

The Family Place Public Charter School Application



**Submitted by The Family Place to the District of
Columbia Public Charter School Board**

March 8, 2017

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Applicant Information Sheet

Note: The full application, including this form, will be posted on DC PCSB's website. Local community members, including members of the media, may contact the designated representative for questions about the proposed school. Do not redact contact information on this sheet.

Name of Proposed Charter School: The Family Place Public Charter School

If applicable, affiliated **Management Organization:**

Affiliated Management Organization is: ☐ Non-profit ☐ For-profit

TFPPCS is not an EO and is not planning to contract with a management organization. However, TFPPCS will 1) rent space from TFP and 2) TFP will provide the childcare teachers and case managers.

Designated Representative: Haley Wiggins

Address: 3309 16th St NW, Washington, DC 20010

Telephone: 202-265-0149 **Email:** hwiggins@thefamilyplacedc.org

Names of all members of the founding group¹, including their affiliation with the proposed school:

Haley Wiggins, Co-Founder and Executive Director

Michael Barnet, Chair of Founding Board

Lawrence Garr, Co-Founder

Ann Barnet, Co-Founder

Shawn Chakrabarti, Co-Founder and Director of Curriculum & Instruction

Claudette Monroy, Co-Founder and Educational Leader

Oralia Puente, Co-Founder

Lawrence Bussey, Co-Founder

Natalia Isaza, Co-Founder

Audrey Singer, Co-Founder

Type of Application: ☒ New School ☐ Conversion of Existing School: ☐ Public ☐ Private

If conversion, name of the school being converted: [Click here to enter text.](#)

Proposed First Year of Academic Operation: 2018-2019

Relationship between the school and its employees:

☐ Contract

☒ At-will

¹ This list should include all core members of the applicant group, those who may transition to the founding board, and those who may transition to the founding leadership team.

Applicants are invited to provide more information about this under **Error! Reference source not found.**, Plan. Requested Enrollment Ceiling^{2, 3}

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5 [Capacity Year]
Adult	120	120	140	140	175
TOTAL	120	120	140	140	175

Proposed Location of School, if known (address or area(s) of city): 3309 16th St NW, Washington, DC 20010 (Ward 1)

If applicable, list all schools that the Management Organization currently operates, has been approved to operate, or is currently applying to open:

School	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)
Add additional rows as necessary to detail all schools.				

If you have previously applied for a charter, or operated a charter school in the District of Columbia, please provide relevant information about the application/school, including name of the school, year of application, authorizer (DC PCSB or DC Board of Education), year opened/closed, etc., as applicable.

[Click here to enter text.](#)

² If the school enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

³ A schedule of enrollment ceilings will be included in the proposed school's charter agreement. Given the importance and complexity of the enrollment ceilings, and potential shifts in facility availability or requirements, it is DC PCSB's expectation that most approved applicants will collaborate with DC PCSB staff to finalize their enrollment ceilings before earning full charter approval.

Executive Summary

The District has witnessed a high demand for adult ESL providers as more than 17,000 Latinos self-reported in the 2010 DC US Census that they needed to improve their English proficiency but less than 2,900 are served by existing adult ESL charter schools. This is due to the substantial growth of the adult immigrant population most who have had interrupted formal education in their country of origin and are working in marginal jobs because of their lack of English and literacy. There is also a substantial need for immigrant parents to gain the English skills necessary to prepare their children for educational and life success.

The Family Place Public Charter School (TFPPCS) will provide low-income limited English proficient adult learners with an academic program to increase their English proficiency, literacy and workplace skills. TFPPCS will build upon the success of The Family Place nonprofit (TFP) that has served the immigrant community for over 36 years.

TFPPCS will provide educational programs and ancillary wrap-around services that not only meet the pressing needs of the adult learner but also increase attendance and retention. These services include early childhood education, case management, parent outreach and home visits, career counseling, nutrition classes, domestic violence support and transportation assistance. TFPPCS's vision is that adults and families are enabled to become self-sustaining, employable and engaged in their community.

TFPPCS's approach will be to provide a warm, family-like, and learner-focused setting for adult learners and a two-generational model for parents of preschool-age children. The guiding principle for this model is that families learn better together and parents are their child's first and most important teacher.

TFP has found that the instructional approach for teaching adult English language learners requires instruction in: (1) the *language skills* necessary to communicate in English, including grammar, pronunciation, tenses, etc.; and (2) the *literacy* or reading and writing skills necessary to process print and gain meaning from the written word.

TFPPCS's curriculum and course offerings will reflect its belief in the core importance of meeting learners where they are and helping them become available to learn – even those with the lowest levels of literacy and the highest barriers to education. TFPPCS will implement a Foundations of Literacy (Spanish Literacy) course to allow learners who have below a 3rd grade education in their native language to bolster their native language proficiency. Research indicates that this approach leads to more successful second language acquisition⁴.

The ESL curriculum will be based on the **English Language Proficiency (ELP) Standards for Adult Education (AE)**. These standards were adopted by U.S. Department of Education in October 2016 to address the urgent need for educational equity, access, and rigor for adult English language learners (ELLs). TFPPCS is adopting these content standards for its curriculum to ensure adult English learners are adequately prepared for careers. TFPPCS's educational resources will focus on life skills, family literacy, English Literacy and civics, and workforce readiness. TFPPCS will provide 201 instructional days of service over two 15-week terms, one 7-week term, and one 4-week summer school term.

The founding group is committed to the implementation and growth of TFPPCS. Individual members have extensive experience and expertise in education, management, legal, and community service. As a group, they are diverse and representative of the DC community. The governance and management structures of the proposed charter school are designed to ensure accountability and internal controls. The staffing plan is designed to ensure that highly qualified personnel are hired and that they are trained, diverse, and culturally relevant to the needs of the adult English learners. Finally, the proposed five-year plan and rollout calls for increasing the number of adult learners, evaluating performance, adjusting operations and replicating effective practices.

⁴ Retrieved from

http://www.laslab.org/upload/the_effect_of_knowledge_about_the_l1_on_foreign_language_skills_and_grammar.pdf

SECTION A: ESTABLISHING THE NEED

Section A: Establishing the Need

1. Evaluating the Landscape

The District has significant need for TFPPCS services because existing programs only serve a small fraction of residents who need ESL services. There has been substantial growth of immigrants who have had interrupted formal education in their country. These adults want to work but must be literate and proficient in English to prosper in the DC community. There is also a need for English learning services for parents of preschoolers to get ready for school and teach them to be their child's first teacher.

The District of Columbia has a strong economy with significant population growth and large-scale development, but too many residents have yet to share in this prosperity and economic growth. While the District has a very skilled workforce, where 49 percent of people 25 years or older have bachelor's, master's, professional or doctorate degrees (the highest percentage in the nation and significantly higher than the national average of 25 percent); there are approximately 60,000 adults in the District who do not have a high school diploma or its equivalent – about 71 percent of whom are African American and the remainder, mostly the Latino population. These residents face significant challenges in a labor market where by 2020, 76 percent of the jobs in the District will require some form of postsecondary education (the highest proportion in the country) and currently more than 60 percent of job openings require a bachelor's degree or above.⁵

Mayor Bowser said in the introduction to the DC Workforce Innovation and Opportunities Act (WIOA) state plan: *“In a city as prosperous as ours, everyone deserves a fair shot. That is why my Administration has fought to ensure that all of our residents -whether they have been here for five generations or five minutes -have a pathway to the middle class. That is why we are proud that our unemployment rate has declined 1.1% in the past year and even more so in Wards 7 and 8. Our economy is growing, small businesses are thriving, and new amenities and services are popping up in all 8 wards.*

⁵ DISTRICT OF COLUMBIA WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA), UNIFIED STATE PLAN 2016-2020, February 12, 2016

At the same time, not all of our residents have shared in our prosperity -and economic opportunity has not reached every corner of our city. As Mayor, I am committed to investing in our city's most valuable resources: District residents and business owners. And, I am committed to having the strongest workforce system in the country that best serves those residents and businesses.”

a. Growth of Immigrant and Latino Population in DC

The growth in the District’s population is driven by the increase in the White, Asian and Latino populations—growing between 2000 and 2014 by 59,332, 9,351 and 23,403 residents, respectively. In 2014, there was a slight increase in the African American population as well. This rapid change has created opportunities for community development and economic growth but has also exacerbated income inequality and workforce needs in the District.

“Fourteen percent of the people living in the District in 2010-2014 were foreign born. Of the foreign-born population, 39 percent were naturalized U.S. citizens, 87 percent entered the country before the year 2010, and 13 percent of the foreign born entered the country in 2010 or later.⁶”

⁶ American Community Survey, Population and Housing Narrative Profile, 2010-2014 American Community Survey 5-Year Estimates

Chart 1.

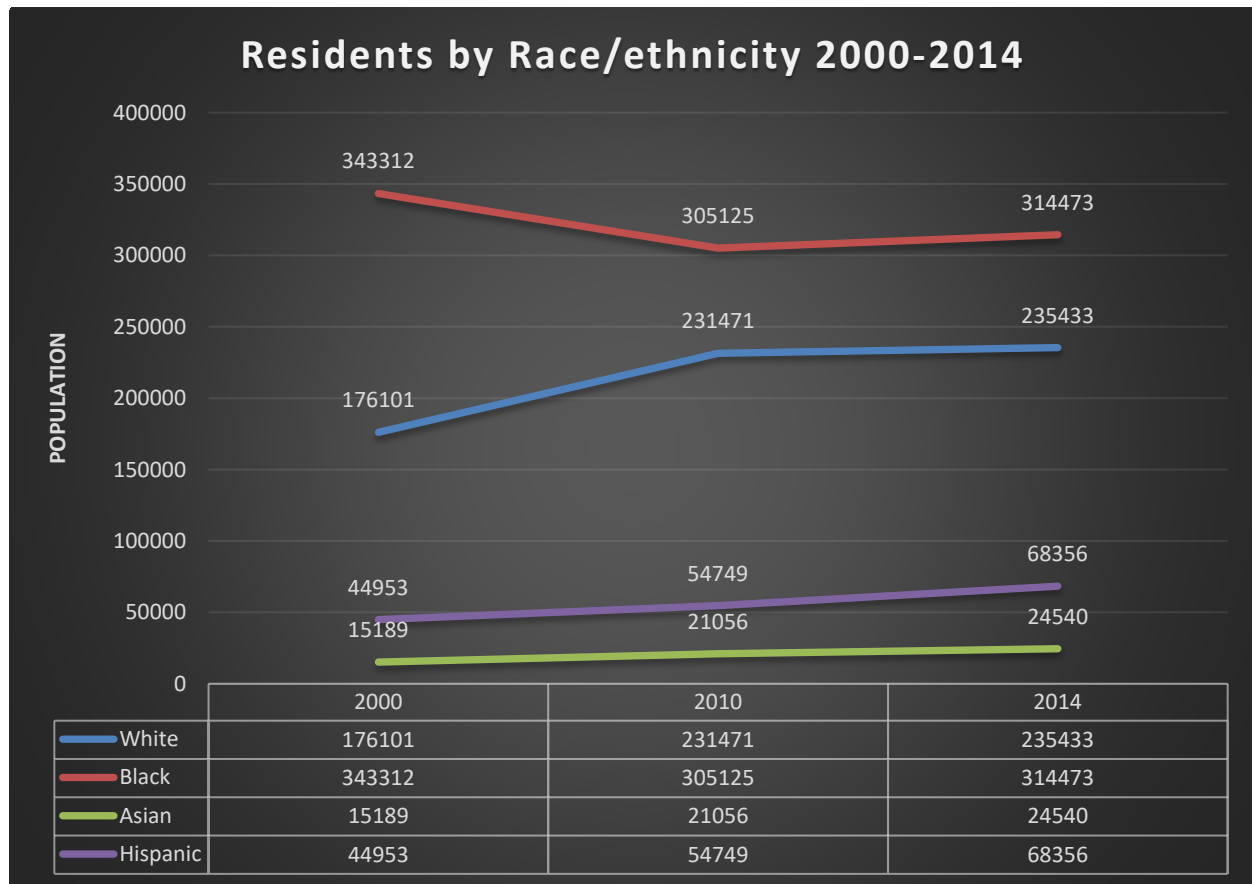


FIGURE 1 COMPILED FROM AMERICAN COMMUNITY SURVEY, POPULATION & HOUSING NARRATIVE PROFILE, 2010-2014 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATE

As shown in table 1 below, in 2015 there were 71,129 Latino residents in Washington, DC representing 10.6 percent, including 2,773 new residents.⁷ These Latino neighbors are very diverse in terms of nationality, race, and length of residency in the District. A plurality of Latinos came from Central America (32.5%), Mexico (17.7%) and several South American countries (13.4) as shown in Table 2 below.⁸ They reside in all Wards of the District but are concentrated in Wards 1, 2 and 4.

⁷ American Fact Finder (<https://factfinder.census.gov/faces/tableservices>) Demographics and Housing Estimates 2015 Washington City, District of Columbia

⁸ American Fact Finder (<https://factfinder.census.gov/faces/tableservices>) Demographics and Housing Estimates 2015 Washington City, District of Columbia

Table 1. 2015 Washington, DC Demographic Breakdown		
Demographic	Number of people	%
Total	672,228	
White	269143	40.0
Black	318831	47.7
Asian	25944	3.9
Two or more races	21377	3.2
Latino	71129	10.6

TABLE 1 COMPILED FROM AMERICAN FACT FINDER DEOGRAPHIC & HOUSING ESTIMATES 2015 WASHINGTON, D.C.

Table 2. 2015 Latino Diversity by Origin	
Origin	Number
Total District population	672,228
Total Latino population	71,129 (10.6% of total)
Mexican	12,653 (17.7% of Latinos)
Puerto Rican	6,989 (9.8% of Latinos)
Central America: El Salvador, Guatemala, Honduras, etc.	23,148 (32.5% of Latinos)
Cuban	4,021 (5.6% of Latinos)
South American: Colombian, Ecuadorian, Peruvian, etc.	9,588 (13.4% of Latinos)

TABLE 2 COMPILED FROM AMERICAN FACT FINDER DEMOGRAPHICS AND HOUSING ESTIMATES 2015 WASHINGTON CITY, DISTRICT OF COLUMBIA

Ward One had the largest percentage of Latino residents in 2000 but by 2010 this population declined to 15822 or 28.9 percent of all District Latino residents as shown in the chart below. Ward 4 had the second highest percentage of Latino residents in 2010. Wards 5 and 7 have shown rapid growth since 2000.

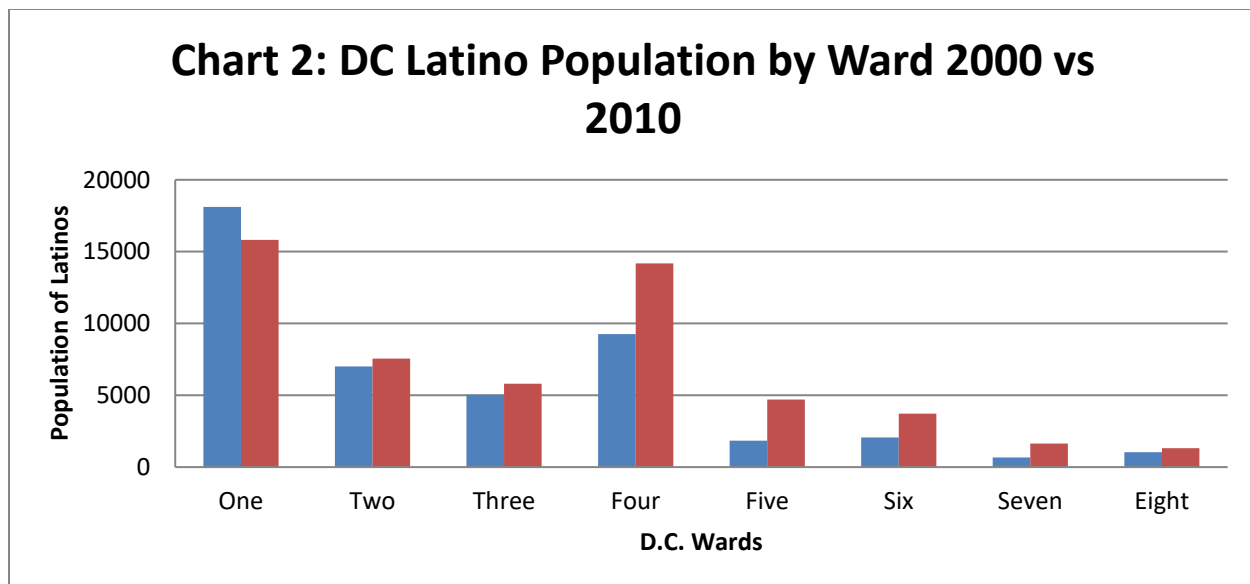


FIGURE 2 DATA FROM D.C. OFFICE OF PLANNING/STATE DATA CENTER

b. Wage Stagnation and Rising Income Inequality

Rising inequality in DC disproportionately affects workers of color, who are concentrated in low-wage jobs that provide few opportunities for economic security or upward mobility. Workers of color consistently earn lower wages and are more likely to be jobless compared to their White counterparts; racial gaps remain even among workers with similar education levels.

Over the past decade, wages for Black and Latino workers have been stagnant resulting in growing wage inequalities. In addition, those residents without a high school diploma or needed workforce skills have been acutely disadvantaged.

According to a recent DC Fiscal Policy Institute report, wages of the lowest-wage DC workers have barely changed over the past 30 years, while those for middle-wage workers have increased modestly and those for top earners have increased substantially. Low-wage workers are defined as those earning in the 20th percentile range of wages or less. Low-wage working DC residents earned \$12.31 an hour in 2012, which would provide an annual income of roughly \$25,600 for a

full-time worker. This was 6 percent higher, after adjusting for inflation, than hourly earnings for this group in 1979.⁹

Wages fell for many groups of DC residents during the recession but since the start of the recovery, wages have grown unevenly. While the highest-earning DC residents have fully recovered and now earn more than before the recession started, low-wage workers, workers of color, and those without advanced degrees still earn less today than before the start of the recession.

For African-American residents, wages grew just 2 percent between 2008 and 2012, a difference of just \$0.38 an hour. Wages for Latino residents barely grew at all. Since 2008, wages for Latino residents grew less than 1 percent, a difference of about \$0.08 an hour. Yet the typical wage for White workers rose about 9 percent. Residents without college degrees saw their wages fall in the wake of the recession. The typical wage for a resident with a high school diploma fell from about \$15 per hour in 2008 to about \$12 per hour in 2012. Even those with some college, but without a Bachelor's degree saw wages decline from about \$17 to \$16 an hour. Meanwhile, wages for those with college degrees grew from \$30 to \$31 an hour. Therefore, income inequality increased in DC between low and high income groups, particularly for people of color.

c. Need for English Literacy and Technology Skills

Future jobs in the District will require ever-higher levels of skills and education than now, but many believe the District's education and job-training systems are not adequately preparing many residents, particularly Latinos, African Americans, and other workers of color, to succeed in the knowledge-driven economy.

The growing job challenges of DC residents without a college education – including falling wages, high unemployment, and an economy where job growth is concentrated in industries requiring advanced education and skills – point to the urgency of helping more residents get credentials and skills so they can compete for better jobs. The District can tackle this challenge by implementing

⁹ DC Fiscal Policy Institute, An Affiliate of the Center on Budget and Policy Priorities 820 First Street NE, Suite 460 Washington, DC 20002 (202) 408-1080 Fax (202) 408-8173 www.dcfpi.org. Updated April 4, 2014

bold reforms to its education and training programs including a focus on adult education, particularly adult public charter schools.

The District significantly increased its expenditure of funds on adult literacy training subsequent to the 2003 Mayor's Adult & Family Literacy Initiative, which provided additional local funding for community providers of literacy education. However, these funds covered only a small percentage of those adults who could benefit from literacy services: the percentage of individuals enrolled in adult literacy programs in 2004 compared with the number of residents without a high school education or GED is only 6.8 percent.¹⁰

The District should expand adult literacy programs to encourage movement of the least educated residents toward literacy and workplace competence, and incentivize programs that help move the District toward its broader workforce development goals.

d. Need for Latino Adults to be Proficient in English

A significant barrier for Latino and other residents is an ability to be proficient and literate in English. In 2010-2014, 17,465 or 66.6 percent of Latino residents reported that they did not speak English "very well."¹¹ Even for jobs in hospitality and construction industries, rudimentary ability to be proficient in English is a basic minimum requirement and for future careers, a necessity. Therefore, it is important to expand educational services to meet the needs of the more than 17,000 Latino and other limited English proficient residents.

e. Adult Literacy Programs Show Little Progress in Meeting ESL Goals

The Adult and Family Education (AFE) projects, funded by OSSE met only one of six ESL performance targets as shown in table 3 below—that is for learners in the beginning-level ESL classes. AFE attributed the projects not meeting ESL performance targets in the other classes to low retention levels, inadequate testing procedures and the lack of curriculum alignment to the

¹⁰ 7 Working Poor Families Project, supra note 2, Table II.C.13; see also State of Adult Literacy, supra note 14, at 18

¹¹ American Community Survey, Population and Housing Narrative Profile, 2010-2014 American Community Survey 5-Year Estimates

tests. But there may be other reasons why progress has only been met by adult learners in beginning low level classes. The Family Place Public Charter School (TFPPCS) will examine the test structure and timing between pre and post- tests, the length of instruction, and whether additional support given to these learners improves their scores. TFPPCS will particularly need to examine whether these adult learners are literate in their native language and the experience and skills of their instructors in order to have a true assessment of their progress.

Table 3. 2013-2014 ESL Functioning Level Targets			
Functioning Level	number	target	meeting target
Beginning literacy	43	57%	-8.2
Beginning low	107	59%	Met
Beginning high	310	56%	-10.2
Int. low	498	44%	-7.9
Int. high	268	42%	-10.3
Advanced	202	27%	-13.1

TABLE 3 COMPILED FROM 2013-14 DISTRICT OF COLUMBIA ANNUAL PERFORMANCE REPORT OSSE

f. Need for More Providers of English Literacy Services

There is a need to expand adult ESL services because there are insufficient ESL services in Washington, D.C. as noted in section A. There are five public charter schools that specifically serve English language learners: Briya, Carlos Rosario, Latin American Youth, and Next Step/El Proximo Paso public charter schools. In addition there are nonprofit organization funded by OSSE that provide these services as well: Ethiopian Community Center, The Family Place and Washington English Center (formerly Language ETC). Table 4 below combines all adult education ESL public charter schools and similar OSSE funded project data.

Table 4. Providers of English Literacy Services in D.C.				
Ward	PC School 2015-16	# Participants	OSSE Funded Programs	# Participants enrolled
1	Briya PC Carlos Rosario LAYC El Próximo Paso	434 1,983 120 316	The Family Place DC (LACES/NRS 6/2017)	99
2	None		Washington English Center (2014 Annual Report—17% DC residents=479)	2,814 479 in DC
3	None			
4	None		Ethiopian Community Center (USDE, Office of Career, Technical Adult Education/NRS 2015-16)	210
5	Carlos Rosario Briya	See above		
6	None			
7	None			
8	none			
Total		2,853		788

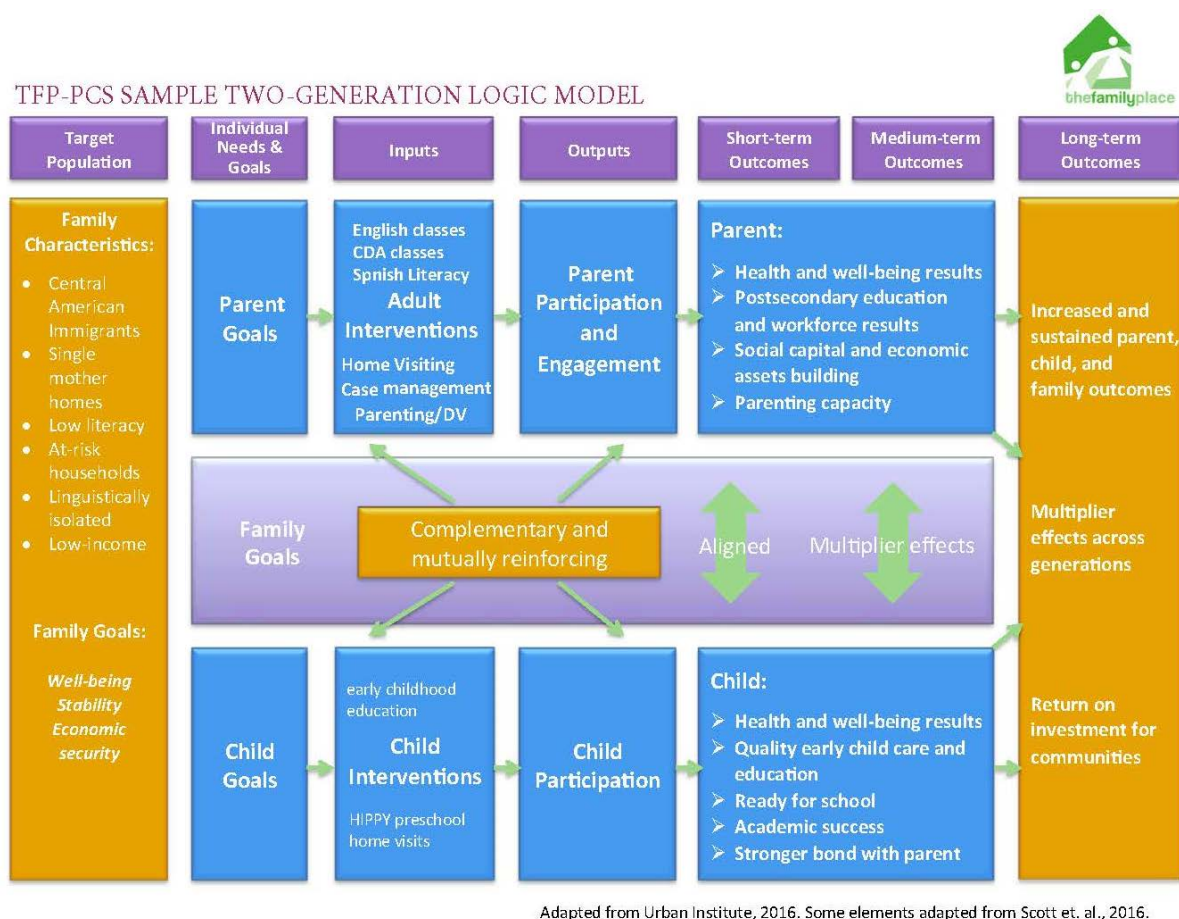
TABLE 4 COMPILED FROM DC CHARTER PUBLIC SCHOOL BOARD ENROLLMENT DATA & OSSE AFE ENROLLMENT DATA

On December 1, 2016, the US Department of Education, the Barbara Bush Foundation for Family Literacy, and the Carlos Rosario International Public Charter School hosted the first Adult Schools Growth Forum focused on expanding high-quality schools for low-skilled adult learners, opportunity youth, and other disadvantaged older youth and adults. The forum was the first step in what the sponsors hoped would be a continued conversation on how to expand educational options for older youth, adults, and families.

Forum conveners acknowledged the need for more adult education programs in the District and across the nation. The conveners asked for a commitment to taking action across the nation to expand opportunities for adult learners. They specifically encouraged funders/investors to finance new adult education schools; incentivize diverse program options; and underwrite research to invest in effective programs.¹²

As noted on page nine of this report, at least 17,000 Latinos “speak English less than very well” and as a result, significantly more than the 3,641 currently served by all of the charter and federally funded program could benefit from TFPPCS services.

g. TFP’s Existing Family Literacy Program & TFPPCS Proposed Programs



¹² <http://blog.ed.gov/2016/12/committing-adult-schools-2020/>

The Family Place is a 501(c) (3) organization, which provides culturally competent, evidence-based educational services and support to low-income families with young children residing in the District. TFP's mission is to empower low-income families and to foster the optimal development of their young children through educational and support services. TFP currently serves families in Wards 1, 4, 5, 6, 7 and 8. The program serves approximately 600-700 families each year. Over 80 percent of the families are from Central America and Mexico – newly arrived, isolated, and with limited or no English language skills. Since opening its doors in 1980 as one of the District's first family support agency, more than 21,000 families have benefited from TFP's unique approach to family support and service delivery. TFP's mission is carried out by a dedicated cadre of paid staff and volunteers.

TFP operates a comprehensive Family Literacy Program (108 participants current FY) and a Spanish Language Adult Basic Education (Plaza Comunitaria) (46 participants) in collaboration with the Consulate of Mexico for those with limited literacy in their native language. Its family literacy program provides an opportunity for English Language Learner (ELL) parents and children to jointly participate in English language instruction, parenting education, and activities that promote and encourage an increased literacy-rich environment within the family. In 2016, the Early Childhood Education program served 64 children and focused on the development of children 0-3 years of age with the goal to achieve school readiness for enrollment in a Pre-K 3 program in the district. TFP is the site for implementation of a nationally acclaimed home visiting program: Home Instruction for Parents of Preschool Youngsters (HIPPY), a home-based literacy and parenting program. TFP is the only local HIPPY site targeting Latinos. HIPPY utilizes trained home visitors as its delivery strategy. Between 2012 and 2016, HIPPY served 298 parents and 79 other relatives and 347 children. The home visitors made 12,553 contacts (including 11,924 home visits); completed 2,570 assessments; family wellbeing sessions; 84 well-child visits; 780 referrals and 24 group sessions.

TFP's Child Development Associate training program enables participants to become nationally-certified CDAs and enter careers in early child development. In 2016, 42 women enrolled in the intensive program which includes 120 class hours and 480 practicum hours; TFP enrolls one to two cohorts each year.

TFPPCS will continue these successful programs and expand offerings. For the first 3 years of operations TFPPCS will offer Foundations of Literacy (Spanish Literacy), 3 levels of ESL instruction, and the CDA certification course in a sustainable funding environment that will allow us to improve on the 36 years of accomplishments of TFP. In partnership with TFP, TFPPCS will operate in the heart of ward 1 (year-round, day, afternoon and evening sessions), give transportation assistance, provide onsite childcare in early childhood classrooms, serve 2 healthy meals a day, and provide individualized career and case management services. High quality educational offerings with comprehensive supports help us fulfill our commitment to ensuring all learners thrive in our model. Learning differences and disabilities are screened for upon intake and case managers refer those in need for further testing through OSSE's Access for Success program. TFP's many years of experience with the population we intend to serve allow us to individualize and tailor our support services to overcome prevalent barriers to adult education

2. Recruitment and Retention

As noted on page nine of this application, there are significantly more individuals needing adult ESL services than currently served. This high demand could sustain the proposed charter school at least through the next decade, given the growth in the Latino and other communities and the rising demand for high skill and literate workers. TFPPCS will expand services and increase enrollment at the proposed site and look to replicate the program at additional campuses in future years.

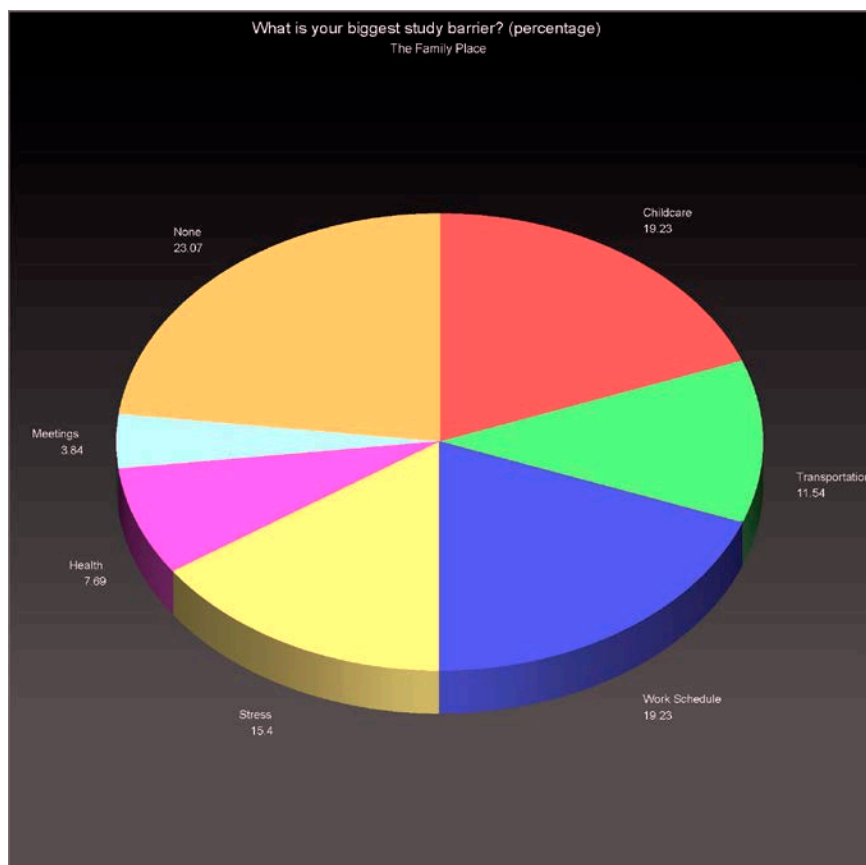
TFP has over 36 years of experience working with District immigrant and limited English speaking population similar to those targeted by the proposed TFPPCS. TFP bilingual staff, flexible times for classes, family literacy, workforce development, case management programs, and family-friendly atmosphere has allowed it to attract clients from nearly every Ward of the District. In addition TFP is located on a major transportation route making access to services easy.

TFP's experience in successfully recruiting new adult learners through personal contact, reputation in the community, and employment of our program's graduates will enable it to meet enrollment targets. TFP currently serves more adult learners in its educational programs than TFPPCS's

proposed first 3 individual years of enrollment. Our projections and budgets are conservative to ensure we meet the highest standards of a Tier 1 charter before embarking on expansion. TFPPCS will continue strong outreach and recruitment throughout the year through various community engagement events and existing referral partnerships from TFP. We recruit through traditional means of flyers in various languages and open houses but also through several events throughout the year, including one of the largest toy drives in the community during the holiday season. TFP, at the same location as the proposed TFPPCS, usually has a waitlist of over 40 each academic term.

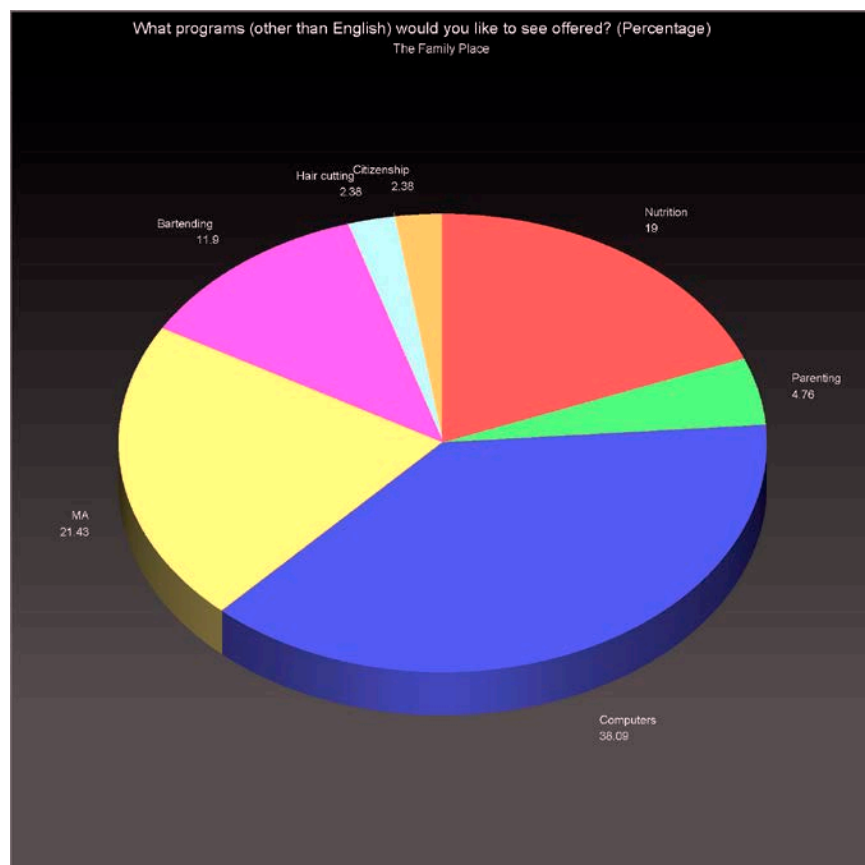
3. Community Input

TFP has broadened its services and reputation to the communities beyond Ward 1 where it is located to reach nearly every Ward of the District. It accomplished expanding its programs through partnerships with local community organizations such as Restaurant Opportunities Centers United,



CARECEN, DC Bilingual Charter School, Mundo Verde, My Sister's Place, Rosemont and Bell Daycare Centers and will solicit these organizations' input and collaboration as it moves forward in the application charter school process.

The founding group has closely examined existing adult ESL charter schools and AFE funded program providers to determine the kinds of programs currently provided, who they are serving, and where there may be gaps. TFPPCS's adult ESL program will be a good match for meeting the need to expand adult ESL services. There is a high demand for adult ESL and ancillary services, such as family literacy, workforce development and native language literacy classes. TFPPCS through this analysis will offer a unique Foundations of Literacy class to be able to enroll students with limited years of education so that they can build literacy in their native Spanish. Our ESL and CDA classes also incorporate "beyond the classroom" learning aspects to ensure learning is hands-on and in a relevant context. Our CDA students complete 480 hours of a supervised practicum with our daycare partners. Our ESL learners also have the opportunity to practice skills at our



partner restaurants and obtain a certificate in fine-dining and bartending through Restaurant Opportunities Centers United. There are currently very few career on-ramps for ELL who test below a 5th grade educational functional level. TFPPCS will offer career guidance through case management and a contextual ESL curriculum at all levels.

Although TFPPCS will recruit heavily in the Latino community, every adult who may need ESL services will be served regardless of their race, color, national origin, gender, age or disability.

In preparing this application, TFP staff consulted with partners and current and former clients on how the proposed charter school might need their and the community's needs. TFP staff conducted a survey of current clients in January 2017 to determine their biggest barriers to learning and their preferences for additional programs, results are shown below. The biggest barriers they said were lack of childcare, lack of flexibility in class schedules, inaccessibility and inconvenient location of the school, and lack of ancillary services to deal with personal and family stress. In designing the program for the charter school, we have responded to their input.

Staff will continue to engage clients and partners in the planning, development, and implementation of the proposed school. We have reached out to our local Advisory Neighborhood Commission leaders and neighboring ANC 1a, where many of TFP's current students live, and will be coordinating site visits soon.

SECTION B: ESTABLISHING THE NEED

Section B: Education Plan

1. Mission and Philosophy

The Family Place Public Charter School's vision is that all adults and families will be literate, self-sufficient, economically viable and civically connected to the District's community.

The mission of The Family Place Public Charter School (TFPPCS) is to improve the literacy and workplace skills of low-income limited English proficient adults in the District so that they and their family are self-sustaining, employable and engaged in their community.

TFP-PCS Two-Generation Framework TFP has served the community for over 36 years

social capital

- peer support & cohort models
- family, friends, neighbors
- case managers & career coaches
- family engagement
- home visits



health and well-being

(illustrative examples)

- mental health supports
- preventing toxic stress
- nutrition
- parenting classes
- domestic violence support group
- case managers

education

- postsecondary education & workforce development, CDA, Hospitality ESL
- ESL
- foundations literacy
- family literacy, interactive literacy activity (ILA)

early childhood education

- early intervention
- early childhood development

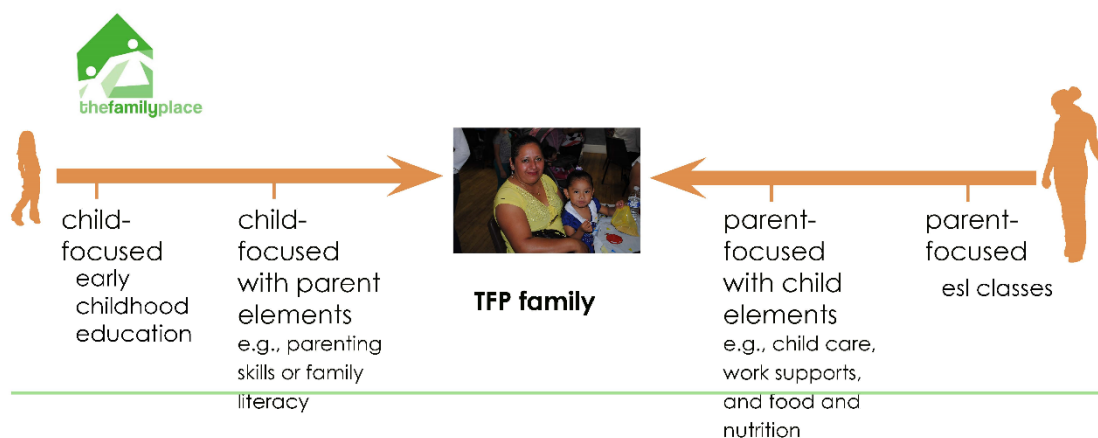


An Ascend at the Aspen Institute Publication

The mission of The Family Place Public Charter School (TFPPCS) is to improve the literacy and workplace skills of low-income, limited English proficient adults in the District so that they, and their family, are self-sustaining, employable and engaged in their community. Its approach is two-generational (for those with children) and holistic, ensuring that the adult learner is available to learn and meet the needs of DC employers.

The Family Place nonprofit has served low-income immigrants in the District for over 36 years, starting as a drop-in resource for young mothers and expanding to providing education services to both the parent and child.

TFPPCS's educational model reflects this commitment by focusing on alleviating barriers to adult educational success. Childcare is not just an afterthought or a voucher program but an opportunity for children to be educated alongside their parents with highly qualified bilingual educators. With a two-generation approach, TFPPCS is able to tap into parents' motivation and translate this into educational gains, simultaneously removing a major learning barrier.



TFPPCS's curriculum places a high emphasis on learning in context and incorporating adult learners' goals and aspirations utilizing andragogic theory¹³ and best practices. In practice, the classroom curriculum not only focuses on high-demand employment sectors, e.g., the hospitality industry, but also incorporates hands-on training at partner restaurants¹⁴. Our "beyond-the-classroom" approach ensures that learners succeed outside the traditional classroom – Child Development Associate (CDA) students complete a 480 hour supervised practicum at local schools and daycare centers, our ESL students take a Nutrition course that enables them to obtain a Food Handlers Manager's License through the University of the District of Columbia¹⁵, and the school

¹³ Knowles, M. (1990) The adult learner. A neglected species, 4th Edition. Houston: Gulf Publishing

¹⁴ See MOU with Restaurant Opportunities Centers United – CHOW training at Busboys and Poets LLC

¹⁵ ESL-Nutrition in partnership with University of the District of Columbia CAUSES, combines family literacy goals and workforce skills.

will even teach Mathematics from an ELL's perspective so that parents can help children with their homework¹⁶ and adults can use math skills in the workplace.

Educational Focus

TFP nonprofit's 36 years of experience has led to the conclusion that many adult English language learners lack the basic education and literacy skills to learn another language. Because a high number of immigrants in DC do not have a strong educational background in their native language TFP implemented a Spanish literacy program to meet their needs and equip them with the basic text processing skills that allow students to follow text in class and in textbooks. This strategy prevents students from becoming frustrated, overwhelmed and dropping out due to their inability to catch up the missing literacy skills and keep up with the more literate students in the class.

TFP has seen a growing number of ELs enter its ESL program with little or no formal schooling and low literacy skills. These gaps in schooling and literacy are due to migration, war, limited home country educational resources, and cultural and economic factors. Because some adults leave their country with limited or interrupted schooling, they may be significantly below their age-appropriate literacy levels, skills, sociolinguistic proficiencies, and academic knowledge. Additionally, they may have socio-emotional needs and/or trauma associated with the immigrant or refugee experience. These factors, among others, may influence their ability to benefit from an adult ESL program. Nevertheless, adults with interrupted formal schooling have had rich life experiences from which they have acquired functional knowledge and skills as well as strategies that, if appropriately channeled, can lead to educational success.

Adults with interrupted formal education may be English Learners who have gaps in their educational experiences and limited literacy in their home language. The quality and degree to which they received a formal education in their native country may impact their literacy. TFP staff has observed that adults with interrupted education may not be able to read or write in their native

¹⁶ Aligned with latest Oct. 2016 Dept. of Education Adult English Language Proficiency Standards with corresponding Mathematical Standards : <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

language, or have very limited literacy skills to make competitive for the job market. They may also lack an understanding of the basic concepts, content knowledge, and critical thinking skills that their peers will have mastered.

In addition many immigrants seeking a better life in the U.S. leave their children in their native countries under the care of aunts, uncles, grandparents, and others. Upon reunifying in the United States, both the parents and the children may experience differing expectations and new realities. So programs designed for parent education and engagement become essential for bridging two generations and incorporating the priorities of the adult learner.

TFPPCS will respond to these individual needs of all adult learners. When planning instruction and intervention design, TFPPCS will consider the educational history and background of ELLs with interrupted formal schooling. TFPPCS will employ staff with the cultural proficiency to help adults navigate a new culture and effectively function within the community.

TFP has found that teaching adult English language learners requires instruction in: (1) the *language skills* necessary to communicate in English, including grammar, pronunciation, word endings, tenses; and (2) the *literacy* or reading and writing skills necessary to process print and gain meaning from the written word.

