</b>
	SCALE: <b>1/8" = 1'-0"</b>	DWG. NO.
	JOB NO: <b>2004-230.00</b>	<b>ASK-052R2</b>
		250

Vantage/Edgewood I, South Wing, (CPDC)  
 approx. 6825 sq. ft.  
 1/16" = 1'-0"



WORTH • ARCHITECT ASSOCIATES • PAPER, P.C. 3 EAST DERRY AVENUE 100 CHERRYVILLE, MD 2077 TEL: 410-326-8422 FAX: 410-326-8424

DRAWING TITLE

Vantage/Edgewood I, South Wing, (CPDC Space)

PROJECT  
 approx. 6825 sq. ft.

DATE 06.21.06

DRAWN BY

SCALE 1/16" = 1'-0"

JOB NO.

PROJECT REFERENCE #

DRWG. NO. 260

XXX



**Lease**

## SUBLEASE AGREEMENT

This Sublease Agreement (this "Sublease") is hereby entered into as of the 2<sup>nd</sup> day of December, 2006 by and between Community Preservation and Development Corporation, a Maryland non-profit corporation, with an address at 5513 Connecticut Avenue, NW, Suite 250, Washington, DC 20015 ("Sublandlord"), and The Academy of Hope, a Washington, D.C. not-for-profit corporation, with an address at 1501 Columbia Road, NW, Washington, DC 20009 ("Subtenant");

WHEREAS, by that certain Lease Agreement dated as of October 9, 1998, as amended by that certain First Amendment to Lease Agreement dated as of September 24, 2002 (the "Overlease") a copy of which is attached hereto as Exhibit A, and incorporated herein by reference, Edgewood Terrace Preservation Corporation ("Landlord") leased to Sublandlord several portions of the building (the "Building") known and numbered as 601 Edgewood Street, N.E., Washington, DC (the "Overlease Premises").

WHEREAS, Sublandlord desires to sublease to Subtenant and Subtenant desires to sublease from Sublandlord a portion of the Overlease Premises;

NOW, THEREFORE, in consideration of the premises and the mutual covenants contained herein, Sublandlord and Subtenant hereby agree as follows:

1. Subleased Premises. Sublandlord does hereby sublease to Subtenant, and Subtenant does hereby sublease from Sublandlord, for the Sublease Term (as defined below) and upon the terms and conditions hereinafter provided, a portion of the Overlease Premises known as Suite #25 consisting of approximately 6,825 square feet of floor area on the second (2<sup>nd</sup>) floor of the Building (hereinafter referred to as the "Subleased Premises"). The Subleased Premises are shown cross-hatched on the floor plan (the "Floor Plan") attached hereto as Exhibit B and incorporated herein by this reference.

2. Condition of Subleased Premises.

(a) Sublandlord shall deliver and Subtenant shall accept the Subleased Premises in their then "as is" condition existing on the date possession thereof is delivered to Subtenant, without requiring any alterations, improvements, repairs or decorations to be made by Sublandlord, or at Sublandlord's expense, either at the time possession is given to Subtenant or during the entire Sublease Term.

(b) In the event that Sublandlord is unable to locate a copy of the existing certificate of occupancy for the Subleased Premises showing that the proposed use of the Subleased Premises is in compliance with such certificate of occupancy, Sublandlord shall use commercially reasonable efforts to obtain a revised certificate of occupancy from the Department of Consumer and Regulatory Affairs for the District of Columbia showing that the proposed use of the Subleased Premises is permitted under such certificate of occupancy.

3. Term of Sublease.

(a) The term of this Sublease (the "Sublease Term") shall commence on 12/15 2006 (the "Sublease Commencement Date") and shall end on 12/15 2016 (the "Sublease Expiration Date"), or on such earlier date upon which the Sublease Term may expire or be terminated pursuant to any of the conditions or limitations or other provisions of this Sublease or pursuant to law.

(b) Notwithstanding the foregoing, Sublandlord shall have a one-time option to cancel and terminate this Lease effective as of the last day of the month in which occurs after the fifth (5<sup>th</sup>) anniversary of the Sublease Commencement Date (such date is herein referred to as the "Early Termination Date") by written notice ("Sublandlord's Termination Notice") delivered to Subtenant no later than twelve (12) months prior to such Early Termination Date. Upon the Early Termination Date, Sublandlord shall deliver a check in an amount equal to \$25,000.00 (the "Termination Payment") to Subtenant. Upon timely delivery of Sublandlord's Termination Notice and the aforementioned check (subject to collection), this Sublease will expire on the Early Termination Date as if such date were the Expiration Date set forth herein and Subtenant shall vacate the Demised Premises on or before the Early Termination Date leaving the same in the condition otherwise required upon the expiration or sooner termination of this Sublease.

(c) In the event Sublandlord is unable to deliver possession of the Subleased Premises to Subtenant on the Sublease Commencement Date, Sublandlord, its agents and employees, shall not be liable or responsible for any claims, damages or liabilities arising in connection therewith or by reason thereof, nor shall Subtenant be excused or released from this Sublease by reason thereof, the Sublease Commencement Date shall be extended to the date Sublandlord delivers possession of the Subleased Premises to Subtenant, and Subtenant's obligations pursuant to this Sublease shall commence on such date but the Sublease Expiration Date shall remain as set forth in Section 3(a), or such other date as provided in Section 3(b) above.

4. Overlease. (a) All of the terms, provisions, covenants and conditions of the Overlease are incorporated herein by reference and hereby made a part hereof and are superior to this Sublease, except as herein otherwise expressly provided and except that Subtenant shall be obligated to pay only the Rent provided for in this Sublease and not the amounts of rent and rental escalations and other charges provided to be paid by Sublandlord under the Overlease. Subject to the first sentence of this Paragraph 4(a), as between the parties hereto, Subtenant hereby assumes all of the obligations of Sublandlord as the lessee under the Overlease, but only to the extent they are applicable to the Subleased Premises. Subject to the first sentence of this Paragraph 4(a), as between the parties hereto, Sublandlord shall have all of the rights of Landlord under the Overlease as against Subtenant, but only to the extent they are applicable to the Subleased Premises. Notwithstanding the foregoing, in the event of any conflict between the terms and provisions of this Sublease and the terms and provisions of the Overlease, the terms and provisions of this Sublease shall control.

(b) Subtenant acknowledges that it has received a copy of the Overlease, that it has reviewed the Overlease and that it is familiar with the contents thereof.

(c) As this is a sublease of space under the Overlease, if for any reason the Overlease shall expire or terminate before the end of the Sublease Term or any renewal or extension thereof, then this Sublease shall also expire or terminate on the same date that the Overlease expires or terminates, without recourse to the parties hereto.

(d) Subtenant covenants and agrees that Subtenant will not do anything which would constitute a default or an event of default under the Overlease or omit to do anything which Subtenant is obligated to do under the terms of this Sublease and which would constitute a default or an event of default under the Overlease.

(e) Except as otherwise provided in Paragraph 6 below, Sublandlord shall have no obligation to provide any services of any nature whatsoever to Subtenant or to the Subleased Premises. Sublandlord shall make reasonable efforts to cause Landlord to provide to and for the benefit of the Subleased Premises each and all of the services which Landlord is required to provide to and for the benefit of the Overlease Premises pursuant to the terms and provisions of the Overlease (but only to the extent such services are applicable to the Subleased Premises). Provided that Sublandlord makes such reasonable efforts, Sublandlord shall have no liability to Subtenant if Landlord fails to provide such services in any manner or to any degree.

5. Fixed Rent. During the Sublease Term, Subtenant shall pay to Sublandlord fixed rent (the "Fixed Rent") at the following annual rates:

(a) \$66,000.00 payable in equal monthly installments of \$5,500.00 during the period commencing on the Sublease Commencement Date and continuing through the last day of the month in which occurs the date which immediately precedes the second (2<sup>nd</sup>) anniversary of the Sublease Commencement Date;

(b) \$67,320.00 payable in equal monthly installments of \$5,610.00 during the period commencing on the first day of the month immediately following the month in which occurs the date which immediately precedes the second (2<sup>nd</sup>) anniversary of the Sublease Commencement Date and continuing through the last day of the month in which occurs the date which immediately precedes the third (3<sup>rd</sup>) anniversary of the Sublease Commencement Date;

(c) \$68,666.40 payable in equal monthly installments of \$5,722.20 during the period commencing on the first day of the month immediately following the month in which occurs the date which immediately precedes the third (3<sup>rd</sup>) anniversary of the Sublease Commencement Date and continuing through the last day of the month in which occurs the date which immediately precedes the fourth (4<sup>th</sup>) anniversary of the Sublease Commencement Date;

(d) \$70,039.73 payable in equal monthly installments of \$5,836.64 during the period commencing on the first day of the month immediately following the month in which occurs the date which immediately precedes the fourth (4<sup>th</sup>) anniversary of the Sublease Commencement Date and continuing through the Sublease Expiration Date.

