

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Legal name of group applying for charter(s): The Phalen Leadership Academies - Indiana, Inc.

Names, roles, and current employment for all persons on applicant team: Earl Martin Phalen, Founder

Don Stinson, Founding Team and Board Member

Dr. Carolyn Reedom, Founding Team and Board Member

Terra Smith, Board Member

James Phalen, Board Member

Johnny Jin, Founding Team and Advisory Board Member

Michelle Ciccone, Founding Team and Advisory Board Member

Kris Kingery, Founding Advisory Board Member

Sharon Martin, Founding Advisory Board Member

Amber Deckard, Founding Advisory Board Member

Designated applicant representative: Earl Martin Phalen

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Indianapolis, IN 46202

Office and cell phone numbers: (617) 818-1959

Email address: emphalen@summeradvantage.org

Provide the requested information for each school included in this proposal.

(You may add lines to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout	Geographic Community *	School District(s) in Proposed	Grade Levels at Full Enrollment

		recovery)		Location	
George and Veronica Phalen Leadership Academies #1	2013	Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.	Indianapolis	Indianapolis Public Schools	K-8
8George and Veronica Phalen Leadership Academies #2	2016	Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.	Indianapolis	Indianapolis Public Schools	K-8
George and Veronica Phalen Leadership Academies #3	2017	Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.	Indianapolis	Indianapolis Public Schools	K-8
George and Veronica Phalen Leadership Academies #4	2018	Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.	Indianapolis	Indianapolis Public Schools	K-8
George and Veronica Phalen Leadership Academies #5	2019	Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.	Indianapolis	Indianapolis Public Schools	K-8
George and Veronica Phalen Leadership	2020	Year-round adaptation of the Summer Advantage	Evansville	Evansville Vanderburgh School	K-8

Academies #6		blended learning and college preparatory educational model.		Corporation	
George and Veronica Phalen Leadership Academies #7	2021	Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.	South Bend	South Bend Community School Corporation	K-8
George and Veronica Phalen Leadership Academies #8	2022	Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.	Gary	Gary Community Schools	K-8
George and Veronica Phalen Leadership Academies #9	2023	Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.	Fort Wayne	Fort Wayne Community Schools	K-8
George and Veronica Phalen Leadership Academies #10	2024	Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.	Hammond	School City of Hammond	K-8

NOTE: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

Proposed Grade Levels and Student Enrollment

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

Proposed School Name:	George and Veronica Phalen Leadership Academies #1	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:	George and Veronica Phalen Leadership Academies #2	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:	George and Veronica Phalen Leadership Academies #3	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:	George and Veronica Phalen Leadership Academies #4	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:	George and Veronica Phalen Leadership Academies #5	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:	George and Veronica Phalen Leadership Academies #6	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:	George and Veronica Phalen Leadership Academies #7	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:	George and Veronica Phalen Leadership Academies #8	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:	George and Veronica Phalen Leadership Academies #9	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:	George and Veronica Phalen Leadership Academies #10	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	3	300
Year 2	4	400
Year 3	5	500
Year 4	6	600
Year 5	7	700
At Capacity	9	900

Proposed School Name:		
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)		
Year 2		
Year 3		
Year 4		
Year 5		
At Capacity		

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes No

If yes, identify the ESP or other partner organization:

Will an application for the same charter school(s) be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s):

Planned submission date(s):

Please list the number of previous submissions for request to authorize this(ese) charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): The Mayor's Office of Education Innovation

Submission date(s): March 5, 2012

**The George and Veronica Phalen Leadership Academies
Application to the Indiana Charter School Board**

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Proposal Narrative

Executive Summary

Mission and Vision for Growth in Indiana

The mission of the George and Veronica Phalen Leadership Academies is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world. Within the next five years, we plan to create a high-performing network of charter schools that will touch the lives of 1,400 children. Our ultimate vision is that 100% of our scholars are proficient or advanced in reading, writing and math and have strong character, as exhibited by honesty, service to others, a superior work ethic and a strong vision for and belief in their individual and collective futures.

Our first five schools will open in Indianapolis, and then our network will expand throughout the state, including children served by South Bend Community Corporation, School City of Hammond, Fort Wayne Community Schools, Gary Community Schools, and Evansville Vanderburgh School Corporation. We plan to open our first school in August of 2013. Each of our academies will have a seat capacity of 900 scholars in grades K to 8. Currently, our plan is to launch the first Academy in fall of 2013 and refine our school model before launching the second school in fall of 2016. We plan to open a new Academy each year thereafter.

It is important to note that this plan is not fixed. We are implementing an innovative model and we will not replicate or grow our network until the model has been perfected - and our scholars are thriving. We project that our model will be ready for replication in 2016. In addition to excellence, the pace of growth may also be affected by our ability to secure appropriate facilities and our start-up capital. To ensure successful replication across the state, the Phalen Leadership Academies would like to request for authorizer approval for ten charters, contingent on the performance of Academies in our portfolio.

Educational Need

There are currently 316,032 students enrolled in grades K to 3 in Indiana. Using 2011 ISTEP scores, 72,687 of these students fail to reach proficiency in math and reading by the end of third grade. If we use the latest Assessment of Educational Progress (NAEP) scores, however, the number of students who fail to reach proficiency rises to 192,780 (or 61%). The Mind Trust's recent report *Creating Opportunity Schools* highlights the challenges present in Indianapolis. Indianapolis Public Schools' (IPS) performance on multiple metrics clearly demonstrates the need for continued innovation. IPS students trail the state benchmark in graduation rate (58% compared to 85%), academic honors diploma (12% compared to 31%), language arts ISTEP+ pass rates (56% compared to 79%) and math ISTEP+ pass rates (58% compared to 80%). IPS's combined language arts and math ISTEP+ pass rate is 44% compared to the statewide public school combined rate of 71%.

IPS isn't the only district that demonstrates great academic need. In South Bend Community Schools Corporation only 59% of third grade students pass both the English language arts and math portions of the state exam. This decreases to 45% by sixth grade, demonstrating a remarkable decline in performance over the primary years. Similarly, third graders experience a 12-point decline in proficiency in School City of Hammond and a 7-point decline in Fort Wayne Community Schools by the end of sixth grade. Students who attend Gary Community Schools show an 8 point decline in proficiency between third and sixth grade, and students in Evansville Vanderburgh School Corporation show an 11.5 point decline. These trends over the elementary years highlight the importance of third grade reading proficiency and consistently high quality instruction over time, both are key features of the Phalen Leadership Academies.

Our community's educational achievement is not color blind. The Schott Foundation's *50 State Report on Black Males in Public Education* reveals that in Indiana fourth grade NAEP assessment, 85% of the state's black male population read below the "Proficient" level compared to 67% of white male students. Of the population within a two- mile radius of Indianapolis, nearly 15% is a part of the target student population (5-9 years old) or younger (0-4 years old), providing a ready source of potential students for the Leadership Academy now

and in the years to come. More than 55% of the population is African American, and 57% of the households have an income between \$0 and \$34,000. (2010 US Census). This data corresponds with that of IPS generally, which has a 55% African American student body and 77% of its students receiving free or reduced lunch. Therefore, we chose these communities because they demonstrate tremendous need.

Target Population

Over the past 100 years, researchers studying the educational outcomes of American children have arrived at a strikingly similar set of conclusions: *children's performance as early as third grade can shape the outcome of their future*. Poor academic performance in third grade predicts with 68% accuracy future negative outcomes such as juvenile delinquency, teen pregnancy and dropping out of school. The predictive power of these early academic results requires us to take current student performance data very seriously. According to the 2011 National Assessment of Educational Progress (NAEP) results, 61% of Hoosier children cannot read, write, or compute proficiently by the end of third grade. For the reasons already outlined, this presents a serious roadblock to the success of our children and the future of our communities. Staggering statistics like these reinforce and energize our goal to develop a network of high quality charter schools that will help significantly increase the educational outcomes of our children.

Community Engagement

Through our work at Summer Advantage, we have often heard our scholars, parents, and teachers say that they wish we ran a year-round model. This is supported by the demand we receive each year for the limited number of seats in our Summer Advantage program. Building on this support for our summer program model, we have no doubt that the Phalen Leadership Academies will be met with enthusiasm by the Summer Advantage community and beyond.

To support our growth and development, the Phalen Leadership Academies have established several relationships with community and national organizations, including the Charter School Growth Fund ("CSGF"), the Charter School Development Corporation ("CSDC"), and Summer Advantage USA. CSGF, which works with some of the most successful charter schools across the country, has provided counsel and advice as we have developed our educational model, and has expressed strong interest in providing a pilot investment in our first school. CSDC is helping the Leadership Academies identify land for our first school as well as think through a long-term strategy for securing adequate facilities as our network grows. Summer Advantage will provide evidence-based summer learning programs to Phalen Leadership scholars.

We are currently defining our partnership with several other community and national organizations. These partners include: Marian University and Butler University, with whom we have already begun exploring a partnership that will provide a pipeline of Teacher's Assistants to the Academies; with Carpe Diem charter schools we would establish a pipeline of high-quality K-12 schools in Indiana; and several local businesses and organizations who could provide enrichment opportunities for our scholars, including Cummins, the Challenger Learning Center, and Conner Prairie. (For a more complete list of partners please see the "Evidence of Capacity" section of our application narrative.) We expect that these partnerships will be articulated within the next several months and/or shortly after we receive a favorable decision from the Indiana Charter School Board.

Education Plan/School Design

Our educational model is based on the latest research on successful schools, teacher quality, effective learning, and over two decades of track record in improving student achievement during extended learning time. Below please find a research-based theory of change for each pillar of our educational model:

a. High Quality Teachers: While providing every scholar with access to a high quality teacher is not a new idea, too many schools do not deliver on this promise. We will. Researchers have consistently found that a teacher's level of education and effectiveness have a direct influence on student achievement (Hanushek et al. 2005; Babu and Mendro 2003; Rivkin et al. 2002; Ferguson and Ladd 1996; Sanders and Rivers 1996). For

example, William L. Sanders (1998) found that, on average, low-achieving students gained significantly more when taught by the most effective teachers. Researchers have also consistently found that a teacher's level of literacy is related to student achievement. In a study of teachers in several metropolitan districts, Ferguson and Ladd (1996) found that a significant increase in the test scores of teachers would help significantly decrease the racial achievement gap. As stated previously, through Summer Advantage USA we will have access to a pool of 536 educators who have had well-documented positive impact on student learning.

b. Differentiated Learning: Differentiated instruction is defined as finding multiple ways to structure a lesson so that each student has an opportunity to work at a moderately challenging level and at his/her own pace (Tomlinson, 1999). Its impact on student achievement is well documented. In a study of third grade students receiving differentiated instruction, researchers found that these students increased their scores on the state exam (Parsons, 2004). In yet another study, differentiation has also been linked to significant increases on the state exam - as a significant number of students moved out of the lowest scoring categories (McAdamis, 2001). Differentiated learning also has a positive impact on children's social development. Students who participate in differentiated instruction are able to learn responsibility and develop an inner sense of control (Clark, 2002).

c. Blended Learning: Blended learning is defined as "a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities" (Dziuban, Hartman and Moskal, 2004). The US Department of Education (Means, Toyama, Murphy, Bakia and Jones, 2010) conducted a major study that examined more than 1,100 empirical studies of blended learning and included only objective measures of learning from studies with controlled designs. This report revealed that the current body of empirical studies demonstrates the overall positive effects of blended and online learning. U.S. Secretary of Education Arne Duncan stated, "This new report reinforces that effective teachers need to incorporate digital content into everyday classes and consider open-source learning management systems, which have proven cost effective in school districts nationwide." Indeed, many of the highest-performing charter schools in the nation employ blended learning models that yield impressive academic results (Innosight Institute, 2011).

d. Enrichment Experiences: When instructional programs expose students to a wide variety of disciplines and draw upon student interests, students are more engaged in learning (Reis and Fogarty, 2006; Siegle and McCoach, 2005). In an intensive, longitudinal study following students attending an urban elementary school (Beecher and Sweeny, 2008), researchers found that enrichment learning resulted increased positive attitudes toward school, increased student engagement in learning and increased student performance on district and state assessments. In fact, student achievement on state tests from 1997 to 2004 showed improvement in all subject areas and in all levels of proficiency. Furthermore, the average percentage of students at or above proficiency on state reading, writing and math assessments showed increases in all demographics. Students also made significant gains on closing the achievement gap between ethnic and socioeconomic groups.

e. Extended Learning Opportunities: Tragically, 88% of children who begin first grade below grade level are likely to be below grade level in 4th grade and may never catch up (Juel, 1988). This problem is further compounded by the phenomenon known as summer learning loss where children without access to high quality summer learning lose 2-3 months of academic skills (Cooper, Nye, Charlton, Lindsay and Greathouse, 1996; Alexander, Entwisle & Olson, 2007). Over the course of a K-12 education, these losses set students years behind in their studies. Conversely, an analysis of 73 afterschool studies concluded that afterschool programs using evidence-based approaches were consistently successful in producing multiple benefits for youth, including improvements in children's personal, social and academic skills as well as their self-esteem. (The Collaborative for Academic, Social, and Emotional Learning, 2007). In addition, high quality summer learning programs such as Summer Advantage can help students gain over 2 months of skills each summer. That is why Phalen Leadership Academies plan to partner with leading providers in expanded learning time.

f. Parental Engagement: Recognizing the importance of partnering with families, we employ a scientifically validated process that ensures we effectively engage our parents (Chaplin and Capizzano, 2006). We understand that for our scholars to excel, we must partner with parents and guardians. To maximize the learning experience, we must tap into the incredible potential that is unlocked when parents become engaged in their child’s education. When parents are involved, students have higher test scores, increased motivation, better attendance, decreased use of drugs and alcohol and fewer instances of violent behavior (PTA). In fact, family participation in education is twice as predictive of students’ academic success as family socioeconomic status (Walberg 1984).

g. Rigorous Evaluation: Consistent and rigorous evaluation of student performance is correlated with higher quality instruction and higher academic achievement (Delisio, 2007; Peariso, 2006; Rothman, 2006; Olson, 2005). Using assessment results, teachers are able to select the appropriate instructional interventions, decide which skills to target, and group students for collaborative learning (National Literacy Trust, 2008; Stiggins and Chappuis, 2008; Olson, 2007). Black and William (1998) conducted a meta-analysis of 250 studies and found that when teachers used frequent formative assessments to adjust ongoing instruction, students demonstrated increased mastery of content and improved their performance on external achievement tests. Shanahan, Hyde, Mann, and Manrique (2005) studied the effects of combining standards-based curriculum guides with quarterly benchmark assessments. Their study, conducted for over 10,000 students from a large urban school district, found that this combination of treatment was correlated with a statistically significant gain in student achievement.

We believe these elements underscore our commitment to create a student-centered learning environment in which all scholars have the opportunity to fulfill their tremendous innate potential.

Network Governance and Leadership

The Phalen Leadership Academies will be governed by a national Board of Directors, which will hold accountable the performance of each Academy and the network as a whole. The board will consist of approximately 10-15 members and will be made up of individuals with a wide range of expertise, including educational program development, school leadership and talent identification, law, business and financial administration, and parent and community engagement. We are committed to board composition that reflects our values: at least 30% of the seats on our board will be held by educators, 50% of the seats on our board will be held by those located within Indiana, our board membership will be intergenerational and represent those at various points in their career, and over 50% of our board will be held by people of color to ensure that our governance team truly reflects the communities we will be serving.

To ensure that our governance structure and composition will provide the active and effective oversight that we want, we have turned to experts in the field and studied how they have grown successfully. Through conversations with the CEO of KIPP, Carpe Diem, and Rocketship, numerous meetings with our partners at the Charter School Growth Fund, and research on best practices in the field, we are confident that this governance structure will set our Academies up for success. In addition to the governing board, the Academies may build regional advisory boards that will lend guidance and support to the success of each Academy and the network.

The PLA charter management organization (“CMO”) will consist of four nearly full-time employees during the 2012-2013 (planning) year. This team will include: CEO, Regional Director, Principal, and Administrative Assistant. Earl Martin Phalen will serve as CEO and has already begun work in this capacity. The remaining three individuals will be based in Indianapolis and we expect they will begin in their positions in July 2012. As we grow beyond the launch of the first school, we anticipate adding more full-time staff to the Academies' management team. We expect all of these leaders to be based in Indianapolis. In addition to these team members, the Academies CMO will be supported by the Summer Advantage national team, who has already lent support in the areas of recruitment, operations, development, finance, and more. This management

structure will provide the expertise needed to successfully build a network of high performing schools throughout Indiana.

SECTION I: EVIDENCE OF CAPACITY

A. Founding Group Membership

1. Identify the key members of the Founding Group for the proposed school(s).

The Phalen Leadership Academies brings together a diverse set of individuals – diverse in expertise and diverse in background – to serve on our national Board of Directors:

- **Earl Martin Phalen** is CEO of Reach Out and Read and Founder of Summer Advantage USA. Summer Advantage, an evidence-based summer learning program that ensures the academic and social development of school-aged children, ages 5-14, served 5,000 children across Indiana in summer 2011. Participation in Summer Advantage helps scholars gain over 2 months of academic skills each summer. Mr. Phalen is deeply committed to the education of children and is a proven leader with a track record of success. He grew his former organization, BELL, from a community service project educating 20 children to a national non-profit educating 15,000 scholars annually, from an annual budget of \$12k to \$27.5M. President Obama modeled federal legislation after his summer learning program. Mr. Phalen's leadership has earned recognition from numerous national media outlets, including the cover story of TIME Magazine; feature interview on MSNBC's Education Nation; coverage in Parent Magazine's feature on summer learning slide; highlight of our work using innovative technology in Education Week; and Black Entertainment Television's Shine a Light/Local Hero award for his exceptional contributions to the education of our children, and more. Mr. Phalen is a Mind Trust Fellow and Ashoka Fellow, and holds a B.A. from Yale University and a J.D. from Harvard Law School. Mr. Phalen is considered one of the nation's top education leaders in the country. His leadership will ensure the success of each Academy and the scholars we serve.
- **Don Stinson**, a 1968 graduate of Decatur Central High School, returned as superintendent to his home school corporation in 2000. In five years Mr. Stinson has led the school corporation through an ongoing systemic change process and an adoption of a focus on excellence that produced a variety of positive results. The results include improving the graduation rate, high stakes test results and attendance rates. Other innovations led by Mr. Stinson include a new charter school, Challenger Learning Center, local business partnerships and the creation of the Goodwin Community Center. The Decatur Discovery Academy is a small, non-traditional high school using the expeditionary learning national model. The MSD of Decatur Township was awarded a Gates Foundation Grant through CELL in support of the effort with the Mayor of Indianapolis granting a charter allowing Decatur to be the organizer of the school. This unique arrangement is the first with a public school corporation serving as an organizer. Mr. Stinson was named the 2005 Indiana Superintendent of the Year. He is known for his unique ability to use a collaborative leadership style to bring a focus on improving learning for all students. Mr. Stinson will contribute his exceptional educational leadership experience to the Phalen Leadership Academies.
- **Dr. Carolyn Reedom** has a long history of leading schools and teachers to great success with their students. She has been an administrator for 28 years at the secondary and elementary school levels for the Clark County School District in Las Vegas, Nevada and has served as the assistant superintendent in charge of elementary schools in the Southeast Region for the fifth largest school district in the nation. Dr. Reedom was responsible for successfully turning around two failing schools and taking these schools to the top of the district's academic ranking. While serving as principal of Estes McDoniel, the school ranked #1 in student achievement for 10 consecutive years. In addition to Dr. Reedom's many accomplishments and honors, she is a National Distinguished Principal selected by the U.S. Department of Education and the National Association of Elementary School Principals; recipient of the Woman of Achievement Award presented by the Las Vegas Chamber of Commerce; and recipient of the Outstanding School Administrator Award presented by the Las Vegas Alliance of Black School Educators. Dr. Reedom has worked with Indiana teachers several times over the years, most recently as a professional development facilitator through the Summer

Advantage training program. Dr. Reedom will continue to lend her support and expertise in the development of the educational program and leadership development of the Phalen Leadership Academies.

- **David Phalen**, named a Massachusetts “Super Lawyer,” represents a wide variety of clients in his business law practice, ranging from large banks to small, closely-held businesses. A former prosecutor in the Norfolk County, MA District Attorney’s office, Mr. Phalen complements his extensive trial background with twenty-five years spent analyzing and negotiating business agreements. Typical engagements include: the representation of lenders in new financings and the restructuring of existing loans; counseling of business clients in connection with acquisitions, financings, and business disputes; the representation of secured creditors in the workout of non-performing loans; and the representation of creditors’ committees, trustees, and debtors in bankruptcy cases. He has been involved in numerous commercial real estate workouts, receiverships, assignments for the benefit of creditors, trust mortgages, secured party sales, Section 363 sales, Chapter 11 plans and foreclosures. Representative clients include large national banks, equipment lessors, technology lenders, real estate investors, state and federal agencies, closely-held businesses and individual entrepreneurs. Mr. Phalen has appeared in numerous state, federal and bankruptcy courts throughout the northeast. He is member of the Boston Bar Association, the Massachusetts Bar Association and the American Bankruptcy Institute. Mr. Phalen serves frequently as a panelist on educational programs covering real estate, banking, insolvency and litigation issues. A graduate of Williams College and Boston College Law School, Mr. Phalen will lend his legal expertise to the Phalen Leadership Academies.
- **Dr. Fernando Reimers** is the Ford Foundation Professor of International Education and Director of the International Education Policy Program at the Harvard Graduate School of Education. His research focuses on educational innovation and on the impact of education policy, education leadership and professional development of the quality and relevancy of education to develop twenty first century skills and expand opportunity for socially disadvantaged children and youth. He has designed and led a number of innovative graduate and executive education programs and curricula, and participated in the evaluation of higher education programs and strategies, including the National Research Council evaluation of Title VI, Fulbright-Hays and other Federally Funded Programs to promote the Internationalization of American Universities. He completed an Ed.M and Ed.D. in Administration, Planning and Social Policy at the Harvard Graduate School of Education and an undergraduate degree in Psychology at the Universidad Central de Venezuela. He is a member of the Massachusetts Board of Higher Education, the Council of Foreign Relations, a Fellow of the International Academy of Education, as well as a member of the United States National Commission for Unesco. He is currently serving on the Global Learning Leadership Council of the American Association of Colleges and Universities Project “General Education for a Global Century” focusing on some of the pressing issues related to global learning and undergraduate education. He serves on the board and advisory boards of a number of educational organizations. Dr. Reimers will lend his support and expertise in the development of the educational program, particularly in the area of English language education.
- **Kris Kingery** has served in various leadership and teaching positions in Pike Township in Indianapolis, and currently serves as Principal of Eagle Creek Elementary School. He has been recognized for his initiatives and innovative solutions that have led to impressive outcomes for children. In addition, Mr. Kingery is largely recognized as the most successful Program Manager in Summer Advantage’s history. Under Mr. Kingery’s leadership, the school made AYP for the first time. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University Bloomington and his B.S. from Indiana State University. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University Bloomington and his B.S. from Indiana State University. Born and raised in Indianapolis, Mr. Kingery will continue to lend his support and expertise in the development of the educational program and leadership development of the Phalen Leadership Academies.

- **Marlon Llewellyn** currently serves as the Assistant Principal of Fountain Square Academy in Indianapolis. In this position, he has played a major role in the Academy attaining a high level of achievement and academic excellence, engaged parents and the community, and functioned with fiscal responsibility, integrity, and effectiveness. Throughout his career in education, Mr. Llewellyn has built school cultures of respect, safety, and achievement. As a Program Manager in the Summer Advantage program, he oversaw an IPS site that saw impressive gains for 300 K-8 scholars. A graduate of Ball State University and Indiana Wesleyan University, he is currently a PhD candidate at Marian University. Mr. Llewellyn will lend his support and expertise in the development of the educational program and leadership development of the Phalen Leadership Academies, as well as Indiana-based leadership.
- **James Phalen** has over 25 years experience managing and growing multi-billion dollar international organizations. Mr. Phalen currently serves as Executive Vice President and head of Global Operations, Technology, and Product Development at State Street Corporation. In his current position, he has developed offshore strategies; helped open new offices in Beijing, Krakow, and Qatar; and headed a major transformation plan that resulted in \$600 million in annualized savings. Mr. Phalen has a history of creating new and expanding existing businesses, as Chairman and CEO of Citistreet and President and CEO of Boston Financial Data Services. A graduate of Boston College, Mr. Phalen will continue to provide financial, business, and operations management support to the Phalen Leadership Academies.
- **Terra Smith** currently serves as COO of Summer Advantage USA. Ms. Smith obtained a BA in Political science from Morgan State University. After Morgan, she attended Columbia Law School and earned her Juris Doctor in 1999. Following law school, Ms. Smith worked as a corporate associate at Skadden, Arps, Slate, Meagher & Flom LLP and then became a staff attorney with the U.S. Securities and Exchange Commission. Following her time at the Commission, Ms. Smith simultaneously established The Giving Fund, Incorporated (a foundation that provides free consulting services to start-up non-profits) and Compendium Business Solutions, a for-profit consulting firm that assists emerging companies with strategic development and recruitment. Ms. Smith will continue to provide operations management support to and lead the leadership and governance development of the Phalen Leadership Academies. Ms. Smith is also leading the development of a cutting edge, custom-built student information system. The infrastructure for this system is already functional and will be deployed in Summer Advantage and adapted to the Leadership Academies.

In addition, PLA will be aided by the following Founding Team members:

- **Johnny Jin** serves on the Founding Advisory Board. Mr. Jin currently serves as Associate Director of Development at Summer Advantage USA and consultant to Reach Out and Read. After earning his bachelor's degree in economics from UC Berkeley in only two years, Mr. Jin became one of the youngest teachers to serve in a Los Angeles high school. In one year, his students gained an average of two grade levels in reading. Mr. Jin went on to attend Harvard Graduate School of Education where he earned a Master's Degree in Education Policy and Management. Mr. Jin, a member of the founding team, helped lead the development of the school since its inception. Mr. Jin will continue to support the design, expansion, and fundraising for the Phalen Leadership Academies.
- **Michelle Ciccone** serves on the Founding Advisory Board and has worked with Mr. Jin to manage the school development process. Ms. Ciccone currently serves as Executive Assistant to the Founder at Summer Advantage USA. She earned her M.S. Ed. in Education Policy from the University of Pennsylvania's Graduate School of Education and her B.A. from Vassar College. Prior to her position at Summer Advantage, Ms. Ciccone served in a variety of research positions, including on a project that developed a scientifically validated Head Start preschool curriculum. Ms. Ciccone will continue to support the development of the Phalen Leadership Academies in a variety of ways.
- **Sharon Martin** serves on the Founding Advisory Board. Ms. Martin's background includes multifaceted leadership and management experiences in public, private, and corporate educational environments. She has proven expertise with team building, change management, communication,

needs based professional development, and results-based decision making for corporations and public and private educational organizations. Ms. Martin has served as Midwest Regional Director of Houghton Mifflin Harcourt and Director of Marketing and Consulting Services at Scholastic Publishing Company, in addition to various administration and teaching positions at K through post-secondary educational institutions. A graduate of the University of the Cumberland and the University of Memphis, Ms. Martin will continue to lend her support and expertise in the development of the educational program of the Phalen Leadership Academies.

- **Amber Deckard** serves on the Founding Advisory Board. Ms. Deckard currently serves as Regional Director of Summer Advantage USA's Indiana operations. Ms. Deckard's experience includes more than ten years in nonprofit management. Before joining the Summer Advantage team, she served as Regional Director for the Muscular Dystrophy Association where her most recent project included the development of a three state, Midwestern territory, into a 5.7 million dollar budget. Her work at MDA made available specialized medical assistance, orthopedic equipment and a summer camp experience for thousands of families and provided help and hope to adults and children living in Indiana, Kentucky and Ohio. Ms. Deckard has now turned her time, attention and expertise to the field of education with a similar purpose of making a positive impact on the community and the lives of children. Ms. Deckard is responsible for leading Summer Advantage USA's growth in the Midwest, with primary responsibility for programmatic results, staff management and stakeholder cultivation. Ms. Deckard will continue to provide Indiana-based support to the Phalen Leadership Academies.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.

- **Charter School Growth Fund:** Provides expert advice, resources, field research and consultation on all aspects of charter school development, including blended learning models, financial sustainability, governance and more; also has expressed strong interest in providing a pilot investment in the first school and significant growth capital after the first year.
- **Charter School Development Corporation:** Supports the Academies in identifying land, designing the facility layout, and developing a sustainable strategy for facilities over the long run. The Corporation will also help the Academies in obtaining adequate financing to acquire new facilities.
- **Summer Advantage USA:** Provides evidence-based summer learning programs that help children gain over 2 months of reading, writing, math skills each summer. Summer Advantage offers rigorous academic instruction in the morning and a diverse array of enrichment in the afternoon; a healthy breakfast and lunch; inspirational guest speakers and field trips to landmarks and universities. Scholars will be able to participate in 25 additional days of high quality learning each year.
- **Marian University School of Education:** Provides a pipeline of Teacher's Assistants to the Academies by drawing on students in its teaching practicum course. By serving in the Leadership Academies, students from Marian University School of Education will earn course credit towards their teaching degree. As a result, our Teacher's Assistants will be entirely subsidized by the university.
- **The Nina Mason Pulliam (NMP) Ecolab:** Potential enrichment partner; provides scholars the opportunity to participate in a unique outdoor environmental education laboratory that explores the wetlands and ecology customized for each grade level.
- **Butler University School of Education:** Current partner of Summer Advantage USA; provides a pipeline of Teacher's Assistants to the Academies by drawing on students in its teaching practicum course. By serving in the Leadership Academies, students from Butler University School of Education will earn course credit towards their teaching degree. As a result, our Teacher's Assistants will be entirely subsidized by the university. In addition, we are also exploring a partnership that originally started at Summer Advantage in which students from the Butler School of Art bring unique musical instruments to our classroom, such as violin and percussion; and lead enrichment music classes.

- **The New Teacher Project:** Current partner of Summer Advantage USA; provides a pipeline of Teacher's Assistants to the Academies by drawing on students in its fellowship. Fellows will be paid by the New Teacher Project.
- **Houghton Mifflin Harcourt:** Current partner of Summer Advantage USA; provides deep discount on literacy (Harcourt Journeys) and potentially math (Singapore Math) curricula.
- **Carpe Diem:** Exploratory conversations on creating a pipeline of quality schools from K to 12; potentially scholars who matriculate from the Leadership Academies after grade 5 will have a spot in Carpe Diem middle and high schools.
- **Light of the World Christian Church:** Exploratory conversations on providing land for a school facility that is situated in Indianapolis.
- **Cummins:** Current STEM enrichment partner for Summer Advantage; exploring a similar partnership with the Leadership Academies in which Cummins engineers volunteer as enrichment teachers, engage scholars in fun, hands-on engineering projects and expose scholars to STEM careers.
- **The Challenger Learning Center:** Potential enrichment partner similar to Cummins; provides customized STEM enrichment experiences for our scholars.
- **Conner Prairie:** Potential enrichment partner; provides highly customized enrichment field trip experience in which our scholars have access to an exclusive behind-the-scenes tour of the technology that powers the museum's famous civil war reenactment; and scholars also have the opportunity to go on a nature walk in land closed to the general public and work with scientists to identify indigenous animal and plants.
- **Indiana University Health:** Interested in providing health and nutrition support for the Academies; additionally interested in investing significantly in the first school if it is located between 10th and 30th and Meridian Street.

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school replication plan.

Recognizing that the seeds for each individual's future success are sown early in life, our founding group came together to propose a network of high performing charter schools that will help children perform at grade level beginning in kindergarten and set them on a path to educational and life success. As highlighted earlier, only 39% of all students in Indiana read proficiently by fourth grade and this percentage drops to a dismal 13% for Black students. These are staggering trends that must be reversed in order for every child to succeed. With the same drive that created Summer Advantage USA, now helping over 4,000 children across the state make significant academic gains, Earl Martin Phalen, our founder, is ready to take that concept to the year round scale and continue the journey towards helping all children realize their tremendous innate potential. It is this relentless pursuit for excellence that underscores the motivations of the Leadership Academies. Throughout the careers of our founding group, we have always been driven by the desire to create high quality educational opportunities for all children.

Our path in Indiana began when The Mind Trust selected our founder, Mr. Phalen, as one of only 6 fellows from a pool of 1,300 applicants to receive the Education Entrepreneur Fellowship that launched Summer Advantage in 2009. With three years of producing consistently high academic outcomes for the scholars we served, the Summer Advantage leadership team joined forces with some of the state's and nation's top educators and leaders, including Don Stinson, recipient of the Superintendent of the Year and Dr. Reedom, a former Superintendent who led the transformation of several schools to the top of the ranking; among many other great leaders. It is during this coming together when we combined our expertise and solidified the desire to build on the success of Summer Advantage and replicate it through high performing charter schools that serve children throughout the state.

B. School Leader and Leadership Team

1. For the first proposed school described in this application, identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its

mission. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader.

Through our Summer Advantage network, we have a short list of high quality leaders who have been screened using a rigorous screening process that consists of an online application, phone interview, in-person interviews and successful completion of over 30 hours of training. We have identified several outstanding leadership candidates in Indianapolis and statewide to serve in our first Academy. As soon as our charter is authorized, we will aggressively recruit them onto our team. We plan to hire the first principal by July 2012. All members of the selection team participate in extensive interview and selection training to ensure interview inter-rater reliability is consistent, objective and supports the goal of selecting “the best of the best”. Please see the "School Leadership & Staff Hiring, Management and Evaluation" section for a detailed description of our selection process.

In selecting the school leader, we have a process for identifying the following skills, knowledge and abilities:

- Philosophy alignment
- Strategic visionary (understands big picture, small picture and can articulate)
- Operational proficiency (school calendaring, staff hiring)
- Instructional expert (performs staff observations/assessments and implements professional development)
- Data-driven (uses data to set school-wide growth goals and staff and team conversations, as well as past success tracking goals)
- Strong communication (leadership voice and presence)
- Interpersonal/relationship management with staff, parents and community (visible and inclusive)
- Cultural Competence

Main duties of our principal include:

- Oversee the day to day operations of the Leadership Academy
- Ensure our scholars achieve exceptional outcomes
- Assist in the development of teachers
- Effectively partner with parents and scholars
- Ensure strong outcomes for scholars and high levels of satisfaction and engagement for teachers, scholars and families
- Engage in recruiting to ensure school achieves annual enrollment targets

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

Our founder and CEO, Earl Martin Phalen, will be working nearly full-time. The Principal, in addition to the Regional Director and Administrative Assistant at the network management level, will also be working nearly full-time immediately after approval. Functional leaders at Summer Advantage will be working close to full-time: Terra Smith (operations and systems); Johnny Jin (development and business management); Helen Dixon (recruitment); Amber Deckard (community engagement); Elisabeth Jackson (finance); and Michelle Ciccone. These members will be compensated based on competitive market rates.

3. Describe the responsibilities and qualifications of the first proposed school’s administrative/management team (beyond the school leader). If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. NOTE: There are no page limits for this attachment.

These positions have not been filled. As highlighted above, we will use a rigorous, multi-tiered selection process that consists of an online application, phone interview, in-person interviews and successful completion of over 30 hours of training.

The Director of Operations is critical to the successful and efficient running of the Phalen Leadership Academies. The Director of Operations ensures implementation and maintenance of operational systems that

allow the principal, teachers and staff to focus on students and families. The Director of Operations is highly entrepreneurial and embraces innovation and continuous improvement. The Director of Operations oversees the following functional areas and operations.

Responsibilities:

- Finance and Purchasing: Assists Principal to create and oversee the school's budget and finances; oversees school-based purchasing. Ensures adherence to school's fiscal policy and procedures.
- Student Information and Reporting: Manages student information system; generates report cards, progress reports, and with leadership team, coordinates school operational schedule.
- Logistics (school, trips, and events): Plans and coordinates logistics for school events and activities, including, parent meetings, field trips and other events as needed.
- Management: Ensures smooth operation of the administrative office, including mailings, attendance reporting, office machine maintenance, school meal program, and transportation
- Special Projects: manages specials projects as assigned
- Facilities: Manages and oversees the school's facilities and physical condition.
- Technology: Oversees the purchasing and maintenance of technology equipment and technology training.
- Compliance: Ensures school-wide compliance with health and safety laws, city and state education mandates, and all federal and state workplace regulations.
- Human Resources: Coordinates with National Office ensure that school-based staff receive timely and accurate payroll and benefits.
- Student Recruitment: Manages student recruitment, admissions applications, registration, and waitlist.
- External Relations: Under guidance of leadership, acts as point person in hosting visitors for school tours.

Qualifications:

- College degree with at least 5-8 years of work experience; in education landscape preferred
- At least 3 years managing a small team or multiple large projects
- Strong project management skills, ability to juggle multiple and competing priorities, and attention to detail
- High level of comfort with financial oversight and budgetary tracking
- Strong analytical and problem-solving skills
- Ability to think and function strategically
- Team player with strong interpersonal/influence skills
- Proficient in Microsoft Word, Excel, and other technology systems and software
- Demonstrated passion for and commitment to Phalen Leadership Academy

The Assistant Principal of Phalen Leadership Academies will support the Principal in organizing and fostering a positive environment that is conducive to the needs of all students, staff and parents. This includes: leading, directing, and developing instructional and non-instructional staff and programs; mentoring and evaluating staff; and assist the principal in the implementation, supervision and assessment of the total school instructional program.

Responsibilities:

- Assist shaping and developing a school-wide culture of achievement
- Collaborate with Principal on a comprehensive and evolving professional development program for Phalen Leadership Academy teachers; includes, but not limited to:
 - Design and lead professional development workshops
 - Research best practices and current trends in curriculum development
 - Assess common areas for improvement in overall instructional delivery and pedagogical strategies
- Advise, support and mentor teachers to improve instruction through:

- Consistent classroom instruction observation and meaningful feedback
- Facilitate curriculum planning and evaluation meetings
- Lead staff members to achieve high performance through goal setting, providing feedback, and evaluation
- Under guidance of principal, assist with school-wide academic programming, including academic goal setting and testing scheduling
- Guide the character development of students through programming practices and serve as mentor and advisor to individual students
- Evaluate whole school performance data to make recommendations for improving school-wide instructional practices
- Create processes and protocols for enhancing school culture
- Advise the Principal on design and implementation of school-wide assessments and work collaboratively with principal to make instructional decisions based on student performance

Qualifications:

- Masters Degree; possess administrative or educational leadership license
- At least 3-5 years as teacher and demonstrated academic success
- Strong record of coaching adults and teacher leader
- Experience managing adults, goal-setting, providing meaningful feedback and setting professional development plans
- Significant success with curriculum development and pedagogy strategies; in particular early childhood and blended-learning
- Experience in analyzing student data
- Multi-faceted, multi-skilled, and resourceful
- Flexible and willing and able to play different roles at the school
- Model positive character
- Excellent organizational, communication and facilitation skills

We plan to fill both positions by July 2013. Through Summer Advantage, we have a strong pool of leadership candidates who have a demonstrated record of impact on scholars' educational achievement. Therefore, we are in a position to recruit and place high quality leaders in our school leadership team.

C. Legal Status and Governing Documents.

For the entity proposing to hold the charter(s), provide the governance documents as Attachment 4.
Please see attached.

D. Governing Board

1. Governance Structure and Composition

The Phalen Leadership Academies will be governed by a national Board of Directors. The board will be held accountable for the performance of each Academy and the network as a whole. As described in question #6 below, each region will build local advisory councils, and each school may build a school-level committee, both of which will provide guidance on various points (as outlined below). However, the national Board of Directors will have ultimate responsibility for the performance of each Academy.

Specifically, the national board will be responsible for the following:

- Ensuring the high academic achievement of each and every scholar we serve
- Fundraising efforts
- Financial oversight and accountability reports
- Development of the learning model
- Selection of the curricula
- Development of information technology

The governing board will be composed of approximately 10-15 members. Board members represent a diverse range of skills and expertise, including educational program development, school leadership and talent identification, non-profit leadership, systems development, law, business and financial administration, and parent and community engagement. Just as important to us is the ethnic and racial diversity represented by our board; our governance team will truly reflect the community we will be serving. Most importantly, we assembled a board that has a proven track record of delivering outstanding results.

We are committed to board composition that reflects our values: at least 30% of the seats on our board will be held by educators, 50% of the seats on our board will be held by those located within Indiana, our board membership will be intergenerational and represent those at various points in their career, and over 50% of our board is held by people of color to ensure that our governance team truly reflects the communities we will be serving.

We currently have nine members signed on as board members, listed below. Detailed biographies can be found above. Additionally, Board Member Information Sheets are included as Attachment 6.

- Don Stinson
- Dr. Carolyn Reedom
- David Phalen
- Dr. Fernando Reimers
- Kris Kingery
- Marlon Llewellyn
- James Phalen
- Terra Smith
- Earl Martin Phalen

We will work to add a few additional members to the national board of directors in the next three months, and to this end we are currently vetting several highly qualified candidates, including Charles J. Ogletree, Jesse Climenko Professor of Law and Director of the Charles Hamilton Houston Institute for Race and Justice.

2. Pre-Existing Nonprofit Organization

Not applicable. Please note that in our Letter of Intent we indicated Entrepreneurial Ventures in Education ("EVE"). EVE is the parent organization; however, the charter school applicant is the Phalen Leadership Academy - Indiana, Inc. ("PLA"). PLA is currently incorporated as a nonprofit entity and has filed for IRS exemption. PLA is the charter school governing board.

3. Governing Entity's Responsibilities

As described, the governance structure for the Phalen Leadership Academies is centralized, with a single national Board of Directors providing primary oversight and governance. We believe this governance structure will ensure high fidelity in educational philosophy and culture as our network grows, which will in turn ensure high achievement for the scholars we will serve. We also believe this governance structure will act to minimize conflict of interest and the bureaucratic excess that characterizes too many organizations as they grow. With this structure, accountability will be clear and we know that scholar interests will be protected and fulfilled.

The composition of our governance structure – the members of our board – also contributes significantly to our ability to ensure effective oversight of the Leadership Academies and therefore ensure success for our scholars. We have recruited board members from across Indiana and across the country, carefully vetting candidates to guarantee that all board members possess expertise in functional areas that make a network of schools successful. Therefore, we selected board members who demonstrate outstanding track records in areas such as business, law, educational leadership, curriculum, extended learning time, finance, and more. We are confident that the talent we are drawing together from across the country will translate to amazing opportunities and outcomes for our Indiana children and families.

To ensure that our governance structure and composition will provide the active and effective oversight that we want, we have turned to experts in the field and studied how they have grown successfully. Through conversations with the CEO of KIPP, Carpe Diem, and Rocketship, numerous meetings with our partners at the Charter School Growth Fund, and research on best practices in the field, we are confident that this centralized governance structure will set our Academies up for the success we expect.

4. Procedures

The regular annual meeting of the Board of Directors shall be held on the first Wednesday in January of each year, at the hour of 7:00 p.m., at the principal office of the Corporation or such other location as may be determined by resolution of the Board, for the transaction of such business as shall come before such meeting. If the day fixed for any such meeting shall be a legal holiday, such meeting shall be held on the next succeeding business day. The Board of Directors may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional and regular meetings of the Board, without other notice than such resolution. In any event, the Board of Directors shall hold at least six (6) regular meetings, not including the annual meeting in a fiscal year. All annual and regular meetings shall be noticed and be open to the public in a manner necessary to comply with the Indiana Open Door Law, to the extent that such law applies to the Corporation or its specific actions.

The Board of Directors shall have the power to designate as Executive Committee, by resolution adopted by a majority of the directors in office. The Executive Committee, to the extent provided in a resolution of the Board of Directors, shall have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the By-Laws; electing, appointing or removing any member of any such committee or any director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, pledge, exchange or mortgage of all or substantially all of the property and assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee. The Executive Committee may not authorize distributions to directors, officers, agents or employees, except in exchange for value received. The Executive Committee shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed upon it or him or her by law. Members of such an Executive Committee shall be members of the Board of Directors, except for any Executive Director, who shall also serve on this Executive Committee at the discretion of the Board of Directors.

The Board of Directors shall have the power to designate an Advisory Committee, by resolution adopted by a majority of the directors in office. The Advisory Committee shall assist the Board in accomplishing the goals and mission of the Corporation. The Advisory Committee may be comprised of past board members, past or present government officials, public and private institutions and organizations representatives, and community leaders.

5. Ethics and Conflicts of Interest

Please find in Attachment 7 the board's Code of Ethics and Conflict of Interest policy.

6. Advisory Bodies

The PLA national board of directors will create several subcommittees, which will be led by a board member. Membership of the subcommittees will consist of both members of the board of directors and non-members. Initially, the board will create three subcommittees: a nominating committee, a finance committee, and an audit committee. Other subcommittees will likely be created in the future.

In addition to the national board, PLA may build regional advisory boards that will lend guidance and support to the success of each Academy and the network. These advisory boards will help ensure that there is a strong

community voice in decisions made for each individual Academy, and that the Academy meets the specific needs of the community in which it operates. Each Academy in a given region will have equal representation on the regional advisory board. Regional advisory boards will contribute input to the national board in the following areas:

- Pull together charter petition materials for future Academies in a given region
- Student enrollment efforts
- Lease/purchase land and/or facilities
- Hire/fire teachers and principals
- Select teachers and other personnel
- Development of instructional strategies

As the network grows, PLA may elect to build school committees in addition to the regional advisory boards. These school committees would be made up of teachers, parents, and administrators. This committee will give the school community the opportunity to voice their views and perspectives on school-level decisions and policies.

7. Grievance Process

If a parent or student has an objection to a governing board policy or decision, the concerned party may begin the grievance process at the school level and seek the possibility of resolution at the school level. Parents may discuss concerns with teachers or administrators. If these concerns are not resolved, parents may make a written request to speak with the national governing board and the CEO who have full authority to resolve all concerns. The Phalen Leadership Academies will make all required school documents available to parents free of charge at the school.

School Management Contracts. If the applicant does not intend to contract with an Education Service Provider (ESP), mark “Not Applicable” and skip to next section.

Not applicable.

E. Network Vision, Growth Plan and Capacity

1. If no business plan has been developed, please answer the remaining questions in this section.

Please see our answers below.

2. If not clearly described in Attachment 9, or if no business plan exists, describe the organization’s strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable.

Within the next five years, we plan to create a high-performing network of charter schools that will touch the lives of 1,400 children. Our ultimate vision is that 100% of our scholars are proficient or advanced in reading, writing and math and have strong character, as exhibited by honesty, service to others, a superior work ethic and a strong vision for and belief in their individual and collective futures. As part of this vision, we will hold our schools and ourselves accountable for the following outcomes:

A. Third Grade Reading Proficiency

- By the third year of operation (2016), over 90% of third grade scholars will pass the IREAD-3.
- By the sixth year of operation (2019), over 95% of third grade scholars will pass the IREAD-3.

B. Reading and Math Proficiency

- By the third year of operation (2016), over 80% of scholars will pass both English/language arts and mathematics on the ISTEP+.
- By the sixth year of operation (2019), over 90% of scholars will pass both English/language arts and mathematics on the ISTEP+.

C. Parental Satisfaction and Engagement

- By the third year of operation (2016), over 85% of parents will report in a survey that they are satisfied with their child's learning experience at the Academy and sign weekly progress reports from their child's teachers.
- By the sixth year of operation (2019), over 90% of parents will report in a survey that they are satisfied with their child's learning experience at the Academy and sign weekly progress reports from their child's teachers.

D. High Quality Educational Team

- By the third year of operation (2016), over 80% of high performing staff return the following year. A 360 degree performance review will be used to evaluate all educational staff members and determine staff retention rates for high performing staff. Please see more on this review process in subsequent sections.
- By the sixth year of operation (2019), over 90% of high performing staff return the following year.

Our first five schools will open in Indianapolis, and then our network will expand throughout the state. We plan to open our first school in Indianapolis in August of 2013. Each of our academies will have a seat capacity of 900 scholars in grades K to 8. Currently, our plan includes the following open dates:

- 1st Phalen Leadership Academies: Fall 2013
- 2nd Phalen Leadership Academy: Fall 2016
- 3rd Phalen Leadership Academy: Fall 2017
- 4th Phalen Leadership Academy: Fall 2018
- 5th Phalen Leadership Academy: Fall 2019
- 6th Phalen Leadership Academy: Fall 2020
- 7th Phalen Leadership Academy: Fall 2021
- 8th Phalen Leadership Academy: Fall 2022
- 9th Phalen Leadership Academy: Fall 2023
- 10th Phalen Leadership Academy: Fall 2024

It is important to note that this plan is not fixed. We are implementing an innovative model and we will not replicate or grow our network until the model has been perfected - and our scholars are thriving. We project that our model will be ready for replication in 2016. In addition to excellence, the pace of growth may also be affected by our ability to secure appropriate facilities and our start-up capital. To ensure successful replication across the state, the Phalen Leadership Academies would like to request for authorizer approval for ten charters, contingent on the performance of academies in our portfolio.

3. If not clearly described in Attachment 9, or if no business plan exists, summarize the organization's capacity to support and ensure the quality and long-term success of the new school(s) proposed.

The Phalen Leadership Academies demonstrate the capacity to support and ensure the quality and long-term success of the new schools proposed. Our management team has extensive expertise and experience in education reform; talent selection; training and professional development; program and organizational development; curriculum development; evaluation and assessment; and financial management.

Our management team has also successfully managed a large team of 536 teachers and school leaders; partnered with 17 school corporations, and delivered exceptional academic outcomes consistently for three consecutive years for over 4,000 students in Indianapolis and across the state of Indiana. As our first five schools will be in Indianapolis, we have accordingly structured our management structure and resources around that region; while building a national team and governing board of exceptional leaders who can take our network across the state.

Below is what we are planning for the management team in year 0 (July 2012 to June 2013):

Team Member/Position	Location	Anticipated Start Date
Earl Martin Phalen/CEO	Will travel frequently to Indianapolis and provide daily virtual leadership in the same way he is providing leadership to Summer Advantage USA, which is now successfully serving 4,000 children in 17 school districts throughout Indiana	Has already started
Principal*	Indianapolis	July, 2012
Regional Director	Indianapolis	July, 2012
Administrative Assistant	Indianapolis	July, 2012
Summer Advantage USA** Contracted Support	Amber Deckard, our Regional Director and Samantha Faulkner, Regional Operations Manager, are located in Indianapolis; others members of the Summer Advantage team are virtual	Has already started

*We have a potential pool of candidates who have demonstrated record of impact and interest in serving in this capacity.

**Entrepreneurial Ventures in Education, Inc. d/b/a (doing business as) Summer Advantage USA.

In the start-up year, we will have a full-time staff of four, three of whom will be based in Indianapolis and the CEO will be travelling frequently to Indianapolis to oversee and supervise school planning and operations. The principal will report directly to the CEO and the Regional Director, who will be based in Indianapolis.

Our Academies will also be supported by Summer Advantage functional areas leaders, including recruitment, operations, development, finance and more. We know from experience that functional support in these areas can be provided successfully on a virtual basis. In addition to the Summer Advantage leaders described in the founding group section, below are additional key members who will be providing critical support to the launch of our network and ensuring the quality of our academies:

Helen Dixon, Recruitment: Ms. Dixon is responsible for leading the recruitment, selection and placement of all seasonal employees. Ms. Dixon has over 10 years of human capital recruitment experience. Most Recently, Ms. Dixon served as National Director of Recruitment for New Leaders for New Schools, a non-profit which specializes in recruiting and developing exceptional teachers into urban school principals. Formerly the Director of Recruitment for the City of Chicago; Ms. Dixon was the architect of enterprise-wide recruitment planning, strategies, policies and program development applicable to 38,000 employees and 43 operating departments. Prior to the City of Chicago, Ms. Dixon served as a Senior Recruitment Officer and Marketing Manager for the Chicago Public Schools. During her tenure, she provided district-wide recruitment and employment guidance to 600 schools, and designed and implemented strategies to meet annual workforce requirements.

Elisabeth Jackson, Finance: Ms. Jackson has over fifteen years of professional experience within organizations whose mission is to provide transformational services to at-risk youth. Most recently, Ms. Jackson served as the Accounting and Purchasing Manager for the nonprofit organization BELL (Building Educated Leaders for Life). Her responsibilities included, but were not limited to, cash management of revenues upwards of \$27M, originating and overseeing all of the organization's expense policies, and the management of high-end contracts for services rendered to more than 10,000 children.

As we grow beyond the launch of the first school, we anticipate adding more full-time staff to the Phalen Leadership Academy management team. We expect all of these leaders to be based in Indiana.

4. If not clearly described in Attachment 9, or if no business plan exists, provide evidence of organizational capacity to open and operate schools successfully in accordance with the growth plan.

Through Summer Advantage, we have demonstrated the organizational capacity to open and operate successful educational programs for the student populations our Academies will serve. We successfully replicated our summer program in the following ways from 2009 to 2010:

- From serving 863 children to 3,011 Indiana scholars, representing a 220% increase in enrollment.
- From 116 employees to a corps of 448 educators.
- From 3 program sites and 1 district partners to 12 program sites and 10 district partners.
- Academic gains: Gain of 2.1 months in reading and language arts and 2.3 months in mathematics; with 91% average scholar daily attendance.
- High program satisfaction: 94% of parents reported that their children enjoyed the program and 92% of our teachers would recommend the program to parents.

We continued to grow in the following ways from 2010 to 2011:

- From serving 3,011 children to 4,237 Indiana scholars, representing approximately a 41% increase in enrollment,
- From 448 employees to a corps of 536 educators,
- From 12 program sites and 10 district partners to 21 program sites and 17 district partners.
- Academic gains: Gain of 2.5 months in reading and language arts and 2.9 months in mathematics; with 91% average scholar daily attendance.
- High program satisfaction: 95% of our teachers would recommend the program to parents and 92% of our parents felt more engaged in their child' education.

We are taking some valuable lessons learned from challenges we encountered in replicating Summer Advantage:

- **The importance of having a business model:** one of the factors behind the success of Summer Advantage is having a clear business model that focuses on delivering exceptional results coupled with a continuous effort to drive down operational costs using technology. This approach will be adopted by our Academies.
- **The importance of standardizing practices:** we have used this replication experience to codify key employee policies and procedures. This will help ensure the fidelity of school culture across the network as we standardize practices and help employees internalize high expectations.
- **The importance of hiring and retaining exceptional talent:** staff is the heart and soul of our schools. Through Summer Advantage, we were able to strengthen our staff selection process each year so that now we have a set of reliable tools to identify high performing educators.

5. If not clearly described in Attachment 9, or if no business plan exists, describe the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana. How will the organization meet these challenges and mitigate risks?

Looking forward, we are prepared to address several risks that may present challenges to the growth of the Leadership Academies:

- **The Leadership Academies struggle to find appropriate school facilities:** Locating and securing appropriate school facilities is arguably the number one problem for several charter schools. With all of our facilities, we plan to draw on the facility expertise of the Charter Schools Development Corporation ("CSDC"), with whom a relationship has already been formed. CSDC helps charter organizations secure capital financing and facilities. Since 1997, CSDC has provided these critical services to new and expanding charter schools and networks across the country, including 14 charter schools in Indiana. We are currently working with CSDC to identify and develop the facility for our first Academy. Additionally, we are in the very early stages of discussing the possibility of partnering with and utilizing land from the Light of the World Christian Church in Indianapolis. Finally, we plan to apply for unused public school facilities in the state through the \$1 annual lease. We will conduct a

careful review process that includes site visits to ensure any unused facility we identify and apply for will be in excellent condition and provide the functionalities required by our educational model.

- **The Leadership Academies struggle to be financially sustainable:** We will mitigate this risk by ensuring that each school is sustainable on public dollars within 3-4 years by a) maintaining high student attendance through high scholar and parent satisfaction, b) implementing a blended learning model that allows us to hire one fewer teacher for every 100 scholars compared to the traditional model c) finding innovative ways/partners to underwrite a significant portion of facilities cost such as leveraging the unused public schools facilities at \$1 annual lease or working with major donors, who may have naming rights of an Academy; d) working with each school to carefully evaluate its use of technology to ensure cost savings are realized; e) regularly evaluating implementation of instructional program to minimize cost redundancy across online and offline instructional materials; and f) ensuring high performance to generate additional competitive public funding.
- **The Leadership Academies cannot meet enrollment numbers:** This is an especially troubling possibility for a charter school in that funding is directly dependent on enrollment numbers. For example, if you staff a school for 300 students but are only able to enroll 160 students, you will quickly run into financial difficulty. Because of this problem, many charters are never able to break even. We will avoid this problem by partnering with exceptional local organizations that will help us promote our Academies. Summer Advantage has been able to garner exceptional partnerships and great media attention; we can leverage these resources to generate excitement and attention for the Phalen Leadership Academies in an effort to drive student enrollment. Additionally, we will build upon the reputation carefully established by Summer Advantage among Indianapolis families.
- **The Leadership Academies will be unable to maintain a pipeline of highly qualified educators from which to hire:** As individual Leadership Academy schools grow to capacity and as the network develops, it will be essential to maintain the quality of staff that we hire. This is essential as we aim to maintain program quality. Fortunately, perhaps the greatest strength that Summer Advantage will lend to the Academy network is the expertise we have in identifying and developing a high-quality talent pool. We accomplish this first through a rigorous initial screening process, which identifies the best educators in the region. Through Summer Advantage, we already have a pool of 536 of Indiana's best educators. We will continue to develop this pool of talent by providing excellent professional development opportunities and creating a high-performing professional culture. This may include merit-based pay and annual bonuses, which will hold teachers accountable to their scholars' academic progress. Also central to maintaining a high-performing professional culture is ensuring that our school leaders are exceptional.