TFPPCS's curriculum and course offerings reflect the core belief of meeting the learner where they are and helping them become available to learn – even those with the lowest levels of literacy and the highest barriers to education. Our Foundations of Literacy course allows learners with below 3rd grade education in Spanish to bolster their native language proficiency, which leads to greater second language acquisition¹⁷. This holistic model also addresses common obstacles for the target population, including domestic violence concerns, childcare (daytime and evening), nutrition, and other cultural barriers.

¹⁷ Retrieved from

http://www.laslab.org/upload/the_effect_of_knowledge_about_the_l1_on_foreign_language_skills_and_grammar.pdf

All learning styles are accommodated and all students are screened for educational disabilities during the intake process. Those that need further evaluation are referred for further testing to OSSE's Access for Success program. TFP nonprofit has worked with OSSE to ensure Spanish-speaking psychologists and professionals are available to its learners. In the classroom, instructors will strive to present information in a variety of ways – visually, kinesthetically, and aurally. Those that need individualized support in the classroom are able to work with in-classroom volunteer teacher aides. Case managers and teachers also meet with learners individually and map out learning plans and goals for each student.

Advanced learners take higher-level ESL classes and are able to enroll in the post-secondary CDA course. Learners are able to explore other career options through the strength of TFP nonprofit's existing relationships with various providers in the city, including: Carlos Rosario, Briya Public Charter, University of the District of Columbia, SOME-CET, and Catholic University.

2. Charter Goals and Student Academic Achievement Expectations

TFPPCS goals are outlined below:

Focus Area:	Outcome:
Child Development Associate Training	65% of students that complete the CDA course pass the credentialing exam.
Child Development Associate Training	75% of those who obtain their CDA credential, and have the goal to be in the workforce, obtain a job within 6 months.
English as a Second Language Classes	50% of enrolled students that post-test will advance one EFL level as measured by CASAS.
Foundations of Literacy Class	35% of enrolled students will advance at least one grade level as measured by INEA Grade Level Comprehensive Tests.
College and Career Readiness	40% of adult students who are in the labor force, but upon entering, are unemployed, will obtain a job 6 months after exiting the program or enroll in a workforce training or postsecondary program.

College and Career Readiness	50% of learners who enter with a job, remain employed in the third quarter after exit or enroll in training or postsecondary programs
Leading Indicators: Attendance	In-seat attendance at least 60 %
Retention	50% of enrolled ESL and Foundations of Literacy students will pre- and post test.(INEA or CASAS tests)

a. Basis for Charter Goals:

TFPPCS's individualized goals reflect its mission and the high standards modeled in DCPCSB Adult Education PMF. TFPPCS expects to serve predominantly Central American, Spanish-speaking immigrants in the District but all residents that can benefit from its services are always welcome. Currently, TFP serves adult learners from Senegal, Egypt, Brazil and Peru as well as Central America and Mexico. TFPPCS will provide services in the same inclusive spirit. The individualized goals reflect the population it intend to serve and two notable aspects of its model.

1. The Foundations of Literacy class will serve mainly pre-literate immigrant adults from Central America with very few years of formal schooling. To better help these learners acquire English as another language they will initially study in their native Spanish, a curriculum designed by the Mexican Government (Institución de la Educación de Adultos - INEA) and will progress through primary and secondary grade levels. Students can graduate and receive diplomas from the Mexican government that are valid in numerous countries.
2. One of the major barriers to adult education is the expense and poor quality of childcare. Based on the population presently served by TFP, TFPPCS expects that the majority of its students will be mothers or expectant parents. TFPPCS seeks to not only overcome this barrier by providing concurrent high quality early childhood education on-site, but also tap into and celebrate parenthood as a source of motivation to learning. As their children thrive with bilingual educators, parents remain encouraged and motivated to advance in their own development.

Internally TFP staff evaluates, monitors and shares children's progress with parents and will continue to do so for TFPPCS parents.

b. Internal goals for family literacy include:

- a) All parents, with children on site, attend at least 1 hour of Interactive Literacy Activity (ILA) time, each month. ILA focuses on empowering the parent to be the child's first teacher through a range of educational activities such as reading, music and art crafts.
- b) All interested parents, with children on-site eligible for pre-K 3 and pre-k 4 are counseled individually and assisted in filling out the DC Public and Charter Schools Lottery application through myschooldc.org.
- c) All children on site have their development assessed from the time they enter the program and regularly tracked using Ages and Stages Questionnaire (ASQ-3) and Bracken School Readiness Assessment. Parents help administer the assessments and questionnaires; all results are shared with parents during individual teacher conferences. If children do not meet their development milestones, early childhood instructors provide activities and resources to parents. TFP, in addition, refers students to Strong Start and Early Stages for further evaluation.

3. Curriculum

TFP has experienced great success over the years by providing an educational curriculum that is flexible and caters to the goals of the adult immigrant learner. TFPPCS will continue to recognize the valuable experiences adults bring to the classroom and use them to create culturally appropriate and relevant curricula. ESL classes focus on the life and career goals of the students. The curriculum is competency based and educational gains are measured by the Comprehensive Adult Student Assessment System (CASAS), which is aligned with College and Career Readiness Standards (CCRS). The English proficiency standards used to define the curriculum are the latest

English Language Proficiency Standards for Adult Education from the Department of Education. The course materials use real and complex non-fiction text where possible to foster the higher-order thinking skills recognized as necessary for today's workforce. Notably, the curriculum includes "beyond the classroom" aspects that allow the learner to use English in the workplace. CDA students complete 480 hours of supervised practicum in daycare centers and schools across the city. ESL students practice English, computer and service skills at partner restaurants such as Busboys and Poets. TFPPCS will strengthen these successes with the addition of more teachers and smaller class sizes in a sustainable funding environment.

TFPPCS program will run year-round with daytime and evening classes offered. The year is split into 4 terms of 15, 15 and 7 weeks each with an intensive 4-week summer term. Year round programming, home visits, and community events ensure that educational gains and engagement are not lost over long breaks. The proposed TFPPCS academic calendar can be found in the "Support for Learning" section of the Education Plan.

Parent and family engagement is a large focus in the TFPPCS model. 2Gen models successfully tap into the multiple effects and benefits of educating parents and children together. TFPPCS incorporates home visits into the curriculum with teachers, case managers and other staff visiting each family at least twice a year. This helps bring ESL and family literacy activities into the home and boosts retention efforts. TFP will offer TFPPCS the option for students to enroll in the Home Instruction for Parents of Preschool Youngsters (HIPPY) program. The HIPPY program is an internationally acclaimed program that brings preschool to the home with weekly educational visits. These multiple points of engagement put our commitment to family engagement and retention into action.

a. Students Learning Standards

i. ESL Courses:

TFPPCS will base its curriculum on the latest **English Language Proficiency (ELP) Standards for Adult Education (AE)**. The U.S. Department of Education adopted ELP AE in October 2016 to address the urgent need for educational equity, access, and rigor for adult English language

learners (ELLs). TFPPCS is adopting these content standards for our curriculum to ensure that they are adequately prepared for careers. It is also a response to a growing body of evidence on what makes instruction effective (American Institutes for Research, 2015).¹⁸

TFPPCS will use these standards to design lessons, promote rigorous instruction, and help English Language Learners. The guiding principles for the ELP Standards are included in the endnotesⁱ and are consistent with TFPPCS's mission to serve ELL learners utilizing best practices. In the upcoming months, it is expected that ELP standards for AE be aligned to CASAS Standards and Competencies. During the planning year, the Director of Curriculum and Instruction and ESL consultants will fine-tune the curriculum crosswalks based on the new standards.

TFPPCS will also base its ESL curriculum at each level around CASAS life skills competencies, with instructors breaking content areas into thematic units. "The CASAS Competencies along with the CASAS Content Standards form the basis of the CASAS integrated assessment and curriculum management system. The *CASAS Competencies* identify more than 360 essential life skills that youth and adults need to be functionally competent members of their community, their family, and the workforce.

The *CASAS Content Standards* identify the underlying reading, listening, and math basic skills at specific proficiency levels that should be taught in the context of *CASAS Competencies*. The competencies are relevant across the full range of instructional levels, from beginning literacy through high school completion including transition to postsecondary education and training.¹⁹"

The Family Place and other ESL partners in the District, such as Briya Public Charter School and Carlos Rosario, all currently use CASAS curriculum and assessments.

ii. Child Development Associate Credential

¹⁸ U.S. Department of Education, Office of Career, Technical and Adult Education. Adult English Language Proficiency Standards for Adult Education. Washington, DC, 2016.

¹⁹ <https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies>

The TFP bilingual Child Development Associate training program addresses three chronic problems prevalent in the Washington Metropolitan area:

- Limited employment and career options for those with limited English ability and without post-secondary credentials;
- Lack of available, culturally-sensitive quality child care; and,
- Limited access to home visiting services for low-income families.

Adults who suffer from the first problem are restricted to jobs that pay very little, that “go nowhere,” and employment that is sporadic as noted in **Section A**. This usually means restaurant work, housecleaning, occasional childcare, but nothing on the order of a career. The second problem focuses on a family’s need to place their young child in quality child care and child development programs. Program operators complain about the lack of credentialed employees. The third issue addresses access to needed home visiting services. Many low-income Latino parents do not use available community resources, such as child development programs or home visiting programs because of language difficulties, lack of understanding, feelings of intimidation, as well as other concerns.

What is CDA? The Child Development Associate (CDA) Credential™ is the most widely recognized credential in early childhood education (ECE) and is a key stepping stone on the path of career advancement in ECE. The Child Development Associate (CDA) Credential™ is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children. The Council for Professional Recognition works to ensure that the nationally-transferable CDA is a credible and valid credential, recognized by the profession as a vital part of professional development.

TFPPCS’s CDA training program will offer CDAs in three areas: **infants/toddlers, preschoolers** and, **home visiting**. The CDA program offers an opportunity for individuals with limited English and low skills to achieve nationally-recognized credentialing, gain entry to the child development career path, have access to above minimum wage jobs in a labor deficit area, and be in a position to avail themselves of advanced training. Most participants reside in Wards 1,4 and 5 and; prior to the CDA program, have been employed sporadically in low-wage, unstable jobs.

TFPPCS's Child Development Associate (CDA) is a 600-hour training program focused on either infants/toddlers, preschoolers, or home visiting; coaching for the national certification examination; employability and placement assistance; and, post-placement follow-up. This program enables 40-45 women a year to gain the work place competency skills and recognized certification that moves them from the bottom of the labor market into a career in child development and options for advanced training. The skills and certification are recognized throughout the United States. Since home visiting is considered a basic benefit under the Affordable Care Act, new opportunities to work in this field are opening up each day. TFP is one of the few agencies, and the only one locally, offering a CDA in home visiting. Information and news about the success of the TFP program, and its graduates, has spread throughout the community and many child development centers and other agencies seek out our graduates to hire them for employment. Completion of the CDA course also leads to advance placement in the University of the District of Columbia's BA in Early Childhood Education.

TFP's Current CDA outcomes

- 75% of enrollees complete the 120 classroom hours as evidenced by completion certificates.
- 60% of enrollees advance their English proficiency by at least one functioning level as evidenced by CASAS assessment
- 90% of program completers (120 classroom hours and 480 practicum hours) pass the certification examination as evidenced by the award of a CDA certificate by the Council for Professional Recognition
- 75% of CDAs enter unsubsidized employment
- 90% of those employed retain employment for at least six months

CDA Competency Standards are the national standards used to evaluate a caregiver's performance with children and families during the CDA assessment process. The Competency Standards are divided into six Competency Goals, which are statements of a general purpose or goal for caregiver behavior. The Competency Goals apply to all child care settings. The six goals are defined in more detail in the 13 Functional Areas, which describe the major tasks or functions

that a caregiver must complete in order to carry out the Competency Goal. A Developmental Context, a brief overview of relevant child development principles, explains each Functional Area.

Although the six Competency Goals are the same for all settings (center-based, family child care, home visitor), the Functional Area definitions and sample behaviors differ for each setting and age group. The setting-specific materials available through the Council's online bookstore include detailed information appropriate for each setting.

CDA COMPETENCY STANDARDS AND FUNCTIONAL AREAS

Goal	Goal Description	CDA Subject Areas
Goal I.	To establish and maintain a safe, healthy learning environment	1. Safe 2. Healthy 3. Learning Environment
Goal II.	To advance physical and intellectual competence	4. Physical 5. Cognitive 6. Communicative 7. Creative
Goal III.	To support social and emotional development and to provide positive guidance	8. Self 9. Social 10. Guidance
Goal IV.	To establish positive and productive relationships with families	11. Families
Goal V.	To ensure a well-run, purposeful program responsive to participant needs	12. Program Management
Goal VI.	To maintain a commitment to professionalism	13. Professionalism

CDA Curriculum

The Preschool and Home Visiting curriculum consists of classroom instruction and fieldwork, as shown below.

Preschool	CDA Curriculum Areas
Classroom instruction	Planning a safe and healthy learning environment. Advancing children's physical and intellectual development. Supporting children's social and emotional development. Building productive relationships with families. Managing an effective program operation. Maintaining a commitment to professionalism. Observing and recording children's behavior. Understanding principles of child development and learning.
	Prepare CDA Professional Portfolio following the detailed instructions in Competency Standards. Prepare CDA Professional Portfolio.
Fieldwork	120 hours of supervised fieldwork is required. Fieldwork will be supervised by a course instructor or assigned fieldwork observer. A vital source of evidence of a student's skills is actual hands-on work as a teacher with children and families, which also provides a student with an opportunity to learn through experience.
Home Visiting	CDA Curriculum Areas
Classroom instruction	Complete 120 hours of formal early childhood education training, covering: Promoting health and safety in the home environment. Enhancing parents' skills to advance children's physical and intellectual development. Promoting parents' use of positive ways to support children's social and emotional development. Understanding family systems and development. Managing an effective home visitor program operation. Maintaining a commitment to professionalism. Working across the child welfare continuum. Understanding principles of child developing and learning.
	Prepare CDA Professional Portfolio following the detailed instructions in Competency Standards. Prepare CDA Professional Portfolio.
Fieldwork	120 hours of supervised fieldwork is required. Fieldwork will be supervised by a course instructor or assigned fieldwork observer. A vital source of evidence of a student's skills is actual hands-on work as a teacher with children and families, which also provides a student with an opportunity to learn through experience.

Bilingual Specialization

A bilingual setting is a child development program that has specific goals for achieving bilingual development in children; where two languages are consistently used in daily activities; and where parents are helped to understand the goals and to support children's bilingual development. Candidates for bilingual specialization must: (1) work in a bilingual program that requires the Candidate to speak both languages daily and consistently; and (2) have a working knowledge of two languages.

iii. Foundations of Literacy (Plaza Comunitaria)

Plaza Comunitaria started in 2001 and is a literacy program conducted in Spanish.²⁰

According to the results of Program for the International Assessment of Adult Competencies (PIAAC) testing, only 28% of the immigrant population has a literacy level of 3 or above which reflects only a basic knowledge of the alphabet, and 5 is the highest level and reflects an ability to make high-level inferences. Members of the Latino population not born in the USA had the lowest literacy levels. Literacy and numeracy levels were lower among immigrants who had arrived in the US before 2007, a reflection of the fact that they had not benefited from recent improvements in Mexico's education system.²¹ As noted in **Section A** of the application 87 percent of DC immigrants entered the United States before 2010.

Since 2003 the Instituto Nacional para la Educación de Adultos (INEA) [National Institute for Adult Education] has been offering educational support to Mexicans (and other Spanish speakers) who have settled outside Mexico through “**Plazas Comunitarias.**” The Plazas Comunitarias project is permanently overseen by the Instituto para los Mexicanos en el Exterior (IME) [Institute for Mexicans Abroad] via the network of Mexican consulates in the United States of America.

²⁰ The Instituto Nacional para la Educación de Adultos (INEA) [National Institute for Adult Education], the Secretaría de Educación Pública (SEP) [Secretariat of Public Education], the Instituto para los Mexicanos en el Exterior [Institute for Mexicans Abroad] and the Secretaría de Relaciones Exteriores (SRE) [Secretariat of Foreign Relations].

²¹ Testing conducted in the US within the Program for the International Assessment of Adult Competencies (PIAAC)

The educational programs and services are aimed primarily at young people and adults who have not completed elementary education. The program helps adults earn official qualifications that are valid in Mexico (and other Latin American countries) but more importantly to improve their literacy skills to learn English.

Plazas Comunitarias offer:

- Elementary education and primary and secondary literacy courses;
- Access to new communication and information technologies for developing reading, writing, communication, logical reasoning and IT skills with a view to facilitating pupils' entry onto the job market;
- Support to the community by providing a communal space for educational, recreational and cultural events that serve the interests and needs of the local area.
- All these services and educational materials, which are also available online, are provided to students in advance and free of charge.

All Plaza Comunitaria's have three spaces:

- Space for individual or group tutoring. The groups of adults can use this space or classroom for shared learning purposes, to organize projects or to take examinations in.
- A multi-purpose room. This is an educational space used to show videos that correspond with the interests and needs of the young people and adults who are students of the Plazas Comunitarias. The room is therefore dedicated to fostering educational processes by means of audiovisual resources and bibliographic material.
- Computer room or classroom with networked computers for internet access to information material, courses, exercises, digital libraries, educational institutions, vocational training programs, and other sites that benefit the students' education.²²

²² Every year, more than 6000 students register for Plazas Comunitarias courses in the US. In August of 2015, there were a total of 63,000 students registered in the Sistema de Seguimiento y Acreditación de Comunidades en el Exterior (SASACE) [System of Accreditation and Automatic Tracking for Communities Abroad].

Plaza Comunitaria Objectives

The program's objectives are tailored to the social and economic realities faced by DC's Latino community.

- Provide literacy, primary and secondary school qualifications for youth and adult learners.
- To expand education opportunities
- To promote educational continuity to advance education and workplace credentials.

Approach and methodology

Plazas Comunitarias framework is based on the Modelo Educación para la Vida y el Trabajo (MEVyT) [Guideline on Education for Life and Work]. Instruction is based on one guiding topic and is designed for adults to explore life skills and engage them in problem-resolving activities. This approach is compatible with CASAS Competency Standards. The approach comprises four interrelated phases:

- Gathering knowledge through presentation and discussion of problems to gain a clear understanding of what the person or group concerned thinks, knows or can contribute.
- Search for and analysis of new information. Guidelines on collecting information within and outside the module, classifying and complementing data with a view to inferring new information.
- Comparison, reflection, confrontation and change. Complementation, comparison, discussion and resolution of questions, among other things.
- Synthesis, reconceptualization and application of the lessons learned. Activities involving comparison, development and re-development of texts; development of outlines, synoptic tables, maps and projects; resolution of problems, both real and hypothetical, through argumentation.²³

²³ To find out more about the MEVyT, please visit:

<http://www.unesco.org/uii/litbase/?menu=16&country=MX&programme=39>"

Program content and instruction material

The program is divided into modules. To receive a certificate of elementary education, pupils need to complete 10 basic modules (three initial-level modules, which are included in the total number) and 2 diversified modules according to the pupil's areas of interest. To receive a certificate of secondary education, pupils need to complete 8 basic modules and 4 diversified modules according to the pupil's areas of interest.

The levels and their corresponding basic modules are divided as follows:

Level	Topics	Examples
Initial level	Words for beginners mathematics for beginners	Numbers Useful stories Knowing how to read
Intermediate level - primary	Reading and writing	Figures and measurements Let's get to know Let's live better
Advance level - secondary	Talking helps people understand each other	Let's write! For continued learning Fractions and percentages Information and graphs
Advanced activities	The Earth, our planet	Civic rights and responsibilities, health (including reproductive health), the environment, promoting anti-violence, finances, migration, and information on how to increase and improve work opportunities and conditions.

Role of Plaza Comunitaria instructors, facilitators and tutors

Staff is responsible for ensuring that activities proceed correctly. This person has a fundamental educational role, which involves providing help and assistance, assuming managerial duties, enrolling students, monitoring, and tending to adult learners' specific needs. Instructors are required to hold university degrees, speak, read and write in Spanish, be service-oriented, and skilled at organizing resources and activities. This person is the contact for the consular network and tutors. He/she is also involved in the monitoring process, keeping registration lists of adult's up-to-date and organizing and allocating staff so as to ensure the smooth running of the system.

Tutors can be volunteers but for program continuity and stability, paid tutors have been found to be more reliable and consistent. All staff can participate in training on the INEA, the educational model and the Sistema de Acreditación y Seguimiento Automatizado para Comunidades en el Exterior (System of Accreditation and Automatic Tracking for Communities Abroad). Additional more specialized training courses can be offered in coordination with the academic management. These courses aim to strengthen participants consulting skills and impart more in-depth knowledge of the MEVyT.

Program Monitoring and Evaluation

To improve Plazas Comunitarias the following are key indicators of success:

- Proportion of program devoted to basic education services-life skills and work. This indicator defines the proportion of basic educational services provided by the Plaza Comunitaria in relation to the other services. Other types of service include preparatory for the General Education Development diploma, courses in English as a foreign language and computer courses.
- The number of certificates earned. The applications for certificates submitted to INEA.
- The number of registrations recorded. If INEA notices that a Plaza Comunitaria has not registered any activity for the past year, it contacts the respective consulate to request confirmation that the Plaza is still in operation. If the Plaza is not in operation, the consulate concerned informs INEA, whereupon the facility is closed or its access to the SASACE is temporarily suspended. This process ensures that the Plazas Comunitarias whose results and activities are recorded are operating efficiently.

The Family Place's Plaza Comunitaria Goals

1. Improve Spanish literacy skills through basic adult education services;
2. Help adults advance their personal, educational and professional development;
3. Prepare adult learners for beginning and advanced English language learning.

Plazas Comunitarias References:

Zong, J. & Batalova, J. (2015). Through an immigrant lens: PIAAC assessment of the competencies of adults in the United States. [as of 29 July 2015]

Congressional Research Service. (2012). Mexican migration to the United States: Policy and trends. [PDF 641.42 KB]. [as of 28 July 2015]

Contact

Sofía Mariana Reina Astudillo Head of Department of Multilateral Relations, Deputy Director of International Affairs, Director of Strategic Partnerships and Alliances, INEA, Francisco Márquez 160, Col. Condesa, Del. Cuauhtémoc, C.P. 06140, México D.F., México. Tel.: +52 1 55.5241.2700 ext. 22422 sreina@inea.gob.mx

b. Methods of Instruction ESL

TFPPCS's teachers will plan collaboratively to ensure that meaningful learning experiences are incorporated into each lesson. For example teachers will use practical day-to-day tasks such as reading Metro maps, and prescription nutrition labels to help adults learn English. Adult learners will be actively engaged in the learning process by suggesting topics for the classroom. Adult learners will be exposed to culturally relevant curriculum material and teachers will work in teams to ensure that classroom activities have meaning.

In addition to CASAS testing and class examinations, adults will be involved in the assessment process by providing feedback about their needs and how they have been taught. This includes goal setting by the adults, self-evaluation and their satisfaction with what they have been taught.

Finally, staff will individualize instruction based on adult needs, learning differences and academic performance. This will include using an instructional volunteer aide in the classroom, online technology and mixed level classes. TFPPCS will offer one to three class at the same time (morning, afternoon and evening). The program will group adult learners by proficiency levels within the class for low beginning and beginning proficient students intermediate and advance levels proficiency students. Each class will consist of 3 hours classroom instruction with embedded digital literacy learning, Monday through Thursday for a total of 12 hours per week.

All students take several assessments upon enrolling that help determine their academic level and learning style. Those that need further assessment from psychologists are referred to OSSE's Access for Success program. Students that score below 180 on CASAS pre-test and have few years of formal schooling are placed in Foundations of Literacy classes. The Family Place Charter also has a dedicated case manager on site. The case manager is also able to provide individualized counseling sessions and academic supports through one-on-one sessions.

c. Resources and Instructional Material

TFPPCS's educational resources will focus on life skills, family literacy, English Literacy and civics, and workforce readiness. TFPPCS will continue appraise existing resources, including digital means, used currently at TFP and other adult ESL charter schools in the District. Many of our findings can be seen in Section G, Curriculum Samples.

Life skills: The ESL classes, at all levels, focus on developing English language skills in the context of topics or functions of daily life, such as going to the doctor, getting a job, shopping, or managing money. The CASAS competencies cover these life skills areas extensively and instructors conduct interest area surveys with the students at the beginning of the semester to

determine additional topics to cover. Previous student interests have led to lessons and workshops on obtaining a driver's license, buying a used car on CarMax, and basics of purchasing a house.

Workplace Development – Workforce readiness is a key component of our curriculum, especially after the passage of WIOA in 2014. TFP integrates these guidelines and standards at all levels of literacy but as the student progresses in EFL levels we focus more on workplace skills. For example, intermediate level ESL students take Numeracy geared to the workplace, Nutrition for the Food Handlers License and Fine Dining training at partner restaurants. Case managers also provide individual job and career counseling along with resume and interview workshops.

Family ESL literacy component address the family as a whole, providing English language and literacy instruction for parents and children. This part of our curriculum is rooted in research and our firm belief that 2Gen models of education lead to better outcomes for both the adult learner and child²⁴. Programming includes monthly Interactive Literacy Activities that focus on parents leading educational activities with their young children. We also implement the powerful Parenting Journey curriculum in a cohort model every semester.

English Literacy/Civics (EL/civics) programs integrate English language instruction with opportunities to learn about civic participation, civil rights and responsibilities, and citizenship. Our curriculum includes several field trips to various public resources in the District including the Mt. Pleasant Library, Smithsonian National Zoological Gardens, and the Wilson Building. Learners are also able to enroll in Citizenship classes and work with case managers to fill out the N-400 form and apply for citizenship. In future years, TFPPCS will expand its citizenship program to serve more eligible clients.

Testing and Evaluation

All adult learners will take several assessments upon enrolling that help determine their academic level and learning style.

²⁴ CLASP: Thriving Children, Successful Parents: A Two-Generation Approach to Policy

TFPPSC will administer the Comprehensive Adult Student Assessment Systems (CASAS) to screen, monitor and assess adult learner’s progress. CASAS is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills throughout the United States. Summarized below are the purpose, design, format and rationale for CASAS.

	Purpose	Design	Format	Rationale
CASAS	CASAS is a competency-based assessment system designed to assess the relevant real-world basic skills of adult learners.	CASAS offers a Web-based data collection and reporting system that accurately and quickly provides actionable data for guiding instruction, improving programs, and ensuring accountability.	CASAS offers both paper-and-pencil and computer-delivered assessments, including computer-adaptive tests.	CASAS measures: 1. basic skills 2. English language 3. Literacy skills needed to function effectively at work and in life.

In addition to administering the CASAS reading and mathematics tests, teachers will develop and administer classroom quizzes and project-based assessments to check the extent to which adult learners understand and have mastered the topic.

TFPPCS will contract with an independent consultant to conduct a formative and summative evaluation of the performance of the adult ESL programs. This evaluation will consider how the adult ESL program is implemented, in terms of what worked or did not work, the extent to which adult learners made progress, and the numbers that advanced an education functional level. The consultant will be tasked with examining the CASAS reading and mathematics assessments to determine their reliability and validity with the participant’s unique demographics.

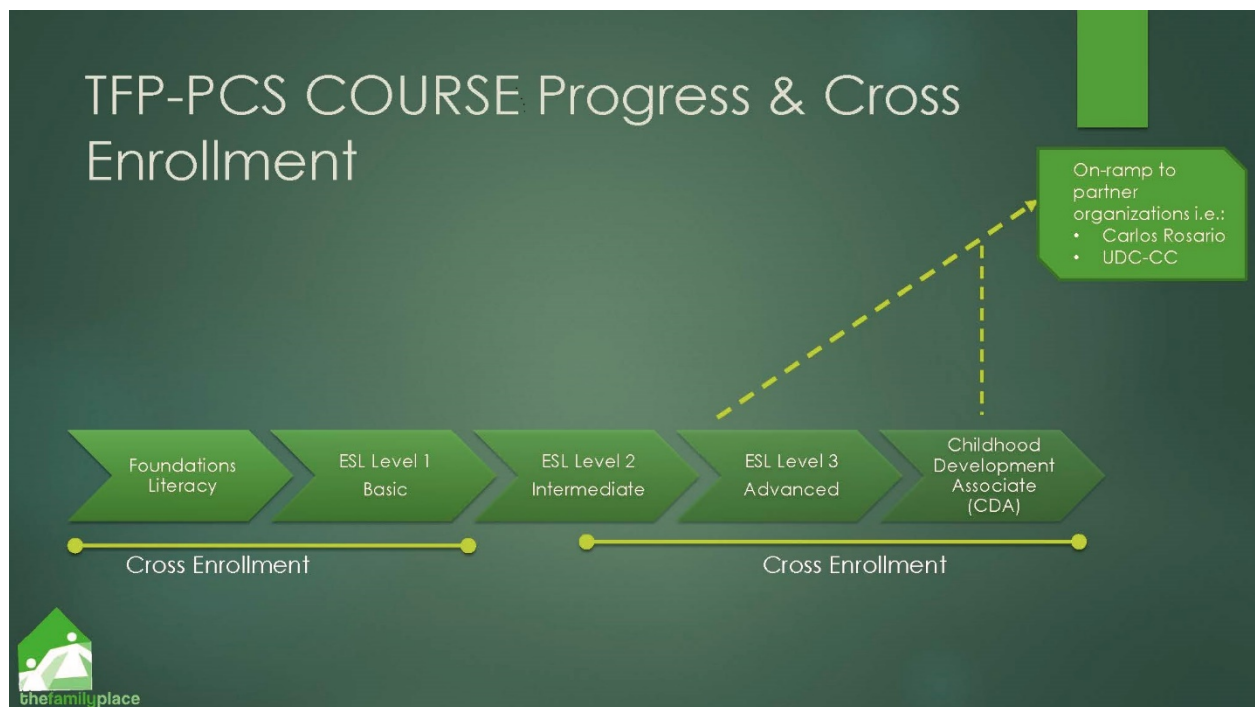
In addition TFPPCS will collect and manage assessment data; use that data to generate meaningful information and generate information about program effectiveness. TFPPCS will consider using CASAS “*eTests*” that provides online electronic tools that data in the hands of teachers in real-time. In addition “*TOPSpro*” automates CASAS test scoring and quickly generates reports that

could help teachers link assessments to instruction. Used together or independently, these tools could:

- Automatically score CASAS reading and mathematics tests
- Track student and program outcomes and progress
- Generate reports for adult learners, teachers, and administrators
- Disseminate reports to the Student Advisory Council, partners and other community members.
- Provide individual, class, and school profiles of skills
- Collect student demographics
- Manage data for DCPCSB and Federal accountability

Staff will identify students who may be struggling and would benefit from academic and/or behavioral interventions. First, all adult learners will be screened for learning disabilities and when required, provided accommodations in the classroom and during testing and assessments.

d. Vertical Alignment and Promotion Requirements



TFPPCS staff will assess students for placement and promotion at the appropriate proficiency levels based on their CASAS scores, ability level in their primary language as well as English. After completing one class, students will be given an exit-level CASAS test to help instructor determine promotion.

Placement

Course:	CASAS Appraisal and Pre-test:
Foundations of Literacy	CASAS pre-test < 180 and < 3 yrs schooling
Beginner ESL	CASAS pre-test < 200
Intermediate ESL	CASAS pre-test < 220
Advanced ESL	CASAS pre-test > 220

Advanced Students:

Students that enter at a higher grade level or move rapidly through ESL levels are placed in Advanced ESL or CDA classes. Advanced students can also work towards a 12th grade Mexican high school diploma at their own pace in Spanish. TFPPCS's customized approach will allow advanced students to explore several options for further study.

Agency:	Programs offered:
University of District of Columbia	1) Continuing education credit towards a BA in Early Childhood Education for those that complete the CDA course. 2) Various workforce offerings: Construction, Customer Service, Hospitality and Tourism,
Carlos Rosario	For those above a "level 5" ESL – Culinary Arts, Hospitality and IT
SOME-CET	For those above 5 th grade reading level – Construction Trades
Catholic University – Metropolitan School	Certificates, BA and MA

TFPPCS will follow the National Reporting System's educational functioning levels for adult ESL²⁵.

Proficiency Level	Description
Beginner ESL	Beginner classes are for those who speak little or no English. These classes focus on basic conversational English speaking and reading skills needed for survival. Vocabulary lessons might cover words needed for routine activities, such as catching a bus, renting an apartment, finding a job and cashing a paycheck. Adults who complete a beginner program can move up to intermediate programs, which include instruction in English grammar and reading.
Intermediate	Intermediate programs are designed for adults who have good speaking skills, but who may need help with reading and writing in English. These programs prepare adult students for career training to enter the workforce or to move on to advanced English programs that can prepare them for college courses.
Advanced	These programs may be structured academic ESL classes. These classes are offered by colleges and universities and meet several times a week. Adult students can obtain the skills necessary to pass the Test of English as a Foreign Language (TOEFL), which is sometimes required for non-native English speakers who want to attend U.S. colleges.

4. Support for Learning

TFPPCS staff will conduct the empire state screening to determine whether an adult has a learning disability. Those that need further assessment from psychologists are referred to Office of the State

²⁵ **The National Reporting System (NRS) for Adult Education** is the accountability system for the state administered, federally funded adult education (AE) program. NRS is an outcome-based reporting system for the State-administered, federally funded adult education program. Developed by the U.S. Department of Education.

Superintendent of Education's (OSSE) Access for Success program. Students that score below 180 on CASAS pre-test are placed in Foundational Literacy classes. TFPPCS also will have a dedicated case manager/job developer on site. This person will be able to provide individualized sessions and academic supports through one-on-one sessions.

Each class will have an instructional volunteer aide to work one-on-one with students who are having difficulty or those adult learners who are advanced and need to move ahead quickly. TFP has an ongoing relationship with American University's Community Based Scholars Program that allows several undergraduates each term to intern in the classrooms

TFPCS will implement several strategies throughout the year to build staff skills through professional development to support adult learners. TFPPCS will focus on developing leadership and management skills for its staff to meet the needs of the school as it continues to expand. Professional development will include mentoring, coaching and instructional training from outside educational groups.

a. School Year Calendar

The calendar incorporates DC Public School closures to accommodate the availability of parents. Summer session in July is offered to ensure learners do not lose gains made throughout the year. Students pick the theme they choose to reinforce and work closely with job counselors to obtain/retain employment during hiring season. The following is the proposed schedule for the operation of TFPPCS.

August						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January '19						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2018-19

Notes:	
Term 1:	15 weeks
Term 2:	15 weeks
Term 3:	7 weeks
(Extra week factored in to accommodate snow days and unforeseen closures)	
Summer (July) Focus Session:	4.5 weeks
Professional Development:	
Aug. 13- 24	
April 15-19 (Spring Break)	
Calendar incorporates DC Public School closures to accommodate the availability of parents.	
Summer session in July to ensure learners do not lose gains made throughout the year. Students pick the theme they choose to reinforce and work closely with job counselors to obtain/retain employment during hiring season.	
Home Visits:	Dec, April, June
201 Instructional Days	

Term	Weeks (201 instructional days)	Start Date
1	15	September 2017
2	15	January 2018
3	7	May 2018
Summer school	4-5	July 2018

Summarized below is the proposed calendar for TFPPCS

Proposed Calendar	Time
Number of days the school will be in session	201 days
Daily hours of operation	8:30 am to 9:00 pm
Average instructional minutes per day	3 hours
Average minutes for core content subjects	3hours
Teacher planning time (weekly)	8 hours
Non-instructional days, such as those devoted to assessment, independent work study,	6 days annually
Professional development (monthly) non-school day	8 hours
Adult-teacher conferences (each term)	3 time annum
Home Visits	Twice per annum

TFPPCS Year 1- Class Schedule (Target Enrollment: 100)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 11:30 AM	ESL INT. Foundation Lit. ESL.ADV, ECE (NUTRITION)	ESL INT. Foundation Lit. ESL ADV. ECE	ESL INT. Foundation Lit. ESL ADV. ECE	ESL INT. Foundation Lit. ESL ADV. ECE	CDA ECE
11:30 - 12:30 AM	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 - 3:00 PM	(NUTRITION) ESL BEG. Foundation Lit. ECE	ESL BEG. Foundation Lit. ECE Women's Support Group	ESL BEG. Foundation Lit. ECE PARENTING	ESL BEG. Foundation Lit. ECE	CDA ECE (Prof. Dev for Staff 3-5)
5:30 – 6:30 PM	DINNER	DINNER	DINNER	DINNER	DINNER
6:30 – 9:00 PM	Foundation Lit. (ESL CITIZENSHIP) ESL INT. ECE/ H.W. HELP	Foundation Lit. (ESL CITIZENSHIP) ESL INT. ECE/ H.W. HELP	Foundation Lit. ESL INT. ECE/ H.W. HELP	Foundation Lit. ESL INT. ECE/ H.W. HELP	

b. School Organization and Culture

TFPPCS will encourage consistent attendance and adult learner commitment to be persistent and to complete the program. The school will accomplish regular attendance by providing ancillary programs such as case management services, workforce readiness, and child care and development; staff will track attendance. In addition TFP staff have found that the family-friendly and home-like environment of their programs encourage retention and re-enrollment.

TFPPCS will cultivate a caring culture by creating a learning environment where students feel that they belong to the learning community and feel free to take risks that will ensure that the learning environment is respectful and culturally inclusive. TFPPCS proposes to accomplish the above by surveying each adult before enrollment to determine their needs, goals and setting an individualized program. Staff will monitor each adult's progress by measuring their satisfaction with and suggestions about the program.

TFPPCS will establish an adult student advisory council and offer leadership development seminars to encourage ownership in the provision of service and empowerment of their lives. In addition staff will continue the traditions that gives TFP its identity as a caring organization—clothing and toy drives during the holiday, celebrations of graduations and other achievements.

TFPPCS will keep and expand existing relationships with all community partners, including educational collaborators such as UDC School of Nutrition and ROC United DC. MOUs can be found Section F: Additional Required Documents.

c. Safety and Discipline Philosophy

TFPPCS will maintain a safe and orderly environment and protect the health and safety of its adult learners and staff.

- Students will receive an orientation, and all adult learners will be given and required to read and sign the Adult Learner Handbook.
- Staff will participate in training to learn strategies for dealing with and de-escalating a crisis.
- Adult learners will be an essential part of their class activities on civic engagement and will read and discuss the adult Learner's Handbook that will include their rights and responsibilities. Adult learners also have the opportunity to set their own class rules at the start of each term
- Students or faculty who engage in behaviors that negatively impact adults receiving an education or any individual's health or safety will be dismissed after due process.

SECTION C: MANAGEMENT PLAN

Section C: Management Plan

1. Founding and Leadership

The founding group members fully understand and are committed to the mission of TFPPCS. A School Charter Committee was created in 2016 for the purpose of submitting a completed charter application to DC Public Charter School Board.

Founding group members offered their vital expertise and resources in preparing the application. The group members are:

Member	Expertise	DC Resident
Michael D. Barnet, Ed. D., Chair	Education Administrator MCPS	
Lawrence Garr, J. D.	Attorney	
Ann Barnet, MD	Physician	X
Haley Wiggins, MA	Executive Director, The Family Place	
Oralia Puente, Ph.D.	Educational Consultant	X
Claudette Monroy, M.A.	Education Director, The Family Place	X
Shawn Chakrabarti	Director of Curriculum & Instruction	
Lawrence Bussey, Ed. D	Educational Consultant	
Natalia Isaza, MD	Neonatologist	
Audrey Singer,	Senior Research Fellow	X

a. Profile of Founding Group

Michael D. Barnet, chair and a founding member of TFPPCS is an educator with over thirty years of experience in advocating for services for culturally and linguistically diverse students and their families. He believes strongly in TFPPCS's mission of providing high quality educational services to meet the needs of low-income adults who demonstrate limited English proficiency. TFPPCS will enhance employment opportunities for our students through the provision of ESL classes and workplace specific language instruction. He is confident that the establishment of TFPPCS in Ward 1 will bring stability and empowerment to DC families.

Dr. Barnet is Coordinator of The Bilingual Assessment Team (BAT) of Montgomery County Public Schools. He oversees a multi-disciplinary staff comprised of bilingual psychologists, speech- language pathologists and instructional specialists, as we provide assessment and consultative services to culturally and linguistically diverse students within the school system. The challenges confronting the students that we work with are oftentimes multidimensional and complex, which underscores the importance of TFPPCS a means for removing barriers to education and employment opportunities.

Ann B. Barnet, M.D., is a founding member of The Family Place Public Charter School because she is deeply devoted to ensuring that low-income adults and families with limited English, living in the DC area, have access to high quality education. She understands that the two-generation approach will provide educational opportunity, social mobility, and civic connection for both the adult students and their children. TFPPCS will expand employment opportunities and foster improved economic stability through education, specifically English instruction, and job preparation. She is confident that the establishment of TFPPCS in Ward 1 will bring stability and empowerment to DC families.

Should a charter be granted she would bring 60 years of experience as a pediatrician and child advocate to the new school. As founder of The Family Place since 1978, she has served in various capacities (Board Chair, Board Member, volunteer) to strengthen Family Place and its thousands of participant families. She has also served on the DC Mayor's Commission on Women and Girls with a special interest in the economic well-being of DC's low-income families. She was inducted into the "DC Woman's Hall of Fame in 2015.

Lawrence Garr, chairman of the Board of Directors for TFP and founding member is a practicing attorney in Maryland. Mr. Garr has over 50 years of experience specializing in the administrative and judicial resolution of federal and state tax controversies. Prior thereto, he served as a special education teacher in Philadelphia. Mr. Garr is the Chairman of the Board of The Family Place, a charity that provides educational and other assistance to low-income DC residents/families, and is

a member of the Board and Treasurer of WSC Avant Bard, an Arlington -based charity that provides performance-based opportunities for local artists.

Haley Wiggins became the Executive Director of The Family Place in September 2008 after working with the organization for four years as the Adult ESL/Family Literacy Coordinator. She has a Bachelor's degree in International Studies: Development and a Master's Degree in Teaching English to Speakers of Other Languages (TESOL) from Brigham Young University. Haley is fully bilingual (English/Spanish) and has been working with the Latino community since 1999. She is committed to The Family Place's mission of empowering low income families to foster the optimal development of their young children through educational and support services. Her knowledge and experience as a teacher, along with her meaningful and real interactions with Family Place participants – their literacy and familial struggles – and her big picture perspective as Executive Director help her to lead and guide the success of The Family Place.

Oralia Puente, Ph.D. has dedicated much of her life to the service of people and community, and that passion has driven her professional, volunteer, and civic work. Oralia has served on several boards and community organizations in the D.C. area, founded three charter schools, and run for several community offices. Until recently, she was a Technical Assistance Specialist with the Migrant and Seasonal Head Start Project at The Academy for Educational Development. She has also worked with UNESCO, USAID, UNICEF and the World Bank. She is now an independent consultant.

Oralia is one of 12 children, a native Spanish speaker, and speaks Bahasa Indonesian and Malay as well. Her formal education started in California and ended at Harvard with a master's degree and Doctorate in Education and a Fulbright at Columbia University.

Claudette Monroy, M.A. is originally from Torreon, Mexico, and came to the United States at the age of 15 with her mother and younger sister. She has devoted her work towards supporting low-income immigrant mothers and children. Claudette earned her undergraduate degree studying Economics and Justice, Peace and Conflict Studies, and is working towards earning her Master's in International Education at George Washington University. Her research focuses on integrating migrant students through educational programs, global citizenship education as well as social

cohesion. Claudette's journey as an educator began at age 17 when she started mentoring and tutoring younger immigrant students at her high school. Currently, she serves as Director of Education at The Family Place.

Natalia Isaza is neonatologist in Washington, District of Columbia and is affiliated with multiple hospitals in the area, including Children's National Medical Center and George Washington University Hospital. She received her medical degree from National University of Colombia and has been in practice between 11-20 years. She is one of 25 doctors at Children's National Medical Center and one of 10 at George Washington University Hospital who specialize in Neonatal-Perinatal Medicine. She also speaks multiple languages, including Spanish. As a member of the founding group, and board member of TFP nonprofit, she has brought years of experience working with Latino families, specifically in child development and well-being.

Audrey Singer was raised in Philadelphia and received her BA at Temple University. She earned an MA and PhD at the University of Texas at Austin in Sociology with a specialization in Demography. As a neighborhood resident and a scholar of immigration, Audrey Singer was happy to join The Family Place Board in spring of 2014 and then the founding group of TFPPCS. In her professional life, as a senior fellow at the Urban Institute, her research is focused on how immigrant families and workers adapt to U.S. communities, and how those places, including schools, governments, and organizations adapt to immigrant newcomers and aid in the integration process. Before joining Urban, Singer was a senior fellow at the Brookings Institution, where she is currently a nonresident senior fellow. She has been an associate at the Carnegie Endowment for International Peace, a faculty member at Georgetown University, and an analyst at the US Department of Labor. Most recently she was a member of the National Academies of Sciences panel on immigrant integration.