The Fixed Rent and all other amounts due and payable hereunder from Subtenant to Sublandlord (collectively, "Rent") shall be paid to Sublandlord at its office at 5513

Connecticut Avenue, NW, Suite 250, Washington, D.C. 20015, or at such other place as Sublandlord may designate in writing, shall be paid in lawful money of the United States of America, and shall be paid without demand therefor and without offset or deduction, and the covenant to pay Rent shall be independent of every other covenant in this Sublease.

6. Utilities. (a) Sublandlord shall use reasonable efforts to furnish to the Subleased Premises (i) heat at such temperatures and in such amounts as are standard for comparable buildings in the vicinity of the Building during normal business hours; and (ii) hot and cold water for normal lavatory use. As used in the preceding sentence, the phrase "normal business hours" shall mean between 6:00 a.m. and 8:00 p.m. on weekdays other than holidays. Sublandlord may impose a reasonable charge for any heat furnished to the Subleased Premises by reason of any use of the Subleased Premises at any time other than normal business hours or by reason of any use beyond what Sublandlord has agreed to in the first sentence of this paragraph 6. Sublandlord shall also use reasonable efforts to furnish the Subleased Premises with (a) trash pickup at dumpster outside the Building, (b) snow removal, and (c) building management services.

(b) Subtenant shall be responsible for any charges associated with its telephone and internet or data service in the Subleased Premises, such service shall be supplied by a service provider chosen by Subtenant and reasonably approved by Sublandlord. Notwithstanding the foregoing, Subtenant agrees that it will assume from Sublandlord the telephone system presently existing in the Subleased Premises (the "Telephone System"), including assuming any lease or equipment lease currently in place for the Telephone System. The assumption of the Telephone System shall be a condition to the effectiveness of this Sublease. Any additional wiring for telephone or computer lines will be at the expense of the Subtenant. Sublandlord shall permit Sublandlord's wires and conduits, to the extent available, suitable and safely capable, to be used for the furnishing of telephone service to the Subleased Premises.

(b) Notwithstanding anything in this Sublease to the contrary, Subtenant agrees that Sublandlord's obligations to furnish heat to the Subleased Premises shall be subject to and limited by all laws, rules and regulations of any governmental authority affecting the supply, distribution, availability, conservation or consumption of heat. Sublandlord shall abide by all such governmental laws, rules and regulations and, in so doing, Sublandlord shall not be in default in any manner whatsoever under the terms of this Sublease, and Sublandlord's compliance therewith shall not affect in any manner whatsoever Subtenant's obligation to pay the full amount of Rent required to be paid under this Sublease.

(c) Subtenant shall be responsible for lock and key control for staff at the Subleased Premises, including access to and control of keys and passes for all personnel of Subtenant. Subtenant will ensure that all such keys and/or passes are promptly returned to Sublandlord upon the termination of any employee. Any lost keys or passes shall be the sole responsibility of Subtenant. Subtenant shall be responsible for the full costs for lock, key and/or pass replacement to the loss of any key and/or pass, replacement of which shall be for like quality and quantity.

7. Electricity. (a) Subtenant's electricity consumption and demand shall be measured by existing submeters, and Subtenant agrees to purchase such electricity from

Sublandlord or Sublandlord's designated agent at terms and rates for electricity under the same rate classification and frequency that Sublandlord is charged by the local public utility furnishing electricity to the Building. Subtenant agrees that all charges related to the air-conditioning units cooling the Subleased Premises are included in the Subtenant's electricity charged pursuant to the submeters that measure Subtenant's electric usage in the Subleased Premises. All such sums shall be paid by Subtenant to Sublandlord as additional rent hereunder. If more than one meter measures the electricity consumption and demand of Subtenant in the Building, the service rendered through each meter shall be aggregated and billed in accordance with the above rate classification, unless Sublandlord shall elect separate billing on a per meter basis. Sublandlord may at any time render bills for Subtenant's consumption and demand and Subtenant shall pay the same within thirty (30) days following the date the same are rendered.

(b) Subtenant's use of electric energy in the Subleased Premises shall not at any time exceed the capacity of any of the electrical conductors, machinery and equipment in or otherwise serving the Subleased Premises. In order to insure that such capacity is not exceeded and to avert possible adverse effect upon the Building electric service, Subtenant shall not, without Sublandlord's prior written consent in each instance, connect any additional fixtures, machinery, appliances or equipment, to the electric system of the Subleased Premises existing on the Sublease Commencement Date. Should Sublandlord grant such consent, all additional risers or other equipment required therefor shall be provided by Sublandlord, and the cost thereof shall be paid by Subtenant within thirty (30) days following Sublandlord's demand.

(c) Sublandlord shall not be liable in any way to Subtenant for any failure or defect in the supply or character of electric energy furnished to the Demised Premises by reason of any requirement, act or omission of the public utility serving the Building with electricity or for any other reason whatsoever.

(d) Sublandlord reserves the right to discontinue furnishing electric energy to Subtenant at any time upon not less than thirty (30) days written notice to Subtenant, and from and after the effective date of such termination, Sublandlord shall no longer be obligated to furnish Subtenant with electric energy. If Sublandlord exercises such right of termination, this Sublease shall remain unaffected thereby and shall continue in full force and effect, and thereafter Subtenant shall diligently arrange to obtain electric service directly from the public utility company servicing the Building, and may utilize the then existing electric feeders, users and wiring serving the Subleased Premises to the extent the same are available, suitable and safe for such purposes, and only to the extent of Subtenant's then authorized connected load. All meters and additional panel boards, feeders, risers, wiring and other conductors and equipment which may be required to obtain electric energy directly from such public utility company shall be installed and maintained by Subtenant at its expense.

(e) Unless otherwise agreed upon by the parties, Sublandlord shall supply all electric meters for use hereunder. In no instance shall Subtenant install or permit the installation or use of the electric meters or electric metering devices for the purposes herein to be installed or used for billing unless such meters and/or metering devices shall conform in every respect to the requirements, rules and regulations of the local public utility as to

the accuracy of measurement of such meters or metering devices including, but not limited to, proper measurement and reflection of power factor.

(f) If any tax is imposed upon Sublandlord with respect to electrical energy furnished as a service to Subtenant by any federal, state or municipal authority, Subtenant covenants and agrees that where permitted by law or applicable regulations, Subtenant's pro rata share of such taxes shall be reimbursed by Subtenant to Landlord as additional rent.

8. Late Payments of Rent. Any sum due from Subtenant to Sublandlord which is not paid within ten (10) days after the date such sum is due shall bear interest from the date due until the date paid at the annual rate of twelve percent (12%), but in no event higher than the maximum rate permitted by law. In addition, Subtenant shall pay Sublandlord a late charge for any Rent payment which is not paid within ten (10) days of the date such Rent is due equal to five percent (5%) of such Rent payment.

9. Subtenant's Default. (a) If Subtenant fails to make any payment of Rent when due hereunder and does not cure such default within five (5) days after notice thereof from Sublandlord, or (b) a petition or answer to reorganize Subtenant shall be approved by any court or judge thereof, or Subtenant shall be adjudicated as bankrupt, or Subtenant shall make a general assignment for the benefit of creditors, or Subtenant shall take any benefit under any insolvency or bankruptcy act, or a receiver or trustee is appointed for Subtenant's property, or this Sublease shall be transferred or pass to, or devolve upon, any other person, firm, association or corporation, except in a manner permitted by this Sublease, or (c) if Subtenant fails to perform any of its other material obligations hereunder and does not cure such default within thirty (30) days after notice thereof from Sublandlord, then, and in any of such cases, Sublandlord and the agents and employees of Sublandlord lawfully may, in addition to and not in derogation of any remedies for any preceding breach of covenant, immediately or at any time thereafter and without demand or notice and with or without process of law (forcibly, if necessary), enter into and upon the Subleased Premises or any part thereof in the name of the whole or mail a notice of termination addressed to Subtenant, and repossess the same as of Sublandlord's former estate and expel Subtenant and those claiming through or under Subtenant and remove its and their effects (forcibly, if necessary) without being deemed guilty of any manner of trespass and without prejudice to any remedies which might otherwise be used for arrears of rent or prior breach of covenant, and upon such entry or mailing as aforesaid this Sublease shall terminate.