F. Network Management

1. Explain any shared or centralized support services the network organization (including any ESP partner) will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How does the organization know whether it is successfully delivering these services?

As a charter management organization ("CMO"), the Phalen Leadership Academies will provide a variety of support services to each Academy, including:

- Fundraising
- Financial oversight and accountability reporting
- Locating/funding facilities
- Purchase and distribution of curricular materials
- Hiring/firing leaders and teachers
- Assistance in student enrollment efforts

PLA will charge a fee to each Academy within the network in exchange for the services outlined above. This fee will equal 5% of public funding excluding the per pupil reimbursement. This fee reimburses for services in roughly this break-down:

- Fundraising (30%)

- Financial oversight and accountability reporting (15%)
- Locating/funding facilities (25%)
- Purchase and distribution of curricular materials (5%)
- Hiring/firing leaders and teachers (15%)
- Assistance in student enrollment efforts (5%)
- Putting together any future application materials (5%)

Phalen Leadership Academies will assess the success of these services provided by using a variety of measures. As with everything, the Academies will measure success of all that we do by examining, first and foremost, scholar outcomes. Other metrics of success include: the financial health of the PLA CMO and each Academy; the satisfaction level of key parties, including scholars, parents, teachers, and partners; and the degree to which we as organization are innovatively using systems to help reduce cost and increase efficiency.

2. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	National board in collaboration with CEO	With input from Principal
Curriculum	National board in collaboration with CEO and Chief Academic Officer (CAO)	This is a non-negotiable.
Professional Development	National board in collaboration with CEO and CAO	With input from Principal
Data Management and Interim Student Assessments	COO, IT Manager in collaboration with national board	With input from Principal
Grade Level Promotion Criteria	National board in collaboration with CEO and CAO	This is a non-negotiable.
Culture	National board	This is a non-negotiable.
Budgeting, Finance and Accounting	Chief Finance Officer and Director of Development	In collaboration with Director of Operations
Student Recruitment	Regional Director	With input from Principal
School Staff Recruitment and Hiring	CEO and Regional Director in collaboration with national board	With input from Principal
HR Services	COO and HR Manager	With input from Principal
Development	CEO and Director of Development in collaboration with national board	Supported by Principal and Director of Operations
Community Relations	Regional Director	Principal and key stakeholders, teachers, parents, etc.
Information Technology	COO and IT Manager	With input from Principal and Director of Operations
Facilities Management	COO and Director of Development	With input from Principal and Director of Operations
Vendor Management/Procurement	COO and IT Manager	With input from Principal and Director of Operations

3. Provide, as Attachment 10, the organizational charts.

Please see attached.

SECTION II: SCHOOL DESIGN

A. Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design.

The Phalen Leadership Academies will utilize industry-leading research-based curricula that engage scholars in rigorous and challenging learning activities.

Literacy Curriculum - Harcourt Journeys: The goal of literacy instruction at the Phalen Leadership Academies is to create lifelong readers that are able to not only decode the written word but comprehend information that is presented in academic and everyday life. The literacy pedagogical philosophy adopted by the Phalen Leadership Academies is structured to help children gain skills in all domains of language development, including reading, writing and speaking.

The Phalen Leadership Academies will adopt the Harcourt Journeys curriculum because it is a leader in the field. A 2009 study carried out by the Educational Research Institute of America found that students who received instruction using the Harcourt Journeys program had statistically significant growth in reading skills and strategy achievement when compared to students in the control group. What's more, analyses showing the growth from pre-test to post-test for the ELL students in the study indicated growth that was statistically significant and equal to the non-ELL students. These positive results were found for a cross-section of students in grades 1 and 5 across four states, with populations of students similar to those whom will be served by the Phalen Leadership Academies. These positive outcomes give us confidence that Harcourt Journeys will serve our scholars well.

This research-based, field-tested curriculum has been developed with help from the nation's leading reading researchers, including Irene Fountas, the foremost expert on guided reading instruction. Curriculum materials are differentiated and include tools that help teachers focus the intervention strategies they should employ for each scholar. The year-long curriculum is separated into Adventure Units, and engages scholars in themes which serve as motivation for young readers. Online materials included in the curriculum provide extended learning opportunities for scholars, as well as real-time data for teachers to analyze. In addition, materials for ELL scholars are already built in.

Rooted in evidence and our successful experience in delivering literacy instruction at Summer Advantage, our teachers will engage scholars in:

- **Guided Reading:** Children will begin each literacy session with group reading activities that build their oral language skills, such as phonemic awareness, and encourage enjoyment of literature and language.
- **Reading and Responding:** Children will have planned, focused and shared reading opportunities that promote student interaction with the text, the teacher and with each other. Exercises will help develop children's reading comprehension, vocabulary and speaking skills.
- **Reading and Writing:** Scholars will respond to texts through writing. Composing written responses to reading helps scholars hone their writing skills, develop their critical thinking ability and practice creative expression. Scholars will also be given structured writing prompts that allow them to practice creative writing and receive feedback on their mechanics, structure and writing style.
- **Reading Independently:** Scholars will read independently. Through captivating narratives that are culturally relevant and that also teach valuable social lessons, these books help instill a love of reading in children.
- **Checking for Understanding:** Our literacy program will begin with a Comprehensive Screening Assessment administered to the whole class. This will allow teachers to have an initial screening of previous year's skills - language arts, decoding and writing - plus, passages for comprehension and vocabulary. For our kindergarteners, we will administer the Emergent Literacy Survey, which will provide leveling information for beginning reading and screens for children with possible intervention needs. Based on the initial assessments, teachers will be able to develop both strategic

and intensive interventions using the Journeys tool kits. Strategic intervention will enable teachers to target core skills and vocabulary and intensive intervention will enable teachers to reinforce and apply the principles of phonics, phonemic awareness, vocabulary, fluency and comprehension. Throughout the course, teachers will check for understanding using daily comprehension monitoring questions, weekly assessments that test core skills, criterion-referenced unit tests and benchmark tests to evaluate performance over years.

Math Curriculum - Singapore Math: The goal of math instruction at the Phalen Leadership Academies is to give scholars the foundational math knowledge they will need to succeed in higher-order math courses, and also make clear how math is important to everyday life. The math pedagogical philosophy adopted by the Phalen Leadership Academies will engage children in math by creating multiple points of entry into the subject so that scholars are actively constructing their knowledge of mathematical concepts while becoming proficient at performing math.

The Phalen Leadership Academies will implement the Singapore Math curriculum, a research-based curriculum used by schools/students in Singapore. The high quality of Singapore Math is evident by the incredible success students have when working with the program, and the influence the Singapore Math program has had on math instruction throughout the country and the world. The Singapore Math program distributed by Houghton Mifflin Harcourt is the math curriculum used by students in Singapore, a country whose fourth and eighth grade students have consistently ranked number 1 in mathematics achievement as measured by the TIMSS (Trends in International Mathematics and Science Study) assessment. Singapore math education is recognized around the world as the standard-bearer for how to prepare high achieving math students. In fact, a 2005 American Institute of Research (AIR) comparison found that Singapore's curriculum builds deep understanding of mathematical concepts. Closer to home, it has been found that Singapore Math emphasizes the essential skills recommended by the National Council of Teachers of Mathematics (NCTM), and the Common Core State Standards have been modeled after the Singapore Math framework.

Curriculum materials are intrinsically differentiated and include tools that help teachers focus the intervention strategies they should employ for each scholar. The curriculum uses an approach to understanding that moves from the concrete to pictorial representation to abstract understanding. Singapore Math encourages the active thinking process, communication of mathematical ideas, and the development of problem solving skills. The curriculum develops the foundation scholars will need for more advanced mathematics. Curriculum materials include online materials for extended learning opportunities and materials for ELL scholars.

Rooted in evidence and our successful experience in delivering math instruction at Summer Advantage, our teachers will engage scholars in:

- Math Skills Development: Lessons and exercises will focus on building scholars' proficiency with number sense, measurement, geometry, algebraic thinking, operations, data analysis and computation.
- Problem Solving and Brief Constructed Responses: These activities will help scholars develop their analytical and critical thinking skills, with emphasis on mental math and the model drawing approach.
- Games and Manipulatives: Games and manipulatives (i.e. rulers, calculators, counters, and a range of other hands-on-materials) will enable teachers to present mathematical concepts to children orally, visually and kinesthetically. This will allow scholars to benefit from deep and sustained interactions with key ideas in math and will help make math more fun and accessible for children.

Science Curriculum - FOSS: The goal of science instruction at the Phalen Leadership Academies is to engage scholars in the habits of thinking necessary for scientific inquiry and to introduce scholars to all of the different corners within the field of science. The science pedagogical philosophy of the Phalen Leadership Academies will introduce scholars to the tenets of scientific literacy, which include the ability to:

- Find or determine answers to questions derived from everyday experiences.

- Describe, explain and predict natural phenomena.
- Understand articles about science.
- Engage in non-technical conversation about the validity of conclusions.
- Identify scientific issues underlying national and local decisions.
- Pose explanations based on evidence derived from one's own work.

The Phalen Leadership Academies will adopt the Full Option Science System (FOSS) curriculum, which has been developed with the philosophy that scholars learn science best by doing science. The FOSS curriculum has been developed by the industry-leading Lawrence Hall of Science (LHS) at the University of California-Berkeley. LHS has teamed up with other leaders in scientific discovery, including NASA, to develop various programmatic components of FOSS. A 1996 study found that the Stanford Achievement Test (SAT) science test results of third and fifth grade students using the FOSS program outperformed students who were not using the FOSS program in science. Further, FOSS students also achieved higher scores in reading comprehension, mathematics computation, and mathematics applications. What's more, multiple studies (Allard, and Robardy, 1991; Choo, 1993; Eckelmeyer, 1998) have found that students and teachers who use FOSS express significantly more positive attitudes towards science education and more confidence in their scientific abilities.

Materials include detailed lesson plans for teachers to follow, complete unit kits that contain all supplies needed, and other important materials such as embedded assessments, communications with parents, scholar materials in Spanish, and professional development for teachers. The FOSS curriculum is carefully crafted to guarantee that the cognitive demands placed on scholars are appropriate for their cognitive abilities. In addition, the curriculum includes integrated literacy practice: scholars first explore science concepts through hands-on investigations, and then extend and reinforce their classroom discoveries and vocabulary with FOSS Science Stories. All of the curricula detailed above align with Indiana state standards and Common Core Standards.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

At the heart of the Phalen Leadership Academies' educational philosophy is the need to differentiate instruction to each scholar's needs, no matter what those needs might be, and central to this commitment to differentiation is our commitment to an inclusive classroom. We will not adopt a "pull out model," which means that any special services provided to each scholar will be delivered primarily in the mainstream classroom setting and scholars will be taken out of the classroom for special services for as few minutes as possible. We adhere to this philosophy because we believe that the pull out model decontextualizes the skills all children need for the mainstream classroom setting and for life. Built into our curricula, instructional philosophy, and operational functioning are several components that will ensure that all scholars' needs are met.

Talented Teachers

As with everything we do, our talented and caring teachers are central to our approach to serving all of our scholars' needs. To ensure that all scholars are provided with an individualized, developmentally-appropriate education, we must ensure that all of our teachers and school leaders:

- Are highly skilled in identifying the particular and sometimes complicated needs of each scholar,
- Have a "tool-kit" of targeted strategies for the particular needs of each scholar,
- Have a collaborative spirit and are able to work with other staff members in the building to ensure that each scholar is provided with comprehensive services, and
- Are able to listen to the needs of each scholar's families and are able to effectively engage those families in the scholar's individualized learning plan.

We also understand that to serve each and every scholar exceptionally well we must tie our professional development plans for our staff to the needs of our scholars. This means that teachers with English language learners in their classrooms, for example, must attend targeted professional development workshops that will convey best practices and the latest research on working with this special scholar population. Because professional development will be organized by the school leader and the school leader will spend a significant amount of time in each teacher's classroom, professional development will inherently be highly targeted to the needs of both teachers and scholars.

Differentiated Instruction throughout the School Day

The Leadership Academies' instructional strategies and school day have been designed to maximize the amount of differentiation possible for each scholar's education.

On-going assessment: On-going assessments are both formal and informal. These include the "checking for understanding" moments available throughout the school day, the frequent quizzes built in to and included in the classroom curricula, computer adaptive quizzes and the end-of-unit assessments also built in to the curricula. All of these data points provide opportunities for teachers to examine the scholar's progress throughout the school year, in addition to September vs. June analysis.

Focus on small group instruction: Engaging scholars in small group learning environments is the most effective way to ensure that each scholar's needs are being met. These small group learning opportunities enable the classroom teacher to observe and work with each scholar closely. Our blended learning model, classroom layout, and staff-to-scholar ratio all articulate our commitment to providing the maximize number of minutes in small group and individualized instruction available to each scholar. Importantly, our staff selection and training process enables us to select the best instructors and ensure they are able to provide differentiated instruction in a small group setting.

Individualized learning supported by our blended learning: Our commitment to a blended learning model ensures that our scholars have even more chance for individualized instruction. The time spent on a computer with an adaptive program that truly meets the child where he/she is adds an additional level of differentiation just not possible in the traditional classroom setting. The adaptive computer-based programs included as part of the blended learning model also provides another level of data that the teacher can analyze to assess where the scholar is on any given day.

Individualized Learning Plan for all scholars

Rooted in the work of Summer Advantage, the Phalen Leadership Academies will create individualized learning plans for each scholar. These are built in collaboration with families, teachers, and administrators as partners in the process to help ensure both the short- and long-term success of our scholars. A scholar's individualized learning plan is developed in the following way:

a. Gathering of any prior information: Parents and, if applicable, prior teachers and counselors are asked to identify a child's academic need, from their perspective. Teachers and parents describe students' academic needs through an internally-developed evaluation form, and, if applicable, counselors/administrators provide school report cards and/or assessment results from prior work. This process ensures that we collect and utilize any data that has been previously generated.

b. Diagnostic testing: Upon matriculation, we will implement the Iowa Test of Basic Skills to diagnose scholars' strengths and weaknesses in the major components of reading and math, as does Summer Advantage. The results provide information both in comparison to the performance of students across the nation (norm-referenced) and in terms of specific behaviors related to the test questions (criterion-related). Score reports from the test and from parent and teacher evaluations enable teachers and school leaders to identify areas of weakness for each scholar and prescribe associated curricula resources to build the skills a scholar needs most. This system will also help staff create intervention groups, so that scholars who display

similar needs are able to learn together in a small group learning environment at different points throughout the school day.

c. Ongoing assessments: An ongoing monitoring system and continuous feedback allows for instructors to individualize instruction and for children to master the skills they need to excel. Ongoing assessments allow teachers, in collaboration with parents and administrators, to adjust each scholar's individualized learning plan as the scholar attains certain skills or shows evidence of needing additional practice with others.

3. Identify any key educational features that would differ from your current education model.

The mission of the George and Veronica Phalen Leadership Academies is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world.

The educational design of the Phalen Leadership Academies is focused on creating an individualized, rigorous and well-rounded learning experience for every child. This will be achieved through the following core elements:

a. Highly Effective Teachers. The Phalen Leadership Academies will hire highly qualified teachers through a multi-stage screening process that consists of an online application, phone interview, in-person interviews and observation of the candidate's classroom teaching. The screening process, open to all credentialed teachers, will also include successful completion of over 30 hours of pre-service professional development. Through Summer Advantage USA, we will have access to a pool of 536 educators who have been screened using a similar process. Not only have these educators participated in the multi-tiered selection process to gain employment at Summer Advantage – their impact on student learning is also well-documented. To effectively attract and retain high quality teachers, the Phalen Leadership Academies will: a) create a high-performing school culture that satisfies high quality teachers' intrinsic desire to succeed; b) provide teachers with constant support and feedback from school leaders so teachers feel they are growing professionally; and c) provide opportunities for teachers to take leadership roles in professional development, such as leading common planning sessions or creating enrichment experiences for scholars. Finally, we will utilize the system developed by Summer Advantage to measure the effectiveness of each teacher. This system employs a comprehensive 360 degree performance review system that analyzes student test scores, classroom observations, attendance and parent and scholar surveys. The highest performing teachers will be rewarded and low performers will not be allowed to serve our scholars.

b. Differentiated Learning. Our academic content will incorporate research-based curricula in a blended-learning model. Through a vetting process that examined each curriculum's evidence base and considered expert opinions from a team of accomplished educational professionals, we have selected the following research-based curricula: Harcourt Journeys (literacy), Singapore Math (mathematics) and FOSS (science). Each scholar will have an Individual Learning Plan (note: different from an Individualized Education Program, or IEP) designed in collaboration with parents and teachers. Each curriculum provides a set of tools and resources to help teachers develop differentiation strategies based on student skill levels. They are also designed so that the cognitive demands on scholars are appropriate for their developing abilities. Our academic programming will be further individualized by adaptive learning software and online learning labs. We will deliver a blended learning model that enables teachers to target specific learning standards and help scholars master key academic concepts at their own pace.

c. Blended Learning: We plan to deliver a "pod" model of blended learning that combines the best of the rotational model in which scholars rotate among different learning stations and the learning lab model in which scholars have sustained one-to-one online learning. At maximum capacity, the school will have approximately three online learning labs: a lab for kindergarten and grade 1, grades 2-3, and grades 4-5. Classrooms in each grade span will be strategically stationed around an online learning lab, forming a pod that provides one-to-one adaptive learning. Each literacy and math learning block will consist of four learning sessions: whole group instruction led by a highly effective teacher, targeted practice in the online learning lab

guided by a content specialist, small group instruction led by the teacher, and guided independent study. By offering structured and adaptive practice at each scholar's own pace, our instructional system will help scholars get the most out of school. By having grade-level specialists heading the labs, we will provide individual tutoring on top of one-to-one online learning. All the stations will be connected through a central online server that transfers student assessment data instantaneously to the teacher, parent and principal, promoting true data-driven instruction.

d. Enrichment Experiences. Drawing from some of the best private schools in the nation, the Phalen Leadership Academies will offer children high quality enrichment opportunities. Drawing from the successful Summer Advantage model, our Academies will provide daily enrichment classes in the afternoon, in addition to guest speakers, service projects and field trips to universities, professional workplaces and cultural points of interest. On Mondays, Wednesdays and Fridays, scholars will take courses in STEM, health and physical fitness. On Tuesdays and Thursdays, scholars will take courses in social studies, art, music and drama. We also plan to take our scholars on educational field trips to landmarks across Indiana, such as the Ruth Lilly Health Education Center, the Indianapolis Children's Museum, Kelsay Farms and the Museum of Science, Health and Technology. Another element of our enrichment programming will be exposure to a foreign language. Starting in kindergarten, every scholar will learn Spanish using a research-based instructional program.

e. Extended Learning Opportunities. We know from research the critical importance of extended learning time. All young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer (White, 1906; Heyns, 1978; Entwisle & Alexander 1992; Cooper, 1996; Downey et al, 2004). Additionally, an analysis of 73 afterschool studies concluded that afterschool programs using evidence-based approaches were consistently successful in producing multiple benefits for youth, including improvements in children's personal, social and academic skills as well as their self-esteem. (The Collaborative for Academic, Social, and Emotional Learning, 2007). Therefore, during the summer months, our schools will partner with Summer Advantage to provide scholars with high quality summer learning experiences. Scholars who attend Summer Advantage gain over 2 months of academic skills, reverse the erosion of summer learning loss and return to school with a tremendous head start. We also plan to partner with an established provider of before- and after-school care and enrichment.

f. Parental Engagement. We view parents as key partners and leaders in their child's education, and to effectively engage our parents we will employ a scientifically validated process (Chaplin and Capizzano, 2006). When parents enroll their child in the Phalen Leadership Academies, they will have the opportunity to describe their child's academic needs and what goals they would like their child to accomplish that year. We will also hold a parent orientation that introduces school expectations and provides opportunities for parents to get involved. At this event, parents will sign a pledge expressing their commitment to support their child's learning. Before the first day of school, the Phalen Leadership Academies teachers will make a positive phone call home to the parent or guardian of every child in their classroom, setting the tone for open communication and positive reinforcement. Through the call, our teachers will welcome parents to the Phalen Leadership Academies and begin to both develop a relationship with the parent and get to know their scholars. Teachers and all staff members will be trained to effectively engage and partner with parents. Parents will be invited to sit in classes, participate in field trips, support service projects or serve as guest speakers. In addition to our open door policy, parents will have up-to-date knowledge of their child's performance through weekly progress reports provided by each of their child's teacher.

g. Rigorous Evaluation. A focus on data and ongoing assessment will ensure we are providing the best services to our children and families and that all scholars excel. The Phalen Leadership Academies will use a combination of state assessments (ISTEP); interim assessments tied to state and Common Core standards; adaptive learning quizzes that target specific standards; and qualitative data (scholar, parent and teacher

surveys). We will use interim assessments from research-based curricula, including Houghton Mifflin Journeys for literacy and Singapore Math for mathematics. These assessments will be standards-based and grade-appropriate. For example, to assess scholar baseline performance on literacy, teachers will be able to administer multiple assessments including the Emergent Literacy Survey for scholars in grades K to 1, the Comprehensive Screening Assessment for scholars in grade 4 and the Diagnostic Assessment for scholars in grades 1 to 5. We plan to employ a student information system that will enable analysis of scholar performance data at the individual, class, grade and school levels. Additionally, we will use adaptive learning software that enables teachers to see on a daily basis the skill areas where scholars need to improve. While we are still in the process of vetting and selecting best software, our research has identified some prospective programs: ST Math and Dreambox Learning for math; iStation and Compass Learning for reading. Based on the analysis of real time data from these adaptive learning programs, teachers will then be able to "assign" scholars particular content standards they still need to master. Our principal will spend approximately 50% of each school day in classrooms, providing immediate feedback and coaching to teachers. This ongoing support for teachers, coupled with our on-going professional development program, will be critical to our scholars' success.

4. As Attachment 11, provide a course scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana's Academic Standards and the Common Core.

Please find in Attachment 11 course scope and sequence samples for Harcourt Journeys (literacy curriculum), Singapore Math (math curriculum), and FOSS (science curriculum).

B. Pupil Performance Standards

1. Provide, in Attachment 12, the school's exit standards for graduating students *for each division of the school as applicable (elementary, middle and/or high school).*

In the interest of space, the exit standards provided for 5th grade (elementary) and 8th grade (middle school) in Attachment 12 are just a sample. A comprehensive set of standards can be provided upon request. The Common Core State Standards are used for our exit standards to ensure that our scholars are held to rigorous standards that are recognized by Indiana.

2. Explain the school's policies and standards for promoting students from one grade to the next.

Students will be promoted to the next grade if they possess the knowledge and skills defined in Attachment 12. The philosophy of the Leadership Academies is that retention is not a punishment, but rather it is an intervention – not “repeating” a grade, but “grade replacement”. If a scholar does not meet the standards as stated, the school leader must evaluate the scholar's situation on a case-by-case basis, because the reasons scholars fall behind are highly individual. The younger the scholar is when the Academy replaces the scholar's grade, the better, as a majority of the times a kindergartner or a first grader is behind is due to age, whereas an older scholar might need to be screened for a learning disability or something else more tangible.

All principals, teachers, scholars, and parents will be provided the promotion policy during orientation and the first teacher-parent conference. In addition, our policy will also be available on our website and parent-student handbook.

Principals will notify parents in writing and orally on a quarterly basis if their child is in danger of receiving a failing grade in reading or mathematics. These quarterly notices will be in addition to the regular progress reports issued for scholars in all grades. Scholar assistance will be provided at the earliest point the child is identified as being at risk of obtaining a failing grade in a core subject. We will provide intensified intervention to scholars, providing more instructional time and individualized instruction on core subjects in the morning and afternoon to help ensure all children excel. Those scholars who fail to meet all academic standards and attendance criteria will be promoted to the next grade only upon (a) satisfactory completion of summer school, and (b) scoring at or above proficiency on the mandatory end of summer school assessment in the subject(s) where the students' score is below the benchmark.

High School Graduation Requirements (High Schools Only)

Not applicable - we will be serving students in primary grades.

C. School Calendar And Schedule

1. Provide, in Attachment 13, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes.

The Phalen Leadership Academies will provide our scholars with more learning time by extending our school year calendar and daily schedule. This increased learning time is central to our educational theory, which believes that to be competitive with the highest performing students in the world, we must take lessons learned from what the highest performing nations do. While American school calendars average 180 days a year, the world's average for number of school days is 200 per year, while some of the highest performing nations in the world average 230 days per school year. Closer to home, research performed by Hansen (2008); Marcotte and Hemelt (2008); Jacob and Lefgren (2004); Rivkin et.al. (2005); and Krueger (1999) found that the percentage of third and fifth grade students with proficient scores on math standardized assessment increased by one-third to one-half of a percentage point for each additional day of schooling.

Learning from this research and international experience, the Leadership Academies will run on a 200 day school year calendar. In addition to an extended school year, scholars who attend a Phalen Leadership Academy will have the opportunity to participate in Summer Advantage USA, which will provide 25 additional days of learning during the summer months. This means that our scholars will have access to 225 days of learning throughout the year. Please find our school calendar in Attachment 13.

In addition to an extended school year, Phalen Leadership Academies will feature an extended school day. Whereas most school days are 6.5 hours per day, our school day is 8 hours, specifically from 8:00 AM until 4:00 PM. Please find in Attachment 13 a visual of what we envision the school day will look like.

D. School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

The guiding principles of our school culture are centered on our scholars. Everything flows from this central focus, building on the principles of the vision of our school: scholarship, citizenship and success. It starts with calling our students "scholars", setting the tone for high expectations and affirming the tremendous innate potential of each and every child. Citizenship situates learning in a broader context – that in order for our scholars to make meaning out of their education, they must become citizens and ultimately leaders of their communities. Citizenship is just as relevant for our staff. The willingness to support each other, offer more than what is required and to give back to the community will be the trademarks of the Phalen Leadership Academies' educators.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

We pride ourselves on a high-expectations and results-oriented program culture. One of our core beliefs is that results matter. We select educators who have a track record of improving scholar achievement and deep commitment to helping every child succeed, and our educators understand that they are held accountable for scholar outcomes. Using a highly customized data system and best practices from weekly professional development, our teachers will collaborate to make informed decisions on improving scholar performance. Every week, our staff will work together to discuss best practices, plan lessons and engage parents in scholar learning. As a result, our atmosphere is intensive but collegial, fast-paced but reflective. By holding themselves to high standards, our staff will set an example for our scholars. Our scholars will know our teachers and administrators care about their success and will do whatever it takes to help them succeed, because everything we do is driven to ensure the growth and success of our scholars.

Parents play an integral role in facilitating our school culture. There are several ways we will work to achieve this. Before the first day of school, we hold a mandatory parent orientation in which we introduce families to the high-expectations school culture and call on parents to be key partners in supporting their children's educational success. At this event, parents will sign a pledge expressing their commitment to support their child's learning. Before the first day of school, the Phalen Leadership Academies teachers will make a positive phone call home to the parent or guardian of every child in their classroom, setting the tone for open communication and positive reinforcement. Through the call, our teachers will welcome parents to the Phalen Leadership Academies and begin to both develop a relationship with the parent and get to know their scholars. Teachers and all staff members will be trained to effectively engage and partner with parents. Parents will be invited to sit in classes, participate in field trips, support service projects or serve as guest speakers. In addition to our open door policy, parents will have up-to-date knowledge of their child's performance through weekly progress reports provided by each of their child's teacher.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

Sonja Matthews, a 2nd grade scholar at Phalen Leadership Academy, is dropped off by her mother at school at 7:50 AM. As 8:00 AM approaches, Sonja collects her things and heads to her classroom. There Sonja and her classmates enjoy a healthy breakfast. After breakfast, she and her classmates excitedly make their way to the carpet for Community Time. Every morning Community Time looks different, but today Sonja and her classmates are going to share their goals for the new semester.

The first class of the day is literacy, and Mr. Jones, Sonja's teacher, starts the class by reading a poem to the class. He writes the lines of the poem on the board. Sonja likes poetry, so she was really interested in the lesson and excited to get started on her work for the day. After the half hour introduction to the lesson, Sonja, as part of Group C, first works with eleven of her classmates with Mr. Jones in a small group. Sonja likes this part of the class because she gets to ask a lot of questions and gets a lot of help from Mr. Jones. After the 35 minutes with Mr. Jones, Sonja's group moves on to partner work. Sonja works with her friend, Jenny, on completing a worksheet. They have to read a poem together and answer some questions. It's hard, and Sonja's glad she has Jenny to talk through the questions with. They finish a little early and have 10 minutes to do some independent reading before it's time to rotate again.

After 35 minutes, Sonja's group moves to the Learning Lab. To get there, she and her classmates just walk through a connecting door in the back of her classroom. When she enters the Learning Lab, Sonja waves hello to her friends in the other 2nd grade classrooms, because all the 2nd and 3rd grade scholars share this same Learning Lab, which is connected to all of their classrooms. Sonja settles down at a computer and starts working on customized reading exercises. Sonja and her classmates go through the same pattern of rotation for math, only each rotation is 20 minutes instead of 35 minutes. By the time math is done, it's time for lunch and recess. After working so hard all morning, Sonja is happy to play with her friends for a little bit. Afternoon enrichment rotates each day of the week, but today is Sonja's favorite: Spanish, then science, then a fun game of kickball. The afternoon goes by quickly and before she knows it, it's 4:00 PM. By the time Sonja's dad picks her up from school, Sonja has a lot to tell him about her day!

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

Mr. Jones arrives at Phalen Leadership Academy at 7:30 AM, in time to set up the breakfast for his 2nd grade scholars and set up for the Community Time activity. When Community Time is over, Mr. Jones launches right into his prepared literacy lesson. For 30 minutes he introduces to the whole class what they will be working on that day, and for the next hour and a half or so, his class is split into three different rotating groups. Mr. Jones had never worked in a blended learning environment before, but he learned quickly how beneficial the schedule can be for learning; he uses our research-based curricula, including Harcourt Journeys for literacy, Singapore Math for mathematics, FOSS for science; he gets to spend time with each of his

scholars in a small group every single day – not something he could boast about at his prior position. He’s confident that he is able to get a sense of his scholars’ progress every day.

Soon it’s time for lunch. Mr. Jones doesn’t have lunchroom duty today, so he eats his lunch in his colleague’s classroom. Mr. Jones has until 2:00 PM to rest and prepare for his science lesson on photosynthesis. He’ll be leading his class through a science lab, which is always fun for his scholars. The class goes well and while his scholars head off to the music room for the final hour of the day, Mr. Jones cleans up his classroom, prepares it for the next day’s lesson, and begins to prepare for the professional development workshop he is leading for some of his colleagues after school. His principal, Ms. Lambert, had asked him to lead this particular workshop on best practices with ELL scholars after one of her weekly observations of his classroom. She was impressed with how he differentiated the math lesson, and she wanted him to share some of his techniques with his colleagues. This is the third workshop Mr. Jones has led this year, and he’s really getting the hang of it. In his fifth year of teaching, the experience has made Mr. Jones think about other leadership roles he could take on at Phalen Leadership Academy. There are so many opportunities for him here.

E. Supplemental Programming

1. Will you offer summer school?

Yes, we plan to partner with Summer Advantage USA to offer research-based summer learning programs to our scholars. One of only two scientifically validated summer learning models in the nation, Summer Advantage offers rigorous academic instruction in the morning and a diverse array of enrichment in the afternoon; a healthy breakfast and lunch; inspirational guest speakers and mentoring experiences through our partner universities. Our summer learning programs will operate 6.5 hours per day, 5 days per week, for 5 weeks. We currently budgeted for all scholars to be able to participate in the program, which will be funded by a combination of public funding, summer school reimbursement, and a fee for families who do not qualify for free or reduced lunch.

Summer Advantage has consistently demonstrated high academic outcomes: scholars gain over 2 months of literacy and math skills each summer, reverse the erosion of skills that traditionally happen during the summer, and return to school with a tremendous head start and confidence in their ability to succeed. Strong scholar outcomes have been achieved through the following core elements:

- **Outstanding staff:** certified teachers and college students are selected through a rigorous screening process and provided with intensive training through a combination of classroom and online instruction.
- **Differentiated instruction:** small staff to scholar ratio, 1 staff member for every 10 scholars, and data-driven lessons help differentiate instruction based on interest and skill level.
- **Research-based curricula:** certified teachers use research-based and culturally sensitive curricula to deliver 2 hours of literacy and 1 hour of math instruction daily.
- **Diverse array of enrichment:** scholars participate in a rich array of enrichment activities that include art, music, engineering, foreign language, college field trips, service projects and inspirational guest speakers.
- **Deep parental involvement:** regular parent/teacher meetings, parent workshops, daily reading logs and volunteer opportunities in field trips and guest speaker events deeply engage parents in their child’s learning.
- **Rigorous evaluation:** standardized pre/post-tests and interim scholar assessments provide measurable indications of academic gains, improvements in self-esteem, and improved non-academic behaviors.

MODEL SUMMER PROGRAM SCHEDULE:



MENTOR DAYS:

Include special cultural activities, guest speakers, community service projects and/or field trips.

- COMMUNITY TIME
- LITERACY ACTIVITIES
- MATH
- LUNCH AND RECREATION
- ENRICHMENT ACTIVITIES

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

The Leadership Academies are committed to providing extra- and co-curricular activities and programming to our scholars. We believe that these beyond-the-school-day enrichment experiences provide scholars important opportunities to explore interests beyond their core academic subjects. We take our inspiration from the most expensive private schools and other top schools, and will make available to scholars a wide variety of activities, including sports, the arts, academic enrichment, and non-academic programming such as a school newspaper.

We will deliver these activities in a variety of ways. At Summer Advantage, we have worked with multi-talented teachers who have led an amazing array of enrichment courses. As we begin to recruit teachers for the Phalen Leadership Academies, we expect to attract similarly multi-talented teachers, who will be able to lead many of these extra- and co-curricular activities, as is the case in most other public and private schools. This means that what is offered by each Academy will be partly determined by the skills and expertise of the teaching staff as well as the demand from scholars and families. In addition, we expect that extra- and co-curricular activities will be offered through partnerships we are establishing with local businesses and professionals. This includes both after school activities led by community partners as well as enrichment courses that take place during the school day that may be led by community partners.

We expect that each Academy will host at least two extra-curricular activities a week, to provide choice and variety for the school community. The costs of these activities have been built into our budget.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

The Leadership Academies are committed to serving the whole child, which means that a scholar's mental, emotional, and social development and health are just as important – and indeed inherently connected to – the scholar's academic achievement. PLA is built on a culture of respect, which will be central to our efforts in serving the whole child: Our staff will work tirelessly to ensure that each and every scholar feels respected and safe within our Academy walls. In addition, our close partnership with families will ensure that home and school are aligned when serving the mental, emotional, and social needs of each scholar.

Each scholar's mental, emotional, and social development will be very carefully monitored and documented. Each Phalen Leadership Academy will work closely with the scholar's family to ensure that the Individualized Learning Plan developed for each scholar upon the scholar's matriculation includes details around the mental, emotional, and social development and health of the scholar. Our teachers will be trained to monitor the development and progress made by scholars on key social-emotional indicators, just as teachers will monitor and document the scholar's academic development and progress. If funding allows, we may also contract with mental health professionals to further support scholars and families.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Mirroring the "Fun Fridays" activities enjoyed by Summer Advantage scholars, four times a year (once every quarter), the Phalen Leadership Academies will host Fun Fridays as well. On these days, the Academy will host a variety of events, put together by the Academy's staff. These activities may include:

- Field trips, including to a college campus (at least one a year)
- Inspirational guest speakers
- Performances or presentation of scholar work
- Celebrations, for which family and friends will be invited

These Academy-wide, community building events are integral to our educational and student-development plans.

F. Special Populations and At-Risk Students

1. Summarize the school's overall plan to serve students with special needs.

The Phalen Leadership Academies will build a culture of respect for individual differences in each of our Academies. This respect extends to scholars with special needs of any kind, including those scholars with IEPs, English language learners, scholars who are intellectually gifted, and those at risk of academic failure. We will adopt an inclusive classroom model, meaning that we will “pull out” scholars from their mainstream classrooms as little as possible. In addition, we will train our teachers to employ research-based strategies with a sensitive eye to the needs of each individual scholar. We will treat our scholars with special needs no different from our non-special needs scholars: each and every child will receive a differentiated education. Just as in our work with Summer Advantage, we expect that the majority of the scholars we serve will be those who historically are at risk of academic failure or dropping out. In fact, we will target this at-risk group as we move forward with our marketing and enrollment efforts.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Scholars with special needs will be provided with the resources needed to serve the needs of that scholar. The first step in providing the necessary resources is to identify the needs of the scholar.

Process for Determining Special Needs

Referrals for identification of scholars with suspected disabilities may come from parents, school principal, teachers, doctors, social workers, or other community workers. Anyone who suspects that a child needs services should notify either the principal or the principal's designee. This referral shall be made using the Referral Form (to be developed/adopted) or in writing and include the scholar's name, birth date, current grade, and any other information which supports the child's need for services.

Leadership Academies will take the following measures to ensure that every scholar with a disability within our school will be identified, evaluated, and receive appropriate services to meet their unique needs by:

- Developing a parent brochure detailing the school's obligation to assess scholars suspected of having a disability,
- Providing information in the student/parent/staff handbook(s), detailing the obligation to assess scholars suspected of having a disability, and
- Conducting in-service for all staff in regards to identifying scholars suspected of having a disability.

A Child Study Team (CST) must meet within ten (10) school days of referral to the principal. The CST will be composed of the following people:

- Principal or designee
- Teachers
- Specialists
- Referral Source
- Parent

Once a scholar has been referred, the parents/guardians may be notified (in writing) and invited to attend the Child Study Team meeting. The CST will review records, information contained in the referral, and other materials that include information relevant to the referred scholar's behavior/emotional difficulties, academic progress, attendance, speech/language deficits, vision or hearing difficulties, physical/motor impairments, home related factors, etc. CST meeting minutes will be recorded (form to be developed/adopted) and all parties will receive copies. Upon careful review of the data, the Team may recommend any of the following:

- Further information is needed
- No action is necessary

- Suggest alternative methods/accommodations to be used within the regular classroom with follow-up/monitoring by an appointed school official. Once these methods are tried, the Team will meet again to decide if further action is needed. Appropriate timelines will be established
- Recommendation for mental health services/evaluation
- Recommendation for a comprehensive evaluation/assessment, if the child is suspected of having a disability

The principal or designee will notify the parents/guardians, in writing, that the CST has recommended a comprehensive evaluation/assessment be completed on their child. The parent must give the school written permission before the assessment can begin. This notice (form to be developed/adopted), in the parent's native language or primary method of communication, will include:

- A description and an explanation of the action proposed,
- The other options considered and the reasons why these options were rejected,
- The parent's procedural rights, and
- A general description of the kinds of tests and other procedures that will be used in the evaluation.

If the CST recommends that the scholar should undergo a comprehensive evaluation/assessment, special education staff members of the Leadership Academies will conduct a comprehensive evaluation. These staff members will consist of individuals, as appropriate, who are licensed to complete the following assessments:

- Education: Includes testing of a child's achievement in basic skill areas utilizing formal test and a classroom observation. The educational report will state the child's present educational levels and identify specific problems in learning.
- Medical: A physical examination performed by a licensed physician to review the child's medical history, examine the child, and make an assessment of whether the child has a medical condition which may contribute to a learning problem. This includes a vision and hearing screening.
- Social/Family History: This involves an interview with a qualified visiting teacher or social worker and the parents. The report will include the child's development history and how he/she functions in the home, school, and community, and what impact this may have on his/her performance in school.
- Psychological: Conducted by a qualified psychologist, this evaluation will include information about the child's intellectual, emotional, and social development.
- Additional testing as needed: Testing in the areas of speech, language, and motor abilities may be recommended.

When the assessment process is complete, the scholar's parents have a right to see the information collected, to examine all reports, and to have this information explained to them. If the parents do not agree with the results, they have the right to obtain an independent Educational Evaluation (IEE). Eligibility for special education and related services must be determined within 45 school days after the Child Study Team requested the evaluation.

Development of an IEP

An IEP (Individualized Education Plan) must be developed within 30 calendar days of the decision that a child needs special education and/or related services. The individualized educational program for a student must be developed, reviewed and revised by a committee, which shall include:

- Special education teacher (IEP Manager)
- Mainstream classroom teacher
- Parents
- The Child (if appropriate)
- School Administrator/Representative
 1. Qualified to provide/supervise instruction for students with disabilities
 2. Knowledgeable about the general education curriculum
 3. Knowledgeable about the resources of the agency
- If transition services are needed/considered, a representative of appropriate agencies

The scholar's IEP will include the following components:

- A statement of the scholar's present level of performance
- A statement of the annual goals for the scholar
- A statement of short-term instructional objectives
- A statement of the specific education and related services that will be provided to the scholar
- A statement describing how much the scholar will participate in regular and special education programs
- The date services will begin and end
- Objectives, evaluations criteria, and timelines used to evaluate the scholar's progress.
- Transition plan
- Accommodations for standardized test
- Accommodations and modifications necessary for academic success

The IEP will be written for a single school year and must be reviewed at least annually. If there is a need to revise the IEP, the committee will reconvene. Scholar progress will be reported at the same frequency as progress for non-disabled scholars.

Instructional Practices and Strategies

The instructional practices and strategies employed to serve each scholar with special needs will be based on the scholar's identified needs, and the goals developed by the IEP. The Phalen Leadership Academies will provide an appropriate education in the Least Restrictive Environment (LRE) and the necessary support services as determined by the IEP.

As stated previously, the Phalen Leadership Academies are committed to an inclusion model, as opposed to a "pull out" model, meaning that we will ensure that our scholars with special needs are learning in their mainstream classroom as much as possible. More than 15 years of research speak to the immense benefits of the inclusion model, benefits which include greater access to the general curriculum, higher expectations resulting in higher achievement, increased confidence, and greater life opportunities¹. In fact, classmates of students with special needs within an inclusive classroom also experience benefits, such as higher academic achievement, greater sensitivity, and strong socialization and collaborative skills.

When working with scholars with special needs, teachers at the Phalen Leadership Academies will employ a variety of developmentally appropriate research-based instructional strategies, including²:

- Provide oral instruction for scholars with reading disabilities. Present tests and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
- Provide frequent progress checks. Let scholars know how well they are progressing toward an individual or class goal.
- Give immediate feedback. Scholars need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for scholar with special needs.
- Scholars with special needs have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc.
- Scholars with special needs need and should get lots of specific praise. Instead of just saying, "You did well," or "I like your work," be sure you provide specific praising comments that link the activity directly with the recognition; for example, "I was particularly pleased by the way in which you organized the rock collection for Karin and Miranda."

¹ <http://www.parentguidenews.com/Catalog/SpecialNeeds/InclusiveEducation>

² <http://www.teachervision.fen.com/special-education/new-teacher/48460.html>

- When necessary, plan to repeat instructions or offer information in both written and verbal formats. It is vitally necessary that scholars with special needs utilize as many of their sensory modalities as possible.
- Encourage cooperative learning activities when possible. Invite scholars of varying abilities to work together on a specific project or toward a common goal. Create an atmosphere in which a true “community of learners” is facilitated and enhanced.

Staff and Services Available to Scholars with Special Needs

Initially, we will hire one special education teacher for the primary grades (K-2), one special education teacher for the intermediary grades (3-5), and one special education director/coordinator who will be responsible for completing the needed paperwork associated with state requirements. If there is need for additional special education support staff, we will hire additional staff. Finally, we plan to contract with a speech therapist on a part-time basis, or as needed.

3. Explain how the school will meet the needs of English Language Learner (ELL) students.

Scholars with limited English proficiency will be assessed using the LAS Links standardized test to determine precise English language capabilities. If it is determined that the scholar meets the legal definition of English Language Learner (ELL), then the scholar will have access to services designated for English language learners, including auxiliary texts, supplemental curricular tools and time with staff members specifically trained in best practices to serve ELL scholars. Our instructional approach in serving ELL scholars within the classroom will be rooted in the most respected research in the field. As laid out by the Center for Applied Linguistics, our instruction targeted towards ELL scholars will have the following characteristics:

- Instruction for ELL scholars will focus on the same building blocks used for non-ELL scholars: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- We will not only focus on literacy instruction for our ELL scholars, but also oral fluency in English, as oral fluency and literacy achievement are closely linked and yet oral fluency is often overlooked.
- As oral fluency and literacy in the scholar’s native language can be beneficial in the literacy instruction in English, the scholar’s first language will not be banned from the classroom.
- As much as possible, teachers will use gesture, non-verbal cues, and repeat instructions; bilingual and pictorial texts will also be made available in the classroom when appropriate.

As stated previously, because we will not adopt a “pull out” philosophy, our ELL scholars will spend as much time in the mainstream classroom as possible. These best practices are culled from research on what teaching strategies produce the greatest academic and social achievement for ELL students³. We will, however, consider clustering ELL scholars of the same grade in one classroom, to ensure that we are able to target our resources as effectively as possible. Our teachers will be given extensive, ongoing professional development on how best to serve ELL scholars. These professional development resources will be targeted towards those teachers who directly serve ELL scholars in their classrooms, but will be available to all.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress.

The educational model of the Phalen Leadership Academies is based on the proven, research-based model employed by Summer Advantage, which is specifically designed to effectively serve student populations that have a history of under-performance. Summer Advantage has been able to effectively serve scholars who are performing below grade level with the help of certain key strategies that help to accurately identify skills gaps and prescribe an instructional program based on scholars’ individual needs. These strategies include developing an individualized learning plan for each scholar, employing small group instruction as much as possible and using data generated by ongoing assessments to constantly monitor where the scholar is currently. These strategies are outlined previously.

³ <http://www.edvantia.org/publications/arcc/EffectiveELLPractices031109.pdf>

5. Explain how the school will identify and meet the needs of intellectually gifted students.

Recognizing that some scholars may come to us already exceeding grade-level expectations, we want to ensure that we are engaging these scholars as well. The curricula we have selected in no way prohibits the accelerated progress of scholars, as some curricular options do. In addition, our blended learning model allows for a significant amount of individualized instructional time with an adaptive computer-based program. This means that even scholars who are performing above grade level will be able to, every day, explore challenging content and skill-development exercises.

In addition to these opportunities for accelerated learning already built in to the Phalen Leadership Academies school day, we will offer our academically advanced scholars an extra enrichment opportunity, called GATE (Gifted and Academically Talented Education). This will be a short pull out period (approximately 30 minutes) twice a week that exposes academically advanced scholars to subjects and topics that they may not be able to explore otherwise, for example astronomy, archaeology, or chemistry. A robust literature review carried out by the University of Connecticut⁴ showed that multiple longitudinal studies found positive post-school outcomes for gifted children who participated in a GATE-type program, including college and career success. To qualify for this program, scholars must score a 130 on an IQ test, and place in the 99th percentile in two subjects of a standardized test of reading, writing and math. This program will begin in second grade. If a participating scholar falls behind in his/her regular classes the scholar will not be allowed to continue with the program. A highly effective teacher will lead this program, and will be trained and licensed through local opportunities to provide this extra support.

G. Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.

Leadership Academy will conduct outreach activities to inform the broader community of its ability to serve scholars in Indianapolis and statewide. Through Summer Advantage, Leadership Academy's leaders have extensive experience in successfully recruiting large number of children and families in Indianapolis and throughout the state. Last year, Summer Advantage recruited and served over 4,000 scholars in grades K to 8. We will also use our existing database of over 5,000 family contacts to announce the opportunity to attend our Academies. We also plan to leverage our existing partnerships with local churches and other CBOs, like Indiana Youth Institute, Indiana Afterschool Network and 100 Black Men to support our enrollment efforts.

Leadership Academies are committed to building a school community that serves children from diverse educational, socio-economic, cultural and ethnic backgrounds. To that end, we plan to: (1) market the school to families in the immediate neighborhood; (2) establish relationships with organizations that already serve diverse families throughout Indianapolis and within several blocks of the planned school location; and (3) conduct public meetings and open houses, circulate mailings, create a school website (following award of charter) and seek community partnership promotional opportunities.

2. Provide, as Attachment 14, the school's Enrollment Policy.

Please see attached.

H. Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

Students, parents, administration, teachers, and staff work continuously together to model positive characteristics in the educational environment conducive to the development of character, ethics, and manners. We know that learning cannot happen without positive classroom discipline and school culture. Six qualities that are believed to be positive human conduct are as follows:

⁴ http://www.gifted.uconn.edu/general/presentations/IL_Need_for_and_Benefits_of_Gifted_Education.pdf

Integrity

We encourage our students to be honest and sincere in whatever they attempt.

This will be done by:

- Knowing when to compromise and when to confront
- Thinking about consequences of decisions
- Working with people of different views
- Being able to admit mistakes honestly or deal with inconsistencies of one's own actions
- Practicing diligence
- Taking a stand on issues

Respect

Mutual respect can be demonstrated by both teachers and students by showing a concern for each other.

This will be done by:

- Enhancing self-concept and developing self-esteem
- Showing regard and consideration for the worth and rights of all persons
- Avoiding deception and dishonesty
- Promoting human equality
- Developing sensitivity and understanding in all students
- Teaching the "Golden Rule" – "Treat others as you would like to be treated."
- Appreciating differences in cultural and ethnic backgrounds.

Responsibility

Students are taught to be dependable, accountable and to take ownership for their actions.

This will be done by:

- Encouraging leadership traits
- Recognizing the interdependence among people
- Caring for one's country
- Taking pleasure in helping others
- Fulfilling commitments

Courage

Teachers and parents must teach students not to be afraid to do what they think is right.

This will be done by:

- Encouraging students to "Reach for the Stars"
- Respecting freedom of conscience
- Displaying self-regard, regard for others, self control, diligence, and good manners in everyday life
- Listening carefully to others with varying viewpoints
- Struggling with unsettled questions to gain understanding or insight
- Displaying the courage to be imperfect

Justice

Students are provided with opportunities that enable them to be fair to themselves and others.

This will be done by:

- Acknowledging our uniqueness
- Being able to cope with difficult situations
- Exercising sound reason with others
- Proceeding in a manner worthy of one's abilities
- Encouraging others to communicate
- Seeking social justice
- Working for peace in the global village

Empathy

Students are encouraged to imaginatively put themselves in the place of others in order to genuinely understand them.

This can be done by:

- Acknowledging prejudices and striving to overcome them
- Striving to change long-standing habits and replace them with open, searching minds
- Building rapport by appreciating other's ideas and opinions

When school-related misbehavior happens, the principal and teachers may decide to use a variety of strategies to address the problem. The following options are not necessarily listed in order of use. The Academy will use the corrective action, which complies with Policy and Regulation and best addresses the nature of the problem and the overall citizenship record of the student. Typically, disciplinary action would begin at the minimum; however, it may be necessary to take more severe action immediately.

Informal Talk – A school official and the scholar will discuss school expectations for appropriate behavior.

Conference – The scholar and school official will discuss school expectations for appropriate behavior. At this time, the student must agree to improve his/her behavior.

Parent Notification – A school official will notify parents/guardians by telephone, letter or meeting. Parents/guardians are told about the inappropriate behavior and are asked to help solve the problem by addressing it with the scholar.

Required Parent Conference – The scholar is not allowed to return to the Academy until a conference has been scheduled. Parents/guardians must confer with a school official to discuss the problem.

In-School Discipline – An Academy official disciplines the scholar for misbehavior. The official may use constructive detention and/or remove privileges.

Suspension – The scholar is temporarily removed from school and not allowed to return for the number of days set by the principal. A parent conference is required to discuss the reason for the suspension, to determine how parents/guardians can help to improve behavior, and to seek resolution to the problem.

Expulsion – The scholar is permanently removed from the Academy with no trial enrollment except for possible placement in a school other than the Academy.

Classroom Teacher Removal Of Student – If, in the teacher's judgment, a student's behavior has seriously interfered with the teacher's ability to teach the other students in the classroom and the ability of the other students to learn, the perpetrating student will be assigned to a temporary alternative placement.

Habitual Discipline – Habitual disciplinary procedures will be implemented if a student:

- Threatens or extorts, or attempts to threaten or extort, another student or school employee;
- Is suspended for initiating two fights on school property; or
- Has five documented suspensions from school for any reason.

A student shall be deemed suspended from school if the school in which the student is enrolled:

- Prohibits the student from attending school for three or more consecutive days; and
- Requires a conference or some other form of communication with the parent or legal guardian of the student before the student is allowed to return to school.

2. Provide as Attachment 15 the school's discipline policy.

Please see attached.

I. Parents & Community

1. How have you determined that the proposed school will have sufficient demand to meet enrollment projections?

We have often heard expressed by countless families we serve and teachers we work with in Summer Advantage that they wish we ran a year-round model. Our program works so well for their children, parents will tell us, that they wish the school they sent their child to would have the same philosophy and culture that we build each summer at our Summer Advantage sites. It is our vision for our scholars; our belief that all children deserve the right to receive a high quality education; and feedback from our parents, teachers and scholars that inspired us to develop this network of charter schools.

We are confident that we will meet – and exceed – our enrollment projections. Each summer, the demand for the limited number of spaces available in the Summer Advantage exceeds supply. For example, for our 2011 program, across locations, we received 31% more applications than we had space available. For space available to IPS students, we received nearly 20% more applications than we had space available. What's more, the demand for our K-5 program (the same grades we will serve in our Academies) is twice as large as these percentages suggest. While these numbers cannot be understood to tell of the direct demand for the Phalen Leadership Academies, they do tell of the level of interest in our philosophy and culture. Along with our marketing efforts, we expect to tap into this enthusiasm for the Summer Advantage program to ensure we hit our projected enrollment numbers.

2. Describe how you will engage parents in the life of the school, starting from the time that the school is approved.

As stated previously, we view parents as key partners and leaders in their child's education, and to effectively engage our parents we will employ a scientifically validated process (Chaplin and Capizzano, 2006). Teachers and all staff members will be trained to effectively engage and partner with parents, and this engagement starts even before the school year begins. When parents enroll their child in the Leadership Academies, they will have the opportunity to describe their child's academic needs and what goals they would like their child to accomplish that year. We will also hold a parent orientation that introduces school expectations and provides opportunities for parents to get involved. At this event, parents will sign a pledge expressing their commitment to support their child's learning. Before the first day of school, Leadership Academy teachers will make a positive phone call home to the parent or guardian of every child in their classroom, setting the tone for open communication and positive reinforcement. Through the call, our teachers will welcome parents to Leadership Academies and begin to both develop a relationship with the parent and get to know their scholars. During the school year, parents will have up-to-date knowledge of their child's performance through weekly progress reports provided by each of their child's teacher.

PLA will adopt an open door policy, meaning parents or guardians are always welcome. Parents will be invited to sit in classes, participate in field trips, support service projects or serve as guest speakers. We seek to make all parents feel at home in our Academies, because our parents are an integral part of our community as well.

3. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions.

The Phalen Leadership Academies have a philosophy of serving not just the scholars enrolled in our Academies, but also our scholars' families. To this end, we are working to develop relationships with our community partners that will include potential benefits to our families, including educational opportunities through our university partners, employment opportunities through our business partners, and access to services such as health care and counseling through the professionals who will be brought in to our Academies to serve our scholars. As we negotiate partnerships, the needs of our families will be considered always.

4. Provide, as Attachment 16, evidence of demand from the community and support from community partners.

Please find in Attachment 16 letters of support from community partners.

J. Performance Management

1. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

We will measure student progress at major learning milestones and during regular intervals between those milestones. The Phalen Leadership Academies will use a combination of state assessments (ISTEP+ and IREAD-3), interim assessments tied to state and Common Core standards (companions to our curricula), computer adaptive tests that target specific standards (we currently have a short list of leading adaptive programs provided by the Charter School Growth Fund, including Dreambox Learning for math, and Compass Learning for reading), nationally-normed standardized exam (Iowa Test of Basic Skills) and qualitative data (scholar, parent and teacher surveys). Our assessments serve to measure progress towards the school's ultimate vision:

- Scholars will succeed academically by demonstrating proficiency in literacy and mathematics.
- Kindergarteners who have attended the school for three consecutive years will enter third grade reading on grade level.
- Scholars will develop socially and thrive as scholars, young citizens and leaders.

For entering scholars, their previous scores on the ISTEP+ (for scholars in grade three or above) and/or performance on curricula-aligned diagnostic assessments (i.e. Emergent Literacy Survey provided by Houghton Mifflin Harcourt) will be used to establish baseline scores. Our academic assessments are selected based on their ability to accurately and timely evaluate student progress against state standards. To track progress, our school will begin by administering pre-assessments described above to establish a baseline measure of scholar performance. Teachers and the adaptive learning programs will also be able to use pre-test scores to individualize instruction and target specific content areas. Our adaptive learning program will allow teachers to "assign" standards that scholars still need to master.

