



Charter Application for

The Community College Preparatory Academy Public Charter School

Submitted to: DC Public Charter School Board

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Executive Summary

There are adults, young and older, residing in areas of the District of Columbia who are seriously disadvantaged by virtue of their lack of credentials, knowledge, skills and competencies required for success in post-secondary education and the workplace. These adults are among the chronically unemployed; heavily dependent on costly social programs; and often relegated to menial and unfulfilling jobs that cannot sustain families.

The proposed Community College Preparatory Academy Public Charter School (CC Prep) will provide the education and skills development that will empower and prepare under-credited adults for postsecondary education success, viable employment and lifelong learning. We will provide for aged-out, over-age, undereducated, unemployed, underemployed and underperforming adults an educational second-chance to go from academically deficient, unskilled and, understandably, unconfident to knowledge-seeking, confident citizens and lifelong learners.

Overview and Vision

The Community College Preparatory Academy will be co-located in Wards 5, 7 and 8, home to some of the city's poorest residents, in Workforce Development Program space of the University of the District of Columbia Community College's Backus Campus, Shadd School and the PR Harris Educational Center. The planned opening for CC Prep will be fall 2013, whereupon we will admit 50 adult students (ages 18 and older) per site (150 students total). At full capacity (reached at the 10th year of the charter), CC Prep will enroll 1,225 students across three sites.

The founders of CC Prep envision a supportive, wraparound learning environment wherein education is customized to each student's needs, and knowledge is attained through collaborative work with an instructor, Student Support Specialist and peers. Specifically, CC Prep will combine best practices in academic remediation and andragogy with enriched content and accelerated learning approaches guided by state-of-the-art postsecondary educational and vocational strategies. This powerful instructional combination will be packaged for self-directed and group learning opportunities. While most students' primary goal will be to earn a GED, our founders' educational plan is to provide academic and experiential learning opportunities for students to gain critical thinking and problem-solving skills in preparation for postsecondary education and employment.

Educational Plan

The CC Prep education program will be guided by five principles: 1) high expectations for student learning; 2) high expectations for student behavior; 3) high expectations for faculty performance; 4) frequent opportunities for postsecondary preparation and exposure; and 5) frequent opportunities for networking and socialization.

Our Students: Each prospective student will enter our school with unique academic and behavior strengths and challenges. Some CC Prep students will perform below grade level in terms of acquired knowledge and skills, yet others, who are over-age and under-credited, may be accelerated learners. While every student will receive individualized assistance and customized andragogies, some will require additional support due to identified learning disabilities. All students, no matter what their learning needs, will meet established content, skill and performance goals. Our faculty will be held accountable to ensure each student demonstrates appropriate performance gains and higher grade level functioning per a customized learning plan. These dynamic student

learning plans, developed collaboratively with students, will take into account changing knowledge assets and deficits, will contain content, skills, and assessments, and will detail the manner of delivery (classroom instruction, workshop/training, self-directed study/lab, web-based programs, project-based activities, etc.). Each student learning plan, also, will incorporate expectations, timelines, performance indicators, measures and metrics for assessing student progress.

Student Learning: Every element of the CC Prep program recognizes our commitment to student achievement and faculty performance. Student learning that is not self-directed will always occur in small groups or small size classes, labs, workshops and trainings. Classroom instruction will be differentiated and guided by student individual learning plans. CC Prep's daily and weekly schedules will allow faculty to work collaboratively in the review of student work across subject areas. Faculty will be required to review student performance, learning achievements and challenges, and to develop/employ strategies to address knowledge and skill deficits. To aid in student achievement, faculty will administer frequent formative and summative assessments to ensure learning is occurring as prescribed. School faculty and leadership will monitor student performance via student/teacher-developed content assessments, school-developed performance assessments, and required nationally-normed benchmark testing – all in preparation for success – be it a GED, postsecondary education or employment.

Our Faculty and Staff: CC Prep founders are confident that the CC Prep education program will be delivered by qualified, highly trained staff carefully selected for their ability to excel in work with at-risk, over-age, under-credited adults and in our school's environment. We will recruit talented faculty with demonstrated success and hold them to the highest standards of excellence in their daily practice. Drawing from best practices in human resource development, the Board and school leadership will use multiple incentive strategies to foster accountability and recognize the hard work of school staff. School leadership will support continual professional development for faculty, providing routine, frequent and annual opportunities for reflection and learning. Our faculty will adopt high expectations for every student and reject all explanations for low achievement. Our faculty and school culture will instill the principles of hard work, determination, perseverance, high expectations and teamwork. Our school will employ a "no excuses" model holding our Board, faculty/staff and students accountable for expedient academic performance growth. And, annually, our Executive Director and Board will set and accomplish firm, tangible goals for our school, students and staff that will ensure the value of CC Prep and preserve its good standing.

School Founders & Governance

The development (and future oversight) of the proposed Community College Preparatory Academy Public Charter School was accomplished by an enterprising group of seven talented, highly experienced individuals with diverse backgrounds and close ties to education and the community CC Prep will serve. We worked, also, with individuals who supported our proposal with their ideas and first-hand experiences with our target population, some of whom have provided letters of support for our proposal (see Appendices). Our team includes two CEOs of non-profit organizations, a retired charter school principal/educational consultant, an attorney, a community college dean for Workforce Development, a community college dean for academic affairs, and a long-time community advocate with public sector and non-profit experience. Each founding member has ties to the Washington, DC community and, together, amasses tremendous capacity for adult education, fiscal and nonprofit management, and school oversight. The CC Prep founders are excited about the opportunity to establish a public charter school that will provide quality educational programming for underserved adult learners in Washington, DC and are convinced that CC Prep will be an invaluable asset for the city and our community. We, as Board Trustees, look forward to guiding the development and growth of the Community College Preparatory Academy, and to serving the neighborhoods of Wards 5, 7 and 8 where we will work diligently to become a true community partner.

A. Educational Plan

1. Mission and Purpose of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

The proposed Community College Preparatory Academy Public Charter School (CC Prep) will target adults who are seriously disadvantaged with regards to employment opportunities. Their life chances and quality of life are further compromised by their lack of credentials, knowledge, skills and competencies required for success in higher education and the workforce. The adults we are targeting are chronically unemployed; heavily dependent on costly social programs; and often are relegated to menial and unfulfilling jobs that cannot sustain families. Disconnected youth are a major segment of the general target population. The latest Brookings study on disconnected youth in the District of Columbia indicates that there are between 9,000 and 14,000 youth in the city without a high school diploma, employment or attending some form of postsecondary education. Further, the last national analysis of adult literacy indicated that the District of Columbia suffers with 37% of its adult population being functionally illiterate, with the problem focused heavily in Wards 5, 7 and 8.

Dropouts cannot be written off. According to “The Cost of Dropping Out,” a July 2011 series on National Public Radio (NPR), 60% of the nation’s dropouts are over the age of 40, and just 7% over age 25 have ever made over \$40,000 per year. In Wards 7 and 8, home to the city’s lowest incomes where (according to a 2011 DC Action for Children report), average family income is actually declining, while rising in all other wards, the correlation between educational attainment and income level is inescapable. Further, the District of Columbia is one of four jurisdictions, nationally, that has been recognized as a true “knowledge-based economy.” There is no light industry; the single largest entry-level employment sector is “administrative/technical;” and there is nearly a universal requirement for verbal, numerical and digital literacy, even at the entry level. The reality is that an Associate Degree or Certification is mandatory for successful entry into the local job market.

The enormous problem of aging adult dropouts and high numbers of disconnected youth are irrefutable challenges for the District of Columbia that founding members for CC Prep have routinely observed. CC Prep will target and prepare the District’s adult high school dropout population, ages 18 and older, for postsecondary education and employment. We will serve aged-out, over-age, undereducated, unemployed, underemployed and underperforming adults at co-located Community College sites in Wards 5, 7 and 8. **We will provide the educational second chance opportunity to transform academically deficient, unskilled and unconfident adults (both young and old) into knowledge-seeking, self-confident citizens and lifelong learners.**

Proposed Grade Levels and Enrollment. The CC Prep public charter school proposes to open its doors in summer 2013 with 150 adult learners, adding 150 students the first three years, and 300 students each successive year until we reach full capacity of 1,225 students. Our founders propose an integrated learning model that will impart academic, behavioral and employment knowledge and skills to our students. CC Prep will be co-located in Wards 5, 7, and 8 in Workforce Development Program space at the University of the District of Columbia Community College Backus Campus, the Shadd Workforce site, and the PR Harris Educational Center, respectively. Initial enrollment for each site will be 50 students.

Specific Educational Needs of Our Students.

Over a million of the students who enter ninth grade each fall fail to graduate with their peers four years later. In fact, about seven thousand students drop out every school day. Perhaps this

statistic was acceptable fifty years ago, but the era in which a high school dropout could earn a living wage has ended in the United States. Dropouts significantly diminish their chances to secure a good job and a promising future. Moreover, not only do the individuals themselves suffer, but each class of dropouts is responsible for substantial financial and social costs to the communities, states, and country in which they live.

(p. 1, Alliance for Excellent Education, 2009)

The Community College Preparatory Academy will serve adult learners (ages 18 and older) who have not yet received a GED or high school diploma or whose skills and competencies are far below those of a high school graduate. Our targeted student population has aged out of the K-12 public education system and will be typical of the vast majority of young and older adults who, because they were unable to complete high school, **“have the minimum skills and credentials necessary to function in today’s increasingly complex society and technology-dependent workplace”** (Child Trends, 2010). We anticipate that our students – particularly those who dropped out of District of Columbia Public Schools (DCPS) – may have attended schools that were not welcoming, supportive or safe. For example, as reported by DCPS, “more than half of teenage students in DC attend schools that meet the city’s definition of ‘persistently dangerous’ (p. 8, DCPS, 2009).” Limited skills and unsupportive school environments typically lead to increased absences and often result in high school incompleteness. “Both academic and social engagement are integral components of successfully navigating the education pipeline. Research shows that a lack of student engagement is predictive of dropping out, even after controlling for academic achievement and student background” (Alliance for Excellent Education, 2009).

Prospective students’ projected content and skills deficits (particularly those associated with literacy and numeracy) may result in a “fear of school or classroom environments due to failures and rejections experienced in the past” (p. 2, Murray, 2009). Many adults with limited literacy skills exhibit low self-awareness of their literacy issues – perhaps as a result of denial or avoidance strategies developed to cope with daily personal and workplace tasks. Perceived rejection and failure among adult learners fuels fear, self-doubt, and stress thereby contributing to high attrition rates typically associated with adult education programs (Murray, 2009). A National Reporting System (NRS) study conducted by Rose and Wright (2006) reported that at 100 to 110 hours of adult learning, at least 50 percent of students were likely to demonstrate one NRS level increase (two grade-level equivalents) or pass the general equivalency diploma (GED). Accordingly, we project that **our students will require occupational and psycho-social support services** (e.g. academic coaching, individual and/or group counseling) to re-establish a positive relationship between persistence and learning.

Relationship between Targeted Students and School Location. As stated earlier, CC Prep will be co-located at Community College sites in the District of Columbia Wards 5, 7 and 8. Consider the following pertinent statistics for these Wards:

Statistics for specific District of Columbia Wards:	Ward 5	Ward 7	Ward 8
Percentage of the City’s adult population that resides in the Ward.	12.5 %	11.1 %	10.2 %
Percentage of those living in poverty (District poverty rate is 19%)	19.0 %	26.0 %	35.0 %
Percentage of total adult residents with less than a high school diploma (City-wide percentage is 14.5%)	19.0 %	20.9 %	22.6 %
Statistics for the District of Columbia:	Ward 5	Ward 7	Ward 8
Percentage of total adult residents (age 18-34) with less than a high school diploma (City-wide percentage is 10.8%)	14.5 %	17.5 %	21.3 %

The reality depicted by the above statistics corresponds to research conducted by the National Center for Education Statistics (2006) which indicates that a 16-24 year-old from the lowest quartile of family income is seven times less likely to have completed high school as his/her peer from the highest family income quartile. Again, there is a significant need to recapture and successfully prepare the District's high school dropouts for postsecondary education and employment.

Impact of Our School. According to the Office of the State Superintendent of Education (OSSE), there are currently five GED programs in Ward 5, one in Ward 7 and six in Ward 8. While there are numerous adult education programs located within the targeted Wards, there is an overwhelming need for a public charter school that is solely dedicated to the academic, social, and workforce development needs of the adult learner. Of the six public charter schools serving adult students in the District, none are located in Wards 5, 7, and 8.

While roughly half of the referenced GED programs and charter schools serving adults grew out of and/or are affiliated with larger nonprofit organizations, CC Prep will be allied with the University of the District of Columbia Community College's (UDCCC) Workforce Development and Lifelong Learning Division (WDLL). Since its founding in 2009, WDLL has enrolled over 4,000 students in workforce readiness and training programs. Of that number, over 500 students have earned GEDs and over 2,000 have attained vocational certifications. WDLL has made tremendous gains in providing quality adult education, but the enduring need is evidenced by the increasing number of adults enrolling in classes over the past three years.

There is a great need for quality adult education – particularly in Wards 5, 7, and 8. Further, it is clear that an increase in employment and decrease in poverty among residents in the targeted demographic only can be achieved if greater numbers of residents attain a GED, participate in occupational training, and/or receive a postsecondary degree. The proposed Community College Preparatory Academy, therefore, will **not** adversely affect existing adult programs in Wards 5, 7, and 8, but, rather, will complement them and become a vital asset for the District.

We project the average duration of student tenure in CC Prep will be approximately one year. New student cohorts will be recruited beginning as early as winter or spring of each calendar year for the fall semester. The table below details our proposed enrollment projections through two charter periods and assumes at least 25 percent of students will need two years to complete the program:

Table 1: Student Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Cohort 1	150	38								
Cohort 2		200	50							
Cohort 3			300	75						
Cohort 4				400	100					
Cohort 5					500	125				
Cohort 6						600	150			
Cohort 7							700	175		
Cohort 8								800	200	
Cohort 9									900	225
Cohort 10										1000
Annual Totals:	150	238	350	475	600	725	850	975	1100	1225

CC Prep founders are keenly aware of the implications for community outreach and student recruitment for our targeted demographic. Given the unique opportunities and challenges

associated with engaging under-credited adults, we will use a variety of strategies to raise awareness about CC Prep. We realize, for example, that our community outreach efforts must accentuate the full spectrum of curricular, instructional, internship/apprenticeship, and workforce development opportunities that CC Prep will offer adult students.

The founders will reach out to prospective students and other key stakeholders using print and electronic media, presentations and word of mouth. Our print materials (to be offered in English and Spanish) will include flyers, circulars, advertisements in neighborhood periodicals, postcards, etc. Our electronic outreach efforts will include our website and social networking/media sites. Also, we will make presentations to the staff of agencies and organizations that have frequent contact with our targeted student population (e.g. those that provide training and employment opportunities to adults).

b. Mission and Philosophy

Mission. The mission of the Community College Preparatory Academy is to provide the education and skills development that will empower and prepare under-credited adults for postsecondary education success, viable employment and lifelong learning.

Vision. Our school will be a place that is welcoming, supportive, nurturing, non-judgmental, and, most of all, evidences the belief that it is never too late for adults to transform their lives through education. Our co-located sites in Community College/Workforce Development facilities, where adults are actively involved in post-secondary education and workforce training, afford behavior modeling that can facilitate the behavior modification necessary for underachieving adults to transform their lives.

Philosophy. The Community College Preparatory Academy rests on the belief that an exciting and supportive learning environment that is responsive to *all* students' learning needs will yield high performance outcomes. In addition, to support the unique learning styles of the adult learner, instruction will be self-paced, real-world experience focused, inquiry-based; and will integrate critical thinking, reading, numeracy, and vocational concepts in each content area.

In founding CC Prep, we are aligned with the District's mandate to strengthen career and technical education programming available to adult students (DCPS, 2006). Guided by the urgent need to increase literacy and numeracy competencies among the District's high school dropouts, and the number of high quality vocational and technical educational options, our school's approach to learning will center on individual, customized solutions that will be innovative, engaging, stimulating, collaborative, experiential and performance-based.

The Community College Preparatory Academy education program will be guided by five principles:

1. *High Expectations for Student Learning:* CC Prep firmly believes that adult learners bring a range of knowledge and experience to the teaching and learning environment. We fully intend to capitalize on prior knowledge and current technology to expand the student's capacity to learn new things and master the current technical modalities.
2. *High Expectations for Student Behavior:* Excellence thrives in cultures of high expectation that require disciplined behavior and thoughtful inquiry. Themes of individual pride, determination and resilience will be the focus of the culture-building ethos.
3. *High Expectations for Faculty Performance:* Traditional education has not served many of our prospective students well. Faculty will be selected and trained to build on student strengths and serve as learning facilitators rather than as traditional classroom managers.
4. *Frequent Opportunities for Postsecondary Preparation and Exposure:* Every student will be prepared for successful completion of the ACCUPLACER examination at the freshman level.

Special attention will be given to writing skills, critical thinking and mathematics in order to support college readiness whether the student is considering vocational or postsecondary academic outcomes.

5. *Frequent Opportunities for Networking and Socialization:* Short, intense workshops (3 hours, once a week) as well as lots of open forum learning opportunities will be provided to allow students to explore new ideas in varying contexts.

c. Educational Focus

The program of study for adult learners in CC Prep is designed to meet the two major goals of career and college readiness. The average student schedule will be based upon one year of participation with the exit outcomes being either job placement, college entry or both. Because of the educational disparities and the employment landscape previously outlined, the educational program is designed to support and markedly enhance skills and competencies in the following core areas:

1. **Reading/Mathematics** - It is important that the CC Prep educational program seeks to rapidly increase reading capacity as well as critical thinking, research skills, and analysis. Students, via assessment should demonstrate a minimum sixth grade, five month level in reading and math in order to be successful within one year.
2. **Digital Literacy** - Students will also be assessed in terms of digital literacy and will be required to attain at least basic certifications in Microsoft Office Suite. Additionally project based workshops in business and college level writing will be required as part of the program.
3. **Life Skills** - In order to support and enhance problem solving skills and purposefully connect students to the publicly funded supports and services of the city, students will be required to attend life skills workshops throughout transition and education participation.
4. **Online Education** - Students will be expected to spend at least 10 hours a week in supervised online classes and an additional 20 hours in monitored online work.
5. **Occupational Training** - Once a student has met the requirements for the occupational training area of interest, he/she will be placed in occupational classes for at least 16 hours a week. Occupational classes will be offered in each of the four high growth/high demand entry level employment areas (i.e., Construction/Property Management, Administrative/Technical, Hospitality/Culinary and Allied Health/Nursing).

Areas of concentration. Our school community will work collaboratively to build a culture of excellence and an environment that is supportive of the academic, social and development needs of adult learners. While the CC Prep educational program is not centered on a specific subject/discipline (e.g. literacy) or content area focus (e.g. STEM), the founders are strong in their commitment to establish a rigorous agenda for adult students. The CC Prep curriculum will include core subject areas (reading/writing, mathematics, social studies, and science); workshops and project-based working sessions focused on study skills and appropriate social behaviors for postsecondary education and employment; and workforce development training including apprenticeship and certificate programs.