Shawn Chakrabarti is currently the Director of Curriculum and Instruction at The Family Place. He is a Ralph J Bunche Scholar, Colby College, and after graduating traveled and taught in several countries. In August '15 he completed the Graduate Certificate in Adult Education at the University of the District of Columbia and is one of the first newly licensed Adult Educators by the Office of State Superintendent of Education. He is proud to be a part of the changing landscape of adult

education in the District and have a leadership role in an organization where innovation and professional development are encouraged. He is continuing his graduate studies at UDC and hopes to complete his masters in the following year in Adult Education. Shawn is also enrolled as a Crimsonbridge Scholar at Georgetown University completing his graduate certificate in Nonprofit Executive Leadership, to obtain the fiscal and managerial skills needed in successful charter schools.

Lawrence Bussey, Ed. D., an educational consultant specializing in adult and K-12 education, program research and evaluation and organizational management. As member of the founding group he has worked with TFP for the past 18 years evaluating their Even Start, Family Literacy, ESL, CDA and HIPPPY programs. He is committed to the mission of TFP and serving its targeted community. Lawrence Bussey (Ed. D. University of Massachusetts, Amherst, MA) is Director of Organizational Turnaround Specialists, Inc. —a minority-owned education consulting and management firm. He has been a turnaround consultant and has served as monitor and evaluator of education programs for the Office of the State Superintendent of Education for the District of Columbia, Washington, DC starting in 1998. In addition he is an education consultant for the Fairfax County Public Schools where he serves as senior consultant for the Instructional Service Department since 1998. Dr. Bussey also has led teams evaluating Maryland State Department of Education's Restructuring Implementation Technical Assistance program. He has served a team leader for evaluation of New Mexico and Washington, DC charter schools and the national YouthBuild USA projects.

He retired from the U.S. Department of Education in 1997 after 34- years of distinguished service. During his tenure at the Department, Dr. Bussey served in several senior level and supervisory positions in research, statistics, data collection, civil rights and program development and evaluation. Dr. Bussey is recognized as a national expert on civil rights data collection and analysis. He served on the Federal Advisory Committee on the 1990 Census, National Advisory Committee on Limited English Proficient Students and chaired the Standards for Education and Data Collection and Review Committee for the National Center for Education Statistics. He also published several regulations, including Education Research Grant Program and Research and

Development Centers and Regional Laboratories. He was contributing writer for Standards for Education Data Collection and Reporting, in 1991 for the National Center for Education Statistics.

b. Application Planning Process

The planning process consisted of the following:

- Determine the feasibility of preparing and submitting an application
- Formulate a clear vision and mission for the charter school
- Determine the core programs to be offered for the first five years
- Study the demographics of potential learners in the District
- Solicit technical assistance, including meeting with DCPCSB staff.
- Outline recruitment and retention strategies for students
- Outline teacher recruitment, professional development and retention strategies
- Determine structure of a board of trustees that will hold the charter and has fiduciary responsibility

Board of Directors Roles and Responsibilities

The proposed Board of Directors for TFPPCS will serve as the governing body of the School. The Board will be composed of seven plus individuals (excluding any *ex officio*, advisory and honorary directors), a majority of whom will be DC residents. The Executive Director will be an *ex officio*, non-voting member of the board, and will not count toward the seven board members. The Board has identified and obtained the commitments (found in the Board of Trustees Supporting Documents Section) of the individuals who will serve as initial directors.

The Board views its authority and role as providing oversight and policy direction for the school. Its governance function will complement the role of staff leadership to manage the day-to-day operations of the School. The chart below compares the function of the board with that of staff leadership. All Board members will undergo orientation and training before taking office.

The Board will hold school leadership accountable for meeting the goals set forth in the charter, holding adult learners to high learning outcomes, and ensuring that there is a demand for the

proposed school. This should include an annual evaluation of the school leaders' performance. Below is a summary of the Board's and the Leadership's roles and responsibilities.

Boards (Governance)	Leadership (Management)
<ul style="list-style-type: none"> • Evaluate School and Executive Director • Set goals and strategic plan and create metrics for measurement • Approve budget • Create School policies • Know local and state charter laws • Fundraise for the School 	<ul style="list-style-type: none"> • Make curricular decisions • Hire and evaluate Staff • Manage day-to-day affairs of the School • Interact with the parents • Accountable to the Board and Implement suggestions and strategies

c. School Leadership

TFPPCS will have a number of full and part-time staff positions. These positions will include instructional (including special education), coaching and mentoring responsibilities and instructional volunteer aides. In addition there will be support staff for the school's Office Manager, Registrar, and a parent liaison/ outreach specialist. Additional part-time staff will also be hired, based on school need.

TFPPCS will connect with partner agencies to develop a pipeline of potential leaders. However, TFPPCS prioritizes upward mobility of current employees, the idea is to nurture staff from within before considering outside recruitment.

d. Planning Year

Provided below is a calendar of activities that TFPPCS will implement as soon as the charter application is approved, including the tasks and who will be responsible for completion. The following pages provide a calendar of activities TFPPCS will undertake from charter approval to opening day for Phase I-III.

Phase I:	Activity	Due Date
PLANNING		
Governance	Begin to Form School's Founding Board of Directors	May 2017
Governance	Fully develop governance structure	July 2017
Governance	Develop long-term fiscal plans and goals	January 2018
Finance	Fully develop school budget	January 2018
Finance	Identify sources for short-term loans to cover any unexpected expenditures that may negatively impact the school's operating budget	February 2018
Finance	Identify sources for start-up funding or loans	May 2017
Finance	Establish budget oversight policies	February 2018
Finance	Establish internal controls and fiscal policies	February 2018
Finance	Research and recommend auditing options	March 2018
Facility	Research viable facilities renovations	May 2017
Instruction & Assessment	Develop academic model and school curriculum plan	July 2017
Outreach	Develop school marketing plan (plan for community presentations, door-to-door, brochures, direct mailing, open houses, and answering inquiry phone calls)	May 2017
Staffing	Fully develop school staffing structure	August 2017
Staffing	Hire School Leader	August 2017
	Receive Charter Approval	May 2017
Phase II: PREPARATION FOR OPENING		
Governance	Founding Board members transition to Board of Directors and additional Board members are recruited, as needed	June 2017
Facility	Work with landlord and architect to plan building renovations, if needed	March 2018

Facility	Begin facility renovation/construction	March 2018
Facility	set-up network infrastructure	March 2018
Facility	Purchase furniture	April 2018
Finance	Determine payroll provider	September 2017
Finance	Implement accounting system	April 2018
Instruction & Assessment	Identify industry certifications within the selected career pathways	August 2017
Instruction & Assessment	Purchase relevant curriculum, curricular materials, and educational platform	April 2018
Instruction & Assessment	Purchase technology	March 2018
Instruction & Assessment	Review course mapping to ensure all courses are aligned	April 2018
Instruction & Assessment	Arrange for all mandatory testing	April 2018
Instruction & Assessment	Revise and finalize student schedules	May 2018
Organizational	Plan for school support services	May 2018
HR	marketing, facilities management and janitorial cleaning, security, ongoing IT support, fund development)	April 2018
Organizational	Purchase Student Information System (earlier implementation if start-up funds allow)	March 2018
Organizational	Develop School Emergency Plan	September 2017
Organizational	Formalize Weather Notification Plan	September 2017
Organizational	Finalize Student Discipline Plan	September 2017
Organizational	Finalize Student Handbook (including attendance, promotion and grading policies)	October 2017
Organizational	Receive Board approval for all school policies and plans	November 2017

Organizational	Receive PCSB approval for all school policies and plans	November 2017
Organizational	Implement Learning Management System April 2016	April 2018
Outreach	Conduct community outreach and develop community partnerships for wrap-around services and student referrals	August 2017
Staffing	Plan staff recruitment strategy	August 2017
Staffing	School leader goes through initial	September 2017
Staffing	Initial training on LMS	May 2018
Staffing	Formalize staff professional development plans	October 2017
Staffing	Select Office Manager and Registrar and issue offer letter	August 2017
Staffing	Select Lead Teachers and issue offer letters	May 2018
Staffing	Select all other staff and issue offer letters	June 2018
Students	Students complete initial paperwork, indicating desire to enroll in the school January	May 2018
Students	A student lottery is held, if needed (all remaining students are placed on a waiting list)	May 2018
Phase III: IMPLEMENTATION		
Facility	Complete facility renovation/construction	May 2018
Facility	Arrange classrooms and instructional and work environments	June 2018
Facility	Facility sign off by all necessary parties (i.e., health inspectors, fire marshal, PCSB, etc.)	July 2018
Instruction & Assessment	Set-up technology hardware with all necessary software and programming	May 2018
Instruction & Assessment	Review and assess needs of students who have disabilities	May 2018

Instruction & Assessment	Develop plans for serving students with special needs	June 2018
Instruction & Assessment	Coordinate schedule for students with special needs	July 2018
Instruction & Assessment	Develop preliminary student schedules	April 2018
Organizational	Set-up data warehouse	July 2018
Organizational	Data entry into SIS, including student demographics, schedules, etc.	May 2018
Organizational	Registrar/Office manager is trained in transcribing transcripts	May 2018
Organizational	Transcribe student transcripts and enter data into SIS	July 2018
Staffing	Start date for all employees	April 2018
Staffing	Provide orientation for all new staff and faculty	June 2018
Staffing	Advise staff on all legal and regulatory compliance	June 2018
Staffing	Implement immediate staff development plans	June 2018
Students	Students complete enrollment paperwork	July 2018
Students	Conduct student orientation and student pre-assessments	August 2018

TFPPCS anticipates some challenges associated with starting a new school. These challenges include: (1) attracting and recruiting the best talent to staff the school; (2) recruiting students outside of Ward 1, however, the school is located near public transportation lines this may not be a major problem; (3) large waiting lists.

Despite these anticipated challenges, the founding group has been proactive and identified multiple ways in which it will address each of these challenges so that the new school is opened successfully at full capacity and on time. The plans for developing each of these challenges are further outlined below.

Hiring a high quality and highly effective school staff is critical to the success, particularly a new school. Hiring top talent will be a challenge, particularly in a large market where there are vast educational opportunities for teachers and educational leaders. To overcome this challenge, the Board of Directors will do the following:

- Recruit from the current and past clients.
- Streamline staff recruitment efforts to focus on the unique aspects of TFP.
- TFPPCS's environment will be very appealing to compassionate teachers who want to hold students accountable for their own academic success and give them an extra help, when needed. Teachers must be able to commit to working the school's year-round schedule.
- Continue to develop robust partnerships with organizations that assist teacher placement and source staffing and teaching candidates via networking, website job postings and event participation with the following organizations: National Association of Public Charter Schools; CareerBuilder; LinkedIn; and area schools: Howard University, George Washington University, Trinity University, University of Maryland and American University.
- Offer competitive salaries and benefits. In order to recruit top talent, salaries and benefits will be competitive with other local schools. Benefits will include: medical, dental, vision, basic life; short term and long term disability; bereavement leave; and paid PTO and holidays.

To overcome issues with long waiting lists TFPPCS will give priority to people who are most in need. Eventually, the Charter School will expand its services in order to guarantee spots for a larger amount of people. In the meantime, individuals will be referred to other programs that TFP offers and individuals may benefit from.

2. Staffing Plan

a. Staffing Levels

The proposed staffing plan and job descriptions for the leadership team and staff are outlined below:

Executive Director (FTE 1.0)

Haley Wiggins as Executive Director in planning year until Director of the new school is identified

Principal AM Director (FTE 1.0)

Directs the planning, assessment, instructional leadership, communication, community relations, and administrative management required to manage the instructional and special programs, organization, and facilities of TFPPCS.

Must hold or be eligible for masters level degree, plus three years of progressively more responsible experience in teaching and leadership; or equivalent experience. Can demonstrate knowledge of principles and practices of adult education and an ability to apply them to the needs of the school; knowledge of current elementary education curriculum and instructional practices and trends; knowledge of ESL and adult education and administration and the support activities required; ability to plan, organize, and coordinate both instructional and operational support activities; ability to plan and supervise the work of others; ability to develop effective working relationships with students, staff, and the community; and ability to communicate effectively, both orally and in writing.

Director of Curriculum and Instruction (FTE 1.0)

Assists with the planning, assessment, instructional leadership, communication, administrative management required to manage, plan develop curriculum and instruction.

Must hold or be eligible for Masters level degree, plus three years of progressively more responsible experience in adult ESL teaching and leadership; or equivalent experience. Can demonstrate knowledge of principles and practices of adult education and ESL and ability to apply them to the needs of the school; knowledge of current adult education curriculum and instructional practices and trends; knowledge and administration and the support activities required; ability to plan, organize, and coordinate instructional activities; ability to plan and supervise the work of others; ability to develop effective working relationships with , staff ability to provide professional development.

Director of Operations (FTE 0.5)

The director of operations in any organization is responsible for managing the day-to-day operations necessary to ensure that the organization achieves its objectives. The director of operations works with the chief executive and other members of the leadership team to set the organization's strategic goals. As part of the planning process, the operations director also works out what resources, including people and money, are needed to achieve these objectives. Ensures that the resources are found-- grants or donations, and applies for grants and government funding. The Director of Operations will be a part-time employee during year 1 but will become full time during year 3, at which time TFPPCS will experience growth.

Bachelor's degree or higher in business administration in non-profit management. Must have strong organizational skills and be able to communicate well. Should also have strong knowledge of the non-profit and charter school management. Grant writing is a major part of this work, so it helps if the manager has strong writing and editing skills.

ESL Teachers: (FTE 2.5)

Supervise volunteer teacher aide(s) and interns. Provides specialized instruction for the purposes of developing the adult learners' ability to effectively perform courses of study in English and acquire the English language.

Plans, organizes, and provides instruction in English Language Proficiency Standards (ELPS). Education must be consistent and coordinated with the district's instructional program so that students meet and exceed learning targets and the requirements. Develops and delivers lesson plans utilizing a broad range of appropriate differentiated techniques and strategies addressing all aspects of communication that develop each student's ability to read, write, speak, and listen in content areas at levels that ensure learners meet or exceed learning targets, and allow English learners to meaningfully access TFPPCS's instructional program. Administers academic and language assessments to evaluate adult learner's progress in meeting academic learning targets and progress in language acquisition. Maintains complete and accurate records of student's progress and evidence of growth and progress

Case Managers/Career Coaches (FTE 2.0)

TFPPCS will contract case managers through TFP nonprofit. Admits new clients and determines adult learners' need for services by conducting weekly meetings and evaluations. Initiates and maintains ongoing personal contacts with business and industry representatives and job placement/training agencies to promote CDA and other programs for placement; explains the benefits and employment support services provided by TFPPCS to employers, including addressing employer's special needs; collects data from employers related to job orders including job requirements and skills; matches job skills with applicant qualifications; refers qualified applicants to employers and conducts necessary follow-up; keeps abreast of job fairs and internet resources; participates in outreach and recruitment activities by coordinating and attending job fairs.

Assists adult learners in assessing their job skills; administers standard career assessments; helps in job seeking, application procedures and job retention skills and attitudes; provides job search/career information workshops and presentations; provides labor market and community resource information; monitors participant performance on the job and counsels participants when job performance is not satisfactory; maintains contact with employers during the participants' employment; and tracks participant activity and progress data; assists instructors in the collection of educational materials as requested.

Foundations of Literacy: (FTE 1.0 and FTE 0.5 for evening)

Ability to determine adults' English work- and life-related needs through both formal and informal assessment. Ability to implement various teaching methods to meet the learning styles of individuals who cannot read or speak English. Must be able to implement various learning styles and instruct individuals who cannot read or speak English. Prior teaching experience required.

Prefer Master's degree, TESOL or K-12 teacher certification, experience teaching adult ESL Beginners, experience teaching employability skills, and ability to apply adult learning theory and principles. English as a Second Language (ESL) Certification preferred. Applicants who have obtained their education outside of the US and its territories must have their academic degree(s) validated, at their own expense, by an outside credential evaluation service as equivalent to the Baccalaureate or Master's degree conferred by a regionally accredited college or university in the United States.

ECE teachers (FTE 2.0 during the day and FTE 1.0 for evening)

TFPPCS will contract with TFP nonprofit for the Early Childhood Educators. ECE teacher plans, assigns, and manages the work of program staff providing support for early childhood programs and grant oversight; leads collaborative efforts to promote achievement through student, parent, and staff education programs that address unique and diverse needs.

Data Entry/ Program assistant (FTE 1.0)

Directs the multifaceted sections, services, programs, and activities; plans, organizes, supervises, and evaluates all learning management systems and data bases.

Any combination of education and experience equal to an associate degree in education, or equivalent experience plus five years of progressively more responsible experience. Ability to manage fiscal, physical, and human resources to successfully carry out the function and programs; ability to assist in other program areas; capacity to establish and maintain collaborative working relationships with personnel assigned to schools, other departments, public entities, and citizens; and ability to communicate effectively, both orally and in writing.

Housekeeping (FTE 1.5)

TFPPCS will be contracting a housekeeper through TFP. The housekeeper Prepares and serves nutritious meals, cleans and sanitizes equipment and facilities, and maintains records.

Food services experience preferred. Demonstrated ability to work in areas which are often wet, and slippery; ability to work in the temperatures found in the hot kitchens and the walk-in refrigerators and freezers; sufficient visual acuity, strength, and dexterity to manually move, shelve, stack, or raise from floor to table or serving area, heavy objects (pans, trays, and food supplies); ability to understand and adhere to safety procedures and take precautions required to avoid falls, cuts, bruises, burns, or scalds; ability to understand and follow directions in English, both oral and written, to ensure safety of food preparation and service; and courtesy and tact in dealing with students and school personnel. Free from any infectious or communicable disease which, according to a determination by the U.S. Secretary of Health and Human Services, poses a risk of transmission through the handling of food.

b. Teacher Quality

TFPPCS will hire individuals with high qualifications, selection criteria as noted in the section above, will be rigorous to ensure staff will serve to the needs of students. With the transition of some experienced TFP staff and the recruitment of new talents, TFPPCS can have a mix of accomplished and new teachers. TFPPCS offers competitive salaries and benefit plans comparable to other adult charter schools, refer to the budget for salary ranges. In addition, the encouraging work environment along with opportunities for professional development (outlined below) are likely to attract and retain quality teachers.

c. Professional Development

TFPPCS will provide ongoing professional development for all staff. This will include formal training by other staff or outside consultants, coaching and mentoring. The topics will include adult education curriculum and instruction, team teaching, civil rights compliance, and best practices. The professional development will be conducted throughout the year with at least 15 days of training required for all staff members. TFPPCS will leverage TFP partnerships and experience to conduct professional development through OSSE, UDC-School of Adult Education, and Center for Applied Linguistics (CAL) along with partner organizations such as Briya. TFPPCS staff will also continue in TFP's tradition of being part of the local community of practice, DC Adult and Family Literacy Coalition Policy and Best Practices Committees.

The Principal/Director ultimately ensures the implementation of the professional development plan and facilitates the learning process. The School Director will craft professional development plans, materials and resources based on local school needs as determined by teacher evaluation and student achievement results. Lead teacher(s) at the school will assist the director in facilitating and modeling professional learning experiences and providing feedback as teachers implement novel practices.

TFPPCS will incorporate job-embedded experiences into all components of professional development, the goal of which is continuous improvement of teaching, learning and increasing student achievement.

The Principal/Director will be responsible for monitoring teacher and staff evaluations, CASAS and academic data and establishing a schedule in which common development may take place. The Principal/Director is responsible for developing the culture and establishing strong connections with local community. She will be responsible for reporting what additional professional development is needed. At the beginning of the school year, staff will undergo a two-week orientation.

During professional development, teachers will work with coaches and experienced instructors learn about the unique social, cognitive, personal dimensions of adult learners. Integrated into each professional development day are modules that assist staff in teaching students with needs and English Language Learning. All staff will be required to take training on federal laws and regulations related to students with disabilities and English Language Learners. Staff will also participate in training in content areas on how to accommodate and modify instruction to meet the needs of all adult learners.

Staff will be taught on how to use the student information and learning management system, school policies, and adult learner behavior expectations. The intensive two weeks of professional learning will prepare teachers and staff for a highly productive first term, to enable them to implement curriculum using best instructional practice. All learning experiences will be participant-centered and provide time for interaction, questions, and the development of strategies and materials that may be immediately implemented in the classroom.

- **Day 1:** Adult ESL Learners
- **Days 2 and 3:** Staff Retreat and Teambuilding
- **Day 4:** Orientation, Staff and Adult Learner Handbooks
- **Day 5:** CASAS competencies in reading and math
- **Day 6:** CASAS testing

- **Day 7:** Coaching Practices, Special Needs, and ELL
- **Day 8:** Curriculum Training and Blended Courses
- **Day 9:** Contextualized Learning and Career Pathways
- **Day 10:** Data base and learning management systems

Additional professional development days are built into the school calendar.

Please refer to the school calendar in the Education Plan.

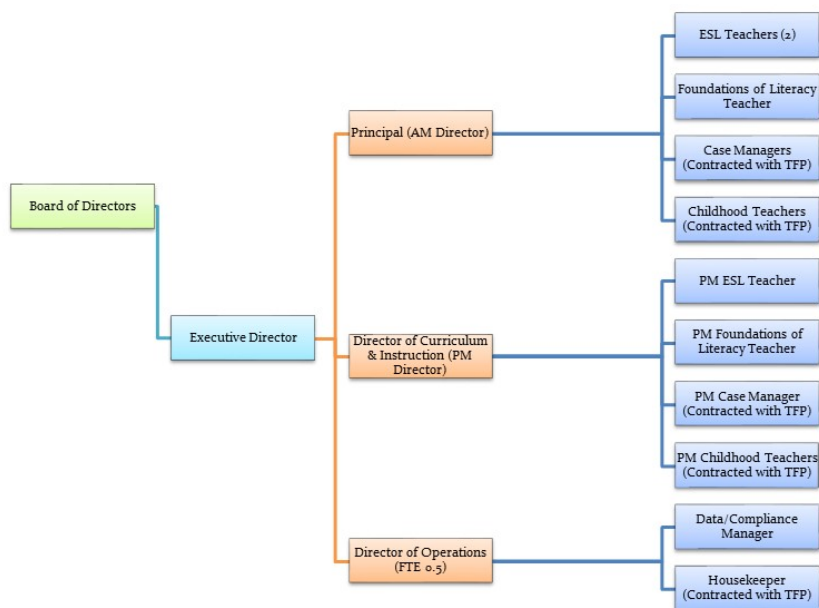
The leadership team will undergo a one-week retreat for team building, development of an annual plan and a schedule for staff observation, monitoring and evaluation. They will also develop a calendar for the school terms and year and a reporting mechanism to the Board. These sessions will be conducted by an outside consultant with expertise in the topic fields. The Principal/Director and Curriculum Coordinator will hold instructional meetings throughout the year.

3. Management and Internal Oversight

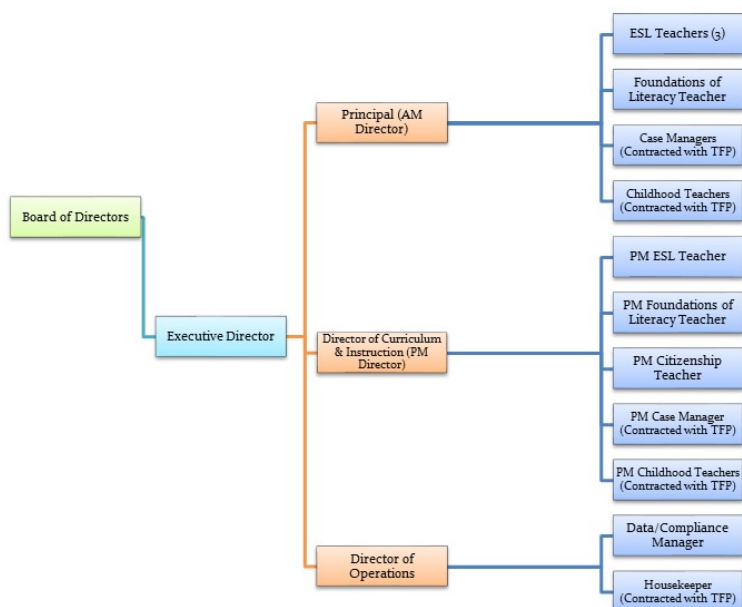
a. Administrative Structure

The leadership team will consist of the Executive Director, Principal (AM Director), Director of Curriculum & Instruction (PM Director) and Director of Operations, on the next page is the organizational chart for TFPPCS leadership team in both year 1 and year 5.

TFPPCS Organizational Chart Year 1



TFPPCS Organizational Chart Year 5



b. Leadership Team Relationship to the Board

TFPPCS, under the direction of the Board of Directors, will establish and maintain adequate accounting records and internal control procedures to properly safeguard its assets, implement management's internal policies, provide compliance with DCPCB and Federal laws and regulations and produce timely and accurate financial information.ⁱⁱ To create a strong relationship between the Board of Directors and students, there will be past participants that will be part of the TFPPCS board. In addition, board member attendance at graduations and other school events will further pipeline these relationships. Additionally, the ED will provide opportunities for clients to share success stories.

All employees hired by TFPPCS will be employees of the school and not be considered to be an employee of the District government for any purpose. TFPPCS will perform background checks for each employee and volunteer at the school prior to employment or volunteer assignment. TFPPCS will consider the results of background checks in its decision to employ or utilize such persons.

TFPPCS will develop an Employee Handbook covering equal employment and non-discrimination; sexual harassment, drug-free workplace and complaint and mediation process. The school will also keep current insurance certificates.

In addition TFPPCS will develop a professional development calendar and conduct training. For staff that will have difficulty or not performing up to standards will be given the opportunity to avail themselves to any of the types of professional development already noted.

TFPPCS executive leadership team will oversee and be responsible for school-level policy development and organizational development (such as development and maintenance of community partnerships, parent and partner engagement and other day-to-day matters). TFPPCS will also provide board members with opportunities for training by connecting them with organizations that provide board training such as the Center for Nonprofit Advancement and Jovied Foundation.

c. Performance management

The Board will develop a long-range strategic and annual operating plan to organize and manage TFPPCS. The Board will establish working committees and community advisory groups to monitor and evaluate the charter school's performance. The Leadership team will be directed to develop annual operational plans to meet the Board's strategic and annual plans.

The Board's accountability plan will include the following:

- **Operational Audit:** A future-oriented, systematic, and independent evaluation of TFPPCS's activities. Financial data may be used, but the primary sources of evidence are the charter school's operational policies, student achievements and organizational objectives. Internal controls and efficiencies may be evaluated during this type of review.
- **Department Review:** An analysis of the school's administrative functions, to evaluate the adequacy of controls, safeguarding of assets, efficient use of resources, compliance with related laws, regulations, policy and integrity of financial information.
- **Investigative Audit:** This is an audit that takes place as a result of a report of unusual or suspicious activity on the part of an individual.

The Board will review these key indicators of performance

	Indicators	Description
Academic	1. ESL Achievement Level	This indicator shows how adults have performed at a single point in time on ESL assessments
	2. ESL Progress over Time	This indicator examines how individual students have improved over time on particular assessments.
	3. Workplace Readiness	This indicator focuses on adult preparation for post-secondary education, training and workforce participation
	4. Adult Engagement	This indicator focuses on basic, objective measures of adult engagement in schooling, such as attendance and retention enrollment.

Organizational	<p>Regulatory and Reporting Compliance</p> <p>Leadership Oversight and Evaluation</p> <p>Contract Management and Oversight</p> <p>Public Accountability and Transparency</p> <p>Sustainability</p>	<p>Percentage of all required filings that are complete, accurate and on time and absence of violations of any regulatory or reporting requirements.</p> <p>Clear lines of authority, responsibility, and reporting Board monitoring of school leadership performance. Annual evaluation of school leadership performance against established performance expectations.</p> <p>Fulfillment of terms of charter contract Effective management and oversight of all service contracts, including any contracts for education/management services.</p> <p>Clear, accurate, regular communication on its academic and operating performance to the public.</p> <p>Board and leadership attention to significant changes in the school's environment -- changes and legislative, regulatory and policy activity</p> <p>Formal annual DCPCSB's review of performance and improvement against annual targets and long-term academic and operating performance goals</p> <p>Measurable improvement in the school's academic and operating performance over time, aligned with the school's performance contract goals</p>
Financial	<p>Adult Enrollment</p> <p>Liquidity</p> <p>Sustainability</p> <p>Occupancy Expense</p>	<p>Actual adult enrollment, per statutorily required reported count(s)/ Budgeted student enrollment</p> <p>Current assets—Current liabilities Total expenses</p> <p>Total unrestricted net assets Average monthly expenses</p> <p>Total occupancy costs (lease or mortgage) Total revenues</p>

	Annual Audit	Absence of material or repeated audit findings in annual audit by qualified independent auditor
Client Satisfaction	Satisfied adults	Percentage of adults who give the school a high (A or B) rating on satisfaction surveys. Re-enrollment ratio: School's rate of adult learner re-enrollment from year to year, compared to district average and/or the school's prior-year's rate
	Excess Student and Parent Demand	School's Current utilization ratio Enrollment/Capacity

The TFPPCS board will be formalized during the planning year and finalized before opening. The selection criteria for Board members will require half the members to be DC residents, commitment to the mission of TFPPCS, diverse expertise related to charter school governance and management and ability to be fundraiser. Three of these board members will be appointed by TFP nonprofit.

d. Fiduciary Responsibility

The Board proposes to implement the following guidelines of ethical standards and procedures for dealing with conflict of interest:

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The Board will not employ or pay any person who is a close relative of any member of the Board members. A “close relative” is defined to be a father, mother, brother, sister, spouse, so, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law.

Neither the Board collectively nor any member of the Board shall:

- Solicit or accept money, or anything else of value, for services performed within the scope of his or her official duties other than his or her regular compensation, expenses, or other remuneration, unless otherwise authorized by law.
- Offer or accept money, or anything else of value, for or in consideration of obtaining employment, appointment, or promotion with any governmental or advisory agency.

- Offer or accept money or other thing of value for or in consideration of the use of his or her public position to obtain a contract for any person or business with any governmental or advisory agency.
- Use for his or her own economic benefit, or anyone else's, confidential information that is gained by reason of his or her office and that is not available to the public.
- Accept any money, loan, gift, favor, service, or professional or business opportunity that might reasonably tend to influence the performance of official duties. This prohibition does not apply to any political contribution actually used for political campaign or constituent service purposes and reported as required.
- Accept any business or professional opportunity when the Board member knows that there is a reasonable likelihood that the opportunity is being afforded to the member to influence the member in the performance of official duties.
- Accept a gift from a person who has interests that may be substantially affected by the performance of the Board member's official duties under circumstances in which the timing and nature of the gift would cause a reasonable person to question the member's impartiality in the matter affecting the donor.
- Accept gifts, even of negligible value, from sources on a basis so frequent as to raise an appearance of the use of his or her public position for private gain.
- Use, or permit the use of, vehicles, equipment, material, or property owned by the School or the services of employees while on duty, for business or personal reasons not related to official programs or activities.
- No Board member will have a personal interest in (1) any contract with the Board or (2) any contract with any government agency that is subject to the ultimate control of the Board.

There are no existing relationships that pose an actual or perceived conflict if the application is approved. The following are procedures that the Board will take to prevent any conflicts or to mitigate perceived conflicts. TFPPCS will follow generally accepted standards for fiscal management and make a commitment to GAAP principles assures a high standard.

Annual Audit

There shall be an annual independent audit of TFPPCS's financial records. The Board shall select an auditor, review the auditor's report, and take any needed action to assure that financial management is of a highly accountable public standard.

Budget & Finance

The Board declares its intention to purchase wisely and competitively, without prejudice; to promote creative options for meeting the needs of TFPPCS; and to maximize educational value for every dollar expended. The Board assigns responsibility for all purchasing and procurement decisions to the Executive Director (ED). The acquisition of supplies, equipment, and services will be centralized, with coordination between the Principal and the Director of Operations.

The primary factors governing this responsibility for the quality, quantity, and type of procurement or purchase made are that all decisions fall within the approved budget and be consistent with the goals and programs of TFPPCS. The Board welcomes suggestions from members of its school-community for meeting these intentions.

School Properties Disposal Procedures

The Board authorizes disposition of obsolete items according to the following priority actions:

- By selling to the highest bidder or whatever other business arrangements is in the best interest of the Charter School.
- By donating, when practical, such items to charitable organizations and schools
- By giving such items to local citizens
- By removal to the dump, or appropriate refuse facility. Sale of real estate will be made by the vote of the electorate of the charter school board at an annual or special meeting, and the revenue derived will be placed in a capital reserve fund to defray costs of future capital expenses. Items purchased with federal funds will be disposed of according to federal guidelines.

Cash in School

All monies, collected by school employees and DO shall be handled with good and prudent business procedures. All money collected shall be maintained by pre-numbered receipts, accounted for, and directed to the proper location of deposit. In no case shall more than \$100.00, one hundred dollars, be left overnight in schools, except in safes proved for safekeeping of valuables. All schools shall provide for making bank deposits after regular hours to avoid leaving money in TFPPCS overnight.

Expense Reimbursement

School personnel and officials who incur expenses, approved in advance by the Executive Director or designee, in carrying out their authorized duties may be reimbursed by TFPPCS upon submission of a properly filled out and approved voucher and such supporting receipts as required by the DO. Such expenses may be approved and incurred in line with budgetary allocations for the specific type of expense. When official travel by personally owned vehicles has been authorized, mileage payment shall be made at the rate currently approved by the Board. All travel outside Washington, DC must have prior written approval by DO.

Salary Deductions

Upon receipt of written authorization, signed by the employee, TFPPCS shall deduct the following:

- Dues for membership and assessments for union or professional organizations in accordance to the agreement.
- Tax sheltered annuities and IRS section 125 authorized plans.
- Payments to the credit union.
- Other deductions approved by the DO. No liens shall be made upon an employee except by a court order. The business office will be given thirty days written notice of the intent to terminate a salary deduction by and employee.

Payroll Procedures

All salaries and supplement paid regular staff members, substitute or part-time personnel, and student workers will be paid through the business office. Proper payroll procedures are depended on staff attendance accounting. The necessary procedures for this will be established by the Executive Director and carried out by the administrative personnel. Compensation records kept by the business office will reflect and accurate history of the compensation and related benefits accorded each employee.

Payment Procedures

It is the policy of TFPPCS that all disbursements made on behalf of TFPPCS shall be processed according to the provisions of TFPPCS's Finance Manual: The DO shall have custody of all monies belonging to TFPPCS and shall pay out the same only upon orders of the Executive Director or upon orders of two (2) or more members empowered by TFPPCS board as a whole to authorize payments. Payments by the DO shall only be authorized on the basis of the signature of the Executive Director or is over \$5,000 by the ED and an assigned Board member

Approval of Purchases

In accordance of policies of the DO, the Executive Director or Board designees shall have the authority, within the limits of major appropriations of the budget approved by the board, to approve and direct all purchases and expenditures. The DO recommends to the Board transfers from one budgetary appropriation to another as conditions may require.

Cooperative Purchasing

The Board authorizes DO to join in cooperative purchasing with other agencies and schools to take advantage of lower prices for bulk purchasing and to reduce the administrative costs involved in bidding whenever it is in the best interest of TFPPCS.

Local Purchasing

It shall be the policy of TFPPCS to purchase locally, provided goods of equal quality and at competitive prices are available from local suppliers. The DO should not feel bound to purchase any item locally that can be secured at a saving to TFPPCS from outside sources, nor shall he/she feel bound to purchase locally unless adequate services and delivery can be given by the local supplier.

Petty Cash Accounts

DO shall administer petty cash funds for TFPPCS as follows:

- No purchased will be reimbursed through a petty cash account unless accompanied by a receipt and noted in a petty cash report.
- The petty cash report and accompanying receipts should be turned in at least quarterly to the business office to reimburse the fund.
- When the petty cash is reimbursed the proper account will be charged.
- Money received must be put directly into pretty cash and an accounting of the funds must be made quarterly to the business office. Petty cash is designed for making incidental purchases and should not be used to circumvent the purchase order process.

Petty cash funds may be established for School and special programs in such instances as they will expedite the purchase of minor items and/or provide immediate payment for minor services. Expenditures against these funds must be itemized and documented with receipts, and will be charged to the applicable budget code. The custodian for such accounts at TFPPCS will be the DO.

Purchasing Procedures

Purchasing of any normally used supplies or materials, any furniture or equipment items that are specifically or individually identified in TFPPCS's annual budget, a listing that has been approved for a new building/renovations to existing buildings, or any other School purchasing proposal that

has prior approval from the Executive Director or Board will require additional Board signatures on the financial manifest where the item or items are brought forward.

Contracts

The Chair of the Board will sign any written contract to which TFPPCS may be a party when such contract has been authorized or approved by the Board.

Bidding Requirements

Formal bidding procedures will be used for service contracts anticipated to cost less than twenty-five thousand dollars. When specifications are needed, they shall be:

1. Prepared by the administration
2. Approved by the Board, or designated subcommittee,
3. Mailed to any identifies potential bidders.

Contracts more than \$25,000 shall be submitted to the DCPCSB for prior approval.

Bidding requirements will include:

1. All bids shall be submitted in sealed envelopes and plainly marked as indicated in the bid specifications.
2. Bids will be publicly opened and at an announced time, on a specific date. The Board reserves the right to reject any or all bids and to accept that bid which appears in the best interest of TFPPCS. The Board reserves the right to waive any informality in, or reject, any part of a bid. The Board reserves the right to negotiate with the successful bidder. The bidder to who the award is made will be required to enter into written contract or service agreement.

As a result of independent audits conducted approximately six months after an internal or external audit report has been issued for the purpose of attesting to the fairness, accuracy, and reliability of financial data, the Board will take corrective action as required. The Board will establish an audit resolution and oversight committee for.

- Ensuring that a system of cooperative audit resolution and follow-up is documented and in place;
- Ensuring that timely responses are made to all audit recommendations;
- Ensuring follow-up on corrective actions; and
- Resolving disputes regarding audit-related matters.

4. Student Policies and Procedures

a. Enrollment Policies

TFPPCS will comply with DC regulations regarding student enrollment and residency verifications. TFPPCS will not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access.

TFPPCS will develop and keep current a student handbook covering attendance, discipline and Family Education Rights and Privacy Act (FERPA), student safety and health requirements. Student application will comply with DCPCSB requirements. TFPPCS will ensure the confidentiality of student information to the extent permitted by law. Finally the handbook will contain an explanation of our waitlist and lottery process.

An adult will file an application, either directly or through *MY School DC*. Applications will be submitted to an enrollment lottery if one is required due to receipt of more applications than slots available.

If space becomes available mid-year, individuals on the waiting list will have the opportunity to register in the beginning of the next term. Enrolling mid-term is against TFPPCS policy. This is to ensure all students have equal opportunities and can learn parallel to other classmates.

Under this enrollment policy, any adults 18 years old or above who is a resident of the District of Columbia is eligible for admission to the school. Requirements for admission are listed below. Students must have the following documentation to be accepted into the program:

- ☐ Completed admission application
- ☐ Proof of DC residency
- ☐ Driver's license or photo ID
- ☐ Signed attendance agreement form
- ☐ Placement/appraisal tests

b. IDEA/Special Education Compliance

TFPPCS believes that adults can learn to become contributing citizens, family members, employees, learners, and active participants in the workplace, family and community. It is important to assist all adult learners who enroll in TFPPCS to reach such outcomes. TFPPCS will assist adults with exceptionalities to become productive workers and independent adults in collaboration with the DC Department of Disability Services and the Vocational Rehabilitative Services (VRS). In addition, we will continue to partner with OSSE's Access for Success program.

At intake, TFPPCS will ask each adult applicant if they have a disability or have received special education services with any documentation disclosing such condition. TFPPCS staff will conduct the Empire State Screen to help identify the presence of a learning disability. If a possible disability is detected they will be referred for diagnostic and support services through OSSE. Also, the screening can identify areas of strengths and challenges that will help the person better understand why he or she has struggled in certain areas of life.

If staff has reasonable evidence that an individual might need special services, a referral will be made to VRS and accommodations to the instructional program and assessments will be implemented. These include:

- Assistance in finding effective peer note-takers from the class.
- Allowing the adult learner to tape record lectures.
- Allowing the adult additional time to complete in-class assignments, particularly writing assignments.
- Providing feedback and assist the adult learner in planning the workflow of assignments.
- Providing assistance with proofreading written work.

These are examples of accommodations in testing:

- Extended exam time, breaks and time of day.
- Taking exams in a room with reduced distractions.
- Assistance of a reader, scribe, or word processor for exams.
- Optional oral exam.
- Using spelling and grammar assistive devices for essay exams.
- Using a calculator for exams, visual aids, large print
- Read-aloud in in English or Spanish
- Audio online
- Bilingual dictionary
- Examiner records responses
- Math and spelling volunteer teacher aides
- Specific verbal prompts

c. Recordkeeping and Reporting of Performance Data

TFPPCS will comply with all reporting requirements under the Act and will provide PCSB with a copy of each report as required by the Act. TFPPCS will give to PCSB access to the School's property, books, records, operating instructions and procedures, curriculum materials, and all other information that PCSB may request.

TFPPCS will maintain the following:

- *Personnel* (core teachers have valid credentials, highly qualified teachers and paraprofessionals, signed teacher contracts, etc.)
- *Students* (admission eligibility compliance, IEPs up-to-date, 504 plan in place, free and reduced lunch form on file, log of requests for student information, etc.)
- *Attendance* (signed paper copies of certificated teacher attendance rosters, after School/supplemental instruction attendance sheets, backup for uncapped programs, etc.)

- *Class Size Reduction* (verification of compliance with enrollment requirements, small School flexibility resolution on file, etc.)
- *Documentation* (Board binder available for public inspection, lease, and staff handbook, student handbook, etc.)

Non-profit Status

TFPPCS will remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act.

SECTION D: FINANCE PLAN

Section D: Finance Plan

1. Facilities

a. Site in Use

TFPPCS will use the current location and facility of The Family Place. The building is located in Ward 1 and the address is 3309 16th St NW Washington, DC 20010. The facility is currently being used by TFP as a non-profit that provides educational and support services to low-income DC families. The adult education classes that are currently offered at The Family Place non-profit will be taken over and expanded by the new TFPPCS. For the first 2-3 years of operation, three Adult ESL/Education classrooms will be used 3 times a day (morning, afternoon and evening). Two additional classrooms will be used at those same times to provide childcare and education to the children of parents in the Adult ESL/Education classes. The immigrant community is already aware of and accustomed to attending classes at this location. There is a high demand for services and TFP maintains a constant waiting list for enrollment in its Adult ESL/Education and Workforce Development classes.

TFP has a current Certificate of Occupancy and during the planning year TFPPCS will make sure that any additional C of O's if necessary for its operation be obtained. TFPPCS will maintain and keep current its lease for space at TFP and at any additional facilities as it grows and sees fit. The current facility has a lift for accessibility for students with limited mobility as well as a newly remodeled bathroom and kitchen area that are ADA accessible. Other needed facilities modifications will be made during the planning year. If funding permits during the planning year the basement of the facility will be remodeled to accommodate an additional classroom and ground floor accessibility to the building.

b. Facilities Costs and Renovation Plan

TFPPCS will lease its portion of the facility from TFP. TFP will keep current and submit its Certificate of Occupancy to TFPPCS. The estimated cost of leasing the facility based on a comparison of similar rentals (\$26-\$60/SF/Year) in the area is \$30 per square foot per year. The total cost in year 1 would be \$104,250. The estimated cost of the basement remodel would be \$200,000 and would ideally be carried out during the planning year funding permitting. \$10,000 will be budgeted for other minor renovations to the classrooms and building.

2. Finance

a. Financial Goals and Objectives

TFPPCS has fully developed its finance and facilities plans and aligned them to the mission and programs of the charter school. TFPPCS has put forth a conservative budget including only the necessary expenses to include an adequate level of cash on hand, and cash reserves for unanticipated shortfalls.

TFPPCS assumes per pupil funding in FY18 PPF is \$8,617 and remain flat over the duration of the 5-year period. It is assumed that the \$3,124 per pupil facilities funding allowance in FY 18 will remain flat over the time horizon of the budget.

The expenses for salaries and benefits will increase over the five-year period due to market rate adjustments, experience and credentials of new hires and cost-of-living.

Direct student expenses will increase due to enrollment but remain constant over the five year horizon because of efficiencies in the use of technologies and best practices. Occupancy expenses will increase in year 3 due to expanded use of the facility because of enrollment growth.

Below are TFPPCS enrollment projections and revenues for the first five operating years.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Projections	100	100	125	125	150
Per pupil base funding	8617	8617	8617	8617	8617
Facilities:	3124	3124	3124	3124	3124
Total funding:	11741	11741	11741	11741	11741
Total Revenue ²⁶	1,174,100	1,174,100	1,467,625	1,467,625	1,761,150

b. Contingencies

TFPPCS has the following contingencies in place to handle issues resulting from timing of funding, as well as overall lower than expected funding.