The use of interim assessments and computer adaptive tests will support student progress in several ways. First, it will enable teachers to track student progress against specific content areas and state standards. Secondly, the use of a computer adaptive inventory will enable the test to be customized based on each individual scholar's proficiency levels. The ability to customize tests is an important factor to ensuring the effectiveness of assessing student progress (Hamilton, Klein and Lorie, 2000). Interim assessments will also provide scholars instant feedback and confirmation of their progress, which in turn will provide scholars the incentive to perform better and stay on task. Additionally, a consistent body of research shows the use of "authentic assessments" are correlated with higher academic performance for elementary and middle school students (Newmann, Bryk and Nagaoka, 2001). Sponsored by the Consortium on Chicago School Research, this study demonstrated that students in the primary grades whose teachers routinely gave "authentic assessments" significantly increased their scores on the Iowa Test of Basic Skills (a widely used standardized test) and outpaced their national peers. In the study, authentic assessments are characterized by three main characteristics: construction of knowledge (ability to interpret and analyze information), disciplined inquiry (ability to draw conclusions and demonstrate solution pathways to mathematical problems) and value beyond school (ability to topics to personal experiences and attitudes). Our interim assessments will incorporate these elements of authentic evaluation to obtain a comprehensive picture of scholars' academic progress.

The use of state standardized exams, in addition to being mandatory, will serve as effective summative assessment tools that will evaluate scholar proficiency in literacy and mathematics. We also plan to administer a nationally-normed exam in the Iowa Test of Basic Skills to measure scholar performance at a national level. The use of a nationally-normed exam provides many of the same benefits of the other types of assessments,

with the added benefit of providing national performance measures in terms of grade equivalents, normal curve equivalents and percentile ranks. We will report individual assessment scores to parents/guardians and school-level assessment scores to the Board, the Mayor's Office and other appropriate agencies.

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Our focus on data-driven instruction begins with selecting administrators and staff who demonstrate the experience and ability to analyze data effectively in their previous experience. As described in our implementation plan, we have a rigorous staff selection process that evaluates specific competences from multiple angles. All Academy teachers and school leaders are subsequently trained on data-driven instruction and decision-making. This training consists of a combination of in-person workshops and e-Learning, which fittingly models the blended learning platform that teachers will be using. Data-driven training is a core module of our pre-service training and throughout professional development sessions during the school year. The rigor of our training empowers teachers to make informed and immediate decisions about addressing scholar learning needs. In addition, academic achievement data are collected daily using our adaptive learning software. These online learning programs capture real time student quiz data that allow teachers to identify areas of growth for each scholar. At key milestones in the curricula, we complement the data from online software with interim assessments directly tied to Common Core and Indiana content standards.

In the small group session, teachers would be able to differentiate assignments by assigning specific standards according to each scholar's performance on these assessments. Conversely, teachers would also check for understanding during small group and use the feedback to assign particular standards for scholars to work during their online learning session. Scholars who have mastered standards will be able to expand their breadth of knowledge through independent assignments. Data collection, assessment and analysis are the responsibility of every teacher, under the supervision and guidance of the principal and governing board. Per our parental engagement plan, parents not only receive weekly progress reports from teachers, they are also a key partner in assessing student needs. At the beginning of the school year, parents provide input on each scholar's individual learning plan. Through weekly progress reports, parents are able to provide teachers continuous feedback on their scholar's performance. The feedback from parents will be among the key data points that teachers will use during professional develop to design their lessons accordingly. On a monthly and annual basis, we will aggregate student achievement data and assess student learning trends.

3. Describe the information system the school will use to manage student performance data.

Our student information system will have the capacity to meet the reporting requirements listed in IC 20-20-8-8. We are exploring different options for the system, including the possibility of adapting the current custom-built system we use for Summer Advantage or purchasing an existing product. It is expected that the system would be web-based and accessible by a unique user account specific to a particular level of access. This main system is complemented by and linked to student data that are stored in our online learning software manager. The system is expected to have the capacity to produce real time data on key reporting metrics, including student attendance, student enrollment, and state test scores. It is the responsibility of the teacher to collect daily attendance data and the entire teaching staff to interpret data during weekly professional development. The school leadership will lead and coordinate professional development workshops focused on data-driven instruction and planning. We will also offer teachers additional resources through our e-Learning platform that will support data-driven decision-making in the classroom.

4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Prior to the start of the school year, all staff, including school leaders and teachers will participate in a blended pre-service training that consists of face-to-face workshops and 15 hours of e-Learning. As we described in our implementation plan, the pre-service training will be approximately 65 hours, 15 hours of online learning will be available 40 days before in-person professional development sessions and 40 hours of classroom sessions conducted over five days. Building on the professional development model that we

developed at Summer Advantage, which is certified by the Indiana Department of Education, the Leadership Academies will train all administrators and instructional staff on using performance data to improve student learning. The training will involve a combination of research review, best practices demonstration, individual and group exercises in data interpretation and lesson planning.

A portion of our training is devoted to effective implementation of our adaptive learning curricula. This portion will be specific to the data collection, aggregation and analysis procedures that are incorporated in the online learning programs. One of the main modules of the pre-service training will be focused on our online learning programs and the processes for aggregating and analyzing data using those programs. Technical support for these programs will be provided by the publisher and additional in-service training would also be available to teachers throughout the school year. Designed by our national management team, in close consultation with our governing board, the pre-service staff training and ongoing professional development will cover the use of data to drive differentiated learning, lesson planning, weekly assessments, peer collaborations and more.

All the training we provide is rooted in a school culture that puts scholars first. Data review and analysis are core components of our school culture where we hold our staff and scholars to high expectations and measurable outcomes. It is a practice that made Summer Advantage successful and we firmly believe it will also be critical to the success of the Leadership Academies.

5. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education.

As we stated earlier, we are going to hire teachers and school leaders who love and believe in children. Our teachers will be trained in a rigorous and hands-on manner that enable them to make effective decisions in a given period and over the school year. We expect our staff to give their all in ensuring all scholars succeed. Our school culture is supported by the learning model and systems we put in place. Our instructional program and information systems have the capacity to produce, aggregate, isolate and analyze student data in real time. As a result, teachers will be able to intervene immediately when they discover certain scholars are not performing well. Our blended learning model enables small group or one-on-one instruction during various points in a single block. This allows the teacher to quickly identify scholar needs and provide support accordingly. In addition to annual summative exams, interim assessments provide a monitoring mechanism to identify performance issues and adapt instruction based on emerging issues.

When academic or behavioral problems persist after classroom interventions, teachers, parents and the school principal will convene to develop solutions together. Corrective actions occur when a scholar a) scores persistently below proficiency on standards, b) continues to behave inappropriately after 2 to 3 warnings, and/or c) experiences a sharp decrease in performance (5% drop in scores). Because there is a range of factors, both inside and outside of school, may affect a scholar's performance, our corrective actions will likewise include a combination of strategies that reinforce both content knowledge and student engagement. Some examples of corrective actions are one-on-one tutoring, varied practices on same standard, evaluation of learning style to determine right type of instruction, and mentoring with a trusted adult. Additionally, we understand that the optimal dosage of technology may very well differ from scholar to scholar. So our instructional staff have the discretion to adjust the amount of time scholars spend on the computer and use additional time during afternoon enrichment to provide additional support to these scholars in small group or one-to-one settings.

III: IMPLEMENTATION PLAN

A. Human Capital

Network-wide Staffing

	Year 1	Year 2	Year 3	Year 4	Year 5
# of Schools	1	1	2	2	3
Total Schools	1	1	2	2	3
Student Enrollment	300	400	800	1,000	1,500
Management Organization Positions					
Chief Executive Officer	1	1	1	1	1
Chief Operating Officer					1
Chief Academic Officer					1
Chief Financial Officer	1	1	1	1	1
Regional Director	1	1	1	1	1
Administrative Assistant	1	1	1	1	2
HR Manager				1	1
IT Manager					1
Director of Development	1	1	1	1	1
Total back-office FTEs	5	5	5	6	10
Elementary School Staff					
Regular Ed Instructors	9.8	12.8	25.6	31.6	47.4
Special Ed Instructors	2	2	4	5	8
Content Specialists	2	3	5	6	9
Online Learning Lab Monitors	2	3	5	6	9
Extended program instructors	1	1	3	3	5
Principals	1	1	2	2	3
Assistant Principals	1	1	3	3	5
Director of Operations	1	1	2	3	4
Administrative/Clerical Staff	1	1	2	3	4
Other student services staff	2	2	4	6	8

	Year 1	Year 2	Year 3	Year 4	Year 5
Total FTEs at elementary schools	22.8	27.8	55.6	68.6	102.4
Total Network FTEs	27.8	32.8	60.6	74.6	121.4

B. School Leadership & Staff Hiring, Management and Evaluation

1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools.

Our two decades of experience and our ongoing research all tell us that an effective school leader is key to a school’s success, and as such identifying effective leaders is of utmost importance to our growth plans. We will take a two-pronged approach to identifying school leaders: recruit school leaders with a proven track record of success and develop educators who we know have the potential to be outstanding school leaders.

- Recruit talent: We will recruit school leaders who have a proven track record of success in this capacity. To identify these candidates, we will work with organizations such as TeachPlus, Teach for America, New Leaders for New Schools, and others. Through Summer Advantage we have already established these partnerships and have worked in the past to identify exceptional site leaders in our summer program.
- Develop talent: Professional development is extremely important to our organization, and so teachers at the Leadership Academies will have many opportunities for professional growth, including opportunities to take on an increasing leadership role in the Academy. This means that we are committed to creating the pathway from teacher to assistant principal to principal. In keeping with how many successful charter school networks develop their school leaders, we will hire our assistant principals with the intention that those individuals will be training, in essence, to become the principal of the future Leadership Academies. This will allow the assistant principal to work under the leadership of a principal for at least one year, providing the opportunity for the future principal to internalize the PLA culture, learn our systems, and be able to confidently replicate our program for the next school. We understand that this “apprenticeship” model may not always be possible, but this is our ideal process. These efforts will be further supported by our CEO, national board and leadership team.

Our process for hiring a school leader will be rigorous and multi-faceted. In selecting the school leader, we have a process for identifying the following skills, knowledge and abilities:

- Philosophy alignment
- Strategic visionary (understands big picture, small picture and can articulate)
- Operational proficiency (school calendaring, staff hiring)
- Instructional expert (performs staff observations/assessments and implements professional development)
- Data-driven (uses data to set school-wide growth goals and staff and team conversations, as well as past success tracking goals)
- Strong communication (leadership voice and presence)
- Interpersonal/relationship management with staff, parents and community (visible and inclusive)
- Cultural Competence

Our goal always is to hire the school leader at least one year (12 months) before the opening of a new Academy. We will recruit our school leaders from a variety of sources, including highly successful teachers in our Academies who have a record of assuming more leadership responsibilities, and high performing school leaders from around the city, state, and beyond.

2. Describe your strategy and timeline for recruiting and hiring teachers across the network.

The Phalen Leadership Academies will work to attract the county’s and state’s best educators. Through Summer Advantage, we will have access to a pool of 536 educators who have been screened using a rigorous

screening process that consists of an online application, phone interview, in-person interviews and successful completion of over 30 hours of training. All members of the selection team participate in extensive interview and selection training to ensure interview inter-rater reliability is consistent, objective and supports the goal of selecting “the best of the best”.

Our teacher selection process has been implemented successfully and fine tuned by our seasonal model, Summer Advantage. The Summer Advantage organization has developed a staffing model which has resulted in consistent, annual success. We have a vision and specific standards with regard to our staff. That includes high expectation of what they should know and be able to do, as well as the ability to model and demonstrate consistently that knowledge. Staffers must also possess a deep philosophical alignment that supports high performance, consistent achievement and advocacy for our scholars. We regard these skills, knowledge and abilities as non-negotiables and essential drivers for success. This professional profile is unique, and as a result, we have developed a tailor-made selection criteria, which serves as a blueprint to ensure we select and onboard individuals with targeted and common skills. The selection criteria is robust and supports our three tiers of staffing; leadership, teacher and support positions.

The selection criteria drives who we look for in candidates. The Phalen Leadership Academy interview process is segmented into the three phases (below), and at each level, we look for comprehensive skill mastery across all of the above criteria categories.

- I. Resume Review
- II. First Round Interview
- III. Second Round Interview

At the point of resume review, a submitted resume is screened purely for position fit. Conceptually, this is demonstrated in past and current professional experiences as well as credentials, such as education and/or required licensing. Once qualified, an applicant advances to the first round interview. The first round interview is more rigorous and conducted by an interviewer outfitted with guided questions and scenarios to screen a candidate’s abilities. We connect 1:1 with the candidate who “speaks” to their skills through personal reflections and experiences. Next and the final stage in the process is the second round interview. The second round interview is specifically constructed to allow an interviewer to “see” a candidate’s skills in a real and authentic way by equipping the applicant with a team of peers and a business case to unpack. This permits the interviewer to continue to gauge problem-solving, communication, collaboration, leadership initially assessed in the first round interview. After the interview process, all information is reconciled and culminates into a hiring decision.

3. How will the network ensure that every student at each school has access to excellent teaching? Will the staffing model incorporate innovative technologies or instructional techniques toward that end? If yes, how?

The Phalen Leadership Academies are in a position to attract highly qualified teachers through our school culture, professional development, competitive pay and access to talent through our partner organization, Summer Advantage.

We offer the following incentives to attract highly qualified teachers:

- High-performing school culture that satisfies high quality teachers' intrinsic desire to succeed;
- Teachers will be provided regular and substantive support and feedback from school leaders so they would be able to grow professionally;
- Teachers will have opportunities to take leadership roles in professional development, such as leading common planning sessions or creating enrichment experiences for scholars;
- Competitive compensation rates and benefits packages as well as priority consideration in becoming Summer Advantage teachers;
- A comprehensive 360 degree performance review that allows teachers to evaluate their colleagues and administrators, providing a forum in which teachers' opinions matter. Through this process,

teachers will also be able to gain substantive feedback on their performance and satisfy their desire to provide an even better learning experience for scholars.

To attract applicants and potential staffers who meet the deep philosophical and high competency requirements, the Phalen Leadership Academies' recruitment plan entails several targeted sourcing strategies for first year recruitment as well as network expansion. Annually, sourcing strategies will be assessed to understand the effectiveness and success, and back-mapped into future recruitment planning. Below are examples of recruitment strategies:

- Aggressively source or recruit high performing teachers in the city, county and throughout the state.
- Through our partnership with Summer Advantage, we will also have access to some of the highest performing educators in the state; these educators have been screened through the process described previously and only those with demonstrated record of high performance will be invited.
- Invest intensively in staff retention. We implement a 360 degree performance evaluation that analyzes student test scores, classroom observation, attendance, and parent and scholar surveys. The highest-rated teachers and site leaders are extended offers to return to the program next summer. Those who do not meet our standards are not invited to come back.
- Partner with high quality teacher and principal training programs at local universities, such as our current partner in Butler School of Education, to secure teachers and teacher leaders.
- Establish an internal pipeline system to groom teacher leaders into Assistant Principals, and Assistant Principals into Principals.

4. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

Our school leaders will spend 50% of their time in classrooms observing teachers and providing continuous feedback. Real time scholar data from our student information system and adaptive online curricula aid school leaders in evaluating teachers and network management in evaluating school leaders. Together these processes and systems provide a range of data, including attendance, Common Core Standards-Aligned quiz scores, interim assessment trends, teacher observations, principal observations, parent feedback, and more. The performance evaluation for teachers consists of manager observations and a 360 degree feedback evaluating for the following: instructional proficiency, scholar gains, parent engagement, successful completion of training, attendance, and scholar mentor and character modeling. Our leaders encompass the same evaluation points as teachers, with the add-on of leadership and organizational effectiveness. The CEO and the appropriate Regional Director will conduct performance reviews for the school principal. Teacher reviews are conducted by the school principal and assistant principal. Teacher reviews are subsequently reviewed by the Regional Director.

5. Explain how the school/network would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Every effort will be made to ensure our staff members have the support and resources they need to perform at the highest level. Our professional development program, described in greater detail below, helps every staff member address his/her areas of growth. Through site visits by the CEO and Regional Director, and regular classroom visits by the principal, we will work to identify potential growth areas for every level of our educational team. If regular coaching and feedback from the immediate supervisor prove to be ineffective, the employee will work with the supervisor to develop an intervention plan to be monitored closely on a weekly basis. If the employee is unable to meet the requirements of the intervention plan, the employee will be dismissed. We plan to address and minimize leadership and teacher turnover by instituting incentives to retain all staff outlined previously, leverage human capital pipelines with partners such as Marian University and Summer Advantage to immediately fill in openings and having a strong waiting list to draw from should hiring needs arise. The school and network will identify and address development needs through performance reviews, student data analysis, survey feedback and classroom/school observations.

6. Provide an overview of the organization’s compensation system (including benefits) and how this aligns with the performance evaluation process.

The compensation system of the Phalen Leadership Academies will be competitive with that of schools in the same district. Initial salaries will be determined based on qualifications and relevant experience. Our employees can choose to enroll in employer-subsidized medical, dental and vision insurance. In addition, employees will be enrolled in the Indiana Public Employee Retirement System.

C. Professional Development

1. Describe how school leaders will be supported and developed throughout the year.

School leadership will receive both orientation and ongoing professional development training. The primary goals of training are to build the skills necessary to: 1) manage the implementation of the Summer Advantage pedagogical model and culture; 2) manage staff performance; 3) support the execution of approved curriculum, instructional program texts, and materials; 4) support staff training and professional development activities; 5) Manage administrative tasks including but not limited to district and board reporting, permit request, additional staffing, field trips, guest speakers, attendance and assessment ; 6) utilize technology, funding and human resources to maximize student success; and 7) provide the most up to date school management strategies for implementation throughout the year.

Orientation training content will be delivered using a blended learning model including 15-20 hours of online learning and 32 hours of classroom based learning. Classroom based orientation will be broken into 4 modules: Module 1: Leadership and Logistics Management; Module 2: Leadership and Scholar Instruction; Module 3: Technology and Systems; and Module 4: Leadership and Culture Building. Ongoing training content will be held on a monthly basis with content determined by several factors including but not limited to trends in the field, system updates, and compliance requirements.

2. Provide a schedule and explanation of professional development that will take place prior to school opening.

Teacher orientation will use a blended learning approach including asynchronous online and classroom based learning; online content will focus on pedagogy and theory while classroom-based content will place emphasis on practice and application. The primary goals of teacher orientation training are to 1) prepare team members to effectively implement the pedagogical model; 2) prepare staff to successfully implement program operations; 3) to communicate expectations for collaboration and professional behavior; 4) prepare educators to build positive partnerships with scholars and families; 5) prepare educators to effectively execute approved curriculum, instructional texts, and materials; and 6) prepare staff to uphold school wide scholar behavior management and maintain school culture policies. Teacher orientation will be approximately 65 hours, 15 hours of online learning which will be available 40 days before in-person professional development sessions and 40 hours of classroom sessions conducted over five days. The online learning component will have a differentiation model which test for teacher competency to deliver the most relevant content to individual educators.

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school’s calendar, weekly schedule, and staffing plan will be structured to accommodate this plan.

Ongoing school leadership professional development will be implemented on a monthly basis. School leadership professional development topics will be determined by changes in the field, board recommendations, compliance, etc. Ongoing teacher professional development will be hosted on a monthly basis for a total of 80 hours of classroom based instruction. Ongoing teacher training will include content related to instructional quality, differentiated instruction, innovative teaching techniques, best practices in the field, age appropriate classroom management techniques and age appropriate behavior management techniques. Principals will have primary discretion over specific workshops and workshops will be facilitated by principal selected teachers who have displayed expertise in a given area. To accommodate 80 hours of ongoing professional development, teacher professional development days will be student field trip days; field trips will be managed by volunteer staff and parents.

4. Explain how the professional development program will be evaluated at both the school and network levels – to assess its effectiveness and success.

Professional development program assessment will be ongoing and multi-faceted. After each professional development course effectiveness will be analyzed based on data from several relevant areas including teacher surveys, principal surveys, principal observations, and notable changes in student performance.

D. Start-Up & Operations

1. Provide, as Attachment 17 the Start-Up Plan.

The start-up plan can be found in Attachment 17.

2. Start-Up Staffing and Costs, provide as Attachment 19.

Please see attached.

3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students.

While the Phalen Leadership Academies do not plan to provide transportation directly, we continue to explore potential partnerships that may help scholars address transportation needs. Some options may include:

- School-facilitated parent transportation in which the school helps parents set up car pool options.
- Before and after school programming that will allow families a window of time (versus a fixed schedule) in which to pick up scholars.

4. Safety and Security. Provide the school plan for safety and security for students, the facility, and property.

First and foremost, we will ensure the safety and security of our Academies by building a positive culture of respect. That being said, we know that the best way to ensure a safe school environment is to establish a plan and process in which everyone has a role. Good security is a positive approach to a negative problem. It is a cooperative function requiring a full commitment on the part of everyone in the school and community. In order for a plan to be effective, the following components must be in place:

- **Warning Signals/Procedures:** Classes will be informed of emergency situations through the intercom system or the administrators will come to classrooms and discuss the situation and procedures with teachers.
- **Access Points:** Each school should establish access points to maintain maximum safety for students and staff. Schools should not have exterior doors unlocked without constant supervision.
- **Visitors:** Visitors must sign in at the office and wear identification badges. Any visitor not wearing a badge should be directed to the office.

The Phalen Leadership Academies have developed a detailed emergency plan for a variety of situations. Because the Phalen Leadership Academies will be a closed campus facility, no additional security personnel will be required. Technology will be secured through the IT department, with specific policies to be determined.

5a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place.

Hardware

- Laptops for the online learning lab
- Wireless modem
- Cloud-based server to store and transmit data
- SMART Board interactive whiteboards
- Computers for teacher and administrative use

Network

- High speed internet connection
- Back-end web-based data infrastructure
- Wireless access points for laptops

Software

- Adaptive learning software in reading and math
- Windows server and client operating system
- Microsoft Office for teacher and administrative use
- Spyware Doctor Suite for anti-virus and anti-spyware protection
- Custom-build, web-based student information user portal

Property Controls

- All equipment will be bar-coded and inventoried annually
- Servers will be password-protected and have various user permission levels
- Laptops will be secured in storage units and inventoried before and after use

Responsibilities for Students and Families

All blended learning equipment is provided in school. Scholars and families may use their own computers at home and will be able to have limited access to web-based content through their own user accounts.

5b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.

Technical support will be provided during regular business hours by the software publisher and hardware company. The scope of technical support includes:

- Installation and activation of student and teacher licenses
- Upgrades of adaptive learning software (if not a web install)
- Back-end user permission modification
- Product error troubleshooting as defined in the warranty
- Server connection and user specific assistance

5c. Describe the charter school's data retention, security, and confidentiality procedures.

Data Retention

- Student data and documents - stored in central IT system through cloud/web-based server for a minimum of 1 year; because our system is web-based, it will be able to accommodate larger amounts of data and will not be compromised by hardware failure
- Staff Documents - also stored in central IT system as we will electronically catalogue employee paperwork; hard copies retained for 1 year and electronic copies have flexible retention cycles
- Email - all email correspondences are retained and archived in web server for a minimum of 5 years

Security and Confidentiality

- Each scholar will have a unique access code to the adaptive learning software program that will be known only to that scholar; if security is compromised, teacher will work with IT to provide a new user code
- Email clients and student information system are protected by unique usernames and passwords that correspond to varying levels of access so that different users will access portions of the system only appropriate for them
- Strict code that prohibits users from disclosing confidential student academic, family and medical data

5d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired.

Because our adaptive learning programs also require a software install, they will still operate properly if connectivity is impaired or lost. The transfer of data will be the key process delayed by such disruptions and can be fixed immediately in consultation with IT support. If both software and internet connection are down, direct instruction using small group rotations will take place.

5e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).

Data Protection and Recovery

- All data stored on site are backed up daily and changes are saved instantaneously
- Critical student and staff documents are electronically backed up when changes are made
- Since all data are backed up both in hard drive and using web-based cloud technology, data can be recovered easily even if the hardware system fails

6. The applicant should provide, as Attachment 18, an estimate from an insurance agent/broker for the insurance coverage detailed below.

Please see attached.

E. Facility Plan

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

We have already had a blueprint drafted of our proposed school facilities. With our first Academy and with all of our facilities thereafter, we plan to draw on the facility expertise of the Charter Schools Development Corporation (“CSDC”), with whom a relationship has already been formed. CSDC helps charter organizations secure capital financing and facilities. Since 1997, CSDC has provided these critical services to new and expanding charter schools and networks across the country, including 14 charter schools in Indiana. We are currently working with CSDC to identify and develop the facility for our first Academy. With CSDC’s guidance, we have no doubt that we will comply with all state and federal regulations.

In addition to our collaboration with CSDC, we are in the very early stages of discussing the possibility of partnering with and utilizing land from the Light of the World Christian Church in Indianapolis. Additionally, PLA may work with Indiana University Health to obtain land on which to build our first Academy. Finally, we plan to apply for unused public school facilities in the state through the \$1 annual lease. We will conduct a careful review process that includes site visits to ensure any unused facility we identify and apply for will be in excellent condition and provide the functionalities required by our educational model.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district.

We are in the process of identifying a facility in collaboration with the Charter School Development Corporation.

3. If the organization is applying for more than one charter, describe your plan for identifying and financing a sufficient quantity of facilities to align with the organization’s 5-Year Business Plan.

In the next five years, we will need to identify at least three facilities. Our school facilities are expected to be a mix of new construction and renovated district buildings, with our first school most likely a new construction. A school design will likely be traditional in nature, with a high premium placed on green space, facility functionality and flexible planning for possible future needs. It is expected that facility renderings and design plans will be available by the time a decision is made on our application.

With all of our facilities, we plan to draw on the facility expertise of the Charter Schools Development Corporation (“CSDC”), with whom a relationship has already been formed. CSDC helps charter organizations secure capital financing and facilities. Since 1997, CSDC has provided these critical services to new and expanding charter schools and networks across the country, including 14 charter schools in Indiana. We are currently working with CSDC to identify and develop the facility for our first Academy. Additionally, we are in the very early stages of discussing the possibility of partnering with and utilizing land from the Light of the World Christian Church in Indianapolis. Finally, we plan to apply for unused public school facilities in the state through the \$1 annual lease. We will conduct a careful review process that includes site visits to ensure any unused facility we identify and apply for will be in excellent condition and provide the functionalities required by our educational model.

F. Budget and Finance

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits.

Our finance system will be maintained to Generally Accepted Finance Principles utilizing commercially available finance software. Accrual basis finance will be used. A chart of accounts will be maintained.

The fiscal year starts January 1 and ends December 31. A Finance and Audit Committee will act as liaison between the Board of Directors and management. We will have an external auditor. Our financial controls will be reviewed monthly by eCratchit, a leading provider of web-based, outsourced bookkeeping and accounting solutions managed by experienced bookkeepers and CPA's. For payroll, we will contract with Paychex.

2. Describe how you will provide an independent, annual audit of both network-level and school-level financial and administrative operations (if applicable).

The Phalen Leadership Academies' Audit Committee approves the external auditor, meets with auditor before and after engagement (without management) and reviews and approves the financial statements annually. A-133 single audit guidelines apply in years where we receive a significant amount of federal funding.

3. Provide, as Attachment 19, a detailed 5-Year Pro-Forma Budget for the organization at the network level AND for each school described in the application.

Please see attached. The school-level budget will be approximately the same for each school described in the application, so one Budget and Staffing Workbook is provided.

4. Provide, as Attachment 20, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan.

Please see attached.

Please address the following when completing the pro-forma budget and the budget narrative:

a. What is the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

We have several mechanisms in place to address shortages in revenue:

- As our school-level budget demonstrates, we use non-competitive public funding and highly conservative estimates as the only primary source of revenue. Using this approach, each new school will develop a financial model that is low-risk and well-positioned to address downward pressures on revenue.
- Each Academy must maintain a healthy cash reserve of at least \$200,000 at the end of each year.
- Academies have the ability to cut back expenses while maintaining academic rigor and financial stability.
- Our budget currently assumes that every scholar would participate in the Summer Advantage program. We realize that not all scholars desire to participate. Therefore, there will be some savings in summer programming that schools can use elsewhere.

- As Basic Support is critical to the financial viability of our schools, each Academy will maintain a waiting list of scholars it can draw on to ensure stability in enrollment should there be seat vacancies.

b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

If all anticipated grants arrive, the Phalen Leadership Academies will have a substantial cash reserve to address special capital needs. We do not anticipate serving a significant special education student population but if the cost needs arise, we can sufficiently cover those with a portion of our reserve. In addition, we have a high net worth individual on our board who has already pledged \$250,000 to the Phalen Leadership Academies. The Phalen Leadership Academies do not budget transportation costs because transportation is not being provided. As our schools operate on a margin, we can use the reserve to address any funding gap in retirement contributions.

IV: PORTFOLIO REVIEW AND PERFORMANCE RECORD

1. As Attachment 21, provide a summary of every school in the organization's portfolio (including any ESP partner) in an Excel workbook.

Please see attached.

2. High-Performing Program

Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted Indiana student population described in your application.

Our Indiana programs have a consistent track record of high performance. As detailed in the tables above, scholars who participate in our Indiana programs gain over 2 months of grade equivalent skills in just five weeks; while traditionally children in low-income communities lose 2 months of grade equivalent skills during the summer months. This means that scholars perform above grade level when participating in our educational program.

Additionally, our scholars in Decatur Township improved significantly on their ISTEP exam (16 percentage points in language arts and 12 percentage points in math). High performance is also reflected in the normal curve equivalents and percentile rank scores. Our scholars in Indiana consistently outperform their national peers and outpace the national average performance on reading and mathematics. These indicators demonstrate that our scholars make academic gains consistent with grade-level proficiency and out-compete their peers on a national basis as well.

We believe there are a range of factors that contribute to the high performance of our Indiana program. The primary causes are:

- **Highly effective teachers and leaders** - we use a rigorous screening process to select the best teachers and school leaders. We also provide ongoing support, guidance and feedback to ensure their continuous success. We employ a 360 degree performance review that examines multiple data points, including scholar test scores, scholar surveys, classroom observations, staff surveys and more to identify and retain the highest performing teachers and leaders.
- **Parental engagement** - this is a cornerstone of our educational model and we have a scientifically validated process for engaging parents. Prior to the start of the program, parents help establish their child's academic goals through the Learning Plan Agreement. We hold a consistently well-attended parent orientation event (over 91% attendance rate) in which parents learn about our high expectations and willingness to do everything in our power to help scholars succeed. During the education program, teachers have regular contacts with parents. In fact, 85% of our parents participate in teacher-parent conferences. This high level of engagement is closely linked to high student performance.

- **Rigorous evaluation** - We use data to drive continuous improvement and ensure consistent gains for our scholars. This commitment is reflected in our custom-built student information system which provides a highly comprehensive and automated set of dynamic, web-based tools that not only make data tracking efficient but also powerful. The ability to monitor student attendance patterns and generate quiz score trend in real time empowers our staff to make immediate and informed decisions. Through our professional development, we provide staff the opportunity to use data to evaluate student progress and in turn their own instructional choices on an interim basis. Because the focus on data-driven decision-making is embedded in every aspect of our program, our staff constantly drive for improvement, regardless of seniority.

Along the way, we also had to overcome a few challenges to achieve these results. Initially, one of the challenges we encountered was ensuring the timely and effective processing of large amounts of scholar data. To overcome this challenge, our COO worked with a talented data system developer to continuously refine our student information system and increase the level of automation required to organize large amounts of data instantaneously. As a result, we now have the capacity to process large amounts of scholar data-sets, each of which is composed of multiple layers of data points, almost instantaneously.

During our pilot year, it was a challenge to communicate with our families efficiently. In response, we identified a few highly effective customer outreach systems, including Vertical Response and Phonevite. These systems now has a database of over 4,000 family contacts. At a click of a button, we are now able to send a written or phone message to every family in our network. Getting here required a great deal of customization and database development. Thankfully, we now have an efficient system and process for generating, uploading and sending outreach to mass contact lists in our network.

The success of our Indiana programs informed how other programs in our network operate. Because the same program elements undergird all of our educational programs and are carefully enforced, we find that lessons learned usually concern specific implementation practices, not wholesale changes. For example, the practice of tracking and analyzing data in a central student information system is implemented by our Chicago program as well. By signing on to a central web portal, our Chicago teachers now implement the same data entry protocols that Indiana teachers use. Our network, as a whole, has also benefitted from the exchange of best practices. As we all use the same curricula, teachers are able to share their best lesson plans or effective online instructional resources with their colleagues. Our program leaders help facilitate this process by identifying effective lesson plans and hosting conference calls to exchange best practices among teachers. Knowledge sharing is also facilitated by our eLearning platform which provides web forums for teachers to exchange ideas, build community, and work together to overcome challenges.

3. Lower-Performing Program

Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance.

By comparison, our Chicago program performed lower than our Indiana program. In particular, the reading gain in Chicago (1.1 grade equivalents) is not as strong as Indiana program result of over 2 months skills gain. Similarly, the percentile ranks and normal curve equivalent gains are also smaller than those for Indiana.

We believe the relative underperformance of the Chicago program can be attributed to:

- **Variance in model** - due to the short launch window and funding restrictions, we had to use a "partnership" model in which we partnered with an enrichment provider for the afternoon portion of our program; instead of delivering both the morning and afternoon portions. As a result, afternoon enrichment did not reinforce morning academics as much as it would in our traditional program model. We do not anticipate a similar problem for our Academies because every Academy will deliver a standard educational model and management will work to ensure maximum fidelity to this model.

- **Lack of strong regional leadership** - related to the brief launch window, we had to select and on-board a regional director rather quickly. It did not provide enough time for this person to be acclimated to our program and build local relationships. For this year, we addressed this problem by hiring an exceptional regional director well in advance of program launch and this person now has had ample time to prepare the roll-out of the program and build strong partnerships as well. We will take equal care in bringing school leaders in the right way to our Academies. We will begin recruiting the school leader at least a year prior to the launch of the school so this person will have the right teachers, partners and systems and processes in place by the time the school year begins. Our governance structure also ensures that the national board will have the decision-making power to design the selection criteria and hire the school leader. This way, we can ensure the fidelity of the selection process and that students' interests, above all, are being served.
- **Lack of individualized instruction** - classroom instruction in our first Chicago program was heavy in whole group instruction and light on small group or one-on-one learning. It leaned too much on the traditional brick-and-mortar model that led to a decrease in student engagement. We have taken this lesson and designed a blended learning instructional model that requires individualized instruction. While there is certainly value to whole group instruction, it must still be engaging and individualized. Through our blended learning model, teachers will be able to assign standards to scholars and gauge their performance individually and as a group. For example, if a teacher finds that over 70% of the class need more practice on decimal conversion to fraction, the teacher would re-teach that standard in whole group instruction and check for student understanding. The rotational format of our model provides multiple levels of individualization: one-on-one practice with the learning lab specialist, one-on-one learning using the adaptive software, one-on-one practice with the teacher's assistant, one-on-one learning with the certified teacher, and self-guided learning during independent study. Even with these challenges, our Chicago scholars still gained over 1 month of reading skills and over 2 months of math skills, as opposed to losing 2 months as most children do.

We will know that the program is performing better when scholars gain over 2 months of academic skills in both reading and mathematics; and outpace the national average at the same pace as their peers in Indiana.

4. For any and all schools operating in the State of Indiana, provide the following as Attachment 22.

This is not applicable because we only have financial statements for a single nonprofit entity that holds the Summer Advantage portfolio.

5. For the organization as a whole and any related business entities.

Please see attachment 23.

6. List any contracts with charter schools that have been terminated by either the organization or the school.

Not applicable.

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

Not applicable.

8. Explain any performance deficiencies or compliance violations.

Not applicable.

9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates.

Not applicable.

EARL MARTIN PHALEN

**Summer Advantage USA
Founder and President****2008-present**

The mission of Summer Advantage USA is to harness the power of summer to help all children maximize their tremendous innate potential. Summer Advantage is a full-day, 5-week educational program that includes a healthy breakfast and lunch; rigorous morning academic instruction in reading, writing and math; and afternoon enrichment in areas including art, music, drama, physical education and science. “Fun Fridays” include guest speakers, field trips and community service projects. Summer Advantage will one day provide high quality summer learning programs to over 100,000 children (grades K-8) throughout the U.S.

KEY ACCOMPLISHMENTS

- Secured a \$1M grant and served nearly 1,000 scholars in the pilot (2009) summer.
- Ensured strong academic progress and superior program quality – scholars gained an average of 3 months reading, writing and math skills; and parent and teacher satisfaction rates were 97% and 98% respectively.
- Expanded the program by over 400% in 2010 – serving 5,000 scholars – while maintaining exceptionally high outcomes.
- Built an exceptional leadership team including a COO, Regional Director, and Director of Development. Team also included 435 certified teachers and college students.
- Became an approved professional development provider for the state of Indiana – Summer Advantage teachers get professional development points for participating in our 30-hour pre-program training.
- Attracted national visibility including TIME magazine (cover story), BET Awards, MSNBC, Wall Street Journal, Essence, the Chronicle of Philanthropy and several others.
- Plan to expand the program to over 5,000 scholars next summer.
- Have already secured commitments of \$3.5M over the coming three years and are included in a campaign to raise \$10M for our work.

**Reach Out and Read
CEO****2009-present**

Reach Out and Read is an evidence-based nonprofit organization that promotes early literacy and school readiness in pediatric exam rooms nationwide by giving new books to children and advice to parents about the importance of reading aloud. Fourteen independent evaluations demonstrate that Reach Out and Read works – our parents are 4 times more likely to read regularly to their children and our pre-schoolers enter school 6 months ahead of where they would have been without the program.

Reach Out and Read serves 3.9 million children at 4,500 health clinics and hospitals in all 50 states – we serve 32% of all children living in poverty in the U.S. We have 35 regional offices throughout the country and over 30,000 doctors volunteer with the program.

KEY ACCOMPLISHMENTS

- Expanded the program to serve an additional 120,349 children at 181 new sites throughout the U.S.
- Secured \$6M in federal funds to support the program.
- Advanced federal legislation – over 150 signatures in the House and Senate – for the Prescribe A Book Act, which will bring \$80M over 5 years to Reach Out and Read.
- Developed a plan to maximize the organizational structure – Reach Out and Read regional offices currently include independent 501(c)(3)s, offices that are under another organization's 501(c)(3), and offices that are part of our national 501(c)(3).
- Attracted national visibility including ABC World News with Diana Sawyer, TIME magazine, BET Awards, Essence, and Education Week. Also significantly expanded our presence in the national education reform movement.
- Plan is to ensure all children living in poverty (11 million) enter school at grade level and prepared to succeed.

Building Educated Leaders for Life (BELL) Co-Founder and Chief Executive Officer

1993-2008
Dorchester, MA

BELL is a \$25M non-profit organization whose mission is to increase the educational and life opportunities of elementary school children living in low-income urban communities. BELL educates nearly 12,000 scholars in 75 public and charter school sites throughout Baltimore, Boston, Detroit, New York City, and Springfield, MA. BELL's corps of educators includes more than 1,000 teachers and tutors.

VISION & ENTREPRENEURIAL ACTIVITIES

- Built a community based, national organization which today is among the top 1% of non-profit organizations in the country.
- Grew BELL from a local community service project with 10 volunteers serving 20 children to a national non-profit with 100+ full-time and 1,000+ part-time employees educating over 12,000 students annually.
- Developed a best-in-field evaluation and assessment team that measures BELL's effect on scholars' academic achievement, self-esteem and social skills, demonstrating scientific proof of the program's impact through an independent evaluation conducted by Urban Institute and Mathematica Policy Research.

FINANCE & OPERATIONS

- Increased annual revenues from \$12,000 to \$25.5M and raised over \$51M cumulatively since 2003.
- Led fundraising efforts and built a development team to grow BELL's philanthropic base annually.
- Diversified revenue base to include a variety of sources including foundations, corporate, government, and individual donors.
- Developed strong banking relationships, helped negotiate creative financing deals, and built a sustainable business model utilizing government funding through the *No Child Left Behind* Act (NCLB).

STRATEGIC GROWTH & EXPANSION

- Expanded BELL's leadership team to include over 12 senior managers and directors in teams spread across five geographic areas. Replicated BELL's model in four states.
- Reconstituted BELL's board of directors and established a strong, active, eleven-member governing board with active subcommittees.
- Worked with senior school administrators to develop new school districts and new school partnerships.
- Grew BELL's second region to scale (from 250 to 5,000+ scholars) in less than three years.

RELATIONSHIP MANAGEMENT & COMMUNITY INVOLVEMENT

- Established long-term and innovative corporate partnerships in the legal, publishing, sports, and banking industries. Partners include the New England Patriots, the Boston Red Sox, Houghton Mifflin Company, WilmerHale, the Monitor Group, Reebok, Fidelity, and Sovereign Bank. Each partner has played a key strategic role in advancing BELL's mission and service to scholars.
- Established a unique public-private partnership between the Baltimore City Public School System and BELL to be the exclusive outside provider for the district's summer school program.

PUBLIC POLICY

- Served on the education policy group for Senator Barack Obama's 2008 presidential campaign (ongoing).
- Co-chair of Massachusetts Governor Deval Patrick's education task force to help shape the Commonwealth's education policy, pre-Kindergarten through higher education (Spring 2007).
- Contributed to "The STEP UP Act of 2007," United States Bill S.116 sponsored by Senators Barack Obama (D-IL) and Barbara Mikulski (D-MD), which highlights BELL as a model educational provider for elementary school students.
- Influenced practice and policy through knowledge dissemination and information sharing in research journals, news publications, and local and national educational forums. Publications include "Summertime: Confronting Risks, Explaining Solutions" (*New Directions in Youth Development*, Summer 2007) and "Inspiring Future Social Entrepreneurs" (*The Boston Globe*, July 2004).

SPEAKING ENGAGEMENTS

- Panelist for the National Urban League annual conference (July 2007), Johns Hopkins University's Center for Summer Learning annual conference (April 2007), New Profit, Inc.'s "Gathering of Leaders" (February 2007), and an international forum hosted in Ireland by Atlantic Philanthropies, One Foundation and Ireland's National Education and Welfare Board (May 2005).
- Featured panelist on MSNBC, BET's "Meet the Faith," New England Cable News' "Wired," WGBH-TV's "Greater Boston with Emily Rooney," and Fox's national special, "Keeping America's Promise" with General Colin Powell

AWARDS AND HONORS

- Won 2010 BET Shine A Light for years of extraordinary service to Black children and families nationwide.
 - Recipient, 1997 President's Service Award from President Clinton, honoring the nation's leading community service organizations.
 - Three-time recipient of the Social Capitalist Award from *Fast Company*, recognizing BELL as "one of the top 25 organizations and entrepreneurs changing the world."
 - Recipient of *The Network Journal's* "Top 40 Under 40" award, profiling the country's top Black business owners and professionals.
-

PREVIOUS WORK EXPERIENCE

1993-1994 **PAIGE ACADEMY** Roxbury, MA
Teacher

Elementary school teacher of History and Mathematics at Paige Academy.

Summer 1992 **ORRICK, HERRINGTON & SUTCLIFFE** San Francisco, CA
Summer Associate

Worked as a summer associate included, writing memos, writing briefs, and attending depositions. Special brief assignment for Disability Rights Education Fund was argued in front of the 9th Circuit.

Summer 1991 **JAMAICA COUNCIL FOR HUMAN RIGHTS** Kingston, Jamaica
Legal Intern

Assisted indigent clients in police brutality disputes, employment discrimination cases, and a range of other issues. Wrote a policy paper which was used as a foundation for the legal aid reform movement in Jamaica.

1989-1990 **LUTHER PLACE NIGHT SHELTER** Washington, DC
Assistant Coordinator

Involved in all daily tasks required to run a shelter for homeless women. Acted as counselor, co-leader of AIDS support group, and fund-raiser. Founder and director of the African-American Cultural Pride project. Wrote a policy paper on homelessness which was used by Washington D.C. Congressional candidate Eleanor Holmes Norton.

Summer 1988 **UNITED STATES CONGRESS** Washington, DC
Congressional Intern

Served as an intern for Senator Edward Kennedy (D-MA).

EDUCATION

HARVARD LAW SCHOOL J.D., 1993 Cambridge, MA

Honors: Gary Bellow Public Service Award
Muhammad Kenyatta Young Alumni Award
Earl Warren Legal Scholar

Activities: Co-Founder of Positive Images Mentoring Program
Member of BLSA Executive Board

YALE UNIVERSITY B.A. Political Science, 1989 New Haven, CT

Honors: Goodspeed Scholar
Panelist, Black Entertainment Television's "Our Voices"

Activities: Founder, Project Shelter
Member & Captain, Yale University Men's Basketball Team

PERSONAL Godfather to seven of 31 nephews and nieces; former 5 handicap in golf. Advisor and mentor to the young leaders of several start-up non-profit organizations.

DONALD H. STINSON**OBJECTIVE**

Superintendent of Schools

EDUCATION

1970 LINCOLN MEMORIAL UNIVERSITY — TRANSFERRED TO INDIANA UNIVERSITY

1972 INDIANA UNIVERSITY— B.S. IN ELEMENTARY EDUCATION

1976 INDIANA STATE UNIVERSITY—M.S. IN EDUCATION

1991 INDIANA UNIVERSITY—EDUCATIONAL SPECIALIST IN SCHOOL LEADERSHIP

WORK EXPERIENCE

1972 -1975, Teacher

Mill Creek Community Schools

Sixth Grade Elementary Teacher at Mill Creek East Elementary

1975-1983, Elementary Principal

South Putnam Community Schools

Elementary Principal of Belle Union and Fillmore Elementary Schools

1983-1985, Elementary Principal

Mill Creek Community Schools

Elementary Principal of Mill Creek East Elementary School

1985-1990, Elementary Principal

Mill Creek Community Schools

Elementary Principal of Mill Creek West Elementary School

1990-1997, Assistant Superintendent

Mill Creek Community Schools

Assistant Superintendent of Curriculum and Learning

1997-2000, Superintendent of Schools

Mill Creek Community Schools

2000-Present, Superintendent of Schools

MSD of Decatur Township

AWARDS

Mill Creek Optimist

Educator of the Year -1999

Indiana Association of School Principals

District V Superintendent of the Year - 2005

Indiana Association of School Superintendents

Indiana Superintendent of the Year - 2005

State of Indiana Governor

Sagamore of the Wabash - 2007

Indiana Department of Education

Bellringer Award—2004

6477 Oyster Key Lane
Plainfield, Indiana
46168

Phone: 317-557-3649
Fax: 317-856-2181

E-mail: super6872@tds.net

DONALD H. STINSON**AWARDS CONTINUED**

The University Council for Educational Administration/Indiana University
Excellence in Educational Leadership Award - 2006

Indiana School Boards Association
Lorin A. Burt Award - 2007

Lincoln Memorial University
Educator's Hall of Fame - 2007

REFERENCES

David Harris, CEO
The Mind Trust
402 North Fulton Street
Suite 102
Indianapolis, IN 46202

Dr. Charles Reiguluth, Professor
Indiana University
Education 2276
Bloomington, IN 47405
812-856-8464

Dr. Debbie Sullivan, Associate Superintendent
MSD of Decatur Township
5275 Kentucky Avenue
Indianapolis, IN 46221
317-856-5265

Dr. Terry Thompson, Superintendent
MSD of Wayne Township
1220 S. High School Road
Indianapolis, IN 46241
317-752-6527

Donnis Mizelle, CEO
Hendricks Power Cooperative
P.O. Box 309
Danville, IN 46122
317-745-3236

DONALD H. STINSON**MEMBERSHIPS**

The Mind Trust –Charter Board Member, Secretary of the Board, 2007-present (The Mind Trust is an Entrepreneurship organization dedicated to making Indianapolis the nation's foremost destination for transformational leaders, organizations and ideas in public education.)

Hendricks Power Cooperative – Board member since 1998 – Vice President of the Board

Indiana Urban Schools Association – Vice President of the Board

Indiana After Schools Network – Board Member

American Association of School Administrators

ASCD

Indiana Association of Public School Superintendents, Past Executive Board

Decatur Central Lions Club

Mill Creek Optimist Club

Mooreville United Methodist Church

PUBLICATIONS

The Journal: The Magazine of the Indiana School Boards Association, winter 2007, *"The Decatur Story: Reinvention of a School Corporation...Mission and Values for Decatur's School Transformation"*

The Journal: The Magazine of the Indiana School Boards Association, spring 2007, *"The Decatur Story: Reinvention of a School Corporation...Leadership and Empowerment in Decatur's School Transformation"*

The Journal: The Magazine of the Indiana School Boards Association, summer 2007, *"The Decatur Story: Reinvention of a School Corporation... Collaboration: Developing Partners in Education"*

The Journal: The Magazine of the Indiana School Boards Association, autumn 2007, *"The Decatur Story: Reinvention of a School Corporation...Culture and Climate: The Personality of School Governance"*

AASA - The School Administrator, April 2008, *"District Reinvention. In Name and In Deed"*

PRESENTATIONS

Presenter on school reform:

Ohio State Core Stewardship Team, Columbus Ohio, November 12, 2009, *"FutureMinds: Transforming America's School Systems"*

Indiana University Beginning Superintendent's Seminar, Indianapolis, October 15, 2009, *"Why Change...21st Century Leadership"*

Curriculum Mapping Institute XV and Academlos, Park City, Utah, July 11-12, 2009, *"Leading the Change Process"*

Curriculum Mapping Institute Regional Conference, June 10-11, 2009, *"Leading the Change Process"*

Fruitland Park Elementary School, Fruitland Park, Florida, May 7, 2009, *"Why Schools Don't Change...Piecemeal Change vs. Systemic Transformational Change"*

Indiana Principal Leadership Academy, Indianapolis, IN, April 14, 2009, *"Changing Schools—Changing Minds: Systemic Transformational Change 101"*

South Central Indiana Study Council, Mooresville, IN, March 6, 2009, *"Why Change...21st Century Leadership"*

AASA National Conference on Education, San Francisco, CA, February 19-21, 2009, *"Changing Schools—Changing Minds: Systemic Transformational Change 101"*

DONALD H. STINSON

Indiana Economic Development Association Presentation, Indianapolis, IN
December 11, 2008, *"Learning in the 21st Century"*

Center of Excellence In Leadership Of Learning Conference, Indianapolis, IN
November 17-18, 2008, *"Why Schools Don't Change...The Decatur Story"*

Indiana University Beginning Superintendent's Seminar, November 11, 2008,
"Why Schools Don't Change...The Decatur Story"

National Association of Charter School Authorizers, Indianapolis, IN, October
27-28, 2008, *"Panel Discussion: Charter Schools in a Public School World"*

AASA Summer Leadership Institute, St. Louis, MO, July 24-27, 2008, *"Why
Can't Schools Change"*

National Curriculum Mapping Institute, Park City, UT, July 15-20, 2008,
*"Changing Minds—Changing Schools: MSD of Decatur Township Journey Toward
Excellence"*

AASA State Leadership Conference, San Francisco, CA, May 1, 2008, *"Why
Schools Don't Change: Systemic Transformational Change"*

Center of Excellence In Leadership of Learning Conference, Indianapolis, IN,
November 13, 2007, *"Leading Change for Equity and Engagement"*

Dr. Carolyn S. Reedom

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www.csreducationconsulting.com

Objective

To provide educational consulting services to companies, organizations, and school districts—all levels.

Highlights

- Visionary and innovator
- Dynamic speaking ability
- Outstanding interpersonal skills
- Educational experience at the elementary, secondary, and college levels
- Administrative experience at elementary, secondary, and central office
- Exemplary administrative leadership abilities
- Featured in local, state, and national news journals and local, state, and national educational journals
- Successful as an effective team builder
- Highly knowledgeable and passionate about curriculum and educational leadership
- Schools consistently ranked #1 in student achievement
- Professionalism, integrity, and commitment

Work Experience

8/1999--Present

President, CSR Education Consulting Firm, LLC

- Provide consulting services to companies, organizations, and school districts, at all levels, nationally and internationally.

3/2011—Present

Associate, Center for Transformative Teacher Training

- Provide consulting services and professional development to organizations and school districts across the country.

11/2007-Present

National/International Consultant, CAM Publishing, Inc/Science Weekly

- Provide marketing services for CAM Publishing/Science Weekly to organizations and school districts nationwide.

- Provide professional development to educators in the areas of integrated and differentiated instruction in literacy and science.
- Provide professional development to educators on how to effectively integrate Science Weekly

8/1990-Present

Adjunct Professor, UNLV Department of Educational Administration

- *Taught classes at the master's and doctorate levels in supervision, educational leadership, educational organization, and doctoral internship.*

8/2005-11/2009

National Consultant, Harcourt Publishing Company

- Provide consulting services to organizations and school districts across the country at all levels.

7/2000-8/2005

***Southeast Region Assistant Superintendent
Clark County School District, Las Vegas, Nevada***

- Serve as a line administrator to provide leadership to and supervision of principals in meeting the expectations of the district's and region's mission and goals
- Participate in the development of region curriculum and instructional standards and practices to meet the district's expectations in student achievement and student access
- Participate in the development and implementation of professional development for the region's administrators and teaching staff
- Serve in the absence of the region superintendent
- Make recommendations in the assignment of administrative personnel to schools that are in accord with the district's affirmative action guidelines
- Serve as liaison with other departments and divisions, communicating regularly to insure maximum efficiency in delivery of services to region schools
- Promote parent access by providing responses and, when possible, resolution to parent concerns
- Ensure school compliance with federal/state mandates, district policies and regulations, and region practices and procedures
- Maintain data and records to provide reports to meet federal, state, district, and region accountability requirements
- Participate in region-level budget building to address region needs and goals
- Promote exemplary performance by school personnel

8/1977-6/2000

***Elementary School Principal
Clark County School District***

- Instructional leader and chief administrative officer of four different elementary schools
- Selecting, assigning, supervising, and evaluating staff
- Planning, organizing and utilizing resources for the development and implementation of the school curriculum
- Planning and implementing staff development
- Planning and administering the school budget
- Organizing and working with parent groups
- Organizing and working with community groups

***1975-1977 High School Assistant Principal
Clark County School District***

- Administration, supervision, and evaluation of pupil personnel services, and academic areas as assigned
- Supervision and evaluation of staff
- Planning and implementation of curriculum
- Planning and implementation of staff development
- Improvement of instruction in the language arts, foreign language, drama, and reading departments

***1974-1975 Dean of Students
Clark County School District***

- Maintaining a positive educational environment
- Supervision of and working with teachers, counselors, and other staff to effect positive change in students who displayed atypical behaviors
- Supervision and evaluation of special education teachers, Title I teachers, and substitute teachers

***1973-1974 Graduate Assistant, Educational Administration Department
University of Nevada, Las Vegas***

- Supervised student teachers
- Prepared general research for classes
- Served as class instructor in the absence of the professor
- Supervised students in field experience courses

***1970-1973 Elementary School Teacher
Clark County School District***

- Provided instruction and guidance to kindergarten and first grade students in a self contained classroom

- Assessed student progress and conferenced with students' parents

Education

1970 *Bachelor of Arts Degree Dillard University, New Orleans, LA*
1974 *Master of Education Degree University of Nevada, Las Vegas*
1985 *Doctor of Education Degree University of Nevada, Las Vegas*

Professional Affiliation

- Member, UNLV College of Education, Board of Directors
- President, Nevada Association of School Administrators
- National Association of Elementary School Principals
- Nevada Association of Elementary School Principals
- Las Vegas Alliance of Black School Educators
- National Alliance of Black School Educators
- Clark County Association of School Administrators

Major Awards and Honors

Clark County Board of School Trustees has named a new elementary school in Las Vegas in honor of Dr. Reedom. The *Carolyn S. Reedom Elementary School* opened on August 25, 2008.

Featured in *American Profile Magazine*

Featured in AASA's *The School Administrator*

Featured in *Partners for Success, Business and Education*

Keynote speaker at national, regional, and state conferences

National Distinguished Principal, Selected by the United States Department of Education and the National Association of Elementary School Principals

Recipient of the 1990 Woman of Achievement Award in Education presented by the Las Vegas Chamber of Commerce

Recipient of the 1988-89 Outstanding Elementary School Administrator of the Year Award, Presented by the Las Vegas Alliance of Black School Educators

2001 Black Pioneer of Nevada

First female and first African American President of the Nevada Association of School Administrators

Presidential, Senatorial, Congressional, State Recognition and Awards

President, CSR Education Consulting Firm

Keynote speaker at national, regional, and state conferences
Presentations for school districts nationwide
On-site consulting for schools across the country

References

- Lee Canter- Center for Transformative Teacher Training
1 Blackfield Drive #137
Tiburon, CA 94920
- Debora Moncayo- Director, Staff Development
Roosevelt School District
6000 South 7th Street
Phoenix, AZ 85042
- Terri Monzingo- Area Superintendent
Durham Public Schools
511 Cleveland Street
Durham, NC 27702
- Claude Mayberry- President, Science Weekly
P.O. Box 70638
Chevy Chase, MD 20813
- Robert Sheridan- Vice President
Houghton Mifflin Harcourt Publishers
10801 North Mopac Expressway
Austin, Texas 78759
- Thomas Brady- Superintendent
Providence Schools
797 Westminster Street
Providence, RI 02903
- Edward Goldman - Associate Superintendent
Clark County School District
3950 S. Pecos-Mcleod
Las Vegas, NV 89121
- Lauren Kohut-Rost – Region Superintendent
Clark County School District
5708 Mountain Vista Street
Las Vegas, NV 89120
- Judy Bryant - Area Director
Portland Public Schools
4915 North Gantenbein Ave
Portland, OR 97217

Katherine Billington - Coordinator of Staff Development
Rockford Public School District 205
Rockford, Ill 61102

Cathy Maggiore - Principal
John C. Vanderburg Elementary School
2040 Desert Shadow Trail
Henderson, NV 89012

Joyce Schneider - Teacher
John C. Vanderburg Elementary School
12 Quail Run Road
Henderson, NV 89014

Sharon Brown - Teacher
John C. Vanderburg Elementary School
386 Decareo Court
Henderson, NV 89014

Fernando Miguel Reimers

Ford Foundation Professor of International Education
Director International Education Policy Program
Harvard Graduate School of Education
Affiliated Professor, Harvard Law School
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IEP:<http://www.gse.harvard.edu/iep/index.html>

Interests

Educational Innovation
Global Education
Entrepreneurship Education
Education Policy and Instructional Improvement
Teacher and Principal Development
Education, Poverty and Inequality
Education, Democratic Citizenship and Character Development
Internationalization of K-12 and college education in the United States
Education Research Utilization and Policy Reform
International and Comparative Education

Professional Experience

Harvard Graduate School of Education

Director. Masters Program in International Education Policy.
Professor of International Education. January 2005--current
Associate Professor. January 1998-2004
Instructor. 1993-1994
Teaching Fellow. Educational Planning and Organizational Behavior 1986-1987.