Student need. There are several organizations, agencies and institutions serving adult learners in the Wards in which CC Prep will be located (five programs in Ward 5 serving 239 students, one program in Ward 7 serving 145 students, and six programs in Ward 8 serving 872 students). These programs vary tremendously in the type education programming, employment training, and non-academic pupil services offered. One would assume that these multiple adult education options would support the typical **and** unique under-credited learner. However, according to the American Council on Education 2009 GED Testing Program Statistical Report, Washington, DC has the lowest GED test pass rate in the nation at 53.5 percent. The highest pass rate (98.1 percent) was

in Iowa, with our immediate neighbors Maryland and Virginia having pass rates of 60.1 percent and 68.0 percent, respectively. The needs of prospective CC Prep students are borne out by high poverty and unemployment rates, low high school diploma and college degree attainment, and low GED test passing rates. There is an undeniable need for high quality, comprehensive adult education programs in Wards 5, 7, and 8 that will effectively serve the under-credited adult student.

Rationale for Adult Education. The population of Washington, DC recently exceeded 600,000. The District outpaces several U.S. cities of comparable size based on several economic indicators. For example, Washington boasts higher median household and per capita incomes than other large cities, including New York and Boston. In 2008, more than half of all Washington jobs (55.6%) were distributed across the management, business, financial and other professional sectors. Furthermore, those who work in Washington DC enjoy some of the highest median hourly wages in the nation. For example, those in the legal professions earn almost double the national average per hour (\$60.45 as compared to \$34.49 respectively). These trends skew towards the college-educated, illustrating the need for a more educated labor force with at least some postsecondary schooling and training.

However, “like other U.S. cities, the District faces a number of challenges... residents are more susceptible to labor market dislocation than their suburban counterparts. Unemployment in the District is presently well into the double digits and is approximately five percentage points above the overall regional average” (p. 3, DC Chamber of Commerce, 2010). For example, while 43.4 percent of the city’s overall adult population hold bachelor degrees or higher, only 26.1, 15.3, and 9.1 percent of residents in Wards 5, 7, and 8, respectively, have attained a four-year college degree or higher. In fact, nearly 21 percent of adults in Wards 5, 7, and 8 have not attained a high school diploma. The individual economic consequences of not completing high school are astounding (\$260,000 less in lifetime earnings as compared to a high school graduate) (Rouse, 2005). Similarly, the economic costs to our country also are staggering. Dropouts from the national high school class of 2008 will cost the United States approximately \$319 billion in lost wages over the course of their lifetimes (Alliance for Excellent Education, 2008). If our nation is to remain globally competitive, we cannot afford to continue this trend. Adult education is imperative as a vehicle for growing productivity and decreasing the costs associated with the unproductive.

d. Goals

The Community College Preparatory Academy founders have developed a set of academic and non-academic performance goals in accordance with the District of Columbia Public Charter School Board’s Performance Framework. CC Prep leadership will measure the achievement of our school’s academic performance based on the following five indicators:

1. Student progress
2. Student achievement
3. Gateway measures
4. Input measures
5. Mission-specific measures

Similarly, there are three non-academic performance indicators including:

1. Compliance
2. Governance
3. Fiscal management.

CC Prep academic goals provide a framework for school culture and learning. School faculty will have optimum tools with which to measure and achieve interim student performance targets or benchmarks in both core subject disciplines and postsecondary skill areas. CC Prep student achievement goals boldly state student performance objectives and expectations for student

attainment. CC Prep students will experience one gateway period during their tenure at our school, which is the transition from our school to postsecondary education and employment. In so doing, CC Prep students will be expected to make quarterly performance gains in each of the core subject areas, demonstrate improvement in their attitudes towards education and schooling, and acquire sufficient skills in preparation for postsecondary education, work and lifelong learning. Table 2 outlines academic and non-academic goals for the proposed school.

Table 2: School Goals

<p>The mission of the Community College Preparatory Academy is to provide the education and skills development that will empower and prepare under-credited adults for postsecondary education success, viable employment and lifelong learning.</p>	
<p style="text-align: center;">Goals for Community College Preparatory Academy Public Charter School</p>	
<p>Academic Performance</p>	
1	<p>1. <u>Student Progress</u></p> <ul style="list-style-type: none"> • Students will demonstrate an increase of one NRS reading level increase (two grade-level equivalents) within three months of participation • Students will demonstrate an increase of one NRS mathematics level increase (two grade-level equivalents) within three months of participation • Students will indicate at least a 30 point increase in GED simulation scores within 3 months of regular participation • Students will indicate at least a 15 point increase in each ACCUPLACER section after 3 months of regular participation in ACCUPLACER Preparation modules • Students will indicate at least an 80% success rate on monthly criterion referenced assessments in relevant GED Preparation/ACCUPLCAER Preparation content
	<p>2. <u>Student Achievement</u></p> <ul style="list-style-type: none"> • At least 70% of GED Preparation students enrolled for 18 months will attain a GED. • At least 70% of ACCUPLACER Preparation students enrolled for 12 months will pass the ACCUPLACER. • At least 75% of all students regularly participating in vocational preparation classes will successfully complete at least one certificate in six months. • At least 50% of all students enrolling with initial intent to enter the Community College will successfully complete freshman enrollment within one year.
	<p>3. <u>Gateway Measures</u></p> <ul style="list-style-type: none"> • At least 80% of students who graduate the program will be adequately prepared to enter postsecondary education or employment (as measured by college entrance and employment rates) • See Student Achievement (above)
	<p>4. <u>Input Measures</u></p> <ul style="list-style-type: none"> • <i>Attendance:</i> CC Prep will achieve 70% attendance rate • <i>Re-enrollment:</i> CC Prep will achieve a 70% re-enrollment rate for students requiring more than one year of education and training • <i>Fundraising:</i> CC Prep will raise at least 1 percent of our school’s annual revenue each year • <i>Affiliations:</i> CC Prep will align, partner, and affiliate with agencies, organizations, and corporations to support students’ postsecondary and employment needs

5.	<u>Mission-Specific Measures</u> Community College Preparatory Academy education programming will: <ul style="list-style-type: none"> • be innovative and rigorous • be supportive of students' unique learning needs • prepare students for 21st century employment and higher education • promote lifelong learning
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With regard to non-academic performance goals, established input, compliance, governance and fiscal management measures will ensure that CC Prep is a viable and sustainable institution. Specifically, the input measures require the school to seek and maintain stakeholder satisfaction, while attaining the compliance measures that will guarantee a safe, supportive, efficient and effective learning environment for students and faculty. Our school governance and fiscal management measures provide a system of checks and balances for our Trustees, school leadership and constituent groups. Non-academic performance goals are listed in the continuation of Table 2 below.

Table 2: School Goals (continued)	
Non-academic Performance	
1	1. Compliance <ul style="list-style-type: none"> • The Trustees and school leadership will achieve all compliance measures in a timely manner • School leadership will present compliance measures and progression towards attainment at every board meeting • CC Prep will provide a clean, well-resourced, safe and supportive learning environment • CC Prep will conduct quarterly community outreach, specifically, to share progress and challenges
	2. Governance <ul style="list-style-type: none"> • The Trustees and school leadership will ensure effective, transparent and accountable governance • At least 80 percent of students and key constituent groups will report satisfaction with our school's governance as evidenced by responses to surveys administered twice annually • Support and assistance will be provided to ensure Trustee development and effective governance at CC Prep. • Monthly Program Reports will be provided to the Board.
	3. Fiscal Management <ul style="list-style-type: none"> • Trustees and school leadership will ensure the school's finances are managed responsibly • An external audit will be conducted annually • Monthly Fiscal reports will be provided to the Board

In essence, our academic and non-academic goals are the building blocks for developing a culture of excellence within our school community -- the goals are clear, measurable and support our school's mission. Together, these academic and non-academic goals provide a blueprint for the development of educational practice, governing policies, and leadership procedures resulting in a viable and sustainable educational institution. This blueprint grounds our integrated academic approach, and clearly outlines the performance (high performer) expectations for the CC Prep school, faculty and students.

2. Charter School Curriculum

a. Student Learning Standards

Student Learning Standards. Our founders established five core values for CC Prep that are focused on a set of performance expectations and increased access to opportunities. CC Prep core values include 1) high expectations for student learning; 2) high expectations for student behavior; 3) high expectations for faculty performance; 4) frequent opportunities for postsecondary preparation and exposure; and 5) frequent opportunities for network and socialization. These core values have guided and will continue to inform our founders' planning and curriculum development process. The CC Prep curriculum framework will provide an effective alignment of content, skills, adult-focused instructional strategies (andragogies), and student assessments. The curriculum framework also will inform practices associated with faculty and school leadership recruitment, development and evaluation. To that end, our founders have begun the painstaking process of developing content and performance standards for students who will attend CC Prep.

Accordingly, our founders are adamant in their belief that effective teaching and learning for adult student populations is all of the following -- collaborative and self-directed; rote and inquiry-based; facilitated and directly instructed; self-contained and integrated across disciplines; theoretical and application-oriented; age-appropriate, relevant and relational; blended with technology-assisted learning strategies; and preparatory for future education and work. Knowledge and skills should be articulated across subject disciplines to create frequent and optimal opportunities for relevance, cross topic connections, and skills reinforcement. Many prospective students will enter CC Prep having been "turned off" by previous schooling experiences. Rather than centering learning on GED test prep, CC Prep will develop cross-curricular thematic strands of learning that will be articulated across subject areas and between the academic and vocational learning tracks. Moreover, the staff of CC Prep will have direct regular meetings with the staffs at the Workforce Development centers and the Academic Affairs division of the Community College to ensure a purposeful articulation between all programs and alignment in accordance with research-based practices. CC Prep is committed to a seamless articulation between the preparatory program and the vocational and academic offerings of the community college.

Process for Choosing the Learning Standards. The process for selecting learning standards has involved five strategies: 1) assembling a curriculum team of former and current adult education educators, curriculum specialists, and researchers with curriculum development experience; 2) the review and selection of national GED and workforce development standards; 3) the review and selection of performance standards established by national organizations such as the National Councils of Teachers of English (NCTE) and Math (NCTM); 4) the review and selection of content and performance standards from adult education programs within and outside of the District with demonstrated success in these areas; and 5) garnering consensus among our founding educators for a clear alignment of both content and performance standards with the selection of curriculum materials, adult-focused instructional strategies, student assessments – particularly those focused on gateway measures, and professional development. During this process, the review and selection process has been guided by our school's mission and core values. A sample draft of the CC Prep curriculum framework is provided behind Tab J. Please note that the process for the selection of curriculum resources and materials is ongoing and will continue through early 2013, culminating with a comprehensive fully aligned framework for curriculum, instruction, and student assessment.

Learning Standards Academic and Non-academic Curriculum Coverage. CC Prep learning standards include both academic and non-academic content. Students will be expected to meet the Massachusetts' Standards for Adult Basic Education (MA Standards for ABE) and the Equipped for the Future (EFF) Standards. We have selected these learning standards because they have been

identified by the US Department of Labor and the US Department of Education Office of Vocational and Adult Education (OVAE) as excellent examples of assessment practice. The MA Standards for ABE provide a framework for the content knowledge and skills CC Prep students will be expected to acquire as a result of their enrollment at CC Prep. The EFF Standards provide a blueprint for learning requirements for student understanding and competencies to successfully execute their roles within the family, as involved community residents, in the work place, and as productive citizens.

Meeting the Needs of ELL Students. The first step in meeting the needs of students with limited English proficiency is to properly identify these learners. Additionally, CC Prep is prepared to work with existing adult charter schools that focus on meaningful adult education for foreign born students, such as the Carlos Rosario Center, to ensure that CC Prep students benefit from their promising practices. The UDCCC Workforce Development and Lifelong Learning Division has purchased Rosetta Stone ESL as a resource and is prepared through in-kind services to provide online support for new language learners at all sites. All students, no matter what their learning needs, will meet established content, skill and performance goals in accordance with learning standards established with our chosen curriculum.

Meeting the Needs of Students with Disabilities. CC Prep will leverage its relationship with the UDCCC to ensure that all students with disabilities are served. Specifically, students with special learning needs will self-identify or be referred by either an internal or external source. Once identified, the student will receive the necessary support from the District of Columbia Department on Disability Services. CC Prep.'s relationship with the UDC Community College Department of Disability Services will allow for the student to receive additional services from support counselors in that office. Once these needs are identified, UDCCC staff will work directly with the Department of Disabilities staff to ensure that students are able to receive materials and guidance necessary for effective learning at CC Prep. The framework for support and guidance provided for students with special needs will be in accordance with performance goals and learning standards established for all students within the school curriculum.

Acquiring Skills for Postsecondary Education and Work. We have now entered the second decade of the 21st century. It is a time that has been marked by several years of recession and high unemployment as the United States economy corrects and adjusts to global competition. This new economy requires a highly trained, highly skilled and therefore, highly educated workforce to generate the goods and services of this new century. To that end, higher education institutions, corporate leaders, chambers of commerce and a number of organizations have worked together during the last decade to identify competencies for success in postsecondary education and employment within a postindustrial, global economy. The content developers among our founders have already begun to review, select and incorporate, where appropriate, postsecondary standards developed by Achieve, ACT and the College Board into our curriculum framework.

Achieve (Common Core): The Common Core Standards in English and Math build on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work. The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society.

ACT: ACT's College Readiness Standards are part of its overarching Educational Planning and Assessment System (EPAS). The Standards offer learning strategies that help students meet state standards and acquire the more advanced concepts associated with higher EPAS test scores and, more importantly, increased college readiness. For each content area—English, mathematics, reading, and science— standards are provided for six score ranges along a scale common to corresponding levels of readiness. Standards for the optional ACT Writing Test have also been developed. The Standards are organized by strands and utilize a common score scale to ensure that skills associated with each score range are identical regardless of the test used to obtain the score.

Non-academic Goals Contribution to Academic Achievement. As previously stated, CC Prep founders anticipate that many prospective students will have had negative experiences with schooling. We believe it imperative, therefore, that our school leadership and faculty support student learning of the “hidden curriculum.” In other words, our school culture will reflect “a specific program of social norms ... in order [for students] to function effectively as members of a smaller society, the school, and later on as productive citizens of the larger American society” (Wren, 1993, p. 3). CC Prep students will be required to participate in a comprehensive orientation program prior to the start of coursework, classroom/online instruction, and independent learning. This orientation will focus on our founders’ expectations for school climate and culture. Specifically, the orientation will be used to dispel any myths about our program, discuss pupil support services, provide a roadmap to postsecondary education and employment success, create cohort identities and spirit, and engage in leadership and team-building exercises.

We recognize the increasing role technology will play in the acquisition of a postsecondary degree and living wage employment. **Technological fluency** is a necessity for the world of work today and tomorrow – even for minimally skilled employment. We believe technology to be an essential component of our students’ education. Accordingly, we have begun and will continue to explore state technology standards, the latest and most effective delivery of digital curricula, and the most innovative technology-assisted learning tools. Our founders will continue to examine technology standards to determine how these principles might be integrated into math (e.g. engineering design), science (e.g. tools, resources and technological processes), and social studies (e.g. historical and evolutionary impact of technology on society). Our goal is for CC Prep students to exit our program with a foundation in technological skills to support future learning and employment.

b. Resources and Instructional Materials

Criteria for Selecting Resources and Instructional Materials. The Community College Preparatory Academy resources and instructional materials were selected by **an experienced team** of former and current adult educators, curriculum specialists, and researchers with program development experience using the following criteria:

- Extent to which resources and materials are **research-based** and provide **demonstrated evidence of success**.
- Have been or can be easily **aligned** to Adult Education Standards warehoused by the US Department of Education’s Office of Vocational and Adult Education, and the GED assessments in reading, writing, mathematics and science.
- Usefulness of **professional development** components or which can easily be developed.
- The quality and extent of **performance-based** activities and assessments.
- Whether the components can be **easily evaluated** for effectiveness.
- The resources and materials are **cost effective**.

Our resources and instructional materials selection process is ongoing and will continue until early 2013.

Effective Curriculum Components. The following sections describe our reading, writing, mathematics, science, and social studies curricula. We provide an overview of the content and performance standards, a sampling of resources and instructional materials, and proposed student assessments under consideration for each subject discipline developed to date. This is by no means an exhaustive list, but has been assembled based on our educators' expertise, our knowledge of effective adult education programs in other states (e.g. YouthBuild Newark, California State Adult Education, Delaware's State Articulation Program, etc.), and conversations with curriculum specialists and commercial vendors. When complete, our curriculum framework will cover the core subject disciplines, and include content and performance standards, selected resources and instructional materials, and content and performance-based assessments.

Core Subject Discipline: **Reading and Writing**

Standards

North Carolina Adult Basic Education Reading Content Standards¹

EFF (Equipped for the Future) Content Standards for Adult Literacy and Lifelong Learning -- EFF Communication Skills²

Program Overview: Our founders strongly believe that a solid foundation in reading, language and literacy will provide our students with lifelong tools for learning and employment. Our careful review of adult education standards and the GED assessments yielded the following essential components for a successful adult reading program, e.g., comprehension strategies, building vocabulary, and reading for information. Our experience has taught us the importance of incorporating age-appropriate content into an adult reading program. The resources and instructional materials we have selected thus far target the mechanics of reading and writing. Our school's instructional leaders and faculty will supplement these texts with age- and performance-level appropriate short stories, poetry, novels, biographies and other nonfiction literature.

Resources and Instructional Materials under Consideration

PLATO – English 7-12: Plato English was developed to engage various learning modalities and to give the learner an opportunity to experience a range of standards and objectives. Instructional strategies include a structure that provides for individual and group learning. Learners are expected to respond to writing prompts; analyze fiction and nonfiction pieces; utilize the Internet to research, create presentations and share information; use checklists and peer review to improve their writing; and use grading rubrics to understand expectations. As students progress through the grades, the emphasis shifts to more interactive instruction – learning from peers and teachers through discussion and sharing, collaboratively investigating, observing, forming hypotheses and drawing inferences from data as well as independent research, writing and study.

PLATO – GED Reading and Writing: Plato GED Reading and Writing was pulled together from pieces of the following Plato English learning path: Intermediate Reading Strategies, Advanced Reading Strategies, Vocabulary and Reading Comprehension - Stories and Literature, Vocabulary

¹ North Carolina Department of Education. (2005). *North Carolina Adult Basic Education Reading Content Standards*. Raleigh, NC: Author. Retrieved 1/26/11 from

http://www.adultedcontentstandards.org/ReferenceFiles/NCReading.htm#AECSW_startofstandard

² eff.cls.utk.edu. *Equipped for the Future Content Standards*. Retrieved 1/27/11 from:

http://eff.cls.utk.edu/fundamentals/eff_standards.htm

Reading and Writing (continued)

and Reading Comprehension - Information and Expository Text, and Informational Reading. The content has been matched to the scope of knowledge covered in the GED test. Instructional strategies include both individual and group learning and greater emphasis is placed on teaching the basic skills of comprehension strategies, building vocabulary, and reading for information.

Spark3000: Spark3000 provides web-based, individualized reading and writing instruction for adults and reaches every learner at his/her Lexile level. Utilizing current events and topics of interest as the basis, Spark3000 tailors assignments to match the adult learner's reading level. The Spark3000 content and skills development focus on reading comprehension, fluency, writing proficiency, vocabulary development and test taking.