- TFPPCS will extend the payment terms of the management fee due under the TFP Agreement, without assessing interest, as necessary, to ensure TFPPCS has adequate financial resources to meet daily operating needs.
- In addition, contingency planning will be an integral part of the budget process so that unforeseen events, such as temporary gaps in funding or lower than anticipated financial results and/or lower than expected enrollment, can be addressed in a timely and efficient manner without disrupting the normal operations of the charter school.

c. Fundraising for planning year

TFPPCS was originally under the impression that it would receive the Title Vb reimbursable grant for the startup year of the school. Since this grant is not available to Adult Charter Schools TFPPSC will apply for additional grants to help with the startup costs for renovation of its building, as well as startup funding for staffing, and equipment. The adjusted planning year budget is based on the \$260,000 in grants from OSSE AFE grant as well as additional grants from Foundations and individuals. In July 2018, it is anticipated that TFPPCS will received 90%

²⁶ Rounded off

of its first year facilities budget as well as 45% of the projected per pupil budget to allow for some renovations, staffing, and equipment/supplies needs.

d. Cash flow management plan

TFP will look into securing a line of credit since it has a solid past credit history and accurate basic financial records. TFP has collateral in that it owns the building. Typically lenders want to see stable financial condition, operating at a surplus, stable management/board, reliable revenue source and TFP's ability to illustrate contingency plans—all of which are its positives.

TFPPCS will apply for the Credit Enhancement for Charter School Facilities Program funding to enhance its credit so we have access private-sector and other non-Federal capital to acquire, construct, and renovate the facility at a reasonable cost. Under this program TFPPCS could receive a grant to be deposited in a reserve account to assist in accessing capital.

e. Other Funding

TFPPCS will continue to seek additional private and public funding. This will include the following: OSSE Adult and Family Education (which TFP has received consistently for the last decade), Mayor's Office on Latino Affairs, the Jovid Foundation, Inter-American Development Bank, etc., as well as funding from individual donors, corporations, and faith-based communities.

3. Budget Workbook

a. Transition and Start Up Budget

TFPPCS will seek private and public funding during the pre-opening period. TFPPCS will submit a letter of intent to the Walton Family Foundation and the NCLR concerning a planning grant. In addition we will seek funding through donations and fundraising. We anticipate that

\$260,000 in revenues would be needed to support the pre-opening expenses. The founding group includes a member with significant fundraising expertise.

b. Estimated Five-Year Budget Projections

Development of the 5- year budget includes an awareness of student enrollment expectations. TFPPCS expects to reach projected enrollment in Year 5 so the financial goals and objectives for out-years will allow a surplus every year to ensure a steadily net growth and high retention rate. TFPPCS will use those resources to improve technology, invest in external courses for adult learners (e.g., GED prep, technical certifications, etc.) and provide additional opportunities for family and community involvement.

1. **Personnel Expenses:** Personnel expenses are 43 percent of all expenses in year one and 45 percent in year 5. We assume a 3 to 4 percent market rate adjustment between year 1 and year 5 for personnel expenses as shown in the table below. This is based on step increases, salary adjustments based on education and experience and cost-of-living.
2. **Direct Student Expenses:** Direct Student Expenses total 23% in year one and remain steady through year five.
3. **Occupancy Expenses:** Because of enrollment growth we anticipate using more space in year 3 and year 5.

The following is a five year projection of enrollment charter school revenues and expenses covering personnel, direct student, occupancy, office and general expenses.

Charter Application	The Family Place Public Charter School				
Summary5-Year Financial Projections					
Number of students	100	100	125	125	150
	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE					
TOTAL REVENUES	1,374,098	1,374,098	1,667,623	1,667,623	1,961,147
ORDINARY EXPENSE					
Personnel Expense	585,600	596,672	742,944	756,616	872,888
Direct Student Expense	317,500	302,500	378,125	378,125	453,750
Occupancy Expenses	225,457	229,385	283,078	269,405	353,098
Office Expenses	129,800	129,800	129,800	129,800	129,800
General Expenses	115,741	115,741	133,676	133,676	151,611
TOTAL ORDINARY EXPENSES	1,374,098	1,374,098	1,667,623	1,667,622	1,961,147
NET ORDINARY INCOME	(0)	(0)	(0)	0	0

The following is an explanation of anticipate expenses over the five year period.

Personnel Salaries and Benefits: The total of this group is 42.6 percent of expenses for the life of the application. The salaries for Executive Director, Principal/Director, Curriculum Instructor, Director of Operations and other staff will increase because of the addition of a teacher for citizenship in year three and an additional ESL and Spanish Literacy teachers in year five. In addition there will be increases in salaries and benefits due to market rate adjustment, cost of living and changes due to experience and advanced degrees. Expenses for professional development remain flat over the five year period due to the use of technology and advances in house capability.

Direct Student Expenses: This line item group is about 23 percent of the total expenses. These items include text and work books, student supplies, library and media center material and contracted student services (child care, case management and housekeeping). There is an increase in year five due to enrollment growth for child care and case management.

Occupancy Expenses: This line item group consists of rent, facilities maintenance, utilities, trash removal, janitorial services and contracted building services. This group of line items account for 16 percent of expenses. There is an increase in rent in years 3, 4 and 5 because of additional space due to enrollment growth.

Office Expenses: This group of line items account for 9 percent of expenses and includes accounting and payroll services, general supplies, printing, copying, etc.

General Expenses: This line item accounts for 8 percent and includes research, student transportation, food, etc.

ⁱ **Guiding Principles**

1. Adult ELLs have the potential to meet state-adopted challenging academic standards.
 2. Adult ELLs represent a diverse population of learners.
 3. Adult ELLs' funds of knowledge are a resource for their learning.
 4. Social language has an important role in ELLs' English language acquisition process.
 5. Three key instructional advances form the basis of state-adopted content standards for English language arts in AE that ELLs must access.
 6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.
 7. Scaffolding is an essential tool to facilitate ELLs' acquisition of language and content.
 8. ELLs with disabilities have specific instructional needs.
 9. Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.
 10. Academic language instruction should be incorporated into all content lessons, including mathematics and science. The guiding principles are not presented in
- The ELP Standards for AE are divided into two groups: Standards 1–7 and Standards 8–10.

ⁱⁱ **CFO's Role**

I. PURPOSE

To state the CFO's responsibilities and relationship with the Board.

II. CFO's RESPONSIBILITIES

As the chief executive officer of the School, the CFO shall accomplish the following:

A. Enforce Laws

The CFO shall perform all duties and abide by all applicable federal, state, and local laws, policies, and regulations, as well as the policies of the Board.

B. Organize and Manage School System

The Principal shall have charge of the administration and management of TFPPCS under the direction of the Board. He or she shall organize and manage the administrative and supervisory staff, including instruction and business affairs, subject to the Board's approval. He or she may develop procedures and regulations necessary to ensure the efficient operation of TFPPCS. In the absence of Board guidance through its policies, the CFO is empowered to act, but his or her decision may be subject to review at the next Board meeting.

C. Maintain and Evaluate Leadership Team

The CFO shall maintain a Leadership Team composed of campus principals. The CFO shall present, to the Board, individual evaluations of the members of the Leadership Team before recommending renewal or nonrenewal of their contracts or before transferring them within the system. The Principal shall present, to the Board, reasons for recommending the employment of new members of the Leadership Team. Should the Board reject a recommendation by the CFO?

D. Recommend Employment

The CFO shall have the sole right of nomination for employment, transfer, and promotion of personnel subject to the authority of the Board to accept or reject any nomination.

E. Governance

The Principal, with staff members, will annually report progress toward achieving the Board-adopted student achievement goals and will annually report the level of compliance with the goals established by the Board.

F. Recommend Policies

The Principal shall recommend policies and procedures to the Board for its consideration and for acceptance or rejection. Any proposed policy originating from the Board, or any proposal from the public, shall be submitted in writing to the CFO for analysis and recommendation.

G. Attend Board Meeting

The Principal or, in his or her absence, a designee approved by the Board shall be present at all meetings of the Board except that the Board may vote to dispense with the attendance of the CFO or designee at a special meeting of the Board. The CFO shall serve as an ex-officio member of all Board committees and provide administrative recommendations on each item of business considered by such groups.

Charter Application
5 Year Staffing Plan

The Family Place Public Charter School

	Year 1			Year 2			Year 3			Year 4			Year 5		
	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense
Executive Director	1	\$ 90,000.00	\$ 90,000.00	1	\$ 91,800.00	\$ 91,800.00	1	\$ 93,636.00	\$ 93,636.00	1	\$ 95,508.72	\$ 95,508.72	1	\$ 97,418.89	\$ 97,418.89
Principal Director- AM Director	1.000	\$ 70,000.00	\$ 70,000.00	1.000	\$ 71,400.00	\$ 71,400.00	1.000	\$ 72,828.00	\$ 72,828.00	1.000	\$ 74,284.56	\$ 74,284.56	1.000	\$ 75,770.25	\$ 75,770.25
Director of Curriculum and Instruction- PM Director	1.000	\$ 70,000.00	\$ 70,000.00	1.000	\$ 71,400.00	\$ 71,400.00	1.000	\$ 72,828.00	\$ 72,828.00	1.000	\$ 74,284.56	\$ 74,284.56	1.000	\$ 75,770.25	\$ 75,770.25
Director of Operations	0.500	\$ 70,000.00	\$ 35,000.00	0.500	\$ 71,400.00	\$ 35,700.00	1.000	\$ 72,828.00	\$ 72,828.00	1.000	\$ 74,284.56	\$ 74,284.56	1.000	\$ 75,770.25	\$ 75,770.25
Data/Compliance Manager	1.000	\$ 40,000.00	\$ 40,000.00	1.000	\$ 40,800.00	\$ 40,800.00	1.000	\$ 41,616.00	\$ 41,616.00	1.000	\$ 42,448.32	\$ 42,448.32	1.000	\$ 43,297.29	\$ 43,297.29
ESL Teachers	2.500	\$ 50,000.00	\$ 125,000.00	2.500	\$ 51,000.00	\$ 127,500.00	3.500	\$ 52,020.00	\$ 182,070.00	3.500	\$ 53,060.40	\$ 185,711.40	4.500	\$ 54,121.61	\$ 243,547.24
Foundations of Literacy Teachers	1.500	\$ 50,000.00	\$ 75,000.00	1.500	\$ 51,000.00	\$ 76,500.00	2.000	\$ 52,020.00	\$ 104,040.00	2.000	\$ 53,060.40	\$ 106,120.80	2.500	\$ 54,121.61	\$ 135,304.02
Citizenship Teacher			\$ -			\$ -	0.500	\$ 40,000.00	\$ 20,000.00	0.500	\$ 40,800.00	\$ 20,400.00	1.000	\$ 41,616.00	\$ 41,616.00
TOTAL	8.50		\$ 505,000.00	8.50		\$ 515,100.00	11.00		\$ 659,846.00	11.00		\$ 673,042.92	13.00		\$ 788,494.19

	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense
Health Insurance	\$ 450.00	\$ 3,825.00	\$ 450.00	\$ 3,825.00	\$ 450.00	\$ 4,950.00	\$ 450.00	\$ 4,950.00	\$ 450.00	\$ 5,850.00
Retirement Contributions		\$ -		\$ -		\$ -		\$ -		\$ -
Social Security	6.2%	\$ 0.53	6.2%	\$ 0.53	6.2%	\$ 0.68	6.2%	\$ 0.68	6.2%	\$ 0.81
Medicare	1.5%	\$ 0.12	1.5%	\$ 0.12	1.5%	\$ 0.16	1.5%	\$ 0.16	1.5%	\$ 0.19
Unemployment	2.7%	\$ 0.23	2.7%	\$ 0.23	2.7%	\$ 0.30	2.7%	\$ 0.30	2.7%	\$ 0.35
Other Employee Benefits		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ 3,825.88		\$ 3,825.88		\$ 4,951.14		\$ 4,951.14		\$ 5,851.35

Charter Application
Enrollment Projections

The Family Place Public Charter School

General Education	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten 3					
Pre-Kindergarten 4					
Kindergarten					
Grades 1					
Grades 2					
Grades 3					
Grades 4					
Grades 5					
Grades 6					
Grades 7					
Grades 8					
Grades 9					
Grades 10					
Grades 11					
Grades 12					
Alternative					
Adult	100	100	125	125	150
Subtotal General Education	100	100	125	125	150

Planning Year and First Year Financial Projections

	Q1	Q2	Q3	Q4	Planning Year	Q1	Q2	Q3	Q4	Year 1
REVENUE										
Per Pupil Charter Payments					-	387,764	157,978	157,978	157,978	861,698
Per Pupil Facilities Allowance					-	281,160		31,240		312,400
Federal Entitlements					-					-
Other Government Funding/Grants	50,000	50,000	50,000	50,000	200,000	50,000	50,000	50,000	50,000	200,000
Private Grants and Donations	15,000	15,000	15,000	15,000	60,000					-
Activity Fees					-					-
Other Income					-					-
TOTAL REVENUES	65,000	65,000	65,000	65,000	260,000	718,924	207,978	239,218	207,978	1,374,098
ORDINARY EXPENSE										
	15.0000%	15.0000%	20.0000%	20.0000%						
Personnel Salaries and Benefits										
Principal Director- AM Director	6,000	6,000	6,000	6,000	24,000	17,500	17,500	17,500	17,500	70,000
Dir of Curriculum and Instruction- PM Dir					-	17,500	17,500	17,500	17,500	70,000
Director of Operations					-	8,750	8,750	8,750	8,750	35,000
Data Entry/Program Assistant	2,250	2,250	2,250	2,250	9,000	10,000	10,000	10,000	10,000	40,000
ESL Teachers	5,625	5,625	5,625	5,625	22,500	31,250	31,250	31,250	31,250	125,000
Spanish Literacy or Foundations Literacy	2,375	2,375	2,375	2,375	9,500	18,750	18,750	18,750	18,750	75,000
Citizenship					-					-
Executive Director	5,625	5,625	5,625	5,625	22,500	22,500	22,500	22,500	22,500	90,000
Employee Benefits	1,859	1,859	1,859	1,859	7,438	12,150	12,150	12,150	12,150	48,600
Contracted Staff / consultants	3,125	3,125	3,125	3,125	12,500	6,125	6,125	6,125	6,125	24,500
Staff Development Expense					-	1,875	1,875	1,875	1,875	7,500
Subtotal: Personnel Expense	26,859	26,859	26,859	26,859	107,438	146,400	146,400	146,400	146,400	585,600
Direct Student Expense										
Textbooks					-	7,000	1,000	1,000	1,000	10,000
Student Supplies and Materials				5,000	5,000	22,000	1,000	1,000	1,000	25,000
Student computers				27,000						
Library and Media Center Materials				4,520	4,520	12,000	1,000	1,000	1,000	15,000
Student Assessment Materials					-	12,000	1,000	1,000	1,000	15,000
Contracted Student Services					-					-
Child care					-	37,500	37,500	37,500	37,500	150,000
Case Management						15,000	15,000	15,000	15,000	60,000
Housekeeping						10,625	10,625	10,625	10,625	42,500
Miscellaneous Student Expense										
Subtotal: Direct Student Expense	-	-	-	36,520	36,520	116,125	67,125	67,125	67,125	317,500
Occupancy Expenses										
Rent					-	26,063	26,063	26,063	26,063	104,250
Building Maintenance and Repairs					-	1,250	1,250	1,250	1,250	5,000
Utilities					-	1,250	1,250	1,250	1,250	5,000
Trash Removal					-	600	600	600	600	2,400
Janitorial Supplies					-	600	600	600	600	2,400

[illegible]

NET CHANGE IN CASH

Cash, Beginning Balance
Cash, Ending Balance

36,141	36,141	(13,859)	(58,421)
36,141	36,141	(13,859)	(58,421)

0	281,692	(95,339)	(64,412)	(121,941)	0
-	281,692	(95,339)	(64,412)	(121,941)	-
0	281,692	(95,339)	(64,412)	(121,941)	0

Charter Application
5-Year Financial Projections
Number of students

REVENUE

Total Pupil Charter Payments
Total Pupil Facilities Allowance
Federal Entitlements
Other Government Funding/Grants
Private Grants and Donations
Activity Fees
Other Income
TOTAL REVENUES

The Family Place Public Charter School				
100	100	125	125	150
Year 1	Year 2	Year 3	Year 4	Year 5
861,698	861,698	1,077,123	1,077,123	1,292,547
312,400	312,400	390,500	390,500	468,600
200,000	200,000	200,000	200,000	200,000
1,374,098	1,374,098	1,667,623	1,667,623	1,961,147

Assumptions
OSSE Adult and Family Literacy

ORDINARY EXPENSE

<i>Personnel Salaries and Benefits</i>
Principal Director- AM Director
Dir of Curriculum and Instruction- PM Dir
Director of Operations
Data Entry/Program Assistant
ESL Teachers
Spanish Literacy or Foundations Literacy
Citizenship
Executive Director
Employee Benefits
Contracted Staff / consultants
Staff Development Expense
Subtotal: Personnel Expense

70,000	71,400	72,800	74,200	75,600
70,000	71,400	72,800	74,200	75,600
35,000	35,700	72,800	74,200	75,600
40,000	40,800	41,600	42,400	43,200
125,000	127,500	182,000	185,500	243,000
75,000	76,500	104,000	106,000	135,000
-	-	20,800	21,200	43,200
90,000	91,800	93,600	95,400	97,200
48,600	49,572	50,544	51,516	52,488
24,500	24,500	24,500	24,500	24,500
7,500	7,500	7,500	7,500	7,500
585,600	596,672	742,944	756,616	872,888

Direct Student Expense

Textbooks
Student Supplies and Materials
Library and Media Center Materials
Student Assessment Materials
Contracted Student Services
Miscellaneous Student Expense
Subtotal: Direct Student Expense

Child care
Case Management
Housekeeping

10,000	10,000	12,500	12,500	15,000
25,000	25,000	31,250	31,250	37,500
15,000				
15,000	15,000	18,750	18,750	22,500
150,000	150,000	187,500	187,500	225,000
60,000	60,000	75,000	75,000	90,000
42,500	42,500	53,125	53,125	63,750
317,500	302,500	378,125	378,125	453,750

Occupancy Expenses

Rent
Building Maintenance and Repairs

104,250	107,378	138,249	177,995	275,003
5,000	5,150	5,305	5,464	5,628

Utilities	5,000	5,000	5,000	5,000	5,000	
Trash Removal	2,400	2,400	2,400	2,400	2,400	
Janitorial Supplies	2,400	2,400	2,400	2,400	2,400	
Contracted Building Services	106,407	107,057	129,724	76,146	62,667	
Subtotal: Occupancy Expenses	225,457	229,385	283,078	269,405	353,098	
Office Expenses						
Office Supplies and Materials	2,400	2,400	2,400	2,400	2,400	
Office Equipment Rental and Maintenance						
Telephone/Telecommunications	3,600	3,600	3,600	3,600	3,600	
Legal, Accounting and Payroll Services	119,800	119,800	119,800	119,800	119,800	
Printing and Copying	2,500	2,500	2,500	2,500	2,500	
Postage and Shipping	1,500	1,500	1,500	1,500	1,500	
Other						
Subtotal: Office Expenses	129,800	129,800	129,800	129,800	129,800	
General Expenses						
Special projects for study	30,000	30,000	30,000	30,000	30,000	
Student Transportation	30,000	30,000	37,500	37,500	45,000	
Insurance	20,000	20,000	25,000	25,000	30,000	
Transportation						
Food Service	10,000	10,000	12,500	12,500	15,000	
Administration Fee (to PCSB)	13,741	13,741	16,676	16,676	19,611	
Management Fee	12,000	12,000	12,000	12,000	12,000	
Interest Expense						
Other General Expense						
Subtotal: General Expenses	115,741	115,741	133,676	133,676	151,611	
TOTAL ORDINARY EXPENSES	1,374,098	1,374,098	1,667,623	1,667,622	1,961,147	
NET ORDINARY INCOME	(0)	(0)	(0)	0	0	
Depreciation Expense						
NET INCOME	(0)	(0)	(0)	0	0	
CASH FLOWS						
Operating Activities						
Depreciation						
(Increase)/Decrease in Current Assets						
Increase/(Decrease) in Current Liabilities						
Cash Flows from Operations	(0)	(0)	(0)	0	0	
Investing Activities						
Purchase of property, plant and equipment			27,500		27,500	
Purchase of investment securities						
Other investing activities						
Cash Flows from Investing	-	-	27,500	-	27,500	

Financing Activities

- Proceeds from loans
- Repayment of loans
- Other financing activities

Cash Flows from Investing

NET CHANGE IN CASH

- Cash, Beginning Balance
- Cash, Ending Balance

-	-	-	-	-	
(0)	(0)	27,500	0	27,500	
-	(0)	(0)	27,500	27,500	
(0)	(0)	27,500	27,500	55,001	

SECTION E: FOUNDING GROUP SUPPORTING DOCUMENTS

Ann B. Barnet, M.D.: Biography for TFP PCS – 2017

Dr. Barnet, a graduate of Harvard Medical School, is Professor Emeritus of Pediatrics and Neurology at George Washington University School of Medicine. She was a researcher at the Walter Reed Army Institute of Research until 1975 and subsequently became a member of the department of neurology and pediatrics at Children's National Medical Center where she served until her retirement in 1990.

Numerous reports concerning her research on brain development have appeared in scientific journals including *Science*, *Nature*, and *Journal of Pediatrics*; she has written as well for publications such as *The Nation*, *Sojourners*, and *The Delmarva Review*. With Richard J. Barnet, she published *The Youngest Minds* (Simon & Schuster, 1998.) She was a Founder of The Family Place, a community center in D.C. for low-income parents and young children that opened in 1980 and now serves about 800 families each year. Her memoir, *Border Crossings: A Spiritual Journey in Medicine* outlines the history of The Family Place.

Dr. Barnet served on the DC Mayoral Commission for Women and Girls (2012 – 2015) and in 2015 was inducted into the DC Women's Hall of Fame. She is the recipient of research awards and community service awards from organizations including the National Institutes of Health, the Washington Center for Psychoanalysis, and The Center to Prevent Childhood Malnutrition.

Dr. Barnet lives in Washington, D.C. She is a member of 8th Day, one of Washington's Church of the Saviour communities. In addition to The Family Place's board, she serves on the program committee of Jubilee JumpStart a child care center in Washington for low-income children. Her children and grandchildren live in nearby Maryland.

A Sample of Ann Barnet's Publications

JACKSON LABORATORY

Fredericson, E and Ann Birnbaum (Barnet) "Differing Patterns of Competitive Fighting in Two Strains of Inbred Mice" *J. Exper Psych* 3: 155, 1953

NORMAL CHILDREN

Barnet AB, A Lodge, JC Armington "Electroretinogram in Newborn Human Infants" *Science* 148: 651-654, 1965

Barnet, AB and RS Goodwin Averaged Evoked Encephalographic Responses to Clicks in the Human Newborn *Electroenceph Clin Neurophysiol* 18: 441-450, 1965

Barnet AB, ES Ohlrich, IP Weiss, and BL Shanks "Average Auditory Evoked Potentials During Sleep in Children from Ten Days to Three Years of Life." *Electroenceph Clin Neurophysiol* 39: 29-41, 1975

Barnet, Ann B, SL Friedman, IP Weiss, ES Ohlrich, BL Shanks, A Lodge "VEP Development in Infancy and Early Childhood: A Longitudinal Study." *Electroencephalography Clin Neurophysiol* 49, 476-489, 1980

PRENATAL RUBELLA SYNDROME

Barnet AB and A Lodge "Diagnosis of Deafness in Infants With the Use of Computer-Averaged Encephalographic Responses to Sounds" *J. Pediatrics* 69: 753-758, 1966

CHILDREN WITH DISABILITIES

Barnet AB and Lodge A. "Click Evoked EEG Response in Normal and Developmentally Retarded Children." *Nature* 214: 252-255, 1967

Barnet AB "EEG Audiometry in Children Under Three." *Acta Otolaryngol.* 72: 13, 1971.

Barnet AB "Evoked Responses in Handicapped Children" *Developmental Medicine and Child Neurology* 13: 313-320, 1972

Barnet AB, IP Weiss, C Shaer "Evoked Potentials in the Infant Brainstem Syndrome Associated with the Arnold-Chiari Malformation." *Developmental Medicine and Child Neurol* 35: 42-48, 1993

MALNUTRITION

Barnet, Ann B, IP Weiss, MVSotillo, ES Ohlrich, M Shkurovich, J Cravioto "Abnormal Auditory Evoked Potentials in Early Infancy Malnutrition" *Science* 201: 450-452, 1978
Flinn JM, AB Barnet, IP Weiss, RL Dicus, AD Kirsch "The use of Phase for Assessment of Brain Damage in Malnourished Infants. *Proc IEEE Eng Med Biol Soc*, 5th Ann Conf 534-539, 1983

Flinn JM, AB Barnet, Lydick S, Lackner J "Infant Malnutrition Affects Cortical Evoked Potentials" *Perceptual and Motor Skills* 4, 2, 1993

McDonald Craig G., CL Joffe, AB Barnet, JM Flinn "Abnormal Flash Visual Evoked Potentials in Malnourished Infants: An Evaluation Using Principal Component Analysis." *Clinical Neurophysiology* 118, 896-900, 2007

CHILD DEVELOPMENT

Barnet, Ann and Barnet Richard "The Youngest Minds." 1998

MEMOIR

Barnet, Ann "Border Crossings: A Spiritual Journey in Medicine," 2009

Founding Group Member Personal Statement

I, Ann B. Barnet, M.D., am a founding member of The Family Place Public Charter School because I am deeply devoted to ensuring that low-income adults and families with limited English, living in the DC area, have access to high quality education. I understand that our two-generation approach will provide educational opportunity, social mobility, and civic connection for both our adult students and their children. TFP-PCS will expand employment opportunities and foster improved economic stability through education, specifically English instruction, and job preparation. I am confident that the establishment of TFP-PCS in ward 1 will bring stability and empowerment to DC families.

Should a charter be granted, I would bring my 60-year experience as a pediatrician and child advocate to the new school. I am a Founder of The Family Place and have, since 1978, served in various capacities (Board Chair, Board Member, volunteer) to strengthen Family Place and its thousands of participant families. I have also served on the DC Mayor's Commission on Women and Girls with a special interest in the economic well-being of DC's low-income families, and I have been named "DC Woman of the Year" (2015)



Claudette Monroy Velazquez

- Extensive experience working with students and families of different ethnicities and cultures
- Exceptional public speaking, organizational and leadership skills
- Mexican national studied abroad in the United States for 10 years,

Education

George Washington University 2015-2018
Master of Arts in Education & Human Development:
International Education
GPA: 4.0

Eastern Mennonite University 2006-2010
B.A. Double Major:
Economics, Justice, Peace and Conflict Studies
GPA: 3.39

Immigrant and Education Advocacy Speaking Engagements

George Washington University, International Students Community Executive Board, Graduate Student Involvement Chair. Washington, D.C. 2016-2017.

George Washington University, Graduate School of Education and Human Development 2016-2017 Student Orientation Student Panel. Washington, D.C. August 27, 2016.

Mexican Embassy, DREAMers Dialogue with Mexican President Pena Nieto. Washington, D.C. July 22, 2016.

Fuller Youth Institute, "Churches Engaging Young People" Video Testimony. Washington, D.C. June, 2016.

The District Church, "Faith and the Undocumented" Video Testimony. Washington, D.C. May, 2016.

Mexican Consulate, Press Conference "Celebrating Three Years of Deferred Action for Childhood Arrivals". Washington, D.C. June 15, 2015.

Eastern Mennonite University, Adult Degree Completion, CCSS 440 Cultural Perspectives: *Immigrant Panel "Our Journey as Immigrants"*. Harrisonburg, Virginia. May 15th, 2013

Newbridges Immigrant Resource Center, 7th Annual Taste of the World: "Immigrants in our Community". Harrisonburg Virginia. March 23rd, 2013

James Madison University, EXED 520 Differentiation and Collaboration: *ELL Presentation "My Journey as a Mexican Student in Public Schools and Higher Education"*. Harrisonburg, Virginia. October 6th 2009, October 5th 2010, October 11th 2011 & October 4th 2012

James Madison University, Purple and Gold Connections: ¡*Si Se Puede!*
“Overcoming Barriers in Education”. Waynesboro, Virginia. March 7th, 2012

Harrisonburg Court Square Rally, “How The DREAM Act Will Change My Life”.
Harrisonburg, Virginia. April 14th 2011

Awards and Distinctions

George Washington University:

2015-2018 The Roothbert Fund Fellowship

2015-2016 Merit Scholarship

Career Development Fellowship

Griffith Family Endowment Scholarship

Eastern Mennonite University:

2010 Graduating Class Cords of Distinction Recipient

2006-2010 Academic Achievement Scholarship

2006-2010 Local Hispanic Grant

Darrel Brubaker Memorial Scholarship

Horace & Elizabeth Longacre Scholarship

Relevant Experience

The Family Place

Washington, D.C.

Director of Education / May 2014-Present

- Provide direct supervision of Family Literacy staff (Adult ESL & Spanish Literacy Instructors, Early Childhood Education Instructors, Family Engagement staff, Volunteer Coordinator, Data Manager and Child Development Associate degree staff). Assure that program staff is aware of and in compliance with The Family Place Personnel Policies and Procedures.
- Work with the Executive Director on issues related to The Family Place's organizational development including fundraising, communications, marketing, resource development and strategic planning
- Train and organize professional development for 18 staff members including instructors, administrators, data managers and case managers.
- Drafted competitive Fight for Children grant resulting in \$100,000 in funding for education program serving children ages 3 to 5.
- Monitor and direct program progress, oversee documentation and data entry for 300 families enrolled in the family literacy program on a yearly basis.
- Provide reports and summaries of program progress serving over 750 low income families to existing and potential funders and the Board of Directors.
- Forged five new cross-agency partnerships, the largest with the University of the District of Columbia, creating a new nutrition program serving 90 students a year.
- Oversee and coordinate recruitment, retention and orientation for family literacy students; resulting in a 30% increase of student enrollment in the last two years.
- Appraise 150 students' ESL skills in Reading Comprehension using the Online Comprehensive Adult Student Assessment System (CASAS) on a yearly basis.

- Track and evaluate student progress in ESL based on CASAS results, class observations, and evidence of ESL goals achieved.

Family Literacy Program Coordinator / August 2013-May 2014

- Prepared and submitted monthly reports to the Director of Education on Family Literacy Program based on attendance hours and progress reports for Adult ESL and Spanish Literacy classes, and ECE classrooms
- Established day to day contact with families enrolled in the Family Literacy Program to ensure retention and participation
- Assisted parents with application process for the District of Columbia Public Schools Lottery for early childhood classes, elementary and secondary schools
- Planned family literacy field trips and monthly parenting education classes for adult students
- Organized quarterly home visits for family literacy students

Early Childhood Preschool Instructor / June 2013- May 2014

- Implemented the *Creative Curriculum* for children ages 18 to 42 months in conjunction with Family Literacy Program
- Evaluated and encouraged children's development in cognitive, emotional, literacy, gross and fine motor skills areas
- Used positive forms of discipline with children and model alternatives with participant parents
- Prepared monthly reports and quarterly progress reports tracking students development goals
- Evaluated early childhood students using the ASQ-3 evaluations and referred students for further evaluation if necessary

Center for Justice and Peacebuilding

Harrisonburg, V.A.

Strategies for Trauma Awareness and Resilience Program Intern / April 2011-Dec 2011

- Translated seminar PowerPoint presentations, manuals and letters sent to participants (English to Spanish)
- Tracked and recruited international participants
- Assisted trainers during weekend seminars
- Received 5-day seminar training in social and individual trauma healing and resilience
- Responsible for program's social networks

Young Life

Harrisonburg, V.A.

Vida Joven (Latino) Volunteer Team Leader / March 2007-July 2010

- Organized weekly events in Spanish for 50 Latino middle and high school students
- Mentored 15 at risk high school girls on a monthly basis
- Participated in weekly leadership meetings and trainings
- Assisted 20 immigrant students and families to gain access to community services
- Fundraised \$15,000 in summer camp scholarships

Founding Group Personal Statement

I, Claudette Monroy, am a founding member of The Family Place Public Charter School. I am deeply devoted to ensuring low-income adults and families with limited English, living in the DC area, have access to high quality education. I understand that our two-generation approach will provide optimal mobility for both our students and their children. TFP-PCS will expand employment opportunities, create diversity and change community perceptions through education, specifically English instruction, and job preparation. I am confident that the establishment of TFP-PCS in ward 1 will bring stability and empowerment to DC families.

Should a charter be granted, I would bring years of experience working with low-income migrant families in education, mentoring and case management services.

HALEY WIGGINS

EDUCATION

2002 – 2004 **Brigham Young University, Provo, UT**
MA TESOL

2002 – 2003 **Brigham Young University, Provo, UT**
Graduate TESOL Certificate

1996 – 2002 **Brigham Young University, Provo, UT**
Major: International Studies
Emphasis: Development
Minor: Near Eastern Studies

Winter 2002 **ORCA Scholarship**

I received an ORCA Scholarship through BYU to design and carry out different language learning activities centered on integrating Anglo and Latin populations in Provo.

Summer 2002 **Literacy Fellowship: University of North Carolina Chapel Hill**

SCALE: Student Coalition for Action in Literacy Education

I created a set of reflection guides for tutors on diversity and tolerance after September 11th

WORK EXPERIENCE

8/2008-Present **The Family Place,** Washington, DC
Executive Director

- Responsible for financial, administrative, and program management of a community drop-in center providing family resources and support services for expectant parents and families with young children
- Communicate effectively the mission and programs of The Family Place by promoting within the organization, to funders and other stakeholders; and effectively advocate for the population served.
- Maintain good relations with community agencies including working collaboratively and in partnership to deliver quality services.
- Responsible for fundraising including the production of proposals, brochures, annual reports, fund appeal letters and other public communications.
- Manage the oversight of the physical plant, including equipment and supplies.
- Maintain an excellent working relationship with the Board of Directors, which includes participation on all board committees and subcommittees.

2004-8/2008 **The Family Place,** Washington, DC
Family Literacy Coordinator/ Adult Education (ESOL)/ Parenting Instructor

- Instruct adult ESOL classes
- Instruct literacy-based parenting classes

- Appraise students ESOL skills using CASAS and other informal methods
- Plan and carryout ILA activities with early childhood staff
- Conduct weekly Family Literacy staff meetings
- Prepare and submit monthly reports on student progress and attendance

January-April 2006 **Montgomery College,** Wheaton, MD
Adult ESOL Instructor

- Teach intermediate level adult ESOL
- Develop daily lesson plans
- Appraise students progress using CASAS listening tests

2002-2004 **BYU Linguistics and English Language Department,** Provo, UT
Assistant Academic Internship Coordinator

- Teach Linguistics 496R: TESOL Academic Internship Course
- Develop 496R Syllabus
- Network with local ESOL Providers
- Set-up local internships for students in TESOL minor

2003-2004 **Boulders Community Center,** Provo, UT
ESOL Teacher

- Teach ESOL to Hispanic Adults living at Boulders Apartments
- Develop curriculum
- Recruit Students

2001-Present **Provo School District** Provo, UT
ESL Teacher

- Teach Adult Community ESL class
- Design original lesson plans

VOLUNTEER EXPERIENCE

1999-2000 **LDS Mission** Montevideo, Uruguay

- 1½ years as a church missionary
- Community English teacher
- Participant in weekly community service projects

2001-2004 **ESL Facilitator** Provo, UT

- Co-creator of a community based ESL program entitled Communication for Community (CFC)
- Recruit learners
- Plan lessons

LANGUAGES

Fluent Spanish

Lawrence Bussey, Ed. D., Evaluator and Management Consultant

Lawrence Bussey (Ed. D. University of Massachusetts, Amherst, MA) is Director of Organizational Turnaround Specialists, Inc. —a minority-owned education consulting and management firm. He has been a turnaround consultant and has served as monitor and evaluator of education programs for the Office of the State Superintendent of Education for the District of Columbia, Washington, DC starting in 1998. In addition he is an education consultant for the Fairfax County Public Schools where he serves as senior consultant for the Instructional Service Department since 1998. Dr. Bussey also has led teams evaluating Maryland State Department of Education's Restructuring Implementation Technical Assistance program. He has served a team leader for evaluation of New Mexico and Washington, DC charter schools and the national YouthBuild USA projects.

He retired from the U.S. Department of Education in 1997 after 34- years of distinguished service. During his tenure at the Department, Dr. Bussey served in several senior level and supervisory positions in research, statistics, data collection, civil rights and program development and evaluation. Dr. Bussey is recognized as a national expert on civil rights data collection and analysis. He served on the Federal Advisory Committee on the 1990 Census, National Advisory Committee on Limited English Proficient Students and chaired the Standards for Education and Data Collection and Review Committee for the National Center for Education Statistics. He also published several regulations, including Education Research Grant Program and Research and Development Centers and Regional Laboratories. He was contributing writer for Standards for Education Data Collection and Reporting, in 1991 for the National Center for Education Statistics.

Dr. Bussey was a teacher, department head and administrator in the New York City Board of Education from 1967 to 1971.

His numerous awards and honors include Certificate of Appreciation for Service, Richard Riley, Secretary of Education; and Resolution Honoring Contributions to Minority Student Achievement, Fairfax County School Board. He received a proclamation declaring October 15, 2010 as Lawrence Bussey Day in Fairfax County. Dr. Bussey served as Co-founder of the National Committee on School Desegregation, co-chair of Minority Student Achievement Oversight Committee, board member of the Greater Reston Arts Council and chair of the Southgate Community Center Advisory Council.

Dr. Bussey studied at New York University, Schools of Liberal Arts and Education where he earned a B.A. and M.S. in education. He received his Doctorate at the University of Massachusetts specializing in management and organizational development. He has served as a doctoral candidate advisor at Virginia Tech, University of Maryland and George Washington University. He is a member of the American Evaluation Association, the Association for Supervision and Curriculum Development and School Turnaround Learning Community.

Founding Member Personal Statement

I, Lawrence Bussey, am a founding member of The Family Place Public Charter School because I am deeply devoted to ensuring low-income adults and families with limited English, living in the DC area, have access to high quality education. I understand that our two-generation approach will provide optimal mobility for both our students and their children. TFP-PCS will expand employment opportunities, create diversity and change community perceptions through education, specifically English instruction, and job preparation. I am confident that the establishment of TFP-PCS in ward 1 will bring stability and empowerment to DC families.

Should a charter be granted I would bring the following: Director of Organizational Turnaround Specialists, Inc—a minority-owned education consulting and management firm. Has served as monitor and evaluator for the Office of the State Superintendent of Education, DC starting in 1998 thru 2012. Education consultant for the Fairfax County Public Schools 1998. Dr. Bussey has led teams evaluating Maryland State Department of Education's Restructuring Implementation Technical Assistance program. Served a team leader for evaluation of New Mexico and Washington, DC charter schools and the national YouthBuild USA projects. Retired from the U.S. Department of Education in 1997 after 34- years of distinguished service. Served in several senior level and supervisory positions in research, statistics, data collection, civil rights and program development and evaluation. Recognized as a national expert on civil rights data collection and analysis. Served on the Federal Advisory Committee on the 1990 Census, National Advisory Committee on Limited English Proficient Students and chaired the Standards for Education and Data Collection and Review Committee for the National Center for Education Statistics. Also published several regulations, including Education Research Grant Program and Research and Development Centers and Regional Laboratories. Contributing writer for Standards for Education Data Collection and Reporting, in 1991 for the National Center for Education Statistics. Dr. Bussey was a teacher, department head and administrator in the New York City Board of Education from 1967 to 1971. His numerous awards and honors include Certificate of Appreciation for Service, Richard Riley, Secretary of Education; and Resolution Honoring Contributions to Minority Student Achievement, Fairfax County School Board. He received a proclamation declaring October 15, 2010 as Lawrence Bussey Day in Fairfax County. Dr. Bussey served as Co-founder of the National Committee on School Desegregation, co-chair of Minority Student Achievement Oversight Committee, board member of the Greater Reston Arts Council and chair of the Southgate Community Center Advisory Council. Dr. Bussey studied at New York University, Schools of Liberal Arts and Education where he earned a B.A. and M.S. in education. He received his Doctorate at the University of Massachusetts specializing in management and organizational development. He has served as a doctoral candidate advisor at Virginia Tech, University of Maryland and George Washington University. He is a member of the American Evaluation Association, the Association for Supervision and Curriculum Development and School Turnaround Learning Community.

LAWRENCE DAVID GARR



Mr. Garr has over 50 years of experience specializing in the administrative and judicial resolution of federal and state tax controversies. Prior thereto, he served as a special education teacher in Philadelphia. Mr. Garr is the Chairman of the Board of The Family Place, a charity that provides educational and other assistance to low-income DC residents/families, and is a member of the Board and Treasurer of WSC Avant Bard, an Arlington -based charity that provides performance-based opportunities for local artists.

PROFESSIONAL POSITIONS

2013 – Present	Owner, Garr Tax Law, PLLC, Washington, DC
1985 - 2013	Tax Partner, Dickstein Shapiro, LLP, Washington, DC
1977 – 1985	Senior Tax Attorney and Acting IRS District Counsel (Washington District Office), Washington, DC
1971 – 1977	Tax Attorney, IRS Office of Chief Counsel (General Litigation Division), Washington, DC
1968 – 1971	Special Education Teacher, The Green Tree School, Philadelphia, PA

EDUCATION

B.A. (Psychology), University of Pennsylvania (1967)
Juris Doctor, Temple University Beasley School of Law (1971)
LL.M. (Taxation) Georgetown University Law Center (1974)

AWARDS (Last 10 Years)

Baltimore Sun “Top Lawyers in DC” 2017
Washington, DC “Super Lawyers” 2012 and 2013
Recipient of the 2007 Bread for the City (a DC charity) “Good Hope Award”

BAR ADMISSIONS

Member of the District of Columbia Bar Association and American Bar Association; admitted to practice before the U.S. Supreme Court, U.S. Court of Appeals for the DC Circuit, U.S. Court of Appeals for the Fourth Circuit, U.S. Court of Federal Claims, and the U.S. Tax Court.

Board Member Personal Statement

I, Lawrence D. Garr, am a founding member of The Family Place Public Charter School because I am deeply devoted to ensuring low-income adults and families with limited English, living in the DC area, have access to high quality education. TFP-PCS will expand employment opportunities, create diversity and change community perceptions through education, specifically English instruction, and job preparation. I am confident that the establishment of TFP-PCS in ward 1 will bring stability and empowerment to DC families.

Should a charter be granted I would bring a long-held interest in the education of adults and children with special needs and a lifetime of experience in dealing with fiscal matters. The providing of work skills to those who lack it, what our proposed charter school proposes to do, is something that will be transformational to the students we will educate and their families.



Michael David Barnet, Ed.D.

Work Experience

Coordinator, Bilingual Assessment Team

Department of Student Services
Montgomery County Public Schools
Rockville, Maryland
March, 2016 to present

Duties include: supervision of a multidisciplinary team of bilingual psychologists, speech-language pathologists, instructional specialists and administrative support staff responsible for accomplishing bilingual psychological, educational and speech-language evaluations of ethnically diverse students (K-12) suspected of having educational disabilities; overseeing and conducting bilingual pre-school developmental evaluations of three-year-old and pre-school aged children in Pre-K and Head Start classes referred for suspected developmental delay through the Individualized Education Program (IEP) process and the Montgomery County Child Find Program; preparation and presentation of professional learning for school personnel; screening, interviewing and recommending candidates for employment; management of the daily operations of the Bilingual Assessment Team unit, including assignment of assessments, monitoring and authorizing purchases of tests and materials; ensuring the accuracy of the bilingual assessment database; and responding to and resolving issues and complaints; gathering information needed for administrative decision making.

Bilingual Instructional Assessment Specialist

Department of Student Services
Montgomery County Public Schools
Rockville, Maryland
1993 to present

Duties include: accomplishing bilingual educational assessments of ethnically diverse students (K-12) suspected of having educational disabilities; conducting bilingual pre-school developmental evaluations of three-year-old and pre-school aged children in Pre-K and Head Start classes referred for suspected developmental delay through the Individualized Education Program (IEP) process and the Montgomery County Child Find Program; developing instructional strategies designed to address the academic needs of second language learners with educational disabilities, providing consultation services to school personnel regarding the academic needs of students and developing Individualized Education Plans to address identified educational needs of students; direct 1 to 1 assessment of Spanish-speaking children and working with interpreters to conduct bilingual evaluations of children from other language groups; conducting formal presentations on the dynamics of bilingual assessment and second language acquisition.

Adjunct Faculty Member
George Washington University
Washington, DC
January 2008 to 2010

Duties included: course development and graduate level instruction of SPED 276-Academic and Psycho-Social Assessment of the Culturally and Linguistically Diverse Student.

Bilingual Developmental Evaluation Specialist

Multicultural Rehab, Inc
Silver Spring, Maryland
2000 to 2007

Duties included: conducting monolingual and bilingual developmental evaluations of infants and toddlers referred for suspected developmental delay in Washington D.C. through the D.C. Early Intervention Program (Part C); conducting parent interviews in Spanish and English; identifying appropriate assessment instruments; administering hearing and vision screenings; presenting testing data in a clear and cohesive manner in a written report; accomplishing bilingual educational assessments for neighboring school systems on a contractual basis; workshop presentation on bilingual assessment and issues related to addressing the needs of second language learners; conducting research on issues related to bilingual assessment and educational strategies for second language learners.

Professor of English

American English Language Program
Montgomery College
Takoma Park, Maryland
September, 1998 to June 2002

Duties included: assessing the language skills and providing instruction designed to improve the academic language skills of non-native speakers of English. As an adjunct faculty member, I taught the following courses: EL 101, 102 and 103 RD 102, 103 with an instructional emphasis on academic language skills for reading and written expression.