The World Bank

Senior Education Specialist. October 1996—December 1997.

Harvard Institute for International Development

Policy Fellow. Education Specialist. (on leave October 1996-December 1997).
Institute Associate. Education Specialist. 1990-1996.
Research Associate. 1988-1990.

Harvard-Radcliffe College

Assistant Director. Cronkhite Graduate Center. 1984-1986.
Teaching Fellow. Comparative Politics in Latin America. 1986.

Universidad Central de Venezuela

Instructor. Research Methods and Experimental Psychology. 1982-1983.

Izaguirre, Pulido, Briceno y Asociados. Venezuela.

Education Consultant. 1982-1983

Recent and Current Research

Impact Evaluation of an Entrepreneurship Education Program (Injaz Al-Arab) in the Middle East. 2011--current

Designed a K-12 Global Studies Curriculum for the Avenues School, a private school in New York City part of a planned global network of 20 schools. 2010—2011.

Study of leadership effectiveness of school and district leaders and design and implementation of education leadership masters program. In collaboration with Universidad Federal de Juiz de Fora. Minas Gerais. Brazil. Principal investigator. 2009--current

A study of two approaches to citizenship education (service learning and civic education) in Guerrero and Monterrey of Mexico. Principal Investigator. 2009—current.

Evaluation of a citizenship education cross-national program in Colombia, Chile, Dominican Republic, Guatemala, Dominican Republic, Guatemala, and Mexico. 2007—2011.

Leadership of Recent Major Research, Policy Conferences and Seminars

Chair of Think Tank on Education and 21st Century Schools. Harvard University. Advanced Leadership Initiative. April 2012.

Seminar on education leadership, for 200 participants in Education Leadership Program at Universidad Federal de Juiz de Fora, Brazil. July 11-16, 2011.

Chair of Think Tank on Global Education. Harvard University. Professional development program for teachers, school principals and district leaders to review approaches to increase the global competence of K-12 students. May 19-20, 2011.

Educational Innovation and Entrepreneurship in Latin America. A seminar organized with the World Economic Forum to examine options to increase the relevance of education in the region. Rio de Janeiro, Brazil. April 25-28, 2011.

Chair of Think Tank on Educational Innovation and Technology. Convening of 150 leaders of school districts, philanthropies, education companies and school networks to discuss the role of technology supporting educational innovation to increase the

relevancy of education and to close equity gaps. Harvard University. Advanced Leadership Initiative. March 31-April 2, 2011.

Educational Innovation and Entrepreneurship in the Middle East. A seminar organized with the World Economic Forum to advance the relevance of education in the region. Marrakech, Morocco. October 24-28 2010.

Education and Democratic Citizenship in Latin America. High level ministerial meeting to discuss initiatives to advance education for democratic citizenship organized with Unesco-Cerlalc, Interamerican Development Bank and Organization of American States. Guayaquil, Ecuador. October 18-19 2010.

Implementing a new education strategy in Mexico. Leadership Seminar organized with the OECD and Ministry of Education. Mexico City. June 27-29, 2010.

Conference Chair. Leading Educational Innovation in Brazil. Symposium convening academic leaders in Brazil and Harvard faculty. Salvador, Bahia. August 12-14, 2010.

Chair Think Tank Educating for What Purpose? Developing Citizenship and Global Competencies. Think Tank organized as part of the Advanced Leadership Initiative at Harvard University. March 25-27, 2010.

Education in China and the United States. A Leadership Roundtable. Harvard Graduate School of Education. February 22-23, 2010.

Chair Think Tank Closing Education Gaps. Think Tank organized as part of the Advanced Leadership Initiative at Harvard University. March 12-14, 2009.

Conference Chair Civic Education and Democratic Citizenship in the Americas. Organized jointly by Harvard University and the Oscar Arias Foundation for Peace. August 18-19 2005. Funded by David Rockefeller Center for Latin American Studies, Oscar Arias Foundation for Peace, Academy for Educational Development.

Conference Chair Research Conference on Education and Immigration: US and Mexico. Organized jointly by Harvard University, the Instituto de Estudios Tecnológicos y Superiores de Monterrey and the Universidad de Monterrey. December 2004. Funded by David Rockefeller Center for Latin American Studies, ITESM and Universidad de Monterrey.

Chair Policy Roundtable on National Policy and Educational Opportunity for Disadvantaged Children in Mexico. This two day seminar brought to Harvard a group

of high level education decision makers, leaders of agencies of compensatory education programs and secretaries of education of several Mexican States to analyze the effects of current policies of instructional improvement in high poverty schools. Funded David Rockefeller Center for Latin American Studies. October 25-26, 2004.

Seminar for high level administrators of the Instituto de Estudios Tecnologicos de Monterrey to discuss how to prepare undergraduates in Mexico for democratic leadership. May 26, 2004.

Chair Policy Conference on Education Reform in El Salvador. Strategic planning retreat of business leaders, politicians and education policy makers to develop a strategic plan for education reform to guide the efforts of the current administration. December 2004.

Policy Advisory Work

Australia, Bolivia, Brazil, Chile, China, Colombia, Costa Rica, Dubai, Ecuador, El Salvador, Egypt, Guatemala, Honduras, Indonesia, Jordan, Mexico, Morocco, Nicaragua, Pakistan, Paraguay, Peru, United States, Thailand, Venezuela.

Education

Doctor in Education. Harvard University. 1988.
Program of Administration, Planning and Social Policy.

(Doctoral Dissertation: *Trends in Education Finance in Latin America*. Published in Spanish by UNESCO).

Master in Education. Harvard University. 1984.
Concentration in Administration, Planning and Social Policy.

Licenciado en Psicología. Universidad Central de Venezuela. 1982.
Magna Cum Laude.
Honors Thesis on uses of computer assisted instruction.

Honorary Doctorate in Human Letters for work in Global Education and International Human Rights. Emerson College. 2009.

Languages

English, French, Spanish. Working knowledge of Italian and Portuguese.

Books

Reimers, F. and J. Jacobs. 2008. *Leer (Comprender y Aprender) y Escribir para Comunicarse. Desafios y Oportunidades para los Sistemas Educativos*. Madrid. Editorial Santillana.

Reimers, F. (Ed.) 2006. *Aprender Mas y Mejor. Politicas, Programas y Oportunidades de Aprendizaje en Educacion Basica en Mexico*. Fondo de Cultura Economica. México City.

Reimers, F. (Ed.) *Unequal Schools, Unequal Chances. The challenges to educational opportunity in the Americas at the end of the XX century*. David Rockefeller Center for Latin American Studies. Harvard University Press. Cambridge, MA. 2000. (Published in Spanish as *Escuelas Desiguales, Oportunidades Diferentes* by Editorial Arco-La Muralla. Madrid. 2002).

Reimers, F. and N. McGinn *Informed Dialogue. Changing Education Policies Around the World*. Praeger Publishers. 1997. (Published in Spanish as *Dialogo Informado* by Centro de Estudios Educativos in Mexico. 2000).

Reimers, F., N. McGinn and K. Wild *Confronting Future Challenges: Educational Information, Research and Decision-Making*. UNESCO. International Bureau of Education. 1995.

Warwick, D. and F. Reimers *Hope or Despair? Primary Education in Pakistan*. Praeger Publishers. 1995.

Reimers, F. and L. Tiburcio *Education, Adjustment and Reconstruction: Options for Change*. Paris. UNESCO. 1993. (Also published in French and Spanish).

Reimers, F. *Educación para todos en América Latina en el siglo XXI. Los desafíos de la estabilización y el ajuste para la planificación educativa*. Caracas, CINTERPLAN. 1991.

Reimers, F. *Deuda externa y financiamiento de la educación. Su impacto en Latinoamérica*. Santiago, UNESCO. 1990.

Reimers, F. *A new scenario for educational planning and management in Latin America. The impact of the external debt*. Paris, UNESCO. International Institute for Educational Planning. 1990.

Reimers, F. (Editor). *Educacion en El Salvador*. San Salvador. UCA Editores. 1995.

Reimers, F. (Editor). *Análisis del Sistema Educativo en el Paraguay*. Centro Paraguayo de Estudios Sociologicos. Asunción. 1993.

Journal Articles in English

Reimers, F. (2010) "Pathways for Change. Educational Innovation in Latin America" *Americas Quarterly*. Fall 2010.

Reimers, F. and C. Chung. (2010) "Teaching Human Rights in times of Peace and Conflict". *Development*. 53(4)

Reimers, F. (2010). Education au cosmopolitisme et à la paix. *Raisons Educatives*, Vol. 14.

Reimers, F. "Enlightening Globalization. An Opportunity for Continuing Education" *Continuing Higher Education Review*. September 2009 (volume 73).

Reimers, F. "Civic education when democracy is in flux: The impact of empirical research on policy and practice in Latin America." *Citizenship and Teacher Education* Vol 3, No. 2, December 2007.

Reimers, F. and S. Cardenas "Who benefits from School Based Management in Mexico." *Prospects*. March 2007.

Reimers, F. "Citizenship, Identity and Education. Examining the Public Purposes of Schools in an Age of Globalization" *Prospects*. Vol. XXXVI, No 3. September 2006.

Reimers, F. "Teaching Quality Matters. Pedagogy and Literacy Instruction of Poor Students in Mexico" *Harvard Education Review*. 2006.

Reimers, F. "War, Education and Peace" *Prospects*. Vol. XXXIII, no 1. March 2003.

Reimers, F. "Educational chances of the Poor at the end of the XX century" Introductory Essay. *Prospects*. Vol. XXIX, No 4. December 1999.

Reimers, F. "Educational Opportunities for Low-Income Families in Latin America" *Prospects*, Vol. XXIX, No 4, December 1999.

Villegas-Reimers, E. and F. Reimers "Where are 60 million teachers? The missing voice in educational reforms around the world" *Prospects* 25(3):469-492. September 1996.

Reimers, F. "Education and Structural Adjustment in Latin America and Sub-Saharan Africa". *International Journal of Education and Development*, 14(2):119-129. 1993.

Reimers, F. "Time and opportunity to learn in Pakistan's schools: some lessons on the links

between research and policy" *Comparative Education* 29(2):201-212. 1993.

Reimers, F. "The challenges for early childhood education policy in Latin America and the Caribbean". *International Journal of Educational Development*. Vol 13(4): 303-314. 1993.

Warwick, D., F. Reimers and N. McGinn "The implementation of educational innovations: lessons from Pakistan" *International Journal of Educational Development*. Vol 12(4):297-307. 1992.

Reimers, F. "Is Jomtien Irrelevant to Latin America?" *Zeitschrift für internationale erziehungs- und sozialwissenschaftliche Forschung*. 1992 (1):1-25.

Reimers, F. "The need for an early childhood education policy in Latin America and the Caribbean". *UNESCO-OREALC Bulletin*. August 1992.

Reimers, F. "The impact of economic stabilization and adjustment on education in Latin America" *Comparative Education Review*. May 1991. Vol 35, n.2. pp. 319-353.

Reimers, F. "The role of organization and politics on government financing of education. The effects of structural adjustment in Latin America" *Comparative Education*. Vol 27(1), January 1991.

Reimers, F. "Adjustment and education in Latin America" *Journal of Educational Planning and Administration*. 5(3)249-258. 1991.

Reimers, F. "The impact of the debt crisis on education. Implications for educational planning and management" *Prospects*. XX(4). 1990. (Also published in Spanish, French, Arabic, Russian and Chinese).

Reimers, F. "Education for all in Latin America and the challenges of external indebtedness" *New Education* Vol 12(2):16-29. 1990.

Reimers, F. "Education for All in Latin America in the XXI Century" *UNESCO-OREALC Bulletin*. 23. December 1990. pp.7-25.

Book Reviews

Reimers, F. Review of *Enhancing Educational Excellence, Equity and Efficiency in Evaluation and Program Planning*. 24 (2001) 167-169.

Chapters in books and monographs in English

Reimers, F., N. Cooc and J. Hashmi. 2012. Adapting Innovations Across Borders to Close Equity Gaps in Education. In Hyman, J. (Ed). *Increasing Equity in Education*. Oxford University Press.

Reimers, F. "Building Entrepreneurial Organizations to make learning in school relevant" *Innovations* 2010 vol 5, 2. 53-56.

Reimers, F. and S. Cardenas. Youth Civic Engagement in Mexico. In Torney-Purta, J. et al. (Editors). 2010. *International Handbook of Youth Civic Engagement*. John Wiley and Sons.

Reimers, F. Educating for Global Competency. In Cohen, J. and M. Malin (Editors). 2009. *International Perspectives on the Goals of Universal Basic and Secondary Education* Routledge Press.

Reimers, F. and F. Knaul. Mexico. In Epstein, Irving (Editor). 2008. *The Greenwood Encyclopedia of Children's Issues Worldwide*.

Reimers, F., C. da Silva and E. Trevino. Conditional Cash Transfers in Education. Montreal. Unesco Institute of Education Statistics. Unesco Institute of Statistics. Montreal. 2006.

Reimers, F., C. da Silva and E. Trevino. Scholarships for Poor Children. Options for Planners. Fundamentals of Educational Planning. UNESCO. Institute of Educational Planning and Management. (Book under contract. In preparation).

Cox, C., R. Jaramillo and F. Reimers. Educacion y ciudadania democratica en America Latina y el Caribe. (Education and Democratic Citizenship in Latin America and the Caribbean). Washington, DC. InterAmerican Development Bank. (Central Paper of Discussion for a Seminar of Ministers of Education of the region organized by the Interamerican Development Bank and the Organization of American States. Trinidad. August 2005.)

Reimers, F and E. Villegas-Reimers. Educacion para la Ciudadania y la Democracia: Politicas y programas en Escuelas Secundarias de America Latina y el Caribe (Education for Democratic Citizenship in high schools in Latin America and the Caribbean). Washington, DC. InterAmerican Development Bank. Dialogo Regional en Educacion. (Central Paper of Discussion for a Seminar of Undersecretaries of Education of the region organized by the Interamerican development Bank. Washington, DC. February 2005.

Reimers, F. Teaching Global Values. Paper prepared at the request of the American

Academy of Arts and Sciences. UBASE Project.

Reimers, F. Social Progress in Latin America. Victor Bulmer-Thomas and John Coatsworth (Eds.). *Cambridge Economic History of Latin America*. Vol II. Pp. 427-480. Cambridge University Press. 2006.

Reimers, F. and E. Villegas-Reimers. Educating democratic citizens in Latin America. In Kagan, J. and L. Harrington (Eds.) *Essays in Cultural Change*. Pp 95-114. Routledge. 2006.

Reimers, F. Principally Women. Gender in the Politics of Mexican Education. In Randall, L. (ed.) *The Changing Structure of Mexico*. Pp. 278-294. M.E. Sharpe Publishers. 2006.

Reimers, F. Compensatory Education Policies and Programs in Latin America. In Guthrie, J. (Ed.) *Encyclopedia of Education*, Second Edition. Macmillan Publishers.

Reimers, F. 2003. The Social Context of Educational Evaluation in Latin America. In Thomas Kellaghan and Daniel Stufflebeam (Eds). *International Handbook of Educational Evaluation*. Kluwer Academic Press. 441-463.

Reimers, F. 2002. "Something to hide? The politics of educational evaluation in Latin America." David Rockefeller Center for Latin American Studies. Monograph. May. Number 01/02-1.

Villegas-Reimers, E. and F. Reimers. 2000. *Professional development of teachers as lifelong learning: alternative models, practices and five dimensions to contextualize it*. Report prepared for the Board on International and Comparative Studies in Education of the National Academy of Sciences.

Reimers, F. "Changing schools through participatory knowledge management in El Salvador: Can education systems learn?" in Chapman, D., L. Mahlck and A. Smulders (Eds.) *From planning to action: Government initiatives to improve school level practice*. London: Elsevier. 1997.

Reimers, F. "Education and Structural Adjustment. Unmet Needs and Missed Opportunities". In Lynch, J., C. Modgil and S. Modgil (Eds.). *Education and Development. Tradition and Innovation*. Volume One. Concepts, Approaches and Assumptions. pp: 1-18. London: Casell Publishing. 1997.

Reimers, F. "Participation, Policy Dialogue and Education Sector Analysis" In Lynch, J., C. Modgil and S. Modgil *Education and Development. Tradition and Innovation*. Volume One. Concepts, Approaches and Assumptions. pp. 65-81. London: Casell Publishing. 1997.

Reimers, F. "The Role of the Community in Expanding Educational Opportunities" In Lynch, J., C. Modgil and S. Modgil (Eds.). *Education and Development. Tradition and Innovation Volume Two. Equity and Excellence in Education for Development*. pp: 146-162. London: Casell Publishing. 1997.

Reimers, F. "The Role of NGOs in Promoting Educational Innovation" In Lynch, J., C. Modgil and S. Modgil (Eds.). *Education and Development. Tradition and Innovation. Volume Four. Non-formal and Non-governmental Approaches*. pp: 33-44. London: Casell Publishing. 1997.

Reimers, F. "Participation and Educational Change in Latin America" Harvard University. David Rockefeller Center for Latin American Studies. Working Paper Series # 4. 1996.

Reimers, F. "Education Finance in Latin America. Perils and Opportunities" in Brunner, J. and J. Puryear (Eds.) *Education and Economic Competitiveness in the Americas*. Organization of American States. 1994.

Reimers, F. "The educational system of Costa Rica". Entry in the *International Encyclopedia of Education*. Edited by Torsten Husen and Neville Postlewaite. Pergamon Press. 1994.

Reimers, F. "The educational system of Venezuela". Entry in the *International Encyclopedia of Education*. Edited by Torsten Husen and Neville Postlewaite. Pergamon Press. 1994.

Reimers, F. "Education and economic adjustment". Entry in the *International Encyclopedia of Education*. Edited by Torsten Husen and Neville Postlewaite. Pergamon Press. 1994.

McGinn, N., F. Reimers, A. Loera, M. Soto and S. Lopez *Why do children repeat grades?* BRIDGES Research Report Series. June 1992. # 13.

Selected Publications in Spanish

Reimers, F. and J. Jacobs. 2008. *Leer, Comprender y Aprender, y Escribir para Comunicarse. Oportunidades para los sistemas educativos, y para las sociedades, de America Latina*. Madrid. Editorial Santillana.

Reimers, F. 2008. Educar para la Paz y la Ciudadania en America Latina. In Marchesi, A. (Ed). *Educación en America Latina*. Madrid. Editorial Santillana. In Press.

Reimers, F. 2006 Lectores Competentes y Expansion Escolar en Mexico. Continuidad intergeneracional y desafios de politica educativa. En Goldin, D. (Coordinador). *Encuesta Nacional de Lectura. Informes y Evaluaciones*. Mexico. CONACULTA. Paginas 173-202.

- Reimers, F. 2006. "Sobre la Calidad de la Educacion y su Sentido Democratico" *Revista PRELAC*. UNESCO. Santiago. 2006.
- Reimers, F. 2004. "Maestras, Libertad e Interdependencia en El Salvador" in Rodriguez, J.C., H. Cuellar and C. Avila (Eds.). *Memoria del Foro de Politica Educativa*. San Salvador. Mayo 2004. Pp: 44-67.
- Reimers, F. 2004. "Pedagogia, cultura escolar y formacion de ciudadania democratica en America Latina" *Revista Latinoamericana de Estudios Educativos*. XXXIII, 4 pp. 9-50.
- Reimers, F. 2003. "El contexto social de la evaluacion en America Latina" *Revista Latinoamericana de Estudios Educativos*.
- Reimers, F. 2003. "La lucha por la igualdad de oportunidades en America Latina como proceso politico" *Revista Latinoamericana de Estudios Educativos*. XXXII, 1 pp. 9-70.
- Reimers, F. 2003. "Las buenas maestras en America Latina" *Revista Persona y Sociedad*. Vol. XVII. No 1. April 2003. Universidad Alberto Hurtado. Chile. Pp: 33-47.
- Reimers, F. 2003. "La Buena ensenanza y el exito escolar de los estudiantes en America Latina" *Revista Iberoamericana de Educacion*. No 31. Enero-Abril.
- Reimers, F. 2002. "Tres paradojas educativas en America Latina. Sobre la necesidad de ideas publicas para impulsar las oportunidades educativas" Banco Interamericano de Desarrollo. Dialogo regional en educacion. Mimeog. Published also in *Revista Iberoamericana de Educacion*. Mayo-Agosto 2002.
- Reimers, F. 2001. "Educar para la justicia y la democracia en Venezuela" *Veneconomia* 18(7)
- Reimers, F. 2001. "Oportunidad educativa en Mexico. Logros y desafios de las politicas educativas" in Chazaro, S. (Ed.) *Educacion en Mexico*. Editorial Mexico Desconocido. Pp.. 249-275.
- Reimers, F. 2001. "Educacion, exclusion y justicia social en America Latina" en Ornelas, C. (Ed.) *Investigacion y Politica Eucativa. Ensayos en Honor a Pablo Latapi* Mexico. Editorial Santillana. Pp. 187-230.
- Reimers, F. 2001. Politicas compensatorias en America Latina. Subfinanciadas, insuficientes y fragiles. *La Educacion*. XLIII (132-134): 15-59.

- Reimers, F. 2000. "Educación, desigualdad y opciones de política en América Latina en el siglo XXI" *Revista Iberoamericana de Educación*. Numero 23. Mayo-Agosto 2000. Pp. 21-48. Reprinted in *Revista Latinoamericana de Estudios Educativos*. XXX(2) 11-42.
- Reimers, F. "Educación, pobreza y desigualdad en América Latina" *Acta Sociológica*. Universidad Nacional Autónoma de México. 28-29. Enero-Agosto 2000. pp. 67-86.
- Reimers, F. 2000. "La igualdad de oportunidades educativas como prioridad de políticas en América Latina" in Navarro, Juan, Katherine Taylor, Andrés Bernasconi and Lewis Tyler (Eds.) *Perspectivas sobre la Reforma Educativa*. Pp. 47-80. Washington, DC. Banco Interamericano de Desarrollo.
- Reimers, F. "Pueden aprender los hijos de los pobres en las escuelas de América Latina" *Revista Mexicana de Investigación Educativa*. Numero 9, Volumen V, Pp. 13-71. Enero 2000.
- Reimers, F. "El estudio de las oportunidades educativas de los pobres en América Latina" *Revista Latinoamericana de Estudios Educativos*. 1999. No 1. Pp. 17-68.
- Reimers, F. "Participación Ciudadana en Reformas de Políticas Educativas". *Revista Pensamiento Educativo*. Universidad Católica de Chile. Volumen 17. 1995. pp. 115-131.
- Reimers, F. "Educación y Democracia: El caso de Venezuela" *La Educación*. No 116. 1993. pp. 579-602.
- Reimers, F. "Fe y Alegría. Una innovación educativa para proporcionar educación básica con calidad y equidad" *Revista Paraguaya de Estudios Sociológicos* 1992. # 85: 41-58.
- Reimers, F. "Tiene Jomtien Relevancia en América Latina? Los Ajustes a la Educación cuando se Ajusta la Economía" in *Ajuste Económico y Desarrollo Social: Complementaridad o Conflicto*. A. Pio (Ed.) 1992. pp. 140-172.
- Reimers, F. "Educación y Democracia en Venezuela. Desafíos Pasados y Futuros" *Revista Paraguaya de Sociología*. 1991. #82:105-122.
- Reimers, F. "Tiene Jomtien relevancia en América Latina?" *la Educación* #108:101-131. 1991.

- Reimers, F. "El impacto del ajuste económico en la educación pública en América Latina. El caso de Venezuela" *Cuadernos del Cendes* 15-16. Abril 1991. pp. 115-144.
- Reimers, F. "Deuda externa y desarrollo: Implicaciones para el financiamiento de la educación en América Latina" *Revista Brasileira de Estudos Pedagogicos* v. 71. # 169. Sep-Dec 1990. pp. 195-277.
- Reimers, F. "El costo educativo de la deuda externa. Implicaciones para la planificación educativa en América Latina". *La Educación* # 105 (December) 1989. pp. 1-37.
- Reimers, F. and E. Villegas "Informe sobre educación en Venezuela a través de dos fuentes secundarias (ERIC y REDUC)" *Revista Latinoamericana de Estudios Educativos*, 14(3): 107-119. 1983.

Short essays in publications for general readers

- Reimers, F. The three As of Global Education. Oxfam International. 2009.
http://www.oxfam.org.uk/education/policy/ageofinterdependence/files/the_three_a_web.pdf
- Reimers, F. Leading for Global Competency. *Education Leadership*. September 2009. Volume 67. Number 1.
- Reimers, F. Educating the World *Harvard International Review*. Vol. 30 (4) - Winter 2009 Issue.
- Reimers, F. Global Competency is Imperative for Global Success. *Chronicle of Higher Education*. January 30, 2009
- Reimers, F. It is time to teach human rights. *Ed Magazine*. Winter 2009.
- Reimers, F. Preparing Students for the Flat World. *Education Week*. October 7, 2008
- Reimers, F. Open Schools, Open Minds, Open Societies. *Revista David Rockefeller Center for Latin American Studies*. Harvard University. Spring 2004.
- Reimers, F. Children and Globalization. Schools, Children and Trust in the Americas. *Revista. David Rockefeller Center for Latin American Studies*. Harvard University. Winter 2004.
- Reimers, F. Rethinking Social Studies To Develop Global Literacy and Global Trust. *Newsletter of Boston International Research Center*. Center of Peace Studies. Summer 2003.

Reimers, F. War, Education and Peace. *Education Week*. December 12, 2002.

Reimers, F. "Education and Poverty in Latin America. Can Schools Make Any Difference?"
Newsletter. David Rockefeller Center for Latin American Studies. Harvard
University. Spring 1999. Pp. 3-6.

Selected Recent Presentations:

"Making a World of Difference by Thinking Globally" Keynote Conference at the Content in Context Conference, Annual Conference of all Education Publishers. Washington, DC. June 4, 2012.

"Developing a Global Studies Curriculum". Annual Meeting of the Comparative and International Education Society. San Juan, Puerto Rico. April 23, 2012.

"Education for innovation and entrepreneurship". Raja Roy Sing Distinguished Lecture at UNESCO – APEID meeting. Jakarta. December 5, 2011.

"Beyond basics. Teaching what matters in the 21st century." Keynote speech at Conference organized by Institute Ayrton Senna. Sao Paulo. October 25, 2011.

"Including students with special needs. The next frontier" Keynote speech at a Conference organized by Ministry of Education and Unicef, attended by 200 municipal secretaries of Education. National Council of Education. Brazilia. October 4, 2011.

"Developing 21st Century Skills" Keynote speech at Conference organized by Todos Pela Educacao, a public-private coalition to advance basic education in Brazil. National Council of Education. Brazilia. September 14, 2011.

"Teaching Youth to Make a Difference" Keynote speech at annual Conference of all education officers of UNICEF and key partners. New York City. September 6, 2011.

"Building partnerships to create a strong teaching profession around the world" Presentation at the World Congress of Teacher Unions organized by Education International. Cape Town, South Africa. August 23, 2011.

"Improving K-12 education and the social responsibility of the University". Keynote speech opening a conference on Innovation and Higher Education which convened academic leaders of universities in Spain and in Latin America. Universidad de Deusto. Bilbao. July 5, 2011.

“Developing Advanced Leadership in Education”. Miami Global Conference, Advanced Leadership Initiative and University of Miami. June 15, 2011. (Panel Presentation)

“Redefining Global Education for the 21st century”. Conference on Global Education. Andover Academy. May 6, 2011. (Keynote address)

“Promoting Civic Education in Latin America. Evaluation of a six country initiative”. Montreal. Annual Conference of the Comparative and International Education Society. May 2, 2011. (Research paper presentation)

“Education and Globalization”. Annual Global Conference Milken Institute. Los Angeles. May 4, 2011. (Panel Presentation)

“Education and Entrepreneurship”. Rio de Janeiro. World Economic Forum. April 25, 2011. (Panel Presentation)

“International Education and Entrepreneurship”. Harvard Business School. April 20, 2011. (Panel Presentation)

“Educational Innovation, technology and entrepreneurship”. At Think Tank of the Harvard Advanced Leadership Initiative. March 31, 2011. (Panel Presentation).

“Civic Education and Political Engagement in Mexico”. Fletcher School. Tufts University. March 29, 2011. (Lecture)

“Civic Education and Development”. Mexico City. Secretary of Public Education. April 5, 2011. (Panel Presentation)

“Education and entrepreneurship”. Presentation to students at Philip Brooks House. Harvard College. January 20, 2011. (Seminar presentation to a group of undergraduates)

“Educational Innovation and Higher Education”. Forum at the American University organized by the World Economic Forum. Dubai. December 1, 2010. (Panel Presentation)

“Civic Education in Latin America”. The Fletcher School. Tufts University. November 10, 2010. (Lecture)

“Education and the Democratic Spirit”. Ikeda Center. Cambridge, MA. November 5, 2010. (Keynote address)

“Education and Entrepreneurship”. Conference organized by the World Economic Forum. Marrakech, Morocco. October 25, 2010. (Keynote address)

“Democratic Education in Latin America”. Regional Conference on Civic Education organized by SREDECC. Quito, Ecuador. October 19, 2010. (Keynote address)

“Teacher education and globalization”. Bangkok, Thailand. Annual EDUCA Conference. Thai Ministry of Education. October 13, 2010. (Keynote address)

“Globalization and Higher Education”. Presentation at the Pardee Center. Boston University. October 6, 2010. (Panel presentation)

“Educating for Global Competence”. Beijing. Renmin University. August. 2010. (Keynote address)

“Civic Education and Youth Political Culture in Mexico” Presentation at the Samuel P. Huntington Memorial Symposium on Culture, Cultural Change, and Economic Development. Moscow. May 26, 2010.

“Advancing Democratic Citizenship Education in Latin America.” Georgia Conference. Harvard Graduate School of Education. April 23, 2010.

“The Study of Comparative Education.” Monan Distinguished Lectures in International Education. Boston College. March 17, 2010.

“Mainstreaming Global Education in the K-12 Curriculum” Keynote Address to the Northeast Regional Council for the Social Studies. Sturbridge, MA. March 24, 2010.

“Education and Global Citizenship.” Annual Conference of the American Association for Curriculum and Teacher Education. Atlanta. February 21, 2010.

“Las carreras del futuro” Oppenheimer Presenta. TV interview broadcast in the US and in Latin America. 2010.

“The role of public private partnerships in education.” Module at the Puerto Rico Institute of the David Rockefeller Center for Latin American Studies. January 8, 2010.

“Global Education” Interview in Wisconsin Public Radio. Here on Earth. November 17, 2009.

“The civic culture of youth in Mexico.” Presentation at Carr Center for Human Rights. Harvard Kennedy School. November 10, 2010.

“Fostering Citizenship Education in Mexico.” The Fletcher School. Tufts University. October 14, 2010

“Expanding Educational Opportunity and the Challenges of Education Leadership in China.” Series of lectures in Shanghai, Nanjing, Hangzhou, and Zhejiang. Organized by Provincial Departments of Education and Ameson Education Foundation. October 29-November 4, 2009.

“Education Leadership Development Challenges in China.” Presentation at the China Leadership Conference of the Central Party School. Harvard University. October 25, 2009.

“Global Education and Public Service.” Keynote Lecture to the Annual Conference of the Harvard Alumni Association. October 23, 2009.

“Preparing Students for the Flat World.” Keynote Presentation at the Peace Corps Conference Celebrating Twentieth Anniversary of the Coverdell World Wise Schools. October 15, 2009.

“Education Policy Reform and Global Literacy.” Presentation in celebration of Literacy Day at the United Nations. September 8, 2009.

“One on One with Maria Hinojosa. Educating Immigrant Students” Interview for WGBH. Broadcast nationally through public television network. 2009-2010.

“Reinventando a escola: desafios para a inclusão e a justiça social “ (reinventing schools, the challenges of inclusion and social justice) Keynote Conference at the XXIV Simpósio Brasileiro III Congresso Interamericano de Política e Administração da Educação. DIREITOS HUMANOS E CIDADANIA desafios para as políticas públicas e a gestão democrática da educação. Vitória, Espírito Santo. Brazil. August 12, 2009.

“Globalization and the Future of Learning.” In Conference on the Future of Learning. Harvard Graduate School of Education. Cambridge, MA. August 5, 2009.

“Tres pilares para repensar la formación de maestros.” Congress organized by Ministry of Education of Nuevo Leon. Monterrey. September 22, 2008

“Liderazgo, ciudadanía y responsabilidad social empresarial en educación.” Presented at the Conference in Public Private Partnerships. Monterrey. October 15, 2008

“Assessing Student Literacy Skills in Support of Literacy Instruction: Cross-Disciplinary Perspectives From Latin America” Presidential Session. Annual Conference of the 2009 American Education Research Association. April 2009.

“Developing Global Competency in the Undergraduate Curriculum” UCEA's 94th Annual Conference, April 1-4, 2009. Boston.

“Civic Education and the Nuremberg Trials.” Presented at Conference at Harvard Law School on the legacies and implications of the Nuremberg Trials for international law, human rights and education. November 3-4, 2005.

“An Incomplete Education. Civic Education of Immigrant Students in the United States.” Presented at the Conference on Civic Education and Democracy. San Jose, Costa Rica. August 18-19, 2005.

“Globalization and civic education.” Presented at the first Global Symposium of Facing History and Ourselves. Brooklyne, MA. August 11, 2005.

“Education and Global Citizenship. What American students need to learn.” Presented at the Harvard International Development Conference. August 6, 2005.

“Educating all children for gender equity in developing countries.” Presented at the International Quality Seminar. Harvard Graduate School of Education. June 27, 2005.

“La formacion de maestros y el desarrollo de ciudadania democrática” (Teacher education and the development of democratic citizenship). Escuela Normal de San Luis. Mexico. June 16, 2005.

“Educacion y libertad” (Education and freedom). Participation via video-conference in a multisite conference organized by business entrepreneurs in Argentina with support of the David Rockefeller Center for Latin American Studies. June 7, 2005.

“Democratic citizenship and undergraduate education.” Seminar for Presidents of several Chinese Universities. Harvard Graduate School of Education. May 22, 2005.

“Tolerance education, democratic citizenship and service learning.” Seminar for senior administrators of Siam University and education policy makers from Thailand. Harvard Graduate School of Education. April 14, 2005.

“Education research and civic education.” Advancing what we know. Presented at the Annual

Meeting of the Comparative and International Education Society. Stanford University. March 26, 2005.

“Where is the education in the conditional cash transfers for education?” Presented at the Annual Meeting of the Comparative and International Education Society. Stanford University. March 25, 2005.

“Reaching internationally in promoting tolerance.” Presentation to senior staff of Facing History and Ourselves. March 9, 2005.

“Education and Democracy in Latin America.” Presentation at the Conference Harvard Comes to Mexico. March 2, 2005.

“Education reform and the construction of a democratic culture in Guatemala.” Presentation to a group of business and political leaders from Guatemala. Harvard Club. February 28, 2005.

“Education Reform in Latin America and the challenges of democratic citizenship.” Presented to a meeting of undersecretaries of education of the region. Washington, DC. Interamerican Development Bank. February 17, 2005.

“A strategy to reform education in El Salvador.” Presented at the strategic retreat of the Presidential Commission of Education Reform. Harvard University. December 8, 2004.

“When women run the schools. A study of the leadership styles of women principals in Mexico.” Presented at the Regional Conference of the Comparative and International Education Society. George Washington University. Washington, DC. November 13, 2004.

“Conditional Cash Transfers for Education in Latin America.” Annual Meeting of the New England Council of Latin American Studies. Boston University. November 6, 2004.

“Preparing undergraduates for globalization.” Presented to a retreat of senior administrators and faculty of the Colleges of the Fenway, a consortium of five colleges in Boston. Wheelock College. Brooklyne, MA. October 29, 2004.

“Los desafíos de educar para la tolerancia y para la democracia” (The twin challenges of educating for tolerance and democracy). Universidad de Deusto. Bilbao, Spain. September 15, 2004. (participation via video-conference).

“Educar para la Democracia. El Legado de Sarmiento” (Educating for Democracy. The Legacy of Sarmiento). San Juan, Argentina. Week celebrating the life of Domingo Faustino Sarmiento. September 7, 2004. (participation via video-conference).

“Building a Culture of Peace in Schools” UUNN University of Peace. San Jose. Costa Rica. August 10, 2004.

“Políticas educativas y pedagógica. La relación entre los niveles macro y micro en la reforma educativa” (Education policies and pedagogy. The relationship between the macro and the micro in education reform). Universidad de Costa Rica. San Jose. Costa Rica. August 11, 2004.

“Cultura Educativa y Cultura Democrática” (Education culture and democratic culture). Estado de la Nación, San Jose. Costa Rica. August 12, 2004.

“Promoting tolerance, teaching Global Values and the Underachievement of Development Institutions” UNESCO, Paris. June 14, 2004.

“The education challenges of El Salvador”. Conference organized by the Ministry of Education. San Salvador. May 27, 2004.

“The challenges of large scale instructional improvement in Latin America” Conference at the Instituto Tecnológico de Monterrey. Broadcast via video-conference through their virtual University to multiple sites in Latin America. May 20, 2004.

“Education and Development. Looking inside classrooms” Seminar of International Development. Harvard Business School. May 6, 2004.

“Education. A Source of Global Solutions? Focusing on the Purposes of Schools in Development” International Relations Week. Harvard International Relations Council. April 17, 2004.

“The Purposes of Schools and the Future of Open Societies in Latin America”. Presented at the Annual Meeting of the Board of Directors of the Latin America Basic Education Initiative (an IBM Foundation Initiative to Convene Business Leaders in Support of Education Reform in Latin America). April 15, 2004. Harvard Business School.

“The Cultures of Education and Democracy and Political Change in Latin America” Paper presented with Eleonora Villegas-Reimers at the Annual Conference of the Culture Matters Project. Tufts University. March 28, 2004.

“Pedagogy and the Institutions of Education” Conference of the Latin American Studies Association. Teachers College. March 26, 2004.

“Interdisciplinary Understandings and Global Literacy. Educational Opportunities in the North

American Free Trade Agreement”. Presented at the Working Group on the Study of Interdisciplinary Thinking. Project Zero. Harvard Graduate School of Education. February 5, 2004

“Developing Global Citizenship in Massachusetts” Presented at the Citizenship Panel at Massachusetts Initiative for International Studies. Forum Supported by the Asia Society. University of Massachusetts. December 5, 2003.

“Democracia y Globalizacion en America Latina. Los Desafios para la Educacion” (Democracy and Globalization. Challenges to Educators.) Conference in Ecuador sponsored by the Ministry of Education, The German Agency of International Cooperation GTZ and the World Bank’s Global Development Network. December 8, 2003. Participation via Video-Conference with remote links to several Departments in Ecuador and to sites in Bolivia and Mexico.

“Maestras, Libertad e Interdependencia en El Salvador” (Teachers, Freedom and Interdependence). Keynote Speech at the National Conference on Education Reform. Sponsored by the Ministry of Education, the United States Agency for International Development and the World Bank. San Salvador, El Salvador. November 24, 2003.

“Education Policy and Instructional Results in Mexico” Presented at the Mexico Research Symposium organized by the David Rockefeller Center for Latin American Studies. October 31, 2003.

“Nuevas formas de apoyar el mejoramiento de la educacion en America Latina” (New approaches to support instructional improvement in Latin America). Keynote speech at the Annual Meeting of Education Research Centers in Latin America (REDUC). Lima, Peru. October 7, 2003.

“Los desafios educativos de los hijos de los pobres en Mexico” (The educational challenges of the children of the poor in Mexico). Conference at Harvard University’s Office of the David Rockefeller Center for Latin American Studies in Santiago, Chile. July 4, 2003.

“Como formar a los profesores para que todos los ninos aprendan en Mexico” (How to educate teachers so that all children can learn in Mexico). Video-conferences, broadcast in National Education Television in Mexico, as part of a series of programs to support the reform of teacher education institutions in Mexico sponsored by the Secretaria de Educacion Publica. June 17, 2003.

“Educar para vivir en Democracia. Los nuevos desafios de Mexico” (Educating for democratic life. The new challenges of Mexico). Video-conference to group of senior education managers participating in an executive education course sponsored by the Secretaria de Educacion Publica in Mexico and UNESCO’s International Institute for Educational Planning. June 2,

2003.

“Construyendo una cultura solidaria para cuidar y educar a las niñas y a los niños en Perú” (Building a culture of solidarity to educate children in Peru). Presentation at the Conference Calidad y Equidad en la Educación Inicial. Lima, Peru. June 2, 2003. Participation via video-conference.

“Educar ciudadanos para vivir en paz y en libertad en Colombia” (Educating citizens to live in peace and liberty in Colombia). Presentation at the World-Bank, UNDP seminar on Competitiveness and Equity. May 6 2003. Participation via video-conference.

“Los desafíos de las maestras rurales en América Latina” (the challenges of rural teachers in Latin America) Presentation at the Congreso Internacional de Escuelas Nuevas. Colombia. April 4, 2003. Participation via video-conference.

“Ideas para una agenda de renovación educativa en Venezuela” (Ideas for an education reform agenda in Venezuela) Presented at the Seminar ‘Venezuela Responds to Its Challenges’. Harvard University. April 4, 2003.

“How does teaching matter to the reading achievement of students whose parents are illiterate?” Invited presentation at Rand Corporation. Santa Monica. January 16, 2003.

“How does professional development help teachers support the literacy success of students in Mexico?” Invited presentation. College of Education. University of Texas A & M. College Station. January 17, 2003.

“Education policy and the academic success of first generation students in Mexico”. Invited presentation at Teachers College. Columbia University. November 13, 2002.

“La Buena instrucción y el éxito académico de los adolescentes en América Latina. La próxima frontera.” (Good teaching and the academic success of adolescents in Middle School in Latin America. The next frontier.). Presented at the conference on education in Latin America organized by the Fundación La Caixa. Barcelona, Spain. November 7, 2002.

“Supporting the Academic Success of First Generation Students in Mexico”. Paper presented at the Annual Meeting of the New England Council of Latin American Studies. Sacred Heart College. Worcester, MA. October 19, 2002.

“Evaluación educativa y mejoramiento educativo” (Educational evaluation and instructional improvement) Presented at the Second International Seminar on Educational Trends for the XXI Century. DUXX Graduate School of Business. Monterrey, Mexico. September 30, 2002.

“What is equality of educational opportunity? Lessons for policy change” Presented at the Heller School of Public Policy at Brandeis University. September 6, 2002.

“Promoviendo el dialogo publico para mejorar las escuelas a las que asisten los hijos de los pobres” (Promoting public dialogue to improve schools of concentrated poverty). Presented in the program on assessment of the quality of education. Secretaria de Educación Publica. México City. Wednesday, August 28 2002.

“Buscando a los que se van (de la escuela)” (Looking for school dropouts). Presented in the Seminar on School dropout, Equity and Quality onf Education. Fundación Antonio Restrepo Barco. Bogota. Tuesday, August 27 2002.

“Educación, Desigualdad y Opciones de Política en América Latina en el Siglo XXI” (Education, inequality and policy options in Latin America). International Seminar Political and Pedagogic Projects for a New Future for Colombia. Universidad Pedagógica Nacional. Bogota. Colombia. Tuesday, August 21 2002

“Resultados de las políticas educativas en America Latina” (Outcomes of education policy reform in Latin America). Presented at a seminar for Ministres of Education at Unesco’s Regional Office for Latin America and the Caribbean. Santiago. Chile. Monday, August 5, 2002.

“Philanthropy and Educational Reform in the Americas” Presented at the Conference Philanthropy and Social Change in Latin America: Strategies and Lessons. Harvard University. John F. Kennedy School of Government. May 24, 2002.

“Conducting research to improve educational practice in developing countries” Presented at the Spencer Research Forum. Graduate School of Education. April 16, 2002.

“Supporting high quality teaching through policy reform” Presented at the World Bank Workshop on Education Reform. Washington, DC. March 12, 2002.

“When teachers teach well. Understanding the academic success of first generation students.” Presented at the 46th annual conference of the Comparative and International Education Society. Orlando, Florida. March 6-9 2002.

“Transformando la calidad de la educacion en el aula. El desafio para las maestras” (Improving instructional practices. A challenge for teachers). Video-conference with National Conference to Improve the Quality of Education. Grupo Alfa. San Salvador, El Salvador. February 16, 2002.

“La búsqueda de igualdad de oportunidades educativas en America Latina” (In search of equality of educational opportunity in Latin America) Presented by invitation of the Council of Directors of the Mexican Federation of Teacher Unions (SNTE). Mexico City. June 27, 2001.

“Improving schools so all children can learn in Latin America” World Bank. Videoconference broadcasted to Argentina, Chile, Colombia and Peru. May 23, 2001.

“Education Policy and Inequality in Latin America” Presented at the annual meeting of the David Rockefeller Center for Latin American Studies. Harvard University. May 12, 2001.

“Can policy improve the schooling of poor children in Latin America” Presented at the Center for Latin American Studies. New York University. New York City. March 30, 2001.

“Policy reform and Quality Education for All in Developing Countries” Presented at the World Bank Seminar on Education Reform. Washington, DC. March 26, 2001.

“Education in Latin America and the challenges of the XXI century” Invited Speaker to the Jerry Wood Annual Lecture at Swarthmore College. Pennsylvania. March 23, 2001.

“Impact of policy reform in educational opportunity in Mexico” Presented at the Annual Meeting of the Comparative and International Education Society. Washington, DC. March 15, 2001.

“The challenges to educational opportunity in Latin America” Presented at the Organization of American States. Harvard Conference on Education Reform. March 2. 2001.

“A new agenda for education reform in Latin America” Presented at the Inter-American Development Bank. Washington, DC. March 1. 2001.

“Educational inequality and policy reform in Latin America” World Bank. Videoconference broadcasted to Bolivia, Dominican Republic and Nicaragua. March 1. 2001.

“Equality of Opportunity and Education Policy in Mexico” Presented at the Annual Meeting of the New England Council of Latin American Studies. Amherst. October 14. 2000.

“The role of compensatory policies improving educational quality in developing countries” Presented at the World Bank Seminar on Education Reform. Washington, DC. June 20. 2000.

“Educational inequality and policy reform in Latin America” Presented at the Unesco-IIIEP Seminar for Journalists from Latin America. Madrid. May 29-31. 2000

“Equity and compensatory education policies in Latin America. What remains to be known?” Presented at the Seminar on Education and Poverty in the Americas. Harvard University. David Rockefeller Center for Latin American Studies. Cambridge, MA. May 4, 2000.

“Educational opportunities for low-income children in Mexico” Presented at the 44th Annual Meeting of the Comparative and International Education Society. San Antonio. March 8-12, 2000.

“Pueden aprender los hijos de los pobres en las escuelas de America Latina?” Keynote speech at the Annual Meeting of the Mexican Council of Education Research (Consejo Mexicano de Investigaciones Educativas). Aguascalientes. November 1, 1999.

“Globalization, social exclusion and education” Marin College. Buenos Aires. Argentina. October 1, 1999 (participation via teleconference).

“Educacion, Desigualdad y Reforma Educativa en America Latina” Presented at a seminar for Members of Parliament of Latin American Countries convened by the Inter-American Development Bank. August 30, 1999.

"Education and Poverty in Latin America" presented at the John F. Kennedy School of Government Alumni Weekend. Harvard University. April 23, 1999.

"Education and Poverty in the Americas" presented at the David Rockefeller Center for Latin American Studies. Annual Meeting of the Advisory Committee. April 24, 1999.

With Claudia Uribe. "Education and Poverty in Latin America. What do we know, what do we think we know and what do we wish we knew?" Presented at the 43 meeting of the Comparative and International Education Society. Toronto, Canada. April 14-18, 1999.

"Educating the children of the poor in Latin America" presented at the David Rockefeller Center for Latin American Studies. April 19, 1999.

"Aprendiendo del exito escolar de los ninos pobres en America Latina" Presented at the Seminar on Education Reform. Instituto de Investigacion y Fomento de la Educacion (IIFE). Mexico City. March 11-12, 1999.

“Desigualdades educativas y politicas en America Latina” presented at the Universidad Catolica Andres Bello, Venezuela. February 26, 1999.

"Educacion y Pobreza en America Latina" presented at the Central-American Conference in

Education. Organized by the Inter-American Development Bank and the Harvard Institute for International Development. San Salvador. January 26-27, 1999.

Selected Experience as International Education Advisor

As member of the Massachusetts Board of Higher Education advise the Commissioner of Education on policies to improve the State universities and community colleges. 2012—current.

Advised US Department of Education on the Development of an International Education Strategy. 2011.

Advised the Office of the Governor of Massachusetts on the preparation of a trade and education mission to Brazil. 2011.

Advising the Program Chair of the next Annual Meeting of the Club de Madrid, to take place at the Clinton Library, which will focus on education. Current.

Member of a high level commission preparing an education strategy for Mexico. This commission includes former secretaries of education of Argentina, Chile, Colombia, Mexico and Spain. Current.

Advised Univision, major Spanish-language TV network, in the programming of a special series of programs highlighting the educational needs of latinos in the United States. Participated in two of those programs. 2011.

Founding Partner of Global Education Partners. Organization focused on the provision of strategic advice to higher education leaders. www.globaledpartners.com

Board of Directors of Diversa, an initiative of the Instituto Rodrigo Mendes in Brazil, to promote the educational inclusion of students with special needs. 2010—current.

Advisory Board Teachers without Borders, an organization that places teacher volunteers in developing countries and provides online support for teacher professional development. 2011—current.

Member of Visiting Committee to Evaluate Creation of School of Education at American University in Cairo. February 1-3, 2010.

Member of External Visiting Committee to assist DePaul University with their Internationalization Strategy. Wrote a teaching case based on DePaul's process of internationalization which I now teach in executive seminars for higher education leaders at Harvard. 2011.

Member of the Scientific Advisory Committee. Master en Études Avancées en Education Internationale et Comparée (Master of Advanced Studies (MAS) « International and comparative education») University of Geneva. 2009-current.

Chair of Global Education Advisory Council. World Economic Forum. Prepared Document for Strategic Redesign Initiative in Global Education. September 2009-2011. Meetings of Council in Dubai November 2009 and 2010.

Member of Education Leadership Group for the Middle East and North Africa. World Economic Forum. October 2010—current.

Lectures on Education Leadership and School Effectiveness to Senior Education Leaders in For seminar in Shandong, Zhejiang, Jinan and Hangzhou provinces in China. October 2009.

Lectures in Educational Leadership in Comparative Perspective. Beijing Normal University. July 2009.

Advisory Board. Instituto Nacional de Evaluacion Educativa. Mexico. 2006—current.

Member. Panel Study of Internationalization of American Universities at the National Research Council at the request of US Congress. Published Report International Education and Foreign Languages Keys to Securing America's Future. National Research Council. 2007.

Member of Group of Experts of the Organization de Estados Interamericanos. Advise Secretary General on Education Policy issues in Latin America. 2006—current.

Led a workshop for the President and Senior education staff of the Inter-American Development Bank to discuss options for education reform in the region. August 2006.

Principal Investigator of an evaluation of four national programs to improve basic education in Mexico. 2005-2006.

Advising the Interamerican Development Bank in the design of a strategy to incorporate the development of democratic citizenship in the policy agenda of the region. Wrote two papers for secretaries and undersecretaries of education. 2004-2005.

Advising the Interamerican Development Bank in the development of the Graduate Studies Scholarship Program for Mid-Level Public Officials in Latin America and the Caribbean. 2005.

Advised the conceptualization, analysis and write up of a National Assessment in El Salvador and an accompanying process of policy dialogue to build consensus on a national education strategy for the government and donor agencies for the next 5 years. Advised in the selection of team members, review of chapter drafts, advised in the strategy of consultation of preliminary findings with a diverse group of key stakeholders, participated in roundtable of discussion of these findings and led write up of overview chapter of the assessment and of integrative report. 2003-2004. Academy for Educational Development. Funded by the United States Agency for International Development.

Advising Facing History and Ourselves, a private organization devoted to educating for tolerance in the conceptualization of their efforts for international outreach. 2004-2005.

Advised the President of Wheelock College in the development of an international strategy for this teacher education institution. 2005.

Secretaria de Educacion Publica. Mexico. Advised a group of high level policy makers in the Federal Ministry of Education on issues of secondary school reform, teacher education policies and the design and management of a national flagship project to improve the quality of 10,000 high-poverty elementary school (2002-2003). Conducted several training seminars for senior staff of the General Directorate of Evaluation of Education Policies in the collection, analysis and dissemination of data to monitor student literacy in several areas of the curriculum (1998-2000).

Advised several private business groups and foundations interested in education reform issues on a range of activities including organizing policy dialogue, conferences and defining priorities. Some of these include Grupo Pulsar Mexico and Fundacion Espinosa Rugarcia Mexico, Fundacion Amigos del Aprendizaje in Costa Rica, Fundemas in El Salvador. Currently serving on the advisory board planning a major conference on business entrepreneurship and education in Brazil, sponsore by Lemann and Jacobs Foundations.

Organization for Economic Cooperation and Development. Participated in a team that reviewed the education policies of Chile. Lead preparation of chapter on consequences of policies to improve equity and contributed to chapters on teacher education and student assessment. Summer 2003.

Inter-American Development Bank In 2002 prepared a report to stimulate discussion on directions for education reform among Ministers of Education. In 2000 made a presentation to members of Congress of several Latin American countries on the impact of education policy on instructional improvement.

World Bank. Consulted for the Bank in several capacities and taught several years in their flagship course for high level education officials on education reform. 1998-2001. I have also served as peer reviewer for education projects in Peru and Nepal.

National Academy of Sciences. In 2000 I was commissioned by Board of International Comparative Studies in Education of the National Academy of Sciences/National Research Council to write a paper on the policy implications of comparative and international research on teacher education (with Eleonora Villegas-Reimers).

I have taught seminars and lectures to several universities and think tanks on how policy relates to instructional improvement in disadvantaged schools. These include Fepade, El Salvador (1998), Colegio Marin, Buenos Aires (1999), IESA, Venezuela (2000), Universidad Catolica, Venezuela (1999), Universidad Pedagogica Nacional, Colombia (2002), Fundacion Restrepo Vargas, Colombia (2002), Unesco-Chile (2002), Brandeis University (2002).

Senior Education Specialist. The World Bank. Team leader of a group of seven professionals responsible for all Bank education projects in Mexico including three loans to improve basic and early childhood education and analytic work in education and labor markets and pre-school education. Task manager responsible for the design of a US\$ 350 million project to improve basic education for the poorest children of Mexico. Task manager responsible for the supervision of a US\$ 140 million project to improve the quality of basic education in Peru. Responsible for task force in LASHD to develop state of the art thinking on the reform of Ministries of Education. 1996-1997.

Principal Investigator of Project to Assist the Government of Paraguay in the design and implementation of an education reform. Resident Advisor in Paraguay between June 1995 and July 1996. This project involved supporting the institutional development of key departments in the Ministry of Education. Activities included the preparation of a strategic education plan using a participatory methodology to develop a common vision among senior Ministry Staff and to achieve consensus among key stakeholders for education reform. The project also supported the development of a Policy Analysis Unit, Research Unit and Planning Unit within the Ministry. This project involved identifying and recruiting about 40 consultants in different fields to work in various tasks, managing an average of 8 consultants in country at any given time, and frequent collaboration and interaction with all departments of the Ministry of Education. Also

selected and supervised two counterpart organizations to collaborate with HIID in the implementation of the project. Designed technical approach, overall management of the project, provided advice to the Minister of Education and to senior Ministry executives. Financed by the Government of Paraguay. Level of funding during the first year of the project \$1,000,000. The lessons learned in this education reform are discussed in my book Informed Dialogue (with Noel McGinn).