(b) If Sublandlord terminates this Sublease as provided in Paragraph 9(a), Sublandlord may recover from Subtenant and Subtenant shall pay to Sublandlord, on demand, an accelerated lump sum amount equal to the aggregate amount of Rent owing from the date of such termination through the Sublease Expiration Date plus the aggregate expenses of reletting the Subleased Premises.

(c) Any and all rights and remedies which Sublandlord may have under this Sublease or at law or equity shall be cumulative and shall not be deemed inconsistent with each other, and any two (2) or more of such rights and remedies may be exercised at the same time insofar as permitted by law.

(d) In addition to any other remedies available to Sublandlord, if Subtenant shall default in the observance or performance of any term or covenant on its part to be observed or performed under or by virtue of any of the terms or provisions in this Sublease, Sublandlord, without being under any obligation to do so and without thereby waiving such default, may remedy such default for the account and at the expense of Subtenant. If Sublandlord makes any expenditures or incurs any obligations for the payment of money in connection therewith, including, but not limited to, attorneys' fees in instituting, prosecuting or defending any action or proceedings, such sums paid or obligations incurred with interest computed at twelve percent (12%) and costs shall be deemed to be additional rent hereunder and shall be paid to it by Subtenant on demand.

(e) Notwithstanding the reason for termination hereof, within thirty (30) days after the termination of this Sublease, Subtenant and Sublandlord shall account for all matters outstanding as of the date of termination, and Subtenant shall deliver to Sublandlord all documents, keys, electronic passes and other records in its custody or possession relating to the Subleased Premises and the programs conducted by Subtenant at the Subleased Premises.

#### 10. Use.

(a) Subtenant may use and occupy the Subleased Premises solely for the operation of general and executive offices, as well as for an adult education training/teaching center. Sublease shall bear sole responsibility for all fees and payments related to licensing, compliance and/or inspection of the Subleased Premises related to Subtenant's use thereof.

(b) Subtenant will not use or allow the Subleased Premises, or any part thereof, to be used for any unlawful, disorderly purpose (including but not limited to criminal activity or drug-related criminal activity), nor in any noisy, boisterous, or other offensive manner. Subtenant shall not commit or suffer to be committed any act which may disturb the quiet enjoyment of any other tenant in the Building. Nor shall the Subleased Premises be used in violation of any law or regulation of the District of Columbia. Raids by the police shall be deemed disorderly conduct on the part of the Subtenant and shall be sufficient cause for the Sublandlord to terminate Subtenant's tenancy. In order to protect the peace, comfort and safety of all tenants of the Building and to protect the general building and grounds, it is expressly agreed by the Subtenant that failure of Subtenant, its servants, agent, invitees or employees to maintain adequate control over the actions of participants of Subtenant's programs will constitute a breach of this Sublease as if such violations had been committed by Subtenant itself. Subtenant shall promptly deliver to Sublandlord a copy of any notice of violation given to Subtenant relating to the Subleased Premises.

#### 11. Maintenance; Alterations.

(a) Subtenant shall maintain the Subleased Premises in a good, clean, safe and orderly condition throughout the Sublease Term and shall not permit or allow to remain any waste or damage to any portion of the Subleased Premises. Subject to the provisions hereto, any repair to the Subleased Premises shall be completed by Subtenant or a contractor of Subtenant and shall not be the responsibility of Sublandlord.



Notwithstanding the foregoing, Sublandlord shall be responsible at its sole cost and expense for all cleaning and janitorial services in connection with the Subleased Premises which services shall be performed by the managing agent of the Building.

(b) Subtenant shall not make any alterations, installations, modifications, additions or improvements (hereinafter collectively called "Alterations") in or to the Subleased Premises without in each instance obtaining the prior written consent of Sublandlord and Landlord. If any Alterations are made without the prior written consent of Sublandlord and Landlord, Sublandlord or Landlord may remove the same and may correct, repair and restore the Subleased Premises and any damage arising from such removal, and Subtenant shall be liable for any and all costs and expenses incurred by Sublandlord or Landlord in the performance of such work.

(c) All Alterations shall be performed in accordance with and subject to the requirements and conditions of Article VII of the Overlease. All Alterations shall be made at Subtenant's sole cost and expense, at such times, in such manner, and pursuant to such rules and regulations as Sublandlord or Landlord may designate and only by such contractors as are approved in writing by Sublandlord and Landlord.

(d) All Alterations shall be made in accordance with all applicable rules, regulations, laws, license and insurance requirements, including but not limited to the Americans With Disabilities Act ("ADA") and all rules and regulations established by the Underwriters' Association of the District of Columbia. Sublandlord's or Landlord's consent to any Alteration requested by Subtenant (i) shall not be deemed a warranty or representation that such Alteration complies with all applicable laws, governmental rules, regulations and ordinances, including but not limited to the ADA, and (ii) shall not affect, or in any way cause or Sublandlord or Landlord to assume Subtenant's sole responsibility to construct any such Alterations in such a manner so as to comply with all applicable laws, government rules regulations and ordinances, including but limited to the ADA. Subtenant hereby represents that it is not a public accommodation, as defined in the ADA. The Subtenant, at its sole cost and expense, shall be solely responsible for taking any and all measures which are required to comply with the requirements of Title I and/or Title III of the ADA within the Subleased Premises. Any Alterations made or constructed by Subtenant for the purpose of complying with the ADA or which otherwise require compliance with the ADA, shall be done in accordance with this Sublease; provided, that Sublandlord's consent to such Alterations shall not constitute either Sublandlord's assumption, in whole or in part, of Subtenant's responsibility for compliance with the ADA, or representation or confirmation by Sublandlord that such Alterations or physical additions comply with the provisions of the ADA. Subtenant shall indemnify Sublandlord for all claims, damages, judgments, penalties, fines, administrative proceedings, costs, expenses and liability arising solely from Subtenant's failure to comply with any of the requirements of Title I and/or Title III of the ADA. Sublandlord shall indemnify Subtenant for all claims, damages, judgments, penalties, fines, administrative proceedings, cost, expenses and liability arising solely from Sublandlord's failure to comply with Title III of the ADA within the Common Areas.

(e) Before any Alteration is made, Subtenant shall submit to Sublandlord satisfactory evidence that all contractors, subcontractors and laborers performing such Alteration are covered by the minimum worker's compensation, general liability and

personal property insurance pursuant to all legal requirements and such maximum amounts thereof as Sublandlord or Landlord may reasonably require.

(f) Subtenant shall undertake reasonable and prudent steps to challenge or remove any mechanic's or materialman's lien recorded against the Building, the Subleased Premises and/or the Overlease Premises by a contractor performing Alterations for Subtenant. Upon completion of any work to the Subleased Premises, Subtenant shall provide to Sublandlord full and final waivers of lien covering all labor and materials included in the work in question.

(g) Sublandlord shall obtain all permits and other governmental approvals required for any Alterations and furnish copies of such permits and other governmental approvals to Sublandlord prior to commencement of such Alterations.

(h) All approved Alterations shall be conducted during reasonable hours, approved in advance by Sublandlord.

(i) Each Alteration, whether temporary or permanent in character, made by Sublandlord or Subtenant in or upon the Subleased Premises (excepting only Subtenant's furniture and equipment) shall become Sublandlord's property and shall remain upon the Subleased Premises at the expiration or earlier termination of the Sublease Term without compensation to Subtenant. Notwithstanding the foregoing, Sublandlord shall have the right to require Subtenant to remove any and all Alterations at Subtenant's sole cost and expense in accordance with Paragraph 22 of this Sublease.

12. Subtenant's Personal Property. All of the furnishings, equipment, effects and personal property of every kind, nature and description which, during the occupancy of the Subleased Premises by Subtenant (or persons claiming by, through or under Subtenant), may be on the Subleased Premises or elsewhere on Sublandlord's or Landlord's property, shall be at the sole risk and hazard of Subtenant. Sublandlord and Landlord shall not be liable for, and Subtenant hereby expressly waives all claims against Sublandlord, Landlord and their respective agents and employees for, damage to property sustained by Subtenant, or any person claiming by, through or under Subtenant, resulting from any accident or occurrence in or on the Subleased Premises, the Overlease Premises or the Building, including, but not limited to, claims for damage resulting from water, wind, ice, steam, explosion or otherwise, or from the rising of water or the leakage or bursting of water pipes, steam pipes, gas pipes, the sprinkler system or other pipes, or from theft, vandalism, lack of repair, defect, structural or non-structural failure, or from any other cause whatsoever, and no part of such loss or damage shall be charged to or borne by Sublandlord or Landlord or their respective agents or employees.