Academy of READING: The Academy of READING offers a structured and sequential learning program targeting skills essential for proficient reading. These include phonemic awareness, sound symbol association, phonics and decoding, and comprehension. This iterative program ensures that students participate in robust and permanent skills development so that mastery is reached.

Student Assessments

CC Prep will administer ongoing formative assessments and periodic summative assessments to determine student progress. Formative assessments are built into each PLATO module as unit pretests, the purpose of which is to determine the student's prior knowledge. In some instances, students may be exempted from a unit because of pretest results. Formative assessments will also be carried out by Spark3000's LevelSet, an assessment tool which establishes a reading Lexile for each learner that is dynamically updated daily as they progress through the program. Lastly, the Academy of READING utilizes an automated and adaptive placement test to create Individual Training Plans for each student.

Summative assessments will be provided through PLATO unit posttests, mastery tests and end-of-semester tests. Spark3000's LevelSet will offer summative assessments as well through post assessments. And lastly, the Academy of READING provides continuous reports on student mastery of concepts as they progress through the training phase of the program.

Core Subject Discipline: **Mathematics**

Standards

North Carolina Adult Basic Education Mathematics Content Standards³

EFF Content Standards for Adult Literacy and Lifelong Learning – EFF Decision-Making Skills⁴

³ North Carolina Department of Education. (2005). *North Carolina Adult Basic Education Mathematics Content Standards*. Raleigh, NC: Author. Retrieved 1/26/11 from

http://www.adultedcontentstandards.org/ReferenceFiles/NCMath.htm#AECSW_startofstandard

⁴ eff.cls.utk.edu. *Equipped for the Future Content Standards*. Retrieved 1/27/11 from:

http://eff.cls.utk.edu/fundamentals/eff_standards.htm

Mathematics *(continued)*

Program Overview

Since Sputnik, *A Nation At Risk* (National Commission on Excellence in Education, 1983), and as noted in President Obama's January 2011 State of the Union Address, the United States has had an urgent need for labor with skilled math and science backgrounds. Yet, our students lag behind their peers in other industrial nations in math achievement (Gonzales, 2009). Basic math competencies are required by most skilled labor and professional jobs today. However, if the U.S. is to remain competitive on the global economic landscape our young people will need to master more than just basic math skills. Our founders are adamant that CC Prep students be able to understand, communicate and use math concepts in everyday language and tasks. We believe this to be particularly important as our world becomes increasingly "flat," (Friedman, 2005) globally competitive, and more technologically savvy.

Accordingly, we have and will continue to review and observe adult education mathematics programs until final resource and instructional materials are made in early 2012. These decisions are being shaped by the educators among our founders and their vision for Academy students to be able to development mathematical communication skills and use math concepts to solve simple everyday and more complex problems, and to think critically about their academic work and issues that plague our society. Therefore, when complete, our school's math curricula will include basic math concepts, problem-solving, project-based learning opportunities, age-appropriate manipulatives, and real world applications. For specific details regarding the selection of our math resources and instructional materials to date, refer to the Appendices section of this document.

Resources and Instructional Materials under Consideration

PLATO – Mathematics; Algebra, Geometry: PLATO Math was developed to engage various learning modalities and to give the learner an opportunity to experience a range of standards and objectives. For example, the multi-leveled algebra course includes math concepts using real-world applications, and those that support multiple learning styles. Similarly, the geometry track presents a variety of geometric concepts. Students are expected to demonstrate understanding through problem-solving and proof creation.

PLATO – GED Mathematics: PLATO's GED Math content is aligned to the content and skills required to complete the GED test. Specifically, PLATO Mathematics Path is comprised of the following components: Math Problem Solving, Algebra 1 part 1-2 and Algebra 2 part 1-2, Geometry 1-2, and Data Skills for Today. Instructional strategies include math concepts focused on real-world applications, and those that support multiple learning styles. Upon completion of this coursework, students will demonstrate a basic understanding of numbers, number sense and operations; measurement and geometry; data, statistics and probability; and algebra, functions and patterns.

Omega Math: Omega Math delivers Basic Math, Elementary Algebra/Algebra I, Intermediate algebra/Algebra II and Geometry in a self-directed, individualized web-based environment. Omega Math is customizable and allows the instructor to differentiate student learning.

Academy of MATH: Academy of MATH utilizes a systematic approach to help struggling students develop mathematical proficiency. For each skill area and level, students build conceptual knowledge (terms), computational fluency (operations), and strategic competence (word problems). Academy of MATH supplements existing curriculum by helping students build from basic proficiency to complex, conceptual proficiency in 10 skill areas that align to National Council of Teachers of Mathematics standards.

Mathematics (continued)

Student Assessments

Each PLATO module includes unit pretests to establish students' baseline knowledge and, as appropriate, exempt students from units for which they have mastery. The Academy of Math will be used as interim assessments. These are adaptive tests and will be used to create a mathematics individual learning plan for each student.

Summative assessments will be administered using PLATO and Omega Math unit posttests, mastery, and end-of-semester tests. The Academy of MATH, like the READING counterpart, provides continuous reports on student mastery of concepts as they progress through the program.

Core Subject Discipline: **Science**

Standards

EFF (Equipped for the Future) Content Standards for Adult Literacy and Lifelong Learning – EFF Decision-Making Skills

Also under consideration: Virginia's General Educational Development Content Standards

Program Overview

We envision a science program that provides remediation of basic science concepts and fun, problem-solving exercises that model the scientific method. Our founders want CC Prep science education to be hands on, interactive, real-world applicable, and integrated with vocational concepts and principles where appropriate. Our goal is to harness the excitement surrounding recent discoveries in the health, environmental, geological, space, and bio-medical and bio-chemical sciences. This is an exciting time in research and development, and District residents with science acumen and know-how are primed for emerging science careers.

Accordingly, we expect CC Prep students to be able to use scientific concepts in their academic work, and to develop solutions to everyday problems. Our faculty will model science methodologies throughout the curriculum, focusing particularly on the areas of reading (vocabulary and text-based questions and answers), writing (research and scientific experiments), and mathematics (word problem-solving). CC Prep's resources and instructional materials are still under consideration, however, the foundation of the science program will be principles established by the Association for the Advancement of Science and the National Science Teachers Association. Specific details of science materials under consideration are in the Curriculum sample (Tab J). Also, CC Prep is exploring education resources (both print and digital) made possible by the Public Broadcasting Station, the Discovery Channel, National Geographic, NASA and the Smithsonian.

Resources and Instructional Materials under Consideration

PLATO – Science: PLATO Science is a multi-course pathway that includes biology, chemistry and the life sciences. Courses can be customized by teachers, blending a direct-instruction approach with student-driven, constructivist learning methods. PLATO Science incorporates informal labs, interactive simulations, analysis of experimental data and simulated labs.

Science (continued)

PLATO – GED Science: PLATO GED Science is a blend of PLATO Life Science, Physical Science, Earth and Space Science, Biology, Chemistry, Technology Fundamentals and Advanced Reading Strategies. It has been matched to the scope of knowledge covered in the GED and covers the basic knowledge and skills in physical, life and earth sciences.

Student Assessments

Each PLATO module includes unit pretests to establish students' baseline knowledge and allow a student to be exempted from units, as appropriate. CC Prep will administer unit posttests, mastery, and end-of-semester tests as a part of our school's summative assessments in science.

Core Subject Discipline: **Social Studies**

Standards

EFF Content Standards for Adult Literacy and Lifelong Learning – EFF Interpersonal Skills⁵
Also under consideration: Virginia's General Educational Development Content Standards

Program Overview

Washington, DC is one of the most exciting locations in the United States to learn social studies. Where better for students to learn about history, discover societies and cultures, gain knowledge about economics, and study geography! The city itself is a virtual museum! Therefore, similar to our science program, we envision a social studies curriculum wherein students will learn about their world, their past and each other through the lens of United States history, world history, civics and government, geography, and economics. In addition to remediation and learning new content, CC Prep founders believe it is equally important that our school's social studies program provides students with opportunities to investigate, explore, and debate complex thoughts. Our goal is to build students' intellectual capacities by providing them with the skill sets required to consider new information, apply knowledge gained, and analyze the information.

Like in our science program, our faculty will utilize resources from the Public Broadcasting Station, the Discovery Channel, National Geographic, and the Smithsonian. Resources and instructional materials are still being considered, however, our founders are guided by the Equipped for the Future Content Standards and the principles set forth by the National Council for Social Studies. Details regarding social studies resources and materials under consideration are available in the Sample Curriculum framework (Tab J).

Resources and Instructional Materials under Consideration

PLATO – Social Studies: PLATO offers a comprehensive learning path for social studies comprised of American History, World History, Civics and Government, Geography, and Economics. Courses are interactive, problem-centered and inquiry based. Instructional strategies include Socratic seminars, interactive and indirect pedagogical approaches, independent study and experiential learning.

⁵ eff.cls.utk.edu. *Equipped for the Future Content Standards*. Retrieved 1/27/11 from: http://eff.cls.utk.edu/fundamentals/eff_standards.htm

Social Studies *(continued)*

PLATO – GED Social Studies: Plato GED Social Studies content is aligned to the GED, and is comprised of the following PLATO Social Studies modules: American History 1-2, United States Government, Geography 1, Economics and Advanced Reading Strategies. PLATO GED Social Studies is focused on acquiring basic knowledge and skills that center on U.S. history, civics and government, economics and geography.

Student Assessments

The PLATO Social Studies module includes baseline and summative assessments – the latter involving culminating activities, unit post-, mastery, and end-of-semester tests.

Core Subject Discipline: **Interpersonal Skills**

Standards

EFF Content Standards for Adult Literacy and Lifelong Learning – EFF Interpersonal Skills, Florida state workforce readiness credential prep software

Program Overview

In the business world, the term soft skills is used to define a set of competencies adults typically lack. The National Work Readiness credential assesses situational judgment which is a direct function of interpersonal intelligence. This critical skill will be reinforced through workshops that focus on this EFF area. The Student Support Specialist will play a pivotal role in helping students practice these skills in their personal and academic lives.

Resources and Instructional Materials under Consideration

EFF Training materials, Florida Workforce Readiness Credential curriculum, Ohio State Critical Thinking manuals

Student Assessments

National Workforce Readiness Credential.

Core Subject Discipline: **Lifelong Learning Skills**

Standards

EFF Content Standards for Adult Literacy and Lifelong Learning – EFF Lifelong Learning Skills, Florida state workforce readiness credential prep software.

Program Overview

Every student in the 21st Century classroom is having to learn how to learn. This is equally as important for the adult learner who will have to continue formal and informal education essential to job advancement and new employment opportunities. Critical thinking, online research, and “learning to learn” will be addressed in continuous workshops based in the EFF framework. The Student Support Specialist will play a pivotal role in helping students practice these skills in their personal and academic lives.

Lifelong Learning Skills (continued)

Resources and Instructional Materials under Consideration

PLATO, Ohio State Critical Thinking manuals

Student Assessments

PLATO embedded assessments

Technology. Currently, the Community College, through the division of Workforce Development and Lifelong Learning Division Continuing Education, provides a range of over 1,000 online courses. Additionally, the WDP provides learning labs at all centers that focus on preparing students to use the Internet effectively as well as a range of learning software to support basic skills development and GED Preparation. In short, technology is the primary modality for providing services to adults.

Standards Alignment. The educators among CC Prep founders have begun the process of creating alignment among content standards, performance indicators, resources and materials, instructional strategies (andragogies), and formative and summative assessments. Additional consideration will be given to an alignment between the core academic subjects and the vocational disciplines. This is and will continue to be a painstaking process ensuring a tight alignment among all components of the CC Prep curriculum framework. When complete, the framework will be used to build curriculum maps, pacing calendars, and lesson plans (for both individual and groups of learners). Together, this will drive our school-developed assessments and prepare our students for the GED. Limited portions of the curriculum framework are included in the Curriculum sample.

Consistency with School Mission and Philosophy. Our curriculum is consistent with CC Prep's mission and core values. It is comprised of rigorous content, includes innovative instructional strategies and provides our students with strong academic and social skills in preparation for postsecondary education and employment. Specifically, our curriculum is rigorous and sets a high bar for student learning and performance, and includes a comprehensive framework (e.g. content and performance standards aligned with resources and instructional materials; aligned with instructional strategies; aligned with the vocational disciplines as appropriate; and aligned with formative and summative assessments). In addition, the curriculum, instructional and assessment alignment will be aligned with faculty professional development and performance goals. As indicated earlier in this document, our expectations of our faculty are clear, transparent and high. Lastly, our curriculum will involve experiential learning opportunities in and outside of the classroom, explorations of the school's surrounding community, visits from guest lecturers, and (funding permitting) higher education institution and corporate field trips and site visits.

Relationship between Curriculum and School Goals. A key design feature of CC Prep will be the differentiated learning plans and instruction across student population groups. In essence, CC Prep will follow similar principles used by the *School of One* (NYC Department of Education) wherein each student receives a unique daily schedule based on his/her academic strengths and needs. Students participate in a blended learning environment with personalized and group classroom instruction along with computer-assisted learning. In addition, our faculty will utilize curriculum resources and instructional materials that are most appropriate for each individual and groups of learners; administer formative and summative tests; and employ conferencing, questioning and check-in assessment techniques to ascertain student performance gains. Lastly, CC Prep faculty will draw from best practices in elementary education to differentiate instruction using strategies determined most effective with different student populations.

c. Methods of Instruction

Our Instructional Methods

The Community College Preparatory Academy faculty will utilize evidence-based instructional models for both individual and group learners. Given the individualized nature of our education program, we will recruit instructional leaders and faculty with curriculum development competencies, demonstrated success in facilitating learning through coaching, and evidence of employing differentiated instructional strategies for individual, small and large group learners. As noted previously, online software is a critical component of our instructional methodology and the most up-to-date and effective online software will be fully utilized.

How Our Instructional Methods will Support Learning

During site visits to various adult education programs, CC Prep founders observed significant success with the instructional approaches described above. These andragogies support all learners – those who struggle, those on par, and those whose learning is accelerated. The application of these strategies will enable CC Prep faculty to enhance students' skills in a vast range of domains including cognitive functioning, socio-emotional, communication, daily living, and vocational. Each student will be assessed frequently through observation, questioning and conferencing to determine whether additional learning and/or behavioral supports are needed.

How Our Instructional Methods will Support our Goals

It is important to measure student performance continuously to ascertain student progress and challenges. These assessments provide faculty with sufficient details to determine whether there is a need for re-teaching (e.g. further coaching, additional time for self-directed learning, more computer-assisted learning exercises, etc.), interventions (e.g. remediation), or enrichment (e.g. real-life opportunities to apply what has been learned). Information gained from student assessments will enable faculty to differentiate instruction and track learning trends. It cannot be overstated that software that is designed to assess on a daily basis is a central component of the CC Prep instructional methodology.

Formative and Summative Assessments

CC Prep will administer formative and summative assessments based on individual and cohort learning plans. These assessments will be both commercial and school-and-student-developed. Specifically, CC Prep faculty will:

- Employ daily data-taking procedures
- Complete monthly progress notes and annual reports
- Work with each student to create a personalized learning plan that is amended weekly based on knowledge gained and skills acquired
- Develop scoring rubrics (aligned with ABE and EFF standards) to document student progress

d. Student Progress and Achievement

For each of the proposed student academic goals, we have identified tests, measures and other assessment tools to be administered to determine progress made towards accomplishing these goals. Table 4, which begins on page 23, details the proposed academic assessments for academic subjects and the Work Readiness Credential.

Students will be assessed in an ongoing manner using **multiple measures** of student performance. Our assessment system will include:

- Baseline and screening assessments
- Formative assessments including teacher observations, data collection, conferencing, checks for understanding and check-ins
- Summative assessments including both school-developed and commercially developed tests
- Benchmark and predictive assessments to identify performance gaps and determine re-teaching and/or instructional modifications
- GED readiness
- Frequent communication/check points with students
- Data collection, reporting and storage
- Appropriate reporting to regulatory authorities as required by federal and District law

Baseline and Screening Assessments: All incoming students will be assessed to determine baseline proficiencies in reading/English language arts and math utilizing a combination of PLATO pretests, Academy of READING and MATH baseline data tests, and the Spark3000 LevelSet assessment tool which establishes a reading Lexile for each learner.

Formative Assessments: Our faculty will employ performance-based assessment measures to determine student performance gains. These will include whole group checks for understanding, individual conferencing, brainstorming, etc. CC Prep instructors also will use the Academy of MATH and READING interim performance reports to benchmark mastery gains.

Summative Assessments: CC Preparatory Academy faculty will administer several summative assessments including PLATO unit posttests, mastery, and end-of-semester tests to assess the acquisition of content and skills across all the subject areas. Additional summative assessments will include Omega Math's chapter and final tests.

Required Assessments: The GED assessment will be required of every learner at CC Prep. All learners also will be expected to complete the Work Readiness Credential.

Although our founders have not yet finalized our selection of student assessments, Table 4 on the following page lists the student assessments under consideration by our founders. Once the curriculum framework is complete, we will have a full alignment of standards, assessments, performance indicators and proficiency cut-off levels.

Table 4: Student Assessments

Subject	Test Type (paper, electronic etc.)	Test Name	Publisher/ Vendor	Student Target (All, LEP, etc.)
Unit Tests				
Social Studies	electronic	Unit Pretest, Posttest	PLATO	All
Math	electronic	Unit Pretest, Posttest	PLATO	All
Science	electronic	Unit Pretest, Posttest	PLATO	All
Reading	electronic	Unit Pretest, Posttest	PLATO	All
Writing	electronic	Unit Pretest, Posttest	PLATO	All
Predictive Tests				
Social Studies	electronic	Unit Pretest	PLATO	All
Math	electronic	Unit Pretest	PLATO	All
	electronic	Baseline Data Test	Academy of MATH	All
Science	electronic	Unit Pretest	PLATO	All
Reading	electronic	Unit Pretest	PLATO	All
	electronic	Baseline Data Test	Academy of READING	All
Writing	electronic	Unit Pretest	PLATO	All
Benchmark Tests				
Social Studies	electronic	Unit Posttest	PLATO	All
Math	electronic	Unit Posttest	PLATO	All
	electronic	Chapter Tests	Omega Math	All
	electronic	Skill/Area Level Test	Academy of MATH	All
Science	electronic	Unit Posttest	PLATO	All
Reading	electronic	Unit Posttest	PLATO	All
	electronic	Skill/Area Level Test	Academy of READING	All
Writing	electronic	Unit Posttest	PLATO	All
Summative				
Social Studies	electronic/paper	Mastery Test, End-of-Semester Test	PLATO	All
Math	electronic/paper	Mastery Test, End-of-Semester Test	PLATO	All
	electronic/paper	Final Test	Omega Math	All
	electronic	Posttests	Academy of MATH	All
Science	electronic/paper	Mastery Test, End-of-Semester Test	PLATO	All
Reading	electronic/paper	Mastery Test, End-of-Semester Test	PLATO	All
		Posttests	Academy of READING	All
Writing	electronic/paper	Mastery Test, End-of-Semester Test	PLATO	All

ABE Assessments				
Social Studies	paper	GED	ACE	All
Math	paper	GED	ACE	All
Science	paper	GED	ACE	All
Reading	paper	GED	ACE	All
Writing	paper	GED	ACE	All
Work Readiness Credential	electronic	WRC Active Listening Test	Natl. Work Readiness Council	All
	electronic	WRC Situational Judgment Test	Natl. Work Readiness Council	All
	electronic	WRC Reading Test	Natl. Work Readiness Council	All
	electronic	WRC Math Test	Natl. Work Readiness Council	All

CC Prep faculty will review student work weekly and analyze benchmark and other assessments post administration to ascertain whether re-teaching, content alterations and/or instructional modifications are needed for both individual and groups of students. And at the conclusion of each academic year, faculty will analyze student performance data and compare it against established student and school goals to determine appropriate adjustments to instructional materials, resources and instructional methodologies (andragogies).

e. Students with Exceptional Needs

The charter school's mission and focus is to create and provide an individualized plan for each student's learning style, strengths, areas of need, and status of behavior challenges. Each student learning plan will include academic as well as employability related assessments and occupational preference indicators. Current OVAE guidelines for supporting students with special needs will be employed.