ESL/Adult Basic Education Instructor

HDO Productions

Rockville, Maryland

Duties Included: designing and implementing Adult Education/English as a Second Language services for employees in a workplace setting; academic assessment, curriculum development and classroom instruction in general literacy, GED instruction, and English as a Second Language.

March 1997 to
April 1998

ESL Instructor

Department of Alternative Programs
Montgomery County Public Schools
Sept., 1995 to Dec., 1996

Provided English as a Second Language instruction for Level I, II, and III ESL students using a variety of teacher developed and commercially made curriculum materials.

Service Coordinator

Montgomery County Infants
and Toddlers Program
Rockville, Maryland
Feb., 1993 to Sept. 1993

Duties included conducting developmental screenings of infant and toddlers referred for suspected developmental delay using a variety of instruments including the Denver II and the MSEL. Duties also included service coordination for families with children with developmental delays.

Coordinator/Instructor

U.S. Department of Education-funded
National Workplace Literacy Program
Washington Hospital Center
Aug., 1991 to Dec., 1992

Responsibilities included: designing and implementing Adult Education/English as a Second Language services for employees in a hospital setting; academic assessment, curriculum development and classroom instruction in general literacy, GED instruction, English as a Second Language and workplace education designed to enhance employee job performance and advancement possibilities.

Director, WordPower Literacy Program

324 H Street NE Washington, D.C.
Designed program to provide educational services (Adult Basic Education, GED instruction, English as a Second Language, Computer-assisted instruction and employment skills training) to low and moderate income residents of Washington. Responsibilities included: program design and implementation; staff supervision; curricula development and classroom instruction.
July, 1989 to August, 1991

Education**Ed.D. Special Education (Emphasis in Bilingual Special Education)**

George Washington University
2009 to 2013

M. A. Special Education

George Washington University, Washington, DC
1985 to 1988
G.P.A. 4.0

B. A. Political Science/Latin American Studies

Hampshire College
Amherst, Massachusetts
1978 to 1982

Senior Thesis Extended Program

National University of Mexico (UNAM)

Mexico City, Mexico
1980 to 1981

Professional Affiliations

2015 to present	Member, Board of Directors, The Family Place (A Washington, D.C. community based nonprofit organization providing support services to low income children and their families.) Responsibilities include conducting a formal evaluation of the Executive Director; reviewing The Family Place programs and providing input regarding program development and implementation; identifying funding sources.
1996 to 2005	Member, ESOL Liaison Committee Montgomery County Education Association
2005 to present	Member, Latino Education Coalition of Montgomery County Worked with a coalition of educators and community activists to develop a pilot program (SEPA) designed to provide educational and vocational services to students who have recently arrived to the US and Montgomery County Public Schools
1989 to 1992	Chair, Adult Education subcommittee of the D. C. Literacy Network

Maryland State Department of Education Certification

- Elementary and Secondary Level Education Advanced Professional Certificate
- Special Education

Workshop Presentations

- BICS and CALPS: The Distinction Between Social and Academic Language Skills
- Bilingual Assessment: Looking Beyond the Test Scores

Community Building

2001 to 2009 ***Quierer es Poder-Believe-Achieve Morning Club***

Developed and managed a morning tutoring program which matched PTA volunteers with elementary school students who were struggling academically and received minimal academic support in the home due to language and economic barriers.

2005 to 2008 Worked with a coalition of educators and community activists to develop a pilot program, Students Engaged with Pathways to Advancement (**SEPA**) designed to provide educational and vocational services to students who have recently arrived to the US and Montgomery County Public Schools and are vulnerable to early school leaving.

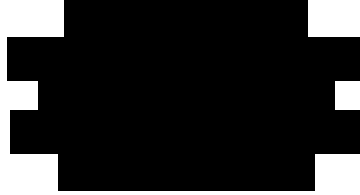
Languages: ***Fluent in Spanish***

Founding Member Personal Statement

I, Michael D. Barnet, am a founding member of The Family Place Public Charter School (TFP-PCS). As an educator with over thirty years of experience in advocating for services for culturally and linguistically diverse students and their families, I believe strongly in TFP-PCS's mission of providing high quality educational services to meet the needs of low-income adults who demonstrate limited English proficiency. The Family Place Public Charter School will enhance employment opportunities for our students through the provision of ESL classes and workplace specific language instruction. I am confident that the establishment of TFP-PCS in ward 1 will bring stability and empowerment to DC families.

As the Coordinator of The Bilingual Assessment Team (BAT) of Montgomery County Public Schools, I oversee a multidisciplinary staff comprised of bilingual psychologists, speech-language pathologists and instructional specialists, as we provide assessment and consultative services to culturally and linguistically diverse students within the school system. The challenges confronting the students that we work with are oftentimes multidimensional and complex, which underscores the importance of TFP-PCS as a means for removing barriers to education and employment opportunities.

Natalia Isaza Brando



Medical Education

08/2011- 08/2014

Neonatal and Perinatal Fellow

Children's National Medical Center, Washington, DC

06/2008 –08/2011

Pediatric Residency

Albert Einstein Medical Center
Philadelphia, Pennsylvania

06/2001 - 06/2004

Pediatric Residency

Instituto Ciencias de la Salud
Medellin, Colombia

1/1994 - 12/1999

Medical School

Universidad Nacional de Colombia, Bogotá, Colombia

Membership and Honorary/Professional Societies

American Academy of Pediatrics
National Hispanic Medical Association

Medical School Honors/Awards

Full Medical School Tuition Grant
National University of Colombia
Bogota, 1994-1999

The Benjamin Price. Humanitarian Award.
Albert Einstein Medical Center.
Philadelphia, June 2011

Best Practice-Based Learning and Improvement Quality Improvement project for the year 2008-2009 for the project titled: "Einstein residents and attending's knowledge of Autism and use of M-CHAT".

Language Fluency (Other than English)

Spanish mother tongue

Work Experience

8/2014 –Present

Neonatology Physician Associate, NICU Attending

Children's National Health System, Washington DC

Responsible for the care of patients in the hospital and clinics, as well as research, educational and advocacy initiatives.

Clinical coverage of the CNMC NICU and neurodevelopmental follow up clinic.

Member of the Ethics and Breastfeeding committee

8/2012 – Present

Adjunct Instructor in Pediatrics

George Washington University, Washington DC

2/2007 - 5/2008

Health and Wellbeing Program Director

The Family Place, Washington, DC

Provided culturally sensitive information to pregnant women and mothers in parenting classes, focusing on health care, child development, health and safety, discipline, routines, nutrition, prevention and management of common diseases. Maintained Developmental Milestones and Growth Chart records for every child. .

2/2005 - 5/2008

Instructor/Health Educator

Project Family, Arlington, VA

Provided culturally sensitive prenatal classes to women, focusing on fetal development, changes during pregnancy, nutrition, preparing for labor, breast feeding, newborn care, infant development and baby massage. Taught

Natalia Isaza Brando

interactive parent-toddler classes, focusing on child development, health and safety, discipline, and routines. Maintained Developmental Milestones record for every child as well as Parental Evaluations.

5/2004 - 8/2004

Pediatrician

Kangaroo Mother Care Program, Bogotá, Colombia

Provided primary care for premature infants and babies at high-risk for neurological problems until the first year of corrected age. Applied and analyzed developmental scales. Taught Kangaroo Care technique to parents in order to promote infant bonding and healthy family environment.

5/2004 - 8/2004

Pediatrician

San Jose Hospital, Bogotá, Colombia

Diagnosed and treated children in inpatient and intensive care settings. Facilitated didactic teaching sessions on basic pediatric care among residents and interns.

Volunteer

03/2015-present

Board Member

The Family Place, Washington DC

Provide active assistance in public policy activities, oversee the organization's work, protect the reputation and well-being of the organization and support advocacy activities. Providing health education to staff and families.

03/2015-present

Board Member

P+P Arlington, VA

Natalia Isaza Brando

Provide active assistance in public policy activities, oversee the organization's work, protect the reputation and well-being of the organization and support advocacy activities. Providing health education to staff and families.

05/ 2006 - 02/2007

Interpreter

Children's National Medical Center, District of Columbia

11/ 2004 - 06/2005

Researcher

National Institute of Child Health and Human Development, Maryland
Supervisor: Nanmathi Manian, Ph.D.

Investigating the short and long-term impact of maternal depression on mother-infant behaviors.

11/ 2004 - 06/2005

Intern

Pan American Health Organization, District of Columbia

Collaborated in the development of the following documents:
Health of the Indigenous Peoples: *Human Rights and Disabilities Human Rights and Indigenous Peoples Health: A set of relevant international agreements and conventions,*
Health as a human right for indigenous people.

11/ 2004 - 03/2005

Health Specialist

Global Network For Women's and Children's Health, Maryland

Provided consultation and advice in the elaboration of the Kangaroo Mother Care Protocol in the Democratic Republic of Congo.

Natalia Isaza Brando

10/ 2003 - 12/2003

Physician

Health Sciences Institute, Medellín, Colombia

Provided care to children in the Barrio Moravia; the city's poorest urban settlement in the city of Medellín; as well as in the indigenous village of Carmen de Atrato

Clinical Research and publications

Newborn's Brain and Somatic Tissue Oxygenation during Skin-to-Skin Contact in the NICU

Research study to examine the amount of oxygen in the brain and in the body of newborns when they are held in skin-to-skin contact with their mothers.

Parental stress before and after skin-to-skin contact in the NICU

Evaluation of the parental stress level of the mothers of hemodynamically stable newborns in the NICU before and after skin to skin contact.

Investigating Innate Immune Responses In Severe Prematurity

Principal investigator: Gustavo Niño MD.

The purpose of this study is to delineate the innate immune responses in epithelial cells from premature infants and Identify potential biomarkers of lung injury in the airway secretions of children with severe BPD.

Metabolism and Toxicity of Acetaminophen in Preterm & Full-term Infants.

Principal investigator: Johannes N. van den Anker

The purpose of this study is to investigate how acetaminophen is released into the urine and blood; to determine how the blood levels of acetaminophen and its breakdown products affect the preterm infant's health; and to collect data on how the genetic make-up or characteristics affect how acetaminophen is handled within the preterm infant.

Posters and Presentations

Natalia Isaza Brando

Posters

Isaza N, Bahrami K, Said M, Cabrera M **“Parental stress before and after skin-to-skin contact in the NICU”** presented at George Washington Research day April 2014, CNMC Research & Education Week 2013, Washington, DC. April 2014. ESPR meeting, Philadelphia March 2015, 20th Annual International Meeting of the Academy of Breastfeeding Medicine in Los Angeles, October 2015 .

Isaza N, Bahrami K, Said M, **“Newborn’s Brain and Somatic Tissue Oxygenation during Skin-to-Skin Contact in the NICU”** presented at George Washington Research day April 2014, CNMC Research & Education Week 2013, Washington, DC. April 2014, ESPR meeting, Philadelphia March 2015, AAP meeting San Diego, October 2014 and Washington DC, October 2015, 20th Annual International Meeting of the Academy of Breastfeeding Medicine in Los Angeles, October 2015 and PAS meeting in Baltimore, MD, May 2016.

Melbourne L, Isaza N, Soguier L, “Increasing Medication Reconciliation at admission in the NICU” Poster presented at: CNMC Research & Education Week 2013, Washington, DC. April 2013

Kelly B, MondesirM, Isaza N, Irigoyen M, "Swaddling and Safe Sleeping Practices in an Inner City Population". Poster presented at: NHMA Annual conference, March 2011, Washington, DC and at Residents Research Recognition Day at Albert Einstein Medical Center, May 2011; Philadelphia, PA.

Chinta S, Singh N, Isaza N, Lieberman A.. (2009, May). *"Einstein residents and attendings knowledge of autism and use of M-CHAT"*. Poster presented at: Residents Research Recognition day at Albert Einstein Medical center in Philadelphia; Philadelphia, PA.

Chinta,S, Isaza,N, Karaman,G, Sebastian,T, Irigoyen, M. (2009, October). *Telephone Triaging and Pediatric Residents: Where Are We?* Presented at:

Natalia Isaza Brando

The Eastern Society for Pediatric Research Annual Meeting in Philadelphia, March 27, 2010 and at The Pediatric Academic Societies, Annual Meeting, Vancouver, B.C, May 2, 2010.

Articles

Kelly B, Irigoyen M, Pomerantz S, Mondesir M, Isaza N. **“Swaddling and Infant Sleeping Practices”** Journal of Community Health, July 2016

Isaza N. (2007, December 21). El Programa Madre Canguro (Kangaroo Mother Care Program) *Preemies Today*.

Oral Presentations

Isaza N, Bahrami K, Said M, Cabrera M **“Parental stress before and after skin-to-skin contact in the NICU”** Platform presented at AAP annual meeting, San Diego October 2014 and AAP annual meeting, Washington DC, October 2015.

Isaza N, Bahrami K, Said M, Cabrera M, **“Newborn’s Brain and Somatic Tissue Oxygenation during Skin-to-Skin Contact in the NICU”** Platform presented at Eastern Society for Pediatric Research Meeting, Philadelphia, PA March 2015

Kelly B, Mondesir M, Isaza N, Irigoyen M, **“Swaddling and Safe Sleeping Practices in an Inner City Population”**. Platform presented at Eastern Society for Pediatric Research Meeting, Philadelphia, PA, March 2011

Chinta,S, Isaza,N, Karaman,G, Sebastian,T, Irigoyen, M. (2009, October). **Telephone Triage and Pediatric Residents: Where Are We?**. Oral Presentation presented at: PBLI presentation; Philadelphia, PA.

Natalia Isaza Brando

Founding Group Personal Statement

I, Natalia Isaza, am a founding member of The Family Place Public Charter School because I am deeply devoted to ensuring low-income adults and families with limited English, living in the DC area, have access to high-quality education. I understand that our two-generation approach will provide optimal mobility for both our students and their children. TFP-PCS will expand employment opportunities, create diversity and change community perceptions through education, specifically English instruction, and job preparation. I am confident that the establishment of TFP-PCS in ward 1 will bring stability and empowerment to DC families.

Should a charter be granted I would bring my experience with Latino families, especially in the areas of well-being and child development.

Natalia Isaza, MD

Neonatologist

AUDREY SINGER

PROFILE

- More than 25 years of experience as an immigration expert and highly skilled demographer conducting innovative and compelling research on U.S. immigration issues relevant to policy makers, while working in diverse settings including research organizations, academic institutions, and the federal government
- Built and managed a research program focused on metropolitan, state, local, and national immigration trends and policy to become a trusted, independent, nationally-recognized source for data and analysis at an internationally known think tank
- Accomplished scholar with more than 150 publications in policy, academic, and popular outlets; experienced and engaging communicator with more than 130 presentations and speeches to international, national, state and local audiences

PROFESSIONAL EXPERIENCE

Senior Fellow, Urban Institute, Metropolitan Housing and Communities Policy Center, April 2016

Developing a broad agenda on immigrants and immigration, refugees and integration with institution-wide collaboration and project-based work. Lending expertise to in-house projects on metropolitan change and demographics, international refugee settlement, and policy issues related to immigration.

- Conducting quantitative and qualitative research on US immigration policy, state and local responses to immigration, and the geography of immigrant settlement, including how place matters for immigrant integration
- Redesigning the Annual Survey of Refugees, conducting new research for ORR and HHS on the integration of U.S. refugees
- Creating data visualizations and narrative on immigrant gateways for an exhibition at the Smithsonian Anacostia Community Museum, Washington, D.C.
- Examining global refugee movements and municipal implications for long-term inclusion with comparisons between U.S. and German cities
- Writing op-eds and blogs related to immigration research results as they relate to public policy and politics
- Conceptualize and draft successful funding proposals
- Respond to media inquiries from print, television, radio, and online national, international and regional news outlets
- Convene and organize events and influence large networks of immigration policy practitioners, advocates and researchers through research findings

Senior Fellow, The Brookings Institution, Metropolitan Policy Program, Washington DC, 2001 to March 2016; Non-resident Senior Fellow, April 2016-Present

Led the planning, management, and advancement of Brookings Metropolitan Policy Program's U.S. immigration research program over 14 years. Manage and collaborate with in-house research staff comprised of geographers, social scientists and public policy specialists, including hiring and evaluating direct staff, and collaborating with nonresident scholars to produce original research.

- Conduct complex and original quantitative and qualitative research to contribute to policy discussions related to demographic, social, and economic effects of immigration
- Translate complex statistical analyses and contentious issues to expert and non-expert audiences
- Conceptualize and draft successful funding proposals
- Consult with federal, state, and local governments regarding research results and policy recommendations
- Respond to media inquiries from print, television, radio, and online national, international and regional news outlets
- Write op-eds and blogs related to immigration research results as they relate to public policy
- Convene and organize events and influence large networks of immigration policy practitioners, advocates and researchers through research findings

Associate, Carnegie Endowment for International Peace, International Migration Policy Program, Washington, DC, 1997-2001

- Led the program's work on immigrants and social welfare, immigrants and naturalization, and immigrants in metropolitan Washington
- Collaborated on research projects with colleagues within the program and at other U.S. and international institutions
- Designed and conducted ethnographic research on the social process of naturalization
- Organized the Welfare and Immigration research network across 9 institutions
- Designed and fielded the Survey of Immigrants and Welfare in Los Angeles and New York
- Initiated vision for the Washington Immigration Project, in collaboration with scholars at George Washington University to produce research products on immigrants in the region

Visiting Assistant Professor. Georgetown University, Department of Demography, Washington, DC, 1995-1997

- Joined the Department of Demography, a Master's degree program, as a visiting faculty member but was incorporated into the infrastructure of the program, including admissions, master's thesis supervision, comprehensive examinations, and teaching.
- Developed and taught the following relevant courses: Demographic Techniques I, Demographic Techniques II, International Migration, Master's thesis seminar
- Supervised Master's thesis students in applied demography

Labor Analyst. U.S. Department of Labor, Division of Immigration Policy and Research, Washington, DC, 1994-1995

- Analyzed survey data from the Legalized Population Surveys (LPS1 and LPS2) to capture changes in the economic, labor market and social status of immigrants who legalized under the 1986 Immigration Reform and Control Act
- Co-authored federally mandated report on immigrants who legalized under the 1986 Immigration Reform and Control Act

EDUCATION

Postdoctoral Fellowship, Demography, University of Chicago, Chicago IL 1991-93

Ph.D. University of Texas at Austin, Sociology, Austin, TX 1991

M.A. University of Texas at Austin, Sociology, Austin, TX 1988

B.A. Temple University, Sociology, Philadelphia, PA 1982

SELECTED PUBLICATIONS (full list of publications and presentations available upon request)**Research Reports and Other Publications**

- 2015 Audrey Singer, Nicole Prchal Svajlenka, and Jill H. Wilson. "Local Insights from DACA for Implementing Future Programs for Unauthorized Immigrants," Washington, DC: Brookings.
- 2014 Audrey Singer. "The EB-5 Visa Program for Immigrant Investors," in *Communities & Banking Federal Reserve Bank of Boston*, vp; 26 (1):4-7, 2015.
- 2014 Audrey Singer and Camille Galdes. "Improving the EB-5 Investor Visa Program: International Financing for U.S. Regional Economic Development," Washington, DC: Brookings.
- 2013 Audrey Singer and Nicole Prchal Svajlenka. "Immigration Facts: Deferred Action for Childhood Arrivals (DACA)," Washington, DC: Brookings.
- 2012 Audrey Singer. "Investing in the Human Capital of Immigrants, Strengthening Regional Economies," Washington, DC: Brookings.
- 2012 Audrey Singer. "Migration and the Metropolis," in *Practice to Policy: Lessons from Local Leadership on Immigrant Integration*, Cities of Migration, The Maytree Foundation.
- 2012 Audrey Singer. "Immigrant Workers in the United States," Washington, DC: Brookings.
- 2011 Jill H. Wilson and Audrey Singer. "Immigrants in 2010 Metropolitan America: A Decade of Change," Washington, DC: Brookings.
- 2011 Roberto Suro, Jill H. Wilson and Audrey Singer. "Immigration and Poverty in America's Suburbs," Washington, DC: Brookings.
- 2011 Matthew Hall, Audrey Singer, Gordon F. De Jong and Deborah Roempke Graefe. "The Geography of Immigrant Skills: Educational Profiles of Metropolitan Areas," Washington, DC: Brookings.
- 2010 Gary Burtless and Audrey Singer. "The Earnings and Social Security Contributions of Documented and Undocumented Mexican Immigrants," Center for Retirement Research at Boston College.
- 2010 Audrey Singer and Jill H. Wilson. "The Impact of the Great Recession on Metropolitan Immigration Trends." Washington, DC: Brookings.
- 2009 Audrey Singer, Jill H. Wilson, and Brooke DeRenzis. "Immigrants, Politics, and Local Response in Suburban Washington." Washington, DC: Brookings.
- 2008 Audrey Singer, Dominic Vitiello, Michael Katz, and David Park. "Recent Immigration to Philadelphia: Regional Change in a Re-Emerging Gateway." Washington, DC: Brookings.
- 2007 William H. Frey, Audrey Singer and David Park. "Resettling New Orleans: The First Full Picture from the Census," Washington DC: The Brookings Institution.
- 2007 Audrey Singer. "Reforming U.S. Immigration Policy: Open New Pathways to Integration," *Opportunity 08 Series*, Washington, DC: The Brookings Institution.
- 2006 Alan Berube, Audrey Singer, Jill H. Wilson, and William H. Frey. "Finding Exurbia: America's Fast-Growing Communities at the Metropolitan Fringe," Washington, DC: The Brookings Institution.

- 2006 Audrey Singer and Jill H. Wilson. "From 'There' to 'Here': Refugee Resettlement in Metropolitan America," Washington, DC: The Brookings Institution.
- 2006 William H. Frey and Audrey Singer. "Katrina and Rita Impacts on Gulf Coast Populations: First Census Findings" Washington, DC: The Brookings Institution.
- 2004 William H. Frey, Jill H. Wilson, Alan Berube, and Audrey Singer. "Tracking Metropolitan America into the 21st Century: A Field Guide to the New Metropolitan and Micropolitan Definitions," Metropolitan Policy Program, The Brookings Institution, Washington, DC.
- 2004 Audrey Singer and Jill H. Wilson. "Polyglot Washington: Language Needs and Abilities in the Nation's Capital," Center on Urban and Metropolitan Policy and The Greater Washington Research Program, the Brookings Institution, Washington.
- 2004 Audrey Singer. "The Rise of New Immigrant Gateways," Center on Urban and Metropolitan Policy, The Brookings Institution, Washington DC.
- 2003 Audrey Singer. "At Home in the Nation's Capital: Immigrant Trends in Metropolitan Washington." Center on Urban and Metropolitan Policy and The Greater Washington Research Program, the Brookings Institution, Washington, DC.
- 2002 Roberto Suro and Audrey Singer. "Latino Growth in Metropolitan America: Changing Patterns, New Locations." Center on Urban and Metropolitan Policy, The Brookings Institution, and the Pew Hispanic Center. Washington DC.
- 2001 Audrey Singer, Samantha Friedman, Ivan Cheung, and Marie Price. "The World in a Zip Code: Greater Washington D.C. as a New Region of Immigration." The Brookings Institution, Washington DC.
- 1996 Shirley J. Smith, Roger Kramer and Audrey Singer. *Effects of the Immigration Reform and Control Act: Characteristics and Labor Market Behavior of the Legalized Population Five Years Following Legalization. Washington DC: U.S. Department of Labor.*

Academic Articles and Book Chapters (*refereed publication)

- 2013 Audrey Singer. "Contemporary Immigrant Gateways in Historical Perspective," *Daedalus*, 142(3): 76-91, Summer.
- 2012 Audrey Singer. "Metropolitan Washington: A New Immigrant Gateway," in Pumar, Enrique, *The Hispanic Presence in the Washington DC Metropolitan Region. Studies of Migrant and Urban Development*, Emerald Press.
- 2008 Marie Price and Audrey Singer. "Edge Gateways: Immigrants, Suburbs, and the Politics of Reception." Pp 137- 170, in Audrey Singer, Susan W. Hardwick, and Caroline B. Brettell (eds.) *Twenty-First Century Gateways: Immigrant Incorporation in Suburban America*. Washington, DC: Brookings Institution Press.
- 2007 Katharine Donato, Nicole Trujillo-Pagan, Carl L. Bankston III and Audrey Singer. "Reconstructing New Orleans After Katrina: The Emergence of an Immigrant Labor Market." Pp. 217-234 in David L. Brunsma, David Overfelt and J. Steven Picou, (eds.) *The Sociology of Katrina: Perspectives on a Modern Catastrophe*, Lanham, MD: Rowman & Littlefield.
- 2005* Samantha Friedman, Audrey Singer, Marie Price and Ivan Cheung. "Race, Immigrants and Residence: A New Racial Geography of Washington, DC." *Geographical Review*, 95 (2):210-230.

- 2004 Audrey Singer. "Welfare Reform and Immigrants: A Policy Review." Pp.21-34 in, Philip Kretsedemas and Ana Aparicio (eds), *Immigrants, Welfare Reform, and the Poverty of Policy*. Westport Ct: Praeger Publishers.
- 2003* Greta Gilbertson and Audrey Singer. "The Emergence of Protective Citizenship in the USA: Naturalization Among Dominican Immigrants in the Post-1996 Welfare Reform Era." *Ethnic and Racial Studies* 26 (1): 25-51, 2003.
- 1998* Audrey Singer and Douglas S. Massey. "The Social Process of Undocumented Border Crossing Among Mexican Migrants to the United States." *International Migration Review*. 32:561-592.
- 1995* Douglas S. Massey and Audrey Singer. "New Estimates of Undocumented Mexican Migration to the United States and the Probability of Apprehension." *Demography* 32:203-213.
- 1995* Marta Tienda and Audrey Singer. "Wage Mobility of Undocumented Workers in the United States." *International Migration Review*. 29:112-138.

Commentary, Op-Eds, Blog Posts, Podcasts

Audrey Singer and Kim Rueben, "[What the research says about immigrants hasn't changed](#)," *Urban Wire*, Urban Institute, March 3, 2017.

Solomon Greene, Audrey Singer, and Tanaya Srini, "[Blocking funds to sanctuary cities could hurt all Americans](#)," *Urban Wire*, Urban Institute, March 3, 2017.

Julia Gelatt and Audrey Singer, "[What President-Elect Trump's promises might mean](#)," *Urban Wire*, Urban Institute, November 21, 2016.

Audrey Singer and Dowell Myers, "[Labor force growth increasingly depends on immigrants and their children](#)," *Urban Wire*, Urban Institute, September 29, 2016.

Hamutal Bernstein, Julia Gelatt and Audrey Singer. "[We, the people](#)" *includes immigrants*, 2016 *Analysis*, Urban Institute, September 2, 2016.

Audrey Singer, "[World Refugee Day: A stark reminder](#)," *Urban Wire*, Urban Institute, June 20, 2016.

Audrey Singer, "[Facing immigrant integration challenges in German and US cities](#)" *Urban Wire*, Urban Institute, May 26, 2016.

Audrey Singer and Nicole Prchal Svajlenka. "[Renewed U.S.-Cuba Talks Spotlight Future Migration Issues](#)." *Up Front/Brookings*, January 23, 2015.

Audrey Singer. "[Who Are the DAPA-Eligible Population](#)?" *The Avenue/Brookings*, December 29, 2014.

Audrey Singer. "[Obama's Act Gives Hope to Four Million Immigrants, but More is Needed](#)," *Globe*

and Mail, November 21, 2014.

Nicole Prchal Svajlenka, Jill H. Wilson and Audrey Singer. "[How Places Can Make the Executive Actions on Immigration Work](#)." *The Avenue/Brookings* November 21, 2014.

Audrey Singer. "[Limits to Estimating the DACA-Eligible Population](#)." *The Avenue/Brookings*, August 6, 2014.

Audrey Singer, Nicole Prchal Svajlenka and Jill H. Wilson. "[A Metropolitan Glimpse at DACA Applicants](#)." *The Avenue/Brookings*, July 17, 2104.

Andrew Wainer and Audrey Singer. "[Immigration Policy: Is Federalism the Answer?](#)" *National Journal*, April 21, 2014.

Nicole Prchal Svajlenka, Jill H. Wilson and Audrey Singer. "[Want to See Action on Immigration Reform? Look at States and Cities](#)," *The Avenue/Brookings* December 20, 2013.

Audrey Singer. "[U.S. Immigrants and Prospects for Immigration Reform](#)," *Brookings Cafeteria Podcast*, September 27, 2013.

Audrey Singer and Jill H. Wilson. "[The 10 Traits of Globally Fluent Metropolitan Areas: Immigration, Opportunity, and Appeal](#)," *The Avenue/Brookings* August 1, 2013.

Jill H. Wilson, Audrey Singer, Nicole Prchal Svajlenka and Neil Ruiz. "[Metros on the Front Lines of Immigration Reform](#)," *Up Front/ Brookings*, January 31, 2013.

Audrey Singer. "[Why the U.S. Needs to Invest in Building and Unlocking Immigrant Skills](#)," *National Journal*, September 20, 2012.

Audrey Singer and Jill H. Wilson. "[Why the Immigration Uproar went Nationwide](#)," *CNN.com*, October 24, 2011.

Audrey Singer. "[Bloomberg's Immigration Policy Poetry](#)" *The Avenue/The New Republic*, May 10, 2011.

Audrey Singer. "[Don't Jump to Conclusions About the Census](#)," *CNN.com*, December 21, 2010.

Audrey Singer. "[What Part of the Future Don't You Understand? Dream Act a Victim of Partisan Debate](#)," *Up Front/Brookings*, December 10, 2010.

Audrey Singer. "[How to Build a Nation of Neighbors](#)," *Up Front/Brookings*, September 24, 2010.

[The Immigration Debate: An Interview with Audrey Singer](#), Next American City Metro Matters Podcast July 15, 2010

Audrey Singer and Jill H. Wilson. "[Why Immigration Reform Matters to Metros](#)" *The Avenue/The New Republic*, July 6, 2010

Audrey Singer. "[Considering Earned Legalization for Immigrants](#)," *The Tennessean*, July 2, 2010.

Audrey Singer. "[Why Arizona?](#)" *Huffington Post*, July 1, 2010

Audrey Singer. "[Cities and the Costs of Comprehensive Immigration Reform](#)," *The Avenue/The New Republic*, June 25, 2010

Audrey Singer and Jose Tessada. "[Could Arizona's Immigration Law Go National?](#)" *Up Front/Brookings*, May 14, 2010

Audrey Singer. "[Census 2010 Can Count on Controversy](#)," *CNN.com*, January 4, 2010.

Anna Paulson and Audrey Singer. "Bringing Legal Immigrants into the Mainstream." *American Banker*, June 23, 2006

Audrey Singer and Gregory Michaelidis "France Must See Immigrant's Future." *The Baltimore Sun*, November 20, 2005, A 29.

Audrey Singer and Katharine Donato. "In Katrina's Wake, Who Will Return?," *The Brookings Institution*, September 27, 2005.

Audrey Singer. "La Nueva Geografia Metropolitana de los Latinos," *Vanguardia Dossier*, Number 13, pp.57-62, October/December 2004.

Audrey Singer. "La Inmigracion: Cambios del Siglo XX y Retos del XXI," *Vanguardia Dossier*, Number 7, pp.82-88, July/September 2003.

Audrey Singer. "Green Card, Green Light for Voting." *The Washington Post*. November 10, 2002, B8.

James Lindsay and Audrey Singer. "Local Police Should Not Do a Federal Job." *The New York Times*. May 8, 2002. A31

Audrey Singer and Gregory Michaelidis. "Don't Dangle U.S. Citizenship." *Christian Science Monitor* December 24, 2001, page 9.

Audrey Singer and Greta Gilbertson. "Blurring the Welcome to Immigrants." *The Washington Post*. Monday, June 7, 1999; Page A19.

Congressional Testimony and White House Keynote

- 2014 Audrey Singer. Invited keynote, “U.S. Immigration Demographics and Immigrant Integration,” White House Convening on Immigrant and Refugee Integration, July 17, 2014.
- 2007 Audrey Singer. Testimony, Hearing on “The Impact of Immigration on States and Localities,” before the Subcommittee on Immigration, Citizenship, Refugees, Border Security, and International Law, House Judiciary Committee, U.S. House of Representatives, Washington, DC, May 17.
- 2005 Audrey Singer. Testimony, Hearing on “Life in the Big City: What is Census Data Telling Us about Urban America? Are Policymakers Really Listening?” before the Subcommittee on Federalism and the Census, House Committee on Government Reform, Washington, DC, May 10.

Book, Edited Volumes, Monographs

- 2010 Metropolitan Policy Program. *State of Metropolitan America: On the Front Lines of Demographic Transformation*. Washington DC: The Brookings Institution.
- 2009 William H. Frey and Audrey Singer. *Demographic Dynamics and Natural Disasters: Learning from Katrina and Rita*. Springer Publishing. Special issue of *Population and Environment*, Vol 31, Nos.1-3.
- 2008 Audrey Singer, Susan W. Hardwick, and Caroline B. Brettell (eds.) *Twenty-First Century Gateways: Immigrant Incorporation in Suburban America*. Washington, DC: Brookings Institution Press.
- 2006 Anna Paulson, Audrey Singer Robin Newberger and Jeremy Smith. *Financial Access for Immigrants: Lessons from Diverse Perspectives*. Chicago and Washington, DC: Chicago Federal Reserve Bank and The Brookings Institution.

Events (Organized and Hosted) *Presentations available upon request

- 2016 Co-Organizer and Moderator, *Immigration and our Economic Future*, Urban Institute, Washington, DC, September 23.
- 2016 Co-Organizer and Moderator, American Institute for Contemporary German Studies Forum and Welcoming America, *Welcoming Cities and the Migration Challenge A Transatlantic Dialogue*, held at the Urban Institute, Washington, DC, May 20.
- 2015 Host and Panelist, *Benchmarking US Immigrant Integration: Utilizing MIPEx for a Comparative Assessment*,” Brookings, May 21.
- 2014 Organizer and Moderator, *Insights from Implementing DACA for Administrative Relief* panel, National Immigrant Integration Conference, Los Angeles, December 17.
- 2013 Organizer, Host and Presenter, *Immigration Reform: What’s Next for Cities and Metros*, Brookings, Washington, DC, July 31.
- 2012 Organizer, Host and Presenter, *Building and Unlocking Immigrant Skills*, Brookings, Washington, DC, September 20.
- 2012 Organizer, Host and Panelist, *The Immigrant Workforce and the Future of U.S. Immigration Policy*, Brookings, Washington, DC, July 31.
- 2012 Symposium Organizer and Moderator, *What does it mean to be American? The Roots of the*

- Immigration Debate*, The Aspen Institute, Society of Fellows, Aspen, July 18-21
- 2010 Organizer and Moderator, *Welcome to Shelbyville: A Film and Discussion about Immigration and Change in a New Destination*, Brookings, Washington, DC, September 15.
- 2010 Organizer and Host, "Southwest Border Partners: U.S. - Mexico Cooperation on Security, Law Enforcement, and Commerce" *A Discussion with Janet Napolitano, U.S. Homeland Security Secretary, and Fernando Gómez-Mont, Mexican Interior Secretary*, Washington DC: The Brookings Institution, May 4.
- 2009 Organizer and Speaker, Brookings Institution Forum. *Immigrants, Politics and Local Response in Suburban Washington*. Washington, DC. February 25.
- 2009 Organizer and Speaker, Co-sponsored Forum by the Brookings Institution and the Philadelphia Foundation. *Recent Immigration to Metropolitan Philadelphia: Change and Response*. Featured Mayor Michael Nutter, the release of a Brookings paper, and a panel discussion of experts. Free Library of Philadelphia, November 13.
- 2007 Organizer and Moderator, Co-sponsored Forum by the Brookings Institution and the Migration Policy Institute on *Immigration Reform: Prospects and Possibilities*, April 26. Featured Rep. Jeff Flake and Rep. Luis V. Gutierrez.
- 2004 Organizer and Speaker, Co-sponsored Forum by the Brookings Institution and the Mayor of the District of Columbia, Office on Latino Affairs, and Office of Asian and Pacific Islander Affairs. *Mayor's Forum on the D.C. Language Access Act*, June 21. Featured Mayor Anthony Williams, the release of a Brookings paper and a panel discussion of practitioners.
- 2004 Organizer and Moderator, Co-sponsored Forum by the Brookings Institution, Active Voice, and POV. *Learning from Farmingville: Promising Practices for Immigrant Workers*, June 9. Featured award winning film, the filmmakers, and a panel of local and national policymakers.
- 2003 Organizer and Moderator, Co-sponsored Forum by the Brookings Institution and the Migration Policy Institute on the *United Nations International Migration Report, 2002*. February 12.
- 2001 Organizer and Speaker, *The World in a Zip Code: Greater Washington D.C. as a New Region of Immigration*. Breakfast Briefing Series, Carnegie Endowment for International Peace, May.
- 2000 Session Organizer and Moderator, "Immigrant Adaptation: The Second Generation." Population Association of America, Los Angeles, March.
- 2000 Session Organizer and Moderator, "Immigrant Adaptation: Social Capital." Population Association of America, Los Angeles, March.
- 1999 Workshop Organizer and Moderator, "New Cities of Immigration" 4th International Metropolis Conference, Washington, DC. December.

Research Awards

- U.S. Department of Health and Human Services, "Redesign of the Annual Survey of Refugees and Setting a US Policy Research Agenda on Refugees and Unaccompanied Children," Co-PI with Robert Santos, 2016-2018 (\$1,025,000)
- Smithsonian Institution, Anacostia Museum, "Gateways/Portales," 2016 (\$25,000)
- John D. & Catherine T. MacArthur Foundation, "DACA in Hindsight: Lessons from Executive Action for Future Immigration Reform," 2015 (\$30,000)
- John D. & Catherine T. MacArthur Foundation, "Learning from DACA for Implementing a Legalization Program," 2014-15 (\$300,000).

- JM Kaplan Fund, "State Options for Stimulating Economic Development through Immigration," 2011 (\$20,000)
- The Philadelphia Foundation, "A Profile of Immigrants in the Philadelphia Metropolitan Area," 2007-8 (\$124,500)
- American Sociological Association, "Employers and Workers in Post-Katrina New Orleans: The Process of Early Immigrant Incorporation," Co-PI with Katharine M. Donato, Carl Bankston III and Nicole Trujillo-Pagan (\$7,000)
- National Science Foundation, "Immigrant Parent Involvement in Schools, Communities and Politics," Co-PI with Katharine M. Donato and Melissa Marschall, 2006-8 (\$300,838) [resigned, 2006]
- Russell Sage Foundation, "Civic Engagement among Immigrant Parents and Prospects for Political Participation," Co-PI with Katharine M. Donato and Melissa Marschall, 2006-7 (\$151,763) [resigned, 2006]
- Government of the District of Columbia, Office of Latino Affairs, "New Settlement Areas among Latinos in the District of Columbia," 2005 (\$35,000)
- Ewing Marion Kauffman Foundation, "Financial Access for Immigrants Conference," 2004 (\$25,000)
- Pew Hispanic Center, "Financial Access for Immigrants Conference," 2004 (\$25,000)
- Community Foundation of the National Capitol Region, "A Profile of Immigrants in the Washington Metropolitan Area," 2002 (\$70,000)
- Open Society Institute–New York, Individual Project Fellowship, "The Social Process of Naturalization Among Latin American Immigrants in New York City," 1998-1999 Co-PI with Greta A. Gilbertson (\$84,061)
- Social Science Research Council, Postdoctoral Research Fellowship, "Citizenship Acquisition and Community Context Among Latin American Immigrants in New York City," 1997-1998 (\$20,000)
- U.S. Department of Labor, Bureau of International Labor Affairs, "Results of the Legalization Follow-up Survey," 1995-6 (\$11,000)
- U.S. Department of Labor, Bureau of International Labor Affairs, "Changes in the Employment and Earnings of the Legalized Population," 1994 (\$9,995)

Shawn Chakrabarti

EDUCATION

Georgetown University, McCourt School of Public Policy

Graduate Certificate in Nonprofit Executive Leadership

Crimsonbridge Scholar

Washington, DC; April 2017

University of the District of Columbia

Graduate Certificate in Adult Education (*4.0 GPA*)

OSSE Scholarship Recipient for Teaching Excellence

DC State Licensure in Adult Education

MA expected after final thesis 2017-2018

Washington, DC; Aug. 2015

American University, School of International Service

Graduate Coursework in International Development, Education

Washington, DC; 2008

Colby College

Ralph J. Bunche Scholar

Philosophy Major, Economics Minor: Significant coursework in Pragmatism, Philosophy of Science, Macroeconomic Theory, International Development

Waterville, ME; 2000 -2005

University of Toronto

Coursework and research in Ancient Greek Thought

Toronto, ON; 2002

Calcutta International School

Received all A's in Advanced GCSE Economics, Accounting, and Geography

Scholar-Athlete graduating class of 2000

Calcutta, India 1996- 2000

EXPERIENCE

The Family Place, Director of Curriculum and Instruction

Washington, DC; Aug. 2013 – present

- Led committee to embark on \$1.3 million charter school expansion.
- Oversaw curriculum design and implementation of new programs including Citizenship and Nutrition.
- Piloted the first ESL-Fine Dining Training course in the District.

Assistant Director of Education

- Continued duties as ESL instructor.
- Redesigned a highly data driven curriculum using new TopsPro software.
- Maintained administrative and student files as hard copies and digitally on LMS.
- Forged research partnerships with local professors from American University and Georgetown.
- Introduced the first ESL-Mathematics course in compliance with WIOA.
- Trained and supervised ESL teachers and classroom aides.

Lead ESL Instructor

- Returned as ESL instructor for beginner and intermediate levels.
- Designed lesson plans and reports in accordance with CASAS and District standards.
- Conducted family literacy events and improved curriculum and retention in family wellness programs.
- Revamped education programs and introduced new technology in the classroom.
- Hired, trained, and managed 12 classroom aides.
- Started new “baby college” initiatives.

Four Seasons Hotels and Resorts

Washington, DC; Sept. 2011 - 2013

Server, Wine educator and trainer

- Exhibited thorough knowledge of award-winning chef, Adam Sobel's menus.
- Standard-bearer for industry best practices in customer service and guest experience.

Egyptian British International School, *Class Teacher*

Cairo, Egypt; Sept. 2010 - Aug. 2011

- Assigned all duties as a Year 6 Lead Classroom Teacher.
- Senior Literacy and Science Teacher preparing all students for British Key Stage 2 Exams.
- Organized Literacy and Science support periods almost daily.

The Family Place, *ESL Coordinator*

Washington, DC; Jan. 2010 – June 2010

- Taught ESL at beginner and advanced levels.
- Provided administrative and organizational support to directors.
- Designed lesson plans and reports in accordance with CASAS and District standards.
- Coordinated activities with Early Childhood Educators to promote Family Literacy.

TLS Language School, *English Teacher*

Bangkok, Thailand; July 2009 – Jan. 2010

- Assigned to create and implement English Language Curriculum for Thai students.
- Helped students navigate and prepare for American exams, TOEFL and SAT's.
- Reported all progress and findings to TLS and Thai Government.

Emerson High School, *Subject Teacher*

Washington, DC; 2008

- Designed and implemented English and Algebra curriculum for youth 14-18.
- Responsible for and prepared regular progress reports for school principal and parents.
- Advised and reviewed senior student applications for US college admissions.

Pine Island Summer Camp, *Residential Camp Counselor*

Brunswick, ME; 2002 -2006

- Counselor directly responsible for youth 9 to 16 years over a 7-week period.
- Designed woodshop curriculum and implemented in classroom setting.
- Monitored student behavior and skill progress while reporting to director and parents; on request continued my work during the off-season.

Harold Washington Community College, *College ESL Tutor*

Chicago, IL; 2001- 2002

- Helped prepare non-native English speakers for college entrance exams, both written and oral.
- Tutored students for SAT verbal and math sections for university applications.
- Conducted content specific 'one-on-one' sessions for remedial students of English.

RELEVANT SKILLS

Language: TEFL Certified, Native English and Bengali speaker, comprehension in Hindi, Classroom Spanish.

Medical: Wilderness EMT training; Certified First Responder in Life Support Skills and Anaphylaxis; CPR.

Technology: Proficient in Microsoft Office programs including Excel; Adobe Photoshop, LACES LMS, Micros Management Tools. Current in latest technology and applications for the classroom.

Trainings and Certifications: USCIS Citizenship Implementation Training 2013, 2015; National Center for Families Learning Toyota Partner Delegate, Detroit 2016, Certified Sommelier by Court of Master Sommelier 2013; Sexual Abuse Prevention Certified by Safe Shores

Teacher 1 License from OSSE, District of Columbia

To:

DC Public Charter School Board

3333 14th St NW #210

Washington, DC 20010

Dear Dr. Woodruff and esteemed members of DCPCSB,

It is with great pleasure and enthusiasm that I submit the application for The Family Place Public Charter School (TFPPCS) for your approval. I have taught in a few countries and in many educational models – The Family Place's (TFP) 2Gen approach has by far been the most rewarding. I applaud the willingness of your board in allowing creative and successful educational approaches to become a reality for the nation's capital.