13. Subtenant's Insurance. (a) Throughout the Term, Subtenant shall, at its own cost and expense, obtain and maintain (except in the case of the insurance required pursuant to Subsection 13(a)(iv) below, in which case, in lieu of Subtenant's obligation to obtain and maintain such insurance, Subtenant may cause Subtenant's contractor(s) and subcontractor(s) to obtain and maintain such insurance) in full force and effect insurance policies underwritten only by solvent insurance companies authorized to do business in the District of Columbia and reasonably satisfactory to Sublandlord, written as primary coverage and not contributing with or in excess of any coverages Sublandlord may carry,

containing an endorsement requiring each insurer to provide thirty (30) days prior written notice to Sublandlord before any cancellation or material change in the type or amount of any coverage shall be effective thereunder, naming as additional insureds Sublandlord, Landlord, Sublandlord's management agent, the owner of the Edgewood Terrace I complex and such other parties (including without limitation each mortgagee holding a lien on the Building) as have an insurable interest in the Subleased Premises or the Building (as designated in one or more notices by Sublandlord to Subtenant), and providing the following coverages:

(i) Worker's compensation insurance in the coverages and amounts required by applicable law, but in no event less than one hundred thousand dollars (\$100,000) per each occurrence of an accident and one hundred thousand dollars (\$100,000) per each employee as a result of disease;

(ii) Comprehensive general liability insurance against loss or liability in connection with bodily injury, tort, death, property damage and destruction, in or upon the Subleased Premises and arising out of the use of all or any portion of the same by Subtenant or its agents, employees, officers, invitees, visitors and guests, under policies of comprehensive general public liability insurance having a policy limit of not less than One Million Dollars (\$1,000,000) per occurrence for death or injury and One Million Dollars (\$1,000,000) per occurrence for property damage or destruction.

(iii) All Risk insurance insuring Subtenant's interest in the Subleased Premises and all Property located in the Subleased Premises, including furniture, equipment fittings, installations, fixtures, supplies and any other personal property, leasehold improvements and alterations in an amount equal to the full replacement value, it being understood that no lack of inadequacy of insurance by Subtenant shall in any event make Sublandlord subject to any claim by virtue of any theft of or loss or damage to any uninsured or inadequately insured property.

(iv) Builder's Risk insurance procured by Subtenant and/or Subtenant's contractor(s) and subcontractor(s) on an "all risk" basis (including collapse) on a completed value (non-reporting) form for full replacement value covering all work incorporated in the Building and all materials and equipment in or about the Subleased Premises during the course of construction of any of work performed by Subtenant or Subtenant's contractor(s) and subcontractor(s) pursuant to this Sublease or any Alterations by Subtenant until completion thereof; and

Subtenant shall promptly furnish to Sublandlord upon demand certificates evidencing the insurance coverages required to be maintained hereunder and the payment of premiums therefor. If Sublandlord determines that Subtenant's (or Subtenant's contractor(s) and subcontractor(s)) insurance fails to satisfy the requirements set forth above, Sublandlord shall notify Subtenant of such failure and Subtenant shall remedy such failure within seven (7) working days of Sublandlord's notice.

Whether or not Subtenant fully complies with all of the provisions of this Section 13, the description of required insurance policies and related maximum coverage amounts set forth herein shall not operate to limit Subtenant's liability under any provision of this

Sublease. Failure to maintain insurance as required by this Section shall be deemed a material breach of the Sublease.

(b) Subtenant shall not act or fail to act, in any way which invalidates any coverages under any fire or casualty insurance policies carried by Sublandlord with respect to the Subleased Premises or which might increase the premiums therefor. If by virtue of any act or omission of Subtenant any such fire or casualty insurance premium is increased, Subtenant shall pay Sublandlord the amount of such increase in addition to the Fixed Rent.

14. Indemnification. Subtenant shall indemnify, save harmless and defend Sublandlord and Landlord and their respective partners, mortgagees, agents, employees, independent contractors and invitees from and against any and all liabilities, claims or costs (including reasonable attorneys' fees) arising out of any injury, loss, theft or damage to any person or property while in or about the Overlease Premises or the Subleased Premises, or in transit thereto or therefrom (except to the extent such injury, loss, theft or damage is due to the negligence or willful misconduct of Sublandlord or its agents, contractors or employees), or out of any condition within the Overlease Premises or Subleased Premises (except to the extent such condition is due to the gross negligence or willful misconduct of Sublandlord or its agents, contractors or employees), or arising out of any breach by Subtenant of any Sublease covenant, or from any act or omission of Subtenant or persons claiming by, through or under Subtenant, or any of their respective agents, employees or independent contractors. The provisions of this Paragraph 14 shall survive the expiration or earlier termination of the Sublease Term.

15. Assignment and Sublease. Subtenant shall not assign, mortgage, pledge or otherwise encumber this Sublease, nor sublet the Subleased Premises or any part thereof, without the prior written consent of Sublandlord, which consent shall be given or withheld in the sole discretion of Sublandlord.

16. Brokers. Subtenant hereby represents and warrants that it has not dealt with any broker in connection with this Sublease. Subtenant covenants to defend, hold harmless and indemnify Sublandlord from and against any and all costs, expenses or liabilities (including, without limitation, reasonable attorneys' fees) for any compensation, commissions or charges claimed by any broker or agent with respect to any breach of Subtenant's representation and warranty contained in the first sentence of this Paragraph 16.

17. Notices. Any and all notices and other communications required or permitted to be delivered hereunder shall be sent by first-class, United States mail, postage prepaid, certified, with return receipt requested, or by hand delivery or by reputable overnight courier service: if to Sublandlord, at 5513 Connecticut Avenue, NW, Washington, DC 20015, Attn: David Seabrook; and if to Subtenant, at the Subleased Premises, Attn: Leicester Johnson, or to such other address and attention as any of the above shall notify the others in writing.

18. Limitation on Liability of Sublandlord. No individual member, manager, partner, trustee, stockholder, officer, director, employee or beneficiary of Sublandlord shall be personally liable or responsible for the obligations of Sublandlord under this Sublease.

19. Quiet Enjoyment, Subordination. (a) As long as no default under this Sublease by Subtenant exists, Subtenant shall peacefully and quietly have and enjoy the Subleased Premises for the Sublease Term, free from interference by Sublandlord or anyone claiming under Sublandlord, subject, however, to the term and provisions of this Sublease and the Overlease. Notwithstanding the provisions of the preceding sentence, Sublandlord, and its employees and agents, shall during the Sublease Term have the unrestricted right of entry into the Subleased Premises without interference of Subtenant for any legitimate purpose.

(b) This Sublease shall be subject and subordinate in all respects to (a) the Overlease and any extension, renewal, modification or replacement thereof, and (b) any and all mortgages and/or deeds of trust now or at any time hereafter constituting a lien or liens on the property of which the Subleased Premises are a part or on any interest superior to this Sublease. Subtenant shall, within ten (10) days after receipt of request therefor, execute and deliver such written instruments as shall be necessary to show the subordination of this Sublease to said mortgages.

20. Consent of Landlord. Subtenant acknowledges that Landlord's consent is required under the Overlease in order for Sublandlord to sublease the Subleased Premises to Subtenant. Sublandlord agrees to use reasonable efforts to obtain such consent in writing.

21. Security Deposit. Simultaneously with the execution and delivery of this Sublease by Subtenant, Subtenant shall pay to Sublandlord \$5,500.00 (the "Security Deposit"), which shall be held by Sublandlord to secure Subtenant's performance of its obligations under this Sublease. The Security Deposit is not an advance payment of Fixed Rent or a measure or limit of Sublandlord's damages upon a default by Subtenant. Sublandlord may, from time to time after five (5) days' prior notice to Subtenant and without prejudice to any other remedy, use all or a part of the Security Deposit to perform any uncured obligation Subtenant fails to perform hereunder. Following any such application of the Security Deposit, Subtenant shall pay to Sublandlord within five (5) days after demand therefor the amount so applied in order to restore the Security Deposit to its original amount. Provided that Subtenant has performed all of its obligations hereunder, Sublandlord shall, within thirty (30) days after the Sublease Term ends, return to Subtenant the portion of the Security Deposit, along with any interest accrued thereon which is required by District of Columbia law to be paid on a Security Deposit for non-residential property, which was not applied to satisfy Subtenant's obligations. The Security Deposit may be commingled with other funds of Sublandlord.