Decisions regarding the special education services required to support the students will be made in collaboration with the DC Department of Disability services and the DC Department of Health. Both agencies have a long history of collaborative work with adults with special needs.

Data will be collected in a quantifiable manner. CC Prep will leverage the relationship that the Workforce Development Lifelong Learning currently enjoys with the national learner web network to ensure that all students have electronic portfolios and records of achievement.

f. English Language Learners

The foundation of all CC Prep programs is built on our belief in the adult learner. Similarly, we believe our adult English Language Learners (ELL) can be successful when provided a properly resourced and supportive education environment built upon best practices through research based programs and proper instructional methods. At CC Prep, all staff and faculty will work to address students' needs in a manner consistent with our educational philosophy and with the English Language Acquisition, Language Enhancement, and Academic Achievement Act under Title III. In doing so, our goals are to:

1. Meet the annual measurable achievement objects of the program;
2. Meet the student goals;
3. Assess language proficiency of students with Limited/No English Proficiency (NEP/LEP).

Program Design

In designing our ESL program, we are using research-based recommendations to build a program that promotes and supports the learning profile of adult learners. Our program will maintain an achievable expectation of all adult ELLs who will:

1. Receive appropriate instruction;
2. Be assessed using valid assessments aligned to standards;
3. Receive development appropriate resources for successful completion of program.

Identification of Potential ELL

Students whose dominant language is not English will be identified using state approved assessments. The process of identifying students who may require support begins with administering a Language Survey (Survey) to all learners as part of the enrollment process. This Survey serves to identify language minority students, those for whom English is not their native language or who come from homes where a language other than English is spoken. This includes students such as those who speak a dialect or a Native American language. The Survey also aids in the identification of Learners who may need to receive communication in languages other than English and other support services. Finally, the Learner's level of command of the native language is surveyed to determine its adequacy in receipt of instructional support.

Placement and Services

Once language minority students are identified, they are assessed to determine if language support services are needed. *BEST Literacy* and *BEST Plus* address the needs of adult English language learners by providing assessment options that reliably demonstrate student progress. With *BEST Plus* to measure speaking and listening skills and *BEST Literacy* to measure reading and writing skills, programs can test all of the four skills areas. Both assessments are aligned to the National Reporting System and the Student Performance Level ESL descriptors. This assessment test is administered at the beginning of the year or within 30 days of enrollment of any language minority student with no prior assessment of English proficiency. Assessment results will determine if a Learner receives direct ESL services. If a student requires additional English language support, faculty will modify individual learning and cohort instruction to ensure understanding.

CC Prep will select an online English as a Second Language (ESL) program model to serve Limited English Proficiency (LEP) and No English Proficiency (NEP) learners. This approach allows the Learner to progress at an achievable pace and allows CC Prep to accommodate students from different language backgrounds in the same program class and to provide instruction without being proficient in the students' own languages. As an additional support strategy, CC Prep faculty will encourage students at varying levels of English proficiency to support one another by participating in group discussions in order to build self-confidence and support language acquisition. Faculty will employ brainstorming and other group discussion strategies, and use graphic organizers to scaffold language learning.

The ESL Coordinator will meet with the English language learner (ELL) bi-weekly to ensure that the student is receiving the support needed for a successful completion of the program. CC Prep offers professional development opportunities for the ESL Coordinator to strengthen their ability to serve the adult ELL student.

Transition/Exiting

Once a Learner exhibits proficiency in all modalities of language, including reading, writing and speaking, he/she will transition into the main curriculum. The ELL student will continue to be monitored and tracked by the ESL Coordinator until completion of the program. Goals for English language proficiency include the following standards:

Goal 1 – Students will exhibit sufficient English proficiency to communicate in social settings

- In social interactions
- For personal expression and enjoyment
- Use learned language acquisition strategies to extend communicative competencies

Goal 2 – Students will exhibit sufficient English to achieve academically across the core content areas to:

- Interact in the classroom
- Use computer and technology-assisted learning tools
- Obtain, process, construct, and provide subject matter in spoken and written form
- Use appropriate learning strategies to construct and apply academic knowledge

Goal 3 – Students will exhibit sufficient English proficiency in socially and culturally appropriate ways for:

- Appropriate and accurate use of language variety, register, and genre according to audience, purpose, and setting
- Nonverbal communication as appropriate for audience, purpose, and setting
- Use of appropriate learning strategies to extend sociolinguistic and socio-cultural competencies

g. Strategies for Providing Intensive Academic Support

The typical Community College Preparatory Academy student will be 18 years and older and under-credited relative to his/her peers who are experiencing educational and workplace success. Few, if any, of CC Prep students will have earned a high school diploma or GED. Therefore, all curriculum, instructional and students assessment approaches mentioned in this document are designed to address the needs of struggling learners.

Curriculum Materials: A list of resources and materials currently under review can be found in Section 2b, Charter School Curriculum, Education Plan, and within the Sample Curriculum. These references are not an exhaustive inventory of our proposed curriculum, but provide a sampling of items under consideration.

Individual Attention: As previously stated, individualized learning plans will be developed for all students based on their CASAS assessments. These ILPs will include academic and workforce benchmarks that it is expected each student will meet on a quarterly basis. The role of the Student Support Specialist is to use this data as employed in a system of dashboards to analyze student progress with the student.

Small Course Sizes: In addition to the customized learning plans mentioned above, faculty coaching for individual pupils and self-directed learning, the cohort group/course student to teacher ratio will never exceed 15 to 1. Similarly, only 30 students will participate in language labs at one time, and no more than 50 students will be assigned to every 1 Student Support Specialist. CC Prep instructors will be expected to have an “open door-open availability” policy for students to be facilitated through multiple communications mediums for students and faculty.

Faculty Planning and Prep Time: CC Prep founders believe it imperative for faculty to have time during each school day to reflect on daily practice. We believe that student learning is best accelerated when instructors spend collaborative time together to develop curriculum, plan instruction, create and analyze student assessments, and review student work. We will establish a professional learning community whereby each instructor will be required to identify his/her individual professional development goals that are aligned with the CC Prep mission and philosophy. Throughout the year, each instructor will receive support from an assigned mentor who

will provide assistance to achieve these goals. The CC Prep daily schedule and annual calendar will support these efforts.

Professional Development: Recognizing the importance of the continuing education and learning for faculty, our founders will design a weekly schedule and school calendar that provides maximum opportunities for training, coaching and mentoring, modeling and development. The focus of these job-embedded professional development opportunities will be to create individual, classroom, lab, project-based and experiential learning that is age-appropriate and therefore relevant to our student population. We will strive for weekly sessions and monthly trainings (to be determined based on individual instructor professional development goals, student and school performance. Specific attention will be placed on cross-curricular content and skills reinforcement, and integration with vocational education. Final professional development topics and dates will be confirmed in early 2013.

3. Student Performance

a. Gateway Measures

Promotion Policies and Standards: While CC Prep will not implement traditional promotion policies, students will be required to meet and exceed standards in the areas of academic content previously outlined. Within the year, students will be expected to show regular progress in reading, mathematics, GED related content, and ACCUPLACER related content.

GED Eligibility: All students who do not enter with a high school diploma will be required to take the GED simulation exam upon reaching 7th grade level in reading and math. Once assessment is completed, these students will be placed in the PLATO GED Preparation series and regular progress dashboards will be created to ensure that students and their support specialist are having regular conversations about progress toward the GED.

Career Certifications: All students who have a HS Diploma and have successfully completed the GED simulation assessment will also enter vocational education classes of choice through a boot camp that is designed to expose students to a range of certificate possibilities. All career certificates will be national and portable.

b. Leading Indicators

How we will Promote High Attendance: High attendance, as has been previously noted, is a function of providing meaningful and pleasurable learning experiences for students. It is also important to provide classes at hours that respond to student needs. These strategies will be employed to support the regular attendance that is essential to persistence.

Student Re-enrollment/Retention: Adult learners frequently have to adjust their learning schedules to accommodate the very real problems in their lives. The Student Support Specialist will be expected to track student attendance weekly and contact students when they are not present. They will also work with students to agree upon and implement strategies that will allow the student to maintain attendance or re-enter the program as soon as possible.

4. Support for Learning

a. Parent Involvement

CC Prep will serve adult students age 18 and older. While parental involvement/ consent are not integral program elements, CC Prep will model and demand opportunities for voice among all stakeholders that will form the school community. The founders will require school leadership and

staff to create an inviting, welcoming and supportive environment that is accessible to all students and their designated support persons (see Family-School Partnerships below). We will accomplish this by developing a culture of “we’re all in this together” with one goal of helping students reach their full potential. Therefore, three sets of relationships will be developed and nurtured throughout pupil tenure at CC Prep. Accordingly, a “family-like” culture will be created 1) among and between cohorts of significant support persons, 2) between students and their designated support persons, and 3) between the support persons and CC Prep.

Family-School Partnerships

The youngest CC Preparatory Academy pupil will be 18 years of age. Therefore, as previously stated, our students will not require the traditional support or guardianship provided by parents. However, as part of our registration process, students will be asked to designate a “significant support person” who will be able to provide consistent encouragement and reinforcement during their tenure at our school.⁶ The significant support persons will be invited to participate in our school’s orientation festivities during which they will participate in a workshop on strategies to support our students’ learning.

Role of School Staff

A workshop designed by CC Prep Student Support Specialists will prepare CC Prep staff to work in partnership with students and their significant support designees. The workshop will provide information and training in effective strategies to strengthen support for learning. Our school staff will work in partnership with significant support persons to bolster learning both in school and at home by providing access to our Student Support Specialists and helping the support persons understand, and become successful in, their role as advocates.

All CC Prep faculty and staff will be expected to know our students, their support designees, and/or families. We will provide opportunities for these relationships to develop throughout the academic calendar year during special events, academic milestones, performances, conferences, meetings and workshops. CC Prep will have an “open door” policy for student support persons and key stakeholders. This will be reflected in accommodations at each site where there will be mailboxes for significant support persons, access to a computer and printer, and space for student conferences, group meetings and individual guidance.

Communicating School and Teacher Performance

The relationships identified above will be nurtured through various communications mediums. These will include significant support designee mailboxes, email and blog communications (both generated through our school’s website), text messaging, conferences, and newsletters. We will create an infrastructure that confirms receipt and understanding of all communications to ensure that two-way interaction occurs.

In addition, CC Prep leadership will ensure that designated support persons have opportunities to contribute to and attend all learning and performance milestones celebrated by our school. Similarly, staff will ensure that students and significant support persons can access and contribute to meetings wherein key school and/or programming decisions are made. We will do so by scheduling such activities at convenient times for those who work. When necessary, childcare will be provided for young children above the age of three to support attendance at small meetings, and by providing access online through Skype and/or other digital formats.

⁶ For an understanding of the rationale behind this assumption, see for example: Support and Guidance for Adult Learners - http://homepages.ed.ac.uk/calarks/arks/Materials/training/Support_and_Guidance_for_Adult_Learners.pdf

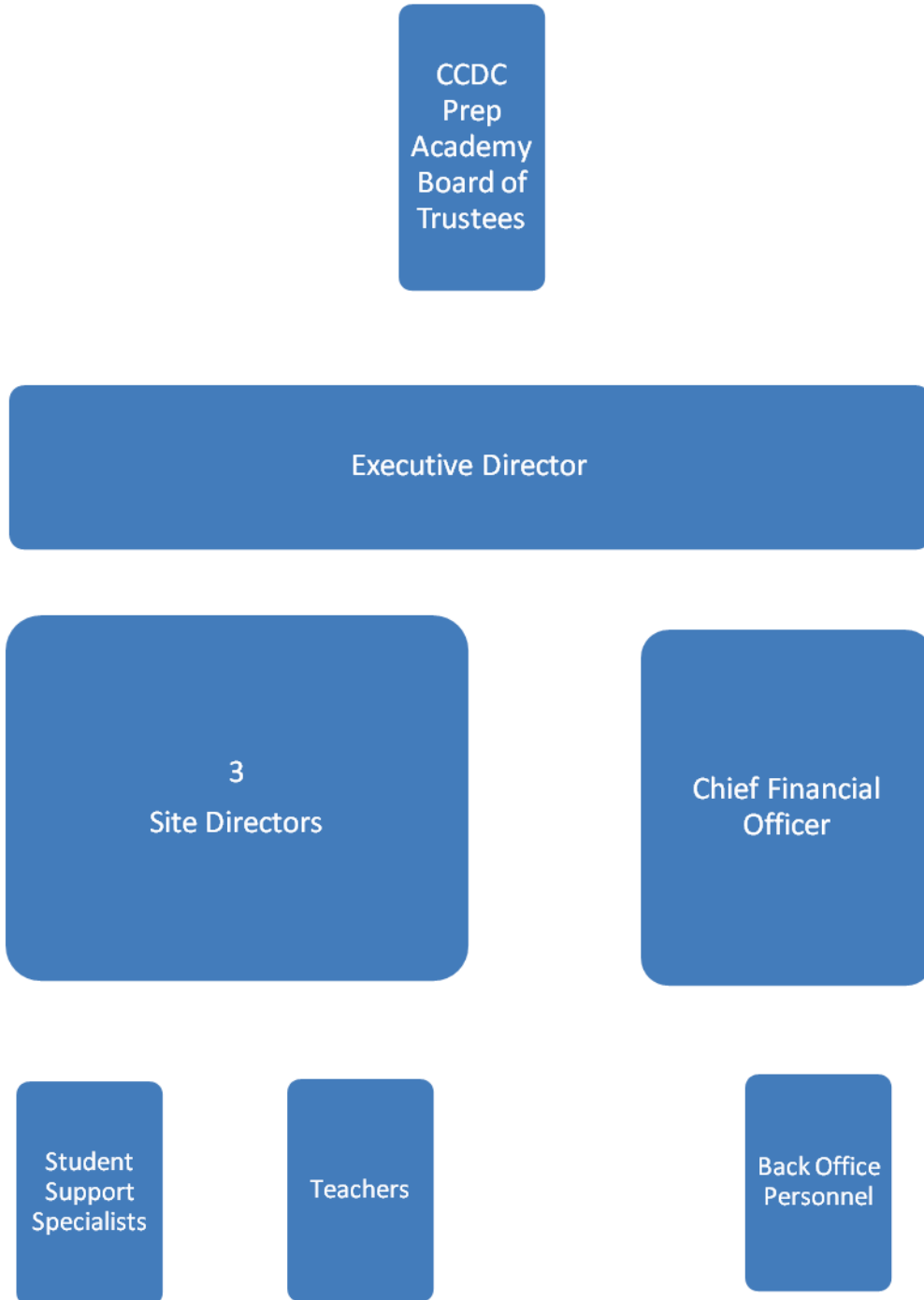
b. Community Participation

CC Preparatory will serve adults aged 18 and older who have not yet received a high school diploma or GED (or who, by assessment, are far below high school level). Given this proposed population demographic, CC Prep founders are keenly aware of the implications for community outreach and establishment of relationships with local human service and workforce development agencies, corporations, local businesses, higher education institutions, and community-based organizations. We will seek to establish strategic alliances and partnerships with organizations that can provide extracurricular, sports and recreation resources, physical and mental health services for students, professional development for our faculty, and in-kind resources that support teaching and learning. That said, CC Prep founders have begun these efforts, including contacts made with higher education faculty and staff who work with adult learners, adult students and transitional populations. For example, we have engaged and received a pledge of support from the American Council on Higher Education GED Testing Service (ACE). Given ACE's commitment to accelerating the academic development of adult learners and their support of our innovative approach to engaging adult learners without GED's and high school diplomas, we are very excited about collaborating with them. Moreover, upon securing the charter, CC Prep will continue to identify and nurture relationships with individuals and organizations that have demonstrated and proven tracks records working with adult learners.

c. School Organization and Culture

CC Prep will use a relatively flat organization structure to facilitate quick decision-making and promote accountability. Our school culture will be one wherein students and staff are provided a warm, welcoming, supportive and safe environment with high expectations for student and faculty performance. The Trustees will sit at the helm of our organization providing governance and oversight. Our school's Executive Director will report directly to the Trustees. S/he will supervise the Site Directors and Financial Officer. The Financial Officer will supervise site-based fiscal management and back office activities (to be support by a site-based Operations Manager at near full capacity). Each of the three Site Directors will supervise Student Support Specialists and Instructors. Figure 1 on the following page illustrates the flat CC Prep organizational structure.

Figure 1: Organization Chart



d. Extracurricular Activities

As stated repeatedly in this document, the CC Prep founders believe it imperative that CC Prep students obtain higher education and employment. If students are to be successful in their postsecondary endeavors, they will need information, training, and access. While our curriculum will include content and skills development for college and work, we also will provide site visits, networking, internship and apprenticeship opportunities during school and non-school hours.

Community service and student government will be used as mechanisms for socialization and team building. Whenever possible, students will be brought together around issues of importance to ensure that a sense of community is built and the culture of helping each other is encouraged.

e. Safety, Order, and Student Discipline

CC Prep founders plan to adopt policies, procedures and plans to ensure a safe, orderly and drug-free environment that build upon current University of the District of Columbia Community College (where applicable). All students and staff will be oriented to the policies and procedures during their respective orientations, at the beginning and throughout the school year. Specifically, school staff will discuss and provide to students in writing, school policies regarding expectations for conduct and the discipline code.

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

The CC Prep professional development (PD) program will be designed each year by faculty and staff. It will be grounded in the school mission and core values, and driven by both individual and school-wide professional development needs based on student performance. The founders envision a three-tiered approach in which:

Individual Staff Professional Development (PD) Goals

- Each year, individual staff members will submit their professional development goals for the year to the Site Directors who will ensure that these goals are aligned with the school mission, core values and student performance targets. Individual staff members together with their supervisors and mentors will synthesize their PD goals and determine the most appropriate methods to address staff development needs.
- One strategy may be for mentors to coach or model best practices for individual teachers. Another might be to assemble a faculty or staff group study team to research best practices for the targeted PD need. Still another strategy might be to send staff to external trainings, or school leadership and staff may develop a single or multi-session workshop to tackle Professional Development needs.

School-Wide Professional Development (PD) Goals

- The entire staff will engage in an annual group activity to identify school-wide professional development areas based on school and student performance.
- CC Prep leadership will synthesize school-wide development goals, align these goals with the school mission and philosophy and create strategies for achieving them.
- Prior to the CC Prep school opening, instructional staff will begin a level of professional development around the curriculum and building school culture. The timing of these activities will allow staff time to bond into a cohesive team to effectively address student challenges.