Principal Investigator of Project to design a Workshop on Social Policy Reform for the Inter-American Development Bank. This project involved managing a multidisciplinary team of 10 HIID professionals who designed a curriculum for a 7 week intensive workshop to train leaders of social policy reform in Latin America. Financed by the Inter-American Development Bank. Project cost \$100,000. This workshop has been successfully taught to hundreds of participants at the IDB headquarters and in a number of Latin American countries. 1994.

Principal Investigator for Education Sector Assessment in El Salvador. This project involved 35 professionals and a team of 20 interviewers over a period of 5 months. The main goal of the project was to support a process of policy dialogue in El Salvador aimed at the construction of national consensus in the identification of policy priorities in education. Designed technical approach and wrote project proposal. Selected counterpart organizations and members of team, developed outline of the assessment and scopes of work, wrote two chapters of the assessment, integrated the final report, and made presentations to relevant audiences. This activity involved five months of work in country. This was financed by the United States Agency for International Development/El Salvador. This activity led to the publication of the book Educacion en El Salvador, and to two chapters on community school management and on participatory sector assessments. Some of the lessons learned in organizing this process of social dialogue are discussed in the book Informed Dialogue (with Noel McGinn). 1993.

Project coordinator HIID subcontract in project ABEL. This was a multi-year USAID project to support education development with policy based research and analysis. 1993-1994.

Planning and Coordination of an Education Sector Assessment in Paraguay. This project involved the work of 15 professionals from HIID and from the Centro Paraguayo de Estudios Sociológicos. Designed technical approach and wrote proposal. Selected members of team, developed outline of the assessment and scopes of work, wrote two chapters of the assessment (basic education and teacher training) and integrated the final report and made presentations to relevant audiences. This activity involved two months, in two separate visits, in Paraguay. This was financed by the

United States Agency for International Development/Paraguay. Project cost \$100,000. A product of this project was the book Analisis del Sistema Educativo en el Paraguay. 1992.

Design of a longitudinal study to evaluate the implementation of the basic education reform in Jordan. Financed by the World Bank. 1992.

Planning and Coordination of a Sample Survey to Identify the Determinants of Primary School Repetition in Rural Schools in Honduras. This was financed by the United States Agency for International Development/Honduras. The results of this study are reported in the monograph Why do children repeat grades? co-authored with Noel McGinn and others. 1990.

Analysis of the results of a survey of primary school quality in Egypt. Training of Egyptian counterparts in the analysis of survey data. This activity was financed by the United States Agency for International Development/Egypt. 1990.

Designed and coordinated data collection of a sample survey of 500 primary schools in Pakistan. Training of Pakistani counterparts in the analysis of survey data and assisting them to prepare research reports. Financed by United States Agency for International Development/Pakistan. The results of this survey are discussed in the book Hope or Despair? Primary Education in Pakistan co-authored with Donald Warwick, and in a number of other journal articles. 1998.

Consultancy Experience

OECD, UNESCO-IBE, UNESCO-Paris, UNDP, USAID, World Bank (LAC, AFT), IDB, Inter-American Dialogue, consult for universities, private foundations and business groups.

Editorial Boards

Prospects. International Journal in Education.

Revista Mexicana de Estudios Educativos

Revista de Administracion Educativa. ANPAE. Associação Nacional de Política e Administração da Educação

Selected Service in Professional Organizations.

Member Massachusetts Board of Higher Education. Appointed by Governor Deval Patrick. 2012—current.

Member Global Learning Leadership Council of the American Association of Colleges and Universities Project “General Education for a Global Century” focusing on some of the pressing issues related to global learning and undergraduate education. 2010-2012.

Member United States Commission for UNESCO. 2010—current.

Vice Chair of Board of Trustees and Trustee LASPAU. Latin American Scholarship Program for American Universities. 2011—current.

Board of Directors. Room to Read. Non Profit Organization to promote literacy in developing countries. 2010—current.

Board of Directors. Comunidad Educativa. Organization Promoting Literacy in Brazil. 2010—current.

Advisory Board Member Educate Lanka Foundation. An organization devoted to promote educational opportunity in Sri-Lanka. 2012—current.

Advisory Board Member Ameson Foundation. An organization devoted to promoting educational exchanges between China and the United States. 2011—current.

Advisory Board Member ASK-Arabia. Innovate the Future. An organization devoted to improving the quality of education in the Arab World. 2011—current.

Member Early Career Award Selection Committee. American Education Research Association. 2009-2010.

Overseer. Boston Museum of Science. 2009—current. Serve on the Program Advisory Committee, Awards Committee and on the Advisory Committee to the National Center for Engineering Education.

Fellow. International Academy of Education. 2007—current.

Advisory Board, Division of Behavioral and Social Sciences and Education,

National Academy of Sciences. 2006—2010.

Member, Advisory Board for the Inter-American Program on Education for Democratic Values and Practices, Organization of American States. 2006—current.

Member, National Academy of Sciences, Panel Review of Title VI and Fulbright-Hays International Education Program. 2006-2007.

Member. Task Force closing the achievement gap for English Language Learners in K-12 in Massachusetts. Task Force appointed by the Secretary of Education. 2009-2010.

Member. Task Force on K-12 improvement in Massachusetts. Governor appointed Task Force. 2007.

Member. Higher Education Transition Committee for Massachusetts Governor-Elect Deval Patrick. 2006.

Member Massachusetts Initiative for International Studies. Chair of the Policy and Research Committee. This is a Task Force working to introduce opportunities to develop global competencies in the K-12 curriculum. 2004—2009.

Chair Global Education Advisory Board. Massachusetts Department of Education. Advise the Massachusetts Commissioner of Education in the infusion of global studies in the K-12 curriculum. 2004—2010.

International Scholars Advisory Board. Facing History and Ourselves. 2005—current. This is a non-profit developing and implementing civic education programs to promote tolerance.

Advisory Board Primary Source. 2005—current. This is a non-profit developing and implementing programs of teacher professional development to support the internationalization of K-12 education in Massachusetts.

Advise the Colleges of the Fenway –a consortium of five small colleges-- in the process to define how to develop global competencies in the undergraduate curriculum of a diverse group of colleges. 2004—2006.

Advisory Board of the Education Group of the Universidad Torcuato Di Tella. Argentina. 2006—current.

NetAid Global Citizen Corps Advisory Board. Design of Global Citizenship Curriculum. This is a Cisco funded initiative to support peer based international

education in American high schools. New York. 2004—2007.

Editorial Advisory Board of the Fundamentals of Educational Planning. International Institute of Educational Planning. UNESCO. Paris. 2004-current.

Editorial Board of a UNESCO Published Journal for Senior Decision Makers in Latin America. UNESCO Office for Latin America and the Caribbean. Santiago.

Coordinator of METCO Family Friends program. Voluntary school desegregation program. Burbank School. Belmont, MA. 2001-2003.

Member Parent Teacher Association. Burbank School. Belmont, MA. 2000-2004. Organize enrichment activities for students in the school, including visits to Harvard Center for Astrophysics, Harvard Peabody Museum of Anthropology, and visits of guest speakers to the school including Harvard students with international experience to talk to elementary school students about world geography and history and also Harvard faculty to participate in seminars with parents to discuss options to seize the opportunities offered by diversity in the school.

Board of Reviewers. Schwab Foundation for Social Entrepreneurship. Geneva. 2001—2004.

Elected to the Board of the New England Council of Latin American Studies. 2000-2003.

College of Fellows. International Bureau of Education. UNESCO. Geneva. 1999--current.

Advisory Board. World Computer Exchange. Non-profit facilitating access to micro-computers and computer- based education technology to marginalized populations in developing countries.

Advisory Board Buildingblocks, Boston-MA. Non-profit providing technical assistance to Non-governmental organizations working with disadvantaged children. 2000-current.

Advisory Board Oportunidar, Buenos Aires-Argentina. Non-profit providing technical assistance to schools working with low income children. 2000-current.

Advisory Board Grupo Alfa, San Salvador-El Salvador. Non-profit providing education services to schools and Ministry of Education. 2001-2008.

Elected to the Board of Directors Comparative and International Education Society 1997-1999. Chairman of Task Force on strengthening links between research and practice in international education.

Editorial Board of Advisors PROSPECTS, UNESCO's Journal of Comparative Education. 1996-1999.

Editorial Board of Revista Mexicana de Estudios Educativos. Journal of the Mexican Educational Research Association. 2001—current.

Reviewer of Manuscripts for Comparative Education Review and International Journal for Educational Development.

Selected Service and Other Activities at Harvard University.

Co-Chair. Harvard Advanced Leadership Institute. A Cross-Faculty Initiative to develop leadership for social entrepreneurship. 2005—current.

Principal. Hauser Center for Non-Profit Organizations. A Cross-Faculty Initiative to study the effectiveness of non-profits in social development 2008—current.

Advisory Board. Harvard Humanitarian Initiative. 2006—current.

Member. University Committee on Human Rights. 2007—2011. (Acting Chair of the Committee 2009-2010).

Member. University Committee on International Projects and Sites. 2007—current.

Member. University Committee on Academic Computing. 2010—current.

Selection Committee. Undergraduate Fulbright Fellowships. 2008—current.

Faculty Associate. Center for International Development. John F. Kennedy School of Government. Harvard University. 2002—current.

Faculty Associate. Weatherhead Center for International Affairs. Harvard University. 2002-current.

Harvard University. Member of the Executive Committee of the David Rockefeller Center for Latin American Studies. 2005—current.

Harvard University. Member of the Policy Committee of the David Rockefeller Center for Latin American Studies. 1998—current.

Harvard University. Chair of the Mexican Studies Committee of the David Rockefeller Center for Latin America Studies 2004—2009 (member since 2002).

Harvard University. Member. Committee on Ethnic Studies. 2008—current.

Harvard Graduate School of Education. Member Strategy Group. 2011—current. Working with McKinsey Company and a small group of faculty and staff developing a strategic plan for the school.

Harvard Graduate School of Education. Member Diversity Advisory Committee to the Dean on Equity and Diversity. 2011—current. Developing strategies to increase the school's effectiveness in preparing our students to lead in increasingly diverse schools.

Harvard Graduate School of Education. Member Committee on Professional Education. 2011—current. Developing initiatives to increase the impact of the school in the field of education through executive education.

Harvard Graduate School of Education. Technology Committee. 2009-2011. Provide advice to the Dean on the use of technology to support teaching and research at the school.

Harvard Graduate School of Education. Curriculum Committee. 2008-2010 and 1999-2003. Review and approve proposals for new courses.

Harvard Graduate School of Education. Member. Doctoral Studies Committee. 2003-2004. Contributed to the preparation of a Strategic Plan to reform doctoral program at the school.

Harvard Graduate School of Education. Member. Academic Cabinet. 2001—2003.

Harvard Graduate School of Education. Director. International Education Policy Masters Program. 1999-current.

Harvard Graduate School of Education. Chair. International Education Policy Masters Program Admissions Committee. 1999—current.

Harvard Graduate School of Education. Chair. International Education Advisory Committee to the Dean of the Harvard Graduate School of Education. 1998-2000

Harvard Graduate School of Education. Committee on Degrees. 1998-2003. and 2006—2008. Review and approve proposals for Research Proposals leading to Qualifying Papers and Dissertations of Doctoral Students.

Harvard Graduate School of Education. Member of Doctoral Admissions Committee. Department of Administration, Planning and Social Policy. Harvard Graduate School of Education. 1998 and 2002.

Harvard Graduate School of Education. Member of Committee to Recruit Associate Deans. 2003.

Harvard Graduate School of Education. Member of Faculty Diversity Recruitment Committee. Harvard Graduate School of Education. 1998.

Harvard University. Member Tinker Grants Committee for Undergraduate and Graduate Research in Latin America at Harvard 1991-1995.

Harvard University. Faculty Advisor: Harvard Organization for the Promotion of Education 1990-1992. (Undergraduate organization promoting interest in international education).

Doctoral Advisees

Claire Brown. Examining School Effectiveness in Jamaica. (graduated June 2001). Dr. Brown is the President at Argus Research & Evaluation LLC

Caroline Parker. Examining the Factors that Explain Secondary School Attendance of Adolescents in Nicaragua. (graduated June 2004). Dr. Parker is currently a senior education specialist at Education Development Center.

Faryal Khan. Community Participation in School Committees in Pakistan. Who Participates and How. (graduated June 2005). Dr. Khan is currently a senior education specialist at UNESCO.

Erin Murphy-Graham. Effects of Secondary Education Empowering Garifuna Women in Honduras. (graduated June 2005). Dr. Murphy-Graham is currently an Assistant Professor at the University of California at Berkeley.

Ernesto Trevino. Teacher Expectations and Academic Achievement of Indigenous Students in Bolivia and Mexico. (graduated June 2007). Dr. Trevino is currently a

Professor and Director of the Center for Education Policy at the Universidad Diego Portales in Chile.

Paula Louzano. Educational Inequality and Race in Brazil. (graduated June 2008). Dr. Louzano is currently an education consultant for the Lemann Foundation in Brazil.

Sergio Cardenas. Effects of Double-Shift Schooling in Educational Opportunity. Implications for Equity. (graduated June 2009). Dr. Cardenas is currently a Professor and Director of the Education Center at the Centro de Investigaciones y Desarrollo Economico in Mexico.

Ana Patricia Elvir. Who Are the Good Teachers of Low Income Students in Nicaragua. (graduated June 2009). Dr. Elvir is currently a Consul of Nicaragua in Japan.

James MacNeil. Reinserting child workers in schools in India. (graduated June 2009). Dr. McNeil is currently a Vice-President at World Education.

Carol Da Silva. Sustaining literacy achievement of low income students in Brazil. (graduated June 2010). Dr. Da Silva is currently a faculty member at American University and an Education Specialist with the Research Triangle Institute.

Adam Sawyer. Effects of remittances in educational opportunity in Oaxaca, Mexico. (graduated June 2010). Dr. Sawyer is currently a faculty member with Bard College.

Cristian Bellei. Evaluating the effect of school improvement programs in Chile. (Graduated June 2010). Dr. Bellei is currently a Professor and Director of the Education Policy Center at the Universidad de Chile.

Karen Wiener. Teacher Quality and Literacy Instruction in Malawi. (Graduated June 2011). Dr. Wiener is currently an education specialist with FHI 360.

German Trevino. How do Families Make Decisions about Investing in the Education of Girls in Mexico? (dissertation in progress)

Wendy Robison. Private schools for the poor in Kenya. (dissertation in progress)

Kenneth Russell. Effects of Community Participation in Education. (dissertation in progress)

Analia Jaimovich. Evaluation of Fe y Alegria Schools in Peru. (dissertation in progress)

Santiago Rincon Gallardo. Evaluation of teacher professional development in Mexico.
(dissertation in progress)

Vanessa Beary. Evaluating the impact of entrepreneurship education in Tajikistan.
(dissertation in progress)

Vidur Chopra. Education in Conflict Settings.

Academic Advisor of 28 master students and as Director of the Program of International Education Policy ad-hoc advisor of the 75 students in the program.

Professional Affiliations

Comparative and International Education Society
American Education Research Association
Latin American Studies Association
Association of Policy Analysis and Management
New England Council of Latin American Studies
Council on Foreign Relations

Course Descriptions.

A811. Education, Poverty and Inequality in Latin America

For well over a century public education systems in Latin America have aspired to ensure the right of every person to be educated. Enrollments at all levels of education have grown much faster than population growth. Many educational innovations and reforms have been supported to provide education for all. What are the results of this long standing commitment to equality of educational opportunity? What are the similarities and differences in the opportunities to access education, to learn at high levels and to complete each education cycle for children whose parents have different levels of income? For those born in urban and rural areas? For indigenous and mestizo children? What are the characteristics and effects of contemporary policies aimed at supporting the opportunity of poor and minority children to learn at high levels? This course examines research and theory that answers these questions. The course is divided in three sections. The first reviews conceptual frameworks to examine the relationship between education and inequality. The second examines the major equity divides in education. The last section studies the impact of policies designed to affirm the right of every child to learn.

A801. Education Policy Analysis and Research Utilization in Comparative Perspective

How can governments throughout the world support the work of teachers in ways that foster the academic success of all students? What kind of knowledge can best support effective policy reform? Why are there missed opportunities to utilize educational research to inform practical and workable strategies to improve the effectiveness of schools and to reduce quality gaps?

This introductory course to education policy analysis reviews some of the main issues affecting the opportunity to access and learn in schools in several national contexts. We will discuss the process of policy formation and the role of educational research, policy analysis and evaluation, with specific emphasis in some analytic and planning techniques used to develop strategic reform plans. We will review alternative frameworks to think about ways to enhance the utilization of research-based knowledge to inform policy. A large portion of the course will focus on critically examining research addressing policy choices regarding supporting literacy, teaching children in linguistically diverse societies, and supporting the professional development of teachers. We will also review evaluations of targeted policies and programs to enhance the quality of schools attended by disadvantaged students.

The course is for those with an interest in the comparative study of education issues. It is primarily for those interested in the issues facing students and school systems in developing countries, but it is also for those interested in shaping policies responsive to the consequences of globalization, particularly the increase in immigrant student populations, for school systems in early industrialized nations.

A188. Implementing educational change in Marginalized Settings.

Changing schools is hard, changing them to change society is even harder. Teachers work at the same time to reproduce society, to transmit knowledge, worldviews and culture, and also to improve society, to enable their students to have more choices and be freer than their parents. This course is designed on the premise that the hard job of teaching, if it is to be changed and improved to build more open societies, needs effective support and understanding from administrators, project managers, activists and policy reformers. This course is for those who want to play a role providing this kind of support to teachers as they try to help students improve their own chances in life and thus change the distribution of social opportunities.

The course focuses not just on educational change, or even on educational change for democratization, but on planned change, on change which engages initiatives and

participation from States or, less frequently, private organizations. The course challenges the view that change where it most matters, at the school level, simply follows centrally mandated initiatives. The readings in the course argue that to enable teachers to teach differently reformers need to develop a solid appreciation of the complexities of school life, one rooted in a deep understanding of the practice of teaching, of the links between local communities and schools, of the realities of education as seen from concrete schools. The course is structured in three parts: the first makes the case for attention to implementation, discusses the links between educational change and policy change and offers a range of conceptual approaches to understand implementation. The second part explores how choosing a particular point of entry to change schools matters for implementation outcomes and processes. Points of entry include changing the curriculum, supporting the professional development of teachers, changing incentives for teachers, school staff and parents, and empowering parents and communities. The last part of the course explores the process of educational change, with particular attention to the politics of change, including the politics of foreign-funded projects in developing countries, and also the role of leadership and agency in creating space for progressive educational transformations.

While the course focuses primarily in educational change in developing countries, there are no a-priory assumptions about the relevancy of mental models and theoretical frameworks to understand change in those settings. There is as much variation between school systems in developing countries, and between schools within developing country systems, as there is between those and schools in early industrialized countries. Some schools and school systems in industrialized countries are highly marginalized, under-resourced, poorly endowed and managed. The challenges of improving schools in these settings are no lesser than the challenges of improving poor schools in low or medium income countries.

A-132. Educational Innovation and Social Entrepreneurship in Comparative Perspective.

This course, with a substantial focus on the practice and implementation of educational change, will critically examine the contributions of social entrepreneurs to expanding educational opportunity in a comparative context. The focus of the course will be on social entrepreneurs who are working to include and improve the quality of education for low-income and marginalized students. The course will prioritize initiatives under way in developing countries, including for purposes of analytic contrast some cases from early industrialized countries. It is expected that students in the course will develop a critical appreciation of the growing role played by social entrepreneurs globally in expanding educational opportunity. Students will

learn the role program theory plays in guiding those efforts in practice. They will also learn to examine evidence to assess the impact of such efforts and to guide program improvement. Students will study the way in which social entrepreneurs steer these innovations in a social and political process to generate and mobilize resources, negotiate partnerships with the public sector, create and sustain organizations to support the innovation and transition toward institutionalization and long-term sustainability. The course will commence by examining global trends regarding the emergence of public-private partnerships in education, and the role of social entrepreneurs in this process, and how they address the main form of educational exclusion. We will use a series of cases on social entrepreneurs and their educational innovations. In case discussions we will examine the contributions of the program theory on which they are based to their success. We will examine how such innovations evolve, from the stages of initial design, to improving effectiveness and refining program theory, to scale-up and institutionalization. We will examine the role played by social entrepreneurs in initiating and steering these innovations toward institutionalization, with particular attention to the way in which these entrepreneurs generate and mobilize resources, build partnerships with the public sector, and manage the politics of implementation of educational innovations.

Kristopher J. Kingery
1807 Hunters Trail
Brownsburg, IN 46112
(317) 919-4498

Education

Ben Davis/Brownsburg High School Graduated May 1997

Indiana State University

Bachelor of Science-School of Education-December 2001

Major: Elementary Education

Endorsement: Computer Literacy

Indiana University Bloomington

Prospective Principals Academy January 2006- June 2007

Masters of Science Administrative Leadership

Professional Experience

Metropolitan School District of Pike Township, Indianapolis, Indiana

-January 2002 - May, 2002 fifth grade maternity leave (Eagle Creek Elementary)

-August, 2002 – December, 2007 fourth/fifth grade looping teacher (Eagle Creek)

-Teacher of two summer schools (various grade levels) (Deer Run / Central)

-Teacher of seven intersessions (various grade levels) (Eagle Creek)

-Administrator Intern at two intersessions (Fishback Creek)

-Assistant Principal December 2007 – July 2011 (Eagle Creek and Central)

-Principal July 2011 – Present Eagle Creek Elementary Pike Township

Summer Advantage USA Indianapolis, IN

-Program Manager Summer 2010

-Staffing and Recruitment Winter/Spring 2011

Continuing Professional Education: Seminars / Workshops

C.L.A.S.S. Training 2002-2003

I.C.A.N. Training 2002-2003

R.E.A.C.H. Training 2002

Differentiated Instruction Workshops 2002

Differentiated Instruction Workshops 2003

A.S.C.D. Conference Chicago, Illinois June, 2003

CLASSWORKS Indianapolis, IN July, 2006

Continuing Professional Education: Seminars / Workshops Continued

Indiana Mentor Certification 2006
Butler Literacy Institute July 2009
Look 2 Learning Evaluation Training July 2009
Crisis Prevention Intervention Licensure 2004-Present
Positive Behavior Support 2008 - Present
Certified Instructor Nonviolent Crisis Intervention Fall 2010 – Present
Response To Instruction Committee Member Fall 2008 – Present

Professional Accomplishments and Responsibilities

-Dean's List for Academic Excellence
-Teacher of the Year Finalist for Eagle Creek (2 times)
-Founder and Director of After School Fitness Club 2002- 2008
-Founder and Director of R.O.A.D. to Success 2006-2008
-Pike Township Leadership Academy with Superintendent August 2009 –May 2010
-Student Ambassador Coach August 2007- July 2011
-Testing Coordinator (NWEA, ISTEP, High Ability, and LAS Links) Dec. 2007- Present
-Public Agency Representative for Exceptional Learners December 2007- Present
-Board Member for Katie's Hear to Help of Hendricks County Fall 2008 - Present
-Innovative ISTEP+ Scheduling 2010 - Present

Professional References (M.S.D. of Pike Township)

Superintendent Mr. Nathaniel Jones (317) 387-2220
Dr. Gary Gilbert Assistant Superintendent (317) 387-2200
Pat Burton (317) 946-3008 Principal Central Elementary
Cindy Huffman (317) 216-5310 Director of Programming and Staff Development

*More references are available upon request

Marlon R. Llewellyn

10739 Chenille Court • Indianapolis, Indiana • 46235 • (317) 895-2469 • marlonllewellyn@gmail.com

Highly skilled and data driven leader with 10 years of experience in management, teaching and administration of students. Successfully managed various numbers of teachers, support staff, and Kindergarten to twelfth graders. Team player with a proven track record of fostering community and parent support, increasing student achievement, and implementing a positive culture of discipline and excellence.

EDUCATION

MARIAN UNIVERSITY, Indianapolis, IN
Academy for Teaching and Learning Leadership, Currently Enrolled PhD Candidate

INDIANA WESLEYAN UNIVERSITY, Marion, IN, GPA 3.5
Master of Business Administration, 2008

BALL STATE UNIVERSITY, Muncie, IN,
B.S. Degree in Journalism/Advertising, 2000
Ball State University Football MAC Champion “96, 4 Year Letter winner

RINKER CENTER FOR INTERNATIONAL PROGRAM, London, England
London Center, 2000

LEADERSHIP EXPERIENCE

Fountain Square Academy
ASSISTANT PRINCIPAL

Greater Educational Opportunities

August 2011-current

- Provided educational leadership through the organization, administration, supervision, of assigned personnel activities within the capacity of state and federal policies, rules, and regulations.
- Skilled and knowledgeable in the practice of providing data –driven instructional support.
- Responsible for creating a positive culture of discipline through the application of behavior modification techniques which cultivates academic and social achievement.
- Managed vital school components which included transportation, food services, and facility usage.
- Ensured a high level of achievement and academic excellence, engaged parents and the community, and functioned with fiscal responsibility, integrity, and effectiveness.

Summer Advantage USA,
PROGRAM MANAGER

Elder W. Diggs IPS #42

Summer 2011

- Created a strong summer program, ensured educational quality and implemented the Summer Advantage USA program model.
- Successfully lead a team of 50 academic and non academic team members which resulted in academic gains for three hundred kindergarten to eighth grade students.
- Established clear systems of management and supported team members in ways that lead to high levels of performance.

Julian D. Coleman Alternative Education Center *Indianapolis Public Schools #509*
BEHAVIOR SPECIALIST

2008-present

- Responsible for student discipline which included leading conferences with parents, students, team members, and district members.
- Reduced student discipline rate by 80% by implementing a student discipline program.
- Provided leadership, through the managing of the school’s disciplinary referral process and School Safety Plan.
- Ensured compliance with Alternative Option Placement procedures, suspension and expulsion policies.

Forest Manor Middle School
ISS FACILITATOR

Indianapolis Public Schools

2006-2008

- Encouraged, elicited, and maintained the kind of student behavior that facilitated both teaching and learning within the school.
- Worked with students, teachers, and parents to reduce the number of suspensions, expulsions, and exclusions of students.
- Implemented and upheld a positive behavioral culture within the school.
- Responsible for student discipline which included leading conferences with parents, students, team members, and district members.

Campbell's Soup Company
BUSINESS MANAGER

Camden, NJ -Home office Indianapolis, IN

2003-2005

- Represented company at headquarter accounts in order to achieved volume, promotion, and distribution goals.
- Achieved a 100% rating while achieving company's and key customers' objectives
- Cultivated relationships with key customer base in territory by identifying problems, uncovering new customer needs, and developing win-win solutions.
- 3-time winner of Campbell's You Make a Difference for my commitment to making sure all aspects of the business plan are met and accomplished.

Infinity Alternative Middle School
LEAD TEACHER

Associated Marine Institute/Chicago Public Schools

2001- 2003

- Responsible for supervising 5 teachers and helping to exceed quality standards by the implementation of Project Based Learning and Understanding by Design curriculum.
- Facilitate professional development activities and monitor professional development plans.
- Work with teachers to align curriculum to standards and to create and implement building benchmarks.
- Served on and facilitated School Improvement Plan and the State plan documentation and reporting.

James S. Phalen
State Street Bank
Executive Vice President
JSPhalen@AOL.com

Business Experience – 25+ years' experience in the asset management and asset servicing business

Boston Financial Data Services

1986 – 1992

Senior Vice President 86 – 88
Executive Vice President 88 – 89
President/CEO 89 – 92

**2000 Crown Colony Drive
Quincy, MA 02169**

- Rapid business expansion increased market share
- Restructured JV agreement significantly improving profitability
- Developed industry leading new workflow technology
- International Expansion – Offshore Funds Business
- Developed new business – corporate stock transfer

State Street Bank/SSGA

1992 – 2000

Executive Vice President, GS 1992 – 1994
Executive Vice President, SSGA 1995 – 2000

**One Lincoln Street
Boston, MA 02111**

- Developed a new business that became an industry leader
- Restructured business as part of asset management business
- Developed new asset management products for DC Market
- Acquired Watson Wyatt DC business

Citistreet LLC

2000 – 2005

Chairman/CEO

**One Heritage Drive
Quincy, MA 02169**

- Created a new joint venture company
 - Expanded globally
 - Increased market share established market leadership
 - Developed advice rollover business
 - Restructured Mutual Fund Family
 - Developed benefit outsourcing strategy
-

State Street Bank

2005 – 2011

EVP, GS North America 2005 – 2007

EVP, International 2007 – 1010

Interim CEO, SSGA, Dec. 2007 - May 2008

EVP Global Ops & Tech 2010 – Present

One Lincoln Street

Boston, MA 02111

20 Churchill Place

London, England E14 5HJ

Developed Offshore strategy/Joint Venture

New offices Beijing, Krakow, Qatar

Largest Non US Acquisition – Intesa Sanpaolo Security Services - \$2.5 billion

Major Transformation Plan – 600 million in annualized savings

Board Experience

Boston Financial Data Services Board 2005 – Present
2005 – 2007 Chaired Executive Committee

CoFunds LLC – United Kingdom Company 2008 – 2011
Chairman Remuneration Committee 2010 – 2011

Boston Medical Center -Large Non Profit Hospital, 2009 - 2011
Chairman Audit Committee 2009 – 2011

Former Board Member

Mass Bay Chapter American Red Cross 2005 – 2008
Bell Foundation
IFDS UK

Education

Boston College
Chestnut Hill, MA
Bachelor of Science in Accounting
09/68 – 05/72

Stonier Graduate School of Banking
New Brunswick, NJ
Certificate
09/78 – 5/80

MIT Sloan School of Management
Certificate
Cambridge, MA
05/82

TERRA N. SMITH

EDUCATION

Columbia University School of Law, New York, New York

- Juris Doctor, awarded May 1999
- Lawrence A. Wein Scholar, 1996–1998
- Member of *The Columbia Journal of Environmental Law*, 1997–1999
- Member of the Fair Housing Clinic, 1998–1999

Morgan State University, Baltimore, Maryland

- Bachelor of Arts in Political Science, *Summa Cum Laude*, awarded May 1996
- Member of the University Honors Program, 1992–1996
- National Dean's List Honoree, 1992–1996
- Governor Paris Glendenning Appointee to Maryland Higher Education Commission, 1995–1996

PROFESSIONAL EXPERIENCE

Summer Advantage USA

Chief Operating Officer (2010 – Present)

- Manage executive team and national operations
- Create strategic plans relating to accelerated growth and scaling expectations
- Develop and implement policies, procedure and systems for each functional area, including human resources, recruiting, program operations, IT and finance
- Ensure that the organization remains in compliance national and state laws and regulations
- Oversee professional development, disciplinary and termination processes
- Establish and manage vendor relations

Compendium Business Solutions, LLC, Miami, Florida

Chief Executive Officer (2008–2010)

- Established the company's goals and policies in collaboration with the Chief Operating Officer
- Created strategies to implement the objectives of the company
- Oversaw business divisions to ensure fulfillment of the company's direction and philosophy
- Directly managed and operated the company's emerging business and business formation lines
- Responsible for business development for all lines of business
- Oversee all finance, production, marketing and human resources affairs

Holland & Knight LLP, Miami, Florida

Manager of Lateral Recruiting (2006–2008)

- Directly report to over 30 equity partners on matters relating to strategic hiring and growth
- Responsible, nationally and internationally, for recruiting partners with an excess of \$1,000,000 in portable business
- Draft employment contracts and associated amendments
- Draft and negotiate consultant fee agreements
- Create processes designed to achieve greater efficiencies in the recruitment cycle
- Perform candidate due diligence, including reference and background checks
- Lead and manage interdepartmental teams, consisting of the HR, Marketing, Payroll and IT Departments, in connection with the firm's integration program
- Design, and present, materials to the firm's partnership on various hiring matters
- Develop, and provide copy for, e-newsletter distributed to over 180 search firms monthly

- Advise on marketing matters relating to recruiting and strategic position
- Perform market analysis and provide recommendations relating to the firm's future development

Mestel & Company, Miami, Florida

Director (2005–2006)

- Sourced qualified candidates through cold-calling and networking; responsible for placing such candidates in positions with law firms and other private entities on both a permanent and temporary basis
- Conducted over 60 interviews during the first and second quarter of 2006
- Provided career counseling services to candidates, including the review of resumes, conducting of mock interviews, relaying of strategic advice relating to long-term professional goals and provision of market/industry information
- Performed market surveys for candidates and clients
- Responsible for initiating and managing relationships with approximately 50 clients
- Developed sales leads from resumes, referrals, networking and advertisements
- Met and consulted with hiring committees, partners and recruiting coordinators to gain an understanding of firm culture and position requirements
- Advised clients on branding issues and marketing strategies designed to attract top candidates
- Worked extensively with internal management to develop and implement policies and procedures relating to the company's temporary division
- Partnered with management to develop cost-saving strategies
- Consistently exceeded targeted recruiting goals
- Served as company representative at local and national recruiting conferences
- Distributed firm-wide communication regarding news of national interest and information regarding local firms

Hudson Legal (a division of Hudson Highland Group, Inc.), Washington, D.C.

Managing Director of Operations (2004–2005)

- Promoted to managing director after eleven months
- Led the recruiting team through 135% growth in the number of placed candidates
- Responsible for overseeing the management of 100-300 candidates on temporary assignments
- High-level interaction with clients regarding staffing needs and all other matters relating to account management
- Managed multi-recruiter staff and supervised administrators
- Developed and implemented programs to provide strategic direction and ensure optimal efficiencies
- Sourced and managed database of candidates
- Interviewed and qualified candidates for contract and temporary-to-permanent assignments
- Planned and coordinated weekly candidate programs and activities to ensure superior candidate satisfaction
- Directed team meetings of recruiters, sales personnel and administrators
- Performed reference checks and other background verifications of candidates
- Routinely consulted on, and adhered to, monthly budget allocation

U.S. Securities and Exchange Commission, Washington, D.C.

Staff Attorney, Division of Corporation Finance (2002–2004)

- Issued comment letters relating to disclosures contained in registration statements and other forms filed under the Securities Act of 1933 and the Securities Exchange Act of 1934, with particular emphasis on initial public offerings, "Exxon Capital" exchange offers, resale and shelf registration statements, Form 10-K and Form 10-Q
- Advised company executives and counsel on compliance with federal securities laws and the Securities and Exchange Commission's rules and policies
- Collaborated on the resolution of certain disclosure issues with the Office of Chief Counsel, Office of Mergers and Acquisitions, Staff Accountants and Staff Engineers

- Drafted “no-action” interpretative letters, Chairman’s correspondence and responses to requests made under the Freedom of Information Act of 1996
- Based on reviews, selected to participate on a special task force committee after one year of service

Skadden, Arps, Slate, Meagher & Flom LLP, New York, New York

Associate, Banking; Mergers and Acquisitions (1999–2002)

- Negotiated and drafted indentures, purchase agreements, security agreements, guarantees and other documents relating to complex private financing transactions for Fortune 500 companies
- Drafted documents relevant to various acquisition transactions, including administrative services agreements, transition services agreements, legal opinions, resolutions, certificates, schedules and portions of acquisition agreements
- Led transaction teams consisting of junior associates, in-house specialists and local counsel
- Managed the closing process for multiple bank financing and M&A transactions, including the organization and on-going maintenance of closing rooms and the coordination of weekly closing calls among senior management, in-house associates and opposing counsel
- Performed due diligence, drafted client memoranda reporting the findings of such diligence and prepared underwriter pre-closing due diligence questionnaires

PROFESSIONAL AFFILIATIONS

- Member of the New York State Bar
- Board Member and Founder of The Giving Fund, Incorporated

JOHNNY JIN

15731 Leigh Court, Santa Clarita, CA 91387
ruiquanjin@gmail.com | 818-825-4407

EDUCATION

Harvard Graduate School of Education

Ed.M. Education Policy and Management, June 2009

- Selected among top 1% of Master's candidates to present research at the doctoral-level, national Harvard Graduate School Student Research Conference.
- Developed business plan for a nonprofit venture that builds social capital for disadvantaged students - plan was advanced to the semifinals of the Harvard Business School Business Plan Contest
- Winner of the Harvard Educational Enterprise Idea Competition in the Excellent Venture in Direct Service category.
- First place winner of the Innovation in Education Award from Phi Delta Kappan (PDK), leading practitioner journal in education.

University of California, Berkeley, CA

B.A. Economics with Honors, May 2005

- First in the university's history to earn a Bachelor's Degree in Economics in only 2 years.
- Received awards from the U.S. Senate and Congress for outstanding academic achievements and leadership in public service.

PROFESSIONAL EXPERIENCE

Associate Director of Development, Entrepreneurial Ventures in Education, Inc.

2009 – Present

- Lead development and fundraising initiatives at Summer Advantage USA, one of only two scientifically validated summer programs in the nation and the Phalen Leadership Academies, a new national network of high quality charter schools.
- Expanded Summer Advantage from a \$1M regional pilot to a national organization with annual revenues of \$5M.
- Secured large contracts and highly selective grant awards, including \$2.4M grant from Wal-Mart Foundation, \$1.3M grant from Mile High United Way (who considered proposal to be among the best they have ever seen), \$1.1M contract from Chicago Housing Authority.
- Helped lead with Founder of Phalen Leadership Academies all aspects of launching and expanding the network of charter schools.
- Led the design and completion of charter petitions, instructional blended learning design, financial forecasting, and business plan.

Consultant, Reach Out and Read

2010 – Present

- Manage grants portfolio worth over \$2M that include foundations, corporations, and public funding sources.
- Developed high quality proposals that secured highly competitive awards, including AmeriCorps VISTA, Edison International, Lynch Foundation, John Carson Foundation, and more.

Content Consultant, *America: The Last Best Hope Roadmap Program*, Thomas Nelson Inc.

2009 – 2010

- Selected by a team of nationally distinguished educators and former U.S. Secretary of Education to create course materials for an innovative and state-approved history program.
- Contributed chapter on immigrant history which was published through Thomas Nelson, Inc. in the premium curriculum.

English Teacher, Los Angeles Unified School District

2007 – 2008

- Became one of the youngest fully credentialed and full-time high school teacher in the Los Angeles school district.
- Helped students gain two grade levels in only one school year based on nationally-normed diagnostic.

Research Assistant, Harvard Graduate School of Education

2008 – 2009

- First research assistant to initiate and lead a large scale market research project at the graduate school's professional development (PD) branch in secondary education.
- Designed a research project with team members that solicited superintendents and central office leadership about the role and value of PD in their school district.

MICHELLE CICCONE

39 Dartmouth St (Apt 3) Somerville, MA 02145
michelle.cicccone@gmail.com / (508) 560-0882

EDUCATION

M.S. Ed., Education Policy, University of Pennsylvania, Graduate School of Education
August 2010

- Thesis: *The Policy and Instructional Implications of an “Adolescent Literacy” Problem Definition*

B.A., English, Education, Vassar College
May 2007

- Thesis: *Comparative Perspective on the Literature of “The Myth of St. Petersburg” and the Narrative of American Modernism*
- Studied at the European University in St. Petersburg, Russia.

RESEARCH INTERESTS

- Reading comprehension
- Mass culture
- Cognitive science of learning
- Philosophy of education

PROFESSIONAL MEMBERSHIPS

- Popular Culture Association/American Culture Association
- American Educational Research Association

CERTIFICATIONS

Teaching certification in Secondary English education in New York State as of 2008

TEACHING EXPERIENCE

Student Teacher Poughkeepsie High School, Poughkeepsie, NY, Fall 2007

- Assumed control of five classes in an urban school setting—two 12th grade regents level English classes, two 11th grade honors English classes, and one 11th grade regents level English class
- Created three-to-five week units for all five classes
- Strong emphasis on analysis of the students’ everyday world, extending the analytical classroom and fostering a sense of life-long learning

English Language Teacher Tardoskedd, Slovakia and Cadea, Romania, Summer 2005

- Developed original three-week units for English language acquisition for all levels
- Instructed four classes in Slovakia, ages ranging from six years old to adulthood, and three classes in Romania, ages ranging from toddler to young adulthood
- Familiarized students with an English-speaking culture through music and colloquialisms

WORK EXPERIENCE

Executive Assistant to the Founder, Summer Advantage USA, Jan 2011-present

- Support the executive, operational, and administrative functions of the organization
- Take a leadership role on various special projects, particularly with the organization’s professional development program

- Key thought partner in new initiatives, such as the construction of a high school pilot program, planning for the opening of K-8 charter school, and the promotion of potential new partnerships
- Perform variety of writing duties, such as the creation of the monthly e-newsletter and the drafting of opinion pieces for various media outlets

Research Consultant, The Rennie Center for Educational Policy and Research, Fall 2010

- Worked closely with the Research Director to draft policy recommendations for the Center's report on student mobility
- Conducted internet-based research and phone interviews to gather best practices in the field

Research Assistant, University of Pennsylvania, Sept 2009-July 2010

- Worked with Dr. John Fantuzzo to prepare his Head Start curriculum for publication; this included copy editing duties and interviewing teachers for best practices
- Gathered data from participating classrooms, and performed basic statistical analysis on this data
- Coordinated with the Philadelphia Public School District to put together monthly professional development meetings for our teachers

PRESENTATIONS

Rouse, H., Ciccone, M., MacFarlane, J., & LeBouef, W. (2010, March). *What's behind the achievement gap? A population-based study of risk and race in third grade urban public schools*. Poster session presented at the annual Eastern Psychological Association conference, Brooklyn, NY.

Rouse, H., MacFarlane, J., Ciccone, M., & LeBouef, W. (2010, March). *Risk and protective factors for kindergarten readiness: A population-based study of Latino children entering public school*. Poster session presented at the annual Eastern Psychological Association conference, Brooklyn, NY.

Founding Group Member

Sharon L. Martin
159 S. 166th Street
Omaha Nebraska 68118
Phone: 402-314-9242
e-mail

Profile

Background includes multifaceted leadership and management experiences in public, private, and corporate educational environments. Proven expertise with team building, change management, communication, needs based professional development, and results based decision making for corporations and public and private educational organizations.

Experience

Houghton Mifflin-Harcourt 2004-2011

Midwest Regional Director, Harcourt Achieve 2004-2007

- Managed 12 state regional sales and professional development consulting team
- Managed Budget and achieved Revenue Goals of \$19-23M each year
- Customized internal and customer based training and professional development
- Successfully marketed Exemplary School sales model
- Created marketing and sales campaigns for Intervention Academies

National Director of Sales Services, Harcourt Achieve

- Reconfigured per diem model for services; Annual savings of \$350K
- Initiated synchronous online training model for internal and external services
- Initiated Marketing, Sales, and Consulting Services triad model
- Initiated new product and solution based sales training models
- Initiated fee based professional development model with new revenue stream
- Initiated field advisory teams aligned with key customer based surveys for informed decision making processes and procedures
- Coordinated and facilitated National Sales Meeting

Scholastic Publishing Company 1995-2004

Director of Marketing and Consulting Services

- Established a per diem corps for new core division for reading/language arts
- Established plan, recruited, and managed first full time consultant team
- Launched first marketing and sales plan for Scholastic's new core reading/language arts program

Collaborated with editorial and publishing teams for program development, professional development; Initiated Read 180 and facilitated the first implementation teams
Initiated and managed Scholastic University, a leadership conference for administrators and curriculum teams

Millard Public Schools, Omaha, Nebraska

School Administration Principal, Curriculum Coordinator, Professional Development, Reading specialist

University of Nebraska Omaha

Adjunct Profession Summer practicum for reading/language arts

White County Schools, Searcy, Arkansas

Middle School Reading Specialist
Director of Gifted and Talented Programs: Initiated community mentoring project

Lauderdale County Schools, Ripley, Tennessee

First Grade teacher
Initiated and facilitated new Title program

Education Degrees and Certifications

University of the Cumberland, Williamsburg, Kentucky	BS-Education
University of Memphis, Memphis, Tennessee	MS Education
University of Memphis ~ Certification Programs	Reading Specialist School Administration
University of Arkansas, Little Rock, Arkansas	Certification G&T
University of Nebraska, Omaha, Nebraska	School Administration
Carew International Dimensions of Professional Selling	
Synchronous Facilitator; InSync Training authorized provider by International Association for Continuing Education and Training (IACET)	

Professional Affiliations

International Reading Association, Local President, State President, Editor of NSRC newsletter, Leadership Conference Chair, Presenter; National Literacy Project Winner

- Initiated Books for Babies to present books to new moms in area hospitals
- Initiated Listening Libraries in coordination with Telephone Pioneers to provide books on tape for nursing homes state wide
- Coordinated parents and children reading initiative for low income families

Member: PDK; ASCD; NCSd, ASCD, ASTD

Advisory Board for Education and Technology, Creighton University

Referrals

Dr. Carolyn Reedom, Former Area Superintendent Clark County Schools

Frederik Dissel, Former Senior VP of Sales, Harcourt Achieve

Robert Sheridan, VP Houghton Mifflin Harcourt

Dr. Lynn Olson, Creighton University

Julie Heifetz, Chaplain and Writing Therapy Specialist

AMBER L. DECKARD

2387 E CR 300 North • Danville, IN 46212

Adeckard0206@gmail.com

Cell # (317)727-9814

Executive Profile: Accomplished director with over 15 years of progressive leadership; bringing experience in operations, human resources, team building, and program development; and a record of success in achieving organizational goals.

Experience:

SUMMER ADVANTAGE USA 2010 – Current

Regional Director Indianapolis, IN

- ◆ Facilitate the process for acquiring and retaining school sites including negotiation of contract details.
- ◆ Develop and maintain cooperative relations with state and local school officials.
- ◆ Identify, screen, and train local talent to run summer program locations and fulfill the mission, culture, and goals of the program.
- ◆ Develop and cultivate community partnerships to enhance the experiences for our scholars and maximize program visibility.
- ◆ Oversee all program operations in the region to ensure quality of experience, including academic growth, is achieved by all scholars.
- ◆ Research and development of processes and procedures to allow continued growth and expansion of organization.
- ◆ Analyze program data from year to year; utilizing that data to impact future growth and development.

MUSCULAR DYSTROPHY ASSOCIATION 1997 - 2010

Regional Director Indianapolis, IN June 2004 – January 2010

- ◆ Developed and lead a regional territory including the state of Indiana, north-western Kentucky and western Ohio. Team included 42 full-time employees, 20 plus part-time /temporary employees, a host of volunteers, and a 5.7 million dollar fundraising budget.
- ◆ Handled all human resource functions for the territory including posting positions in local media and online websites, reviewing resumes, prescreening and interviewing potential applicants, creating training curriculum, and ongoing performance evaluations.
- ◆ Budget development for 7 District offices and a Regional office including management expenses, fundraising revenues and service budgets.
- ◆ Directed annual strategic planning conferences for district teams identifying long-term goals and vision for the future.
- ◆ Cultivated new income sources through community involvement and networking.
- ◆ Negotiated MDA clinic contracts with 7 hospital partners.
- ◆ Negotiated and maintained contracts with 8 television partners that carried the Labor Day Telethon.
- ◆ Oversaw local client services including 4 summer camp sessions, 9 clinics, 7 loan closets, 7 chapters and a variety of support groups throughout 3 states.
- ◆ Planned and executed ongoing staff development conferences.
- ◆ Hosted state-wide sponsor conferences to solidify and expand support.

Regional Director Kansas City, KS March 2003 – June 2004

- ◆ Lead a regional territory that included the state of Kansas and the western ½ of Missouri
- The responsibilities of the position were a mirror image of responsibilities in Indiana but with a different territory and smaller overall budget. Success in furthering the organization’s business in the Kansas City market, including budget achievement, resulted in an offer to take on a larger market.

Regional Coordinator Wichita, KS April 2001 – March 2003

- ◆ Assisted with the management of 6 District offices and traveled throughout Kansas and Missouri.
- ◆ Worked with district staff to further develop skills in sales and fundraising to grow District business.
- ◆ Monitored progress being made in implementation of the business plans and offered guidance where necessary as well as written feedback.

District Director Wichita, KS February 1999 – April 2001

- ◆ Managed the local District office of MDA, which included 6 full-time and 1 part-time staff and 4 to 5 temporary employees.
- ◆ In charge of all administrative issues involved with running the local office including, but not limited to, personnel issues (hiring, training and firing), accounting and budgeting.
- ◆ In charge of planning and executing the local Labor Day Telethon including working with the producers at KAKE TV to script the show and worked with sponsors to plan events
- ◆ Fundraising, Marketing and Public Relations were also still key elements of the daily responsibilities

Marketing and Program Coordinator Wichita, KS October 1997 – February 1999

- ◆ Planned and executed a variety of fundraising events.

- ◆ Traveled throughout Kansas seeking sponsors of all types through both formal and informal presentations.
- ◆ Enhanced existing fundraising programs by landing new key accounts.
- ◆ Supervised temporary project coordinators.
- ◆ Worked with vendors and printers to design sponsor incentives and event logos.
- ◆ Worked with client families, including coordination of local ambassador families to be present at appropriate fundraising events.

PENNY POWER

Media Sales Account Manager

WICHITA, KS
March 1997 - October 1997

- ◆ Worked to establish new accounts in designated area of the city.
- ◆ Consistently met or exceeded personal sales goals.
- ◆ Prepared marketing materials and media kits for prospective clients.

ALTUS TIMES

Media Sales Account Executive

ALTUS, OK
July 1995 - December 1996

- ◆ Established new accounts, both local and national accounts, through cold-calling.
- ◆ Prepared marketing materials and media kits for prospective clients.
- ◆ Exceeded personal and team sales goals on special publication sections.
- ◆ Wrote ad copy and did layout and design of client advertisements.
- ◆ Collected past due accounts successfully.
- ◆ Trained new advertising sales representatives.
- ◆ Composed daily mock-ups of newspaper for ad placement.
- ◆ Earned Salesperson of the month three out of the four times it was offered during my tenure.

KAY JEWELERS

Management Trainee and Sales Associate

EVANSVILLE, IN
April 1993- October 1994

VICKI BRASEL STATE FARM INSURANCE

Marketing Intern

EVANSVILLE, IN
August 1992 - June 1994

Professional Accomplishments

Ranked #1 Regional Team in the Division in 2008 and #3 in the Country out of 40 Regions.
 Divisional Trainer for quarterly new staff conferences 2003 -2009
 Budget Buster Awards 1999, 2000, & 2003
 Consistent recipient of Salesperson of the Month Award at Altus Times in 1995 and 1996
 Successful completion of Management Training Program for Kay Jewelers in 1994

Education

UNIVERSITY OF SOUTHERN INDIANA
 Bachelor of Science, Business Administration

EVANSVILLE, IN

References

Available upon request

Attachment 2

Not applicable - please see "School Leader and Leadership Team" section. While we have not finalized a school leader candidate, we do have a pool of candidates who have demonstrated record of impact and interest in serving in this capacity.

Attachment 3

Not applicable - please see "School Leader and Leadership Team" section. While we have not finalized the school administration team, we do have a pool of candidates who have demonstrated record of impact and interest in serving in such capacity.

Entrepreneurial Ventures in Education, Inc.
1001 Marina Drive, #410
Quincy, Massachusetts 02171

April 5, 2012

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, Kentucky 41011

**Re: Group Exemption Letter Request by Entrepreneurial Ventures in Education, Inc.
(EIN: 26-3185485)**

Dear Examiner:

Pursuant to Publication 557 and Publication 4573, we are writing as a central organization to request a group exemption letter for our non-profit corporation (Entrepreneurial Ventures in Education, Inc. ("Entrepreneurial Ventures.")) and our subordinates. Please note that we were notified that Entrepreneurial Ventures was exempt from Federal Income Taxation under Section 501(c)(3) of the Internal Revenue Code in an initial determination letter, dated March 9, 2010 (see attached Exhibit A); our Employer Identification Number is 26-3185485. In addition, there have been no amendments or changes to our governing instruments, internal regulations, character, purposes or method of operations since the submission of our Form 1023 to the Internal Revenue Service (please see our Articles of Organization attached as Exhibit B).

To date, we only have one subordinate – a wholly-owned Indiana non-profit subsidiary, The Phalen Leadership Academy – Indiana, Inc. ("PLA Indiana"). PLA Indiana was established to create, develop, own, manage and/or operate public charter schools in Indiana. In the future, we intend to create additional wholly-owned subsidiaries that will similarly create/manage public charter schools.

As organizations that are organized and operated exclusively for educational purposes (i.e., the development and operation of public charter schools), we believe that our subordinates qualify for exemption under Section 501(c)(3) of the Internal Revenue Code.

In connection with this letter, and as required, we are including Form 8718 along with the associated group exemption letter filing fee. Additionally, below are the required informational items required by Publication 557 and Publication 4573 in connection with this group exemption letter request.

Entrepreneurial Ventures in Education, Inc.
1001 Marina Drive, #410
Quincy, Massachusetts 02171

A. Affiliation with Central Organization (Publication 557, Central Application Procedure 1.a.)

All subordinates are or will be affiliated with us at the close of their annual accounting period.

B. Existence of the Required Relationship and Our Supervision/Control of Subordinates (Publication 557, Central Application Procedure 1.b.); (Publication 4573, Item (a))

On March 5, 2012, by Consent of Action by the Board of Directors of Entrepreneurial Ventures, the Organization was authorized to create, develop, manage, own and/or operate charter schools to further fulfill its educational and charitable mission (see attached Exhibit C). Shortly thereafter, we created PLA Indiana to own, manage and operate public charter schools in Indiana.

Attached as Exhibit D are PLA Indiana's initial and Amended Articles of Incorporation and attached as Exhibit E are PLA Indiana's Amended and Restated Bylaws. Our subordinate relationship with PLA Indiana is established in both PLA Indiana's Amended Articles of Incorporation and PLA Indiana's Amended and Restated Bylaws; these documents also ensure that the PLA Indiana is subject to the general supervision and control of Entrepreneurial Ventures:

- Amended Articles of Incorporation, Article IV, Section 2: “[PLA – Indiana] is a wholly-owned subsidiary of Entrepreneurial Ventures in Education, Inc.”
- Amended Articles of Incorporation, Article VI: “Entrepreneurial Ventures in Education, Inc. reserves the right to amend, alter, change or repeal, in any manner now or hereafter prescribed by the Act, any provision contained in [PLA – Indiana’s] Articles of Incorporation.”
- Bylaws, Article III: “[PLA – Indiana] is a wholly-owned non-profit subsidiary of Entrepreneurial Ventures in Education, Inc. The Corporation shall not have Members as such, but, in lieu thereof, shall have a self-perpetuating Board of Directors, which may be appointed or removed at the discretion of Entrepreneurial Ventures in Education, Inc.”
- Bylaws, Article IV, Section 4.04: “Entrepreneurial Ventures in Education, Inc. shall appoint and remove board members in its sole discretion.”

Other subordinate relationships with the subsidiaries to be governed by this request and subsequent group letter determination will be established in a similar manner.

All subordinates are subject to our general supervision and control.

Entrepreneurial Ventures in Education, Inc.
1001 Marina Drive, #410
Quincy, Massachusetts 02171

C. Subordinate Eligibility for 501(c)(3) Exemption (Publication 557, Central Application Procedure 1.c.)

All of our subordinates subject to this letter are (or will be) organized and operated (or will operate) exclusively for the purpose of creating and/or operating public charter schools. Additionally, none of the subordinates' earnings inure to any private shareholder or individual. Thus, we are requesting exemption from federal income taxation pursuant to Section 501(c)(3) of the Internal Revenue Code for these subordinates.

D. Not Private Foundations (Publication 557, Central Application Procedure 1.d.)

No subordinate to be included in this group exemption letter request is a private foundation.

Principal Officer Affirmation (Publication 557, Central Application Procedure 7); (Publication 4573, Item (g))

To the best of my knowledge and belief, no subordinate to be included in this group exemption letter is a private foundation as defined in IRC 509(a).



Name: Earl Martin Phalen
Title: Chief Executive Officer
Date: April 5, 2012

E. Accounting Periods (Publication 557, Central Application Procedure 1.e.)

All subordinates will be on the same accounting period as Entrepreneurial Ventures.

F. Subordinate Formation Date (Publication 557, Central Application Procedure 1.f.)

All subordinates, that wish to be recognized as exempt from their date of their creation, have been formed within the 15-month period preceding the date of the submission of this group exemption letter.

Entrepreneurial Ventures in Education, Inc.
1001 Marina Drive, #410
Quincy, Massachusetts 02171

G. Purpose and Activities of the Subordinates (Publication 557, Central Application Procedure 2); (Publication 4573, Item (c))

Subject to any limitation or restriction imposed by Section 501(c)(3) of the Internal Revenue Code and any other applicable law, our subordinates' purposes are to:

- operate as non-profit corporations solely and exclusively for charitable, educational and scientific purposes, and specifically for the purpose of carrying on the educational activities of owning, managing or operating charter schools organized to promote the academic advancement of children who are at risk of academic failure, through direct action, education and other legal means;
- to do all and everything necessary, suitable and proper for the accomplishment of the purposes and attainment of objectives herein set forth either alone or in association with other individuals, corporations or partnerships, including federal, state, county and municipal bodies and authorities; and, in general, to do and perform such acts and transact such business in connection with the foregoing objectives not inconsistent with laws; provided, however, that the subordinates shall not perform any act or transact any business that will jeopardize the tax exempt status of the subordinate under Section 501(c)(3) of the Internal Revenue Code and its regulations as such Section and regulations now exist or may hereafter be amended; and
- to exercise all rights and powers conferred by applicable regulations on nonprofit corporations.