22. Surrender. Upon the expiration or earlier termination of the Sublease Term or Subtenant's right to possession of the Subleased Premises, Subtenant shall return the Subleased Premises to Sublandlord in the same condition in which Subtenant has agreed to keep the Subleased Premises during the Sublease Term as provided in Paragraph 11(a) above, subject only to reasonable wear and tear and damage, if any, by fire or other casualty. If Sublandlord requires Subtenant to remove any Alterations pursuant to Paragraph 11(i) above, then such removal shall be done in a good and workmanlike manner; and, upon such removal, Subtenant shall restore the Subleased Premises to its condition prior to the installation of such Alterations. Subtenant shall remove its furniture, equipment, trade fixtures and all other items of personal property from the Subleased

Premises prior to the expiration or earlier termination of the Sublease Term or Subtenant's right to possession of the Subleased Premises. If Subtenant does not remove such property prior to the expiration or earlier termination of the Sublease Term or Subtenant's right to possession of the Subleased Premises, then Subtenant shall be conclusively presumed to have conveyed the same to Sublandlord without further payment or credit by Sublandlord to Subtenant; or, at Sublandlord's sole option, such property shall be deemed abandoned, in which event, Sublandlord may cause such property to be removed and disposed of at Subtenant's expense, without notice to Subtenant and without obligation to compensate Subtenant. The obligations of Subtenant under this Paragraph 22 shall survive the expiration or earlier termination of the Sublease Term.

23. **Holdover.** If Subtenant retains possession of the Subleased Premises or any portion thereof after the expiration or earlier termination of the Sublease Term or Subtenant's right to possession of the Subleased Premises, Subtenant shall pay Rent during such holding over at 200% of the rate of Rent in effect immediately preceding such holding over computed on a monthly basis for each month or partial that Subtenant remains in possession of all or any portion of the Subleased Premises. The provisions of this Paragraph 23 do not waive Sublandlord's right of re-entry or right to regain possession by actions at law or in equity or any other rights hereunder, and any receipt of payment by Sublandlord shall not be deemed a consent by Sublandlord to Subtenant remaining in possession or be construed as creating or renewing any lease, sublease or right of tenancy between Sublandlord and Subtenant.

#### 24. **Miscellaneous.**

(a) This Sublease and the Overlease contain all of the covenants, agreements, terms, provisions, conditions, warranties and understandings relating to the leasing of the Subleased Premises and Sublandlord's obligations in connection therewith, and neither Sublandlord nor any agent or representative of Sublandlord has made or is making, and Subtenant in executing and delivering this Sublease is not relying upon, any warranties, representations, promises or statements whatsoever, except to the extent expressly set forth in this Sublease.

(b) All understandings and agreements, if any, heretofore had between the parties are merged into this Sublease, which alone fully and completely expresses the agreement of the parties hereto.

(c) The failure of Sublandlord or Subtenant to insist in any instance upon the strict keeping, observance or performance of any covenant, agreement, term, provision or condition of this Sublease or to exercise any election herein contained shall not be construed as a waiver or relinquishment for the future of such covenant, agreement, term, provision, condition or election, but the same shall continue and remain in full force and effect. No waiver or modification by Sublandlord of any covenant, agreement, term, provision or condition of this Sublease shall be deemed to have been made unless expressed in writing and signed by Sublandlord.

(d) No surrender of possession of the Subleased Premises or of any part thereof shall release Subtenant from any of its obligations hereunder unless accepted by Sublandlord in writing.

(e) The receipt and retention by Sublandlord of Rent from anyone other than Subtenant shall not be deemed a waiver of the breach by Subtenant of any covenant, agreement, term or provision of this Sublease, or as the acceptance of such other person as a subtenant, or as a release of Subtenant of the covenants, agreements, terms, provisions and conditions herein contained. The receipt and retention by Sublandlord of Rent with knowledge of the breach of any covenant, agreement, term, provision or condition herein contained shall not be deemed a waiver of such breach.

(f) The parties hereto hereby waive any right to trial by jury in any action, proceeding or counterclaim brought by either of the parties hereto against the other on any matters whatsoever arising out of or in any way connected with this Sublease, the relationship of Sublandlord and Subtenant, Subtenant's use or occupancy of the Subleased Premises, and/or any claim of injury or damage.

(g) This Sublease shall be governed by and construed in accordance with the laws of the District of Columbia.

(h) This Sublease may be executed in one (1) or more counterparts and all such counterparts together shall constitute this Sublease.

(i) The provisions of this Sublease shall bind and inure to the benefit of Sublandlord and Subtenant and their respective heirs, distributees, executors, administrators, successors, and, except as otherwise provided in this Sublease, their assigns.

(j) Anything contained in this Sublease to the contrary notwithstanding, Subtenant's liability for any claims under or related to this Sublease shall be not be limited, except as contained in this Sublease and as provided by law.

(k) The captions used in this Sublease are only for convenience and shall not define or limit the scope of any provision of this Sublease. All words and phrases in this Sublease shall be construed to include any other number and gender as the context may require.

25. Common Areas. During the Sublease Term, Subtenant shall have, as appointment to the Subleased Premises, the right to use for their intended purposes in common with others entitled thereto, subject to rules and regulations from time to time made by Sublandlord, the Common Areas (as hereinafter defined). The "Common Areas" shall mean the elevator from the ground floor to the first floor, and the lobby of the first floor of the Building within the Overlease Premises.

26. Non-Discrimination. Sublandlord and Subtenant expressly agree to abide by all applicable provisions of federal and/or state civil rights laws.

27. Water or Mold Notification. To the extent Subtenant or its agents or employees discover any water leakage, water damage or mold in or about the Premises or Building, Subtenant shall promptly notify Sublandlord thereof in writing.

28. Sublandlord's Default. Except as provided below in this Section 28, and except where the provisions of this Sublease grant Subtenant an express, exclusive remedy, Subtenant's exclusive remedy for Sublandlord's failure to perform its obligations under this Sublease following the Sublease Commencement Date shall be limited to actual damages or specific performance. In no event shall Sublandlord be liable for any consequential, special or punitive damages. Sublandlord shall be in default under this Sublease if Sublandlord fails to perform any of its obligations hereunder following the Sublease Commencement Date and such failure continues for thirty (30) days after Subtenant delivers to Sublandlord written notice specifying such failure; however, if such failure cannot reasonably be cured within such thirty (30) day period, but Sublandlord commences to cure such failure within such thirty (30) day period and thereafter diligently pursues the curing thereof to completion, then Sublandlord shall not be in default hereunder or liable for damages therefor.

29. Environmental Requirements. The following shall be in addition and not in substitution of any environmental requirements set forth in the Overlease:

(a) Prohibition against Hazardous Materials. Except for Hazardous Materials (defined below) contained in products used by Subtenant in de minimis quantities for ordinary cleaning and office purposes, Subtenant shall not permit or cause any party to bring any Hazardous Materials upon the Subleased Premises or in the Building or transport, store, use, generate, manufacture, dispose, or release any Hazardous Materials on or from the Subleased Premises, the Building, or the Overlease Premises. Subtenant, at its sole cost and expense, shall operate its business in the Subleased Premises in strict compliance with all Environmental Requirements and all requirements of this Sublease. Subtenant shall promptly deliver to Sublandlord a copy of any notice of violation relating to the Subleased Premises or the Building of any Environmental Requirement (defined below).

(b) The term "Hazardous Materials" means and includes any substance, material, waste, pollutant, or contaminant that is or could be regulated under any Environmental Requirement or that may adversely affect human health or the environment, including any solid or hazardous waste, hazardous substance, asbestos, petroleum (including crude oil or any fraction thereof, natural gas, synthetic gas, polychlorinated biphenyls (PCBs), and radioactive material).

(c) The term "Environmental Requirements" means all laws regulating or relating to health, safety, or environmental conditions on, under, or about the Premises or the Project or the environment including the following: the Comprehensive Environmental Response, Compensation and Liability Act; the Resource Conservation and Recovery Act; the Clean Air Act; the Clean Water Act; the Toxic Substances Control Act and all state and local counterparts thereto, and any common or civil law obligations including nuisance or trespass.