I spend my days at TFP facilitating amazing adult learners practicing English and navigating careers. TFP's long history of service and success in the community ground this application – I am honoured to be a part of it. As a charter school we will be able to reach even more District residents and provide a wider range of services to those in the greatest need.

I look forward to working with you all in the years ahead.

Sincerely,

Shawn Chakrabarti

Director of Curriculum and Instruction TFP

Founding Member of TFPPCS

Oralia Puente, Ed.D.



PROFESSIONAL HISTORY: Forty years of demonstrated experience in management and training with projects/organizations in the United States, ten of the years in developing countries. The areas of work have been in early childhood education, adult education, health, family and staff training, in global education diplomacy, and mentoring and leadership development.

PROFESSIONAL EXPERIENCE: Consultant/Reviewer. National Head Start Association Quality Initiative Reviewer. Family Workers portfolios reviewer for Social Service Certification. 2013 –current.

Association of Early Childhood International (ACEI) in as an Evaluator/Book Reviewer/Country Liaison (Mexico) and ACEI member. 2011-and currently.

The Family Place (TFP). Revised Employee Manual; Developed/revised governance policies, trained staff on sexual abuse policy and interview new staff and new board members. Developed plan for evaluated Executive Director and evaluated Executive Director. Advisory Committee for “Hippy Project”. Civic and Board work. Board Member past Chair person, and volunteer. 2006-2016.

FULL-TIME POSITIONS: Training/Technical Assistance Family/ Community Partnership Specialist. Trained, supported/provided technical assistance to 27 Migrant/ Seasonal Head Start Grantees staff of family service workers and Head Start center staff in 48 states at the United States for The Academy for Educational Development (AED). August, 2005- February, 2011.

Senior Project Associate, Early Childhood/ Family Education. Assisted public school early childhood specialists in 50 states at The Council of Chief State School Officers (CCSSO). March 2002-June, 2004.

Quality Assurance Specialist. Managed/taught (Head Start Academy) in quality assurance for National Head Start Association (NHSA) staff across the United States. February, 2001-November 2001.

Program Assessment Specialist. Monitored/trained in 22 Migrant/Seasonal Head Start delegates on the East Coast, serving 8000 migrant/seasonal Head Start children and their families for East Coast Migrant Head Start Project (ECMHSP) 1997-2001.

Training Manager. Managed six projects in employee training/development, tuition assistance

program, Employee Assistance (EAP), coordinated work life seminars, career counseling, and planned, designed and produced an employee assistance newsletter for The American Federation of State, County and Municipal Employees (AFSCME). January 1994-March, 1995.

Program Development Specialist. Managed seven projects in teacher education programs on licensure, certification, and standard issues; prepared a recruitment and retention directory, and a monthly newsletter; coordinated a conference on teacher education in restructured schools and lead the preparation of the final report for The National Education Association (NEA). May, 1989-July, 1990.

Assistant Project Coordinator/Trainer. Co-managed, oriented, coached, trained 30 United States education specialists from various educational levels. Conducted training in the Whole Language approach with over 500 Indonesian teachers in Bahasa Indonesian in the country/Island of Indonesia for The State of New York Technical Assistance Program at SUNY, funded by the World Bank. August, 1986-July 1988.

CIVIC WORK:

The Family Place, Literacy Teacher Volunteer, Advisory Committee 2016-
Council of Recognition, CDA Cut-Score Panel, July, 2014.

United Planning Organization, OEL School Readiness/DCHSA – Advisory Board Member -
2024-Present

DC Commission on Woman and Girls Conference, October, 2014

Mundo Verde Bilingual Public Charter School and Septima Clark Public Charter School
founder

EDUCATION:

Ed.D. 1983. Early Education/Ethnography. Harvard Graduate School of Education. Cambridge, MA.

Ed.M. 1972. Education. Harvard Graduate School of Education. Cambridge, MA.

BA. 1970. Sociology/Early Childhood Education. University of California Fresno.

AS. 1968. Pediatric Nursing. Fresno City College, Fresno, California.

SKILLS: Internet savvy; proficient in Windows, Microsoft Word, Word Perfect, PowerPoint. Public speaking and presentation skills.

LANGUAGES: Speak/write in Spanish and English, speak Bahasa Indonesian and Malay.

HONORS: Harvard Fellowship. 1972-1975. Harvard University. Cambridge, MA.

Fulbright Scholarship. 1976. Harvard University in Colombia, South America.

Radcliffe Grant. 1977. Radcliffe College, Cambridge, MA.

The National Council of LaRaza Grant. 1983.

Honoree, “100 Stars for 100 Years. Fresno City College, 2010.
Commencement Speaker, Fresno City College, May 18, 2012.
Distinguished Alumna, Fresno City College, 2012.

SELECTED PUBLICATIONS:

A Gender Analysis of the Achievement of Boys and Girls in the Jamaican Educational System. 2009.
Niños Seguros y Sanos. Safety Curriculum. Pdf Spring 2011. <http://www.psr.org/assets/pdfs/>:

Jornadas/Journeys of Hope and Courage, Mental Health Wellness Curriculum (unpublished). AED.
2011. *LaLa’s Adventure*, children migrant story in Spanish and English. Houghton-Mifflin. 1977.

CITIZENSHIP: United States

REFERENCES: Upon request

SECTION F: ADDITIONAL REQUIRED DOCUMENTS

THE FAMILY PLACE, PUBLIC CHARTER SCHOOL

(a non-profit corporation)

ARTICLES OF INCORPORATION (DRAFT)

THE UNDERSIGNED, acting as incorporators of a corporation under the District of Columbia Nonprofit Corporation Act of 2010, adopt the following Articles of Incorporation:

FIRST: The name of the corporation (which is hereinafter called the "Corporation") is:

"The Family Place, Public Charter School"

SECOND: The duration of the Corporation is perpetual; however, the Corporation shall dissolve if the Corporation's charter to operate a public charter school has been revoked, has not been renewed, or has been voluntarily relinquished.

THIRD: The Corporation is formed to further and promote exclusively charitable purposes. As required by the District of Columbia's School Reform Act of 1995, the sole purpose of the Corporation is the operation of a public charter school. The Corporation is not organized for the private gain of any person. In furtherance of its exclusively charitable purposes, the Corporation shall have all the general powers enumerated in Section 29-403.02 of the District of Columbia's Nonprofit Corporation Act of 2010 and Section 38-1802.04 (b) of the District of Columbia's School Reform Act of 1995, both as now in effect or as either may hereafter be amended, together with the power to solicit grants and contributions for such purposes. However, as used in this section, "charitable purposes" shall be limited to and shall include any purpose within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended and regulations promulgated thereunder (the "Code").

FOURTH: The present address of the principal office of the Corporation is: 3309 16th Street, NW, Washington D.C., 20010

FIFTH: The Corporation shall have no members.

SIXTH: The name and address of the current registered agent in the District of Columbia is: National Registered Agents, Inc., 1015 15th Street, NW, Suite 1000, Washington, D.C., 20005.

SEVENTH: The Corporation is not authorized to issue capital stock.

EIGHTH: The governance and direction of the Corporation shall be vested in a Board of Directors, which shall bear responsibility for and shall oversee all the activities of the Corporation. The number of Directors of the Corporation shall be not less than five nor more than 15 individuals (excluding any *ex officio*, advisory and honorary directors), which number may be increased or decreased pursuant to the Bylaws of the Corporation, but shall never be less than the greater of five or the minimum number specified by the applicable laws of the District of Columbia now or hereafter in force. The Directors shall meet the requirements specified in the Bylaws and be elected in the manner provided in the Bylaws.

NINTH: The following provisions are hereby adopted for defining, adopting, limiting and regulating the powers of the Corporation and of the Directors.

(1) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not have any purposes and shall not carry on any other activities (otherwise than as an insubstantial part of its activities) not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501 (c)(3) of the Code or (b) by a corporation to which contributions are deductible under Sections 170(c)(2), 55and 2055(a)(2) and 2522(a)(2) of the Code.

(2) Upon dissolution of the Corporation, the Board of Directors shall pay or make provision for the payment of all of the liabilities of the Corporation, and return, transfer or convey all assets that are held by the Corporation upon condition requiring return, transfer or conveyance upon dissolution of the Corporation. All remaining assets will be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

(3) The Corporation shall, to the fullest extent now or hereafter permitted by law, and only to the extent that the Corporation's status as exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code is not affected thereby, indemnify any director, officer or employee of the Corporation, any person serving as a member of a committee of the Board of Directors, or any person who may have served at the written request of the Corporation as a director, officer, trustee or employee of (i) any employee benefits plans of the Corporation, (ii) any other organization exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code, and (iii) any subsidiary of the Corporation, whether for profit or not for profit, against liability, including but not limited to judgments, fines, amounts paid in settlement, reasonable attorneys' fees and related expenses, incurred in the performance of such duties or service or incurred while acting in such capacity or arising out of such person's status as such, provided that such person acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interests of the Corporation, as determined by the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe that such conduct was unlawful or fraudulent. The Corporation shall also indemnify directors and officers as required by applicable law. The Corporation shall have the right to select attorneys and to approve any settlements or legal expenses incurred in connection with any suit, action or proceeding to which this indemnification applies. The foregoing indemnification is subject to the terms and conditions set forth in the Bylaws of the Corporation (as amended from time to time).

(4) To the fullest extent permitted by the District of Columbia statutory or decisional law, as amended or interpreted, no Director or officer of this Corporation shall be personally liable to the Corporation for money damages; provided, however, that the foregoing

limitation of Director and officer liability shall only be to the extent permitted of organizations that are exempt from federal income tax under Section 501(c)(3) of the Code and to which contributions are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code. The private property of the incorporators, Directors and officers of the Corporation shall not be subject to the payment of the Corporation's debts to any extent whatsoever. No amendment of the articles of incorporation or repeal of any of its provisions shall limit or eliminate the benefits provided to Directors and officers under this provision with respect to any act or omission that occurred prior to such amendment or repeal.

(5) The Corporation shall maintain insurance coverage that satisfies all requirements of the District of Columbia statutory or decisional law for Directors of a corporation that is exempt from federal income tax under Section 501(c)(3) of the Code so that the Corporation's Directors are not personally liable, to the full extent permitted by applicable law, for damages that are the result of the acts or omissions of the Corporation's Directors in providing services or performing duties on behalf of the Corporation. Nevertheless, unless the Director is entitled to indemnification under this Article and the Bylaws of the Corporation, a Director shall be liable for damages in any suit in which it is found that the Director did not have immunity under applicable law, to the extent that the judgment for damages is not covered by the Corporation's insurance coverage.

(6) The Corporation reserves the right from time to time to make any amendments to its charter that may now or hereafter be authorized by law.

The enumeration and definition of particular powers of the Board of Directors included in the foregoing shall in no way be limited or restricted by reference to or inference from the terms of any other clause of this or any other Article of the charter of the Corporation, or construed as or deemed by inference or otherwise in any manner to exclude or limit any powers conferred upon the Board of Directors under any applicable laws of the District of Columbia now or hereafter in force, except to the extent that the laws of the District of Columbia permit activities that are not permitted under federal law for any organization that is exempt from federal income tax under Section

501(c)(3) of the Code and to which contributions are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code.

TENTH: The name and street address of each incorporator of the Corporation are:

Lawrence D. Garr, Chair, The Family Place
3309 16th Street, NW
Washington, DC 20010

XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX, etc.

_____Date:
Lawrence D. Garr, Incorporator

DRAFT BYLAWS
OF
THE FAMILY PLACE, PUBLIC CHARTER SCHOOL
_____2017

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BYLAWS
OF
THE FAMILY PLACE, PUBLIC CHARTER SCHOOL
_____ 2017

Section 1: General Provisions

1.1 Certificate of Incorporation

These bylaws have been adopted pursuant to authority evidenced by the District of Columbia Articles of Incorporation, dated _____. In the event of any inconsistency between the Articles of Incorporation and these Bylaws, the Articles of Incorporation shall be controlling. All references in these Bylaws to the Articles of Incorporation shall mean the Articles of Incorporation as from time to time amended or amended and restated. These Bylaws are adopted pursuant to the Nonprofit Corporation Act of 2010 of the District of Columbia (District of Columbia Code Section 29-401.01 et. seq.) and the District of Columbia's School Reform Act of 1995 (District of Columbia Code Section 38-1800.01 et. seq.), both as now in effect or as either may hereafter be amended.

1.2 Name

The registered name of this corporation is The Family Place, Public Charter School (the "Corporation"). The Corporation is authorized to do business under the name "The Family Place, PCS" and/or such other names as the Board of Directors shall approve.

1.3 Purposes

The Corporation is formed to further and promote exclusively charitable purposes. As required by the District of Columbia's School Reform Act of 1995, the sole purpose of the Corporation is the operation of a public charter school. The Corporation shall be operated in a manner consistent with the charter granted to the Corporation by the District of Columbia Public Charter School Board.

The Corporation is not organized for profit, and shall not pay dividends or make distributions of any part of its assets, income or profits to its members, Directors, delegates, members of a designated body or officers. No substantial part of the activities of the Corporation shall be devoted to influencing legislation, nor to participating in any political campaign on behalf of or in opposition to any candidate for public office.

1.4 Fiscal Year

The Corporation's fiscal year shall be July 1 through June 30, or such other period as shall be approved by the Board of Directors.

1.5 Offices

The principal office of the Corporation for the transaction of its business shall initially be located at 3309 16th Street, NW, Washington, D.C. 20010. The Board of Directors may change the principal office from one location to another within the District of Columbia. The Corporation may also have offices at such other places, within or outside the District of Columbia, where it is qualified to do business, as its business may require and as the Board of Directors may from time to time designate.

1.6 Members

The Corporation shall have no members.

Section 2: Board of Directors

2.1 Powers

The governance and direction of the Corporation shall be vested in a board of Directors, which shall bear responsibility for and shall oversee all the activities of the Corporation (the "Board of Directors" or the "Board"). The Board of Directors shall exercise the powers of the Corporation, control its property, and conduct its affairs, except as otherwise provided by law. The Board shall take active responsibility for the sound and adequate financing of the Corporation's programs and shall pursue fundraising on an ongoing basis, with the objective of raising operating and capital funds through the solicitation of cash and in-kind gifts and grants. The Board of Directors shall have exclusive power to cause the Corporation:

- To purchase or sell real property;
- To pledge, assign, or create liens on or security interests in the real or personal property of the Corporation;
- To establish or modify investment policies;
- To determine the overall policy of the Corporation;
- To appoint and remove the President or Executive Director of the Corporation;
- To establish Benefits Plan(s) for employees of the Corporation;
- To approve an annual budget for the Corporation; and
- To delegate, from time to time, powers to the President or Executive Director in accordance with these Bylaws.

In the event of an emergency, the Board of Directors shall be authorized to exercise emergency powers pursuant to Section 29-403.03 of the Nonprofit Corporation Act of 2010 of the District of Columbia.

2.2 Number of Directors and Categories

The Board of Directors shall consist of nine individuals in the following four categories:

Category	Number	Summary of Key Qualification for Appointment or Manner of Appointment
Appointed Directors	3	Appointed by Board of The Family Place, Inc.
Student Directors	2	Students attending the charter school operated by the Corporation at the time of their election
Elected Directors	4	Selected by the Board of the Corporation

A majority of the Directors shall be residents of the District of Columbia.

The Corporation may have additional *ex officio*, advisory and honorary Directors that shall not be counted toward the nine Directors.

The Principal and Executive Director shall serve as an *ex officio* member of the Board with the right to attend and participate in all meetings.

Any past Chair of the Board is eligible to serve as an *ex officio* member of the Board, with rights to attend and participate in Board meetings, for up to three years following the expiration of his/her term as Board Chair, but s/he shall not be counted toward a quorum and shall not have the power to vote. Upon the

expiration of any such past Board Chair's *ex officio* membership on the Board, such individual shall become a lifetime Honorary Director of the Corporation.

2.3 Terms of Office

Appointed Directors and Elected Directors shall be elected to terms of up to three years with each such term expiring at an Annual Meeting of the Board. Student Directors shall be elected to terms of up to one year with each such term expiring at the earlier of the next Annual Meeting of the Board or the next meeting of the Board after s/he is no longer a student enrolled in the charter school operated by the Corporation. Terms of the Appointed Directors and Elected Directors shall be staggered such that the terms of approximately one-third of those Directors will expire each year. No Appointed Director or Elected Director may be elected to a term that would result in more than nine years and four months of continuous service on the Board except that Directors elected to the initial Board may serve for up to two additional years to facilitate the initial staggering of the terms of the Directors. "Continuous service" shall mean service not interrupted by a break of more than one year. No Student Director shall be elected to a term that would result in more than three years of service on the Board.

2.4 Appointment and Election of Directors

Directors shall be appointed in accordance with the procedures for their categories:

- The Appointed Directors shall be appointed by the Board of Directors of The Family Place, Inc.
- The Student Directors shall be selected as determined by the Board of Directors of the Corporation.
- The Elected Directors shall be elected by the Board of Directors of the Corporation at the Annual Meeting of such Board of Directors, but they may be elected at any Board meeting to fill vacancies occurring between such Annual Meetings. The candidates, up to the number of Directors to be elected, receiving the highest number of votes shall be elected.

The Board of Directors may from time to time appoint to the position of advisory or honorary Director such individuals as it may designate for terms of up to one year. Such Directors may, pursuant to a resolution of the Board, have the right to attend meetings, but they shall not be counted toward a quorum and shall not have the power to vote. The Board, having elected or appointed any such Director to the Board, shall also have the power to remove any such Director.

2.5 Resignation and Removal

A Director may resign by delivering to the Chair or Vice Chair written notice of his/her resignation. Such resignation shall be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof shall not be necessary to make it effective unless it so states. If the Board of Directors accepts the resignation of a Student Director or Elected Director intended to take effect at a future time, the Board shall have the power to elect a successor to take office when the resignation shall become effective.

If any Director shall fail to attend two consecutive meetings of the Board without excuse and, after having been notified by the Secretary of such failure to attend, shall be absent at the next regular meeting without an excuse for said absence acceptable to the Board, such Director shall be deemed to have resigned unless the Board chooses to exercise its discretion to excuse such absence.

Any Director may be removed with or without cause only in a meeting of the Board of Directors, with written notice (pursuant to Section 3.4) of the purpose of the meeting, by a majority vote of the Directors then holding office.

2.6 Vacancies

Vacancies of Student Directors and Elected Directors, whether occurring by reason of removal of a Director or otherwise may be filled by a majority of the remaining Directors or by a sole remaining Director, and each Director so elected shall hold office until his or her successor is elected and qualifies. Vacancies of Appointed Directors shall be filled by individuals appointed by the Board of The Family Place, Inc. In the event that the Board of The Family Place, Inc., has failed to appoint one or more Appointed Directors to fill one or more vacancies on the Board of the Corporation for two consecutive meetings of the Board of the Corporation, the vacancies may be filled by a majority of the remaining Directors of the Corporation or by a sole remaining Director of the Corporation, and each Director so elected shall hold office unless and until such Director is replaced by a Director appointed by the Board of The Family Place, Inc.

A vacancy or vacancies shall be deemed to exist in case of the death, resignation, or removal of any Director, if a Director has been declared of unsound mind by an order of a court of competent jurisdiction or has been convicted of a felony, or if the number of Directors is less than the authorized number of Directors. No reduction of the number of Directors shall have the effect of removing any Director prior to the expiration of his or her term of office.

Section 3: Meetings of Board of Directors

3.1 Regular, Special, and Annual Meetings

Regular meetings of the Board may be held at such times and places as the Board may determine, but at least four times each year. At least one of the regular meetings of the Board each year shall be open to the public and shall be advertised by the Board within the community, in such manner as the Board shall determine. Special meetings may be called by the Chair at any time. Special meetings shall also be called by the Secretary or his/her designee upon written request of one-third of the Directors then in office who specify in their request the business for which they desire the meeting to be called.

The Board shall designate a regular or special meeting of the Board each year to be the Annual Meeting. The Annual Meeting shall be held during the last 120 days of each fiscal year to elect Directors and conduct such other business as may come before the Board.

Unless otherwise required or provided by law, the Articles of Incorporation, or these Bylaws, all actions of the Board -- with the exception of amendments to the Articles of Incorporation or to these Bylaws -- shall be approved by a majority affirmative vote of the Directors present and voting, provided that a quorum of the Board of Directors is in attendance or voting by duly executed and submitted proxy.

3.2 Meetings Using Communications Equipment

The Board of Directors may participate in a meeting of the Board by means of a conference telephone, videoconference, or any other means of communication by which all Directors participating may simultaneously hear one another during the meeting, and participation by such means shall constitute presence in person at a meeting.

3.3 Quorum

The presence in person or by proxy of a majority of the Board of Directors then in office shall constitute a quorum, but if only a lesser number is present, such lesser number may, without further notice, adjourn a meeting to any later time. At a meeting where a quorum has been present, the departure of Directors from the meeting shall not deprive the meeting of a quorum so long as a sufficient number of such departing Directors provide proxies to allow the quorum to be maintained.

3.4 Notice of Meetings

A notice stating the time and place of the meeting (regular, special, or Annual) shall be sent to each Director, not less than five and not more than 15 days prior to the date of the meeting. Such notice may be by mail, e-mail, or fax and shall be sent to the Director's usual business address or home address.

A notice or waiver of notice need not specify the purpose of any meeting unless such purpose is:

- i. the amendment or repeal of, or of any provision of, the Articles of Incorporation or these Bylaws; or
- ii. the removal of a Director.

3.5 Waiver of Notice

Whenever notice is required to be given to any Director or member of a committee under the provisions of the Articles of Incorporation or these Bylaws, a waiver thereof in writing or electronically by any such Director or member of a committee, whether before or after any time stated therein, shall be equivalent to the giving of such notice. Such waiver need not specify the purpose or purposes of the meeting. A Director's attendance at or participation in a meeting shall waive any required notice to the Director of the meeting, unless the Director at the beginning of the meeting, or promptly upon arrival, objects to holding the meeting or transacting at the meeting and does not thereafter vote for or assent to action taken at the meeting.

3.6 Action without Meeting

Subject to the provisions of applicable law, any action required or permitted to be taken by the Board of Directors or any committee under any provision of law, the Articles of Incorporation, or these Bylaws may be taken without a meeting if all members of the Board or such committee, as the case may be, shall individually or collectively consent in writing or electronically to such action. Such consent or consents shall be filed with the minutes of the proceedings of the Board or such committee. Such action by written or electronic consent shall have the same force and effect as the unanimous vote of such Directors. Any certificate or other document filed under any provision of law that relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Directors or the committee, as the case may be, without a meeting and that the Articles of Incorporation and these Bylaws authorize the Directors to so act, and such statement shall be *prima facie* evidence of such authority.

3.7 Validation of Meetings Defectively Called or Noticed

The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as defined herein, is present and provided that either before or after the meeting each of the Directors not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 4: Committees

4.1 Executive Committee

The Board of Directors, by a majority vote of its members, may designate two or more of the Directors as an Executive Committee. Unless otherwise determined by resolution of the Board, such Committee shall have the powers and authority of the Board in the management of the business and affairs of the Corporation, except the power to: amend, alter, restate, or repeal the Articles of Incorporation or these Bylaws; elect, appoint, or remove any member of the Board or of any committee of the board or any officer of the Corporation elected or appointed by the Board; adopt a plan of merger or adopt a plan of consolidation with another corporation; authorize the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; authorize distributions; authorize the voluntary dissolution of the Corporation; or amend, alter, or repeal any resolution of the Board of Directors.

The designation and appointment of any such Committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon the Board or an individual Director by law, by the Articles of Incorporation, or by these Bylaws. By a majority vote of its members, the Board may at any time modify or revoke any or all of the authority of the Executive Committee, increase or decrease (but not below two) the number of its members, and fill vacancies therein from the members of the Board. The Executive Committee shall establish rules and regulations for its meetings and meet at such times as it deems necessary, provided that reasonable notice of all such meetings shall be given to its members, and no act of the Committee shall be valid unless approved by the vote or written consent of a majority of its members. The Committee shall keep regular minutes of its proceedings and report the same to the Board from time to time as the Board may require.

4.2 Other Committees

The Board of Directors, by a majority vote of its members, may create other committees, including a Finance Committee, an Audit Committee and a Governance Committee, not having or exercising the authority of the Board in the management of the Corporation, and may designate two or more of the Directors as members of any such committee. Any committee member may be removed with or without cause only in a meeting of the Board of Directors, with written notice (pursuant to Section 3.4) of the purpose of the meeting, by a majority vote of the Directors then holding office. Each such committee shall pursue such purposes and have such powers as the Board of Directors shall designate, provided that no such committee shall have any greater powers than those permitted to be exercised by the Executive Committee.

4.3 Terms of Office

Each member of a committee shall continue as such until the next Annual Meeting of the Board of Directors and until a successor is appointed, unless the committee is sooner terminated, unless such member be removed from such committee, or unless such member ceases to qualify as a member thereof.

4.4 Committee Chair

One member of each committee shall be appointed chair of the committee by the Board of Directors.

4.5 Vacancies

Vacancies in the membership of any committee may be filled in the same manner as provided in the case of the original appointments.

4.6 Quorum

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which quorum is present shall be the act of the committee.

4.7 Rules

Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

4.8 Attendance by Officers and Principal & Executive Director

The Chair, any Vice Chair, and Principal & Executive Director shall be entitled to attend and participate in meetings of committees, except that the Principal & Executive Director shall not attend any portion of any meeting during which s/he is being reviewed. Unless also a member of such committee, no such officer shall be entitled to vote at such committee meeting.

4.9 Boards of Advisors

The Board of Directors may designate certain persons or groups of persons as advisors of the Corporation or such other title as the Board deems appropriate. Such persons shall serve in an honorary or advisory capacity for such purposes as the Board shall designate, and, except as the Board shall otherwise designate, shall in such capacity have no right to notice of or vote in any meeting, shall not be considered for purposes of a quorum, and shall have no other rights or responsibilities.

Section 5: Officers

5.1 Number and Qualifications

The officers shall consist of Chair, one or more Vice Chairs, Principal & Executive Director, Secretary, Treasurer, and such other officers as the Board may from time to time deem necessary and convenient. The Corporation may also have, at the discretion of the Board, one or more Senior Vice Presidents, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed in accordance with Section 5.2. One person may hold two or more offices, except those of Chair, Principal & Executive Director, Treasurer and Secretary.

5.2 Election and Tenure

All officers of the Corporation shall be elected by a majority vote of the Board, ordinarily at each Annual Meeting but, as appropriate in the Board's discretion, at any meeting of the Board. Each such officer shall hold office until s/he resigns or is removed or is otherwise disqualified to serve, or until his/her successor shall be elected and qualified, whichever occurs first. All officers shall at all times carry out their duties under the direction and the control of the Board of Directors.

5.3 Resignation and Removal

Any officer may resign at any time by giving written notice to the Board of Directors or to the Chair or Secretary of the Corporation or, in the case of an officer who is also an employee of the Corporation, to the Principal & Executive Director. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Any officer may be removed with or without cause by a majority vote of the Directors then holding office. Any such officer may be removed for cause only after notice to that officer and an opportunity to be heard by the Board. An officer who is also an employee of the Corporation, other than the Principal & Executive Director, may also be removed with or without cause by the Chair.

5.4 Chair and Vice Chair(s)

The Chair shall, subject to the control of the Board of Directors, generally supervise and control the affairs of the Corporation. S/he shall perform all duties incident to his/her office and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, s/he shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors. The Chair shall also call and preside at all meetings of the Board of Directors and perform such other tasks as are directed by the Board.

The Vice Chair (or, in the event there is more than one, the Vice Chair having served longest on the Board) shall perform the duties of the Chair in the absence of the Chair and shall perform such other duties as are assigned by the Chair or by the Board.

5.5 Principal & Executive Director

Selection & Evaluation

The Principal & Executive Director shall be appointed by and serve at the pleasure of the Board of Directors and shall receive such compensation as the Board may direct. The Board of Directors shall conduct an annual review and evaluation of the Principal & Executive Director.

Duties

The Principal & Executive Director shall carry out the policies established by the Board of Directors and shall be directly responsible to the Board and the Chair. The Principal & Executive Director shall, within the budget adopted by and under the general direction of the Board, be the administrator and the programmatic leader of the Corporation, with responsibility for coordination of the programmatic and administrative operation of the Corporation and subsidiary activities, if any, sponsored by the Corporation. The Principal & Executive Director shall have general supervision of the business and affairs of the Corporation and shall perform all duties usually performed by the president of a corporation and such other duties as are from time to time assigned by the Board of Directors, including, without limitation:

- General management of the programmatic and administrative operations of the Corporation.
- Prescribing and directing the standards and the assessment of employee performance.
- Preparing an annual budget for submission to the Treasurer and the Board.
- Employing, evaluating, and discharging staff personnel and prescribing their duties and terms of employment.
- Developing and maintaining personnel policies and practices for the Corporation.
- Conducting annual reviews of all management and staff personnel who report directly to the Principal & Executive Director.
- Carrying out the policies of the Corporation and other decisions of the Board of Directors as it may adopt from time to time.
- Anticipating the needs of the Corporation and the community, both short and long term, and interpret those needs and changes for the Board.
- Reporting at each regular meeting of the Board of Directors on the activities and financial condition of the Corporation.

5.6 Secretary

The Secretary shall:

- Certify and keep at the principal office of the Corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.
- Record and maintain records of all proceedings of Board meetings in a book or a series of books.
- Attest to all documents of the Board.
- Be custodian of the corporate seal and the record books, papers and documents (except financial records) of the Board.
- Make copies of any records available to any Director upon request.
- Provide copies of the minutes of the previous meeting of the Board and the notice and agenda of the following meeting to each Director before the beginning of each such following meeting.
- See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.
- In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him/her from time to time by the Chair or the Board of Directors.

5.7 Treasurer

The Treasurer shall:

- Have general oversight of the financial affairs of the Corporation.
- Cause to be kept full accounts of receipts and disbursements in books belonging to the Corporation and deposit all monies in the name and to the credit of the Corporation in such depository as shall be authorized by the Board.
- Render to any Director such reports and statements of the transactions and accounts as they may request.
- Borrow money for the purpose of meeting Corporation expenses, give a note or notes therefor, and pledge such securities as may be necessary to secure any such note, when authorized by resolution of the Board of Directors.
- Chair any Finance Committee established by the Board.
- Prepare, or cause to be prepared, and certify any necessary financial statements.
- Pro-actively report to and seek the review, oversight, and advice of the Corporation's auditors.
- Ensure that the Corporation adheres to the financial policies and procedures adopted by the Corporation.
- Render to the Chair and Directors, whenever s/he or they may request, an account of any or all of his/her transactions as Treasurer and of the financial condition of the Corporation.
- In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him/her from time to time by the Board of Directors.

5.8 Vacancies

Any vacancy caused by death, resignation, removal, disqualification, or otherwise, of the Chair shall be filled by the Board of Directors for the unexpired portion of the term. Any vacancy caused by death, resignation, removal, disqualification, or otherwise, of any other officer shall be filled by the Chair for the unexpired portion of the term.

Section 6: Compensation and Personal Liability

6.1 Compensation

No Director or officer shall receive any compensation for services rendered as a Director or officer. Notwithstanding the foregoing, any Director or officer may receive reasonable compensation for services rendered as an employee or contractor of the Corporation and any Director or officer may, if authorized by the Board of Directors, be reimbursed for necessary expenses including travel expenses, reasonably incurred and specifically documented by the Director or officer in the performance of duties as a Director or officer.

6.2 Personal Liability

The members of the Board of Directors and the officers of the Corporation shall not be personally liable for any debt, liability, or obligation of the Corporation. Any and all persons or entities extending credit to, contracting with, or having any claims against the Corporation may look only to the funds and property of the Corporation for the payment of any such contract or claim or for the payment of any debt, damages, judgment or decree, or any money that may otherwise become due or payable to it or them from the Corporation.

Section 7: Miscellaneous Provisions

7.1 Execution of Instruments

All contracts, deeds, leases, bonds, notes, checks, drafts, and other instruments authorized to be executed by an officer of the Corporation on its behalf shall be signed by one or both of the Principal & Executive Director or the Treasurer except as the Board may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the Corporation by two of the Corporation's officers from among the Chair, Vice Chair and Principal & Executive Director, shall be binding on the Corporation in favor of a purchaser or other person relying in good faith on such instrument.

7.2 Corporate Records and Corporate Seal

The records of all meetings of Directors, the names and addresses of the Directors and officers of the Corporation, and the originals or attested copies of the Articles of Incorporation and the Bylaws shall be kept in the District of Columbia at the principal office of the Corporation.

The Board of Directors may adopt, use, and alter a corporate seal. Such seal shall be affixed to all corporate instruments, but failure to affix it shall not affect the validity of any such instrument.

7.3 Guarantees and Suretyships

The Corporation shall make no contracts of guarantee and suretyship.

7.4 Gifts

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation, so long as such acceptance does not jeopardize the Corporation's tax-exempt status or violate any provision of applicable law.

7.5 Non-Discrimination

This Corporation declares that no candidate for employment shall be discriminated against because of sex, gender identity or expression, sexual orientation, age, race, color, creed, national origin, cultural heritage, religion, political affiliation, matriculation, marital status, family responsibilities, personal appearance, genetic information or disability, or on any other basis prohibited by applicable law.

7.6 Disposition of Assets

Upon dissolution of the Corporation, the Board of Directors shall pay or make provision for the payment of all of the liabilities of the Corporation, and return, transfer or convey all assets that are held by the Corporation upon condition requiring return, transfer or conveyance upon dissolution of the Corporation. All remaining assets of the Corporation shall be disposed of in strict compliance with the requirements of Section 501(c)(3) of the Internal Revenue Code and will be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

7.7 Headings and Titles

The heading and titles in these Bylaws are solely for convenience of reference and shall not be considered in construing or interpreting the Bylaws.

Section 8: Indemnification

8.1 Generally

The Corporation shall, to the fullest extent now or hereafter permitted by law, and only to the extent that the Corporation's status as exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code is not affected thereby, indemnify any Director, officer or employee of the Corporation, any person serving as a member of a committee of the Board of Directors, or any person who may have served at the written request of the Corporation as a Director, officer, trustee or employee of (i) any employee

benefits plans of the Corporation, (ii) any other organization exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code, and (iii) any subsidiary of the Corporation, whether for profit or not for profit, against liability, including but not limited to judgments, fines, amounts paid in settlement, reasonable attorneys' fees and related expenses, incurred in the performance of such duties or service or incurred while acting in such capacity or arising out of such person's status as such, provided that such person acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interests of the Corporation, as determined by the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe that such conduct was unlawful or fraudulent. The Corporation shall also indemnify Directors and officers as required by applicable law. The Corporation shall have the right to select attorneys and to approve any settlements or legal expenses incurred in connection with any suit, action or proceeding to which this indemnification applies.

8.2 Advances: Repayment

Such indemnification may, to the extent authorized by the Board in accordance with the procedures set forth in Section 8.3, include payment by the Corporation of expenses, including attorneys' fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of (a) a written statement signed by the Indemnified Party setting forth his or her good faith belief that he or she has met the relevant standard of conduct as required by applicable law, or that the proceeding involves conduct for which liability has been eliminated by applicable law; and (b) an undertaking (evidenced by a promissory note or other contractual undertaking) by the Indemnified Party to repay such payment if the Indemnified Party is finally determined not to be entitled to indemnification under this Section 8, which undertaking may be accepted without regard to the financial ability of such Indemnified Party to make repayment.

8.3 Authorization

Except with regard to any indemnification mandatory under applicable law or ordered by a court, the Corporation shall not indemnify any Indemnified Party or make advances in accordance with Subsection 8.2 unless authorized for a specific proceeding after a determination has been made that indemnification is permissible because the Indemnified Party has met the relevant standard of conduct required by applicable law. The determination shall be made:

- (1) If there are two or more disinterested Directors, by a majority vote of all the disinterested Directors, a majority of whom will constitute a quorum for that purpose, or by a majority of the members of a committee of two or more disinterested Directors appointed by such a vote;
- (2) By special legal counsel:
 - (A) Selected in the manner prescribed in paragraph (1) above; or
 - (B) If there are fewer than two disinterested Directors, selected by the Board of Directors, in which selection Directors who do not qualify as disinterested Directors may participate.

A disinterested Director is a Director who, at the time of a vote pursuant to this Subsection 8.3 is not a party to the proceeding or a Director having a familial, financial, professional, or employment relationship with the Director whose indemnification or advance for expenses is the subject of the decision being made, which relationship would, in the circumstances, reasonably be expected to exert an influence on the Director's judgment when voting on the decision being made.

8.4 Heirs, Executors and Administrators

The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any Indemnified Party.

8.5 Non-Exclusive Rights

The right of indemnification under this Section 8 shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section 8 shall affect any rights to indemnification to which Indemnified Parties and other persons may be entitled by contract or otherwise under law.

8.6 Adverse Amendment

No amendment or repeal of the provisions of this Section 8 which adversely affects the rights of an Indemnified Party under this Section 8 shall apply to that Indemnified Party with respect to the acts of omissions of such Indemnified Party at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Party.

8.7 Employees and Agents

To the extent legally permissible and only to the extent that the status of the Corporation as exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code is not affected thereby, the Corporation may indemnify any employee or agent of the Corporation to the extent authorized by the Board, in its sole discretion, by the affirmative vote of a majority of the Directors entitled to vote. The foregoing provisions of this Section 8 shall apply to any indemnification of any such employee or agent.

Section 9: Amendments

The Board of Directors may amend these Bylaws or the Articles of Incorporation by a majority vote of all the members of the Board at any meeting of the Board, provided that notice of the proposed change(s) shall have been given before the meeting or such notice is waived by all members of the Board in writing or in any meeting.

CERTIFICATE

I, the duly elected Secretary of The Family Place, Public Charter School, hereby certify that the foregoing document is a correct and complete statement of the Bylaws of the said Corporation as of this _____ day of, _____ 2017

[name], Secretary

Code of Ethics for The Family Place Public Charter School Draft

This document establishes a set of principles and practices of The Family Place Public Charter School's Board of Directors that will set the boundaries and provide guidance for board conduct and decision-making.

Code: Members of the Board of Directors of The Family Place Public Charter School are committed to observing and promoting the highest standards of ethical conduct in the performance of their responsibilities on the board of The Family Place Public Charter School. This code serves as the minimum guideline for ethical conduct and shall:

Accountability

1. Faithfully abide by the Articles of Incorporation, by-laws and policies of The Family Place Public Charter School.
2. Exercise reasonable care, good faith and due diligence in organizational affairs.
3. Fully disclose, at the earliest opportunity, information that may result in a perceived or actual conflict of interest.
4. Fully disclose, at the earliest opportunity, information of fact that would have significance in board decision-making.
5. Remain accountable for prudent fiscal management to association members, the board, and nonprofit sector, and where applicable, to government and funding bodies.

Professional Excellence

6. Maintain a professional level of courtesy, respect, and objectivity in all The Family Place Public Charter School activities.
7. Strive to uphold those practices and assist other The Family Place Public Charter School members of the board in upholding the highest standards of conduct.

Personal Gain

8. Exercise the powers invested for the good of all members of the organization rather than for his or her personal benefit, or that of the nonprofit they represent.

Equal Opportunity

9. Ensure the right of all association members to appropriate and effective services without discrimination on the basis of geography, political, religious, or socio-economical characteristics of the state or region represented.
10. Ensure the right of all association members to appropriate and effective services without discrimination on the basis of the organization's volunteer or staff make-up in respect to gender, sexual orientation, national origin, race, religion, age, political affiliation or disability, in accordance with all applicable legal and regulatory requirements.

Confidential Information

11. Respect the confidentiality of sensitive information known due to board service.

Collaboration and Cooperation

12. Respect the diversity of opinions as expressed or acted upon by The Family Place Public Charter School board, committees and membership, and formally register dissent as appropriate.

13. Promote collaboration, cooperation, and partnership among association members.

Approved:

The Family Place Public Charter School

Date:

Board of Directors

Letter of Intent for Facilities

Premises —

[3309 16th St. NW]

[Washington DC, 20010]

Date — Mutually agreed upon start date

Proposal Expiration Date — Mutually agreed upon notice

Dear The Family Place Public Charter School —

This Lease Proposal document outlines the proposal terms for lease of the premises described above to you, The Family Place Public Charter School (“Prospective Tenant”), by The Family Place (“Landlord”). If you are interested in proceeding, the full Lease Agreement will be prepared and submitted to you for review and signature.

1. Term of lease — Commencing on and terminating on mutually agreed dates by the board of directors of each respective organization.
2. Renewal option — TFPPCS will have to option to renew lease for agreed on length of time and TFP may also extend offer of renewal for a determined length of time.
3. Proposed usage — TFP welcomes TFPPCS proposed usage for classroom space.
4. Rent — TFP extends a fair market value rent to TFPPCS.
5. Security Deposit — TFP will not require an initial security deposit.
6. Inclusions — Inclusion items may be negotiated in advance of lease signing.

7. Exclusions — Utilities such as electricity, heat, and internet will be charged using a mutually agreed upon usage formula.
8. Assignment or subletting — TFP does not expect TFPPCS to sublet premises.
9. Other items — TFP is prepared to support TFPPCS during its start-up period in the instances of cash flow shortages.
10. Lease Agreement — A formal, written lease agreement would be executed between TFPPCS and TFP and that will become the final agreement.

If you are interested in proceeding to finalize a formal, written Lease Agreement under the scope set out above, please contact TFP Board of Directors.

This Lease Proposal does not constitute a contract, or an offer to contract, but rather an invitation to proceed with further actions by the Parties towards execution of a formal agreement between the Parties.

The Family Place

3309 16th St. NW

Washington DC, 20010

Research on comparable facilities

TFPPCS has identified a mission appropriate location in the heart of Ward 1. TFPPCS will lease space at 3309 16th Street NW, Washington DC 20010 from The Family Place non-profit.

Our mission specific facilities requirements include having a space that can serve 100 adult learners for the first years of TFPPCS's operations. The space must be able to meet ADA requirements and be near bus and metro lines.

Our intended site meets these requirements as it is walking distance from the Columbia Heights Metro and several busy bus lines including S2, S4, and S9. This helps learners from all wards overcome transportation barriers and be located in a ward where many of our potential clients reside.

Our intended site also has the added advantage of being known to the community as an educational and support provider under the auspices of The Family Place for over 25 years at that location and over 36 years in the neighborhood.

TFPPCS will not have to compete with any other educational providers and the lease offer is exclusive to TFPPCS. TFP is offering fair rent rate and cash flow accommodations in support of TFPPCS.

TFPPCS will also avail of technical expertise of Wiebenson & Dorman Architects PC with regards to any facility renovation.

TFPPCS is committed to creating a warm and supportive learning environment for all learners. The proposed space has these aspects with cozy classrooms, bright and colorful childcare spaces and new kitchen from which to serve healthy family meals.

Comparable market rates for comparable spaces in DC are unattainably high:

<http://www.loopnet.com/for-lease/dc/?sk=d89b70a871ba50af2943a203f35fcb59&e=u>

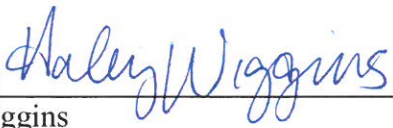
TFPPCS and TFP will enter into lease agreement upon granting of charter.

Assurances Form

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public Charter School Board, within five years of the start of the school's first academic year. (D.C. Code § 38-1802.02(16).)
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12).)
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)
11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)
13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
14. Comply with districtwide assessment requirements determined by the Office of the State Superintendent of Education, or other D.C. laws, regulations, policies, or procedures. (D.C. Code § 38-1802.02(1).)
15. Comply with the following federal and local laws:
 - a. **Health and Safety:** Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et seq.*); federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse;

- b. **Building Safety:** D.C Building and Fire Codes (D.C. Code § 5-501 *et seq.*);
- c. **Maintenance and Dissemination of Student Records:** Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
- d. **Certain Requirements of Education Institutions:** Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);
- e. **Students with Disabilities:** Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
- f. **English Language Learners:** all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
- g. Title I of the Elementary and Secondary Education Act;
- h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and
- i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

Signature 	
Haley Wiggins	Executive Director
Name	Title
The Family Place Public Charter School	03/08/17
Name of Proposed School	Date

Draft Management Services and Facilities Agreement

This Agreement is made effective as of _____, by and between The Family Place Public Charter School, of 3309 16th St NW, Washington, District of Columbia 20010, and The Family Place Inc., of 3309 16th St. NW, Washington, District of Columbia 20010.

In this Agreement, the party who is contracting to receive services shall be referred to as "TFPPCS", and the party who will be providing the services shall be referred to as "TFP".

TFP has a background in providing educational and wrap around services to the immigrant community in the District and is willing to provide services to TFPPCS based on this background.

TFPPCS desires to have services provided by TFP.

Therefore, the parties agree as follows:

DESCRIPTION OF SERVICES. Beginning on _____, TFP will provide the following staffing and leasing services (collectively, the "Services"):

- a. Hiring of housekeeping, childcare workers and case managers employed by TFP on the behalf of TFPPCS. TFP will employ and/or enter into consulting contracts with all persons who work on TFPPCS's behalf. All such personnel will be employees or independent contractors of TFP and not of TFPPCS, and TFP shall be responsible for all income and payroll tax withholding and reporting; and
- b. Advise and notify the TFPPCS of all equipment and supplies necessary to operate the childcare rooms and housekeeping.
- c. Additionally, TFP's services will include:

TFP will lease facilities at fair market value located on 3309 16th St. NW, Washington, DC to TFPPCS.