The specific mission of the subordinates' charter schools is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world.

Sources of Receipts

Our subordinates will apply for State aid and/or fundraise to generate receipts for the operation of its charter schools; in connection therewith, subordinates may solicit and receive grants and donations consistent with their tax exempt status and the mission of Entrepreneurial Ventures and its charter school network. Additionally, subordinates may be funded by per-pupil allocations from chartering agencies. In addition, consistent with local practice and, as allowed by law, subordinates may charge fees to charter school students for extra services such as summer activities, extracurricular clubs and school athletics.

Nature of Expenditures

The nature of expenses that our subordinates expect to incur will be related to:

- school operations;
- employee compensation;
- procurement of facilities;
- fundraising;
- recruitment and human resources;
- information technology;
- financial oversight and management;
- learning model and instructional strategies development;
- data management and analysis;
- compensation of charter school leaders, teachers and other personnel;
- curriculum and curriculum development;
- facilities acquisition (either purchasing or leasing) and facilities management;
- legal support;
- student enrollment; and
- professional development and training.

**H. Uniform Governing Instrument (Publication 557, Central Application Procedure 3);
Publication 4573, Item (b))**

Attached as Exhibit F is a sample copy of our uniform governing instrument, the Subsidiary Network Agreement, and attached as Exhibit G is a copy of the Subsidiary Network Agreement adopted by PLA – Indiana.

**I. Officer Affirmation (Publication 557, Central Application Procedure 4); (Publication 4573,
Item (d))**

Principal Officer Affirmation

To the best of my knowledge, the purposes and activities of our subordinates are as set forth in Subsidiary Network Agreement as referenced in Paragraph H above as well as set forth in Paragraph G above.



Name: Earl Martin Phalen
Title: Chief Executive Officer
Date: April 5, 2012

Entrepreneurial Ventures in Education, Inc.
1001 Marina Drive, #410
Quincy, Massachusetts 02171

J. Subordinate Written Authorization For Group Letter Inclusion (Publication 557, Central Application Procedure 5); (Publication 4573, Item (e))

PLA - Indiana has furnished written authorization to Entrepreneurial Ventures to be included in this request for group exemption (see Exhibit H) and such authorization has been duly signed by an authorized officer of PLA - Indiana.

K. Subordinates With Outstanding Ruling or Determination Letter (Publication 557, Central Application Procedure 6); (Publication 4573, Item (f))

To-date, the Internal Revenue Service has not issued an outstanding ruling or determination letter relating to exemption with respect to any subordinates that are included in this group exemption letter.

L. Revenue Ruling and Revenue Procedure Requirements (Publication 557, Central Application Procedure 8); (Publication 4573, Item (h))

As public charter schools, subject to open enrollment, we understand that our subordinate's charter schools are not subject to Revenue Ruling 71-447, 1971-2 C.B. 230 or Revenue Procedure 75-50, 1975-2, C.B. 587.

Additionally, please note that application by or for scholars/students to subordinates' charter schools shall be voluntary and admission shall be open to all individuals on a space-available basis without regard to race, color, national origin, creed, sex (except in cases of single sex schools), ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district.

In addition, subordinates shall actively seek a diverse scholar body that reflects the racial, ethnic, academic, and economic diversity of the local community that the charter schools most directly serve. If there are more applications for enrollment in the Subsidiary Charter Schools than there are spaces available, scholars shall be selected to attend using a random selection process. However, to the extent permitted by law, preference for enrollment will be given first to scholars who were enrolled in the School in the previous year, and then to siblings of current scholars.

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 Quincy, Massachusetts 02171

Furthermore, though our subordinate PLA Indiana is not currently operational, it expects the charter school community to have the racial composition described below during its first operational year.

Racial Category	Student Body	Faculty	Administrative Staff
African American/Black	210	6	2
Hispanic or Latino	75	3	0
Caucasian	15	3	1
Total	300	12	3

Additionally, neither PLA Indiana nor any of our subordinates has or will have incorporators, founders, board members or donors of land or buildings that have the objective to maintain segregated public or private school education.

In addition, our subordinates' charters schools will be public and will not provide loans or scholarships to enrolled students.

Also, our subordinates will maintain all records according to all required non-discriminatory regulations and provisions, including those promulgated by the Internal Revenue Service.

M. No Church Affiliation (Publication 557, Central Application Procedure 9)

Our subordinates' charter schools are not affiliated with a church; thus, the provisions of Revenue Ruling 85-231, 1975-1 C.B. 158 are not applicable.

N. Names, Addresses and Employer Identification Numbers (Publication 557, Central Application Procedure 10); (Publication 4573, Item (i))

Following is the list of names, mailing addresses, actual addresses and employer identification numbers of subordinates to be included in this letter.

Name	Mailing Address	Actual Address	Employer Identification Number
The Phalen Leadership Academy – Indiana, Inc.	1001 Marina Drive, #410 Quincy, MA 02171	Same as Mailing Address	36-4729586

Additionally, PLA Indiana has the following board members: Earl Martin Phalen, James Phalen and Terra Smith; its incorporator was Terra Smith.

Entrepreneurial Ventures in Education, Inc.
1001 Marina Drive, #410
Quincy, Massachusetts 02171

If you have any questions, or if you would like to discuss this application or any other matter, please feel free to call me at (617) 818.1959. Thank you for your consideration.

Very best regards,



Earl Martin Phalen

State of Indiana
Office of the Secretary of State

CERTIFICATE OF AMENDMENT

of

THE PHALEN LEADERSHIP ACADEMY - INDIANA, INC.

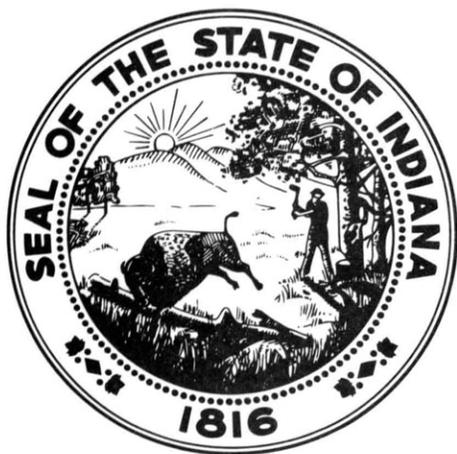
I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, March 20, 2012.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 20, 2012

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE



APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
3/20/2012 12:52 PM

ARTICLES OF AMENDMENT

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ENTITY NAME

THE PHALEN LEADERSHIP ACADEMY - INDIANA, INC.

Creation Date: 3/5/2012

Article I - PRINCIPAL OFFICE ADDRESS

1001 MARINA DRIVE #410, QUINCY, MA 02171

Article II - REGISTERED OFFICE AND AGENT

CORPORATION SERVICE COMPANY
251 EAST OHIO STREET SUITE 500, INDIANAPOLIS, IN 46204

Article III - OFFICERS AND BOARD OF DIRECTORS

EARL MARTIN PHALEN
CEO
1001 MARINA DRIVE #410, QUINCY, MA 02171

GENERAL INFORMATION

Adoption Date: 3/20/2012
Effective Date: 3/20/2012
Electronic Signature: TERRA SMITH
Signator's Title: DIRECTOR

MANNER AND ADOPTION OF VOTE

SECTION 1 Action by Board of Directors, Incorporators or by a person other than the members. The Board of Directors duly adopted a resolution proposing to amend the Article(s) of Incorporation: at a meeting held at which a quorum of such Board was present or by written consent executed and signed by all members of such Board. Approval of the members was not required and the amendment (s) were approved by a sufficient vote of the Board of Directors or Incorporators. The Amendment (s) was approved by a person other than members and that approval pursuant to Indiana code 23-17-27-1 was obtained.

ADDITIONAL ARTICLES

Article IV : FORM OF NONPROFIT CORPORATION.

SECTION 1. THIS CORPORATION IS A PUBLIC BENEFIT CORPORATION WITHOUT MEMBERS.

SECTION 2. THIS CORPORATION IS A WHOLLY-OWNED SUBSIDIARY OF ENTREPRENEURIAL VENTURES IN EDUCATION, INC. THE CORPORATION SHALL NOT HAVE MEMBERS AS SUCH, BUT, IN LIEU THEREOF, SHALL HAVE A SELF-PERPETUATING BOARDS OF DIRECTORS, WHICH MAY BE APPOINTED OR REMOVED AT THE DISCRETION OF ENTREPRENEURIAL VENTURES IN EDUCATION, INC. SUCH BOARD OF DIRECTORS MAY FROM TIME TO TIME DELEGATE AUTHORITY TO THE OFFICERS, AGENTS AND EMPLOYEES OF THE CORPORATION TO MAKE POLICY DECISIONS RELATING TO INSTRUCTION, ASSESSMENT, DISCIPLINE OR OTHER ISSUES RELATING TO THE EDUCATIONAL MISSION OF THE CORPORATION.

Article V : PURPOSE/NATURE OF BUSINESS.

SUBJECT TO ANY LIMITATION OR RESTRICTION IMPOSED BY THE ACT, SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, INDIANA CHARTER SCHOOL LAW, I.C. 20-24-1 ET SEQ, ANY OTHER LAW, THE DISCRETION OF THE BOARD OF DIRECTORS, OR ANY PROVISIONS OF THESE ARTICLES OF INCORPORATION, THE CORPORATION SHALL HAVE THE FOLLOWING PURPOSES AND POWERS:

SECTION 1. CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES. TO OPERATE AS A NON-PROFIT CORPORATION SOLELY AND EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES, AND SPECIFICALLY FOR THE PURPOSE OF CARRYING ON THE EDUCATIONAL ACTIVITIES OF OWNING, MANAGING OR OPERATING A PUBLIC CHARTER SCHOOL IN THE CITY OF INDIANAPOLIS ORGANIZED TO PROMOTE THE ACADEMIC ADVANCEMENT OF CHILDREN WHO ARE AT RISK OF ACADEMIC FAILURE, THROUGH DIRECT ACTION, EDUCATION AND OTHER LEGAL MEANS, FUNDED BY THE STATE OF INDIANA, PURSUANT TO INDIANA CHARTER SCHOOL LAW, I,C. 20-5.5 ET SEQ. AND ANY REGULATIONS NOW IN EXISTENCE OR HEREAFTER AMENDED;

SECTION 2. RETAIN TAX EXEMPT STATUS. TO DO ALL AND EVERYTHING NECESSARY, SUITABLE AND PROPER FOR THE ACCOMPLISHMENT OF THE PURPOSES AND ATTAINMENT OF OBJECTIVES HEREIN SET FORTH EITHER ALONE OR IN ASSOCIATION WITH OTHER INDIVIDUALS, CORPORATIONS OR PARTNERSHIPS, INCLUDING FEDERAL, STATE, COUNTY AND MUNICIPAL BODIES AND AUTHORITIES; AND, IN GENERAL, TO DO AND PERFORM SUCH ACTS AND TRANACT SUCH BUSINESS IN CONNECTION WITH THE FOREGOING OBJECTIVES NOT INCONSISTENT WITH LAWS; PROVIDED, HOWEVER, THAT THE CORPORATION SHALL NOT PERFORM ANY ACT OR TRANACT ANY BUSINESS THAT WILL JEOPARDIZE THE TAX EXEMPT STATUS OF THE CORPORATION UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND ITS REGULATIONS AS SUCH SECTION AND REGULATIONS NOW EXIST OR MAY HEREAFTER HE AMENDED; AND

SECTION 3. EXERCISE ALL POWERS ALLOWED: TO EXERCISE ALL RIGHTS AND POWERS CONFERRED BY THE ACT ON NONPROFIT CORPORATIONS.

Article VI : ALTERING ARTICLES OF INCORPORATION.

ENTREPRENEURIAL VENTURES IN EDUCATION, INC. RESERVES THE RIGHT TO AMEND, ALTER, CHANGE OR REPEAL, IN ANY MANNER NOW OR HEREAFTER PRESCRIBED BY THE ACT, ANY PROVISION CONTAINED IN THE CORPORATION'S ARTICLES OF INCORPORATION.

Article VII : NO PERSON OR ENTITY MAY RECEIVE ANY PECUNIARY BENEFIT FROM THE CORPORATION EXCEPT SUCH REASONABLE COMPENSATION AS MAY BE ALLOWED FOR SERVICES ACTUALLY RENDERED, AND NO PART OF ITS NET EARNINGS SHALL INURE TO THE BENEFIT OF ANY OTHER PERSON OR ENTITY OTHER THAN IS PERMITTED PURSUANT TO THE BYLAWS, INDIANA CHARTER SCHOOL LAW, AND SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE.

Article VIII : BOARD OF DIRECTORS.

THE NAMES AND ADDRESS OF THE DIRECTORS OF THE INITIAL BOARD OF DIRECTORS ARE AS FOLLOWS:

EARL MARTIN PHALEN
1001 MARINA DRIVE, #410
QUINCY, MA 02171

JAMES PHALEN
64 SEABURY POINT ROAD
DUXBURY, MA 02332

TERRA SMITH
1401 BLAIR MILL ROAD, #409
SILVER SPRING, MD 20910

Article IX : DISSOLUTION. UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL THE LIABILITIES OF THE CORPORATION AND AFTER RETURNING ANY UNUSED INCOME OR THE PROCEEDS OF ANY UNUSED INCOME TO THE STATE OF INDIANA AS REQUIRED BY THE INDIANA CHARTER SCHOOL LAW, DISPOSE OF ALL ASSETS OF THE CORPORATION EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH A MANNER, OR TO SUCH ORGANIZATION(S) AS SHALL AT THE TIME QUALIFY UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AS CHARITABLE, EDUCATIONAL OR SCIENTIFIC PURPOSES, AS THE BOARD OF DIRECTORS SHALL DETERMINE. ANY SUCH ASSETS NOT SO DISPOSED OF, SHALL BE DISPOSED OF BY A JUDGE OF THE CIRCUIT OR SUPERIOR COURT OF MARION COUNTY, INDIANA, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION(S) AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

AMENDED AND RESTATED BY-LAWS
OF
THE PHALEN LEADERSHIP ACADEMY – INDIANA, INC.

ARTICLE II
Names, Offices and Registered Agent

Section 1.01. Name. The name of the Corporation is The Phalen Leadership Academy – Indiana, Inc. (“Corporation”).

Section 1.02. Principal Office. The principal offices of the Corporation shall be located in the City of Quincy, Massachusetts or in the City of Indianapolis, Indiana. The Corporation may have such other offices within the State of Indiana as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 1.03. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Indiana a registered office, and a registered agent whose office is identical with such registered office, as required by the Indiana Nonprofit Corporation Act (“Act”). The registered office may be, but need not be, identical with the principal office in the State of Indiana.

Section 1.04. Change of Principal Office, Registered Office or Registered Agent. The location of the Corporation’s principal office and registered office, or the designation of its registered agent, may be changed at any time when authorized by the Board of Directors, by filing with the Secretary of State a certificate signed by any current officer of the Corporation and verified subject to penalties for perjury, stating the change to be made and reciting that the change is made by authorization of the Board of Directors. Such certificate must be filed on or before the day any such change is to take effect, or within five (5) days after the death or other unforeseen termination of the registered agent.

ARTICLE II
Purposes

The purposes of the Corporation shall be those nonprofit purposes stated in the Articles of Incorporation of the Corporation, as amended from time to time.

ARTICLE III
Directors in Lieu of Members

This Corporation is a wholly-owned non-profit subsidiary of Entrepreneurial Ventures in Education, Inc. The Corporation shall not have Members as such, but, in lieu thereof, shall have a self-perpetuating Board of Directors, which may be appointed or removed at the discretion of Entrepreneurial Ventures in Education, Inc. Such Board of Directors may from time to time delegate authority to the officers, agents and employees of the Corporation to make policy decisions relating to instruction, assessment, discipline or other issues relating to the educational mission of the Corporation.

ARTICLE IV
Board of Directors

Section 4.01. Powers and Duties. The property and affairs of the Corporation shall be managed by the Board of Directors of the Corporation. The Board of Directors shall have and is vested with all powers and authorities, except as may be expressly limited by the Amended Articles of Incorporation of the Corporation, these Amended and Restated By-Laws, the Act, Section 501(c)(3) of the Internal Revenue Code, Indiana Charter School Law, or any other law as they now exist or may hereafter be amended to supervise, control, direct and manage the property, affairs and activities of the Corporation, to determine the policies of the Corporation, to do or cause to be done any and all lawful things for an on behalf of the Corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that:

(a) The Board of Directors shall not authorize or permit the Corporation to engage in any activity not permitted to be transacted by the Amended Articles of Incorporation of the Corporation or by a corporation organized under the Indiana Nonprofit Corporation Act;

(b) None of the powers of the Corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of the Corporation; and

(c) All income and the property of the Corporation shall be applied exclusively for its nonprofit purposes. No part of the net earnings or other assets of the Corporation shall inure to the benefit of any director, officer, contributor or any other private individual having, directly or indirectly, a personal or private interest in the activities of the Corporation.

Section 4.02. Number. The Board of Directors shall be composed of at least three (3) members or such greater number not to exceed thirteen (13); such number may be changed by amended by the Corporation's Board of Directors.

Section 4.03. Term. Members elected to the Board of Directors shall serve for a minimum of one (1) year or until the next annual meeting, whichever date is later; provided that any Director appointed to fill a vacancy shall serve until the conclusion of the term of the replaced Director.

Section 4.04. Qualifications. Directors shall be natural persons who are eighteen (18) years of age or older. No person may stand for election or reelection as a director of the Corporation at any time when that person owes a delinquency in the payment of any assessment, interest or penalties to the Corporation. In order to be qualified as a director of the Corporation, each person must submit to a criminal background check. Directors shall be selected on the basis of their expertise, experience, commitment to the Corporation's vision, and willingness and ability to contribute to the Corporation's success.

Section 4.05. Appointment (a) Entrepreneurial Ventures in Education, Inc. shall appoint and remove board members; provided that at least 30% of the Corporation's Board of Directors must consist of educators or leaders in the education sector and at least 50% of the Corporation's Board of Directors must reside in the state in which the charter for the charter school is obtained. This Section 4.05.(a) may not be amended by Entrepreneurial Ventures in Education, Inc.

(b). The initial Board of Directors named in the Article of Incorporation and the Directors subsequently appointed shall maintain, manage and administer the affairs of the Corporation until their successors have been appointed.

(c). Board Members shall be appointed at the annual meeting of the Board of Directors. After the appointment of new directors to the Board of Directors, the meeting shall continue as a meeting of the new Board of Directors, for the purpose of electing officers and transacting such other business as may be presented to the meeting; no notice need be given to such newly elected directors who are present at such a meeting or who sign waivers of notice thereof.

Section 4.06. Annual and Regular Meetings. The regular annual meeting of the Board of Directors shall be held without other notice than these Amended and Restated By-Laws, on the first Wednesday in January of each year, at the hour of 7:00 p.m., at the principal office of the Corporation or such other location as may be determined by resolution of the Board, for the transaction of such business as shall come before such meeting. If the day fixed for any such meeting shall be a legal holiday, such meeting shall be held on the next succeeding business day. The Board of Directors may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional and regular meetings of the Board, without other notice than such resolution. In any event, the Board of Directors shall hold at least six (6) regular meetings, not including the annual meeting in a fiscal year. All annual and regular meetings shall be noticed and be open to the public in a manner necessary to comply with the Indiana Open Door Law, to the extent that such law applies to the Corporation or its specific actions.

Section 4.07. Special Meeting. Special meetings of the Board of Directors may be called at any time by the President, and shall be called upon the written request of a majority of the Members of the Board of Directors. Notice of the date, time, place and purpose of a special meeting shall be sent by the Secretary to each director at his or her residence at such time that, in regular course, such notice would reach him or her not later than the second day immediately preceding the day for such meeting. Alternatively, such notice may be delivered by the Secretary to a director personally at any time not later than such second preceding day. At any meeting at which all directors are present, notice of the date, time, place and purpose thereof shall be deemed waived; and notice may be waived (either before and after the time of the meeting), by absent directors, either by written instrument or telegram. In lieu of the notice required by this Section, a director may sign a written waiver of notice before, during or after such meeting.

Section 4.08. Order of Business. The order of business at the meetings of the Board of Directors shall be as follows, unless the person acting as chairman at any such meeting shall elect otherwise:

- (1) Proof of due notice of meeting.
- (2) Call meeting to order and determine if a quorum exists.
- (3) Reading and disposal of any unapproved minutes.
- (4) Reports of officers and committees.
- (5) Unfinished business.
- (6) New business.
- (7) Adjournment.

Section 4.09. Action Without a Meeting/Teleconference. Any action which may be taken at Board of Directors meeting, an Executive Committee meeting, or any other committee meeting may be taken without a meeting if evidenced by one or more written consents describing the action taken, signed by each director or committee member and included in the minutes or filled with the corporate records reflecting the action taken. Such documents may be signed in counterparts. A meeting of the directors of the Corporation or of a committee may occur by conference telephone or similar communications equipment by which all directors or committee may occur by conference telephone or similar communications equipment by which all directors or committee members can communicate simultaneously with each other.

Section 4.10. Quorum. A majority of the actual number of directors elected and qualifies, from time to time, shall be necessary to constitute a quorum for the transaction of any business, and the act of the majority of directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the Act, any other law, the Articles of Incorporation or the Amended and Restated By-Laws.

Section 4.11. Number of Votes. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for vote of the directors.

Section 4.12. Removal. Any director may resign from the Board of Directors of the Corporation. Such resignation shall be in writing, shall be delivered to the Board of Directors, the President or Secretary, and shall be effective immediately or upon its acceptance by the Board of Directors of the Corporation, as such resignation shall provide. A director may be removed by Entrepreneurial Ventures in Education, Inc.

Section 4.13. Compensation. Directors as such shall not receive any stated salaries for their services, but nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation thereof. A director may be reimbursed either for his or her actual expenses reasonably incurred in attending meetings and in rendering services to the corporation in the administration of its affairs or a per meeting stipend of \$25 per meeting, whichever is less.

Section 4.14. Standard of Care. A director shall perform all duties of a director, including duties as a member of any committee of the Board of Directors on which the director may serve, in good faith, in a manner such director believes to be in the best interests of the Corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (i) One or more officers or employees of the Corporation whom the director believes to be reliable and competent in the matters presented;
- (ii) Legal counsel, independent accountants or other persons as to matters that the director believes to be within such person's professional or expert competence; or

(iii) A committee of the Board of Directors upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE V Committees

Section 5.01. Executive Committee. The Board of Directors shall have the power to designate as Executive Committee, by resolution adopted by a majority of the directors in office. The Executive Committee, to the extent provided in a resolution of the Board of Directors, shall have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the By-Laws; electing, appointing or removing any member of any such committee or any director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, pledge, exchange or mortgage of all or substantially all of the property and assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee. The Executive Committee may not authorize distributions to directors, officers, agents or employees, except in exchange for value received. The Executive Committee shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed upon it or him or her by law. Members of such an Executive Committee shall be members of the Board of Directors, except for any Executive Director, who shall also serve on this Executive Committee at the discretion of the Board of Directors.

Section 5.02. Advisory Committee. The Board of Directors shall have the power to designate an Advisory Committee, by resolution adopted by a majority of the directors in office. The Advisory Committee shall assist the Board in accomplishing the goals and mission of the Corporation. The Advisory Committee may be comprised of past board members, past or present government officials, public and private institutions and organizations representatives, and community leaders. The founding Board Members of the Corporation shall have a permanent seat on the Advisory Committee.

Section 5.03. Other Committees. Other committees may be created, and the members thereof may be approved, by a majority of the directors present at a meeting of the Board of Directors at which a quorum is present. Any member thereof may be removed by the Board of Directors of the Corporation whenever in its judgment by the best interests of the Corporation shall be served by such removal.

Section 5.04. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5.05. Committee Chairs. One member of each committee shall be appointed chair by the Board of Directors of the Corporation.

Section 5.06. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5.07. Quorum. Unless otherwise provided in a resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5.08. Rules. Each committee may adopt rules for its own governance not inconsistent with these Amended and Restated By-Laws or with rules adopted by the Board of Directors.

Section 5.09. Directors on Committees. Each committee shall have two (2) or more directors, who shall serve at the pleasure of the Board of Directors.

ARTICLE VI Officers of the Corporation

Section 6.01. Number. The officers of the Corporation shall consist of a President, a Vice President/Secretary, and a Treasurer.

Section 6.02. Election and Term of Office. The initial officers of the Corporation shall be elected by the Initial Board of the Corporation at the first meeting of that body, to serve at the pleasure of the Board of Directors of the Corporation until the first annual meeting of the Board of Directors and until their successors are duly elected. Officers shall serve for a period of one (1) year until the next annual meeting. New offices may be created and filled at any meeting of the Board of Directors.

Section 6.03. Removal and Resignation. Any officer of the Corporation may be removed by the Board of Directors at any time with or without cause. An officer may resign at any time by delivering notice thereof to the corporation.

Section 6.04. Vacancies. A vacancy in any office because of death, resignation, removal, disqualifications or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 6.05. The President. The President shall preside at all meetings of the Board of Directors, discharge all the duties incumbent upon a presiding officer, and perform such other duties as these Amended and Restated By-Laws provides or the Board of Directors may prescribe.

Section 6.06. The Vice President/Secretary. The Vice President/Secretary shall perform all duties incumbent upon the President during the absence or disability of the President. The Vice President/Secretary shall attend all meetings of the Board of Directors, shall keep or cause to be kept in a book provided for the purpose a true and complete record of the proceedings of such meetings, shall serve all notices of the Corporation, and shall perform such other duties as the Amended and Restated By-Laws may require or the Board of Directors may prescribe.

Section 6.07. The Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall: (a) be the legal custodian of all moneys, notes, securities and other valuables which may from time to time come into the possession of the Corporation; (b) immediately deposit all funds of the Corporation coming into his hands in some reliable bank or other depository to be designated by the Board of Directors, and shall

keep such bank account in the name of the Corporation; (c) furnish at meetings of the Board of Directors, or whenever requested, a statement of the financial condition of the Corporation, and (d) shall perform such other duties as by the Amended and Restated By-Laws may require or the Board of Directors may prescribe. The Treasurer may be required to furnish bond in such amount as shall be determined by the Board of Directors.

Section 6.08. Subordinate Officers. The Board of Directors may, at its discretion, appoint such Assistant Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other officers as it deems necessary or appropriate. Any such subordinate officers shall hold office for such period, have such authority, and perform such duties as the Board of Directors may from time to time determine. Such subordinate officers may be removed by the Board of Directors with or without cause.

Section 6.09. Compensation. Officers of the Corporation shall receive no compensation from the Corporation, but may be reimbursed, with the approval of the Board of Directors, for reasonable expenses properly incurred for the benefit of the Corporation.

ARTICLE VII Fiscal Authority

Section 7.01. Execution of Negotiable Instruments. All checks, drafts, and orders for the payment of money of the Corporation shall be executed by such officer or officers of the Corporation as the Board of Directors may authorize. All contracts, checks, or other documents binding the Corporation approved by the Board of Directors must be signed by two Board members.

Section 7.02. Execution of Contracts and Other Documents. All contracts and other documents must be entered into by or on behalf of the Corporation shall be executed in its name by the President, unless otherwise authorized or directed by the Board of Directors.

Section 7.03. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 7.04. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Section 7.05. Prohibited Loans. The Corporation shall not lend money to, or guarantee the obligations of, any officer or director of the Corporation in excess of the amounts permitted by law.

Section 7.06. Budget. An annual budget shall be prepared at the direction of the Chair for approval by the Board of Directors at its annual meeting.

Section 7.07. Insurance. The Corporation shall maintain insurance coverages and types to be established by the Board and the officers.

Section 7.08. Fiscal Year. The fiscal year of the Corporation shall begin on the 1st day of July in each year and on the 30th day of June of the next year.

ARTICLE VIII
Conflict of Interest

Any director, officer, employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussion of deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board of Directors may adopt conflict of interest policies requiring:

- (a) Regular annual statements from directors, officers, and employees to disclose existing and potential conflicts of interest; and
- (b) Corrective and disciplinary actions with respect to transgressions of each policies.

For the purpose of this Section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with Corporation.

ARTICLE IX
Place of Keeping Corporate Books and Records

The original books of account, meeting minutes and other records and documents of the Corporation may be kept at such place or places as the Board of Directors may from time to time determine; provided, however, that the Corporation shall maintain at its principal office copies of its current Articles of Incorporation and the Amended and Restated By-Laws, minutes of the proceedings of its Members and directors, any communications with and financial statements provided to its Members, and its most recent annual report to the Indiana Secretary of State.

ARTICLE X
Waiver of Notice

Whenever any notice is required to be given under the provisions of the Act or under the provisions of these Amended and Restated By-Laws, a waiver thereof whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI
Identification

The Corporation shall provide indemnification to such persons and on such terms as provided in the Articles of Incorporation of the Corporation.

ARTICLE XII
Amendments

The Board of Directors shall have the power to make, alter, amend or repeal these Amended and Restated By-Laws and to adopt new By-Laws, which power may be exercised by two-thirds (2/3) of the directors present at a meeting at which a quorum is present.

CERTIFICATE

The foregoing By-Laws were duly adopted as the By-Laws of The Phalen Leadership Academy – Indiana, Inc. by of The Phalen Leadership Academy – Indiana, Inc. at a meeting held on April 6, 2012.

BY: THE PHALEN LEADERSHIP ACADEMY- INDIANA, INC.



By: Earl Martin Phalen, Board Member



By: Terra Smith, Board Member

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

EARL MARTIN PHALEN, FOUNDER

DATE

04/02/2012

SIGN NAME



CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Phalen Leadership Academy - Indiana, Inc.
2. Your full name: Earl Martin Phalen
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Over two decades of experience in nonprofit management; built two successful entrepreneurial educational ventures: Building Educated Leaders for Life (BELL) and Summer Advantage USA
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes David & James are my brothers; Terra Smith is the COO of Summer Advantage; I have built professional relationships with the other board members over the course of my career
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes I am the Founder of Summer Advantage USA, which will serve PLA scholars

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Earl Martin Phalen, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Charter School is true and correct in every respect.



Signature

4/6/12_____
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

George and Veronica Phalen Leadership Academies

2. Your full name:

Donald H. Stinson

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have four decades of experience in education, over a decade as Superintendent. I have helped found a charter school in Indiana, Challenger Learning Center.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.

Donald H. Stinson
Signature

3-28-12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
George and Veronica Phelan Leadership Academy

2. Your full name:
Carolyn Sullivan Reedom

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I own a thriving business, CSR Education Consulting Firm, LLC, which I founded in 1990. I have clients across the country and work with many schools, school districts, and publishing companies.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I know Earl through my consulting work with Summer Advantage
 I / we do not know any such trustees Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
George and Veronica Phalen Leadership Academies
2. Your full name:
David Christopher Phalen
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Practicing business lawyer for 29 years. Partner of 400 lawyer national law firm prior to founding current firm in 1997 which has grown from 9 employees to approximately 40 employees. Father of six children aged 10 to 24.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes, my brothers James and Earl are prospective board members
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

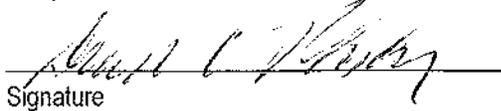
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, David C. Phalen, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above Charter School is true and correct in every respect.


Signature

4/6/12

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

- Name of charter school on whose Board of Directors you intend to serve:
George and Veronica Phalen Leadership Academies
- Your full name: *Fernando M. Reimers*
- Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
- Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Decades of experience in education. I also sit on several boards, including those of entrepreneurial ventures.
- Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

- Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes *I know Earl Phalen*
- Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
- Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Fernando Reimer
I, *Fernando Reimer*, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for *Charter School* is true and correct in every respect.

[Signature]
Signature

4/6/12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

George and Veronica Phalen Leadership Academies

2. Your full name: James Scott Phalen

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have and currently sit on the board of several nonprofit organizations, including educational nonprofits.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

Brother - EARL PHALEN
Brother - DAVID PHALEN

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

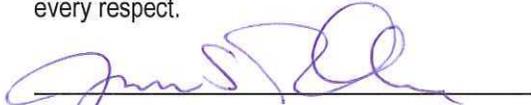
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.



Signature

4/10/12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

The Phalen Leadership Academy - Indiana, Inc.

2. Your full name: Terra Nicole Smith

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As the COO of Summer Advantage, I have specific assistance overseeing start-up ventures. Also, I have consulted with start-ups.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes I work with Earl Martin Phalen; I know Jim Phalen through Earl.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, **Terra Smith**, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.



Signature

Digitally signed by Terra Smith
DN: cn=Terra Smith, o, ou,
email=tsmith@summeradvantage.org, c=US
Date: 2012.04.04 17:27:56-0400'

April 4, 2012

Date

PHALEN LEADERSHIP ACADEMIES

BOARD CODE OF ETHICS

The following are our code of ethics and standards for good practice:

1. Common Good

- a. Recognize that the primary responsibility of the board is to govern the Phalen Leadership Academies in the best interests of the educational needs of each and every scholar.
- b. Be aware that members are responsible to all citizens of the communities served by each Academy. The authority delegated to members must be exercised with as much care and concern for the least influential as for the most influential member of the community.
- c. Recognize that the primary duty of the board is to represent the Phalen Leadership Academies with awareness at all times of special needs of each of the Academies.
- d. Serve as stewards of the Phalen Leadership Academies resources and facilities, and, as agents of the communities served by each Academy, protect, advance, and promote the interests of all citizens. Members will maintain independent judgment and remain unbiased by private interests, partisan political groups, or in any other way.

2. Advocate and Support the Phalen Leadership Academies

- a. Communicate and promote the needs of the community to each Academy and the needs of each Academy to the community.
- b. Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to each Academy and the needs of each Academy to the community.
- c. Promote the importance of community support for each Academy by supporting fundraising efforts and making a donation to the best of members' ability.

3. Scholar/Education Focus

- a. Hold the educational welfare of our scholars as the primary concern.
- b. Protect the interests of scholars in every decision, and assure the opportunity for a high-quality education for every scholar.
- c. In all decisions hold the educational welfare and equality of opportunity of each scholar the primary concern; board members should demonstrate interest in and respect for student accomplishments by attending scholar ceremonies and events.
- d. Maintain consistent and vigilant oversight of the Phalen Leadership Academies as a policy setting board with emphasis on instructional quality, operational efficiency, and fiscal stability.
- e. Recognize that it is as important for the board to understand and evaluate the educational program of the Phalen Leadership Academies as it is to plan for the business of Academy operations.

4. Board as a Unit

- a. Recognize and actively communicate that authority rests only with the whole board assembled in a legally-constituted meeting and make no personal promises nor take any private action inconsistent with that principle.
- b. Recognize that members have authority only when the board is in official meetings. An individual member cannot bind the board outside of such meetings.
- c. Remember at all times that individual members have no legal authority outside the meetings of the board, and so members should conduct relationships with Phalen Leadership Academies staff, scholars, the local community, and the media on this basis.
- d. Recognize that a board member is a member of an educational team, and that the strength and effectiveness of the board is as a board, not as a group of individuals.
- e. Recognize that as a member you are a member of a legal entity; that the strength and effectiveness of the board is as a unit, not as a group of individuals; and that the majority of decisions made by the board shall be abided by.

5. Create a Positive Climate

- a. Encourage and support innovation and creativity in Phalen Leadership Academies programs and operations.
- b. Recognize that the board sets an example for the entire institution; therefore act with integrity and reflect the values of trustworthiness, respect, fairness, and caring at all times when performing trustee responsibilities.
- c. Support the Phalen Leadership Academies by attending Academy events, expressing appreciation for employees and their commitment and accomplishments, and recognizing scholar success and achievement.

6. Decision-Making

- a. Seek to be informed by asking timely and substantive questions; request data and information through protocols established by the board and CEO.
- b. Focus requests for information and discussions at board meetings on topics that address the fulfillment of the mission of the Phalen Leadership Academies, the future of the Academies, and long term strategies.
- c. Avoid judgment based on information received from individuals or groups with a real or perceived grievance.
- d. Support fully all board decisions once they have been made, even if the vote had been divided.
- e. Respect the opinions of others and abide by the principle of majority rule.
- f. Base personal decisions upon all available facts in each situation, vote my honest conviction in every case, and abide by and uphold the final majority decision of the board.

7. Policy Role and Delegation

- a. The board has, as its basic function, the establishment of the policies by which the Phalen Leadership Academies is to be administered. In accordance with the John Carver Non-Profit Guide to Board Governance, the board will hold the CEO and staff accountable for the administration of the educational program and the conduct of Academy business.
- b. Bear in mind under all circumstances that the board is legally responsible for the effective operation of the Phalen Leadership Academies. Its primary function is to

establish the policies by which each Academy will be administered. The board shall hold each Principal and his/her staff accountable for the administration of the educational program and the conduct of Academy business.

- c. Delegate authority to the CEO as the board executive officer and confine board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the network.
- d. Delegate authority to the CEO and staff to initiate policy recommendations, administer education programs, conduct Academy business, and implement board actions.

8. Board Relations and Communication

- a. Develop and maintain good relations with fellow board members by: recognizing the importance of keeping an open mind and promoting the opportunity to think through other facts and points of view which may be presented; respecting the opinions of others and abiding by the principle of majority rule; and respectfully working with other board members in a spirit of harmony and cooperation, giving members courteous consideration of their opinions.
- b. The board is made up of individuals with differing values and beliefs; debate is expected and natural. Although there are individual expressions, there are no individual decisions. Board members must work with fellow board members in a spirit of harmony and cooperation in spite of differences.
- c. I will work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
- d. Maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals.
- e. Make only courteous remarks in or out of meetings about other members of the board and recognize that each member is entitled to a courteous consideration of his/her opinion.
- f. Work together to achieve common goals, looking beyond self-interest and encouraging compromise and positive change when necessary.

9. Confidentiality

- a. Recognize that deliberations of the board in closed sessions are confidential and not for release or discussion in public without the prior approval of the board by majority vote.
- b. Maintain the confidentiality of privileged and executive session information.

10. Commitment

- a. Devote time to activities that will enhance the ability to function effectively as a governing board member.
- b. Attend all scheduled board meetings insofar as possible and become informed about the issues to be considered at those meetings.
- c. Join with the other members of the board, staff, community, and scholars in becoming fully informed about the nature, value, and direction of contemporary education in our society.
- d. Enhance one's potential as a board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations.
- e. Be informed about the issues facing public, non-profit educational institutions.

- f. Enhance one's ability to function effectively as a trustee through devotion of time to study contemporary educational issues, as well as attendance at professional workshops and conferences on the duties and responsibilities of trustees.

11. Relationships with the CEO, Staff, and Community

- a. Promote a healthy working relationship with the CEO through supportive, open, and honest communication and regular evaluation.
- b. Support Academy personnel in the appropriate performance of their duties and ensuring that they have the requisite responsibility, adequate resources, and necessary authority to perform effectively.
- c. Refer to the CEO contacts made by employees, scholars, and citizens, or advise that concerns should be presented in writing to the board as a whole through the board president.

12. Involving Staff and Community Members

- a. Encourage and safeguard open access to the board while maintaining appropriate and well defined communication and decision-making channels.
- b. Welcome and encourage the active involvement of scholars, employees, and citizens in local communities with respect to establishing policy on current Academy operation and proposed future developments, and consider their views in deliberations and decisions as a board.
- c. Establish and uphold protocols for communicating with the media that recognize the roles of the chief executive and the board chair to ensure a unified voice in representing the Phalen Leadership Academies.

13. Fiduciary Responsibility

- a. Fulfill the fiduciary responsibility for sound budgetary and fiscal management by reviewing financial reports, asking questions, and providing direction to the CEO.
- b. Accurately account for member expenses, establish and uphold fair and prudent expense standards and reporting procedures.
- c. Recognize that the reputation of the Phalen Leadership Academies is a valued asset, and protect its reputation through supporting and promoting the institution in the community and at the state level. Members should not make critical and negative comments about the Academies or staff members in public.
- d. Recognize that staff time is valuable and is best spent furthering the educational mission of the Academies; members should avoid making undue demands on staff time and should carefully consider the impact of requests for information on the ability of staff to fulfill their responsibilities to the school.

PHALEN LEADERSHIP ACADEMIES

CONFLICT OF INTEREST POLICY

Conflict of Interest

A member of the Board of Directors (“Board”), member of any Board committee, Officer, key employee, and other person with substantial influence over the affairs of the Corporation (“Interested Person”) has a conflict of interest if they, their family member, or a business in which they own at least a 35% interest are closely linked to a transaction involving the Corporation and the interest is of such significance to the Interested Person that the interest would reasonably be expected to exert an influence on the Interested Person’s judgment if the Interested Person were called on to vote on the transaction.

Family Member

When referred to herein, a “Family Member” of an Interested Person means either: (i) the spouse, or a parent or sibling of the spouse, of the Interested Person; (ii) a child, grandchild, sibling or parent of the Interested Person; or (iii) the spouse of a child, grandchild, sibling or parent of the Interested Person.

Disclosure

Any Interested Person with a potential or actual conflict of interest between the interests of the organization and the Interested Person’s personal, family, financial, or professional interests, shall disclose this conflict of interest to the Board of Directors on a timely basis.

Abstention

If an Interested Person has a conflict of interest relating to any matter under consideration for a decision by the Board of Directors, he or she shall abstain from any vote, discussion (except as the remaining Board deems necessary for informational purposes), or any attempt to influence the decision of the Board on that matter. The Board may also require the Interested Person to be excused from a meeting while the matter is being deliberated and voted on.

Recording

The fact of an Interested Person’s disclosure and abstention shall be noted in the minutes of any meeting during which they occur.

Director Independence

The Directors shall make decisions in the best interests of the organization only and without regard to the personal, family, financial, or professional interests of any individual Director.

Compensation

The Directors may hire and compensate individuals for necessary services rendered to the organization so long as such compensation is reasonable. To determine reasonable compensation, the Directors shall determine amounts based upon compensation paid by similarly situated non-profits for like services. The Directors may rely upon salary studies, as well as data regarding compensation paid by at least three specific peer organizations of similar size to determine reasonable compensation. The terms of such compensation, the information relied upon to determine the terms of any compensation, and its source shall be recorded in writing.

An individual who is a voting member of the board of directors or a committee with board delegated powers and who receives compensation, directly or indirectly, from the Corporation for services is precluded from participating in discussions or votes pertaining to their own compensation.

Annual Statements

Each Interested Person shall annually sign a statement which affirms that such person:

1. Has received a copy of the Conflict of Interest Policy,
2. Has read and understands the Conflict of Interest Policy,
3. Has agreed to comply with the Conflict of Interest Policy, and
4. Understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

CERTIFICATE OF ADOPTION

The foregoing Conflict of Interest Policy was duly adopted by the Board of Directors of the Corporation effective as of the _____ day of _____, 2012.

PHALEN LEADERSHIP ACADEMIES

BY: _____

ITS: _____

PHALEN LEADERSHIP ACADEMIES

CONFLICT OF INTEREST DISCLOSURE STATEMENT

As part of the its Conflict of Interest Policy ("Policy"), Phalen Leadership Academies ("Corporation") requires that every Interested Person (defined as members of the Board of Directors ("Board"), members of any Board committee, officers, members of working groups, key employees, and other persons with substantial influence over the affairs of the Corporation) disclose interests that could lead to an actual or apparent conflict of interest. This disclosure form is intended to implement the Policy's annual disclosure requirement.

I. Disclosure.

a. Name of Responsible Person:

Capacity (check all which apply):

_____ Member of Board of Directors

_____ Member of Board Committee

_____ Officer

_____ Key Employee

_____ Other person with substantial influence over the affairs of the Corporation

b. Have you, any of your family members, or any entity in which you or a family member has a 35% interest engaged in any of the following transactions with the Corporation in the past year:

c.

i. Provided services or property to the Corporation in exchange for consideration?

_____ YES _____ NO

ii. Had any direct or indirect interest in any transaction to which the Corporation was or is a party?

_____ YES _____ NO

iii. Become indebted to pay money to the Corporation (other than travel advances or the like)?

_____ YES _____ NO

iv. Received or become entitled to receive any personal benefits from the Corporation or that in the aggregate could be valued in excess of \$100, that were not or will not be compensation directly related to your duties to the Corporation?

____ YES ____ NO

v. Received compensation from an organization that is related to the Corporation through common supervision or control?

____ YES ____ NO

If yes, please describe the proceeding(s) and if a family member or entity is involved, the identity of the family member or entity and your relationship with that person or entity:

d. Do you have a family relationship or a business relationship with any other officer, director, trustee, or key employee of the Corporation?

____ YES ____ NO

e. Did you receive compensation from any unrelated organization for services rendered to the Corporation?

____ YES ____ NO

f. Are you aware of any other events, transactions, or other situations that have occurred or may occur in the future that you believe should be examined by the Corporation in accordance with the terms and intent of the Corporation's conflict of interest policy?

____ YES ____ NO

If yes, please describe the situation(s) and if a family member or entity is involved, the identity of the family member or related entity and your relationship with that person or entity:

By signing this disclosure, I hereby confirm that:

1. I have received a copy of the Corporation's Conflict of Interest Policy,
2. I have read and understand the Corporation's Conflict of Interest Policy
3. I agree to comply with the Corporation's Conflict of Interest Policy,
4. My responses to the above questions are complete and accurate to the best of my information and belief.
5. I understand that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.
6. If I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this Policy, I will notify an officer of the Board immediately.

Signature

Date

Print name

Attachment 8

Not applicable - we do not intend to partner with an Education Service Provider (ESP).

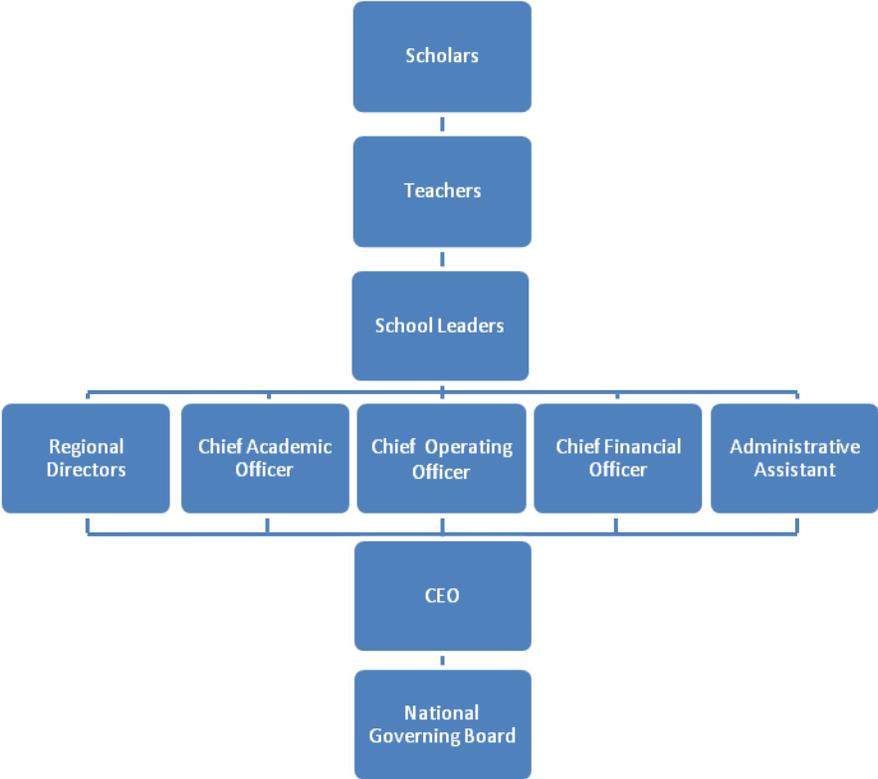
Attachment 9

Not applicable - no business plan currently exists, but we do have a strategic vision for our network. For details, please see the section, "Network Vision, Growth Plan and Capacity".

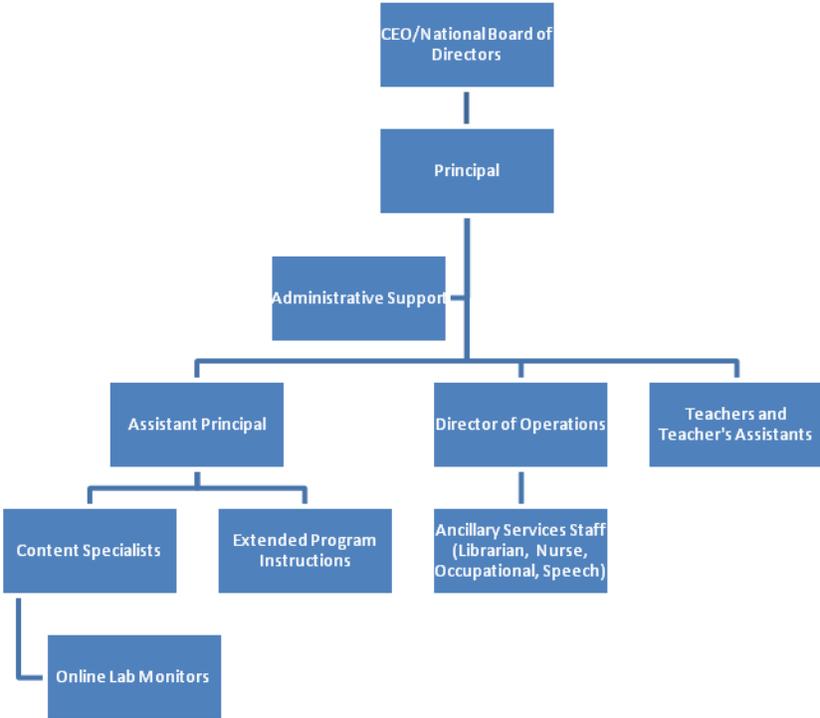
Attachment 10 - Organizational Charts

a. Organizational Chart for Network at Scale

It is our philosophy that everything in our organization begins with scholars. This is particularly important at the network level as decision-making at the highest level traditionally becomes detached from the school- and scholar-level as the organization grows. So we want to make sure that decision-making at the top level is directly aligned with scholar needs, hence our organizational structure below. The chart below is less about hierarchy and more about the support we provide around scholar needs. As we go down the chart, each level describes a structure of support, i.e. scholars are immediately supported by teachers, who are supported by the principal, and so on.



b. Organizational Chart for School 1 at Full Capacity





BACK TO SCHOOL LESSONS

LESSON	SELECTIONS	CONCEPTS OF PRINT	ALPHABET ROUTINE	PHONEMIC AWARENESS	LETTERS AND SOUNDS	HIGH-FREQUENCY WORDS
BACK TO SCHOOL (ONE WEEK)	Big Book • Jack's Talent • Back to School	• Print Represents Speech (Introductions and Names) • Letters, Words, and Sentences • Photo Captions (Names of Countries) • Environmental Print • Punctuation Marks and Intonation	• Identify Letters • Alphabet Song • Place Names • Name and Match Letters • Alphabet Sequence	• Distinguish Vowel Sounds • Blend Phonemes • Isolate Phonemes • Segment Phonemes • Rhyming Words	• Short a • Consonants <i>m, s, t, c</i> • Phonogram <i>-at</i>	<i>I</i> <i>to</i> <i>like</i> <i>a</i> <i>see</i> <i>the</i> <i>we</i> <i>go</i> <i>is</i> <i>are</i>

UNIT 1: AROUND THE NEIGHBORHOOD

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
1	Main Selection What is a Pal? Genre: Informational Text Paired Selection Friends Forever Genre: Poetry Decodable Reader Selections Dan and Nan Nat Cat Nan and Dan Fan, Fan, Fan	• Beginning Sound • Blend Phonemes	Phonics • Short <i>a</i> • Consonants <i>n, d</i> • Consonants <i>p, f</i> Fluency Accuracy: Word Recognition Concepts of Print • Letters, Words, and Sentences	<i>and</i> <i>be</i> <i>help</i> <i>play</i> <i>with</i> <i>you</i>	Skill Main Idea Strategy Summarize Listening and Speaking Listen for Enjoyment	Vocabulary Strategies Classify and Categorize Action Words Oral Vocabulary <i>beautiful, excellent, invitation, miss, ruin, suddenly</i> Selection Words <i>fun, pal, pet, what</i>	Spelling Principle Words with Short <i>a</i> Spelling Words Basic: <i>am, at, sat, man, dad, mat</i>	Grammar Skill Nouns • Words that Name People • Words that Name Animals	Writing Mode Writing About Us: Labels Focus Trait Ideas
2	Main Selection The Storm Genre: Realistic Fiction Paired Selection Storms! Genre: Article Decodable Reader Selections Can It Fit? I Ran Sid Pig Pam	• Beginning Sound • Blend Phonemes	Phonics • Short <i>i</i> • Consonants <i>r, h /z/s</i> • Consonants <i>b, g</i> • Phonogram <i>-it</i> Fluency Accuracy: Words Connected in Text Concepts of Print Match Oral Words to Printed Words	<i>for</i> <i>have</i> <i>he</i> <i>look</i> <i>too</i> <i>what</i>	Skill Understanding Characters Strategy Infer/Predict Listening, Speaking, Viewing Discussion: Raise Your Hand	Vocabulary Strategies Context Clues Oral Vocabulary <i>bandits, brave, chattered, ears, steady, still</i> Selection Words <i>storm, pop, come, wet, bed</i>	Spelling Principle Words with Short <i>i</i> Spelling Words Basic: <i>if, is, him, rip, fit, pin</i>	Grammar Skill Nouns • Words that Name Places • Words that Name Things	Writing Mode Writing About Us: Captions Focus Trait Ideas



UNIT 1: AROUND THE NEIGHBORHOOD (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
3	<p>Main Selection Curious George at School Genre: Fantasy</p> <p>Paired Selection School Long Ago Genre: Informational Text</p> <p>Decodable Reader Selections Lil and Max Did Dix Dog Do It? Max Fox and Lon Ox Is It Funny?</p>	<ul style="list-style-type: none"> • Beginning Sound • Blend Phonemes 	<p>Phonics</p> <ul style="list-style-type: none"> • Short o • Consonants l, x • Inflection -s <p>Fluency Phrasing: Punctuation (Period)</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Capitalization • Punctuation 	<p>do find funny sing no they</p>	<p>Skill Sequence of Events</p> <p>Strategy Monitor/Clarify</p> <p>Listening and Speaking Discussion: Take Turns Talking</p>	<p>Vocabulary Strategies Multiple-Meaning Words</p> <p>Oral Vocabulary apart, crept, proud, sneaked, snout, worried</p> <p>Selection Words curious, school, this, George, kids, mess, paints, job</p>	<p>Spelling Principle Words with Short o</p> <p>Spelling Words Basic: log, dot, top, hot, lot, ox</p>	<p>Grammar Skill Action Verbs</p> <ul style="list-style-type: none"> • Words that Show Action • More Words that Show Action 	<p>Writing Mode Writing About Us: Sentences</p> <p>Focus Trait Word Choice</p>
4	<p>Main Selection Lucia's Neighborhood Genre: Informational Text</p> <p>Paired Selection City Mouse and Country Mouse Genre: Fable</p> <p>Decodable Reader Selections Pals Ned Ken and Vic My Pets</p>	<ul style="list-style-type: none"> • Beginning Sound • Blend Phonemes 	<p>Phonics</p> <ul style="list-style-type: none"> • Short e • Consonants y, w • Consonants k, v, j • Phonogram -et <p>Fluency Intonation</p> <p>Concepts of Print Punctuation</p>	<p>all does here me my who</p>	<p>Skill Text and Graphic Features</p> <p>Strategy Question</p> <p>Listening and Speaking Conversation: Take Turns</p>	<p>Vocabulary Strategies Alphabetical Order</p> <p>Oral Vocabulary canvas, combinations, ease, important, rhythm, row</p> <p>Selection Words Lucia, book, car, firefighter's, goal, Hi, home, librarian, neighborhood, pants, plant, street</p>	<p>Spelling Principle Words with Short e</p> <p>Spelling Words Basic: yet, web, pen, wet, leg, hen</p>	<p>Grammar Skill Adjectives</p> <ul style="list-style-type: none"> • Adjectives for Size • Adjectives for Shape 	<p>Writing Mode Writing About Us: Class Story</p> <p>Focus Trait Word Choice</p>
5	<p>Main Selection Gus Takes the Train Genre: Fantasy</p> <p>Paired Selection City Zoo Genre: Informational Text</p> <p>Decodable Reader Selections Fun in the Sun Yams! Yum! Fun, Fun, Fun! Bud</p>	<ul style="list-style-type: none"> • Final Sound • Segment Phonemes 	<p>Phonics</p> <ul style="list-style-type: none"> • Short u • Consonants qu, z <p>Fluency Accuracy: Self-Correct</p> <p>Concepts of Print Punctuation</p>	<p>friend full good hold many pull</p>	<p>Skill Story Structure</p> <p>Strategy Analyze/Evaluate</p> <p>Listening and Speaking Conversation: Listen and Respond</p>	<p>Vocabulary Strategies Antonyms</p> <p>Oral Vocabulary alleys, dash, ferry, space, subways, sealed</p> <p>Selection Words takes, conductor, train, window</p>	<p>Spelling Principle Words with Short u</p> <p>Spelling Words Basic: up, bug, mud, nut, hug, tub</p>	<p>Grammar Skill Adjectives</p> <ul style="list-style-type: none"> • Adjectives for Color • Adjectives for Number 	<p>Writing Mode Writing About Us: Class Story</p> <p>Focus Trait Ideas</p>

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the lowest common multiple of up to 3 numbers within 100.											✓			
Use divisibility rules for 2, 3, 5, 6, 9, and 10.									✓		✓			
Use order of operations to solve mathematical expressions with or without parentheses.									✓		✓			
Understand the distributive property.											✓			
Mental Math Strategies														
Use the commutative and associative properties to perform mental calculations and check results.			✓	✓	✓	✓	✓		✓		✓			
Use the distributive property to perform mental calculations and check results.							✓		✓		✓			
Add 1-digit numbers involving renaming (e.g. $7 + 5$) by making a ten.			✓											
Subtract 1-digit numbers involving renaming (e.g. $14 - 8$) by subtracting from a ten.			✓											
Add/Subtract numbers within 100.				✓	✓	✓	✓							
Add/Subtract 1's, 10's, or 100's to numbers within 1000.					✓	✓	✓							
Subtract from 100.						✓								
Subtract from 1000.								✓	✓					
Add/Subtract a number close to 100 (e.g. 98).						✓	✓							
Add/subtract a number close to 1000 (e.g. 998).									✓					
Add/subtract a number close to a multiple of 100 (e.g. 498).											✓			
Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to \$1.00.						✓		✓						
Add/Subtract measurements in compound units.								✓						
Add/Subtract tenths, hundredths, or thousandths to or from decimal numbers.										✓				
Multiply and divide tens, hundreds, and thousands by a 1-digit number.								✓						
Multiply by 99 or by 25.									✓		✓			
Multiply 10's by 10's or 100's.									✓					
Multiply by a number one less than a multiple of 10 or 100 (e.g. 49, 499).											✓			
Fractions														
Recognize and name halves and fourths.				✓		✓								
Recognize, write, name, and illustrate fractions of a whole (denominators 1-12).						✓								

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the fraction with the same denominator to make a whole with another fraction.						✓								
Compare and order unit fractions.						✓								
Compare and order fractions with the same denominator or with the same numerator.								✓						
Find equivalent fractions and simplest form of a fraction.								✓	✓					
Compare and order fractions with different denominators.								✓	✓		✓		✓	
Recognize and name the fraction of a set.						✓		✓						
Find the value given the fraction of a set, using objects or drawings.						✓		✓						
Find the fraction of a set where the answer is a whole number.								✓	✓					
Find the fraction of a set where the answer is a whole number or a mixed number.											✓		✓	
Find coin amounts as a fraction of a dollar.								✓		✓				
Find fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour).									✓		✓			
Add/Subtract like fractions.								✓						
Add/Subtract related fractions.									✓				✓	
Add/Subtract unlike fractions.											✓		✓	
Understand mixed numbers and improper fractions, convert between them, locate them on a number line.									✓				✓	
Relate division to fractions.									✓		✓			
Add/subtract mixed numbers.											✓		✓	
Determine the least common multiple and the greatest common divisor of whole numbers and use them to solve problems involving fractions.													✓	
Multiply a fraction by a whole number.									✓		✓		✓	
Multiply a fraction by a fraction.											✓		✓	
Divide a fraction by a whole number.											✓		✓	
Divide a whole number or a fraction by a fraction.											✓		✓	
Money														
Identify and know the value of coins and use the cent symbol.		✓		✓										
Identify and know the value of bills and use the dollar symbol.				✓										
Count combinations of coins.		✓		✓										
Count combinations of bills.				✓										

Scope and Sequence of FOSS:

Grade	Life Science	Physical Science	Earth Science	Scientific Reasoning & Technology	Alternative Modules
K	<ul style="list-style-type: none"> • Trees • Animals Two by Two 	<ul style="list-style-type: none"> • Wood & Paper • Fabric 	<ul style="list-style-type: none"> • Trees 		
1-2	<ul style="list-style-type: none"> • New Plants • Insects 	<ul style="list-style-type: none"> • Solids & Liquids • Balance & Motion 	<ul style="list-style-type: none"> • Air & Weather • Pebbles, Sand, & Silt 		<ul style="list-style-type: none"> • Plants & Animals • Insects & Plants
3-4	<ul style="list-style-type: none"> • Human Body • Structures of Life 	<ul style="list-style-type: none"> • Magnetism & Electricity • Physics of Sound 	<ul style="list-style-type: none"> • Water • Earth Materials 	<ul style="list-style-type: none"> • Ideas & Inventions • Measurement 	<ul style="list-style-type: none"> • Matter & Energy • Sun, Moon, & Stars
5	<ul style="list-style-type: none"> • Food & Nutrition • Environments 	<ul style="list-style-type: none"> • Levers & Pulleys • Mixtures & Solutions 	<ul style="list-style-type: none"> • Solar Energy • Landforms 	<ul style="list-style-type: none"> • Models & Designs • Variables 	<ul style="list-style-type: none"> • Living Systems • Water Planet

Reading Standards for Literature K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Literature 6-12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Reading Standards for Literature 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Operations and Algebraic Thinking**5.OA****Write and interpret numerical expressions.**

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten**5.NBT****Understand the place value system.**

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions**5.NF****Use equivalent fractions as a strategy to add and subtract fractions.**

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
 - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
 - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹
 - a. Interpret division of a unit fraction by a non-zero whole number,

¹Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

The Number System**8.NS****Know that there are numbers that are not rational, and approximate them by rational numbers.**

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Expressions and Equations**8.EE****Work with radicals and integer exponents.**

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.*
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.
 - a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
 - b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8. Analyze and solve pairs of simultaneous linear equations.
 - a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
 - b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
 - c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions**8.F****Define, evaluate, and compare functions.**

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.¹
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.*

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry**8.G****Understand congruence and similarity using physical models, transparencies, or geometry software.**

1. Verify experimentally the properties of rotations, reflections, and translations:
 - a. Lines are taken to lines, and line segments to line segments of the same length.
 - b. Angles are taken to angles of the same measure.
 - c. Parallel lines are taken to parallel lines.
2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

¹Function notation is not required in Grade 8.