No matter the strategy and whether the Professional Development goal is individual or school-wide, CC Prep school leadership will manipulate the daily and weekly schedule and/or monthly calendars to ensure staff receive adequate time to support their professional development needs.

Staffing, Mentoring and Support

CC Prep founders envision a school wherein staff work collegially to tackle challenges and develop solutions. In planning for the school, the founders have established a collaborative culture of working together where each individual is expected to perform and contribute his/her highest level of work to the whole. We expect to continue building this culture when CC Prep opens as a public charter school. The founders realize, however, that a collegial environment can only be achieved if it is supported by the school structure. This means that the school staffing plan must involve both hierarchical and peer-level supports. For example, instructional staff should be able to obtain guidance not only from their supervisors, but also from their peers and/or peer mentors.

Therefore, the CC Prep staff/faculty career ladder will include leadership roles. Considerations for staff roles and supports may include (in order of ascension to higher levels of responsibility): instructor interns, instructor fellows, instructional coaches, instructional mentors, and lead instructors. Each step up would require additional leadership responsibilities. Accordingly, school leadership could assign every staff person to a mentor with whom they would meet on a regular basis to check progress towards individual professional development goals. In addition, lead, mentor, and lead mentor teachers and instructional supervisors would observe, coach and model best practices for teachers, targeting their professional development goals. Lastly, instructor evaluations will include progress towards individual professional development goals and the contribution of these goals to the mission, core values and school-wide development goals. Regular slots for professional development opportunities will be published with the school calendar.

g. Structure of the School Day and Year

The CC Prep daily schedule is designed to support student attendance at the time that is most available to the students. Core hours will be from Noon until 8:00 pm. Labs will be managed from 9:00 am – 8:00 pm in order to support students for whom morning hours work better. All students will be expected to participate in at least 20 documented hours of labs, workshops or classes per week. This time will be a combination of online instruction in the lab, high-intensity workshops (at least once a week per workshop) designed to support core skills in writing, critical thinking, financial management, time management, and study skills. The student's day is designed to support accelerated transition to either full time vocational education or community college entry without developmental education as a barrier.

The following sample daily schedule indicates the time activities are available for a student to complete his/her minimum four (4) hours of instruction.

Table 5: Daily Schedule

Time	Activity	Activity
9:am – 10:30am	Lab Time	Workshop
10:30am – Noon	Lab Time	Workshop
Noon – 1pm	Break (lunch)	Break (lunch)
1pm – 2:30pm	Lab Time	Workshop
2:30pm – 4:00pm	Lab Time	Workshop
4:pm – 5pm	Break (Dinner)	Break (Dinner)
5pm – 6:30pm	Lab Time	Workshop
6:30pm – 8pm	Lab Time	Workshop

The school calendar for the Community College Preparatory Academy will follow the Workforce Development Program schedule at the Community College, where the school will be housed.

The following table provides program starting dates for the current school term and beyond. The calendar year will span the Fall, Spring and Summer terms. The start dates around the second week of September are later than most elementary-secondary schools as well as the Community College academic programs.

**WORKFORCE DEVELOPMENT PROGRAM (WDP)
TERM SCHEDULES, FALL 2011 through FALL 2013**

Year	Term	PROGRAM Start and End Dates	Year	Term	COURSE Start and End Dates
2011	Fall	12 September-15 December 2011	2011	Fall	12 September-08 December 2011
2012	Spring	17 January-26 April 2012**	2012	Spring	17 January-05 April 2012*
2012	Summer	14 May-16 August 2012	2012	Summer	14 May-02 August 2012
2012	Fall	10 September-20 December 2012	2012	Fall	10 September-06 December 2012
2013	Spring	14 January-16 May 2013**	2013	Spring	14 January-02 May 2013
2013	Summer	03 June-22 August 2013	2013	Summer	03 June-09 August 2013
2013	Fall	16 September-19 December 2013	2013	Fall	16 September-09 December 2013

CC Prep will honor all legal holidays indicated for the University of the District of Columbia Community College and seasonal breaks, e.g. Spring Break for the University and the District of Columbia Public Schools. Consideration of the DCPS calendar is an accommodation of adult students that may have children in the DC Public Schools.

A date-specific calendar will be published well in advance of the school year that includes registration, orientation, start and end day for classes/terms, holidays, professional development, events/meetings, testing periods, etc.

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

Our charter applicant is LaRuby May, who serves at the Chair of the Founding Board and will continue as the Chair of the Board of Trustees. Ms. May submits this application on behalf of the Founding group team of individuals responsible for designing the Community College Preparatory Academy. The composition of the founding group is as follows:

Jacqueline Jackson, Ex-officio Member

Dean of Academic Affairs, University of the District of Columbia Community College

Dr. Jackson serves as the chief academic officer for UDC-CC providing academic leadership of the College's two-year Associate degree programs. Prior to this role, she held a faculty position at the George Washington University, served as a director of professional development for a national higher education association, and spent several years in various student affairs positions. Dr. Jackson, whose research interests include college readiness, student development, academic leadership and diversity issues, was a considerable resource in the planning of the CC Prep Academy. She looks forward to continued work as a member of the Board of Trustees and will focus on academic issues.

LaRuby May, MA, Esquire, *Chair, Founding Board*

Executive Director, Vision of Victory Community Development Corporation)

Attorney May has worked over 15 years with education, social development and economic development issues with the underserved and underrepresented. Currently Atty. May works with over 150 adult learners in education and workforce development programs. Additionally, Ms. May, as an Attorney at Law, has served as a legal consultant for charter schools in both Florida and the District of Columbia where she is a member of the Bar (both jurisdictions). Prior to this role, Atty. May was Executive Director for the Gift Family Resource Center, whose responsibilities included securing funding resources. Attorney May was also selected by Mayor Fenty to serve as the Chair of the District of Columbia Housing Authority. Her broad range of experiences in service to the community are tremendous assets for this undertaking. Attorney May, who served as the Chair for the Founding Board, will continue in this capacity, should a charter be granted.

Barbara Brent Nophlin

Retired Principal, Paul Public Charter School and Independent consultant

Ms. Nophlin worked for over 25 years as an educator in Europe, Asia, Hawaii, Iceland, Puerto Rico and in over 10 of the continental United States and the District of Columbia. Her work experiences include teacher, Early Childhood Coordinator, Assistant Principal, Director, Policy, Research and Analysis in the DC State Education Office, Professor of Education at Trinity University and retired as the Principal of Paul Public Charter School. Ms. Nophlin resides with her husband in Ward 7, and brings broad and essential first-hand knowledge of education and school administration. She will continue as a Trustee for the Community College Preparatory Academy Public Charter School.

Philip Pannell

Executive Director, Anacostia Coordinating Council
Director of Community Affairs, ADA, Inc.

Mr. Pannell, a Ward 8 resident, has over 35 years of professional service to his community, starting with his service as ANC SMD 4C08 in 1977. Since then, he has held a variety of positions that have kept him in touch with the community, including Executive Assistant to the President of the School Board, Community Outreach Specialist, Special Assistant to the Mayor, and Community Relations Liaison. His broad array of community experiences will serve as a major resource and asset for the Board of the new Community College Preparatory Academy. He will serve as a Board Trustee with a focus on Community Outreach and Marketing.

Monica Ray

CEO, Congress Heights Community Development and Training Corporation

Ms. Ray, a Ward 8 resident, has strong ties to the business community and a history of advocacy for adult learners. As Chief Executive Officer for one of the most productive and effective adult training programs in the community, she is well aware of the special challenges of under-credited adults. Her daily experiences with adult learners have been instrumental in establishing an educational plan for the Community College Preparatory Academy that will attract, engage and retain adult students and effectively address their needs. Ms. Ray will serve as a Trustee for the Community College Preparatory Academy.

C. Vanessa (Connie) Spinner

Dean, Workforce Development and Lifelong Learning, UDC Community College

Dean Spinner is a long time resident of Ward 7 and a recognized adult educator with strong positive ties to the education community at both the K- 12 and public post- secondary level. She has deep knowledge and experience in the areas of adult education, curriculum design and workforce system development. She currently provides leadership and direction to the Workforce Development and Lifelong Learning Division of the city's only public community college. She has been a leading force in the planning for the Community College Preparatory Academy and will serve on the Board of Trustees for the school.

Richard Tagle

CEO, Higher Achievement

Richard Tagle is the CEO of Higher Achievement and as such provides strategic direction and oversight over the organization's mission, goals and annual operating objectives. He ensures that the organization has financial and programmatic sustainability and viability. He has over 28 years of nonprofit experience and has deep knowledge and expertise in youth development, middle school transition, education reform, nonprofit fundraising and grants management, and evaluation.

Mr. Tagle has served on the boards of National Summer Learning Association, Nonprofit Roundtable and DC VOICE. His expertise and wealth of experience bring tremendous resources to the founding group and Board of Trustees for the Community College Preparatory Academy, on which he has agreed to serve with a focus on business and fiscal matters.

In addition to the members listed above, the founders worked with a group of advisors who have provided support and expertise to our efforts. These individuals include:

- Thomas Stewart, President, Qwaku & Associates
- Leslie Talbot, Founder & Principal, Talbot Consulting
- Brenda Dunson, Retired Officer, DC Public Schools, Masters in Adult Education

The CC Prep planning and design team also received guidance from prospective students, administrators and educators from higher education institutions, and representatives from workforce development organizations. And, we have communicated with local officials, i.e., members of the Council of the District of Columbia, and with local non-profits associated with the workforce and training arena. Our founding members have had conversations with and received input in our school's design from individuals affiliated with YouthBuild Newark, the John Lindsay Wildcat Charter School and the Carlos Rosario Public Charter School.

The founding members' resumes (with addresses) are included in Section (Tab) F. Letters of support for this proposal are in the Appended Documents (last tab).

b. Planning Process

The planning process for the Community College Preparatory Academy began nearly three years ago when the new Community College for the District of Columbia was being launched. The research that staff had reviewed clearly indicated the need for a strong bridging program for the over 180,000 adults in the District of Columbia who require academic preparation and online literacy acceleration in order to participate effectively in postsecondary education and/or vocational training. So staff ultimately affiliated with the new Community College had begun meeting with representatives of adult charter schools such as Carlos Rosario and the Latin America Youth Center (LAYC) YouthBuild, to identify critical stakeholders who had helped them think through the requirements for an effective postsecondary transition program. Informative interviews have been held with local and national experts on high school equivalency preparation and successful ACCUPLACER assessment. All founding board members have been a part of informal conversations over the past couple of years about the potential for providing seamless transition education services for residents "East of the River."

Over the past year and a half, the nucleus of individuals involved in articulating a vision to meet an undeniable educational need in communities served by the District's new Community College began to identify potential founding board members to begin a discussion of the development of a public charter school to serve adults. A series of informal and formal meetings ultimately resulted in seven founding board members agreeing to support this effort and serve as potential Board Trustees. A site visit to Carlos Rosario proved very helpful for members who were unfamiliar with the school, and also because of the longstanding relationship between a founding board member and the Carlos Rosario school. The CC Prep founders look forward to new partnerships with Carlos Rosario in our service to adults.

Throughout our planning process, design team members honed our expectations for all founding members and Trustees for our Board going forward (see Board Member Agreements included in Tab F). The founders continue to conduct conference calls, meetings and information gathering in preparation for the upcoming applicant interview. We are well aware that timelines and tasks will increase considerably should CC Prep be granted a charter.

c. Corporate Structure and Nonprofit Status of the School

The Community College of the District of Columbia Preparatory Academy Public Charter School is not incorporated at this time, although we have begun the application process. The founding Trustees will secure status as a 501 (c) 3 nonprofit organization upon conditional charter approval and are fully aware that the school cannot begin without nonprofit status. This effort will be spearheaded by the proposed Board finance and legal chairs.

The CC Prep proposed bylaws are included with the Required Documents (Tab I). When the school receives notification of charter award, the Trustees will amend (if necessary), and approve

the proposed bylaws upon a majority vote.

2. Governance and Management

a. Board of Trustees

Board members for the Community College Preparatory Academy will be elected in accordance with the final bylaws that will establish terms. The full board will be comprised of at least one student (elected annually), at least two individuals with finance backgrounds (one of whom will serve as chair of the finance committee and the other who will lead our fundraising efforts), one person who will provide legal expertise (who will chair the ad hoc legal/grievance committee), four educators (one of whom will chair the education committee), and a community leader.

When the transition to a governing board is complete, the CC Prep founders will set the strategic direction for the school; adopt bylaws to establish guidelines for board policies and procedures; and effective school monitoring. Community College Preparatory Academy board members will receive training from the DCPCSB to ensure that members have full understanding of their fiduciary role to ensure the academic and fiscal viability of the school. Additionally, they will receive non-profit board training and a schedule of Board development activities will be established and monitored for compliance.

b. Rules and Policies

- The Board is responsible for ensuring the academic program of the CC Preparatory Academy is successful, that the school's program and operation are faithful to the terms of the charter, and that the school is a viable organization.
- The Board is to keep the school true to the mission and purpose and to continually assess the program activities to ensure that the organization is not drifting from its original purposes. A complete Board Manual will be developed during the planning year by an ad hoc Board subcommittee. The first draft of this document will be completed by August 2012. Annual goals and board member expectations also will be included.
- Among the rules and policies to be included in the Board Manual are: the management of legal documents; and the development of effective organizational planning that includes measurable goals consistent with the charter. The Manual also will define board structure; Trustee tenure, qualifications and responsibilities (including nominating and appointment processes, length and number of terms); conflict of interest policy; and the process to encourage students and their support designee participation. In addition, the Manual will outline processes to ensure the school has adequate resources; describe ways in which to enhance the school's public standing and ensure legal and ethical integrity; and define the relationship between the Trustees and school leadership. Lastly, the Board will provide guidance where needed or as mandated by the District of Columbia or federal law.

c. Administrative Structure

Governance of the Community College Preparatory Academy will be the sole responsibility of the Trustees. The Executive Director will be responsible for the day-to-day management of the school, and will be supported in part by the Finance Manager and three Site Directors. Together, this leadership team will be held accountable for the attainment of school-wide goals, and meeting or exceeding specified performance measures.

Students will play a major role in fulfilling CC Prep core value to provide students with frequent opportunities for socialization, networking, and skills acquisition. The student body will help create the school's social calendar, so students will be asked to submit "suggested activities" to their Student Support Specialist. Every member of the school will be able to provide input. A school

social calendar will be created based on these suggestions. All social interactions, and postsecondary education and employment training, site visits and similar opportunities will include a learning component so that the concept of “learning never stops” is ingrained in the school’s culture.

d. School Management Contracts

The Community College Preparatory Academy founding Board of Trustees does not intend to enter into a contract with a school management firm.

The school will be closely affiliated with the University of the District of Columbia Community College (UDCCC). Loosely defined, the partnership between CC Prep and UDCCC will involve:

- A Memorandum of Understanding regarding use of facilities space (including square footage, a level of maintenance and security)
- Cooperation and collaboration regarding student recruitment and community outreach
- Cooperation and collaboration regarding certification coursework and testing
- Joint work on assessment and reporting

Summary of UDCCC History

The University of the District of Community College (UDCCC) began its inaugural year in the fall of 2009 with a mission to expand educational opportunities for residents of the District of Columbia. UDCCC offers 23 Associate degree programs and more than 20 workforce development programs, yet provides an affordable education, at just \$100 per credit. Originally located on the main UDC campus during its first year, UDCCC moved to separate sites in the fall 2010, the Backus campus in Ward 5 and the main campus at 801 North Capitol Street, N.E.

As a part of defining the Community College, UDCCC also assumed responsibility for the Workforce Development Program at the University and expanded its efforts to include postsecondary career and technical education and Continuing Education programs. The new division, ultimately entitled Workforce Development Lifelong Learning (WDLL), provides services across a continuum that includes adult education, vocational, technical, career development and a range of enrichment opportunities. Workforce sites in Ward 7 at Fletcher-Johnson and Ward 8 at the PR Harris Education Center, along with the new Community College campus at Backus, created a strong presence in the Ward 5, 7 and 8 communities. The Fletcher-Johnson workforce program has since relocated to the Shadd School building, also in Ward 7.

Over the next five years, plans for the Community College call for expanded programmatic offerings, separation of all services from the University of the District of Columbia, and goals to become a leading, cutting-edge institution that meets the needs of 21st century students. Signifying its commitment to continuous institutional improvement and student success, UDCCC has joined Achieving the Dream: Community Colleges Count. As part of this nationwide initiative, UDCCC will identify new strategies to increase student success, close achievement gaps, and improve retention, persistence, and completion rates. The Community College brief history and noble goals provide an excellent context for the proposed Community College Preparatory Academy.

3. Finance

a. Anticipated Sources of Funds

Per Pupil Charter Payments: As shown in Section E, we expect per pupil charter payments in the amount of \$1,006,358 and \$1,596,754 for Year 1 and Year 2 respectively. These amounts include only the base per pupil amount, as adults are not privy to special education tiers. We also expect a per pupil facilities allowance of \$450,000 and \$714,000 for Year 1 and Year 2, respectively. These

numbers are based on the current budget per pupil allocation amounts (published on the District of Columbia Public Charter School website) and the enrollment data assumptions provided below:

Funding Allocations and Enrollment data Assumptions

Cohort	Year 1	Year 2
Cohort 1	150	38
Cohort 2	0	200
Total	150	238

Type of Fund(s)	Year 1	Year 2
Adult charter payments	\$1,006,358	\$1,596,754
Adult pupil facilities allowance	\$450,000	\$714,000
Total	\$1,456,358	\$2,310,754

Federal Funds: We are not eligible for Federal Funds as an Adult Charter School. We will explore options to leverage other federal funds after the first year.

State/Local Grants: We are not eligible for Federal Funds as an Adult Charter School. We will explore options to leverage other federal funds after the first year.

Federal Grants: We are not eligible for Federal Funds as an Adult Charter School. We will explore options to leverage other federal funds after the first year.

Additional Funds: Our Year 1 and Year 2 budget includes monetary support in the amount of \$100,000 from the private sector in the form of donations or private grant funds.

Type of Fund(s)	Year 1	Year 2
Private Grants	\$ 25,000	\$100,000
Total	\$ 25,000	\$100,000

Contingency Plan in the Event of Funding Issues: CC Prep plans to operate primarily with non-competitive local and federal funds. Having nondiscretionary sources of funds will help us in our planning by creating a stable revenue source. If funding is not as expected, we have several potential contingency plans:

- If the issues are short-term in nature, we will work with the Community College to support our initial efforts.
- If revenue trends are consistently lower than anticipated, we will consider changes to our program including the adoption of a full contingency budget as shown in the exhibits included with our application.
- While we do not expect to have difficulty meeting our enrollment projections, if this proves to be difficult, we would consider adjusting our student/staff ratios.
- We also would look for ways to reduce nonessential student costs through the reduction of computer equipment and technology in the early years of the charter.

For more information, please refer to Section E (Budget) for our full contingency budget and assumptions.