TFP agrees to devote its best effort to the performance of its management services. The parties further agree TFP will perform such other services as agreed upon by the parties from time to time.

PERFORMANCE OF SERVICES. The manner in which the Services are to be performed and the specific hours to be worked by TFP shall be determined by TFP. TFPPCS will rely on TFP to work as many hours as may be reasonably necessary to fulfill TFP's obligations under this Agreement.

PAYMENT. TFPPCS will pay a fee to TFP for the Services in the amount equal to the fair market value of each service, determined mutually. This fee shall be payable in a lump sum monthly.

SUPPORT SERVICES. TFPPCS will not provide support services, including office space and secretarial services, for the benefit of TFP.

NEW PROJECT APPROVAL. TFP and TFPPCS recognize that TFP's Services will include working on various projects for TFPPCS. TFP shall obtain the approval of TFPPCS prior to the commencement of a new project.

TERM/TERMINATION. This Agreement may be terminated by either party upon 30 days written notice to the other party.

RELATIONSHIP OF PARTIES. It is understood by the parties that TFP is an independent contractor with respect to TFPPCS, and not an employee of TFPPCS. TFPPCS will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of TFP.

DISCLOSURE. TFP is required to disclose any outside activities or interests, including ownership or participation in the development of prior inventions, that conflict or may conflict with the best interests of TFPPCS. Prompt disclosure is required under this paragraph if the activity or interest is related, directly or indirectly, to:

- any activity that TFP may be involved with on behalf of TFPPCS

ASSIGNMENT. TFP's obligations under this Agreement may not be assigned or transferred to any other person, firm, or corporation without the prior written consent of TFPPCS.

INTELLECTUAL PROPERTY. The following provisions shall apply with respect to copyrightable works, ideas, discoveries, inventions, applications for patents, and patents (collectively, "Intellectual Property"):

Consultant's Intellectual Property. TFP personally holds an interest in the Intellectual Property that is described on the attached Exhibit A and which is not subject to this Agreement.

Development of Intellectual Property. Any improvements to Intellectual Property items listed on Exhibit A, further inventions or improvements, and any new items of Intellectual Property discovered or developed by TFP (or TFP's employees, if any) during the term of this Agreement shall be the property of TFPPCS. TFP shall sign all documents necessary to perfect the rights of TFPPCS in such Intellectual Property, including the filing and/or prosecution of any applications for copyrights or patents. Upon request, TFP shall sign all documents necessary to assign the rights to such Intellectual Property to TFPPCS.

CONFIDENTIALITY. TFPPCS recognizes that TFP has and will have the following information:

- inventions, costs, business affairs, technical information, client lists, copyrights

and other proprietary information (collectively, "Information") which are valuable, special and unique assets of The Family Place Public Charter School and need to be protected from improper disclosure. In consideration for the disclosure of the Information, TFP agrees that TFP will not at any time or in any manner, either directly or indirectly, use any Information for TFP's own benefit, or divulge, disclose, or communicate in any manner any Information to any third party without the prior written consent of TFPPCS. TFP will protect the Information and treat it as strictly confidential. A violation of this paragraph shall be a material violation of this Agreement.

CONFIDENTIALITY AFTER TERMINATION. The confidentiality provisions of this Agreement shall remain in full force and effect after the termination of this Agreement.

SERVICES TO THIRD PARTIES. TFP shall not provide any consulting services to any third party during the term of this Agreement, unless TFP has obtained TFPPCS's prior written consent.

RETURN OF RECORDS. Upon termination of this Agreement, TFP shall deliver all records, notes, data, memoranda, models, and equipment of any nature that are in TFP's possession or under TFP's control and that are TFPPCS's property or relate to TFPPCS's business.

NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

IF for TFPPCS:

The Family Place Public Charter School
3309 16th St NW
Washington, District of Columbia 20010

IF for TFP:

The Family Place Inc.
3309 16th St. NW
Washington, District of Columbia 20010

Such address may be changed from time to time by either party by providing written notice to the other in the manner set forth above.

ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

APPLICABLE LAW. This Agreement shall be governed by the laws of the State of District of Columbia.

SIGNATORIES. This Agreement shall be executed on the behalf of The Family Place Public Charter School by _____ and on behalf of The Family Place Inc. by _____.

Party receiving services:
The Family Place Public Charter School

By: _____

Party providing services:
The Family Place Inc.

By: _____

EXHIBIT A
Intellectual Property

Curriculum Design,

Marketing and Promotional materials

THE FAMILY PLACE, INC.

FINANCIAL STATEMENTS

December 31, 2015

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Independent Auditors' Report

To the Board of Directors
The Family Place, Inc.
Washington, D.C.

Report on the Financial Statements

We have audited the accompanying financial statements of The Family Place, Inc., (a Nonprofit Organization) which comprise the statement of financial position as of December 31, 2015, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risk of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Family Place, Inc. as of December 31, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses on page 11 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

A handwritten signature in cursive script that reads "Ryan & Wetmore, PC".

Vienna, Virginia
November 10, 2016

THE FAMILY PLACE, INC.

STATEMENT OF FINANCIAL POSITION
December 31, 2015

ASSETS

CURRENT ASSETS

Cash and cash equivalents	\$ 65,259
Government grants receivable, net of allowance for doubtful accounts of \$0	199,270
Prepaid expenses	<u>2,169</u>
Total current assets	<u>266,698</u>

PROPERTY AND EQUIPMENT, at cost

Land	29,218
Building and improvements	276,222
Furniture and equipment	60,503
Software	<u>6,100</u>
	372,043
Less accumulated depreciation and amortization	<u>234,831</u>
	<u>137,212</u>

OTHER ASSETS

Deposits	<u>280</u>
	<u>\$ 404,190</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Liability under capital leases, current portion	\$ 1,416
Accounts payable	41,396
Accrued payroll	<u>56,019</u>
Total current liabilities	<u>98,831</u>

OTHER LONG-TERM LIABILITIES

Liability under capital leases, less current portion	<u>5,651</u>
	<u>104,482</u>

NET ASSETS

Unrestricted	<u>299,708</u>
Total net assets	<u>299,708</u>
	<u>\$ 404,190</u>

The Notes to Financial Statements are an integral part of this statement

THE FAMILY PLACE, INC.

STATEMENT OF ACTIVITIES
For the Year Ended December 31, 2015

Support & revenue	
Contributions	\$ 234,584
Local government grants	364,706
Federal government grants	506,522
Interest and dividend income	<u>96</u>
Total support and revenue	<u>1,105,908</u>
Expenses	
Program services	
Family literacy	941,194
Family stability	34,520
Family wellness	<u>51,678</u>
Total program expenses	1,027,392
Supporting services	
Management and general	85,212
Fundraising	<u>58,675</u>
Total expenses	<u>1,171,279</u>
Change in net assets	(65,371)
Net unrestricted assets, beginning of year	<u>365,079</u>
Net unrestricted assets, end of year	<u><u>\$ 299,708</u></u>

The Notes to Financial Statements are an integral part of this statement

THE FAMILY PLACE, INC.

STATEMENT OF CASH FLOWS
For the Year Ended December 31, 2015

Cash flows from operating activities

Change in net assets \$ (65,371)

Adjustments to reconcile changes in net assets to net cash
used in operating activities:

Depreciation and amortization 12,906

Decrease/(increase) in:

Accounts receivable 10,903

Government grants receivable (29,028)

Prepaid expenses (661)

Increase/(decrease) in:

Accounts payable 10,903

Accrued payroll (4,020)

Net cash used in operating activities (64,368)

Cash flows from financing activities

Payment on liability under capital leases (348)

Net cash used in financing activities (348)

Net decrease in cash (64,716)

Cash and cash equivalents, beginning of year 129,975

Cash and cash equivalents, end of year \$ 65,259

The Notes to Financial Statements are an integral part of this statement

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2015

Note 1 Summary of significant accounting policies

The accounting policies relative to the carrying value of property and equipment and government grants receivable are indicated in the captions on the statement of financial position. Other significant accounting policies are as follows:

Nature of operations

The Family Place, Inc. (the Organization) was incorporated pursuant to the laws of the District of Columbia Nonprofit Corporation Act in 1980. Its mission is to empower low-income families to foster the optimal development of their young children through educational and support services. The Organization is a not-for-profit organization that is substantially supported by the government and the public and receives donations from foundations.

Methods of accounting

Assets, liabilities, income, and expenses are reported using the accrual basis of accounting, whereby income is recorded when earned and expenses are recorded when incurred.

Basis of presentation

The financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Accounting Standards Codification (ASC) 958, *Not-for-Profit Entities*. Under ASC 958, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted. The Organization had no permanently or temporarily restricted net assets as of December 31, 2015.

Use of estimates

The preparation of financial statements in conformity with general accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS
December 31, 2015

Note 1 Summary of significant accounting policies (continued)

Revenue recognition

Contributions are recognized when the donor makes a promise to give to the Organization that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. There are no promises to give at December 31, 2015. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

The Organization uses the allowance method to determine uncollectible accounts receivables. The allowance is based on prior years' experience and management's analysis of specific promises made.

Revenues from government contracts and grants are recognized in the period when expenses have been incurred or services have been performed in compliance with the respective contracts. Contract revenues are subject to examination and contractual adjustment, and amounts realizable may change due to periodic changes in the regulatory environment. It is management's opinion that any potential disallowances will not have a material effect on the accompanying financial statements.

Leases

Leases that meet certain criteria are classified as capital leases. Assets and liabilities are recorded at amounts equal to the fair value of the leased properties at the beginning of their respective lease terms. These assets are depreciated over their estimated useful lives. Interest expense relating to the lease liabilities is recorded to effect constant rates of interest over the terms of the leases. Leases that do not meet such criteria are classified as operating leases, and related rentals are charged to expenses as incurred.

Cash and cash equivalents

Cash and cash equivalents include cash on hand, money market accounts and short-term investments with original maturities of three months or less.

Depreciation and amortization

Depreciation and amortization are provided over the estimated useful lives of the related assets using the straight-line method for financial statement purposes. Additions and improvements that add materially to productive capacity or extend the life of an asset are capitalized. Normal repairs and maintenance are charged against income. When facilities are retired or sold, their cost and accumulated depreciation are removed from the accounts and related gains or losses are included in income. In case of trade items, any remaining book value increases the basis of the new acquisitions.

The Organization expenses all purchases under \$2,500.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2015

Note 1 Summary of significant accounting policies (continued)

Depreciation and amortization (continued)

Donations of property and equipment are recorded as support at their estimated fair value. Such donations are reported as unrestricted support unless the donor has restricted the donation asset to a specific purpose. The estimated service lives of property and equipment are as follows.

Building and improvements	18-32 years
Furniture and equipment	5-7 years
Software	3 years

Contributed goods and services

The Organization receives contributed goods and services to help support the programs provided by the Organization. The Organization recognizes the contributions at fair market value as recognized under ASC 958, *Not-for-Profit Entities*, and includes this amount in contribution income and program services expense on the accompanying financial statements. Various volunteers provide other services to the Organization, but these services do not meet the criteria for recognition.

Restricted and unrestricted revenue

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. All donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Income taxes

The Organization is exempt from federal and state income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. In addition, the organization has been classified as an organization that is not a private foundation under Section 509(a)(1). The Organization is subject to tax on business income unrelated to the exempt purposes of the organization. For the year ended December 31, 2015, the Organization had no liability for tax on unrelated business income. The Organization files informational returns as required.

Subsequent events

In accordance with ASC 855, *Subsequent Events*, the Organization evaluated subsequent events through November 10, 2016 the date these financial statements were available to be issued. With the exception of the matters discussed in Note 5, there were no material subsequent events that required recognition or additional disclosure in these financial statements.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2015

Note 2 Concentration of credit risk for cash and cash equivalents

The Organization maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. At December 31, 2015, the Federal Deposit Insurance Corporation (FDIC) fully guaranteed accounts up to \$250,000. At December 31, 2015, the Organization had no cash in excess of FDIC insured limits.

Note 3 Cash flow disclosure

For the year ended December 31, 2015, the Organization paid \$48 for interest, and \$0 for income taxes.

Noncash investing and financing activity

The Company acquired equipment of \$7,415 in 2015 under capital lease obligations.

Note 4 Government grants receivable

The Organization has been awarded grants from the DC Office of the State Superintendent of Education (OSSE) to support the Adult and Family Education Program, and the Home Visitor Program. The Organization has been awarded grants from the District of Columbia Government Mayor's Office on Latino Affairs (OLA). In addition, the Organization has been awarded grants from the Department of Health Office of Procurement Services for its in-home visitation services program. Accordingly, revenue is recognized when earned and expenses are recognized as incurred. Grant activity for the year ended December 31, 2015, was as follows:

	Grants receivable, beginning of year	Grant receipts	Grant expenditures	Grants receivable, end of year
OLA	\$ -	\$ (20,000)	\$ 45,000	\$ 25,000
Adult and Family Education	53,443	(326,175)	301,557	28,825
Home Visitor	46,254	(107,072)	98,769	37,951
Department of Health	<u>70,545</u>	<u>(388,953)</u>	<u>425,902</u>	<u>107,494</u>
Total	<u>\$ 170,242</u>	<u>\$(842,200)</u>	<u>\$ 871,228</u>	<u>\$ 199,270</u>

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS
December 31, 2015

Note 5 Major grantors

During the year ended December 31, 2015, the Organization received 37% of its total funding from OSSE under three separate awards and 40% of its total funding from the Department of Health. As of October 2016, the Department of Health grant was not awarded for fiscal year 2017. The grant ended in September 2016.

Note 6 Capital lease

The Company has one lease for office equipment, which meets the criteria for a capital lease. The lease expires in the year 2020. The following is an analysis of the leased property under the capital lease at December 31, 2015:

Office equipment	\$ 7,415
Less: accumulated depreciation	<u>(247)</u>
	<u><u>\$ 7,168</u></u>

The following is a schedule by year of future minimum lease payments under the capital lease together with the present value of net minimum lease payments as of:

Year ended December 31,

2016	\$ 1,584
2017	1,584
2018	1,584
2019	1,584
2020	1,188
2021 and beyond	<u>-</u>
Total minimum lease payments	\$ 7,524
Less: amount representing interest	<u>457</u>
Present value of net minimum lease payments	7,067
Less: current portion	<u>1,416</u>
	<u><u>\$ 5,651</u></u>

Note 7 Functional allocation of expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the statement of activities. Certain costs have been allocated among the programs and supporting services benefited.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2015

Note 8 Employee benefit plans

The Organization has a 401(k) Plan to provide retirement and incidental benefits for eligible employees who are 21 years of age with one or more years of service and who are not covered by collective bargaining agreements. The Plan provides for discretionary contributions as determined by the board of directors. Such contributions to the Plan are allocated among eligible participants in the proportion of their salaries to the total salaries of all participants. The Organization made no discretionary contributions to the Plan during the year ended December 31, 2015.

Note 9 Donated services and goods

The value of contributed professional services meeting the requirements for recognition in the financial statements was \$954 for the year ended December 31, 2015. The Organization received donated goods from individuals and organizations for program services. The value of contributed goods was \$26,838 for the year ended December 31, 2015.

Note 10 Operating lease

The Organization had a lease agreement for office equipment, which has been accounted for as an operating lease. The monthly payment on the lease is \$188 plus additional printing charges. The lease ended in August 2015.

The Organization recorded \$2,620 in rent expense for the year ended December 31, 2015, which is reported in printing and postage on the Schedule of Functional Expenses.

Note 11 Accounting for uncertainty in income taxes

The Organization has adopted the provisions of Financial Accounting Standards Board *Accounting Standards Codification* 740-10-50-15, *Accounting for Uncertainty in Income Taxes*. Under ASC 740, an organization must recognize the tax benefit associated with tax positions taken for tax return purposes when it is more likely than not that the position will be sustained. The Organization does not believe that there are any material uncertain tax positions, and accordingly, it will not recognize any liability for unrecognized tax benefits. The Organization has filed for and received income tax exemptions in the jurisdictions where it is required to do so. Additionally, the Organization has filed Internal Revenue Service Form 990 and Form 990-T tax returns as required and all other applicable returns in those jurisdictions where is required. The Organization believes that it is no longer subject to U.S. federal, state, or local income tax examinations before 2012. The Organization recognizes interest and penalties, if any, related to unrecognized tax benefits in interest expense. No interest or penalties were recorded in the current year related to uncertain tax positions.

THE FAMILY PLACE, INC.

SCHEDULE OF FUNCTIONAL EXPENSES
For the Year Ended December 31, 2015

	Program Services	Management and General	Fundraising	Total Functional Expenses
Bank charges	\$ -	\$ 360	\$ -	\$ 360
Computer	10,998	462	333	11,793
Consultants	90,206	1,030	15,588	106,824
Depreciation and amortization	12,124	408	374	12,906
Dues and membership	21,948	16	565	22,529
Fringe benefits	39,832	1,333	1,222	42,387
House maintenance	4,166	149	137	4,452
Insurance	19,826	3,172	612	23,610
Interest	-	48	-	48
Legal and accounting	-	37,547	-	37,547
Licenses and permits	5,500	-	-	5,500
Meals	10,519	1,386	214	12,119
Miscellaneous	-	135	-	135
Office expense	11,072	51	62	11,185
Payroll processing fees	6,168	217	152	6,537
Payroll taxes	55,356	1,862	1,709	58,927
Printing and postage	4,402	148	781	5,331
Program services	24,866	-	-	24,866
Salaries	656,138	36,234	34,966	727,338
Supplies	14,581	12	1,469	16,062
Travel and entertainment	24,795	308	37	25,140
Utilities	14,895	334	454	15,683
	<u>\$ 1,027,392</u>	<u>\$ 85,212</u>	<u>\$ 58,675</u>	<u>\$ 1,171,279</u>

THE FAMILY PLACE, INC.

FINANCIAL STATEMENTS

December 31, 2014

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Independent Auditors' Report

To the Board of Directors
The Family Place, Inc.
Washington, D.C.

Report on the Financial Statements

We have audited the accompanying financial statements of The Family Place, Inc., (a Nonprofit Organization) which comprise the statement of financial position as of December 31, 2014, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risk of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Family Place, Inc. as of December 31, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses on page 12 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

A handwritten signature in cursive script that reads "Ryan + Wetmore, PC". The signature is written in dark ink and is positioned above the printed location and date.

Vienna, Virginia
May 11, 2016

THE FAMILY PLACE, INC.

STATEMENT OF FINANCIAL POSITION

December 31, 2014

ASSETS

CURRENT ASSETS

Cash and cash equivalents	\$	129,975
Accounts receivable, net of allowance for doubtful accounts of \$0		10,903
Government grants receivable, net of allowance of \$0		170,242
Prepaid expenses		<u>1,508</u>

Total current assets		<u>312,628</u>
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PROPERTY AND EQUIPMENT, at cost

Land		29,218
Building and improvements		276,222
Furniture and equipment		79,339
Software		<u>6,100</u>

		390,879
Less accumulated depreciation and amortization		<u>248,175</u>

		<u>142,704</u>
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OTHER ASSETS

Deposits		<u>280</u>
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	\$	<u><u>455,612</u></u>
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LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable	\$	30,493
Accrued payroll		<u>60,040</u>

Total current liabilities		<u>90,533</u>
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NET ASSETS

Unrestricted		<u>365,079</u>
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Total net assets		<u>365,079</u>
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	\$	<u><u>455,612</u></u>
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The Notes to Financial Statements are an integral part of this statement

THE FAMILY PLACE, INC.

STATEMENT OF ACTIVITIES
For the Year Ended December 31, 2014

Support & revenue	
Contributions	\$ 386,730
Local government grants	380,735
Federal government grants	497,675
Fundraising event	13,573
Interest and dividend income	<u>89</u>
Total support and revenue	<u>1,278,802</u>
Expenses	
Program services	
Family literacy	835,642
Family stability	58,942
Family wellness	<u>91,075</u>
Total program expenses	985,659
Supporting services	
Management and general	94,697
Fundraising	<u>70,561</u>
Total expenses	<u>1,150,917</u>
Change in net assets	127,885
Net unrestricted assets, beginning of year	<u>237,194</u>
Net unrestricted assets, end of year	<u><u>\$ 365,079</u></u>

The Notes to Financial Statements are an integral part of this statement

THE FAMILY PLACE, INC.

STATEMENT OF CASH FLOWS
For the Year Ended December 31, 2014

Cash flows from operating activities

Change in net assets	\$ 127,885
Adjustments to reconcile changes in net assets to net cash provided by operating activities:	
Depreciation and amortization	11,594
Decrease/(increase) in:	
Accounts receivable	(8,890)
Government grants receivable	(43,563)
Prepaid expenses	142
Increase/(decrease) in:	
Accounts payable	(7,319)
Accrued payroll	<u>10,363</u>
Net cash provided by operating activities	<u>90,212</u>

Cash flows from investing activities

Purchase of property and equipment	<u>(11,829)</u>
Net cash used in investing activities	<u>(11,829)</u>

Cash flows from financing activities

Repayments on notes payable	<u>(45,000)</u>
Net cash used by financing activities	<u>(45,000)</u>

Net increase in cash	33,383
Cash and cash equivalents, beginning of year	<u>96,592</u>
Cash and cash equivalents, end of year	<u><u>\$ 129,975</u></u>

The Notes to Financial Statements are an integral part of this statement

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS
December 31, 2014

Note 1 Summary of significant accounting policies

The accounting policies relative to the carrying value of property and equipment, accounts receivable, and government grants receivable are indicated in the captions on the statement of financial position. Other significant accounting policies are as follows:

Nature of operations

The Family Place, Inc. (the Organization) was incorporated pursuant to the laws of the District of Columbia Nonprofit Corporation Act in 1980. Its mission is to empower low-income families to foster the optimal development of their young children through educational and support services. The Organization is a not-for-profit organization that is substantially supported by the government and the public and receives donations from foundations.

Methods of accounting

Assets, liabilities, income, and expenses are reported using the accrual basis of accounting, whereby income is recorded when earned and expenses are recorded when incurred.

Basis of presentation

The financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Accounting Standards Codification (ASC) 958, *Not-for-Profit Entities*. Under ASC 958, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted. The Organization had no permanently or temporarily restricted net assets as of December 31, 2014.

Use of estimates

The preparation of financial statements in conformity with general accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

Note 1 Summary of significant accounting policies (continued)

Revenue recognition

Contributions are recognized when the donor makes a promise to give to the Organization that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. There are no promises to give at December 31, 2014. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

The Organization uses the allowance method to determine uncollectible accounts receivables. The allowance is based on prior years' experience and management's analysis of specific promises made.

Revenues from government contracts and grants are recognized in the period when expenses have been incurred or services have been performed in compliance with the respective contracts. Contract revenues are subject to examination and contractual adjustment, and amounts realizable may change due to periodic changes in the regulatory environment. It is management's opinion that any potential disallowances will not have a material effect on the accompanying financial statements.

Cash and cash equivalents

Cash and cash equivalents include cash on hand, money market accounts and short-term investments with original maturities of three months or less.

Depreciation and amortization

Depreciation and amortization are provided over the estimated useful lives of the related assets using the straight-line method for financial statement purposes. Additions and improvements that add materially to productive capacity or extend the life of an asset are capitalized. Normal repairs and maintenance are charged against income. When facilities are retired or sold, their cost and accumulated depreciation are removed from the accounts and related gains or losses are included in income. In case of trade items, any remaining book value increases the basis of the new acquisitions.

The Organization expenses all purchases under \$500.

Donations of property and equipment are recorded as support at their estimated fair value. Such donations are reported as unrestricted support unless the donor has restricted the donation asset to a specific purpose. The estimated service lives of property and equipment are as follows.

Building and improvements	18-32 years
Furniture and equipment	5-7 years
Software	3 years

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS
December 31, 2014

Note 1 Summary of significant accounting policies (continued)

Contributed goods and services

The Organization receives contributed goods and services to help support the programs provided by the Organization. The Organization recognizes the contributions at fair market value as recognized under ASC 958, *Not-for-Profit Entities*, and includes this amount in contribution income and program services expense on the accompanying financial statements. Various volunteers provide other services to the Organization, but these services do not meet the criteria for recognition.

Restricted and unrestricted revenue

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. All donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Income taxes

The Organization is exempt from federal and state income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. In addition, the organization has been classified as an organization that is not a private foundation under Section 509(a)(1). The Organization is subject to tax on business income unrelated to the exempt purposes of the organization. For the year ended December 31, 2014, the Organization had no liability for tax on unrelated business income. The Organization files informational returns as required.

Subsequent events

In accordance with ASC 855, *Subsequent Events*, the Organization evaluated subsequent events through May 11, 2016, the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

Note 2 Concentration of credit risk for cash and cash equivalents

The Organization maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. At December 31, 2014, the Federal Deposit Insurance Corporation (FDIC) fully guaranteed accounts up to \$250,000. At December 31, 2014, the Organization had no cash in excess of FDIC insured limits.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS
December 31, 2014

Note 3 Cash flow disclosure

For the year ended December 31, 2014, the Organization paid no interest, and no income taxes.

Note 4 Government grants receivable

The Organization has been awarded grants from the DC Office of the State Superintendent of Education (OSSE) to support the Adult and Family Education Program, and the Home Visitor Program. The Organization has been awarded grants from the District of Columbia Government Mayor's Office on Latino Affairs (OLA). In addition, the Organization has been awarded grants from the Department of Health Office of Procurement Services for its in-home visitation services program. Accordingly, revenue is recognized when earned and expenses are recognized as incurred. Grant activity for the year ended December 31, 2014, was as follows:

	Grants receivable, beginning of year	Grant receipts	Grant expenditures	Grants receivable, end of year
OLA	\$ -	\$ (25,000)	\$ 25,000	\$ -
Adult and Family Education	47,449	(253,775)	259,769	53,443
Home Visitor	14,386	(125,858)	157,726	46,254
Department of Health	<u>64,844</u>	<u>(430,253)</u>	<u>435,954</u>	<u>70,545</u>
Total	<u>\$ 126,679</u>	<u>\$(834,886)</u>	<u>\$ 878,449</u>	<u>\$ 170,242</u>

Note 5 Major grantors

During the year ended December 31, 2014, the Organization received 33% of its total funding from OSSE under three separate awards and 34% of its total funding from the Department of Health.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

Note 6 Notes payable

The Organization has a loan program to obtain zero percent, unsecured loans from individuals and organizations to provide financing for its operations. The Organization has no demand loans as of December 31, 2014.

The Organization is potentially subject to concentration of credit risk due to the fact that the above loans are demand loans and may be callable at any time by the lenders. The Organization had two notes payables that were repaid in January 2014. One of the notes payable, \$20,000, was issued to a related party, discussed in Note 7. The second notes payable, \$25,000, was issued to Eighth Day Faith. Both notes payables have no outstanding balances as of December 31, 2014.

ASC 958, *Not-for-Profit Entities*, requires that interest expense and contribution revenue be reported in connection with loans of cash to nonprofit organizations that are interest free or below-market. Using the Applicable Federal Rate of .34%, imputed interest for the year ended December 31, 2014, was calculated was not material. No imputed interest expense was included on the accompanying financial statements.

Note 7 Related parties

The Organization had a related party notes payable due to its Board Chair. The notes payable had a balance of \$20,000 that was repaid in January 2014. The balance of the notes payable was \$0 as of December 31, 2014.

Note 8 Functional allocation of expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the statement of activities. Certain costs have been allocated among the programs and supporting services benefited.

Note 9 Employee benefit plans

The Organization has a 401(k) Plan to provide retirement and incidental benefits for eligible employees who are 21 years of age with one or more years of service and who are not covered by collective bargaining agreements. The Plan provides for discretionary contributions as determined by the board of directors. Such contributions to the Plan are allocated among eligible participants in the proportion of their salaries to the total salaries of all participants. The Organization made no discretionary contributions to the Plan during the year ended December 31, 2014.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS
December 31, 2014

Note 10 Donated services and goods

The value of contributed professional services meeting the requirements for recognition in the financial statements was \$954 for the year ended December 31, 2014. The Organization received donated goods from individuals and organizations for program services. The value of contributed goods was \$22,233 for the year ended December 31, 2014.

Note 11 Operating lease

The Organization has a lease agreement for office equipment, which has been accounted for as an operating lease. The monthly payment on the lease is \$188. The lease extends through August 2015.

The Organization recorded \$2,250 in rent expense for the year ended December 31, 2014, which is reported in printing and postage on the Schedule of Functional Expenses.

Future minimum lease payments under operating leases as of December 31, 2014, are as follows:

Year ended December 31,	Office Equipment
2015	\$ 1,500
2016	-
2017	-
2018	-
2019	-
2020 and beyond	-
	<hr/>
	<u>\$ 1,500</u>

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS
December 31, 2014

Note 12 Accounting for uncertainty in income taxes

The Organization has adopted the provisions of Financial Accounting Standards Board *Accounting Standards Codification* 740-10-50-15, *Accounting for Uncertainty in Income Taxes*. Under ASC 740, an organization must recognize the tax benefit associated with tax positions taken for tax return purposes when it is more likely than not that the position will be sustained. The Organization does not believe that there are any material uncertain tax positions, and accordingly, it will not recognize any liability for unrecognized tax benefits. The Organization has filed for and received income tax exemptions in the jurisdictions where it is required to do so. Additionally, the Organization has filed Internal Revenue Service Form 990 and Form 990-T tax returns as required and all other applicable returns in those jurisdictions where is required. The Organization believes that it is no longer subject to U.S. federal, state, or local income tax examinations before 2011. The Organization recognizes interest and penalties, if any, related to unrecognized tax benefits in interest expense. No interest or penalties were recorded in the current year related to uncertain tax positions.

THE FAMILY PLACE, INC.

SCHEDULE OF FUNCTIONAL EXPENSES
For the Year Ended December 31, 2014

	Program Services	Management and General	Fundraising	Total Functional Expenses
	<hr/>	<hr/>	<hr/>	<hr/>
Bank charges	\$ -	\$ 591	\$ -	\$ 591
Business Expenses	-	121	-	121
Computer	-	33	-	33
Consultants	86,485	1,571	11,946	100,002
Credit Card Fees	-	119	-	119
Depreciation and amortization	10,678	458	458	11,594
Dues and membership	38,046	-	750	38,796
Fringe benefits	47,885	2,082	2,082	52,049
House maintenance	4,059	189	189	4,437
Insurance	14,215	3,080	618	17,913
Legal and accounting	-	43,533	-	43,533
Licenses and permits	17,382	310	147	17,839
Meals	9,321	1,610	6,351	17,282
Office expense	9,025	9	9	9,043
Payroll processing fees	4,800	209	209	5,218
Payroll taxes	50,825	2,941	3,383	57,149
Printing and postage	4,144	237	1,572	5,953
Miscellaneous	17,107	-	-	17,107
Salaries	620,226	36,586	42,082	698,894
Supplies	13,586	636	168	14,390
Travel and entertainment	25,138	46	81	25,265
Utilities	12,737	336	516	13,589
	<hr/>	<hr/>	<hr/>	<hr/>
	<u>\$ 985,659</u>	<u>\$ 94,697</u>	<u>\$ 70,561</u>	<u>\$ 1,150,917</u>

THE FAMILY PLACE, INC.

FINANCIAL STATEMENTS

December 31, 2013

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Independent Auditors' Report

To the Board of Directors
The Family Place, Inc.
Washington, D.C.

Report on the Financial Statements

We have audited the accompanying financial statements of The Family Place, Inc., (a Nonprofit Organization) which comprise the statement of financial position as of December 31, 2013, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risk of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Family Place, Inc. as of December 31, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses on page 11 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Vienna, Virginia
December 17, 2014

THE FAMILY PLACE, INC.

STATEMENT OF FINANCIAL POSITION
December 31, 2013

ASSETS

CURRENT ASSETS

Cash and cash equivalents	\$ 96,592
Accounts receivable, net of allowance for doubtful accounts of \$0	2,013
Government grants receivable, net of allowance of \$0	126,679
Prepaid expenses	<u>1,650</u>

Total current assets	<u>226,934</u>
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PROPERTY AND EQUIPMENT, at cost

Land	29,218
Building and improvements	276,222
Furniture and fixtures	76,819
Software	<u>6,790</u>

	389,049
Less accumulated depreciation and amortization	<u>246,580</u>

142,469

OTHER ASSETS

Deposits	<u>280</u>
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\$ 369,683

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable	\$ 37,812
Accrued payroll	49,677
Notes payable, current	<u>45,000</u>

Total current liabilities	<u>132,489</u>
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NET ASSETS

Unrestricted	<u>237,194</u>
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Total net assets	<u>237,194</u>
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\$ 369,683

The Notes to Financial Statements are an integral part of this statement

THE FAMILY PLACE, INC.

STATEMENT OF ACTIVITIES
For the Year Ended December 31, 2013

	Unrestricted	Total
Support & revenue		
Contributions	\$ 282,403	\$ 282,403
Local government grants	284,268	284,268
Federal government grants	441,582	441,582
Fundraising event	13,639	13,639
Interest and dividend income	70	70
Total support and revenue	<u>1,021,962</u>	<u>1,021,962</u>
Expenses		
Program services	933,490	933,490
Supporting services		
Management and general	74,201	74,201
Fundraising	<u>80,959</u>	<u>80,959</u>
Total expenses	<u>1,088,650</u>	<u>1,088,650</u>
Change in net assets	(66,688)	(66,688)
Net assets, beginning of year	<u>303,882</u>	<u>303,882</u>
Net assets, end of year	<u>\$ 237,194</u>	<u>\$ 237,194</u>

The Notes to Financial Statements are an integral part of this statement

THE FAMILY PLACE, INC.

STATEMENT OF CASH FLOWS
For the Year Ended December 31, 2013

Cash flows from operating activities

Change in net assets \$ (66,688)

Adjustments to reconcile changes in net assets to net cash
provided by (used in) operating activities:

Depreciation and amortization 11,349

Donation of kitchen improvements (8,010)

Decrease/(increase) in:

Accounts receivable (2,013)

Promise to give receivables 17,500

Government grants receivable 4,067

Prepaid expenses 8,314

Increase/(decrease) in:

Accounts payable 15,082

Accrued payroll (1,214)

Net cash used in operating activities (21,613)

Cash flows from investing activities

Purchase of property and equipment (10,759)

Net cash used in investing activities (10,759)

Cash flows from financing activities

Proceeds from notes payable 60,000

Repayments on notes payable (15,000)

Net cash provided by financing activities 45,000

Net increase in cash 12,628

Cash and cash equivalents, beginning of year 83,964

Cash and cash equivalents, end of year \$ 96,592

The Notes to Financial Statements are an integral part of this statement

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2013

Note 1 Summary of significant accounting policies

The accounting policies relative to the carrying value of property and equipment, accounts receivable, and government grants receivable are indicated in the captions on the statement of financial position. Other significant accounting policies are as follows:

Nature of operations

The Family Place, Inc. (the Organization) was incorporated pursuant to the laws of the District of Columbia Nonprofit Corporation Act in 1980. Its mission is to empower low-income families to foster the optimal development of their young children through educational and support services. The Organization is a not-for-profit organization that is substantially supported by the government and the public and receives donations from foundations.

Methods of accounting

Assets, liabilities, income, and expenses are reported using the accrual basis of accounting, whereby income is recorded when earned and expenses are recorded when incurred.

Basis of presentation

The financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Accounting Standards Codification (ASC) 958, *Not-for-Profit Entities*. Under ASC 958, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted. The Organization had no permanently or temporarily restricted net assets as of December 31, 2013.

Use of estimates

The preparation of financial statements in conformity with general accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2013

Note 1 Summary of significant accounting policies (continued)

Revenue recognition

Contributions are recognized when the donor makes a promise to give to the Organization that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All promises to give are due in less than one year. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

The Organization uses the allowance method to determine uncollectible accounts receivables. The allowance is based on prior years' experience and management's analysis of specific promises made.

Revenues from government contracts and grants are recognized in the period when expenses have been incurred or services have been performed in compliance with the respective contracts. Contract revenues are subject to examination and contractual adjustment, and amounts realizable may change due to periodic changes in the regulatory environment. It is management's opinion that any potential disallowances will not have a material effect on the accompanying financial statements.

Cash and cash equivalents

Cash and cash equivalents include cash on hand, money market accounts and short-term investments with original maturities of three months or less.

Depreciation and amortization

Depreciation and amortization are provided over the estimated useful lives of the related assets using the straight-line method for financial statement purposes. Additions and improvements that add materially to productive capacity or extend the life of an asset are capitalized. Normal repairs and maintenance are charged against income. When facilities are retired or sold, their cost and accumulated depreciation are removed from the accounts and related gains or losses are included in income. In case of trade items, any remaining book value increases the basis of the new acquisitions.

Donations of property and equipment are recorded as support at their estimated fair value. Such donations are reported as unrestricted support unless the donor has restricted the donation asset to a specific purpose. The estimated service lives of property and equipment are as follows.

Building and improvements	18-32 years
Furniture and equipment	5-7 years
Software	3 years

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS
December 31, 2013

Note 1 Summary of significant accounting policies (continued)

Contributed goods and services

The Organization receives contributed goods and services to help support the programs provided by the Organization. The Organization recognizes the contributions at fair market value as recognized under ASC 958, *Not-for-Profit Entities*, and includes this amount in contribution income and program services expense on the accompanying financial statements. Various volunteers provide other services to the Organization, but these services do not meet the criteria for recognition.

Restricted and unrestricted revenue

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. All donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Income taxes

The Organization is exempt from federal and state income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. In addition, the organization has been classified as an organization that is not a private foundation under Section 509(a)(1). The Organization is subject to tax on business income unrelated to the exempt purposes of the organization. For the year ended December 31, 2013, the Organization had no liability for tax on unrelated business income. The Organization files informational returns as required.

Subsequent events

In accordance with ASC 855, *Subsequent Events*, the Organization evaluated subsequent events through December 17, 2014, the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

Note 2 Concentration of credit risk for cash and cash equivalents

The Organization maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. At December 31, 2013, the Federal Deposit Insurance Corporation (FDIC) fully guaranteed non-interest bearing accounts and guaranteed interest bearing accounts up to \$250,000. At December 31, 2013, the Organization had \$0 in excess of FDIC insured limits.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS
December 31, 2013

Note 3 Cash flow disclosure

For the year ended December 31, 2013, the Organization paid \$0 of interest expense, and \$0 for income taxes.

Noncash investing and financing

During the year ended December 31, 2013, the Organization received a donation of services providing kitchen improvements totaling \$8,010, which was capitalized under buildings and improvements and increased contributions revenue by \$8,010.

Note 4 Government grants receivable

The Organization has been awarded grants from the DC Office of the State Superintendent of Education (OSSE) to support the Even Start Family Literacy Program, the Adult and Family Education Program, and the Home Visitor Program. The Organization has been awarded grants from the District of Columbia Government Mayor's Office on Latino Affairs (OLA). In addition, the Organization has been awarded grants from the Department of Health Office of Procurement Services for its in-home visitation services program. The grants are considered to be an exchange transaction. Accordingly, revenue is recognized when earned and expenses are recognized as incurred. Grant activity for the year ended December 31, 2013, was as follows:

	Grants receivable, beginning of year	Grant receipts	Grant expenditures	Grants receivable, end of year
Even Start	\$ -	\$ (28,395)	\$ 28,395	\$ -
OLA	-	(30,000)	30,000	-
Adult and Family Education	21,746	(125,819)	151,522	47,449
Home Visitor	25,488	(139,730)	128,628	14,386
Department of Health	83,512	(405,973)	387,305	64,844
Total	<u>\$ 130,746</u>	<u>\$ (729,917)</u>	<u>\$ 725,850</u>	<u>\$ 126,679</u>

Note 5 Major grantors

During the year ended December 31, 2013, the Organization received 30% of its total funding from OSSE under four separate awards and 38% of its total funding from the Department of Health.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2013

Note 6 Notes payable

The Organization has a loan program to obtain zero percent, unsecured loans from individuals and organizations to provide financing for its operations. These loans are demand notes, and accordingly, have been classified as current on the statement of financial position.

The Organization is potentially subject to concentration of credit risk due to the fact that the above loans are demand loans and may be callable at any time by the lenders. The total notes payable balance as of December 31, 2013, was \$45,000, representing 34% of the total liabilities. One of the notes payable was issued to a related party, discussed in Note 7. The second notes payable was issued to Eighth Day Faith. The outstanding balance of this note at December 31, 2013 was \$25,000. Both notes payables were repaid in 2014.

ASC 958, *Not-for-Profit Entities*, requires that interest expense and contribution revenue be reported in connection with loans of cash to nonprofit organizations that are interest free or below-market. Using the Applicable Federal Rate of .25%, imputed interest for the year ended December 31, 2013, was calculated at \$31. This amount has been included in interest expense on the accompanying financial statements.

Note 7 Related parties

The Organization had a related party notes payable due to its Board Chair. At December 31, 2013, the outstanding balance on the notes payable was \$20,000.

Note 8 Functional allocation of expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the schedule of functional expenses attached as accompanying information. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Note 9 Employee benefit plans

The Organization has a 401(k) Plan to provide retirement and incidental benefits for eligible employees who are 21 years of age with one or more years of service and who are not covered by collective bargaining agreements. The Plan provides for discretionary contributions as determined by the board of directors. Such contributions to the Plan are allocated among eligible participants in the proportion of their salaries to the total salaries of all participants. The Organization made no discretionary contributions to the Plan during the year ended December 31, 2013.

Note 10 Donated services and goods

The value of contributed professional services meeting the requirements for recognition in the financial statements was recorded at a value of \$8,964 for the year ended December 31, 2013. The Organization received donated goods from individuals and organizations for program services. The value of contributed goods meeting requirements for recognition in the financial statements was recorded at a value of \$23,524 for the year ended December 31, 2013.

THE FAMILY PLACE, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2013

Note 11 Operating lease

The Organization has a lease agreement for office equipment, which has been accounted for as an operating lease. The monthly payment on the lease is \$188. The lease extends through 2015.

The Organization recorded \$2,250 in rent expense for the year ended December 31, 2013, which is reported in printing and postage on the Schedule of Functional Expenses.

Future minimum lease payments under operating leases as of December 31, 2013, are as follows:

Year ended December 31,	Office Equipment
2014	\$ 2,250
2015	1,500
2016	-
2017	-
2018	-
2019 and beyond	-
	<hr/>
	<u>\$ 3,750</u>

Note 12 Accounting for uncertainty in income taxes

The Organization has adopted the provisions of Financial Accounting Standards Board *Accounting Standards Codification* 740-10-50-15, *Accounting for Uncertainty in Income Taxes* - an interpretation of FASB statement 109 in accounting for uncertain tax positions. Under ASC 740, an organization must recognize the tax benefit associated with tax positions taken for tax return purposes when it is more likely than not that the position will be sustained. The Organization does not believe that there are any material uncertain tax positions, and accordingly, it will not recognize any liability for unrecognized tax benefits. The Organization has filed for and received income tax exemptions in the jurisdictions where it is required to do so. Additionally, the Organization has filed Internal Revenue Service Form 990 and Form 990-T tax returns as required and all other applicable returns in those jurisdictions where is required. The Organization believes that it is no longer subject to U.S. federal, state, or local income tax examinations before 2010. The Organization recognizes interest and penalties, if any, related to unrecognized tax benefits in interest expense. No interest or penalties were recorded in the current year related to uncertain tax positions.

THE FAMILY PLACE, INC.

SCHEDULE OF FUNCTIONAL EXPENSES
For the Year Ended December 31, 2013

	Program Services	Management and General	Fundraising	Total Functional Expenses
Bank charges	\$ -	\$ 767	\$ -	\$ 767
Computer	-	15	-	15
Consultants	64,069	1,395	24,250	89,714
Depreciation and amortization	10,441	454	454	11,349
Dues and membership	16,688	47	699	17,434
Fines and penalties	-	200	-	200
Fringe benefits	36,154	1,562	1,566	39,282
House maintenance	3,103	136	133	3,372
Insurance	11,096	2,859	482	14,437
Interest	-	31	-	31
Legal and accounting	-	26,378	-	26,378
Licenses and permits	7,522	327	327	8,176
Meals	10,361	630	394	11,385
Office expense	1,600	9	9	1,618
Payroll processing fees	5,505	241	239	5,985
Payroll taxes	50,869	3,012	3,594	57,475
Printing and postage	4,285	183	729	5,197
Program services	23,688	-	-	23,688
Salaries	640,073	35,099	45,413	720,585
Supplies	7,572	136	1,888	9,596
Travel and entertainment	27,664	261	295	28,220
Utilities	12,800	459	487	13,746
	<u>\$ 933,490</u>	<u>\$ 74,201</u>	<u>\$ 80,959</u>	<u>\$ 1,088,650</u>

The Notes to Financial Statements are an integral part of this statement

HERE *and* THERE



thefamilyplace

Annual Report **2014-2015**

Dear FRIENDS

In 2015, The Family Place celebrated **35 YEARS** of service to low-income families in the Washington, DC community. Our mission to empower low-income families and to foster the optimal development of their young children through educational and support services is as strong as ever. Indeed, 2014 and 2015 were very good years for The Family Place and our community.