(d) Removal of Hazardous Materials. Subtenant, at its sole cost and expense, shall remove all Hazardous Materials stored, disposed of or otherwise released by Subtenant or Subtenant's employees, licensees or guests (each a "Subtenant Party") onto or from the Subleased Premises or the Building, or the Overlease Premises in a manner and to a level satisfactory to Sublandlord in its sole discretion, but in no event to a level and in a manner less than that which complies with all Environmental Requirements and does not



limit any future uses of the Subleased Premises or the Overlease Premises or require the recording of any deed restriction or notice regarding the Subleased Premises or the Overlease Premises. Subtenant shall perform such work at any time during the period of this Sublease upon written request by Sublandlord or, in the absence of a specific request by Sublandlord, before Subtenant's right to possession of the Subleased Premises terminates or expires. If Subtenant fails to perform such work within the time period specified by Sublandlord or before Subtenant's right to possession terminates or expires (whichever is earlier), Sublandlord may at its discretion, and without waiving any other remedy available under this Sublease or at law or equity (including an action to compel Subtenant to perform such work), perform such work at Subtenant's cost. Subtenant shall pay all costs incurred by Sublandlord in performing such work within ten (10) days after Sublandlord's request therefor. Such work performed by Sublandlord is on behalf of Subtenant and Subtenant remains the owner, generator, operator, transporter, and/or arranger of the Hazardous Materials for purposes of Environmental Requirements. Subtenant agrees not to enter into any agreement with any person, including any governmental authority, regarding the removal of Hazardous Materials that have been disposed of or otherwise released onto or from the Subleased Premises, the Building or the Overlease Premises without the written approval of Sublandlord.

(e) Subtenant's Indemnity. Subtenant shall indemnify, defend, and hold Sublandlord harmless from and against any and all losses, claims, demands, actions, suits, damages, expenses, and costs which are brought or recoverable against, or suffered or incurred by Sublandlord as a result of any release of Hazardous Materials or any breach of the requirements under this Section 29 by a Subtenant Party regardless of whether Subtenant had knowledge of such noncompliance. The obligations of Subtenant under this Section 33 shall survive any expiration or termination of this Sublease.

30. Parking. Sublandlord shall make available to Subtenant all parking reasonably necessary for Subtenant's needs without charge to Subtenant provided that such parking is available from Sublandlord; provided, however, that such parking shall not be designated in any specific spaces or lots on the land on which the Building sits and such parking shall not be in a covered garage.

31. Furniture. In consideration of Subtenant subleasing the Sublease Premises and provided the Sublease Term has commenced and Subtenant is paying the Fixed Rent, and subject to the provisions of the balance of this paragraph, Subtenant shall have the right during the Sublease Term to use certain furniture located at the Sublease Premises and described on Exhibit C attached hereto and made a part hereof ("Sublandlord's Furniture"). Subtenant represents and warrants that it has examined Sublandlord's Furniture and agrees to accept it in its "as is" condition and that Sublandlord will have no obligation to maintain, repair or replace any of Sublandlord's Furniture. Sublandlord has not made and does not make any representations or warranties as to the condition, usability or any other matter or condition affecting Sublandlord's Furniture and shall have no responsibility with respect thereto. Subtenant shall at its sole cost and expense maintain, repair and replace Sublandlord's Furniture during the Sublease Term. Upon the expiration of the Sublease Term, Sublandlord's Furniture shall be delivered by Subtenant to Sublandlord in the condition in which Subtenant received Sublandlord's Furniture, ordinary wear and tear excepted.

32. Signage. Subtenant shall have the right to install customary Building standard signage in the Subleased Premises and to install signage and advertising throughout the Building and the Edgewood Terrace complex provided that prior to installing any such signage and/or advertising, Subtenant shall obtain the prior written consent of Sublandlord as to the size, design and location of such signage and/or advertising, which consent shall not be unreasonably withheld, and further provided that any such signage and/or advertising complies with all applicable laws.

33. Security. Sublandlord maintains and will continue to maintain standard Building security throughout the term of this Sublease. In the event that Subtenant shall desire to have additional security measures provided for, such measures shall be provided at Subtenant's sole cost and expense.

34. Tenant's Termination Option. Subtenant shall have a one-time option to cancel and terminate this Sublease effective as of the last day of the month of the fifth (5<sup>th</sup>) anniversary of the Sublease Commencement Date (such date is herein referred to as the "Subtenant Early Termination Date") by written notice ("Subtenant's Termination Notice") delivered to Sublandlord no later than twelve (12) months prior to such Subtenant Early Termination Date. Upon timely delivery of Subtenant's Termination Notice, this Sublease will expire on the Sublease Early Termination Date as if such date were the Sublease Expiration Date set forth herein and Subtenant shall vacate the Subleased Premises on or before the Sublease Early Termination Date leaving the same in the condition otherwise required upon the expiration or sooner termination of this Sublease. The effectiveness of the foregoing option is expressly conditioned upon there not being any uncured default by Subtenant hereunder at the time of the exercise of said option and at the time of termination (unless Sublandlord, in its sole discretion, elects to waive such condition).

IN WITNESS WHEREOF, Sublandlord and Subtenant have duly executed this Sublease Agreement as a sealed instrument as of the day and year first above written.

Witness:

SUBLANDLORD:

COMMUNITY PRESERVATION AND  
DEVELOPMENT CORPORATION

Name: \_\_\_\_\_

By: \_\_\_\_\_

Name:  
Title:

SUBTENANT:

THE ACADEMY OF HOPE



Name: Annette Banks

By: 

Name: Leicester Johnson  
Title: Executive Director

SUBLEASE AGREEMENT

By and between

Community Preservation and Development Corporation,  
a Maryland non-profit corporation, ("Sublandlord")

and

The Academy of Hope,  
~~District of Columbia~~ non-profit Corporation  
("Subtenant")

For the Premises known as:

Suite 25  
601 Edgewood Street, N.E.  
Washington, DC

Dated: December 7, 2006

**Investment Policy**

# Investment Policy

## AOH

ACADEMY OF HOPE INC.  
1722 n. Street, N.W., Washington, D.C. 20036  
Telephone: 202-955-1113 Fax: 202-955-1118

### INVESTMENT POLICY STATEMENT Academy of Hope Inc.

- **PURPOSE**

The purpose of this Investment Policy Statement is to establish the investment policy and procedures for managing both the pension investment assets and cash reserves of AOH.

- **OBJECTIVE-A BALANCED GROWTH AND INCOME PORTFOLIO**

- **FIXED INCOME: Not greater than 75% nor less than 40%**

Investments in fixed income securities will be managed actively to pursue opportunities presented by changes in interest rates, credit ratings, and maturity premiums. Mutual funds conforming to the policy guidelines may be used to implement the investment program. The following definitions shall apply for the purposes of this policy:

U.S. Government/Corporate  
Intermediate Bonds:

A portfolio consisting primarily of fixed income securities denominated in U.S. dollars issued by the U.S. Government or U.S. corporations having a weighted average maturity of less than 10 years.

International bonds:

A portfolio consisting primarily of fixed income securities denominated in currencies other than U.S. dollars. Issuers may be both governments and corporations.

Other fixed Income:

Direct obligations of the United States Treasury  
Direct obligations of United States Government Agencies, such as:

\* The Federal Farm Credit Bank (FFCB)

- \* The Federal Home Loan Bank (FHLB)
- \* The Federal Home Loan Mortgage Associated (FNMA)

Obligations of United States commercial banks, limited to bonds, Certificates of deposit (CDs), and Time Deposit (TDs)

Obligations of States of the United States, Corporations and bank holding companies, with ratings noted in Section IV below.

- **EQUITIES: Not greater than 60% nor less than 25%**

The equity asset classes should be maintained at risk levels roughly equivalent to the sectors of the market represented, with the objective of exceeding a nationally recognized index measuring the performance of the designated sector over a three-year moving time period net of fees and commissions. Mutual funds conforming to the policy guidelines may be used to implement the investment program.

The following definitions shall apply for the purposes of this policy:

U.S. Large Capitalization Stocks:	A Portfolio of stocks comprised primarily of U.S. based companies, with the average of the stocks held having a market value exceeding \$5.0 billion and primary shares of which are traded on a major U.S. exchange.
U.S. Mid Capitalization Stocks:	A portfolio of stocks comprised primarily of U.S. based companies, with the average of the stocks held having a market value between \$1.0 to \$5.0 billion and primary shares of which are traded on a major U.S. exchange.
U.S. Small Capitalization Stocks:	A portfolio of stocks comprised primarily of U.S. based companies with the average of the stocks having a market value less than \$1 billion.
International Stocks:	A portfolio comprised primarily of stocks of non-U.S. based companies, the primary shares of which are traded on exchanges outside the U.S. American Depository

Receipts are considered International Stocks

- **LIQUIDITY**

To enable cash flow requirements to be met on a current basis, the liquidity needs of the AOH will be monitored by the Executive Director, in conferral with the Treasurer. A liquidity account will be established within the investment portfolio to assure same day availability of a reasonable amount of cash. See Para. IV.4.