Financial Goals and Objectives: The primary financial objective is to create a program that provides outstanding quality education for our students while being fiscally viable and sustainable. Our school model includes staffing and resources to support an at-risk student population. Specifically,

CC Prep students will be under-credited, require basic skill remediation, need counseling and other supports, and access to postsecondary education and employment opportunities. In order to protect the financial stability of the school, CC Prep will use surplus funds to first create an equity reserve in order that essential services can be paid in the event of cash flow issues or unanticipated shortfalls in funding or enrollment. Our goal is to contribute a minimum of fifty thousand per annum in the early years of the charter to this fund. We also will look to invest surpluses in human resources (including hiring and incentive programs), technology, and intern/apprenticeship programs for our students.

b. Planned Fundraising Efforts

Our founders are currently engaged in fundraising efforts. Specifically, we have begun conversations with the Walmart Foundation and a number of local philanthropies. Accordingly, we will seek in-kind support from these and other corporations and community-based organizations for supplemental educational and workforce development programming and opportunities.

c. Financial Management and Accounting

The Finance Manager will satisfy the day-to-day responsibility for managing the school's finances as supervised by the Executive Director with oversight from the Board of Trustees Finance Committee. Specific roles and responsibilities are outlined below:

Annual Budget Preparation: The Finance Manager will have primary responsibility for the preparation of the budget. The Finance Manager will be responsible for working with the Executive Director (ED) and Board Finance Committee during this process. The budget will be delivered on or before May 1 of each year.

Financial Statements /Comparison of Actual Expenses vs. Budget: The Finance Manager will have primary responsibility for preparing monthly financial statements for the Board of Trustees (BOT). These financial statements will include a comparison of actual versus budgeted results, and will be delivered to the ED and BOT at the start of each month. Financial statements will follow generally accepted accounting principles as defined by the American Institute of Certified Public Accountants.

Payroll Processing and Payroll Taxes: These will be the responsibility of the Finance Manager. The Executive Director (ED) will ensure that school staff provide accurate information at each payroll cycle through a web-based reporting system. The ED also will be responsible for new hire and termination reporting. The Finance Manager will review the payroll detail (showing employees paid each cycle) for accuracy.

Bookkeeping Function: Daily functions will be performed by school staff (administrative support) utilizing established policies and procedures. The Finance Manager will be responsible for the accuracy of this data. Fiscal management personnel will be adept at (or trained to be so) our selecting accounting system software. Monthly invoice recording for products and services, check cutting, bank reconciliations and wire transfers will be performed by the Finance Manager with oversight from the ED and BOT Finance Committee (as appropriate) to establish tight controls around cash functions. Each month, bank reconciliations will be sent to the Finance Manager for review.

Internal control review and reconciliation of finance activity will be conducted by the Finance Manager on a monthly or biannual basis dependent on the task. The Finance Manager will work with the ED to ensure that a strong system of internal controls exists, that tasks are segregated to limit potential mismanagement of funds, and that any identified internal control weaknesses identified by the external auditors are resolved quickly.

Segregation of School Assets: The resources of the charter school will be segregated by utilizing separate bank accounts and separate ledgers or “legal entities” within the accounting system. All books and records will be physically housed and remain the property of the school.

Cash Flow: Cash flow analysis will be included in the monthly financial statement reports to the Board of Trustees. This analysis will be reviewed as compared to the annual budget. Any projected overruns or cash shortfalls will be highlighted by the Finance Manager for the ED and BOT (the latter of which will be responsible for arranging temporary financing or establishing alternative plans to cover the shortfall).

d. Civil Liability and Insurance

The Community College Preparatory Academy will purchase the following types of insurance:

Commercial General Liability and Fidelity Bond

CC Prep will purchase the basic insurance required by the University of the District of Columbia Community College to be a tenant. All other insurances will be purchased in the future as needed.

e. Provision for Audit

The Board will provide for an annual audit, by a firm selected from the list of DCPCSB approved firms, in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States. The audit will follow Generally Accepted Government Auditing Standards (GAGAS) and DCPCSB audit policies. The Finance Manager will provide all bookkeeping services and accounting records for the audit. The Finance Manager will be responsible for coordinating the audit, acting as liaison between the audit and the school during the audit process, preparing audit schedules and reports, and delivering required supporting documentation as necessary. The auditors will report internal control findings and deliver the audit report directly to the BOT in order to maintain high levels of fiscal integrity and independence.

4. Facilities

a. Identification of a Site

The Community College Preparatory Academy will be co-located in Workforce Development Program space at the University of the District of Columbia Community College Backus Campus (Ward 5), the Shadd Workforce site (Ward 7) and the PR Harris Educational Center (Ward 8). Initial enrollment for each site will be 50 students.

Facility accommodation for CC PREP will be a school-within-a-school model, similar to Middle College at New River Community College in Dublin, Virginia and other Virginia Middle Colleges. At least two dedicated classrooms (1500 - 2100 sq.ft.) identified with CC Prep signage at each site will comprise the physical nucleus of the charter school. These rooms will contain a learning lab, flexible student work space, counseling spaces and common space. One site will have additional space to house CC Prep’s administrative offices (700 -1500 sq.ft.) for the Director, Finance Officer, staff assistant, clerical support, conference room, storage and files. CC Prep students and staff will have access to other available building resources for classes and activities. Due to the dynamic nature of community college programming, the appropriate lease agreements (In accordance with MOU) for the designated spaces will be completed upon approval of the Charter application. Costs for outfitting classrooms, lab and office spaces beyond current furnishings will be included in start-up costs.

A letter of committed support from the CEO of the Community College is included in the Appended Documents (last tab).

b. Site Renovation

Projected renovations at each of the aforementioned sites are expected to be minimal in that CC Prep will be housed in existing classrooms already in use for instructional and administrative purposes.

c. Financing Plans for Facilities

At this point, we project minimum financial requirements for our facility during the first charter period, as the bulk of facility costs will be derive from the lease of space from the Community College (UDCCC). Lease payments will not exceed \$50,000.00 per site annually and minor renovations at each site are expected to exceed \$15,000 per site. The minor renovations we envision would be a part of the start-up costs unless space made available in out years requires some level of renovation.

d. Building Maintenance

CC Preparatory will be housed in space assigned to and leased through the University of the District of Columbia Community College. Because the space will not exceed two to three classrooms at two sites, with additional space for administrative offices at the third site, the lease agreement for the space may include some level of daily and routine maintenance services in conjunction with that provided for the three Community College facilities. CC Prep will also hire one maintenance staff per site to support daily operations.

5. Recruiting and Marketing

a. Outreach to the Community

Community Participation

As part of the community outreach efforts conducted for this proposal, CC Prep founders have garnered information about the most effective ways to interface with prospective students. To that end, we have engaged organizations that have long standing relationships with adult learners. This has included the solicitation of input from Directors of the three Workforce Development and Life Long Learning Centers located in Wards 5, 7 and 8. These individuals have provided valuable insights that have influenced various aspects of our school model -- especially our marketing and recruitment strategies. Upon securing the charter, these continuing outreach efforts will include prospective employers and other key stakeholders in a progressive discussion about creative, effective and multi-beneficial ways to blend academic and employment skill development.

As a direct function of initial planning for the charter school, members of the founding team have been in contact with a range of local foundations through the Community Foundation. Founding Board members are connected to a range of potential business funding partners and the team has already been in direct contact with the Walmart Foundation. As a direct result of the Community College's partnership with University NOW, we are looking forward to a range of new and emerging opportunities for joint fundraising.

Given the unique opportunities and challenges associated with engaging the target student population, we will use a variety of strategies to raise awareness about the Community College Preparatory Academy. In so doing, we will be particularly thoughtful about engaging students – some of which may not be fully aware of their academic challenges and employment preparedness. A key component of community outreach and student recruitment strategies will involve providing participants with insights regarding the United States economy, global competition, and what it will take to be a productive citizen of the world.

b. Recruitment of Students

Student recruitment efforts will involve direct marketing to eligible students (those who reside in the District of Columbia, are at least 18 years of age, and have not received a high school diploma or GED). We will work closely with the DCPS, secondary charter schools, direct-service providers at human service agencies, workplace human resource departments, and those agencies and organizations that serve transitional populations. Specific marketing strategies will consist of:

Meetings

- Contacts with high school counselors and social workers working with students expected to “age-out” of the K-12 public school system
- Utilization of community partners

Presentations

- Presentations to the staff of organizations that provide training and employment opportunities for adults

Information Dissemination via Print

- Mailings to zip codes in Wards 5, 7, and 8
- Production of a newsletter for former and current students

Information Dissemination via the Web and Broadcasting Mediums

- Production of a newsletter for former and current students
- Establishment of a “Facebook” type web page
- PSA’s

Participation in Events

- Participation in job/training fairs
- Participation in cultural and community events

Programming

- An Adult Lifelong Learning Speaker Series to be established at the University of the District of Columbia Community College
- Establishment of an alumni program for former students

c. Future Expansion and Improvements

Enrollment Targets

Table 6 on the following page provides a visual schema of enrollment targets during the first five years of the charter. The total projected number of students in Year 5 is 600. We expect to reach full capacity of 1,225 students in Year 10. We believe a larger school will provide better professional growth and leadership opportunities for staff and will channel additional resources and opportunities for students. The Board will maximize the utilization of and closely examine space relative to demand and capacity. Any proposed increase in facilities, staff and resources will be fully analyzed to ensure that the program provides an optimal learning environment and remains fiscally sound and self-sustaining.

Future Facilities Needs

In order to meet enrollment targets in a fiscally responsible manner, we plan to utilize Community College space during the first charter period. During this time, the Board will assess with the Community College their growth and future space needs. Our intent is to grow with the Community College and to maintain our attachment so that students will benefit from their peers in Community College and Workforce programming and be motivated to become a part of the affiliation.

Staff Recruitment

To facilitate ongoing recruitment of qualified staff, CC Prep will advertise in *Education Weekly*, *The Washington Post*, various community papers, and via web-based newsletters of those organizations serving our target student population, and job banks (e.g. *Career Builders*, *Hot Jobs*, *Idealist*, etc.). In addition, CC Prep will tap into the many nationally recognized universities surrounding the Washington, DC area.

Table 6: Enrollment Targets

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5
Cohort 1	150	38			
Cohort 2		200	50		
Cohort 3			300	75	
Cohort 4				400	100
Cohort 5					500
Total Enrollment:	150	238	350	475	600

New Classrooms

Total Classrooms:

Common Space

- Faculty resource room
- Student support specialist & significant support person room
- Conference/training room
- Counseling offices
- Auditoriums and public spaces (access)

C. Operations Plan

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

The process for student recruitment, dissemination of enrollment/registration information and applications, lottery (if required), notification, registration, orientation, and related matters will be implemented within the general timeframe described below. During the first year, students will be admitted for the fall semester, only. Subsequently, fall and spring enrollment periods may be phased in.

July – September 2012:

Develop marketing plan to include:

- Selection of print and electronic media outlets
- Content for print and electronic documents
- Identification of organizations, institutions, and agencies for informational meetings and presentations
- Content for informational meetings
- Student enrollment application packet
- Plan for receipt of application

September 2012 - May 2013:

Disseminate information about the educational program, school calendar and policies, the enrollment process using the methods mentioned in the Business Plan. These will include, but not limited to, advertisements in the local newspapers, public service announcements with local radio stations, the establishment of our school's website, presentations during cultural and community events and meetings, information sessions, open houses and direct mail to prospective students.

May 1, 2013:

Open registration period begins. Interested students may register for fall program by submitting an application/Intent to Enroll.

May 1 – June 28, 2013:

The Open Registration/Intent to Enroll period ends June 28. Once/if the number of students registered per site exceeds capacity, the need to conduct a lottery will be publicized. After the lottery is held, eligible students will be notified and remaining students will be placed on waiting list in the order established by lottery.

July 8, 2013

Last day to hold Admission Lottery (if required)

July 10, 2013:

Notification of Enrollment Acceptance and Waiting List
Registration completion and residency verification begins

July 31, 2013

Last day for eligible students to finalize registration
Notification to wait-list applicants begins

August 12, 2013:

Last day for wait-listed students to finalize registration

September 3, 2012

Orientation Period Begins: Students and Significant Support Person

September 17, 2013 (Tuesday):

First day of school

b. Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students

CC Prep will have an open admissions policy and will be open to adults age 18 and older who have not received a high school diploma, GED or are significantly underperforming, and are residents of the District of Columbia. Prospective students will be considered without regard to aptitude, ethnicity, national origin, gender, disability, or language proficiency. If applications exceed the number of spaces available, students will be admitted using a random selection process (lottery) with preference given to newly admitted students. A wait list by annual cohort will be maintained in order of lottery results. If students chosen from the lottery do not register for enrollment, the next student on the wait list will be given an opportunity to register. Nonresident students shall pay tuition to attend at a rate equal to the applicable rate established for the District of Columbia public schools.

During the enrollment period, students and their support designees will be required to sign a partnership agreement with CC Prep to be actively engaged in their education. The agreement will outline the student code of conduct and other school expectations. Students will be required to complete the DC Residency Verification Form and provide appropriate documentation; provide immunization records; and, where applicable, submit a copy of any existing Individual Education Plan (IEP) (where applicable).

Students may withdraw at any time and CC Prep will facilitate the transfer of any eligible student to an equivalent program by forwarding student records as requested and appropriate. An exit interview will be conducted to gather information about the school's programs to be used for program improvement. CC Prep Academy will develop a Student Policy and Procedure manual by early 2013. It will include a code of conduct and outline all disciplinary policies. Potential causes for suspension or expulsion are likely to include:

- Actions potentially harmful to others
- Vandalism
- Cheating
- Hostile actions
- Verbal or written threats
- Use of tobacco, alcohol, illegal drugs, or weapons on or off of school property
- Profane or vulgar language
- Graffiti and other acts of vandalism

2. Human Resources Information

a. Key Leadership Roles

The Executive Director will be responsible for the overall administration and operations of our school. This individual will also serve as the instructional leader and will work directly with the Board in fundraising and program development. The Community College Preparatory Academy has not yet selected an Executive Director.

Finance Manager

The Finance Manager will be responsible for the day to day fiscal operations of the CC Preparatory Academy. This individual will work directly with the Executive Director to ensure that budget compliance is continuously maintained. This individual will also be responsible for identifying and working with the independent auditors.

Site Directors

Three part time Site Directors will be hired from the ranks of recently retired educators to serve as liaisons between the building administration and the Executive Director. The founders firmly believe that this leadership team will provide the depth of experience and knowledge of education required for startup. Based upon their performance and what we learn from this unique leadership triad, in the second year Site Coordinators will become full-time

b. Qualifications of School Staff

Hiring Standards

Table 7 below outlines the standards the CC Prep founders will use for selecting and hiring school staff. All instructional staff will meet or exceed the requirements of the No Child Left Behind Act. The Table indicates required professional backgrounds, depth of experience, and personal qualities that will be sought for our faculty. Table 7 also conveys how the desired personal and professional qualities will help CC Prep implement its vision and achieve its goals.

Table 7: Criteria for Faculty Selection

CC Preparatory Academy Faculty Qualifications Criteria	
High Expectations for Student Learning	<ul style="list-style-type: none">• Ability to relate well with adult students, likes and respects adults of all age groups• Clear authority figure/commands respect• Promotes leadership opportunities• Creates a safe and supportive environment• High expectations for students• Demonstrated ability to motivate adult learners• High stress tolerance (esp. extreme incidents)• Considers the whole individual when coaching or facilitating learning• Experience working with at-risk student populations• Encourage student leadership, volunteerism
High Expectations for Faculty Performance	<ul style="list-style-type: none">• Successful instructional track record, including demonstrated success with adult learners• Demonstrated experience leading and cooperating with other faculty• Partner/coaching approach to leadership• Expert in classroom management• Ability to support and encourage fellow faculty• Establish and maintain a disciplined school culture• Values professional development including self-reflection, job-embedded learning opportunities, and workshops/trainings, and invests heavily into this concept
Significant Support Person/School Collaboration	<ul style="list-style-type: none">• Experience with diverse, lower-income, urban adult learners• Experience with diverse, lower-income, urban families• Possess an “All Students Can Learn” attitude• Demonstrated history of being accessible and flexible• Can integrate students into circle of “experts”• Participate in staff/student/significant support person blog• Upholds and contributes to a welcoming, community-oriented school culture

	<ul style="list-style-type: none"> • Encourage staff volunteerism/community service • Ability to engage with community members • Awareness of student challenges: demographic, socio-economic, family • Knowledge of community resources
Opportunities for Socialization and Skills Acquisition	<ul style="list-style-type: none"> • Perpetuates a school environment that encourages behavioral approach to learning • Provides a classroom atmosphere that is consistent, supportive, and dependable • Supports school-wide culture and rules that reinforce high expectations for all • Creates a commitment to culture, history, and background of students and community • Ability to build relationships with community organizations • Can support “hidden curriculum” learning including appropriate behavior protocols, networking and other socialization strategies, etc.
Overall	<ul style="list-style-type: none"> • Work well with peers, Site Director(s), Executive Director and Board • Learns from mistakes and has an ability to accept criticism • Excellent written and verbal communications skills • Strong instructional background • Good organizational skills • Excellent project, classroom and student management experience • Track record of success in high-achieving schools • Expertise in evidence-based best practices and cultural competence • Excellent MS Office Suite skills

Community College Preparatory Academy Faculty: CC Prep instructional staff will be highly skilled and experienced. We will seek high school and adult education teachers that have demonstrated success with at-risk and adult student populations. CC Prep aims to have 100% of its instructional staff certified. However, due to the unique nature of our student population we will concentrate on finding the most “Highly Qualified” teachers. CC Prep faculty will meet all quality standards of the No Child Left Behind Act. All licensed or certified personnel must be in good standing within their licensing boards. No one with a suspended or revoked certificate or licensure by the District of Columbia or any other state will be employed.

Criteria for Faculty Selection: In addition to the criteria outlined above, CC Prep faculty will:

- Uphold the core values of our school
- Demonstrate excellent classroom management skills
- Have knowledge and experience working in an integrated (academic/vocational) model
- Demonstrate willingness to work with a culturally and economically diverse population
- Strive for high standards, student performance gains, and excellence

Staff Recruitment: Having a highly skilled and dedicated team is imperative to our goal of delivering high quality adult education with a higher than 54 percent GED completer status. As indicated earlier, school leadership will advertise in various print periodicals (e.g. *Education Weekly*, *The Washington Post*, etc.), and tap into the many nationally recognized universities surrounding the Washington DC area. In addition, we will advertise in web-based mediums including e-newsletters, and on social networking and professional trade association sites. Once a pool of candidates is selected for each position, a face-to-face interview will be arranged – and for faculty – a classroom observation will be arranged to ensure the highest degree of “job fit” between the candidate and CC Prep.

Background Checks: Extensive background reviews and checks will be conducted to verify past experiences and ensure the safety of our staff and students. References will always be required and checked for candidates in the latter stages of the hiring process. All hires will undergo background checks to ensure the safety of the children. Lexis-Nexis will be used to ensure a thorough, nationwide check is accomplished.

c. Staffing Plan

CC Prep will employ a unique staffing pattern to provide all students the highest level of service and learning opportunities. As such, all site staff will be available to accommodate student needs in accordance with the flexible daily schedule for labs, workshops and classes. Site Directors, Instructors, those who serve managers and Student Support Specialists will work collaboratively to provide services to students. The full staffing plan for CC Prep is provide in Table 8 below.