Grade 5

Process Standards

The Nature of Science

Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations and communicating their findings. These principles should guide student work and be integrated into the curriculum along with the content standards on a daily basis.

<i>STANDARD</i>	<i>Delta Education</i>
<ul style="list-style-type: none"> • Make predictions and formulate testable questions. • Design a fair test. • Plan and carry out investigations as a class, in small groups or independently, often over a period of several class lessons. • Perform investigations using appropriate tools and technology that will extend the senses. • Use measurement skills and apply appropriate units when collecting data. • Test predictions with multiple trials. • Keep accurate records in a notebook during investigations and communicate findings to others using graphs, charts, maps and models through oral and written reports. • Identify simple patterns in data and propose explanations to account for the patterns. • Compare the results of an investigation with the prediction. 	<p>These standards are addressed throughout ALL FOSS and Delta Science Modules. See for example:</p> <p>FOSS <i>Mixtures and Solutions</i> Teacher Guide, Investigation 1, Part 4, pg 25–29 Teacher Guide, Investigation 2, Parts 1–4, pg 8–30</p> <p>Delta Science Modules <i>Food Chains and Webs</i> Teacher Guide, Activity 3, pg 31–38 Teacher Guide, Activity 8, pg 67–72 Teacher Guide, Activity 10, pg 81–88</p>

The Design Process

As citizens of the constructed world, students will participate in the design process. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems.

<i>STANDARD</i>	<i>Delta Education</i>
<ul style="list-style-type: none"> • Identify a need or problem to be solved. • Brainstorm potential solutions. • Document the design throughout the entire design process. • Select a solution to the need or problem. • Select the most appropriate materials to develop a solution that will meet the need. • Create the solution through a prototype. • Test and evaluate how well the solution meets the goal. • Evaluate and test the design using measurement. • Present evidence using mathematical representations (graphs, data tables). • Communicate the solution including evidence using mathematical representations (graphs, data tables), drawings or prototypes. • Communicate how to improve the solution. 	<p>Grade 5 Planning Guide <i>Technologies and Human Body Systems</i>, pg SET 17–SET 20</p> <p>Grade 5 Planning Guide <i>Models</i>, pg SET 11–SET 12</p> <p>FOSS <i>Human Body</i> Teacher Guide, Investigation 4, Part 4, pg 25–29, Project Sheet Idea 3</p>

Standard 1: Physical Science

Core Standard: Describe weight and volume and measure weight and volume of various objects.

Core Standard: Demonstrate that mass is conserved even when a substance has undergone changes in state.

STANDARD	Delta Education
5.1.1 Describe and measure the volume and weight of a sample of a given material.	FOSS <i>Mixtures and Solutions</i> Teacher Guide, Investigation 1, Part 2, pg 16–20 Teacher Guide, Investigation 2, Parts 1–2, pg 8–20 Teacher Guide, Investigation 3, Part 2, pg 15–20 Delta Science Content Readers <i>Changes in Matter</i> (purple), pg 5
5.1.2 Describe the difference between weight and mass, with the understanding that weight is dependent on gravity and mass is the amount of matter in a given substance/material.	Grade 5 Planning Guide <i>Weight and Mass</i> , pg P 11–P 14
5.1.3 Demonstrate that regardless of how parts of an object are assembled, the weight of the whole object is identical to the sum of the weight of the parts, but the volume can differ from the sum of the volumes.	FOSS <i>Mixtures and Solutions</i> Teacher Guide, Investigation 2, Part 1, pg 8–15 Teacher Guide, Investigation 1, Part 2, pg 16–20 Delta Science Content Readers <i>Changes in Matter</i> (purple), pg 10
5.1.4 Determine if matter has been added or lost by comparing weights when melting, freezing, or dissolving a sample of a substance.	FOSS <i>Mixtures and Solutions</i> Teacher Guide, Investigation 2, Parts 2–3, pg 16–25 Teacher Guide, Investigation 3, Part 2, pg 15–20 Delta Science Content Readers <i>Changes in Matter</i> (purple), pg 23

Standard 2: Earth and Space Science

Core Standard: Observe, describe, and ask questions about patterns in the sun moon-earth system.

STANDARD	Delta Education
5.2.1 Recognize that our earth is part of the solar system in which the sun, an average star, is the central and largest body. Observe that our solar system includes the sun, moon, seven other planets and their moons, and many other smaller objects, such as asteroids and comets.	Delta Science Content Readers <i>Our Solar System and Beyond</i> (purple), pg 3–19 FOSS Science Resources <i>Sun, Moon, and Stars</i> , pg 14–18
5.2.2 Observe and use pictures to record how the sun appears to move across the sky in the same general way every day but rises and sets in different places as the seasons change.	FOSS Science Resources <i>Sun, Moon, and Stars</i> , pg 1–12 FOSS <i>Sun, Moon and Stars</i> Teacher Guide, Investigation 1, Parts 1–2, pg 33–67
5.2.3 In monthly intervals, observe and draw the length and direction of shadows cast by the sun at several chosen times during the day. Use the recorded data as evidence to explain how shadows are affected by the relative position of the earth and sun.	FOSS <i>Sun, Moon, and Stars</i> Teacher Guide, Investigation 1, Parts 1–2, pg 33–67 with Grade 5 Planning Guide, pg ES 8 FOSS Science Resources <i>Sun, Moon and Stars</i> , pg 1–11
5.2.4 Use a calendar to record observations of the shape of the moon and the rising and setting times over the course of a month. Based on the observations, describe patterns in the moon cycle.	FOSS <i>Sun, Moon and Stars</i> Teacher Guide, Investigation 2, Parts 1–2, pg 79–100 FOSS Science Resources <i>Sun, Moon and Stars</i> , pg 19–33

CATEGORY	STANDARD	CONCEPTS AND PRINCIPLES	MODELS AND DESIGNS	VARIABLES	LEVERS AND PULLEYS	MIXTURES AND SOLUTIONS	SOLAR ENERGY	LANDFORMS	FOOD AND NUTRITION	ENVIRONMENTS	PLANETARY SCIENCE	EARTH HISTORY	WEATHER AND WATER	HUMAN BRAIN AND SENSES	DIVERSITY OF LIFE	POPULATIONS AND ECOSYSTEMS	ELECTRONICS	CHEMICAL INTERACTIONS	FORCE AND MOTION
			SCIENCE AS INQUIRY	ABILITIES NECESSARY TO DO SCIENTIFIC INQUIRY	Identify questions that can be answered through scientific investigations.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Design and conduct a scientific investigation.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Use appropriate tools and techniques to gather, analyze, and interpret data.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Develop descriptions, explanations, predictions, and models using evidence.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Think critically and logically to make the relationships between evidence and explanations.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Recognize and analyze alternative explanations and predictions.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Communicate scientific procedures and explanations.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Use mathematics in all aspects of scientific inquiry.		X	X	X	X		X		X	X	X	X	X	X	X	X	

2013-2014 School Calendar

Calendar allows for 200 days of school.

Summer Advantage program adds 25 more days.

August					September					October					November				
			1	2	2	3	4	5	6		1	2	3	4					1
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
26	27	28	29	30	30					28	29	30	31		25	26	27	28	29

December					January					February					March					April				
2	3	4	5	6			1	2	3						3	4	5	6	7		1	2	3	4
9	10	11	12	13	6	7	8	9	10	3	4	5	6	7	10	11	12	13	14	7	8	9	10	11
16	17	18	19	20	13	14	15	16	17	10	11	12	13	14	17	18	19	20	21	14	15	16	17	18
23	24	25	26	27	20	21	22	23	24	17	18	19	20	21	24	25	26	27	28	21	22	23	24	25
30	31				27	28	29	30	31	24	25	26	27	28	31					28	29	30		

May					June					July					August				
			1	2	2	3	4	5	6		1	2	3	4					1
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
26	27	28	29	30	30					28	29	30	31	25	26	27	28	29	

	First and last day of school
	School closed
	Summer Advantage

Sample Daily Schedule

As you can see from this daily schedule below, the mornings will be devoted to literacy and math instruction, and the afternoons will provide the opportunity for enrichment experiences and coursework for scholars. During the morning academic instruction, class time will be divided between whole group instruction, small group instruction, individual/pair work, and time spent in individualized learning on a computer.

It is important to note that the below schedule has been designed for 1st and 2nd grade scholars. The exact timing within each class period in the morning (i.e. how much time is devoted to whole group instruction vs. time on the computer, for example) will differ for different-aged scholars, tailored to what is developmentally appropriate for each age group.

Time	Activity		
8:00-8:30am	Breakfast and Community Time		
8:30-9:00am	Whole Group Literacy Instruction – Harcourt Journeys		
	<i>Rotation</i>		
	<i>Group A</i>	<i>Group B</i>	<i>Group C</i>
9:00-9:35am	Online Literacy Learning	Individual/Pair Work in Classroom	Small Group Learning with Teacher
9:35-10:10am	Small Group Learning with Teacher	Online Literacy Learning	Individual/Pair Work in Classroom
10:10-10:45am	Individual/Pair Work in Classroom	Small Group Learning with Teacher	Online Literacy Learning
10:45-11:00am	Literacy Block – Closure		
11:00-11:20am	Whole Group Math Instruction – Singapore Math		
	<i>Rotation</i>		
	<i>Group A</i>	<i>Group B</i>	<i>Group C</i>
11:20-11:40am	Online Math Learning	Individual/Pair Work in Classroom	Small Group Learning with Teacher
11:40-12:00pm	Small Group Learning with Teacher	Online Math Learning	Individual/Pair Work in Classroom
12:00-12:20pm	Individual/Pair Work in Classroom	Small Group Learning with Teacher	Online Math Learning
12:20-12:30pm	Math Block – Closure		
12:30-1:15pm	Lunch and Recreation		
1:15-2:00pm	Spanish instruction		
2:00-3:00pm	Science (M/W/F) – FOSS curriculum		
	Social Studies (T/R) – Curriculum created by Teacher; must address issues of history, community, and citizenship, among others		
3:00-4:00pm	Health & Physical Fitness (M/W/F) - Provided by enrichment teachers and through local sports and fitness partners		
	Art, Music, & Drama (T/R) – Provided by enrichment teachers and through local partners		

Attachment 14 - Enrollment Policy

The Phalen Leadership Academies are envisioned as K-5 schools. In Year One, each academy will enroll K-2, and add one grade each year until its design is fully implemented. Each grade will have 100 scholars, ultimately reaching full capacity at 600. This number of scholars can be readily served by the educational model employed by the Phalen Leadership Academies, as well as provide the critical mass needed to function as a viable school.

The Phalen Leadership Academies will utilize longer school days as well as a longer school year. This increase in instructional time will assist scholars in making gains academically by allowing them to become proficient in their courses of study. Our academies will be open to all scholars who present themselves and are eligible to enroll in their selected grade.

If more scholars apply than seats available in one or more grades, the school will place the names of all students desiring to be in the relevant grade into a lottery. The lottery will be conducted on the first Monday in March at the school, or in another venue open and accessible to the public. The number of seats available for the lottery will be determined by the below framework:

- Scholars who were enrolled in the Leadership Academy the previous school year and are in good standing will be entitled to reenroll and will not be part of the lottery.
- Scholars who desire to attend Leadership Academy for the first time, but have a sibling (older or younger) who was enrolled in the school in the previous year in good standing and is returning, will be entitled to enroll and will not be part of the lottery.
- Once the number of seats are filled for a particular class, the lottery drawing will continue until all names are drawn, determining the order of a waitlist for each class.
- If a family with multiple scholars enters the lottery for different grade levels, and one is chosen, the family may elect to enroll all of their children in the school. If this occurs prior to the completion of the lottery process for the affected classes, the available seats will be reduced by one in the lottery process. If it occurs after the lottery process for the affected classes, the enrollment will be increased and thus vary the final tally of class sizes.
- The waiting list ranks applications that were submitted during the enrollment period. These applicants will be identified by number and by grade. As spaces become available at the school, they will be offered to the applicants in the order of placement on the waiting list.
- We will place those applications received by the deadline in order of their submission on a waiting list and then all other applications will be placed after them in order of their submission on that waiting list.
- When a scholar leaves the Academy and is interested in returning to our school, an admissions application has to be completed and will follow the same lottery process as the rest of the applicants.
- If at that time we have a waiting list and are not accepting applications, the parent is welcome to apply for the following school year when applications are available. An admissions application has to be completed and returned before the deadline in order to participate in the lottery.

Attachment 15 - Discipline Policy

THE PHALEN LEADERSHIP ACADEMY SCHOOL DISCIPLINE POLICY

During an Academy year, a wide variety of unacceptable behavior may occur. Although these problems are not anticipated to happen frequently at any of our schools, it is our intent to inform you how the Academy may deal with unacceptable behavior. Other corrective consequences may also be used at the Academy. Parents/guardians will be informed of the school discipline policy through the Family Handbook, parent orientation and school website.

A parent/guardian may appeal serious disciplinary actions by submitting a request in writing and/or by meeting with the Principal. The parent/guardian will receive a written response from the Principal within 20 school days. If the parent/guardian disagrees with the decision, he/she can submit an appeal to the national governing board. The board will then take a vote on whether to uphold the Principals' recommendation. The board's decision will be considered final.

Procedures for handling disciplinary infractions specific to students with disabilities will be codified in a policies and procedures manual available for our parents/guardians. Our policy will be in compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Following is a sample list of unacceptable behaviors and the range of corrective actions that may be used.

AGGRESSION

PROBLEM BEHAVIOR: HARASSMENT/DISCRIMINATION:

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of privileges to persons because of their actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, age, disabilities, and/or religious preference.

DISCRIMINATORY HARASSMENT:

A. Harassment is any verbal, visual, or physical conduct that is sufficiently severe, persistent, or pervasive that adversely affects or has the purpose or logical consequences of interfering with the student's educational program or creates an intimidating, hostile, or offensive school atmosphere because of that person's actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference. Harassment, whether it is by students, staff, or third parties in the school community, is strictly prohibited, and will subject the perpetrator to disciplinary action.

B. Examples of discriminatory harassment include but are not limited to behaviors that ridicule, degrade, or harass a person because of that person's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference such as:

1. Unwelcome comments, ethnic, racial or anti-gay slurs or jokes, threats;

2. Cartoons, graffiti, posters, visuals, etc., with offensive connotations though nothing shall prohibit use of such materials for genuine academic, educational or instructional purposes;
3. Sabotage, criticism, unreasonable monitoring of student's work, etc.; and/or
4. Hitting, intentionally blocking the path of, body, hand or facial gestures.

Range of Disciplinary Action:

Min:	Conference Parent Notification Required Parent Conference In-school Discipline
Max:	Suspension Expulsion

PROBLEM BEHAVIOR: ASSAULT

Attack on any person or threat of attack.

Range of Disciplinary Action:

Min:	Conference Required Parent Conference In-school Discipline
Max:	Juvenile Justice Services Suspension Expulsion recommendation

PROBLEM BEHAVIOR: FIGHTING/BULLYING

Causing harm to another person by hurting him/her on purpose.

Range of Disciplinary Action:

Min:	Informal Talk Conference Parent Notification Required Parent Conference In-school Discipline
Max:	Juvenile Justice Services Suspension Expulsion recommendation

INSUBORDINATION

PROBLEM BEHAVIOR: DISRESPECT OF AUTHORITY

Talking back to or not minding teachers and other members of the Academy staff.

Range of Disciplinary Action:

Min:	Conference Parent Notification Required Parent Conference In-school Discipline
Max:	Juvenile Justice Services Suspension Expulsion recommendation

PROBLEM BEHAVIOR: UNEXCUSED ABSENCES/TRUANCY

Being absent from the Academy without parent permission or refusal by the parent to require student attendance or failure to notify the school within three days of the reason for the absence, or failure to arrange in advance in writing a prearranged absence.

Range of Disciplinary Action: **Min:** Parent Notification
Required Parent Conference
In-school Discipline
Max: Juvenile Justice Services

PROBLEM BEHAVIOR: TARDINESS

Arriving late to class.

Range of Disciplinary Action: **Min:** Informal Talk
Conference
Parent Notification
Max: Required Parent Conference
In-school Discipline

OTHER INFRACTIONS

PROBLEM BEHAVIOR: FORGERY

Signing the name or initials of another person without that person's permission.

Range of Disciplinary Action: **Min:** Informal Talk
Conference
Parent Notification
Required Parent Conference
Max: In School Discipline
Suspension

PROBLEM BEHAVIOR: STEALING

Taking and trying to keep something that belongs to someone else.

Range of Disciplinary Action: **Min:** Informal Talk
Conference
Parent Notification
Required Parent Conference
In-School Discipline
Max: Suspension

PROBLEM BEHAVIOR: VULGARITY/PROFANITY

Using foul language; possessing pornographic or sexually explicit material.

Range of Disciplinary Action: **Min:** Informal Talk
Conference
Parent Notification
Required Parent Conference
In-school Discipline
Max: Suspension



Charter Schools
Development Corporation

March 30, 2012

Ms. Claire Fiddian-Green
Executive Director
Indiana Charter School Board
Indianapolis, IN

Re: Support for "George and Veronica Phalen Leadership Academies"

Dear Ms Fiddian-Green:

This letter is in support of the application for George and Veronica Phalen Leadership Academies.

Charter Schools Development Corp (CSDC) is the largest national CDFI focused exclusively on the financial and facility needs of charter schools. CSDC promotes community development by providing financing and real estate services to client schools serving its Low Income Targeted Population (LITP), i.e. those: 1) serving a majority of students eligible for the Federal Free or Reduced Price Lunch program (FRPL) under the National School Lunch Program, which is the national standard for assessing poverty in schools; 2) located in economically distressed census tracts; and/or 3) located in communities with a large number of poor or underperforming district schools as evidenced by sustained failure to achieve Adequate Yearly Progress, as defined by the Federal No Child Left Behind Act and state law. CSDC will finance acquisition, site development, construction financing, leasehold improvements and mini-permanent loans for facilities primarily located in areas with environmental issues, redevelopment zones, and a predominance of aged and neglected structures that have historically been a barrier to entry for traditional lenders. Since inception, CSDC has provided \$43 million in funding to 94 schools in 25 states serving over 27,000 students (60% low income), and leveraged over \$300 million (6:1) in private capital financing and lease commitments for more than 3 million sq.ft. of safe, modern and efficient educational facilities. CSDC, through an affiliate, has also developed 850,000 sq.ft. of educational facilities for 23 tenant schools, serving over 7,000 students (60% low income). CSDC's wholly owned subsidiary, Charter FS, LLC has advised and assisted 122 schools in procuring \$214 million in non-NMTC short and long-term financing for facilities and capital improvements.

Our website at www.csdc.org can also give you additional information.

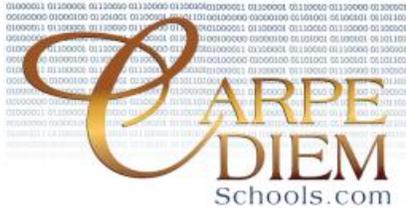
We believe that George and Veronica Phalen Leadership Academies will be an effective educational alternative for families in Indianapolis.

CSDC has been asked to assist George and Veronica Phalen Leadership Academies with their facilities needs and we look forward to working with them.

We urge the Indiana Charter School Board to approve the application for George and Veronica Phalen Leadership Academies in order to fulfill the promise of a better future for the children of Indianapolis.

Sincerely,

Charter Schools Development Corp.



Ms. Claire Fiddian-Green
Executive Director
Indiana Charter School Board
Indianapolis, IN

March 29, 2012

Dear Ms. Fiddian-Green,

I am writing to express my enthusiastic support for the George and Veronica Phalen Leadership Academies' request to open new charter elementary school in Indiana. The applicant, Earl Phalen, has been successfully boosting educational achievement in summer learning programs for many years. His programs have gained notoriety in *Parent's Magazine*, *Time Magazine* and received major recognition throughout the nation. Earl Phalen's Summer Advantage programs engage thousands of children in learning and fitness each summer, when the steepest declines in learning typically occur. Mr. Phalen would now like to innovate in Indiana by incorporating his considerable educational expertise and program success into a full-time charter school.

Indiana's "Putting Students First" reform principles include providing families quality educational options. Carpe Diem Collegiate High School is excited that we have been selected to be one of those options. Considering how we can further leverage our K-12 expertise to help Indiana's children, we are exploring an additional partnership with the Phalen Leadership Academies in order to potentially create an extraordinary K-12 system of schools throughout Indiana. We believe a partnership of this magnitude that includes our successful programs working together will not only provide quality options for parents, but also provide students opportunities to succeed in a system specifically designed around their needs. In a K-12 system, not only will no child be left behind, but all children will be able to succeed at their fullest potential from kindergarten through college and career.

Together I believe our potential partnership will –

- Maximize cooperation between the Indiana State Department of Education to accomplish education reform
- Provide the opportunity for local businesses to partner and participate in classes, clubs and provide internships for high school students
- Provide world-class opportunities in a system designed to move students from kindergarten through graduation and beyond
- Provide new opportunities for economic growth to businesses surrounding our schools thereby stimulating urban revitalization

Therefore, Carpe Diem respectfully requests due consideration and recommends approval of the Phalen Leadership Academies application and potential impact to Indianapolis and the State of Indiana.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard J. Ogston". The signature is fluid and cursive, written over a white background.

Richard J. Ogston
Chief Executive Officer
Phone:928.317.3113
Fax:928.783.3473
P.O. Box 6502
Yuma, AZ 85366
www.carpediemschools.com

April 4, 2012

Ms. Claire Fiddian-Green
Executive Director
Indiana Charter School Board
Indianapolis, IN

Re: Phalen Leadership Academies

Dear Ms. Fiddian-Green,

I am writing to express my support and the support of Summer Advantage USA for the proposed Phalen Leadership Academies. PLA would fulfill a need identified by Summer Advantage, and would also serve as a great partner to our work in serving the children and families of Indiana in a summer learning program.

Over the course of the past three years, as we have worked throughout Indiana, we have often heard from the families we serve and the educators we work with that Indiana would greatly benefit from a year-round school employing the Summer Advantage pedagogy and philosophy, as PLA would. We have inadvertently identified a need in Indiana for a school just like the Phalen Leadership Academies, and we want to support efforts to fulfill this need.

Summer Advantage commits to partnering with PLA to provide a rigorous summer learning program to the scholars who attend Phalen Leadership Academies. Partnering with PLA would allow us to serve even more Indianapolis children and families who are looking for a high-quality summer learning program.

We hope that the Indiana Charter School Board will look favorably on the application submitted by the Phalen Leadership Academies. We know it would mean so much to the Summer Advantage community and the families of Indiana.

Peace,



Earl Martin Phalen
Founder, Summer Advantage USA

April 4, 2012

Ms. Claire Fiddian-Green
Executive Director
Indiana Charter School Board
Indianapolis, IN

Dear Ms. Fiddian-Green:

I am writing this letter in support of the Phalen Leadership Academies' application to open charter schools in Indiana. As a Summer Advantage teacher, I have had the chance to work with the Summer Advantage educational program and philosophy and seen the possibilities in scholar growth it allows for. I believe the Summer Advantage philosophy would work very well as a year-round school.

My summer at Summer Advantage was one I will not soon forget. It was a learning experience and a growing experience for me and for my scholars. While my scholars were growing and stretching their minds through classroom activities and enrichment classes, I was growing as an educator and leader. I was given many opportunities to exhibit leadership, and I took advantage of them. The professional culture of respect that Summer Advantage builds is great for teachers and professional growth.

My time spent with Summer Advantage was truly an unforgettable experience. As a teacher, Summer Advantage is a great place to work, and I know that many teachers would be very interested in joining a year-round version of the Summer Advantage program. The Phalen Leadership Academies would be a great addition to the Indiana educational landscape. I hope that the Indiana Charter School Board will look favorably on this application.

Sincerely,

A handwritten signature in cursive script that reads "Samantha A. Stubbs". The signature is written in black ink and is positioned above the typed name.

Samantha A. Stubbs

Start-Up Plan

	Begin	End	Task	Responsible
Funding				
	1/20/12	3/23/12	Apply for Mind Trust Charter Incubator Fellowship	Johnny Jin, Michelle Ciccone, & Earl Martin Phalen
	3/1/12	4/9/12	Apply for charter approval from ICSB	Johnny Jin, Michelle Ciccone, & Earl Martin Phalen
	10/1/12	11/15/12	Apply for Walton Family Foundation funding	Johnny Jin, Michelle Ciccone, & Earl Martin Phalen
Facilities				
	11/1/11	3/1/12	Identify facilities needs	Earl Martin Phalen & Al Dubin/Charter Schools Development Corporation
	1/1/12	4/30/12	Evaluate several locations	Earl Martin Phalen & Al Dubin/Charter Schools Development Corporation
	4/1/12	5/1/12	Select site	Earl Martin Phalen
	2/1/12	6/1/12	Review floor plan	Earl Martin Phalen & Al Dubin/Charter Schools Development Corporation
	12/15/11	6/1/12	Evaluate cost of facilities on particular site	James Phalen & Al Dubin/Charter Schools Development Corporation
	4/15/12	6/1/12	Purchase/lease land	James Phalen, Earl Martin Phalen, & Terra Smith
	6/1/12	8/1/13	Construction of facilities	James Phalen, Al Dubin/Charter Schools Development Corporation, & Earl Martin Phalen
Curriculum				
Classroom portion				
	7/15/11	12/1/11	Research available options	Michelle Ciccone & Johnny Jin
	9/15/11	12/15/11	Present research for input from advisors	Dr. Carolyn Reedom, Sharon Martin, Michelle Ciccone, & Johnny Jin
	11/1/11	1/15/11	Select curricula	Dr. Carolyn Reedom, Sharon Martin, Michelle Ciccone, Johnny Jin, & Earl Martin Phalen
	3/1/12	5/30/12	Speak with vendors to gather cost info and implementation considerations	Michelle Ciccone & Johnny Jin
	5/30/12	1/1/13	Test product	Summer Advantage team
	2/1/13	7/1/13	Purchase	Elisabeth Jackson (Finance)

Online portion				
	1/1/12	5/1/12	Research available options	Michelle Ciccone & Johnny Jin
	4/15/11	7/1/12	Present research for input from advisors	Dr. Carolyn Reedom, Sharon Martin, Michelle Ciccone, & Johnny Jin
	5/1/12	9/1/12	Select curricula	Dr. Carolyn Reedom, Sharon Martin, Michelle Ciccone, Johnny Jin, & Earl Martin Phalen
	6/1/12	11/1/12	Speak with vendors to gather cost info and implementation considerations	Michelle Ciccone & Johnny Jin
	9/1/12	1/1/13	Test product	Summer Advantage team
	2/1/13	7/1/13	Purchase	Elisabeth Jackson (Finance)
Student Information System				
	5/1/12	9/1/12	Determine SIS needs	Terra Smith, Director of Operations, Johnny Jin, Michelle Ciccone, & Earl Martin Phalen
	7/1/12	10/1/12	Research available options	Terra Smith & Director of Operations
	9/1/12	11/1/12	Determine if we will purchase an existing SIS system or build one for our needs	Terra Smith & Director of Operations
	11/1/12	3/1/13	Construction of SIS	Overseen by Terra Smith & Director of Operations
	1/1/13	3/1/13	OR, Purchase SIS	Elisabeth Jackson (Finance), Terra Smith, & Director of Operations
Staffing				
School leader				
	2/1/12	3/1/12	Finalize job descriptions for leader	Summer Advantage Recruitment Team
	4/15/12	8/31/12	Job description is live	Summer Advantage Recruitment Team
	5/1/12	6/1/12	Begin phone screens of applicants	Summer Advantage Recruitment Team
	5/15/12	8/1/12	Begin in person interview process	Summer Advantage Recruitment Team
	8/1/12	8/31/12	Extend offer to leader	Summer Advantage Recruitment Team

Teaching staff				
	9/1/11	4/1/12	Identify positions needed	Earl Martin Phalen, Johnny Jin, & Michelle Ciccone
	2/1/12	4/15/12	Finalize job descriptions for positions needed	Summer Advantage Recruitment Team
	9/15/11	4/15/12	Set salary structure	Summer Advantage Recruitment Team
	6/1/12	1/1/13	Job descriptions go live	Summer Advantage Recruitment Team
	8/15/12	12/1/12	Begin phone screens of applicants	Summer Advantage Recruitment Team
	10/1/12	1/1/13	Begin in person interview process	Summer Advantage Recruitment Team
	1/1/13	1/31/13	Extend offers to staff	Summer Advantage Recruitment Team
	6/1/13	8/15/13	Training begins	Summer Advantage Training Team
	8/12/13		Teachers report to Academy	
Enrollment				
	5/15/12	10/1/12	Determine communities we are targeting for enrollment efforts	Earl Martin Phalen & community partners
	2/15/12	6/1/12	Develop a marketing plan	Amber Deckard, Michelle Ciccone, & Johnny Jin
	3/15/12	12/1/12	Partner with community groups and leaders to help enact our marketing plan	School leader, Amber Deckard, Michelle Ciccone, & Johnny Jin
	6/15/12	8/1/13	Enact marketing plan	School leader, Amber Deckard, Michelle Ciccone, & Johnny Jin
	7/1/12	6/1/13	Hold information sessions open to interested families	School leader
	3/4/13	3/4/13	Enrollment lottery takes place	School leader
	4/1/13	7/1/13	Parent orientations take place	School leader
	8/19/13		First Day of School	
Other services and support				
Before and after school care				
	8/1/11	5/1/12	Research available options	Michelle Ciccone
	8/1/11	6/1/12	Hold exploratory discussions	Michelle Ciccone & Earl Martin Phalen
	5/1/12	8/1/12	Enter into a partnership	Earl Martin Phalen
	5/1/12	10/1/12	Identify facilities needs	Michelle Ciccone & partner

Bookkeeping services				
	8/1/11	5/1/12	Research available options	Michelle Ciccone
	8/1/11	6/1/12	Hold exploratory discussions	Michelle Ciccone & Earl Martin Phalen
	3/1/12	8/1/12	Enter into a partnership	Earl Martin Phalen
Custodial services				
	3/1/12	12/1/12	Research available options	Helen Dixon (Recruitment) & Michelle Ciccone
	6/1/12	12/15/12	Hold exploratory discussions	Helen Dixon & Earl Martin Phalen
	10/1/12	2/1/13	Enter into a partnership	Earl Martin Phalen



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Charter School Insurance Indications

NOTE: All pricing is subject to revision when complete applications are submitted for underwriting. These are indications only!

Commercial Package

Philadelphia Insurance Cos.

(Rated A++ by AM Best)

Coverage to include

Property

Inland Marine

General Liability (\$1,000,000/\$2,000,000)

Abuse/Molestation Liability (\$1,000,000/\$2,000,000)

Hired/Non-owned Auto liability (\$1,000,000)

Professional Liability (\$1,000,000/\$2,000,000)

Employee Dishonesty (\$250,000)

Estimated Annual Premium: \$9,500

Umbrella Liability

Philadelphia Insurance Cos.

(Rated A++ by AM Best)

\$4,000,000 limit

Excess of

General Liability

Auto Liability

Employers Liability

Professional Liability

Estimated Annual Premium: \$5,000

Directors & Officers Liability & Employment Practices Liability

Great American Insurance Co

(Rated A by AM Best)

\$5,000,000 Limit

Estimated Annual Premium: \$10,000

Cyber Liability

Philadelphia Insurance Cos.

(Rated A++ by AM Best)

\$1,000,000 Limit

Estimated Annual Premium: \$3500

Workers Compensation

Technology Insurance Co

(Rated A by AM Best)

Statutory Benefits

Employers Liability

(\$1,000,000/\$1,000,000/\$1,000,000)

Estimated Annual Premium: \$4,000

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George and Veronica Phalen Leadership Academies

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2013-2014	100	100	100											300	10%	1%	70%
Year 2: 2014-2015	100	100	100	100										400	10%	1%	70%
Year 3: 2015-2016	100	100	100	100	100									500	10%	1%	70%
Year 4: 2016-2017	100	100	100	100	100	100								600	10%	1%	70%
Year 5: 2017-2018	100	100	100	100	100	100	100							700	10%	1%	70%

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2013-2014	3	3	3											9
Year 2: 2014-2015	3	3	3	3										12
Year 3: 2015-2016	3	3	3	3	3									15
Year 4: 2016-2017	3	3	3	3	3	3								18
Year 5: 2017-2018	3	3	3	3	3	3	3							21

George and Veronica Phalen Leadership Academies						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 812,500	\$ 1,950,000	\$ 2,600,000	\$ 3,250,000	\$ 3,900,000
Common School Loan		\$ 812,500	\$ 325,000	\$ 325,000	\$ 325,000	\$ 325,000
Charter School Start-Up Grant		\$ 270,833				
State Matching Funds for School Lunch Program		\$ 76,950	\$ 102,600	\$ 128,250	\$ 153,900	\$ 179,550
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ 240,000	\$ 240,000	\$ 240,000	\$ 240,000	\$ 240,000
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 10,000	\$ 16,000	\$ 23,000	\$ 41,000	\$ 47,000
Summer School		\$ 70,931	\$ 94,575	\$ 118,219	\$ 141,863	\$ 170,236
State Learning Technologies		\$ -	\$ 200,000	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 225,000	\$ 225,000	\$ 225,000			
Facilities Assistance Program Grant		\$ 45,000	\$ 70,000			
Title I		\$ 105,000	\$ 140,000	\$ 175,000	\$ 210,000	\$ 245,000
Title II		\$ 22,200	\$ 29,600	\$ 37,000	\$ 44,400	\$ 51,800
Federal Lunch Program		\$ 76,950	\$ 102,600	\$ 128,250	\$ 153,900	\$ 179,550
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Summer Program Fee	\$ -	\$ 60,000	\$ 80,000	\$ 100,000	\$ 120,000	\$ 140,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 475,000	\$ 2,827,865	\$ 3,575,375	\$ 3,874,719	\$ 4,680,063	\$ 5,478,136
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 37,500	\$ 1,159,660	\$ 1,437,272	\$ 1,739,526	\$ 2,250,384	\$ 2,641,478
Substitutes		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ 29,900	\$ 36,400	\$ 42,900	\$ 53,300	\$ 60,840
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 37,500	\$ 1,189,560	\$ 1,473,672	\$ 1,782,426	\$ 2,303,684	\$ 2,702,318
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 75,000	\$ 40,000	\$ 45,000	\$ 50,000	\$ 55,000
Library, periodicals, etc	\$ -	\$ 16,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Technology	\$ -	\$ 26,100	\$ 8,700	\$ 8,700	\$ 8,700	\$ 8,700
Assessment materials	\$ -	\$ 18,600	\$ 25,048	\$ 31,623	\$ 38,327	\$ 43,400
Computers	\$ -	\$ 21,600	\$ 28,800	\$ 36,000	\$ 43,200	\$ 50,400
Software	\$ 9,000	\$ 25,200	\$ 33,600	\$ 42,000	\$ 50,400	\$ 58,800
Other classroom supplies	\$ -	\$ 36,000	\$ 48,000	\$ 60,000	\$ 72,000	\$ 84,000
Field trips, other unclassified items	\$ -	\$ 9,000	\$ 12,120	\$ 15,302	\$ 18,545	\$ 21,635
Co-curricular & Athletics	\$ -	\$ 10,000	\$ 12,000	\$ 14,400	\$ 17,280	\$ 20,736
Summer program	\$ -	\$ 210,000	\$ 280,000	\$ 350,000	\$ 420,000	\$ 490,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ 9,000	\$ 447,500	\$ 494,268	\$ 609,025	\$ 724,452	\$ 823,215
Support Supplies and Resources						
Administrative Computers	\$ -	\$ 2,800	\$ -	\$ 700	\$ 1,400	\$ 4,900
Administrative Software	\$ -	\$ 1,400	\$ 1,400	\$ 300	\$ 600	\$ 2,100
Administration Dues, fees, misc expenses	\$ -	\$ 4,000	\$ 4,000	\$ 4,200	\$ 4,500	\$ 4,800
Office supplies	\$ 2,400	\$ 2,300	\$ 2,800	\$ 3,300	\$ 4,100	\$ 4,680
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 2,400	\$ 10,500	\$ 8,200	\$ 8,500	\$ 10,600	\$ 16,480
Board Expenses						
Charter Board Services, including Board Training, retreats	\$ -	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Charter Board Supplies & Equipment	\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Charter Board Dues, fees, etc	\$ -	\$ 400	\$ 400	\$ 400	\$ 400	\$ 400
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	\$ -	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200
Professional Purchased or Contracted Services						
Legal Services	\$ -	\$ 10,000	\$ 13,200	\$ 16,500	\$ 19,800	\$ 23,100
Audit Services	\$ -	\$ 24,000	\$ 32,000	\$ 40,000	\$ 48,000	\$ 56,000

George and Veronica Phalen Leadership Academies						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Payroll Services	\$ -	\$ 460	\$ 560	\$ 660	\$ 820	\$ 936
Accounting Services	\$ 12,000	\$ -	\$ -	\$ -	\$ -	\$ -
Printing/Newsletter/Annual Report Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ 3,500	\$ -	\$ -	\$ -	\$ -	\$ -
Internet Services	\$ -	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,500
Telephone/Telecommunication Services	\$ -	\$ 6,000	\$ 8,000	\$ 10,000	\$ 12,000	\$ 14,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 32,000	\$ 42,800	\$ 53,500	\$ 64,200	\$ 74,900
Travel	\$ -	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Postage	\$ -	\$ 3,000	\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000
Special Education Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services	\$ 7,500	\$ 36,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Food service	\$ -	\$ 141,600	\$ 194,464	\$ 250,372	\$ 309,460	\$ 350,000
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 23,000	\$ 259,960	\$ 323,424	\$ 405,932	\$ 491,680	\$ 558,836
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ 240,000	\$ 320,000	\$ 360,000	\$ 400,000	\$ 440,000
Furniture	\$ 105,000	\$ -	\$ 43,500	\$ 48,000	\$ 52,500	\$ 57,000
Gas/electric	\$ -	\$ 60,000	\$ 80,000	\$ 100,000	\$ 120,000	\$ 140,000
Water/Sewer	\$ -	\$ 3,000	\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000
Grounds Keeping	\$ -	\$ 5,400	\$ 7,200	\$ 9,000	\$ 10,800	\$ 12,600
Maintenance Services	\$ 400	\$ 7,500	\$ 10,000	\$ 12,500	\$ 15,000	\$ 17,500
Custodial	\$ -	\$ 30,000	\$ 40,000	\$ 50,000	\$ 60,000	\$ 70,000
Waste disposal	\$ -	\$ 3,000	\$ 4,000	\$ 5,000	\$ 6,000	\$ 6,000
Common school loan payment	\$ -	\$ -	\$ 57,264	\$ 57,264	\$ 57,264	\$ 57,264
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 105,400	\$ 348,900	\$ 565,964	\$ 646,764	\$ 727,564	\$ 807,364
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 16,250	\$ 39,000	\$ 52,000	\$ 65,000	\$ 78,000
CMO/EMO Fee	\$ -	\$ 138,393	\$ 174,769	\$ 188,736	\$ 228,003	\$ 266,907
Total Other	\$ -	\$ 154,643	\$ 213,769	\$ 240,736	\$ 293,003	\$ 344,907
Total Expenditures	\$ 177,300	\$ 2,413,263	\$ 3,081,497	\$ 3,695,583	\$ 4,553,183	\$ 5,255,319
Carryover/Deficit	\$ 297,700	\$ 414,601	\$ 493,878	\$ 179,136	\$ 126,880	\$ 222,817
Cumulative Carryover/(Deficit)	\$ 297,700	\$ 712,301	\$ 1,206,179	\$ 1,385,315	\$ 1,512,195	\$ 1,735,012

	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	TOTAL 2012	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	TOTAL 2013	
FINANCING ACTIVITIES																
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
NET INCOME	-	-	-	-	-	-	-	30,000	30,000	4,600	75,500	75,500	72,500	19,800	19,800	267,700
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-	30,000	30,000	4,600	75,500	75,500	72,500	19,800	19,800	267,700

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 812,500	Assumes \$6,500 per student
Common School Loan	\$ 812,500	
Charter School Start-Up Grant	\$ 270,833	One-third of first year's ADM funding
State Matching Funds for School Lunch Program	\$ 76,950	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 240,000	Assumes support at new level of \$2,400 per kindergarten student
Gifted and Talented Program		
Textbook Reimbursement	\$ 10,000	
Summer School	\$ 70,931	Assumes 65% reimbursement rate
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 225,000	Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant	\$ 45,000	
Title I	\$ 105,000	Assumes 70% of students qualify for free or reduced lunch
Title II	\$ 22,200	Professional development for teachers
Federal Lunch Program	\$ 76,950	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Summer program fee	\$ 60,000	Fee for the 10% of (non Title I) parents who would be willing and able to pay a fee for participating in Summer Advantage
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,827,865	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,159,660	Use staffing workbook
Substitutes		Substitutes included in wages, benefits and payroll
Professional Development	\$ 29,900	Assumes \$1,300 per staff
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,189,560	
Instructional Supplies and Resources		
Textbooks	\$ 75,000	Assumes \$250/additional scholar; and 15% replacement need
Library, periodicals, etc	\$ 16,000	
Technology	\$ 26,100	Smartboard for each classroom
Assessment materials	\$ 18,600	

Computers	\$	21,600	Laptops for online learning lab
Software	\$	25,200	Adaptive learning software
Other classroom supplies	\$	36,000	Assumes \$120/scholar
Field trips, other unclassified items	\$	9,000	
Co-curricular & Athletics	\$	10,000	Examples include arts, sports, and other potential enrichment activities
Summer program	\$	210,000	Contract with Summer Advantage USA
Other (please describe)			
Total Instructional Supplies and Resources	\$	447,500	
Support Supplies and Resources			
Administrative Computers	\$	2,800	4 laptops/desktops for administrative use; assumes \$700/additional laptop
Administrative Software	\$	1,400	Assumes \$300/laptop
Administration Dues, fees, misc expenses	\$	4,000	
Office supplies	\$	2,300	Assumes \$100/staff
Other (please describe)			
Total Support Supplies and Resources	\$	10,500	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	1,200	
Charter Board Supplies & Equipment	\$	600	
Charter Board Dues, fees, etc	\$	400	
Other (please describe)			
Total Board Expenses	\$	2,200	
Professional Purchased or Contracted Services			
Legal Services	\$	10,000	Assumes \$33/scholar
Audit Services	\$	24,000	Assumes \$80/scholar
Payroll Services	\$	460	Assumes \$20/staff
Accounting Services			Part of the duties of director of operations
Printing/Newsletter/Annual Report Services			
Consultants			
Internet Services	\$	4,500	Assumes \$15/scholar
Telephone/Telecommunication Services	\$	6,000	Assumes \$20/scholar
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	32,000	Assumes approximately \$107/scholar
Travel	\$	2,400	Assumes 4 site visits to school for evaluation
Postage	\$	3,000	Assumes \$10/scholar
Special Education Services			
Student Information Services	\$	36,000	Student information and IT system
Food service	\$	141,600	Assumes longer sch yr of 200 days
Transportation			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	259,960	

Facilities		
Rent, mortgage, or other facility cost	\$ 240,000	
Furniture		Already covered in pre-opening period
Gas/electric	\$ 60,000	Assumes \$200/scholar
Water/ Sewer	\$ 3,000	Assumes \$10/scholar
Grounds Keeping	\$ 5,400	Assumes \$18/scholar
Maintenance Services	\$ 7,500	Assumes \$25/scholar
Custodial	\$ 30,000	Assumes \$100/scholar
Waste disposal	\$ 3,000	Assumes \$10/scholar
Common school loan payment	\$ -	
Other (please describe)		
Total Facilities	\$ 348,900	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,250	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 138,393	5% of reliable, annual public entitlement aid
Other (please describe)		
Total Other	\$ 154,643	
Total Expenditures	\$ 2,413,263	
Carryover/Deficit	\$ 414,601	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,950,000	Assumes \$6,500 per student
Common School Loan	\$ 325,000	
State Matching Funds for School Lunch Program	\$ 102,600	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 240,000	Assumes support at new level of \$2,400 per kindergarten student
Gifted and Talented Program		
Textbook Reimbursement	\$ 16,000	
Summer School	\$ 94,575	Assumes 65% reimbursement rate
State Technology Grant	\$ 200,000	
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 225,000	Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant	\$ 70,000	
Title I	\$ 140,000	Assumes 70% of students qualify for free or reduced lunch
Title II	\$ 29,600	Professional development for teachers
Federal Lunch Program	\$ 102,600	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Summer program fee	\$ 80,000	Fee for the 10% of (non Title I) parents who would be willing and able to pay a fee for participating in Summer Advantage
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,575,375	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,437,272	Use staffing workbook
Substitutes		Substitutes included in wages, benefits and payroll
Professional Development	\$ 36,400	Assumes \$1,300 per staff
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,473,672	
Instructional Supplies and Resources		
Textbooks	\$ 40,000	Assumes \$250/additional scholar; and 20% replacement need
Library, periodicals, etc	\$ 6,000	
Technology	\$ 8,700	Smartboard for each additional classroom
Assessment materials	\$ 25,048	
Computers	\$ 28,800	Laptops for online learning lab

Software	\$	33,600	Adaptive learning software
Other classroom supplies	\$	48,000	Assumes \$120/scholar
Field trips, other unclassified items	\$	12,120	
Co-curricular & Athletics	\$	12,000	Examples include arts, sports, and other potential enrichment activities
Summer program	\$	280,000	Contract with Summer Advantage USA
Other (please describe)			
Total Instructional Supplies and Resources	\$	494,268	
Support Supplies and Resources			
Administrative Computers			
Administrative Software	\$	1,400	Assumes \$300/laptop
Administration Dues, fees, misc expenses	\$	4,000	
Office supplies	\$	2,800	Assumes \$100/staff
Other (please describe)			
Total Support Supplies and Resources	\$	8,200	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	1,200	
Charter Board Supplies & Equipment	\$	600	
Charter Board Dues, fees, etc	\$	400	
Other (please describe)			
Total Board Expenses	\$	2,200	
Professional Purchased or Contracted Services			
Legal Services	\$	13,200	Assumes \$33/scholar
Audit Services	\$	32,000	Assumes \$80/scholar
Payroll Services	\$	560	Assumes \$20/staff
Accounting Services			Part of the duties of director of operations
Printing/Newsletter/Annual Report Services			
Consultants			
Internet Services	\$	6,000	Assumes \$15/scholar
Telephone/Telecommunication Services	\$	8,000	Assumes \$20/scholar
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	42,800	Assumes approximately \$107/scholar
Travel	\$	2,400	Assumes 4 site visits to school for evaluation
Postage	\$	4,000	Assumes \$10/scholar
Special Education Services			
Student Information Services	\$	20,000	Student information and IT system
Food service	\$	194,464	Assumes longer sch yr of 200 days
Transportation			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	323,424	
Facilities			

Rent, mortgage, or other facility cost	\$ 320,000	
Furniture	\$ 43,500	Assumes \$300/additional scholar; 15% replacement need
Gas/electric	\$ 80,000	Assumes \$200/scholar
Water/ Sewer	\$ 4,000	Assumes \$10/scholar
Grounds Keeping	\$ 7,200	Assumes \$18/scholar
Maintenance Services	\$ 10,000	Assumes \$25/scholar
Custodial	\$ 40,000	Assumes \$100/scholar
Waste disposal	\$ 4,000	Assumes \$10/scholar
Common school loan payment	\$ 57,264	Annualized payment of common sch loan
Other (please describe)		
Total Facilities	\$ 565,964	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 39,000	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 174,769	5% of reliable, annual public entitlement aid
Other (please describe)		
Total Other	\$ 213,769	
Total Expenditures	\$ 3,081,497	
Carryover/Deficit	\$ 493,878	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,600,000	Assumes \$6,500 per student
Common School Loan	\$ 325,000	
State Matching Funds for School Lunch Program	\$ 128,250	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 240,000	Assumes support at new level of \$2,400 per kindergarten student
Gifted and Talented Program		
Textbook Reimbursement	\$ 23,000	
Summer School	\$ 118,219	Assumes 65% reimbursement rate
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 175,000	Assumes 70% of students qualify for free or reduced lunch
Title II	\$ 37,000	Professional development for teachers
Federal Lunch Program	\$ 128,250	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Summer program fee	\$ 100,000	Fee for the 10% of (non Title I) parents who would be willing and able to pay a fee for participating in Summer Advantage
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,874,719	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,739,526	Use staffing workbook
Substitutes		
Professional Development	\$ 42,900	Assumes \$1,300 per staff
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,782,426	
Instructional Supplies and Resources		
Textbooks	\$ 45,000	Assumes \$250/additional scholar; and 20% replacement need
Library, periodicals, etc	\$ 6,000	
Technology	\$ 8,700	Smartboard for each additional classroom
Assessment materials	\$ 31,623	
Computers	\$ 36,000	Laptops for online learning lab
Software	\$ 42,000	Adaptive learning software
Other classroom supplies	\$ 60,000	Assumes \$120/scholar
Field trips, other unclassified items	\$ 15,302	

Co-curricular & Athletics	\$ 14,400	Examples include arts, sports, and other potential enrichment activities
Summer program	\$ 350,000	Contract with Summer Advantage USA
Other (please describe)		
Total Instructional Supplies and Resources	\$ 609,025	
Support Supplies and Resources		
Administrative Computers	\$ 700	1 additional laptop; \$700/laptop
Administrative Software	\$ 300	Assumes \$300/additional laptop
Administration Dues, fees, misc expenses	\$ 4,200	
Office supplies	\$ 3,300	Assumes \$100/staff
Other (please describe)		
Total Support Supplies and Resources	\$ 8,500	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,200	
Charter Board Supplies & Equipment	\$ 600	
Charter Board Dues, fees, etc	\$ 400	
Other (please describe)		
Total Board Expenses	\$ 2,200	
Professional Purchased or Contracted Services		
Legal Services	\$ 16,500	Assumes \$33/scholar
Audit Services	\$ 40,000	Assumes \$80/scholar
Payroll Services	\$ 660	Assumes \$20/staff
Accounting Services		Part of the duties of director of operations
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$ 7,500	Assumes \$15/scholar
Telephone/Telecommunication Services	\$ 10,000	Assumes \$20/scholar
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 53,500	Assumes approximately \$107/scholar
Travel	\$ 2,400	Assumes 4 site visits to school for evaluation
Postage	\$ 5,000	Assumes \$10/scholar
Special Education Services		
Student Information Services	\$ 20,000	Student information and IT system
Food service	\$ 250,372	Assumes longer sch yr of 200 days
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 405,932	
Facilities		
Rent, mortgage, or other facility cost	\$ 360,000	
Furniture	\$ 48,000	Assumes \$300/additional scholar; 15% replacement need