- **INVESTMENT RETURN**

Investment of the AOH funds may be made only in then currently approved Investment Instruments. A written analysis of the valuation of the investment instruments shall be provided by the Investment Advisor(s) at least annually and at other such times when requested by AOH.

- **DEFINITIONS**

- **Investment Advisor:**

The Firm(s) or individual(s) designated by the AOH's board of Trustees to advise it and/or designated officers of AOH on the selection of Investment Instruments and the timing of transactions to buy or sell such Investment Instruments.

- **Investment Instruments:**

- Stocks and mutual funds approved by an Investor following the above guidelines. No individual equity investment will comprise of more than 10% of the entire portfolio.

- Bonds approved by an Investor Advisor following the above guidelines.

- Direct obligations of the United States Treasury.

- Direct obligations of the U.S. Government, its agencies and instrumentalities; if subject to "full faith and credit" of the federal government, such as:

- \*The Federal Farm Credit Bank (FFCB)

- \*The Federal Home Loan Bank (FHLB)

- \*The Federal Home Loan Mortgage Corporation (FHLMC)

\*The Federal National Mortgage Association (FNMA)

-Obligations of United States commercial banks, limited to bonds, Certificates of deposit (CD's), and Time Deposits (TD's)

-Obligations of States of the United States, corporations and bank holding companies, with ratings noted in Section IV below and

-Money Market Funds approved by an Investor Advisor.

- **POLICY STATEMENT**

- AOH will invest all of its Excess Cash in Investment Instruments of issuers then having at least a rating of AA, Aa, A-1&2/P-1, or the equivalent (or secured by an irrevocable letter of credit issued by a financial institution with a credit rating of at least AA, Aa or the equivalent).
- It will be the obligation of the Investment Advisor to determine the ratings of the relevant issuers, and to advise the Executive director, for conferral with the Treasurer of AOH, about the qualifications of any issuer of an Investment Instrument, as well as of any change in the rating of any issuer during the period AOH owns an Investment Instrument of such issuer.
- All Investment Instruments in which AOH invests must be rated by either Moody's or Standard & Poor, except money market funds, which are not rated by Moody's or Standard & Poor but must comply with comparable quality standards. All instruments will be classified as available for sale for FASB 115 (Marketable Securities) classification purposes.
- No more than 5% of AOH's Excess Cash shall at any time be invested in Investment Instruments that cannot be converted into cash on a 24-hour basis.

- **RESPONSIBILITY**

- 1. Responsibilities of the board of Directors**

AOH's Board of Trustees is responsible for reviewing, approving, and revising AOH's Investment Policy Statement. A copy of a resolution of the Board adopting the current Investment Policy will be provided to the Investment Advisor.

At least once annually, the Executive Committee, with the assistance of AOH's independent auditors, will review the investment activity of the AOH and the actions taken by AOH's



# Investment Policy

## AOH

ACADEMY OF HOPE INC.  
1722 n. Street, N.W., Washington, D.C. 20036  
Telephone: 202-955-1113 Fax: 202-955-1118

### INVESTMENT POLICY STATEMENT Academy of Hope Inc.

- **PURPOSE**

The purpose of this Investment Policy Statement is to establish the investment policy and procedures for managing both the pension investment assets and cash reserves of AOH.

- **OBJECTIVE-A BALANCED GROWTH AND INCOME PORTFOLIO**
- **FIXED INCOME: Not greater than 75% nor less than 40%**

Investments in fixed income securities will be managed actively to pursue opportunities presented by changes in interest rates, credit ratings, and maturity premiums. Mutual funds conforming to the policy guidelines may be used to implement the investment program. The following definitions shall apply for the purposes of this policy:

U.S. Government/Corporate  
Intermediate Bonds:

A portfolio consisting primarily of fixed income securities denominated in U.S. dollars issued by the U.S. Government or U.S. corporations having a weighted average maturity of less than 10 years.

International bonds:

A portfolio consisting primarily of fixed income securities denominated in currencies other than U.S. dollars. Issuers may be both governments and corporations.

Other fixed Income:

Direct obligations of the United States  
Treasury  
Direct obligations of United States  
Government Agencies, such as:

- \* The Federal Farm Credit Bank (FFCB)

- \* The Federal Home Loan Bank (FHLB)
- \* The Federal Home Loan Mortgage Associated (FNMA)

Obligations of United States commercial banks, limited to bonds, Certificates of deposit (CDs), and Time Deposit (TDs)

Obligations of States of the United States, Corporations and bank holding companies, with ratings noted in Section IV below.

- **EQUITIES: Not greater than 60% nor less than 25%**

The equity asset classes should be maintained at risk levels roughly equivalent to the sectors of the market represented, with the objective of exceeding a nationally recognized index measuring the performance of the designated sector over a three-year moving time period net of fees and commissions. Mutual funds conforming to the policy guidelines may be used to implement the investment program.

The following definitions shall apply for the purposes of this policy:

U.S. Large Capitalization Stocks:	A Portfolio of stocks comprised primarily of U.S. based companies, with the average of the stocks held having a market value exceeding \$5.0 billion and primary shares of which are traded on a major U.S. exchange.
U.S. Mid Capitalization Stocks:	A portfolio of stocks comprised primarily of U.S. based companies, with the average of the stocks held having a market value between \$1.0 to \$5.0 billion and primary shares of which are traded on a major U.S. exchange.
U.S. Small Capitalization Stocks:	A portfolio of stocks comprised primarily of U.S. based companies with the average of the stocks having a market value less than \$1 billion.
International Stocks:	A portfolio comprised primarily of stocks of non-U.S. based companies, the primary shares of which are traded on exchanges outside the U.S. American Depository

Receipts are considered International Stocks

- **LIQUIDITY**

To enable cash flow requirements to be met on a current basis, the liquidity needs of the AOH will be monitored by the Executive Director, in conferral with the Treasurer. A liquidity account will be established within the investment portfolio to assure same day availability of a reasonable amount of cash. See Para. IV.4.

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\*The Federal Farm Credit Bank (FFCB)

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At least once annually, the Executive Committee, with the assistance of AOH's independent auditors, will review the investment activity of the AOH and the actions taken by AOH's

Executive director, in conferral with the Treasurer, and the Investment Advisor for compliance with this Investment Policy Statement.

**2. Responsibilities of the Treasurer, Executive Director and Managing Director**

- AOH's Executive Director, in conferral with the Treasurer, is responsible for communicating AOH's investment policy to the Investment Advisor.
- AOH's Executive Director will maintain AOH's relationship with any banks, Investment Advisor or financial institution through which AOH makes its investments. The Executive Director, in conferral with the Treasurer, may approve the selection of Investment Instruments for purchase or sale based upon advice from an Investment Advisor currently serving AOH.
- AOH will maintain a record of any limitations placed on the applications of gifts or grants received from donors, and the Executive Director, in conferral with the Treasurer, will be responsible for the proper application of such restrictions to such funds received in their approval of investment institutions.

• **REPORTING AND INTERNAL CONTROLS**

- At least quarterly, each Investment Advisor shall provide to AOH written report on all transactions recommended and all transactions consummated by such Investment Advisor.
- The AOH Executive Director will provide a report to the Board of Trustees on all transactions consummated during the period since the last Commission meeting and the current balances of the accounts in which Investment Instruments are held by AOH.
- AOH's independent auditor will annually conduct a comprehensive review of AOH's investment activity and report the results in the audit.

Adopted by the AOH board of Trustees at its regular meeting held December 1, 2004, at its principle office in Washington D.C.

By: Ryan S. Young  
Ryan Young/Treasurer

By: Lauralyn Beattie Lee  
Lauralyn Beattie Lee/President

The undersigned Investment Advisor for AOH consents to the terms of this policy statement and agrees to abide by them, as attested by the signature below.

Company Name: \_\_\_\_\_

**Whistle Blower Policy**

# AOH Whistle Blower Policy

## 1. General

A whistleblower as defined by this policy is an employee of Academy of Hope who reports an activity that he/she considers to be illegal or dishonest. The whistleblower is not responsible for investigating the activity or for determining fault or corrective measure; the Executive Director and, when appropriate, the President of the Board of Directors are charged with these responsibilities. It is the intent of Academy of Hope to adhere to all laws and regulations that apply to the organization and the underlying purpose of this policy is to support the organization's goal of legal compliance.

## 2. No Retaliation

No staff member who in good faith reports a violation shall suffer harassment, retaliation, or adverse employment consequences. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. The Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Organization prior to seeking resolution outside the Organization.

## 3. Reporting Violations

In most cases, an employee's supervisor is in the best position to address an area of concern. The supervisor will then report the violation to the Executive Director, or in matters involving the Executive Director, the President of the Board of Directors. If you are uncomfortable speaking with your supervisor or you are not satisfied with your supervisor's responses, you are encouraged to speak directly with the Executive Director or the President of the Board of Directors.