Table 8: Proposed Staffing Plan Years 1-5:

Staffing	Year 1	Year 2	Year 3	Year 4	Year 5
SENIOR LEADERSHIP TEAM					
Executive Director	1	1	1	1	1
Finance Manager	1	1	1	1	1
Site Director	1.5	3	3	3	3
Total Instructional Leadership Staff	3.5	5	5	5	5
FINANCE & OPERATIONS					
Bookkeeper/Clerk	1	1	1	1	1
Total Finance & Operations	1	1	1	1	1
CLERICAL/ADMINISTRATIVE					
Receptionist	0	1	1	1	1
Administrative Assistant	3	3	3	3	3
Total Clerical/Administrative	3	4	4	4	4
FACULTY - SPECIALTY					
CORE SUBJECTS					
General Ed Teachers	4.5	6	9	12	15
Total Faculty - Specialty	4.5	6	9	12	15
EDUCATIONAL SUPPORT					
Student Support Specialist	3	6	9	12	15
ELL Coordinator	1	1	1	1	1
Total Educational Support	4	7	10	13	16
Total # of Staff Members	16	23	29	35	41
Subcontracted staff					
Other subcontracted staff 1- Custodian	3	3	3	3	3
Total subcontracted staff	3.0	3.0	3.0	3.0	3.0

d. Employment Policies

Salaries: CC Prep salaries will be competitive with the DCPS salary structure. The Board and Executive Director will seek energetic people who enjoy working with at-risk adult learner populations.

Employee Relations Philosophy: CC Prep founders are committed to providing the best possible climate for maximum development and goal achievement for all employees. All employees will be treated with respect, and recognized for their contributions and accomplishments. Staff will be encouraged to develop a spirit of teamwork wherein staff will work together to attain common goals. In order to maintain an atmosphere where these goals can be accomplished, the workplace will be comfortable and progressive. Most importantly, the workplace will foster open communication wherein problems can be discussed and resolved in a mutually respectful atmosphere. The founders firmly believe that with direct communication, staff can resolve any difficulties that may arise and develop mutually beneficial relationships.

Background Checks: As previously stated all hires will undergo a national background check. The Community College Preparatory Academy plans to use Lexis-Nexis for this purpose. Copies of background check findings will be placed in each personnel chart.

Code of Business Conduct

Ethical Relationships: The Academy shall only employ or contract with individuals or entities with proper credentials and expertise. All employees or contracted individuals will adhere to all applicable laws, regulations, policies and guidelines necessary to perform on behalf of the charter. Regular training on these guidelines will be provided.

Honesty and Professionalism: It is the responsibility of all those performing duties on behalf of CC Prep to maintain the integrity and reputation of the organization. All such duties will be conducted in an honest and professional manner, promoting trust in the organization.

Integrity in Operational Processes: Employees or contracted individual must take every reasonable precaution to ensure that their work is accurate, timely, and in compliance with all federal and District of Columbia laws and regulations.

Drug Free Workplace: CC Prep will be a drug-free zone and workplace. The use of illicit/illegal substances is strictly prohibited.

Equal Employment Opportunity: E.O. 50 Section 3(i) (Rules Sec. 1-14(c)) defines "equal employment opportunity" to mean:

"the treatment of all employees and applicants for employment without unlawful discrimination as to race, creed, color, national origin, sex, age, disability, marital status, sexual orientation or citizenship in all employment decisions, including but not limited to recruitment, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, and all other terms and conditions of employment".

Adherence to the D.C. Human Rights Act of 1977, as amended, D.C. Official Code, Section 2-1401.01, et seq. (Act), the Academy will not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family status, family responsibilities, matriculation, political affiliation, disability, veteran's status, source of income, or place of residence or business. Sexual harassment is considered sexual

discrimination, which is against the Act. Harassment of any kind will not be tolerated. Violation of any of the tenets of the Act will result in disciplinary action, which can include termination.

An Affirmative Action Plan will be developed to provide positive action and to assure that Equal Employment Opportunities are given to all minorities and women who are employed by or seek employment with The Academy. CC Prep is committed to the support of this Plan and to the good-faith effort to achieve its objectives. Our Affirmative Action Plan will be developed according to Executive Order No. 11246.

Non-Harassment: CC Prep prohibits harassment of one employee by another employee or supervisor for any reason including, but not limited to: marital status, sexual orientation, citizenship status, veteran status, race, color, religion, sex, national origin, age and physical or mental disability. The purpose of this policy is not to regulate the personal morality of employees. It is to assure that in the workplace, no employee harasses another for any reason. While it is not easy to define precisely what harassment is, it includes: slurs, epithets, threats, derogatory comments or visual depictions, unwelcome jokes and teasing.

Any employee who feels that she/he is a victim of such harassment should immediately report the matter in accordance with Academy policy. CC Prep will investigate all such reports as confidentially as possible. Adverse action will not be taken against an employee who in good faith reports or participates in the investigation of a violation of this policy. Violations of this policy are not permitted and may result in disciplinary action, up to and including discharge.

Sexual Harassment: Sexual harassment of one employee by another employee, supervisor or third party is against company policy and is unlawful under state and federal law.

CC Prep firmly prohibits sexual harassment of any employee by another employee, supervisor or third party. Harassment of third parties by our employees is also prohibited. The purpose of this policy is not to regulate the morality of employees. It is to assure that in the workplace, no employee is subjected to sexual harassment. While it is not easy to define precisely what sexual harassment is, it includes: unwelcome sexual advances, requests for sexual favors, and/or verbal or physical conduct of a sexual nature including, but not limited to: sexually-related drawings, pictures, jokes, teasing, uninvited touching or other sexually-related comments.

Sexual harassment of an employee will not be tolerated. Violations of this policy may result in disciplinary action, up to and including discharge. There will be no adverse action taken against employees who, in good faith, report violations of this policy or participate in the investigation of such violations. Any employee who feels that she/he is a victim of sexual harassment should immediately report such actions in accordance with Academy procedures. All complaints will be promptly and thoroughly investigated.

Americans with Disabilities Act: CC Prep founders are committed to providing equal employment opportunities to otherwise qualified individuals with disabilities, which may include providing reasonable accommodation where appropriate. In general, it is the responsibility of the employee to notify the hiring manager of the need for an accommodation. Upon doing so, the hiring manager will ask the employee for input or the type of accommodation believed to be necessary or the functional limitations caused by the disability. Also, when appropriate, CC Prep may need permission to obtain additional information from the employee's physician or other medical or rehabilitation professionals.

e. Volunteers

The Community College Preparatory Academy will assume that many prospective students will

require technical support with completing the formal application and other aspects of the admissions process. Thus, we will develop a prospective outreach and technical support volunteer corps. The volunteers will be trained to provide one-on-one in-person and telephone support to all prospective students. Staff and Board members will make use of intimate ties to UDCCC, UDC and UDC School of Law to recruit current undergraduate and graduate students, as well as alumni from these institutions. We will also invite individuals and organizations from the broader community to participate in our prospective student outreach and technical support efforts.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety

The Community College Preparatory Academy will fully comply with the DC School Reform Act Official Code §38-2602(b) (11). All students will have current immunizations and adult emergency contact information available at all times. Staff members will be required to maintain CPR certification during their employment with CC Preparatory. Annual hearing and vision tests will be provided for all students.

b. Safety (Facilities Compliance)

The Community College Preparatory Academy will comply with D.C. School Reform Act §2204(c) (4). Our staff will adhere to all fire safety codes and regulations. All emergency exits will be clear and accessible. Evacuation drills will be performed on a regular basis by all staff and students. The current facility accommodation model does not call for facilities separate from the University of the District of Columbia Community College, but any remodeling or renovation undertaken of space occupied by CC Prep will be designed or remodeled in compliance with the Americans with Disabilities Act, Section 504 of Rehabilitative Act of 1973 and other federal guidelines.

c. Transportation

The Community College Preparatory Academy will comply with D.C. School Reform Act §38-1802.08 as required for adult student populations. Funding permitting, CC Prep will provide eligible students with discounted Metro fare cards.

d. Enrollment Data

CC Prep will send all enrollment data to OSSE and DCPCSB as required. The school will use the OLAMS system or whatever systems are in place during the opening of the public charter school. CC Prep will adhere to all district and federal guidelines and regulations in order to comply with SRA §38-204.

e. Maintenance and Dissemination of Student Records

CC Prep will use an electronic data system to manage student records. The founders are considering AspirePath as one possibility for student data collection, maintenance and dissemination. The selected system will be web-based, maintained by school administrative staff, and supported by the Workforce Development and Lifelong Learning program of the University of the District of Columbia Community College. Paper student records will be kept secured at all times with access given only to authorized personnel. The school will comply with D.C. School Reform Act, Parts B and D, as well as D.C. Code §38-201 et. seq., D.C. Code §38-502 et. seq., D.C. Code §38-306 et. seq., and D.C. Code §29-301.88 et seq.

f. Compulsory Attendance Laws

The Community College Preparatory Academy will comply with Compulsory School Attendance (D.C Code §38-201 et. seq.) regulations as required for an adult student population. In addition,

each student designated student support person will be contacted daily via telephone to verify a student's absence.

g. Subchapter B of the Individuals with Disabilities Education Act

Students will be evaluated as part of registration activities for our school. Educational programs will be designed to meet student's special education needs. Special education services will be provided as required by federal and district laws and regulations.

h. Title I of the Improving America's Schools Act

CC Prep does not expect to receive federal Title I funds.

i. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

All federal and District of Columbia Civil Rights Statutes and Regulations will be followed. Accordingly, the Community College Preparatory Academy will prohibit discrimination against, or harassment of any employee or students on the basis of race, sex, age, physical/mental/emotional ability or disability, religion, national origin, political affiliation, language fluency, family responsibilities, or sexual orientation.

j. Other

CC Prep has no additional requirements.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

We anticipate opening the Community College of the District of Columbia Preparatory Academy to students in Fall2013. The following table demonstrates the estimated timetable for implementing the charter.

Table 11: Timetable for Charter Implementation

Tasks	In Process	June-Aug 2012	Sept-Dec 2012	Jan-March 2013	April-Aug 2013
Board of Directors Organization and Procedures					
Finalize Board Membership	X	X	X		
Develop and finalize Board Policies and Procedures	X	X	X		
Orientation and training of new Board members			X	X	
Hold Board Meetings: develop roles and functions, governance model, etc.	X		X		
Finalize Bylaws	X				
Finalize MOU with Community College	X				
Development					
Apply for private, corporate, foundation and government grants		X	X	X	X

	In Process	June-Aug 2012	Sept-Dec 2012	Jan-March 2013	April-Aug 2013
Personnel					
Determine staffing needs including special education and bilingual		X	X	X	
Develop timeline and process for hiring faculty and staff		X	X		
Develop Personnel Policies and Procedures Manual including benefit package; employment process and school employment contracts	X	X	X	X	X
Recruit and hire Executive Director		X	X	X	
Recruit and hire Site Directors		X	X	X	
Recruit and hire the Finance Manager		X	X	X	
Recruit and hire other faculty and staff				X	X
Conduct background checks as needed				X	X
Create personnel files				X	X
Enrollment Process					
Complete design of student recruitment and registration packet		X	X		
Disseminate student registrations and pre-enrollments (in tandem with recruitment efforts)			X	X	X
Review student applications for accuracy and acknowledge receipt				X	X
Develop lottery for selecting students if needed			X		
Advise students of status of their application, student eligibility and lottery date				X	
Adhere to application deadline					X
Conduct lottery and establish wait list (if applicable)					X
Notify students of either student admission or placement on waiting list					X
Adhere to Intent to Enroll Deadline					X
Enter application and registration information into student database					X
Verification of D.C. residency				X	X
Develop student and parent handbook	X	X	X		
Ensure students receive all school information (calendar, student and parent handbook, etc.)					X
Move applications from wait list and continue registration until full enrollment is achieved (if needed)					X
Conduct student & significant support person orientations					X
Establish system for recording and compiling enrollment and attendance information				X	

	In Process	June-Aug 2012	Sept-Dec 2012	Jan-March 2013	April-Aug 2013
Marketing and Recruitment					
Hold meetings with DCPS, DOES, other community and faith based organizations, community stakeholders, parents, and others who interface with and support prospective students	X	X	X	X	X
Develop and disseminate a prospective student DVD	X	X	X	X	X
Disseminate informational materials and promote school in targeted neighborhood		X	X		
Design school brochures and other marketing print materials (banners, website, etc.)			X	X	
Initiate advertising (newspaper, direct mail, radio)			X	X	X
Hold open houses for students and community members				X	
Issue release announcing planned school and opening date	X	X	X	X	X
Accountability					
Identify data collection needs and reporting requirements			X	X	
Acquire and establish assessment systems			X	X	X
Obtain and orient appropriate staff for technology to manage student, personnel and financial information				X	X
Educational Program and Staff Development					
Best practices research and site visits	X	X	X	X	
Staff attend curriculum workshops					X
Teacher in-service training and summer institute					X
Develop professional development plan/calendar for the year including summer training institute			X	X	
Facilities					
Finalize site to ensure occupancy requirements			X	X	X
Complete lease negotiation and financing (if necessary)			X	X	X
Complete all inspections and certificate of occupancy (if necessary)				X	X
Installation of communications and technology equipment					X
Move in furniture, organize classrooms,					X

office, and other space					
Finalize facilities management, custodial care and security					X
	In Process	June-Aug 2012	Sept-Dec 2012	Jan-March 2013	April-Aug 2013
Procurement					
Order and manage receipt of textbooks and instructional materials				X	X
Order and manage receipt of desks, furniture, and classroom, and office equipment, computers, kitchen ,recreational and other supplies				X	X
Financial Management					
Establish school bank accounts		X	X		
Develop financial management systems and policies				X	X
Obtain insurance policies				X	X
Establish payroll system				X	
Install and orient appropriate staff for software for managing finances and generating all required financial reports				X	
Food Services					
Ensure facility meets any food service requirements					X
Health and Safety					
Have students complete medical information forms					X
Check forms for accuracy and conduct follow-up as needed					X
Establish policies for addressing noncompliance by parents to ensure receipt of all necessary documents					
Establish fire evacuation routes, fire drill procedures and schedule					X
Orient students, support persons and staff on code of conduct, behavior requirements, suspension and expulsion policies					X
Establish emergency/disaster plan and review with staff and students					X
Legal and Organizational					
Receive approval of charter petition		X			
Negotiate and sign contract with chartering authority		X			
File application for state tax exempt status		X			
File application for IRS 501 (c) (3) status		X			

	In Process	June-Aug 2012	Sept-Dec 2012	Jan-March 2013	April-Aug 2013
Special Education					
Obtain special education records including IEP's of any entering student					X
Identify students requiring IEPs					X
Create confidential record keeping process and locked cabinet					X

b. Maintenance and Reporting of Academic and Non-Academic Performance Data

CC Prep has a proposed technology structure and plan that will be used to enhance the educational environment and aide in general communication with students, parents, and PCSB. This technology structure will ensure confidentiality and adherence to all District and federal regulations.

As previously indicated, the technology structure under consideration is AspirePath. In addition, CC Prep will have a website with intranet capabilities that will enable all personnel working with an individual student to have access to a blog dedicated to that particular student. The website will facilitate weekly emails and postings for students and significant support persons (as designated by individual students) to keep all informed of academic and non-academic events and activities.

The proposed technology infrastructure will be coordinated through an internal local area network (LAN) created in the school so that all classes and offices will have internet access. This network will interface with the UDCCC through a high speed internet connection (T1). UDCCC employs a Chief Information Officer with a full IT department. UDCCC will be responsible for connectivity, maintenance and support of the technology structure. The school's Executive Director and Finance Manager will work closely with the UDCCCIO to ensure all of the schools needs are met for appropriate collecting, maintaining and reporting of data to stakeholders.

c. Major Contracts Planned

At this time, no major contracts are planned exceeding \$25,000 for equipment, educational and other services, leases, improvements, purchases of real property, or insurance.

d. Orientation of Parents, Teachers, and Other Community Members

To ensure effective involvement and participation in the operation of CC Prep, significant support persons, families and staff will participate in an orientation and other trainings. The enrollment process will include distribution of recruitment and registration material including a calendar, staff and student handbook. This will occur between May 2013 and August 2013. In addition, CC Prep will conduct routine student orientations prior to the first day of school. Teacher orientation will include curriculum workshops, teacher in-service and a summer institute during July or August of 2013. We will develop a community support organization that will work in tandem with school administration and staff. One student, and possibly, one significant support person in the future, will serve on the Board of Trustees.

e. Services Sought from the District of Columbia Public Schools

At this time, our founders have not determined any services to be sought from the District of Columbia Public Schools.

D. Certifications

1. Required submission with initial application

a. Assurances Form

Located in this section.

2. Required to be submitted prior to written notice and publication of charter approval:

a. School's insurance coverage plans.

b. Copies of existing contracts equal to or greater than \$25,000.

Not applicable at this time. Board will comply as applicable and required.

3. Final Documentation required to be submitted prior to commencement of operations/instruction.

a. Structural soundness of the school.

b. Resumes for all professional staff and findings of background checks.

c. Documentation of current insurance coverages

d. Copies of contracts equal to or greater than \$25,000 not previously submitted.

e. Certificate of Good Standing from Government of the District of Columbia

f. Copies of the Charter School's policies.

E. Budget

1. Pre-Opening Expenses

The Founding Board members continue to contribute significant time and pro bono services to support the development and opening of the Community College Preparatory Academy. The Community College continues to provide in-kind support from staff experts and space for meetings and initial classes. The team is seeking support from the Walmart Foundation and will engage in aggressive fundraising, as we fully expect to identify funding to support initial opening expenses until public dollars are made available.

Key Assumptions

Pre-opening expenses cover a full year of preparation, including, but not limited to, Board of Trustees development, staff recruitment, training and staff development, and marketing/promotions to ensure full staff (including faculty) readiness for first day of classes in school year 2013-2014.

A full time executive director will be hired (6 months prior to school launch) by the Board and other key staff and faculty will be hired by the Executive Director and his/her team. The goal is to have a full staff roster hired and ready for training 3 months prior to school opening. The ED's first set of hires will include the Site Directors -1.5 FTE (5 months prior to launch), ESS and ESL coordinators - 4 total- (3 months prior to launch) and faculty (2 months prior to launch).

Other administrative staff (e.g., finance manager, administrative clerks, etc., are provided in kind through the community college)

Cost for training include fees for consultants, however, the Board and ED will prioritize access to pro-bono or currently existing professional development and training opportunities provided through the Community College and other education partners. But, funds are appropriated in case these pro-bono opportunities do not materialize.

Cost for marketing materials will be available both on-line and in hardcopy, and both will be available in English and Spanish. Materials will also be available for download on the school's website.

The Executive Director will also need to attend several planning meetings, conferences and other opportunities to network with other charter school operators and leaders and explore cutting edge and innovative strategies in delivering education supports and services to CC Prep Academy's target population.

Registration materials for students will both be available on line and on hardcopy.

Expenses incurred during pre-opening phase will be covered largely through private philanthropic support.