Gas/electric	\$	100,000	Assumes \$200/scholar
Water/ Sewer	\$	5,000	Assumes \$10/scholar
Grounds Keeping	\$	9,000	Assumes \$18/scholar
Maintenance Services	\$	12,500	Assumes \$25/scholar
Custodial	\$	50,000	Assumes \$100/scholar
Waste disposal	\$	5,000	Assumes \$10/scholar
Common school loan payment	\$	57,264	Annualized payment of common sch loan
Other (please describe)			
Total Facilities	\$	646,764	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	52,000	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	188,736	5% of reliable, annual public entitlement aid
Other (please describe)			
Total Other	\$	240,736	
Total Expenditures	\$	3,695,583	
Carryover/Deficit	\$	179,136	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,250,000	Assumes \$6,500 per student
Common School Loan	\$ 325,000	
State Matching Funds for School Lunch Program	\$ 153,900	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 240,000	Assumes support at new level of \$2,400 per kindergarten student
Gifted and Talented Program		
Textbook Reimbursement	\$ 41,000	
Summer School	\$ 141,863	Assumes 65% reimbursement rate
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 210,000	Assumes 70% of students qualify for free or reduced lunch
Title II	\$ 44,400	Professional development for teachers
Federal Lunch Program	\$ 153,900	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Summer program fee	\$ 120,000	Fee for the 10% of (non Title I) parents who would be willing and able to pay a fee for participating in Summer Advantage
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 4,680,063	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,250,384	Use staffing workbook
Substitutes		
Professional Development	\$ 53,300	Assumes \$1,300 per staff
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,303,684	
Instructional Supplies and Resources		
Textbooks	\$ 50,000	Assumes \$250/additional scholar; and 20% replacement need
Library, periodicals, etc	\$ 6,000	
Technology	\$ 8,700	Smartboard for each additional classroom
Assessment materials	\$ 38,327	
Computers	\$ 43,200	Laptops for online learning lab
Software	\$ 50,400	Adaptive learning software
Other classroom supplies	\$ 72,000	Assumes \$120/scholar
Field trips, other unclassified items	\$ 18,545	

Co-curricular & Athletics	\$ 17,280	Examples include arts, sports, and other potential enrichment activities
Summer program	\$ 420,000	Contract with Summer Advantage USA
Other (please describe)		
Total Instructional Supplies and Resources	\$ 724,452	
Support Supplies and Resources		
Administrative Computers	\$ 1,400	2 additional laptops; \$700/laptop
Administrative Software	\$ 600	Assumes \$300/additional laptop
Administration Dues, fees, misc expenses	\$ 4,500	
Office supplies	\$ 4,100	Assumes \$100/staff
Other (please describe)		
Total Support Supplies and Resources	\$ 10,600	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,200	
Charter Board Supplies & Equipment	\$ 600	
Charter Board Dues, fees, etc	\$ 400	
Other (please describe)		
Total Board Expenses	\$ 2,200	
Professional Purchased or Contracted Services		
Legal Services	\$ 19,800	Assumes \$33/scholar
Audit Services	\$ 48,000	Assumes \$80/scholar
Payroll Services	\$ 820	Assumes \$20/staff
Accounting Services		Part of the duties of director of operations
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$ 9,000	Assumes \$15/scholar
Telephone/Telecommunication Services	\$ 12,000	Assumes \$20/scholar
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 64,200	Assumes approximately \$107/scholar
Travel	\$ 2,400	Assumes 4 site visits to school for evaluation
Postage	\$ 6,000	Assumes \$10/scholar
Special Education Services		
Student Information Services	\$ 20,000	Student information and IT system
Food service	\$ 309,460	Assumes longer sch yr of 200 days
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 491,680	
Facilities		
Rent, mortgage, or other facility cost	\$ 400,000	
Furniture	\$ 52,500	Assumes \$300/additional scholar; 15% replacement need

Gas/electric	\$	120,000	Assumes \$200/scholar
Water/ Sewer	\$	6,000	Assumes \$10/scholar
Grounds Keeping	\$	10,800	Assumes \$18/scholar
Maintenance Services	\$	15,000	Assumes \$25/scholar
Custodial	\$	60,000	Assumes \$100/scholar
Waste disposal	\$	6,000	Assumes \$10/scholar
Common school loan payment	\$	57,264	Annualized payment of common sch loan
Other (please describe)			
Total Facilities	\$	727,564	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	65,000	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	228,003	5% of reliable, annual public entitlement aid
Other (please describe)			
Total Other	\$	293,003	
Total Expenditures	\$	4,553,183	
Carryover/Deficit	\$	126,880	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,900,000	Assumes \$6,500 per student
Common School Loan	\$ 325,000	
State Matching Funds for School Lunch Program	\$ 179,550	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 240,000	Assumes support at new level of \$2,400 per kindergarten student
Gifted and Talented Program		
Textbook Reimbursement	\$ 47,000	
Summer School	\$ 170,236	Assumes 65% reimbursement rate
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 245,000	Assumes 70% of students qualify for free or reduced lunch
Title II	\$ 51,800	Professional development for teachers
Federal Lunch Program	\$ 179,550	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Summer program fee	\$ 140,000	Fee for the 10% of (non Title I) parents who would be willing and able to pay a fee for participating in Summer Advantage
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 5,478,136	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,641,478	Use staffing workbook
Substitutes		
Professional Development	\$ 60,840	Assumes \$1,300 per staff
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,702,318	
Instructional Supplies and Resources		
Textbooks	\$ 55,000	Assumes \$250/additional scholar; and 20% replacement need
Library, periodicals, etc	\$ 6,000	
Technology	\$ 8,700	Smartboards
Assessment materials	\$ 43,400	
Computers	\$ 50,400	Laptops for online learning lab
Software	\$ 58,800	Adaptive learning software
Other classroom supplies	\$ 72,000	Assumes \$120/scholar
Field trips, other unclassified items	\$ 21,635	

Co-curricular & Athletics	\$ 17,280	Examples include arts, sports, and other potential enrichment activities
Summer program	\$ 490,000	Contract with Summer Advantage USA
Other (please describe)		
Total Instructional Supplies and Resources	\$ 823,215	
Support Supplies and Resources		
Administrative Computers	\$ 4,900	
Administrative Software	\$ 2,100	
Administration Dues, fees, misc expenses	\$ 4,800	
Office supplies	\$ 4,680	Assumes \$100/staff
Other (please describe)		
Total Support Supplies and Resources	\$ 16,480	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,200	
Charter Board Supplies & Equipment	\$ 600	
Charter Board Dues, fees, etc	\$ 400	
Other (please describe)		
Total Board Expenses	\$ 2,200	
Professional Purchased or Contracted Services		
Legal Services	\$ 23,100	Assumes \$33/scholar
Audit Services	\$ 56,000	Assumes \$80/scholar
Payroll Services	\$ 936	Assumes \$20/staff
Accounting Services		Part of the duties of director of operations
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$ 10,500	Assumes \$15/scholar
Telephone/Telecommunication Services	\$ 14,000	Assumes \$20/scholar
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 74,900	Assumes approximately \$107/scholar
Travel	\$ 2,400	Assumes 4 site visits to school for evaluation
Postage	\$ 7,000	Assumes \$10/scholar
Special Education Services		
Student Information Services	\$ 20,000	Student information and IT system
Food service	\$ 350,000	Assumes longer sch yr of 200 days
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 558,836	
Facilities		
Rent, mortgage, or other facility cost	\$ 440,000	
Furniture	\$ 57,000	Assumes \$300/additional scholar; 15% replacement need

Gas/electric	\$	140,000	Assumes \$200/scholar
Water/ Sewer	\$	7,000	Assumes \$10/scholar
Grounds Keeping	\$	12,600	Assumes \$18/scholar
Maintenance Services	\$	17,500	Assumes \$25/scholar
Custodial	\$	70,000	Assumes \$100/scholar
Waste disposal	\$	6,000	Assumes \$10/scholar
Common school loan payment	\$	57,264	Annualized payment of common sch loan
Other (please describe)			
Total Facilities	\$	807,364	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	78,000	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	266,907	5% of reliable, annual public entitlement aid
Other (please describe)			
Total Other	\$	344,907	
Total Expenditures	\$	5,255,319	
Carryover/Deficit	\$	222,817	

Cumulative Carryover/(Deficit)

George and Veronica Phalen Leadership Academies CMO Budget

Year	Y0	Y1	Y2	Y3	Y4	Y5
Growth						
Schools	-	1	1	2	2	3
Students	-	300	400	800	1,000	1,500
CMO Revenue						
Management fee	-	138,393	174,769	327,129	402,772	594,036
The Mind Trust	250,000	250,000	250,000	250,000	-	-
Individual Donation		50,000	50,000	50,000	50,000	50,000
Total revenue	250,000	438,393	474,769	627,129	452,772	644,036
CMO Expenses						
Salary & wages	200,000	310,000	310,000	310,000	360,000	570,000
Total benefits (15%)	30,000	46,500	46,500	46,500	54,000	85,500
Travel & meeting	2,400	2,400	2,400	3,000	3,000	3,200
Legal	-	3,300	3,300	3,600	3,600	3,600
Consultants	-	3,000	3,000	3,600	3,600	3,600
Total expenses	232,400	365,200	365,200	366,700	424,200	665,900
Ending cash balance	17,600	90,793	200,362	460,791	489,363	467,499

Staff buildup (FTEs)	Y0	Y1	Y2	Y3	Y4	Y5	Base salary
Chief Executive Officer		1	1	1	1	1	100,000
Chief Operating Officer							60,000
Chief Academic Officer							60,000
Chief Financial Officer			1	1	1	1	60,000
Regional Director		1	1	1	1	1	60,000
Administrative Assistant		1	1	1	1	2	40,000
HR Manager						1	50,000
IT Manager							50,000
Director of Development			1	1	1	1	50,000
Total CMO Staff		3	5	5	5	6	10
Total CMO Salaries	200,000	310,000	310,000	310,000	360,000	570,000	

George and Veronica Phalen Leadership Academies Budget Narrative

Scholar	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Proposed # of scholars/class	33	33	33	33	33	Blended learning model will enable differentiation in larger classes
# of scholars/grade	100	100	100	100	100	Number of scholars per grade is projected to stay steady over the years
# of classes/grade	3	3	3	3	3	With larger class sizes made possible by technology, number of classes will increase
# of grades	3	4	5	6	7	K-2 first year, increase by one grade level each year
Grade levels	K-2	K-3	K-4	K-5	K-6	K-2 first year, increase by one grade level each year
# of classes	9	12	15	18	21	Number of classes/grade multiplied by the number of grades each year
# of additional online learning labs needed for each year	2	0	1	0	1	At maximum capacity, the school will have 3 learning labs: a lab for grades K-1 (8 scholars from each of the 6 classes in grades K-1 would rotate to the lab during the online learning block), a lab for grades 2-3 (8 scholars from each of the 6 classes in grades 2-3 would rotate to the lab during the online learning block), a lab for grades 4-5 (8 scholars from each of the 6 classes in grades 4-5 would rotate to the lab during the online learning block), a lab for grades 6-7 (8 scholars from each of the 6 classes in grades 4-5 would rotate to the lab during the online learning block)
# of additional scholars in all learning labs	72	24	24	24	24	Year 1: 48 scholars (grades K-1) + 24 scholars (grade 2) = 72 total scholars in all learning labs Year 2: 24 additional scholars (grade 3) Year 3: 24 additional scholars (grade 4) Year 4: 24 additional scholars (grade 5) Year 5: 24 additional scholars (grade 6)
# of additional laptops needed per year	72	24	24	24	24	Based on the # of additional scholars in all learning labs during the online learning block At year 5, the school will need 168 laptops for 700 scholars
Total student enrollment	300	400	500	600	700	Total student enrollment
% increase in enrollment		33%	25%	20%	18%	Increase in total student enrollment from year to year
ADM	250	350	450	550	650	Total student enrollment minus one half of kindergarten scholars (as they receive full-day kindergarten support instead of the basic grant)

Staff	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Regular Ed Instructors	9.8	12.8	15.8	18.8	21.8	Blended learning model enables greater differentiation while lower number of teachers needed; one teacher/class + 8 FTE substitute
Special Ed Instructors	2	2	2	3	4	One special education instructor per grade range: primary (K-2), intermediary (3-5), and middle school grades (6-8)
Content Specialists	2	2	3	3	4	Each online lab headed by a content specialist who will provide small group or one-on-one instruction to scholars in the lab
Online Learning Lab Monitors	2	2	3	3	4	Online learning lab monitors help ensure scholars are on task and will be able to answer basic questions on content; one is needed for each lab.
Extended program instructors	1	1	2	2	2	Part-time instructors who are knowledgeable of the afterschool curricula on stipend
Principals	1	1	1	1	1	Principal of the school
Assistant Principals	1	1	2	2	2	Assistant principal of the school, will grow by one in the last two years
Director of Operations	1	1	1	2	2	Assist in the oversight of day to day operations, including managing ancillary support services, maintenance/facility needs and the technology demands of a blended learning environment
Administrative/Clerical Staff	1	1	1	2	2	Main office and one additional clerical staff
Other student services staff	2	2	2	4	4	Includes social worker, guidance counselor, psychologist, librarian (each 0.5 FTE the first 3 years, each position growing into 1 FTE during the fourth year)
Total instructional staff	17	20	26	30	36	
Total administrative staff	6	6	7	11	11	
Total staff	23	26	33	41	47	

Revenue	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Basic Support	812,500	1,950,000	2,600,000	3,250,000	3,900,000	Conservative estimate of \$6,500/ADM based on IPS tuition support per ADM (Average Daily Membership); calculated as \$6,500 multiplied by a combination of half ADM from previous year plus half ADM of current year divided by two
Full-Day Kindergarten Support	240,000	240,000	240,000	240,000	240,000	Assumes support at new level of \$2,400 per kindergarten student
Common School Loan	812,500	325,000	325,000	325,000	325,000	Because yearly growth meets minimum 15% growth rate, loan is provided for each year other than the last year in which there is no student growth; calculated as ADM growth multiplied by \$6,500 then divided by two
Facility Grant	45,000	70,000	-	-	-	Only for the first two years based on current legislation
State New Charter School Implementation Grant	225,000	225,000	-	-	-	New Charter School Implementation Grant at approximately \$225K for the first and second years of operation.
State Learning Technologies		200,000	-	-	-	The Indiana Department of Education is interested in funding bold and innovative proposals that demonstrate local commitment to creating, expanding and sustaining an ecosystem for information-age learning. Average grant size: \$200K.
Title I	105,000	140,000	175,000	210,000	245,000	Assumes 70% of scholars will qualify for free or reduced lunch; \$500 Title I support/scholar.
Title II	22,200	29,600	37,000	44,400	51,800	Professional development grant for teachers.
Summer School	70,931	94,575	118,219	141,863	170,236	Assumes reimbursement rate of 65% for instructor salaries in core subjects of math and literacy as well as selected enrichment courses. Instructor salaries are based on Summer Advantage stipends of \$3,630/academic teacher; \$2,000/teacher's assistant; \$1,645/enrichment teacher; number of teachers needed determined by 20 to 1 student to teacher ratio.
Summer Program Fee	60,000	80,000	100,000	120,000	140,000	Fee for the 10% of (non Title I) parents who would be willing and able to pay a fee for participating in Summer Advantage; fee assessed at lower-than-market value of \$2,000 per scholar.

George and Veronica Phalen Leadership Academies Budget Narrative						
Child Nutrition Program (state)	76,950	102,600	128,250	153,900	179,550	Reimbursement rate of \$2.85 per daily meal per student which includes breakfast and lunch for free lunch offered to students living at or below the poverty line - \$513/student.
Child Nutrition Program (federal)	76,950	102,600	128,250	153,900	179,550	Reimbursement rate of \$2.85 per daily meal per student which includes breakfast and lunch for free lunch offered to students living at or below the poverty line - \$513/student.
Private Foundations	-	-	-	-	-	The Walton Family Foundation Charter School Start-Up Grant: \$250,000 used in the pre-operational period/year 0.
Rental Revenue (Textbook Reimbursement)	10,000	16,000	23,000	41,000	47,000	Standard rates of reimbursement.

<i>salary growth rate</i>		<i>0.03</i>	<i>0.03</i>	<i>0.03</i>	<i>0.03</i>	
Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Regular Ed/Special Ed Instructor	45,000	46,350	47,741	49,173	50,648	Competitive market rate, based on IPS salary schedule
Teacher's Assistant	-	-	-	-	-	Will be unpaid students working towards course credit from partner universities
Content Specialists	40,000	41,200	42,436	43,709	45,020	Competitive market rate, based on IPS salary schedule
Online Learning Lab Monitors	30,000	30,900	31,827	32,782	33,765	Competitive market rate, based on IPS salary schedule
Extended program instructor	12,400	12,772	13,155	13,550	13,956	Calculated at \$31 per hour, assuming 2 hrs/day and 200-day sch. yr.
Principal	75,000	77,250	79,568	81,955	84,413	Competitive market rate, based on IPS salary schedule
Assistant principal	65,000	66,950	68,959	71,027	73,158	Competitive market rate, based on IPS salary schedule
Director of Operations	50,000	51,500	53,045	54,636	56,275	Competitive market rate, based on IPS salary schedule
Administrative support/clerical	35,000	36,050	37,132	38,245	39,393	Competitive market rate, based on IPS salary schedule
Other Student Services staff	50,000	51,500	53,045	54,636	56,275	Competitive market rate, based on IPS salary schedule

Other Variable Costs	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Facility Lease	240,000	320,000	360,000	400,000	440,000	100 square feet per child - 700 scholars at year 5; lease increases as school capacity expands
Common school loan payment	-	57,264	57,264	57,264	57,264	Annualized payment of common sch loan; and moratorium for repayment
Payroll Processing	460	560	660	820	936	Assumes \$20/staff
Technology	26,100	8,700	8,700	8,700	8,700	Assumes \$2,900/Smartboard/additional classroom
Curriculum	75,000	40,000	45,000	50,000	55,000	Total curricula cost including Journeys Literacy, FOSS Science, and Singapore Math; assumes \$250/additional scholar; and 20% replacement need
Testing & Assessment	18,600	25,048	31,623	38,327	43,400	Assumes base rate of approximately \$62/scholar
Food Cost	141,600	194,464	250,372	309,460	350,000	Cost of student meals; assumes longer sch yr of 200 days
Professional Development	29,900	36,400	42,900	53,300	60,840	Assumes \$1,300 per staff
Dues, Licenses, and Subscriptions	4,000	4,000	4,200	4,500	4,800	Estimated instructional and professional software licenses
Class Field Trips	9,000	12,120	15,302	18,545	21,635	Field trips to universities, museums, parks, and other special enrichment experience providers
Student Information System	36,000	20,000	20,000	20,000	20,000	Assumes higher start-up cost - potentially cheaper if adapting existing infrastructure we developed for Summer Advantage; maintenance/upgrade costs steady for subsequent years based on mkt research
Instructional Software	25,200	33,600	42,000	50,400	58,800	Adaptive learning software - \$350/license/computer; based on market comparables provided by Charter School Growth Fund (\$350 x total number of laptops each year)
Instructional Hardware	21,600	28,800	36,000	43,200	50,400	For leasing; assumes \$300 per laptop x total number of laptops needed each year
Summer Program	210,000	300,000	375,000	450,000	490,000	Fee-for-service contract with Summer Advantage - \$700/scholar
Furniture	-	43,500	48,000	52,500	57,000	First year covered in pre-operating budget; assumes \$300 lease rate/additional scholar; 15% replacement need; no expansion in student enrollment so only replacement cost in the last year
Grounds Keeping	5,400	7,200	9,000	10,800	12,600	Assumes \$18/scholar
Administrative Computers	2,800	2,800	3,500	4,900	4,900	Laptops/desktops for administrative use; assumes \$700/laptop
Administrative Software	1,400	1,400	1,500	2,100	2,100	Assumes \$300/laptop
Office supplies	2,300	2,800	3,300	4,100	4,680	Assumes \$100/staff
Legal Services	10,000	13,200	16,500	19,800	23,100	Assumes \$33/scholar
Audit Services	24,000	32,000	40,000	48,000	56,000	Assumes \$80/scholar
Internet Services	4,500	6,000	7,500	9,000	10,500	Assumes \$15/scholar
Telephone/Telecommunication Services	6,000	8,000	10,000	12,000	14,000	Assumes \$20/scholar
Insurance Costs	30,000	40,000	50,000	60,000	74,900	Assumes approximately \$107/scholar; based on estimate provided by Frances Walley Insurance Agency
Travel	2,400	2,400	2,400	2,400	2,400	Assumes 4 site visits to school for evaluation
Postage	3,000	4,000	5,000	6,000	7,000	Assumes \$10/scholar
Gas/electric	60,000	80,000	100,000	120,000	140,000	Assumes \$200/scholar
Water/ Sewer	3,000	4,000	5,000	6,000	7,000	Assumes \$10/scholar
Maintenance Services	7,500	10,000	12,500	15,000	17,500	Assumes \$25/scholar
Custodial	30,000	40,000	50,000	60,000	70,000	Assumes \$100/scholar
Waste disposal	3,000	4,000	5,000	6,000	6,000	Assumes \$10/scholar

George and Veronica Phalen Leadership Academies Budget Narrative						
CMO/EMO Fee	138,393	174,769	188,736	228,003	266,907	Assumes 5% of reliable, annual public entitlement aid

Attachment 21 - Summer Advantage Portfolio

1. Summary of Portfolio

The educational model of Phalen Leadership Academies has been successfully implemented on a seasonal scale through Summer Advantage USA. Earl Martin Phalen, founder of Summer Advantage and founder of Phalen Leadership Academies has successfully led the implementation of our educational model during the past two decades. This educational model is scientifically validated by an independent evaluation. The Urban Institute evaluation used random assignment, the "gold standard of evaluation methods", and found that our model and educational pedagogy produces the following results:

- Children who attend the summer program show statistically significant positive gains on reading test scores.
- Children who participated in the summer program increased time spent on academic activities and the number of books read by 50%, and decreased time spent watching television and playing computer games.
- Parents whose children attended the program showed positive changes in the degree to which they encouraged their children to read and the degree to which they read with their children.

When implemented by Summer Advantage, our educational model produces consistently positive results for scholars. Using the Iowa Test of Basic Skills, a nationally-normed and standardized exam, we measure academic skills gain in grade equivalent (GE), a number that describes a student's location on an achievement continuum. The GE is a decimal number that describes performance in terms of grade level and months. For example, if a first-grade student obtains a GE of 1.4 on the reading test, her score is like the one a typical student finishing the fourth month of first grade would likely get on the reading test. The digits to the left of the decimal point represent the grade and those to the right represent the month within that grade.

To put the results in context, it is important to note that children in low-income communities where we serve traditionally lose over 2 months of grade equivalent skills during the summer or a GE of -2 (Cooper, Nye, Charlton, Lindsay and Greathouse, 1996; Alexander, Entwisle & Olson, 2007). A student who experiences no summer learning loss would have a GE of zero. In the next tabs please find results for each of our programs.

	2009 Indianapolis Program
Location	Indianapolis, Indiana
Contact	Donald Stinson, Superintendent of MSD Decatur Township 5275 Kentucky Avenue Indianapolis, IN 46221 (317) 856-5265 dstinson@msddecatur.k12.in.us
Number of students	863 scholars
Grade levels served	K-6
Free/reduced lunch	75%
Ethnicity breakdown	Black (25%), Hispanic (11%), White (60%), Other (4%)
Special education	<1%
Results	<p>An independent evaluation was conducted at the sites to assess the program's progress on major factors linked to student achievement: academic improvement, parental engagement, and teacher satisfaction. Scholars' decoding, vocabulary, and passage comprehension skills were assessed using the Gates-MacGinitie Reading Test, a nationally recognized external diagnostic tool. Eligible scholars' scores were compared to over 2.8 million students in order to assess their academic growth in a national context.</p> <ul style="list-style-type: none"> • Scholars acquired an average of two months grade equivalent skills in reading during the five-week program. • Scholars gained an outstanding 6.75 NCE units and moved in the national rank from the 42nd percentile at the start of the program to the 51st percentile at the end. • 95% of parents reported that they were very satisfied with the program, • 91% of parents signed their student's nightly reading log, indicating active daily participation in their children's learning successes, • 91% of parents reported that their children enjoyed the program. <p>In addition, ISTEP scores for our third-grade scholars increased nearly 16 percentage points in language arts and nearly 12 percentage points in math from 2009, representing the largest jump in the history of the school district.</p>

	2010 Indiana Program
Location	Indiana, statewide
Contact	Dr. Tony Bennett, Superintendent of Public Instruction of the Indiana Department of Education 151 West Ohio Street Indianapolis, Indiana 46204 (317) 232-6612 tb@doe.in.gov
Number of students	3,011 scholars
Grade levels served	K-8
Free/reduced lunch	83%
Ethnicity breakdown	Black (71%), Hispanic (7%), White (20%), Other (2%)
Special education	<1%
Results	<p>An independent evaluation was conducted at the sites to assess the program's progress on major factors linked to student achievement: academic improvement, parental engagement, and teacher satisfaction. Scholars' math, reading and language skills were assessed using the Iowa Test of Basic Skills, a nationally-normed external diagnostic tool. Eligible scholars' scores were compared to over 2.8 million students in order to assess their academic growth in a national context.</p> <p>Academic Gains</p> <ul style="list-style-type: none"> • Math: Gain of 2.3 months in grade equivalent skills • Reading and Language Arts: Gain of 2.1 months in grade equivalent skills • An improvement of at least 5 percentage points in comparison to peers nationwide. A gain in percentile rank indicates that the student has "grown" more than the norm group. The average student demonstrates no change and generally maintains his/her position for a percentile rank gain of zero over the summer. • 5 percentage points increase in Reading and Language Arts National Percentile Rank and 7 percentage points increase in Mathematics National Percentile Rank. <p>Participation Rates</p> <ul style="list-style-type: none"> • 91% average daily attendance <p>Parent Participation</p> <ul style="list-style-type: none"> • 89% of parents attended the parent orientation event • 87% of our parents read with their child daily <p>Parental Satisfaction</p> <ul style="list-style-type: none"> • 94% of parents reported that their children enjoyed the program • 93% of parents reported that they were satisfied with the program <p>Staff Satisfaction</p> <ul style="list-style-type: none"> • 93% of our highest performing site leaders have accepted offer to return this summer • 92% of our teachers would recommend the program to parents

	2011 Indiana Program
Location	Indiana, statewide
Contact	Dr. Tony Bennett, Superintendent of Public Instruction of the Indiana Department of Education 151 West Ohio Street Indianapolis, Indiana 46204 (317) 232-6612 tb@doe.in.gov
Number of students	4,237 scholars
Grade levels served	K-8
Free/reduced lunch	85%
Ethnicity breakdown	Black (71%), Hispanic (7%), White (20%), Other (2%)
Special education	<1%
Results	<p>Academic Gains</p> <ul style="list-style-type: none"> • Math: Gain of 2.9 months in grade equivalent skills • Reading and Language Arts: Gain of 2.5 months in grade equivalent skills • 7.5 NCE units gain in reading, indicating that on average scholars outpace students nationally. Normal Curve Equivalents (NCE) show a student's relative position compared to others in the same grade and tested at the same time of year. A gain in NCE units indicates that the student has "grown" more than the norm group. • An improvement of 9.4 percentile ranks in comparison to peers nationwide. Percentile ranks range from a low of 1 to a high of 99, with 50 representing the middle score and denoting average performance. <p>Participation Rates</p> <ul style="list-style-type: none"> • 89% average daily attendance <p>Parent Participation</p> <ul style="list-style-type: none"> • 92% of our parents felt more engaged in their child' education • 91% of parents had at least one contact with a teacher to discuss their child's performance <p>Parental Satisfaction</p> <ul style="list-style-type: none"> • 93% of parents would recommend the program to other parents • 91% of parents would sign up their child again for the program <p>Staff Satisfaction</p> <ul style="list-style-type: none"> • 95% of our teachers would recommend the program to parents • 92% felt working with Summer Advantage USA developed their professional skills

	2011 Chicago Program
Location	Chicago, Illinois
Contact	Lisa Kenner, Principal of Legacy Charter School 4217 W. 18 th Street Chicago, IL 60623 (773) 542-1640 lisa.kenner@legacycharterschool.org
Number of students	307 scholars
Grade levels served	K-8
Free/reduced lunch	91%
Ethnicity breakdown	Black (91%), Hispanic (2%), White (7%)
Special education	<1%
Results	<p>Academic Gains</p> <ul style="list-style-type: none"> • Reading and Language Arts: Gain of 1.1 months in grade equivalent skills • Math: Gain of 2.9 months in grade equivalent skills • 6 NCE units gain in reading, indicating that on average scholars outpace students nationally. Normal Curve Equivalents (NCE) show a student's relative position compared to others in the same grade and tested at the same time of year. A gain in NCE units indicates that the student has "grown" more than the norm group. • An improvement of 5.9 percentile ranks in comparison to peers nationwide. Percentile ranks range from a low of 1 to a high of 99, with 50 representing the middle score and denoting average performance. <p>Parent Satisfaction</p> <ul style="list-style-type: none"> • 93% of parents would sign their scholar up for the program again • 92% of parents felt more engaged in their child's education <p>Scholar Engagement</p> <ul style="list-style-type: none"> • 97% of scholars felt that the adults at Summer Advantage care about them • 94% of scholars reported they like to learn <p>Teacher Satisfaction</p> <ul style="list-style-type: none"> • 100% of teachers would recommend the program to parents • 100% of teachers indicated that working with Summer Advantage helped them develop their professional skills

Attachment 22

Not applicable - we were asked by the Indiana Charter School Board to apply as an experienced operator, however, our portfolio is based on Summer Advantage USA, not schools.

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

**Financial Statements
December 31, 2009**

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

FINANCIAL STATEMENTS
DECEMBER 31, 2009

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331 PAGE STREET

STOUGHTON, MA 02072

TELEPHONE (781) 344-0850

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To the Board of Directors of
Entrepreneurial Ventures in Education, Inc.
Quincy, Massachusetts

Independent Auditors' Report on the Financial Statements

We have audited the accompanying statement of financial position of Entrepreneurial Ventures in Education, Inc. as of December 31, 2009, and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Entrepreneurial Ventures in Education, Inc. as of December 31, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated November 2, 2010, on our consideration of Entrepreneurial Ventures in Education, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

SANDBERG, GONZALEZ & CREEDEN, P.C.
Certified Public Accountants

Stoughton, Massachusetts
November 2, 2010

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2009

ASSETS

Assets

Cash and cash equivalents	\$ 240,025
Accounts receivable	1,207
Prepaid expenses	<u>8,533</u>
Total current assets	<u>249,765</u>

Total Assets

\$ 249,765

LIABILITIES AND NET ASSETS

Liabilities

Accounts payable	\$ 18,320
Accrued expenses	<u>87,500</u>
Total current liabilities	105,820

Net Assets

Unrestricted	38,528
Temporarily restricted	<u>105,417</u>
Total net assets	<u>143,945</u>

Total Liabilities and Net Assets

\$ 249,765

See accompanying notes and Independent Auditors' Report.

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED DECEMBER 31, 2009

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
<u>Support and Revenue</u>			
Grants	\$	\$ 115,000	\$ 115,000
In-kind contribution	116,842		116,842
Released from restriction	9,583	(9,583)	
Program service fees	<u>831,693</u>		<u>831,693</u>
<u>Total Support and Revenue</u>	958,118	105,417	1,063,535
<u>Expenses</u>			
Program services	703,890		703,890
General and administrative	141,018		141,018
Fundraising	<u>74,682</u>		<u>74,682</u>
<u>Total Expenses</u>	<u>919,590</u>		<u>919,590</u>
<u>Change in Net Assets</u>	38,528	105,417	143,945
<u>Net Assets - Beginning of Year</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Net Assets - End of Year</u>	<u>\$ 38,528</u>	<u>\$ 105,417</u>	<u>\$ 143,945</u>

See accompanying notes and Independent Auditors' Report.

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED DECEMBER 31, 2009

	Program Services	General and Administrative	Fundraising	Total
Salaries	\$ 306,017	\$ 57,526	\$ 60,736	\$ 424,279
Payroll taxes	32,729	6,153	6,496	45,378
Employee benefits	3,377	635	670	4,682
Subtotal	<u>342,123</u>	<u>64,314</u>	<u>67,902</u>	<u>474,339</u>
Assessment and evaluation		409		409
Bank fees		237		237
Books	57,212			57,212
Bus transportation	64,610			64,610
Consultant	12,062	38,984		51,046
Curriculum development	33,562			33,562
Custodial services-inkind	11,712			11,712
Field trips and events	8,515			8,515
Insurance	17,983	3,381	3,569	24,933
Miscellaneous	1,367	4,503	250	6,120
Office expense-inkind		2,020		2,020
Payroll fees		2,033		2,033
Personnel-inkind	5,265	2,110	2,625	10,000
Postage		364		364
Professional fees		5,000		5,000
Program supplies	3,130			3,130
Recruitment	82,368			82,368
School catering-inkind	11,000			11,000
Staff training		1,420		1,420
Supplies		2,128		2,128
Technology	2,536			2,536
Telephone	1,694	318	336	2,348
Travel	31,251	13,797		45,048
Utilities	17,500			17,500
Total expenses	<u>\$ 703,890</u>	<u>\$ 141,018</u>	<u>\$ 74,682</u>	<u>\$ 919,590</u>

See accompanying notes and Independent Auditors' Report.

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED DECEMBER 31, 2009

<u>Cash Flows From Operating Activities</u>	
Change in net assets	\$ 143,945
Adjustment to reconcile change in net assets to cash provided by operating activities:	
(Increase) decrease in:	
Accounts receivable	(1,207)
Prepaid expenses	(8,533)
Increase (decrease) in:	
Accounts payable	18,320
Accrued expenses	<u>87,500</u>
<u>Net Cash Provided by Operating Activities</u>	<u>240,025</u>
<u>Net Cash Provided by Investing Activities</u>	<u>0</u>
<u>Net Cash From Financing Activities</u>	<u>0</u>
<u>Increase in Cash and Cash Equivalents</u>	<u>240,025</u>
<u>Cash and Cash Equivalents - Beginning of Year</u>	<u>0</u>
<u>Cash and Cash Equivalents - End of Year</u>	<u>\$ 240,025</u>
<u>Supplemental Information</u>	
Interest paid	<u>\$ 0</u>

See accompanying notes and Independent Auditors' Report.

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2009

Note 1. Organization

Entrepreneurial Ventures in Education, Inc.'s mission is to provide services to improve the educational performance and increase the life aspirations of children who are living in underprivileged communities and are currently under-performing.

Mission:

- To provide direct educational services, such as summer learning programs;
- To work with organizations to raise the academic achievements and life opportunities of children;
- To work with parents to increase their engagement in the educational success of their children;
- To engage in other educational and charitable activities related to the foregoing activities and purposes.

Note 2. Summary of Significant Accounting Policies

a. Standards of Accounting and Reporting

The Organization follows the standards of accounting and financial reporting as described in the American Institute of Certified Public Accountants' Audit and Accounting Guide for "Not-For-Profit Organizations".

b. Financial Statement Presentation

Financial statement presentation follows the requirements of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS No. 117, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. A description of the three net asset categories follows:

Unrestricted - Net assets that are not subject to donor-imposed restrictions. Unrestricted net assets may be designated for specific purposes by action of the Board of Directors.

Temporarily Restricted - Net assets whose use by the Organization is subject to donor-imposed restrictions that can be fulfilled by actions of the Organization pursuant to those restrictions or that expire by the passage of time.

Permanently Restricted - Net assets subject to donor-imposed restrictions that they be maintained permanently by the Organization. No permanently restricted assets were received or held during 2009 and accordingly, these financials do not reflect any activity related to this class of net assets for 2009.

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2009

(Continued)

Note 2. Summary of Significant Accounting Policies

- c. Promises to Give
Unconditional promises to give are recognized as revenues or gains in the period received and as assets, decreases of liabilities, or expenses depending on the form of the benefits received. Conditional promises to give are recognized when the conditions on which they depend are substantially met.
- d. Allocation of Expenses
Expenses are allocated among program and supporting services directly or on the basis of time records and utilization estimates made by the Organization's management. General and administrative expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Organization.
- e. Use of Estimates
The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.
- f. Restricted and Unrestricted Revenue and Support
Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.
- g. Cash and Cash Equivalents
For purposes of the statement of cash flows, Entrepreneurial Ventures in Education, Inc. considers all highly liquid investments with an initial maturity of nine months or less to be cash equivalents.

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2009

(Continued)

Note 2. Summary of Significant Accounting Policies (Continued)

h. Donated Materials and Services

Donated services are recognized as contributions in accordance with SFAS No. 116 *Accounting for Contributions Received and Contributions Made*, if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills and would otherwise be purchased by the Organization. A substantial number of unpaid volunteers, including members of the Board of Directors, contribute significant amounts of their time to Organization. The value of this contributed time is not reflected in the accompanying financial statements as it does not meet the criteria for recognition. The estimated values of these donations are as follows:

Bus transportation	\$ 64,610
School catering	11,000
Custodial services	11,712
Office expense	2,020
Personnel	10,000
Utilities	<u>17,500</u>
	<u>\$ 116,842</u>

Note 3. Tax Status

Entrepreneurial Ventures in Education, Inc. is exempt from federal and state income tax under Section 501(c)(3) of the Internal Revenue Code and accordingly, no provision for income taxes is included in the financial statements. In addition, the Organization qualifies for the charitable contribution deduction under Section 170(b)(1)(a) and has been classified as an organization that is not a private foundation under Section 509(a)(3).

Note 4. Concentration of Credit Risk

The Organization maintains its cash and investment balances with three financial institutions. The cash and certain certificates of deposits are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. Accounts that earn in excess of 0.5% are not insured. The cash account and certificates of deposits at the institutions exceeded federally insured limits. As of December 31, 2009 cash balances were fully insured.

Note 5. Significant Support

Entrepreneurial Ventures in Education, Inc. received substantial support from the Metropolitan School District of Decatur Township totaling \$831,051 or 78% of total support and revenue for fiscal year 2009.

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2009

(Continued)

Note 6. Related Party Transaction

The Executive Director of Entrepreneurial Ventures in Education, Inc. is also a board member. Compensation is for employee services only. In addition, a company owned by one other board member was compensated for their services in assisting with developing a database at market or below market rate.

Note 7. Temporarily Restricted Net Assets

Temporarily restricted net assets consists of grants which are restricted for specific use or time by the donor as follows:

Summer program	<u>\$ 105,417</u>
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To the Board of Directors of
Entrepreneurial Ventures in Education, Inc.
Quincy, Massachusetts

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based
on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

We have audited the financial statements of Entrepreneurial Ventures in Education, Inc. as of and for the year ended December 31, 2009, and have issued our report thereon dated November 2, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Entrepreneurial Ventures in Education, Inc.'s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Entrepreneurial Ventures in Education, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Entrepreneurial Ventures in Education, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the management, board of directors and the federal awarding agency and is not intended to be and should not be used by anyone other than these specified parties.

SANDBERG, GONZALEZ & CREEDEN, P.C.
Certified Public Accountants

Stoughton, Massachusetts
November 2, 2010

November 2, 2010

To the Board of Directors of
Entrepreneurial Ventures in Education, Inc.
Quincy, Massachusetts

331 PAGE STREET
STOUGHTON, MA 02072
TELEPHONE (781) 344-0850
FAX (781) 344-6960

We have audited the financial statements of Entrepreneurial Ventures in Education, Inc. for the year ended December 31, 2009, and have issued our report thereon dated November 2, 2010. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and OMB Circular A-133), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated November 2, 2010. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Entrepreneurial Ventures in Education, Inc. are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2009. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements was:

Management's estimate of the salary allocation is based on time and use studies. We evaluated the key factors and assumptions used to develop the allocation in determining that it is reasonable in relation to the financial statements taken as a whole.

Audit Adjustments

For purposes of this letter, professional standards define an audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. An audit adjustment may or may not indicate matters that could have a significant effect on the Organization's financial reporting process (that is, cause future financial statements to be materially misstated). In our judgment, none of the adjustments we proposed, whether recorded or unrecorded by the Organization, either individually or in the aggregate, indicate matters that could have a significant effect on the Organization's financial reporting process.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, if any, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements, if any. In addition, none of the misstatements detected, if any, as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Information in Documents Containing Audited Financial Statements

This information is intended solely for the use of Board of Directors and management of Entrepreneurial Ventures in Education, Inc. and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

SANDBERG, GONZALEZ & CREEDEN, P.C.
Certified Public Accountants

S, G & C

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

Financial Statements
December 31, 2010
(With Comparative Totals for 2009)

 SANDBERG & CREEDEN, P.C.
Certified Public Accountants
331 Page Street
Stoughton, MA 02072

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

FINANCIAL STATEMENTS
DECEMBER 31, 2010
(With Comparative Totals for 2009)

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To the Board of Directors of
Entrepreneurial Ventures in Education, Inc.
Quincy, Massachusetts

Independent Auditors' Report

We have audited the accompanying financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of Entrepreneurial Ventures in Education, Inc. as of and for the year ended December 31, 2010, which collectively comprise the organization's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Entrepreneurial Ventures in Education, Inc.'s management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position on the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of Entrepreneurial Ventures in Education, Inc. as of December 31, 2010, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated July 1, 2011, on our consideration of the Entrepreneurial Ventures in Education, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



SANDBERG & CREEDEN, P.C.
Certified Public Accountants

Stoughton, Massachusetts
July 1, 2011

ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2010
(With Comparative Totals for 2009)

	<u>2010</u>	<u>2009</u>
<u>ASSETS</u>		
<u>Assets</u>		
Cash and cash equivalents	\$ 842,438	\$ 240,025
Accounts receivable	1,657	1,207
Prepaid expenses	<u>1,923</u>	<u>8,533</u>
Total current assets	<u>846,018</u>	<u>249,765</u>
<u>Total Assets</u>	<u>\$ 846,018</u>	<u>\$ 249,765</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>Liabilities</u>		
Accounts payable	\$ 13,397	\$ 18,320
Accrued expenses	<u>15,045</u>	<u>87,500</u>
Total current liabilities	28,442	105,820
<u>Net Assets</u>		
Unrestricted	767,576	38,528
Temporarily restricted	<u>50,000</u>	<u>105,417</u>
Total net assets	<u>817,576</u>	<u>143,945</u>
<u>Total Liabilities and Net Assets</u>	<u>\$ 846,018</u>	<u>\$ 249,765</u>

See accompanying notes and Independent Auditors' Report.



ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED DECEMBER 31, 2010
(With Comparative Totals for 2009)

	2010		2009	
	Unrestricted	Temporarily Restricted	Total	Total
<u>Support and Revenue</u>				
Grants	\$ 110,395	\$ 50,000	\$ 160,395	\$ 115,000
In-kind contribution	452,578		452,578	116,842
Released from restriction	105,417	(105,417)		
Program service fees	2,970,000		2,970,000	831,693
Interest income	223		223	
<u>Total Support and Revenue</u>	3,638,613	(55,417)	3,583,196	1,063,535
<u>Expenses</u>				
Program services	2,405,209		2,405,209	703,890
General and administrative	398,524		398,524	141,018
Fundraising	105,832		105,832	74,682
<u>Total Expenses</u>	2,909,565		2,909,565	919,590
<u>Change in Net Assets</u>	729,048	(55,417)	673,631	143,945
<u>Net Assets - Beginning of Year</u>	38,528	105,417	143,945	0
<u>Net Assets - End of Year</u>	\$ 767,576	\$ 50,000	\$ 817,576	\$ 143,945

See accompanying notes and Independent Auditors' Report.



ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED DECEMBER 31, 2010
(With Comparative Totals for 2009)

	2010			2009	
	Program Services	General and Administrative	Fundraising	Total	Total
Salaries	\$ 1,293,558	\$ 190,073	\$ 82,669	\$ 1,566,300	\$ 424,279
Payroll taxes	131,008	19,250	8,372	158,630	45,378
Employee benefits	5,078	746	324	6,148	4,682
Subtotal	<u>1,429,644</u>	<u>210,069</u>	<u>91,365</u>	<u>1,731,078</u>	<u>474,339</u>
Assessment and evaluation	2,080			2,080	409
Bank fees		8,053		8,053	237
Bus transportation	273,306			273,306	64,610
Consultant		107,931	10,197	118,128	51,046
Curriculum development	239,109			239,109	90,774
Custodial services-inkind					11,712
Enrollment	4,698			4,698	
Field trips and events	40,064			40,064	8,515
Insurance	32,725	4,809	2,091	39,625	24,933
Miscellaneous	1,623	106		1,729	6,120
Office expense-inkind		40,590		40,590	2,020
Payroll fees		13,254		13,254	2,033
Personnel-inkind					10,000
Postage	6,488	700	270	7,458	364
Professional fees		6,020		6,020	5,000
Program supplies	68,736			68,736	3,130
Recruitment	60,998			60,998	82,368
School catering-inkind	69,341			69,341	11,000
Staff training	31,994			31,994	1,420
Stipend	3,200			3,200	
Supplies		2,527		2,527	2,128
Technology	32,591			32,591	2,536
Telephone	5,387	791	344	6,522	2,348
Travel	33,884	3,674	1,565	39,123	45,048
Utilities	69,341			69,341	17,500
Total expenses	<u>\$ 2,405,209</u>	<u>\$ 398,524</u>	<u>\$ 105,832</u>	<u>\$ 2,909,565</u>	<u>\$ 919,590</u>

See accompanying notes and Independent Auditors' Report.



ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED DECEMBER 31, 2010
(With Comparative Totals for 2009)

	<u>2010</u>	<u>2009</u>
<u>Cash Flows From Operating Activities</u>		
Change in net assets	\$ 673,631	\$ 143,945
Adjustment to reconcile change in net assets to cash provided by operating activities:		
(Increase) decrease in:		
Accounts receivable	(450)	(1,207)
Prepaid expenses	6,610	(8,533)
Increase (decrease) in:		
Accounts payable	(4,923)	18,320
Accrued expenses	<u>(72,455)</u>	<u>87,500</u>
<u>Net Cash Provided by Operating Activities</u>	<u>602,413</u>	<u>240,025</u>
<u>Net Cash Provided by Investing Activities</u>	<u>0</u>	<u>0</u>
<u>Net Cash From Financing Activities</u>	<u>0</u>	<u>0</u>
<u>Increase in Cash and Cash Equivalents</u>	<u>602,413</u>	<u>240,025</u>
<u>Cash and Cash Equivalents - Beginning of Year</u>	<u>240,025</u>	<u>0</u>
<u>Cash and Cash Equivalents - End of Year</u>	<u>\$ 842,438</u>	<u>\$ 240,025</u>
 <u>Supplemental Information</u>		
Interest paid	<u>\$ 0</u>	<u>\$ 0</u>

See accompanying notes and Independent Auditors' Report.



ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2010

Note 1. Organization

Entrepreneurial Ventures in Education, Inc.'s mission is to provide services to improve the educational performance and increase the life aspirations of children who are living in underprivileged communities and are currently under-performing.

Mission:

- To provide direct educational services, such as summer learning programs;
- To work with organizations to raise the academic achievements and life opportunities of children;
- To work with parents to increase their engagement in the educational success of their children;
- To engage in other educational and charitable activities related to the foregoing activities and purposes.

Note 2. Summary of Significant Accounting Policies

a. Standards of Accounting and Reporting

The Organization follows the standards of accounting and financial reporting as described in the American Institute of Certified Public Accountants' Audit and Accounting Guide for "Not-For-Profit Organizations".

b. Financial Statement Presentation

Financial statement presentation follows the requirements of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS No. 117, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. A description of the three net asset categories follows:

Unrestricted - Net assets that are not subject to donor-imposed restrictions. Unrestricted net assets may be designated for specific purposes by action of the Board of Directors.

Temporarily Restricted - Net assets whose use by the Organization is subject to donor-imposed restrictions that can be fulfilled by actions of the Organization pursuant to those restrictions or that expire by the passage of time.

Permanently Restricted - Net assets subject to donor-imposed restrictions that they be maintained permanently by the Organization. No permanently restricted assets were received or held during 2010 and accordingly, these financials do not reflect any activity related to this class of net assets for 2010.



ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2010

(Continued)

Note 2. Summary of Significant Accounting Policies

- c. Promises to Give
Unconditional promises to give are recognized as revenues or gains in the period received and as assets, decreases of liabilities, or expenses depending on the form of the benefits received. Conditional promises to give are recognized when the conditions on which they depend are substantially met.
- d. Allocation of Expenses
Expenses are allocated among program and supporting services directly or on the basis of time records and utilization estimates made by the Organization's management. General and administrative expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Organization.
- e. Use of Estimates
The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.
- f. Restricted and Unrestricted Revenue and Support
Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.
- g. Cash and Cash Equivalents
For purposes of the statement of cash flows, Entrepreneurial Ventures in Education, Inc. considers all highly liquid investments with an initial maturity of nine months or less to be cash equivalents.
- h. Donated Materials and Services
Donated services are recognized as contributions in accordance with SFAS No. 116 *Accounting for Contributions Received and Contributions Made*, if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills and would otherwise be purchased by the Organization. A substantial number of unpaid volunteers, including members of the Board of Directors, contribute significant amounts of their time to Organization. The value of this contributed time is not reflected in the accompanying financial statements as it does not meet the criteria for recognition.



ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2010

(Continued)

Note 2. Summary of Significant Accounting Policies (Continued)

h. Donated Materials and Services (Continued)

In-kind contributions were recorded as follows:

	<u>2010</u>	<u>2009</u>
Bus transportation	\$ 273,306	\$ 64,610
School catering	69,341	11,000
Office expense	40,590	2,020
Personnel		10,000
Custodial services		11,712
Utilities	<u>69,341</u>	<u>17,500</u>
	<u>\$ 452,578</u>	<u>\$ 116,842</u>

Note 3. Tax Status

Entrepreneurial Ventures in Education, Inc. is exempt from federal and state income tax under Section 501(c) (3) of the Internal Revenue Code and accordingly, no provision for income taxes is included in the financial statements. In addition, the Organization qualifies for the charitable contribution deduction under Section 170(b) (1) (a) and has been classified as an organization that is not a private foundation under Section 509(a) (3).

Unrelated business income, of which the Organization had none for the year ending December 31, 2010, would be subject to Federal and State taxes. Consequently, the accompanying financial statements do not reflect any provision for income taxes.

Note 4. Concentration of Credit Risk

The Organization maintains its cash and investment balances with three financial institutions. The cash and certain certificates of deposits are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. The cash account and certificates of deposits at the institutions exceeded federally insured limits. As of December 31, 2010 the uninsured cash and cash equivalents totaled \$586,275. Management monitors the institutions on a regular basis.

Note 5. Significant Support

Entrepreneurial Ventures in Education, Inc. received substantial support from several School Districts in Indiana totaling \$3,105,000 or 99% of total support and revenue for fiscal year 2010.



ENTREPRENEURIAL VENTURES IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2010

(Continued)

Note 6. Related Party Transaction

The Executive Director of Entrepreneurial Ventures in Education, Inc. is also a board member. Compensation is for employee services only. In addition, a company owned by one other board member was compensated for their services in assisting with developing a database at market or below market rate.

Note 7. Temporarily Restricted Net Assets

Temporarily restricted net assets consists of grants which are restricted for specific use or time by the donor as follows:

Summer program	\$ <u>50,000</u>
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Note 8. Evaluation of Subsequent Events

The Organization has evaluated subsequent events through August 12, 2011 the date which the financial statements were available to be issued.



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To the Board of Directors of
Entrepreneurial Ventures in Education, Inc.
Quincy, Massachusetts

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

We have audited the financial statements of Entrepreneurial Ventures in Education, Inc. (a nonprofit organization) as of and for the year ended December 31, 2010, and have issued our report thereon dated July 1, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered Entrepreneurial Ventures in Education, Inc.'s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Entrepreneurial Ventures in Education, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Entrepreneurial Ventures in Education, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the audit committee, management, and the Board of Directors, and is not intended to be and should not be used by anyone other than these specified parties.

Sandberg & Creeden P.C.

SANDBERG & CREEDEN, P.C.
Certified Public Accountants

Stoughton, Massachusetts
July 1, 2011



Entrepreneurial Ventures in Education, Inc.
Balance Sheet
 As of December 31, 2011

	<u>Dec 31, 11</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 · Bank of America 2177	51,405.43
1005 · Bank of America 0030	1,500,373.85
1055 · Chase	1,564.70
Petty Cash-Indiana	
1117 · Matt Weimer	109.11
1113 · Elizabeth Powroznik	350.00
1112 · Mary Teeter	188.13
1110 · Daniel Wolford	165.05
1109 · Christy Wintczak	142.45
1108 · Jonathon Beckman	-500.04
1106 · Mary Sacquitne	109.54
1105 · Harmonee McCrea	151.93
1103 · Eric Ambler	191.60
1102 · Joseph Bradley Royer	200.00
1100 · Renessa Bailey	200.00
Petty Cash-Indiana - Other	228.43
Total Petty Cash-Indiana	<u>1,536.20</u>
Total Checking/Savings	1,554,880.18
Other Current Assets	
1250 · The Mind Trust	634.41
1300 · Prepaid Expenses	1,962.34
Total Other Current Assets	<u>2,596.75</u>
Total Current Assets	<u>1,557,476.93</u>
TOTAL ASSETS	<u>1,557,476.93</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	2,433.56
Total Accounts Payable	<u>2,433.56</u>
Other Current Liabilities	
2425 · Accrued Expenses	3,666.67
2450 · Accrued Payroll	17,592.51
2400 · Payroll Liabilities	
2415 · MI SW	230.34
2435 · IL Unemployment	1,780.28
2440 · MI Unemployment	77.95
2445 · IL SW	1,189.64
2446 · MD SW	44.53
2447 · MD Unemployment	34.15
Total 2400 · Payroll Liabilities	<u>3,356.89</u>
Total Other Current Liabilities	<u>24,616.07</u>
Total Current Liabilities	<u>27,049.63</u>
Total Liabilities	27,049.63
Equity	
3200 · Unrestricted	817,576.62
Net Income	712,850.68
Total Equity	<u>1,530,427.30</u>
TOTAL LIABILITIES & EQUITY	<u>1,557,476.93</u>

Entrepreneurial Ventures in Education, Inc.

Profit & Loss

January through December 2011

04/03/12

Accrual Basis

	Jan - Dec 11
Ordinary Income/Expense	
Income	
4000 · Program Income	23,259.66
4005 · NSLA Income	1,200,000.00
4010 · Other Income	46,359.91
4015 · Grant Income	285,000.00
4016 · AmeriCorp Income	200,022.41
4020 · Fee for Service	2,818,766.00
4110 · In Kind Contributions	689,718.42
Total Income	5,263,126.40
Expense	
Salaries, Benefits, Taxes	
Salaries	
Program Direct Salaries	
6100 · Program Managers	295,153.92
6110 · Asst Program Manager	39,279.64
6120 · Admin Asst	56,348.00
6130 · Academic Teachers	479,143.12
6140 · Enrichment Teacher	168,139.01
6145 · Dual Teachers	420,905.11
6150 · Teachers Asst	282,214.95
6151 · AmeriCorp - Teachers Assistant	172,000.00
6165 · Nurses	28,740.74
Total Program Direct Salaries	1,941,924.49
Program Indirect Salaries	
6160 · Program Directors	10,529.94
6170 · Enrollment	41,232.60
Total Program Indirect Salaries	51,762.54
Administrative Salaries	
6179 · Contract labor	114,134.47
6180 · Development Staff	41,238.95
6190 · General Administrative Staff	423,071.82
Total Administrative Salaries	578,445.24
Total Salaries	2,572,132.27
Payroll Taxes	
6200 · FICA	168,114.41
6210 · FUTA	37.20
6220 · SUTA	14,614.16
6225 · FICA AmeriCorp	13,188.55
6226 · SUTA AmeriCorp	1,692.86
Total Payroll Taxes	197,647.18
Employee Benefits	
6230 · Health Insurance	4,853.99
6240 · Life Insurance	2,333.70
6250 · Workers Comp	19,065.84
6252 · WC-Americorp	429.80
Total Employee Benefits	26,683.33
Total Salaries, Benefits, Taxes	2,796,462.78
Direct Program Expenses	
6300 · Assessment & Evaluation	103,092.67
6310 · Curriculum	269,251.61
6320 · Books	19,960.86
6340 · Program Supplies	106,664.43
6350 · Enrollment	1,728.88
6360 · Field Trips & Events	83,995.64
6370 · Recruitment	27,138.65
6380 · Other Direct Program	20,061.32
6390 · Staff Training	64,082.79

Entrepreneurial Ventures in Education, Inc.
Profit & Loss
January through December 2011

	<u>Jan - Dec 11</u>
Total Direct Program Expenses	695,976.85
In - Kind Services	
6901 · Bus Transportation	327,947.00
6903 · Utilities	93,300.66
6904 · Catering	93,300.66
6905 · Office Expenses	54,615.00
6907 · Curriculum	120,555.10
Total In - Kind Services	689,718.42
Administrative Expenses	
6400 · Professional Fees	182,265.48
6410 · Technology	20,978.20
6420 · Travel	67,924.83
6430 · Supplies	8,004.91
6440 · Postage	17,076.89
6450 · Telephone	9,604.79
6460 · Rent/Utilities/Security	3,779.10
6470 · Insurance	42,079.18
6480 · Development Expenses	681.78
6490 · Other Miscellaneous Expenses	2,717.16
6495 · Bank Service Charge	164.49
6500 · Payroll Processing Fee	16,231.09
Administrative Expenses - Other	0.00
Total Administrative Expenses	371,507.90
Total Expense	4,553,665.95
Net Ordinary Income	709,460.45
Other Income/Expense	
Other Income	
7010 · Interest Income	3,390.23
Total Other Income	3,390.23
Net Other Income	3,390.23
Net Income	<u><u>712,850.68</u></u>

Attachment 24
Not applicable.