## 4. Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct and adequate investigation.

## 5. Investigation and Follow-Up Actions

For reports not made anonymously, The Executive Director, or in matters involving the Executive Director, the President of the Board of Directors, will notify the complainant and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

**Current Funders**



<b>ACADEMY OF HOPE CURRENT FUNDERS</b>		
<b>Funder</b>	<b>Amount</b>	<b>Status</b>
American Institutes for Research	\$1,000	Awarded
Anonymous Foundation	\$70,000	Awarded
Bryant Foundation	\$20,000	Awarded
Cafritz Foundation (FY12-13)	\$40,000	Awarded
Capital One	\$25,000	Awarded
Comm. Foundation of NCA– Accelerated Advancement	\$45,000	Awarded
Corina Higginson Trust	\$5,000	Awarded
CYITC	\$25,000	Awarded
DC LISC	\$25,000	Awarded
Deborah Rose	\$50,000	Awarded
DOES	\$118,950	Committed
Eugene Ford	\$30,000	Awarded
The Festival Center	\$50,000	Awarded
Gannet Foundation	\$5,000	Awarded
Jones Foundation	\$65,000	Awarded
Jovid Foundation	\$15,000	Awarded
Marpat Foundation	\$75,000	Awarded
Meyer Foundation	\$25,000	Awarded
Meyer Foundation - Exponent Award	\$50,000	Committed
Moriah Fund	\$50,000	Committed
OSSE	\$235,000	Awarded
Rapoport Foundation	\$15,000	Awarded
SAP America	\$10,000	Awarded
Share Fund - Community Foundation	\$15,000	Awarded
TD Foundation	\$2,500	Awarded
TJX Foundation	\$4,500	Awarded
Wash. Area Women's Fndt.	\$30,000	Awarded
<b>Total Grants Awarded FY13</b>	<b>\$1,101,950</b>	
<b>Individual Giving YTD</b>	<b>\$53,684</b>	
<b>Total Grants &amp; Donations</b>	<b>\$1,155,634</b>	
<b>Grants Pending to date (1/14/2013)</b>		
8th Day Church	\$8,000	Requested
Cafritz Foundation (FY13-14)	\$50,000	Requested
Jack Kent Cooke Foundation	\$26,280	Requested
<b>Total Requested to date</b>	<b>\$84,280</b>	
<b>Upcoming Proposal Submissions</b>		
Charter School Appllication	n/a	Application due March
Fowler Foundation	\$15,000	Application due mid Feb.
Herb Block Foundation	\$10,000	LOI due early Feb.
US Airways	\$10,000	Mid February
<b>Total</b>	<b>\$35,000</b>	

**Current License**

# THE DISTRICT OF COLUMBIA EDUCATION LICENSURE COMMISSION

Hereby Grants a Certificate of License to  
Operate an Institution of Higher Education to

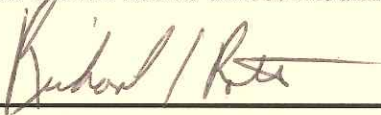
ACADEMY OF HOPE  
601 Edgewood Street, NE  
Washington, DC 20017

*In accordance with the provisions of Title 38, Chapter 13, of the District of Columbia Official Code (D.C. Official Code §38-1301 et seq.), and applicable regulations of the DC Education Licensure Commission, the Education Licensure Commission approves and issues this license to the postsecondary school listed above to offer courses or instruction leading to the award of certificates, diplomas or degrees in the District of Columbia.*

**Issue Date:**  
**May 15, 2012**

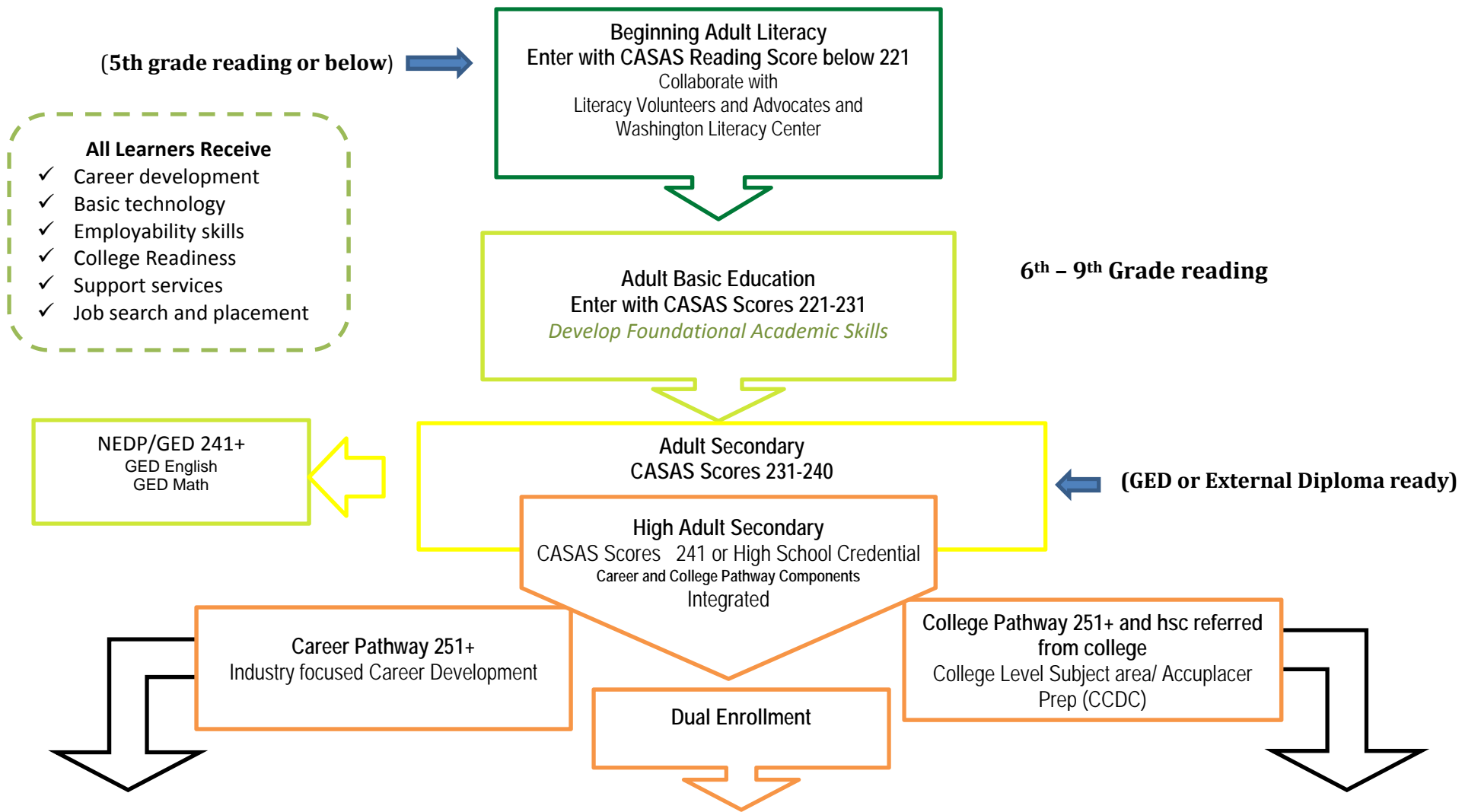
**Expiration Date:**  
**May 31, 2013**

This certificate is valid through the date shown above unless modified by the Commission.

  
\_\_\_\_\_  
Richard J. Roth  
Chairman

**Program Model**

## Academy of Hope Career Pathways Model



Instructional Technology	Allied Health The Graduate School USA	UDC – Community College Workforce Programs	Post- Secondary (Academic)
<ul style="list-style-type: none"> <li>• IC3 (AoH) Credit with CCDC (3 College credits)</li> <li>• Microsoft Applications (MOS Certification)</li> <li>• Microsoft Technology Associate</li> </ul>	<ul style="list-style-type: none"> <li>• Medical Office Administrative Assistant Certificate</li> <li>• Phlebotomy</li> <li>• Electrocardiographic</li> </ul>	<ul style="list-style-type: none"> <li>• HVAC</li> <li>• Electronic Health Records</li> <li>• Medical Billing</li> <li>• A+ Computer Repair</li> <li>• Child Development</li> <li>• Cisco Certification</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental coursework in Math/English (for credit)</li> <li>• Transfer Program</li> <li>• Associates</li> <li>• Four year degree</li> </ul>