Line Item	Unit Price	Justification	Total
Salaries and benefits			
Executive Director	\$112,000 per year	1 FTE at \$112,000 per year for 6 months	\$56,000
Site Directors	\$22,500 per year (at half time)	1.5 FTE (or 3 half time) for 5 months at \$55,000 per year	\$28,125

Education Support Staff	\$25,000 pp	2 ESS and 2 ESLs at 3 months at \$45,000/yr	\$45,000
Faculty	\$55,000 per year	4.5 FTEs at \$55,000 per year at 2 months prior to launch	\$41,250
Benefits		.20 of salaries	\$34,075
Training and Professional Development	\$5,000	Fees for hired consultants to deliver professional development and induction support (in-kind if available)	\$5,000
Marketing Materials	\$7,000	Cost of website design \$5000, and print materials \$2,000	\$7,000
Meetings expenses	\$150 per meeting	Registration fees, materials, and other fees connected to networking meetings and conferences (8 meetings)	\$1,200
Registration materials	\$500	Registration materials available on line (part of web design above) and printing of 1000 hardcopies at \$.50 each	\$500
Administrative Cost	\$2,000 per site	Space allocation, signage, HR/Admin paperwork, etc. (\$2000 per site) x 3 sites	\$6,000
TOTAL			\$224,150

2. Two-Year Operating Budget

Description of School and General Assumptions

Year 1- The year one budget is conservative and allows the Academy to open and operate for the first year with only the required public dollar funding stream. Because we will be incubated in the Community College's Workforce Development and Lifelong Learning Division, start-up costs are minimal and we will benefit from access to pre-existing software and learning labs. You will note that the overwhelming majority of funds are devoted to staffing in the first year. Contracted services will be used to support high level professional development and purchase required additional furnishing and educational supplies. You will note that in addition to modest annual building use payments for each site, we propose to provide added building maintenance support to ensure we do not provide a hardship and to create potential jobs for graduates of the charter school.

Year 2- In year two, we will significantly build the technological capacity of our students and our program by purchasing laptops for each student to use at home. In addition, we will continue to

practice conservative budget development and assume no additional funding beyond our projected \$100,000. We will expand staffing at the site level by increasing the Site Directors from part-time to full-time, based on our assessments of their first year contribution to the overall management and instructional coordination efforts. We will hire additional Student Support Specialists for each site to ensure that students receive maximum support in problem solving as well as academic progress. We will also build the capacity for independent study and online learning by outfitting an additional learning library.

General Assumptions

Our general assumptions are centered on the premise that the first year efforts will be supported and incubated by the community college. Workforce Development and Continuing Education staff will partner with our core team to ensure that we are making maximum use of shared facilities. We will be working with external partners to expand our fundraising capacity. We will coordinate our efforts with other charter schools and the DCPS to ensure maximum use of potential career and technical education support.

Please see following budget worksheets for exact revenues and expenditures.

3. Budget Narrative

General Assumptions and Narrative

Revenues:

CC Prep expects per pupil charter payments in the amount of \$1,006,350 and \$1,596,742 for Year 1 and Year 2 respectively. These amounts include only the base per pupil amount, as adults are not privy to special education tiers. We also expect a per pupil facilities allowance of \$450,000 and \$714,000 for Year 1 and Year 2 respectively. These numbers are based on the current budget per pupil allocation amounts (published on the District of Columbia Public Charter School website) and the enrollment data assumptions provided below:

Philanthropic and private foundation and Board contribution will generate least \$25,000 in Year 1 and \$100,000 in Year 2. This can also include funds raised through individual donations.

Total revenues projected are \$1,481,358 and \$2,410,754 for years 1 and 2 respectively.

Expenses

Our general assumptions are centered on the premise that the first year efforts will be supported and incubated by the community college. Workforce Development and Continuing Education staff will partner with our core team to ensure that we are making maximum use of shared facilities. We will be working with external partners to expand our fundraising capacity. We will coordinate our efforts with other charter schools and the DCPS to ensure maximum use of potential career and technical education support.

Staffing:

Total FTE for Year 1 is 16; 23 for Year 2. Key management staff members in Year 1 include:

- Executive Director (1.0 FTE) - will be responsible for the overall administration and operations of our school. This individual will also serve as the instructional leader and will work directly with the Board in fundraising and program development.

- Finance Manager (1.0 FTE) - responsible for the day to day fiscal operations of the CC Preparatory Academy. This individual will work directly with the Executive Director/Principal to ensure that compliance with the budget is continuously maintained. This individual will also be responsible for identifying and working with the independent auditors.
- Site Directors (0.5 FTE at each of the 3 sites). - three part-time Site Directors will be hired from the ranks of recently retired educators to serve as liaisons between the building administration and the CC Prep Executive Director. We firmly believe that this leadership team will provide the depth of experience and knowledge of education that will be required for startup. Based upon their performance and what we learn from this unique leadership triad, in the second year Site Directors will become full-time

Other staff will include:

- Bookkeeper/Clerk (1.0 FTE)
- Administrative Assistant (1.0 FTE at each of the 3 sites). A full time receptionist is added (1.0 FTE) is added to main site in Year 2.
- General Education Teachers (1.5 FTE at each of the 3 sites). An additional 1.5 FTE is added in year 2 to accommodate a larger student roster.
- Education Support Specialists (1.0 FTE at each of the 3 sites). A second set of ES Specialists (1 FTE_ is added to each site to accommodate a growing student roster in Year 2 and beyond.
- English Language Learner Coordinator (1.0 FTE)

Subcontracted staff (3.0 FTE) includes a full time custodian at each of the 3 sites.

Direct Student Costs:

- Textbook expense at \$15,000 in year 1 (\$100/student), and \$25,000 in Year 2 (\$105/student).
- Computers and other materials at \$32,000 in year 1 and \$140,000 in year 2. These will include actual hardware, software and other online fees required to access on-line programs.
- Classroom furnishings and supplies are allocated at \$400 per student in Year 1 (\$60,000) and \$357 in Year 2 (\$85,000).

Occupancy expenses total \$208,000 in Year 1 and \$235,000 in Year 2 anticipating student roster growth. The Community College Preparatory Academy will be housed in space assigned to and leased through the University of the District of Columbia Community College. Because the space will not exceed two to three classrooms at two sites, with additional space for administrative offices at the third site, the lease agreement for the space may include some level of daily and routine maintenance services in conjunction with that provided for the three Community College facilities.

Officer expenses are allocated at \$26,500 in Year 1 (or just over \$177 per FTE) and \$34,500 in Year 2 (or \$145 per FTE).

4. Estimated Five-Year Budget Projections

Please see attached worksheet in this section.

5. Capital Budget

Our school design is built on a school-within-a-school model and relationship with the University of the District of Columbia Community College (UDCCC). Part of the rationale for this strategic relationship is that adult students will be more comfortable and more likely to attend a school that is

designed for adults and not viewed as a remedial experience. All of our marketing and outreach will focus on the opportunity to accelerate student learning in an established educational setting.

We expect to be co-located with UDCCC for the first charter period and do not anticipate a need for capital dollars for facility purposes. Should CC Prep grow such that more space is warranted than is available at our three sites, then capital improvement considerations or other facility accommodation would be explored as a part of long range planning.

6. Cash Flow Projection for Year 1

Please see attached cash flow worksheet in this section.

Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March
1. Cash on Hand (start of month)										
2. Cash receipts										
Per Pupil Charter Payments		\$364,088			\$364,088			\$364,088		
Federal Entitlements										
Grants and Donations				\$25,000						
Activities Fees										
Other Income										
3. Total Receipts	\$0	\$364,088	\$0	\$25,000	\$364,088	\$0	\$0	\$364,088	\$0	\$0
4. Total Cash Available	\$0	\$364,088	\$0	\$25,000	\$364,088	\$0	\$0	\$364,088	\$0	\$0
5. Expenses										
Personnel Salaries and Benefits										
Principal/Executive Salary		\$9,333.33	\$9,333.33	\$9,333.33	\$9,333.33	\$9,333.33	\$9,333.33	\$9,333.33	\$9,333.33	\$9,333.33
Teachers Salaries		\$20,625.00	\$20,625.00	\$20,625.00	\$20,625.00	\$20,625.00	\$20,625.00	\$20,625.00	\$20,625.00	\$20,625.00
Teacher Aides/Assistance Salaries										
Other Education Professionals Salaries		\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Business/Operations Salaries		\$5,833.33	\$5,833.33	\$5,833.33	\$5,833.33	\$5,833.33	\$5,833.33	\$5,833.33	\$5,833.33	\$5,833.33
Clerical Salaries		\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
Custodial Salaries		\$11,250.00	\$11,250.00	\$11,250.00	\$11,250.00	\$11,250.00	\$11,250.00	\$11,250.00	\$11,250.00	\$11,250.00
Other Staff Salaries										
Employee Benefits		\$13,908.33	\$13,908.33	\$13,908.33	\$13,908.33	\$13,908.33	\$13,908.33	\$13,908.33	\$13,908.33	\$13,908.33
Staff Development Costs										
Direct Student Costs										
Textbooks		\$5,000	\$5,000	\$5,000						
Student Supplies and Materials										
Library and Media Center Materials										
Computers and Materials		\$10,333	\$10,333	\$10,333						
Other Instructional Equipment										
Classroom Furnishings and Supplies		\$20,000	\$20,000	\$20,000						
Student Assessment Materials										
Contracted Instructional/Student Services										
Miscellaneous Student Costs			\$500		\$500		\$500			
DESCRIPTION	Pre-	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9

Monthly Cash Flow Projection

	Opening	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March
Office Expenses										
Office Supplies and Materials										
Office Equipment Rental and Maintenance										
Telephone/Telecommunications										
Legal, Accounting and Payroll Services										
Printing and Copying										
Postage and Shipping										
Other										
Occupancy Expenses										
Rent		\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00
Mortgage Interest Payments										
Maintenance and Repairs										
Utilities										
Janitorial Supplies										
Equipment Rental and Maintenance										
Contracted Building Services				\$10,000			\$20,000	\$20,000		
General Expenses										
Insurance										
Interest Expense										
Transportation										
Food Service										
Administration Fee										
Other General Expense										
6. Total Expenses	\$0	\$131,283	\$131,783	\$141,283	\$96,450	\$95,950	\$116,450	\$115,950	\$95,950	\$95,950
7. Fund Balance (end of month)	\$0	\$232,805	(\$131,783)	(\$116,283)	\$267,638	(\$95,950)	(\$116,450)	\$248,138	(\$95,950)	(\$95,950)

Monthly Cash Flow Projection

Month 10 April	Month 11 May	Month 12 June	Total
\$364,088			\$1,456,350
			\$25,000
\$364,088	\$0	\$0	\$1,481,350
\$364,088	\$0	\$0	\$1,481,350
\$9,333.33	\$9,333.33	\$9,333.33	\$112,000
\$20,625.00	\$20,625.00	\$20,625.00	\$247,500
\$15,000.00	\$15,000.00	\$15,000.00	\$180,000
\$5,833.33	\$5,833.33	\$5,833.33	\$70,000
\$7,500.00	\$7,500.00	\$7,500.00	\$90,000
\$11,250.00	\$11,250.00	\$11,250.00	\$135,000
\$13,908.33	\$13,908.33	\$13,908.33	\$166,900
\$500		\$500	\$2,500
Month 10	Month 11	Month 12	Total

Monthly Cash Flow Projection

April	May	June	
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\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$150,000
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	\$10,000		
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\$96,450	\$105,950	\$96,450	\$1,153,900
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\$267,638	(\$105,950)	(\$96,450)	\$327,450
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Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
REVENUES			501(c)3 School Applicant	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments		1,006,358	1,006,358	
2	Per Pupil Facilities Allowance		450,000	450,000	
3	Federal Entitlements			0	
4	Other Government Funding/Grants			0	
5	Total Public Funding		1,456,358	1,456,358	
6	Private Grants and Donations		25,000	25,000	
7	Activity Fees			0	
8	Loans			0	
9	Other Income (please describe in footnote)			0	
10	Total Non-Public Funding			0	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES		1,481,358	1,481,358	
EXPENSES			501(c)3 School Applicant	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary		112,000	112,000	8%
16	Teachers Salaries		247,500	247,500	17%
17	Teacher Aides/Assistance Salaries				
18	Other Education Professionals Salaries		180,000	180,000	12%
19	Business/Operations Salaries		70,000	70,000	5%
20	Clerical Salaries		90,000	90,000	6%
21	Custodial Salaries		135,000	135,000	9%
22	Other Staff Salaries				
23	Employee Benefits		166,900	166,900	11%
24	Contracted Staff		50,000	50,000	3%
25	Staff Development Costs		50,000	50,000	3%
26					
27	Subtotal: Personnel Costs		\$1,101,400	\$1,101,400	76%
28					
29	Direct Student Costs				
30	Textbooks		15,000	15,000	1%
31	Student Supplies and Materials				
32	Library and Media Center Materials				
33	Computers and Materials		32,000	32,000	2%
34	Other Instructional Equipment				
35	Classroom Furnishings and Supplies		60,000	60,000	4%
36	Student Assessment Materials				
37	Contracted Student Services				
38	Miscellaneous Student Costs		1,500	1,500	0.1%
39					
40	Subtotal: Direct Student Costs		\$108,500	\$108,500	7%
41					
42	Occupancy Expenses				
43	Rent		150,000	150,000	10%
44	Mortgage Principal Payments				
45	Mortgage Interest Payments				
46	Building Maintenance and Repairs				
47	Renovation/Leasehold Improvements				
48	Utilities				
49	Janitorial Supplies				
50	Equipment Rental and Maintenance				
51	Contracted Building Services		58,000	58,000	4%

Two-Year Operating Budget Worksheet: Year ONE

52				
53	Subtotal: Occupancy Expenses		\$208,000	14%
54				
55	Office Expenses			
56	Office Supplies and Materials		2,500	0.2%
57	Office Furnishings and Equipment		3,000	0.2%
58	Office Equipment Rental and Maintenance		21,000	1.4%
59	Telephone/Telecommunications			
60	Legal, Accounting and Payroll Services			
61	Printing and Copying			
62	Postage and Shipping			
63	Other			
64				
65	Subtotal: Office Expenses		\$26,500	2%
66				
67	General Expenses			
68	Insurance		3,300	0.2%
69	Interest Expense			
70	Transportation			
71	Food Service			
72	Administration Fee (to PCSB)		7,407	1%
73	EMO Management Fee			
74	Other General Expense			
75				
76	Subtotal: General Expenses		\$10,707	1%
77				
78	TOTAL EXPENSES		\$1,455,107	100%
79				
80	EXCESS (OR DEFICIENCY)		\$26,251	
81	Excess (or deficit) retained by schoc			
82	Excess (or deficit) retained by EMC			

ASSUMPTIONS

Student Enrollment	150
Facility Size (square footage)	
Average Teacher Salary	57000
Student/Teacher Ratio	Variable based upon Student assignments
Other Major Assumptions	

NOTES:

Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION		BUDGETED AMOUNTS			Column D
		Column A	Column B	Column C	
REVENUES			501(c)3 School Applicant	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments		1,596,754	1,596,754	
2	Per Pupil Facilities Allowance		714,000	714,000	
3	Federal Entitlements			0	
4	Other Government Funding/Grants			0	
5	Total Public Funding		2,310,754	2,310,754	
6	Private Grants and Donations		100,000	100,000	
7	Activity Fees			0	
8	Loans			0	
9	Other Income (please describe in footnote)			0	
10	Total Non-Public Funding		100,000	100,000	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES		\$2,410,754	2,410,754	\$1,100

DESCRIPTION		BUDGETED AMOUNTS			Column D
		Column A	Column B	Column C	
EXPENSES			501(c)3 School Applicant	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary		117,000	117,000	5%
16	Teachers Salaries		330,000	330,000	14%
17	Teacher Aides/Assistance Salaries				0%
18	Other Education Professionals Salaries		360,000	360,000	16%
19	Business/Operations Salaries		255,000	255,000	11%
20	Clerical Salaries		132,000	132,000	6%
21	Custodial Salaries		135,000	135,000	6%
22	Other Staff Salaries				0%
23	Employee Benefits		265,800	265,800	12%
24	Contracted Staff		75,000	75,000	
25	Staff Development Costs		50,000	50,000	2%
26					
27	Subtotal: Personnel Costs		\$1,719,800	\$1,719,800	74%
28					
29	Direct Student Costs				
30	Textbooks		25,000	25,000	1%
31	Student Supplies and Materials				0%
32	Library and Media Center Materials		70,000	70,000	3%
33	Computers and Materials		140,000	140,000	6%
34	Other Instructional Equipment				0%
35	Classroom Furnishings and Supplies		85,000	85,000	4%
36	Student Assessment Materials		75,000	75,000	3%
37	Contracted Student Services				0%
38	Miscellaneous Student Costs		10,000	10,000	0%
39					
40	Subtotal: Direct Student Costs		\$405,000	\$405,000	18%
41					
42	Occupancy Expenses				
43	Rent		175,000	175,000	8%
44	Mortgage Principal Payments				0%
45	Mortgage Interest Payments				0%
46	Building Maintenance and Repairs				0%
47	Renovation/Leasehold Improvements				0%
48	Utilities				0%
49	Janitorial Supplies				0%
50	Equipment Rental and Maintenance				0%
51	Contracted Building Services		60,000	60,000	3%
52					
53	Subtotal: Occupancy Expenses		\$235,000	\$235,000	10%
54					
55	Office Expenses				

Two-Year Operating Budget Worksheet: Year TWO

56	Office Supplies and Materials	6,500	6,500	0%
57	Office Furnishings and Equipment	3,000	3,000	0%
58	Office Equipment Rental and Maintenance	25,000	25,000	1%
59	Telephone/Telecommunications			0%
60	Legal, Accounting and Payroll Services			0%
61	Printing and Copying			0%
62	Postage and Shipping			0%
63	Other			0%
64				
65	Subtotal: Office Expenses	\$34,500	\$34,500	1%
66				
67	General Expenses			
68	Insurance	3,300	3,300	0%
69	Interest Expense			0%
70	Transportation			0%
71	Food Service			0%
72	Administration Fee (to PCSB)	12,054	12,054	1%
73	EMO Management Fee			0%
74	Other General Expense			0%
75				
76	Subtotal: General Expenses	\$15,354	\$15,354	1%
77				
78	TOTAL EXPENSES	\$2,409,654	\$2,409,654	104%
79				
80	EXCESS (OR DEFICIENCY)	\$1,100	\$1,100	
81	Excess (or deficit) retained by schoc			
82	Excess (or deficit) retained by EMC			

ASSUMPTIONS

Student Enrollment	238
Facility Size (square footage)	
Average Teacher Salary	57,000
Student/Teacher Ratio	Variable based upon Student assignments and retained students
Other Major Assumptions	

NOTES:

Two-Year Operating Budget Worksheet: Year TWO



Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	1,456,358	2,310,754	3,398,168	4,611,799	5,825,430
Federal Entitlements					
Income from Grants and Donations	25,000	100,000	125,000	125,000	150,000
Activity Fees					
Other Income					
TOTAL REVENUES	\$ 1,481,358	\$2,410,754	\$3,523,168	\$4,736,799	\$5,975,430
EXPENSES					
Personnel Salaries and Benefits	1,101,400	1,719,800	2,607,144	3,505,231	4,421,818
Direct Student Costs	108,500	405,000	387,548	521,048	657,297
Occupancy	208,000	235,000	246,622	331,576	418,280
Office Expenses	26,500	34,500	52,848	71,052	89,631
General Expenses	11,160	16,073	211,390	284,208	15,334
TOTAL EXPENSES	\$1,455,560	\$2,410,373	\$3,505,552	\$4,713,115	\$5,602,361