Thanks to your support TFP was able to work with over 750 families in 2015. Our programs are multifaceted and included helping numerous children prepare to enter public schools at peer level and assisting women to secure Child Development Associate Certificates and income producing positions in the childcare field. We provided food, material support and case management support to hundreds of families. None of this would have been possible without our faithful donors, volunteers, staff, board members and friends. We can all be proud of the work that we have achieved in 2014-2015!

Our programs have grown to the point where we no longer can provide all of our vital services in the row house on 16th street. Our expanded services now include both on-site (here) and off-site (there) services for our families. In this report, we explain our *here* and *there* programs as well as all of the additional support services that help families learn, thrive and succeed at The Family Place.

Again, our work would not be possible without your support!

Thank you!

Haley Wiggins
Executive Director

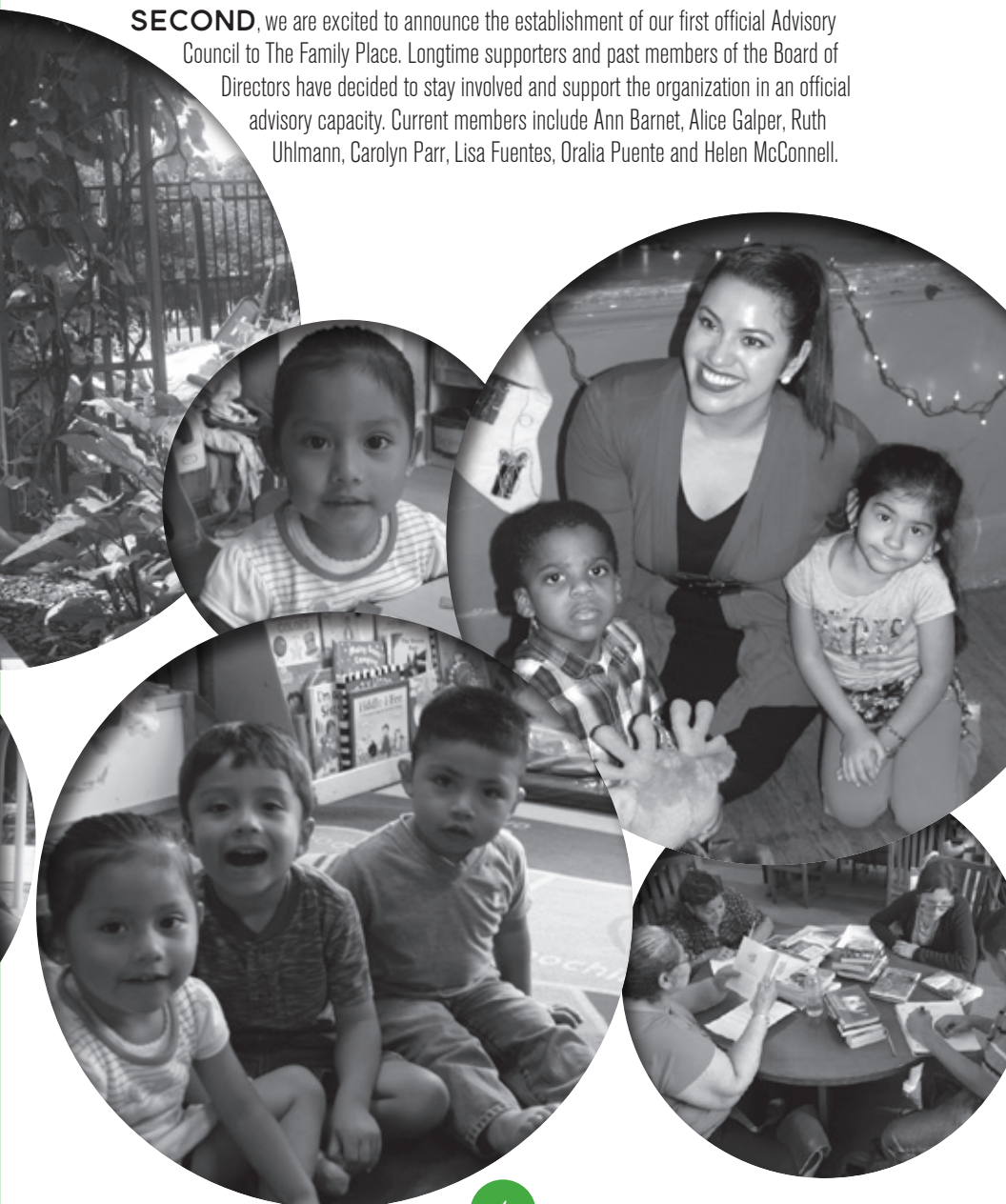
Lawrence Garr
Board Chair



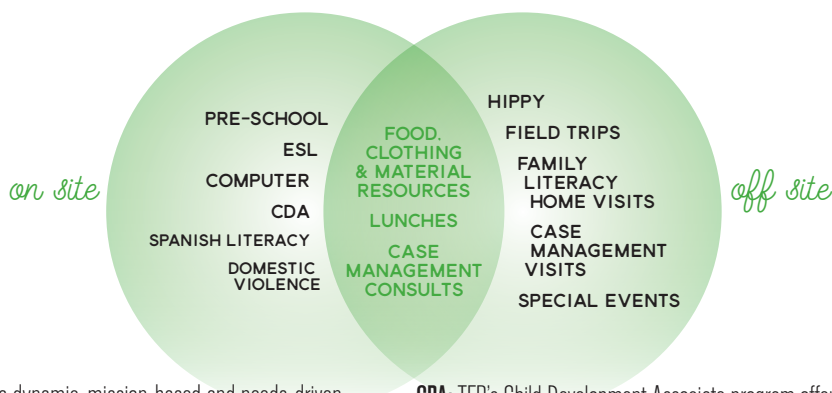
BOARD TRANSITIONS *and* NEW ADVISORY COUNCIL

FIRST, we would like to thank Ruth Uhlmann and Oralia Puente for their 15 years of dedicated service on The Family Place's Board of Directors. Each of them has brought a wealth of knowledge and expertise to the programs and services that we offer.

SECOND, we are excited to announce the establishment of our first official Advisory Council to The Family Place. Longtime supporters and past members of the Board of Directors have decided to stay involved and support the organization in an official advisory capacity. Current members include Ann Barnet, Alice Galper, Ruth Uhlmann, Carolyn Parr, Lisa Fuentes, Oralia Puente and Helen McConnell.



HERE AND THERE *with* THE FAMILY PLACE



Being a dynamic, mission-based and needs-driven provider of services, The Family Place supports clients in a variety of ways in a variety of places. More and more, we find our programs best serve our clients in the community as well as at our “home base” on 16th Street NW, and that access to one program often leads to access to other programs for our clients.

Below is a quick look at some of these programs:

HERE: ON SITE PROGRAMS

ECE: Our Early Childhood Education Program includes classes for Infants and Toddlers from 2 months to 18 months and Preschoolers from 18 months to 3 years of age. Children are provided morning and afternoon classes using The Creative Curriculum, with adaptations to fit the individual needs of the students while their parents attend adult literacy programs. ECE activities foster the development of gross motor skills, general cognitive skills, language development, emergent literacy and number skills, positive attitude towards learning, social behavior, and English acquisition.

ESL/Computer classes: TFP provides English as a Second Language classes in conjunction with its computer instruction which provide clients with the English and computer skills needed to improve their lives and help their children succeed in school.

CDA: TFP’s Child Development Associate program offers 120 hours of formal in-class instruction while students also complete a 480 practicum in a child development or daycare center. Graduates are prepared to take the national exam to become certified Child Development Associates. CDA certification opens up job opportunities for our graduates, and continues TFP’s mission in the greater community.

Spanish Literacy classes: Plaza Comunitaria Spanish literacy classes are offered at TFP for Spanish speaking adults who are marginally literate, in collaboration with the Consulate of Mexico. These classes allow participants to continue and complete their education in subjects at the elementary, secondary, and high school levels in their native language, with the opportunity to earn a diploma at each level.

Parenting & Pre-natal classes: Parents develop an understanding of the importance and power of their role in their children’s present and future lives during weekly hour-long parenting and pre-natal classes. Parents share their own childhood and parenting experiences, and explore best parenting practices in collaboration with TFP staff. Topics address such areas as the US educational system, the value of reading at early ages, nutrition, positive discipline practices, and the impact of early education on future success.

Domestic Violence Support: Women attend TFP's weekly domestic violence support group to receive help and advice to cope with current and past abusive home situations. Real time support for clients caught in abusive relationships is given on an individual case management basis.

THERE: OFF SITE PROGRAMS

HIPPY (Home Instruction for Parents of Preschool Youngsters): Now one of our largest family literacy programs, HIPPY supports parents as their children's first and most important teachers. HIPPY follows an upbeat 30 week curriculum with weekly hour long visits bringing educational material and activities to parents who then teach their children at home.

Field Trips: Monthly family field trips are led by TFP staff with parents and children in any of TFP's programs, expanding horizons for families to learn about and access the rich cultural and educational opportunities in the DC area. Field trips include visits to museums, the zoo, libraries, parks, civic events, etc.

Family Literacy Home Visits: In addition to our formal HIPPY home visiting program, families in our ESL and Spanish Literacy programs receive quarterly home visits from adult and ESL staff members. Families receive educational materials and books that can be used by parents and children in the home.

Case Management Visits: While many of the case management services are offered onsite our case manager is also available to accompany families off site to help with issues including: court services (accompanying mothers to child support and custody hearings), school meetings, insurance appointments, etc.

Special Events: TFP holds various events for families throughout the year. Most of these events take place at St. Stephen's Church since TFP is not large enough to host them. Events include: Graduation, Holiday Parties, Large group TFP Educational Workshops, Domestic Violence Awareness Events, Children's Day Event, etc.

ON & OFF SITE CONNECTIONS

Food, clothing & material resources "aka" emergency services: The Family Place regularly supports young parents and children of need by providing them with a variety of items. Many of these items are donated to The Family Place by its individual, corporate, and community supporters. Diapers, bags of groceries, household supplies, furniture, and toys at the winter holidays are some examples of ways that economic burdens for our families may be bridged.

Lunches & Food gatherings: TFP serves a nutritious lunch daily in conjunction with DC Central Kitchen at no cost to clients participating in any of our programs. In addition, many of our special events highlight food as a celebratory way of bridging cultures – such as the annual Thanksgiving dinner and other holiday celebrations.

Case management: Case management support takes on many aspects in response to individual family needs, both at our 16th St. NW house and in the community. TFP assists young families with basic, everyday needs, such as setting up doctor's appointments or understanding a letter from their child's school, and provides in-depth support, such as finding transitional housing opportunities, accompanying participants to court to file for child support, custody, or civil protection orders, and applying for public benefits such as food stamps and health insurance. TFP staff accompanies families to provide language assistance, support and confidence in obtaining necessary services through social service agencies or during court appearances.



THE FAMILY PLACE

at-a-glance

2014

2015

OVERVIEW

TFP served a total of 659 families in 2014

539 program families

120 walk-in families

TFP served a total of 753 families in 2015

551 program families

202 walk-in families

FAMILY LITERACY

77 participants came for our family literacy program

47 families participated in Spanish literacy

77 women participated in Child Development Associate Class

252 families participated in the HIPPY (Home Instruction for Parents of Preschool Youngsters) Home Visit program

51 children were served in the Early Childhood Classrooms

107 participants came for our family literacy program

48 families participated in Spanish literacy

60 women participated in Child Development Associate Class

252 families participated in the HIPPY (Home Instruction for Parents of Preschool Youngsters) Home Visit program

47 children were served in the Early Childhood Classrooms

FAMILY WELLNESS

31 Students participated in our parenting classes

24 women participated in our nutrition classes

23 children in wellness programs

74 Students participated in our parent support group

12 women participated in our nutrition classes

19 children in wellness programs

FAMILY STABILITY

47 women participated in the domestic violence support group

20 women came for court advocacy for civil protection orders

232 families participated in case management sessions conducted by family support workers

72 women participated in the domestic violence support group

19 women came for court advocacy for civil protection orders

253 families participated in case management sessions conducted by family support workers

EMERGENCY & BRIEF SERVICES

Emergency and brief material support made available through donations during this reporting period in the following amounts:

249 food items

4,071 items of clothing

48 layettes (baby supplies)

1226 diapers

45 cans of baby food and formula

1,106 toys given to children

1,051 breakfasts

1,769 adult lunches

458 kid lunches

679 food items

2,971 items of clothing

38 layettes (baby supplies)

1,609 diapers

23 cans of baby food and formula

1,738 toys given to children

896 breakfasts

2,230 adult lunches

240 kid lunches

VOLUNTEERS

73 volunteers contributed 4,277 hours

67 volunteers contributed 5,756 hours

FINANCIAL *Statement*

REVENUE	2015	2015	2014	2014
Foundations	122,252	11.49%	245,708	19.67%
Religious Organizations	14,200	1.33%	31,925	2.56%
Government	860,840	80.87%	870,713	69.69%
Individuals	57,774	5.43%	56,020	4.48%
Business Organizations	9,241	0.87%	28,590	2.29%
Other	96	0.01%	16,381	1.31%
Total Unrestricted Support	1,064,403	100.00%	1,249,337	100.00%
EXPENSES				
Program Services	981,950	87.00%	942,002	84.79%
Management & General	84,896	8.00%	106,772	9.61%
Fundraising	58,054	5.00%	62,181	5.60%
Net Expenses	1,124,900	100.00%	1,110,955	100.00%
Unrestricted Assets, Beginning of Year	373,977		235,595	
Unrestricted Assets, End of Year	313,480		373,977	



\$30,000 & ABOVE

DC Office of the State
Superintendent of Education:
Adult and Family Education
DC Office of the State
Superintendent of Education:
Early Childhood Education
DC Department of Health
Fight For Children, Inc.
Katherine Pollard Maddux Memorial
Mental Health Foundation
William J. & Dorothy K. O'Neill
Foundation

\$10,000-\$29,999

Clark-Winchcole Foundation
Collaborative Solutions for
Communities
DC Office on Latino Affairs
Eighth Day Faith Community Festival
Church
Inter-American Development Bank -
IDB Solidarity
International Monetary Fund
Jovid Foundation
Max and Victoria Dreyfus Foundation
Morrison & Foerster Foundation
Rotary Foundation of Washington,
DC
The Share Fund
William S. Abell Foundation

\$5,000-\$9,999

Ann Barnett
Michael Barnett and Beth Dinovi
Potter's House Church
Workers of St. Alban WSA

\$1,000-\$4,999

Daniel and Karin Akerson
Gar and Sharon Alperovitz
Bench Trail Fund
Charles Delmar Foundation
City First Bank of DC
Claude and Nancy Keener Charitable
Fund
Daniel Lynch Foundation Inc
Kendall Dorman
James Edmonds and Ellen Grooms
Lisa Fuentes and Thomas Cohen
Harvey and Alice Galper
David Garr
Lawrence D. and Rosemary Garr
Joseph F. and Lynne Horning
John Ingold
Anna Karavangelos
Kyle Todd Public Service Foundation
The Leonard F. Milagrate Revocable
Trust
Carl P. Leubsdorf and Susan Page
Dr. Helen McConnell
Linda McNeil
Lawrence and Kathleen Mercker
Jack and Ann Parr
Jerry and Carolyn Parr

George Pitts
Laurence Platt and
Elizabeth Herington
Ravenel Foundation
Caroline Isber and Peter Reuter
T. Rowe Price Global Matching Gift
Program
Eve Leona Tetaz
Ruth Mathmann and Craig Mathews
Alexander and Judith Watson
David Williams
Worldwide Small Change
Foundation, Inc.

\$500-\$999

Misbah and Hind Ahdab
Daniel Alpert
Bethesda Friends Meeting
Hadley L. Boyd and John V.
Parachini
Robert and Arlene Gelbard
David and Marja Hilkfiker
Daniel Hylton
Jubilee Church
Lenzner Family Foundation
(Margaret Rood Lenzner)
James and Laurel McCarthy
Ronald and Joyce Nelson
L. Alberto and Anne Nunez
Nydia and Alberto Pieczanski
Oralia Puente
Richard and Linda Roeckelein
Stafford and Deborah B. Smiley

\$100-\$499

Mary Anders
Gail C. Arnall
Marion Ballard
Charlotte and Jean Barbey
Nathan and Elaine Barge
Michael and Estela Barnett
Hilary Binder-Aviles
Deborah Bombard
Joseph and Annelise Brand
Ruth and Michael Brannon
Adam Bremer
Jeanette T. Brophy
Thomas C. Brown
Carol Bullard-Bates and Kent
Beduhn
Lawrence Bussey
Lawrence Cannaday
David Catania
John H. Cavanagh and Robin Broad
Dale and Margaret Clark
Robert and Meleney Coe
Edward and Ruth Cogen
Theodore Joseph Collier, Jr.
Mary Cosby
Malcolm and Lisa Cosgrove-Davies
John Culver and Mary Jane Checchi
John and Margorie Daly
Richard and Andrea Danzig
Pat Davies
Frauke de Loop

Bettina B. Del Sesto
Maureen Earner
Nancy and Condit Eddy
Peter and Marian Edelman
David and Elizabeth Edminster
Ruth Eisenberg
Kelley Ellsworth
Tony and Eileen Essaye
Matthew and Ellanor Fink
Joseph and Rachel Firschein
Robert Fisher and Maritza Castro
John Fieder and Jan Bogrow
Margie Ford
Herb and Barbara Franklin
Mary Gabay
Seymour and Rita Glanzer
Alan E. Gober
Barry Goodman and Willi Colino
Ruth Gramlich
Bob and Debbie Groberg
Thomas Gutierrez
Joseph and Merna Guttentag
Laurence Hewes, III and Mary Hewes
Mary (Molly) Hewes
Ralph and Elizabeth Hofmeister
Thomas and Carolyn Hubers
Natalia Isaza and Pablo Guerrero
George and Stephanie Koenig
Maria Lameiro
Virginia Lezhnev
Gail S. MacColl
Melanie Maloney
Sheldon and Linda Mandel
Kayla L. McClurg
John McGinire
Meredith McGuire
Alan and Laura McKie
Donald and Gretchen McKnew
Florence Meyer
Jaime Monilior
Walter Noll and Marilyn Smith
James and Patricia O'Neill
Boris Ozuna and Rebeca Ozuna
Barge
Arlene Pacht
Lance and Maureen Pelter
Margaret Plank and David Souders
Nancy Polikoff and Cheryl Swannack
Gale and Barbara Quist
Barbara Rehm
Peter Riddleberger
Robert Richardson
John T. and Anne C. Rigby
The Robert A. Remes
and Deborah Carliner Fund
Christopher and Nalini Rogers
William Alfred Rose
Donna Rosen and Roland Diggs
Michael Russell
Maria Sanchez-Carlo
Cameron and Betsy Sanders
Herman and Mary Schwartz
Manuel and Fanchon Silberstein
Abbie Smith and Sally Greenberg

Kenneth Simonson Jan Solomon
Peter and Jacqueline Sinclair
Daniel and Maxine Singer
Neyzer G. Stacey
Christine Steiner
Sybil Stokes
Eleanor and Peter Szanton
Jane Thompson
Anne Urban and Peter Yeo
Jonathan Willen

\$1-\$99

Eleanor Bastian
Dorothy Bockstiegel and Carol
Kawecki
David and Catherine Bohigian
Dianne Bradley and Maurice
Zeeman
Scott and Julie Bradley
Phillip Brenner and Elizabeth Vieth
Bill and Lynn Brownell
Barbara Blair Busch
Shawn Chakrabarti
Rosa Charruppi
George and Lenore Cohen
Edwina Davis
Dennis and Mary Dimsey
David Dugoff and Victoria Bor
Fern Edwards
Thomas and Elizabeth Fox
Lawrence Guyot
Robert Higgins
Harold and Lana Hirsch
Jim and Zona Hostetter
Greg and Elizabeth Ingram
Anne Jarman
Michelle Johnson
Elizabeth Kidder
G. Thomas and Rosalie Kingsley
Kathryn A. Lasso
Marci Levin
Donald and Susan Lubick
Marcia Macdonald
Kathleen MacGillivray
Cynthia Martens
Marvin Restaurant
Stephen Messner
Claudette Monroy Velazquez
Joan Morton
Geraldine and Charles Pilzer
Thorburn and Helen Reid
Lynn Roughley-Young
Della M. and Rustum Roy
Melissa Segundo-Moreno
Ruth Stokes
Eileen Suffian
Valerie and Joel Truitt
Wesley Walsman
Haley Wiggins
Kent and Cherie Wiggins
Joyce Wilcox
Patricia Wudel
Sarah Yagoda
Mary Zehr

\$30,000 & ABOVE

DC Office of the State
Superintendent of Education:
Adult and Family Education
DC Office of the State
Superintendent of Education:
Early Childhood Education
DC Department of Health

\$10,000–\$29,999

Clark-Winchcole Foundation
DC Office on Latino Affairs
Jovid Foundation
Morrison & Foerster Foundation
The Share Fund

\$5,000–\$9,999

Ann Barnett
Collaborative Solutions for
Communities
Inter-American Development Bank
– IDB Solidarity
Rotary Foundation of Washington,
DC
Walter A. Bloedorn Foundation
Worldwide Small Change
Foundation, Inc.
Workers of St. Alban WSA

\$1,000–\$4,999

Ruth Kotell Aaron and Henry Aaron
Bench Trail Fund
Community Foundation
Daniel Lynch Foundation Inc
Ronald Del Sesto and Rachel
Tillman
Eighth Day Faith Community
Festival Church
Harvey and Alice Galper
Lawrence D. and Rosemary Garr
John Ingold
Kyle Todd Public Service
Foundation
Carl P. Leubsdorf and Susan Page
Lawrence and Kathleen Mercker
Mi Rancho
Laurence Platt and Elizabeth
Herington
Ravenel Foundation
Caroline Isber and Peter Reuter
Alice Rivlin and Sidney Winter
Vanguard Charitable Endowment
Program
George Wasserman
Alexander and Judith Watson
David Williams

\$500–\$999

Daniel F. and Karin A.
Akerson
Gar and Sharon Alperovitz
George Avery
Michael and Estela Barnett
Bethesda Friends Meeting
Susan and Daniel Bronson
James Edmonds and Ellen
Grooms
David Garr and Katie Myer
Natalia Isaza and Pablo Guerrero
Jubilee Church
Roy Kaufmann
Lenzner Family Foundation
Leroy and Modestine Lowery
James and Laurel McCarthy
Linda McNeil
National Center for Families
Learning
Oralia Puente
Richard and Linda Roeckelein
Billie Short
Audrey Singer

\$100–\$499

Daniel Alpert
Mary Anders
Robert and Margaret Armen
Donna Ballard
Marion Ballard
Ruth and Michael Brannon
John H. Cavanagh and Robin
Broad
Thomas C. Brown
Heather Bruce
David and Beverly Brumbaugh
Karen Campbell
Peter and Jennifer Cavicchia
Charitable Gift Fund
Carolyn Chiechi
Church of Christ
Margaret Clark
Mary Clark
Charles and Sara Coe
Robert and Meleney Coe
Community of Christ
Mary Cosby
Malcolm and Lisa Cosgrove-
Davies
David and Elizabeth Edminster
Tilden and Mary Edwards
Kelley Ellsworth
Barbara Elrod
Robert Fisher and Maritza Castro
Michael Flanagan and Jocelyn
Dyer
John Fleder and Jan Bogrow
Claude and Yolande Ford
Herb and Barbara Franklin
Mary Gabay
Stephen and Ann Garmon

Robert and Arlene
Gelbard
Daniel Gillis
The Greater Cincinnati Foundation
Jeffrey Greene and Lila McConnell
Joseph and Merna Guttentag
Laurence Hewes, III and Mary
Hewes
Robert and Sandra Horan
Jim and Zona Hostetler
Thomas and Carolyn Hubers
Sally B. Kaplan
George and Stephanie Koenig
Maria Lameiro
Virginia Lezhnev
Gail S. MacColl
Lane and Margaret Mc Nitt
James and Diane McCarten
John McCrie
Meredith McGuire
Claudia and Maurice McInerney
Donald and Gretchen McKnew
Robert and Marie Melchiori
Florence Meyer
Jaime Monlor
James and Minna Nathanson
Walter Noll and Marilyn Smith
L. Alberto and Anne Nunez
James and Patricia O'Neill
Lindsey Parr
Linda Parshall
Marc and Anne Pergament
Robert Phares
George Pitts
Nancy Polikoff and Cheryl
Swannack
Gale and Barbara Quist
Andrew and Julie Ray
Peter Riddleberger
John and Anne Rigby
Donna Rosen and Roland Diggs
Maria Sanchez-Carlo
Cameron and Betsy Sanders
Diane Schaefer
Erin Sikorsky and Jonathan
Stewart
Peter and Jacqueline Sinclair
Abbe Smith and Sally Greenberg
Joseph and Suzanne Speicher
Ariana Spiliotes
John and Roberta Stewart
Eileen Suffian
Martha and Kevin Tansey
Eve Leona Tetaz
Charles Triplett
Ruth Uhlmann and Craig Mathews
Holly Van Fleet
Haley Wiggins
William Wilhelm
William Willcox
Susie Yoon

\$1–\$99

Jorge Acevedo
Yaw Ansu and Joan Chamberlain
Arthur Banks
Gerald and Barbara Bechtie
Jane Bergner
David and Catherine Bohigian
Bill and Lynn Brownell
Shawn Chakrabarti
Maxine Champion
George and Lenore Cohen
Meghan Cusack
Howard and Marianne Dawson
Monica De Narvaez
Adam DeSantis
David Dugoff and Victoria Bor
Lucia Edmonds
Fern Edwards
Barbara Elkus
Dennis and Barbara Finch
Ka Flewellen
Jon Frankel and Jennifer Ferrara
Elizabeth Gelfeld
Alan E. Gober
William Hawthorne
Harold and Lana Hirsch
Anne Hobler
Joseph and Heather Kearn
Elizabeth Kidder
Sylvia Knight
Bruce and Sharron Levine
Wilson Livingood
Donald and Susan Lubick
James Lucey
Melanie Maloney
Sheldon and Linda Mandel
Kayla L. McClurg
Dr. Helen McConnell
Bette McCord
Stephen Messner
Anita and Morton Mintz
Ezequiel Molina and Marina
Skorupski
Claudette Monroy Velazquez
Boris Ozuna and Rebecca Ozuna
Barge
Arline Pacht
Matt Parker
Stephen Petro
Charles Pflueger
Geraldine and Charles Pilzer
Margaret Power
Daniel and Pamela Ray
Thorburn and Helen Reid
Mary and Lewis Sorrells
Nevzer G. Stacey
Guy and Barbara Townsend
Valerie and Joel Truitt
Bruce Robinette Tee
Robert and Barbara Turek
Barbara Washburn
Lou Jean Wiggins

IN-KIND Donors

202design donated the design of TFP's Annual Report

R.A. Little Pest Services, LLC provided TFP with pest control free of charge

Christ Child Society donated layettes to new mothers

DC Central Kitchen donated hot lunches to TFP families daily

Inter-American Development Bank-Share the Magic DC

Solidarity Program provided TFP with high quality toys

Dickstein Shapiro LLP-Doing Small Miracles provided TFP with high quality toys

Temple Sinai donated Thanksgiving bags to TFP families

Central Union Mission donated Thanksgiving bags and other food to TFP families

Bill Aiken
Zoila Alvarez
Mark Andersen
Mark Anderson
Beatriz Ascencio
Amy Bacon
Randy Bacon
Charles Barnett
Jaheda Begum
Charles and Susan Bien
Carolyn Biery
Cynthia Bonayo
Chris Bowie & Gloria Guzman
Christine Bradley
Bridges Public Charter School
Central Union Mission
Claudia Campos
Evangelina Canales
Norma Canales de Hernandez
Alexandra Capriles
Jorge Casanova
Anny Chaidez and Daniel Lee
Ruth Chavarria
Edith Chirino
Malaika Cordeiro
Anabel Cruz
Martha Cuatle
Pat Davies
Andrea De Paz
Paul Devereaux
Ervin Diaz
Tamary Diaz Otero

Mary Dimsey
Miguel Elias
Beatriz Esquivel
Consuelo Flores
Margie Ford
Andrea Gallegos
Lawrence Garr
Sarah Gibson
Megan Gray
Maribke Gupio
Ana Hernandez
Molly Hewes
Katie Hui
Eleonora Ibrani
Natalia Isaza
April Jackson
Kimberly Jaw
Heather and Colby Jenkins
Valerie Johnson
Patricia Johnson
Shana Jones
Emily Kahn
Roy Kaufmann
Lisa Kraloric
Lyndsey Layton
Glenda Lopez-Rivas
Rebecca Maldonado
Luz Amelia Marrow
Genevieve Martinez
Karen Mazie
Dr. Helen McConnell
Mahyar Mofidi
Claudette Monroy
Nadirah Moreland
Zac and Jess Murphy

Minerva Nolasco
Nonna Noto
Ingrid Orjuela
Yenue Osegueda
Justin and Adriana Oxman
Tulin Ozdeger
Luis Padilla
Monica Palacio
Katrice Pitts
Oralia Puente
Evelyn Renshaw
Wilson Reynolds
Mirna Rodriguez
Maria Roldan
Kiersten Rossetto
Barbara Salinas
James Salt
Alejandra Sandoval
Mary B. Scott
Erin Sikorsky
Rosalba Soriano-Palacios
Eileen Suffian
Tigist Teshome
The Madeira School
Rosa Turcios
Ruth Uhlmann
Gretchen Van Fossan
Ildamira Vargas
Sarah Whiting
Erica Ortiz White
Haley Wiggins
Jonathan G. Willen
Kimberly Williams
Thomas Zebb

2014
&
2015

BOARD List

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Michael D. Barnett	Oralia Puente
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Kendall Dorman	Audrey Singer
Lawrence D. Garr	Judith Watson
Natalia Isaza Brando	Jonathan G. Willen

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Ann B. Barnett	Helen H. McConnell
Alice R. Galper	Carolyn Parr
Lisa Fuentes	Oralia Puente
	Ruth Uhlmann

MANAGEMENT Staff

Haley Wiggins, *Executive Director*
Claudette Monroy, *Director of Education*
Lisa Fuentes, *Director of Home Visiting*

VOLUNTEERS

Jose Alfaro	Alex Demosthenes
Consuelo Alvarenga	Tamary Diaz Otero
David Alvarez	Leo Elgudin
Nahia Antoranz	Seth Elias
Laura Aragon	Craig Far
Beatriz Ascencio	Adrian Garcia
Carlos Ausbert	Josue Giron
Genevieve Beaulac	Kenia Graterol
Dawn Bennet-Ingold	Christina Gross
Maria Carolina Berrios	Sandra Guevara
Omar Bestetti	Vera Hantelmann
Olivia Bevacqua	Lei He
Carolyn Biery	Martha Hernandez
Selena Burrell	Elier Herrera
Perla Campos	Greg Hitz
Mercedes Carrillo	Rachel Holder
Laura Fernández Cascán	Olivia Idris
Rosa Charrupi	Claudia Infantes
Monica Claro	Fabiola Irizarry
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Ashleigh Coombes	Maria Jaurretche
Bryan Cruz	Ryan Jawetz
Neli Cruz	Katharine Jennings
Maria Victoria Curzel	Beatriz Jimenez
Diana David	Michelle Johnson
Juan Carlos Davila	Gloria Jurado
Nia Davis	Emily Kahn
Alejandro DeBarro	Patrick Keller
Lidya Demissine	Emily Kelly

VOLUNTEERS *continued*

Cristi Killingsworth
 Maria Lameiro
 Jordan Lenning
 Elisa Luzawaga
 Karen Lyons
 Ana Margarita Martinez
 Taina Martinez
 Veronica Martinez
 Kathe Mejia
 Mariah Melson
 Lawrence Mercker
 Margie Miller
 Dana Mitchell
 Jaime Monllor
 Andrea Montilla
 Clara Morchio
 Jorge Mosso
 Cristina Otano
 Jenny Palmer
 Israel Parada
 Lindsey Parr

Celso Pastrani
 Lyndsey Pecker
 Lizbeth Perez
 Alan Pineda
 Oralia Puente
 Maria Puma
 Beatriz Ramirez
 Leticia Ramirez
 Marilyn Ramos
 Julie Renkoski
 Evelyn Renshaw
 Carolina Restrepo
 Daniela Revollo
 Edwin Reyes
 Oscar Rocabado
 Carla Rojas Paz

Kiersten Rossetto
 Norma Rosso
 Carolina Salazar
 Laura Sanchez
 Lauren Schumacher
 Paul Schumacher
 Catalina Shaw
 Alexandra Solano
 Rosalinda Solis
 Marco Sotelino
 Ariana Spiliotes
 Arnay Thomas
 Alexia Thorpe

Rosa Turcios
 Elisa Uzarraga
 Jonathan Vanegas
 Ernesto Vasquez
 Elizabeth Villanyl
 Ruth Von Fleckenstein
 Elizabeth Walker
 Silvia Webel
 Matthew Wilcox
 Alex Williams
 Sarah Yagoda
 Elizabeth Zavala
 Xavier Zientarski

VOLUNTEER *Spotlight*

Ms. EVELYN RENSHAW (ESL CLASSROOM)

All of our volunteers enhance our programs and bring a variety of skills and experiences through our door, none more so than one of our ESL Class volunteers, Ms. Evelyn Renshaw. She comes to us with over 30 years of Teaching English as a Second Language experience as both a teacher and director at Eastern Washington University. She is fluently bilingual, holding a B.A. in Romance Languages from Boston University and a M.A. in Teaching English as a Foreign Language from San Francisco State University. Moreover, she comes in twice a week with the biggest smile and genuine warmth. Our students are immediately drawn to her, whether it is to ask her homework questions or see pictures of her grandchildren. Over the past year Ms. Evelyn has been an indispensable part of our team and we look forward to her being in our classroom for many more years to come.

"I CAN'T EVEN BEGIN TO DESCRIBE WHAT AN ASSET MS. EVELYN IS TO ME AS A TEACHER. I ACCOMPLISH MORE EACH LESSON THAT SHE CO-TEACHES. HER ENERGY AND PASSION ARE CONTAGIOUS -THE FAMILY PLACE IS BETTER FOR IT." ~ *Shawn Chakrabarti (ESL Instructor)*





the family place

3309 16th Street NW

Washington, DC 20010

www.thefamilypacedc.org

info@thefamilypacedc.org

202.265.0149

CFC # 7052



the familyplace

VERY FIRSTS

ANNUAL REPORT 2012-2013

DEAR FRIENDS,

As The Family Place (TFP) celebrates nearly 35 years of service to the Washington, DC community, we take time to reflect on our work and our accomplishments. The years 2012 and 2013 were full of new and exciting opportunities here at TFP, while our mission to empower low-income families and to foster the optimal development of their young children through educational and support services has remained as strong as ever.

Our success over the last three and a half decades is credited to long-lasting relationships with donors and friends like you! Your support has made it possible for our dedicated staff, board members, and volunteers to carry out our mission successfully. Our work would not be possible without the strong bonds we have established over the years with numerous community members, foundations, churches, and governmental partners.

After all of these years of service, new journeys and projects still excite us as much as they did when The Family Place first opened its doors in 1980. Francisca, one of our participants, just bought her first home. Just as she opens this new chapter in her life, The Family Place is embarking in its own firsts: our first major kitchen remodel, our first Plaza Comunitaria graduates, and our first major expansion of the Home Instruction for Parents of Preschool Youngsters (HIPPY) program to Wards 5, 7, and 8.

In this report, we focus on our newest accomplishments, summarize our continuing services, and share our outlook on the future.

Our work would not be possible without your support! Thank you!

Haley Wiggins
Executive Director

Lawrence D. Garr
TFP Board Chairperson

THANKS TO ALICE GALPER

WE WISH TO TAKE THIS OPPORTUNITY TO THANK AND HONOR ALICE GALPER, a leader and driving force in the field of early childhood research and education, and a key player in the success of The Family Place in many ways for many years. The Family Place clients, staff, and board have greatly benefitted from her passion, leadership, and hands-on work throughout her tenure as a Family Place board member and past board chairperson.

In addition, as her succeeding board chairperson, I want to personally thank her for the guidance and support she provided as I transitioned into this position, and for her never-flagging practical advice and moral support to me and everyone at The Family Place. Without her, the Family Place would not be the same.

Over the years, Alice steered the ship of The Family Place through successes and challenges. As we all know, maintaining and expanding the essential programs of our organization with “a small budget in a small place with a small board and small staff” could only have happened as a result of her leadership as a board member, officer, and trusted advisor to all at The Family Place.

We wish Alice well in the future as she leaves our board, confident that the lessons and inspiration she provided all of us will enable The Family Place to successfully carry out its mission. Thousands of children and their parents in the DC area are happier, healthier, better educated, and more likely to succeed as a result of her work!

**KUDOS AND THANKS
TO YOU, ALICE!**

Lawrence D. Garr, TFP Board Chairperson



FIRSTS

OUR VERY FIRST PLAZA COMUNITARIA GRADUATES!

In 2013, The Family Place had the honor of celebrating our very first graduates from The Plaza Comunitaria Spanish Literacy Program! Our Plaza Comunitaria program is the oldest of its kind in Washington, DC. This program has been offered since 2003 in collaboration with the Consular Section of the Embassy of Mexico.

Plaza Comunitaria is an Adult Education program for native Spanish speakers; it allows participants to continue and eventually complete their education in their native language and study subjects at the elementary, secondary and high school levels. Having a strong knowledge of one's own native language, aids in grasping a second language, in this case English.

Alejandrina López and Marcos Hernández received education certificates from the Mexican consulate and INEA after completing our program. Marcos, originally from El Salvador, began taking the Plaza Comunitaria course in 2010. He took classes regularly in Spanish and math, as well as computer courses. After finishing the 12 modules, he completed the equivalent of elementary school, as defined by the Mexican education system. Alejandrina is from Pochuta, Guerrero, Mexico, and arrived in the United States at the age of 20. She began taking classes at The Family Place in 2006, in

the English as a second language program. Like Marcos, she received certification from INEA and the Mexican consulate in April 2013.



Both Marcos and Alejandrina plan to continue their schooling, and have already begun working on their secondary education. Marcos tells us he is grateful for the teachers he encountered at The Family Place. He has learned in the past few years that with help and effort, attaining an education is possible. For Alejandrina, the results of her efforts benefit her every day. Learning English has helped her to feel more comfortable completing daily tasks, like reading and writing, giving out personal information, and helping her sons with their homework.

Words cannot describe how proud we of Marcos and Alejandrina. We wish them nothing but the best as they continue they studies!

OUR FIRST HOME VISITING EXPANSION INTO WARDS 5,7,8

In 2012, The Family Place secured its first government contract with the DC Department of Health, enabling us to expand our Home Instruction for Parents of Preschool Youngsters (HIPPY) home visiting program into Wards 5, 7 & 8. HIPPY is a parent involvement program that

aims to increase school readiness by helping and supporting parents in their role as their child's first teacher. The program works with parents of three, four and five year old children to foster success in school and beyond. Our trained, experienced home visitors provide parents with

a weekly curriculum to guide them through teaching their child essential concepts, such as reading, math, geometric shapes, and colors. The HIPPY Home Visitors supply materials to the parents which enable them to continue educating their children at home, they also facilitate a support system for the parents through monthly group meetings.

HIPPY was first highlighted in the United States when former First Lady Hillary Rodham Clinton brought it to Arkansas in 1985. In recent years, HIPPY has been verified by the US Department of Health and Human Services as one of 13

evidenced-based home visiting educational programs. TFP began operating HIPPY services in 2011 and has recently tripled the number of families served as a result of the DC Department of Health contract. Through this funding families residing in Wards 5,7,8 are served. These Wards are some of the most disadvantaged in the city, and having the opportunity to serve them helps us strengthen the District's children's cognitive skills, early literacy skills, social, emotional and physical development, as well as giving us the opportunity to form additional partnerships with organizations located in those Wards.

HELPING OUR FAMILIES THROUGH OUR FIRST REMODELING PROJECT!

As renowned chef Mario Batali once said, "The kitchen really is the castle itself, this is where we spend our happiest moments, and where we find the joy of being a family." Here at The Family Place, we relate very much to this quote. Throughout our years of service, our beloved kitchen has hosted thousands of participants for breakfasts, lunches, and celebrations...and was falling apart. In 2012, we embarked on our first major kitchen remodeling project with funding from the Rotary Foundation, Elevation Ltd, and Festival Church.

According to Luz, our much loved housekeeper for more than 17 years, the new kitchen has added to the welcoming feeling The Family Place is known for. Our new kitchen has ample room for storing and serving food, and it is now a pleasant, appealing place for our participants and staff to convene and spend quality time. It is used daily to serve, breakfast, lunch and evening snacks, as well as being the home base for our weekly

nutrition class. Our participants have fallen in love with the new kitchen, and they now feel even more comfortable as members of The Family Place family.


We would like to especially thank our three major funders (the Rotary Foundation, Elevation

Ltd, and Festival Church), along with Justin Kendall from Thomas Somerville, Kendall Dorman of Dorman Architects, Juan Mendez, A to Z Remodeling, Mike Brannon, TW Perry, Marybeth Schebb, and Mosaic Tile, as well as our kitchen remodeling task force. Their support means the world to our families, as we we continue to enjoy our beautiful kitchen every day!



THE FAMILY PLACE AT-A GLANCE

2012

OVERVIEW	<p>TFP served a total of 795 families in 2012</p> <ul style="list-style-type: none"> • 131 were new families • 664 were returning families
FAMILY LITERACY	<ul style="list-style-type: none"> • 87 participants came for our family literacy program • 52 families participated in Spanish literacy • 87 women participated in Child Development Associate Class • 15 women participated in the AVANCE Parenting Program • 216 families participated in the HIPPY (Home Instruction for Parents of Preschool Youngsters) Home Visit program • 64 children were served in the Early Childhood Classrooms
FAMILY WELLNESS	<ul style="list-style-type: none"> • 41 women have come for prenatal classes, counseling, and case management • 41 Students participated in our parenting classes • 82 women participated in our nutrition classes
FAMILY STABILITY	<ul style="list-style-type: none"> • 105 women participated in the domestic violence support group • 32 women came for court advocacy for civil protection orders • 193 families participated in case management sessions conducted by family support workers
EMERGENCY & BRIEF SERVICES	<p>Emergency and brief material support made available through donations during this reporting period in the following amounts:</p> <ul style="list-style-type: none"> • 36 food bags • 3272 items of clothing • 39 layettes (baby supplies) • 1770 diapers • 239 cans of baby food and formula • 4336 toys given to children • 501 breakfasts • 770 kid snacks • 2048 adult lunches • 382 kid lunches 

THE FAMILY PLACE AT-A-GLANCE

2013

OVERVIEW	<p>TFP served a total of 772 families in 2013</p> <ul style="list-style-type: none"> • 151 were new families • 621 were returning families
FAMILY LITERACY	<ul style="list-style-type: none"> • 89 participants came for our family literacy program • 57 families participated in Spanish literacy • 45 women participated in Child Development Associate Class • 10 women participated in the AVANCE Parenting Program • 316 families participated in the HIPPY (Home Instruction for Parents of Preschool Youngsters) Home Visit program • 46 children were served in the Early Childhood Classrooms
FAMILY WELLNESS	<ul style="list-style-type: none"> • 8 women have come for prenatal classes, counseling, and case management • 21 Students participated in our parenting classes • 25 women participated in our nutrition classes
FAMILY STABILITY	<ul style="list-style-type: none"> • 66 women participated in the domestic violence support group • 26 women came for court advocacy for civil protection orders • 169 families participated in case management sessions conducted by family support workers
EMERGENCY & BRIEF SERVICES	<p>Emergency and brief material support made available through donations during this reporting period in the following amounts:</p> <ul style="list-style-type: none"> • 65 food bags • 1017 items of clothing • 41 layettes (baby supplies) • 1668 diapers • 111 cans of baby food and formula • 1602 toys given to children • 838 breakfasts • 1938 adult lunches • 277 kid lunches



FINANCIAL STATEMENT 2012/2013

REVENUE	2013	2013	2012	2012
Foundations	144850	14.7%	250700	23.3%
Religious Organizations	27343	2.8%	68422	6.4%
Government	727350	73.7%	651831	60.6%
Individuals	68145	6.9%	90183	8.4%
Business Organizations	7918	0.8%	14704	1.4%
Other	11216	1.1%	478	0.0%
Total Unrestricted Support	986822	100.0%	1076318	100.0%

EXPENSES

Program Services	894607	85.5%	784314	82.2%
Management & General	73766	7.1%	92142	9.7%
Fundraising	78123	7.5%	78050	8.2%
Net Expenses	1046496	100.0%	954506	100.0%

Unrestricted Assets Beginning of Year	295269	173457
Unrestricted Assets, End of Year	235595	295269

DONATIONS 2012

\$30,000 AND ABOVE

AVANCE, Inc.
Festival Church
The Morris and Gwendolyn
Cafritz Foundation
District of Columbia Department
of Health
The Katherine Pollard Maddux
Memorial Mental Health
Foundation
Office of the State
Superintendent of Education:
Adult and Family Education
Office of the State
Superintendent of Education:
Early Childhood Education

\$10,000-\$29,999

William S. Abell Foundation
Ann Barnet
Inter-American Development
Bank-IDB Solidarity
Rotary Foundation of
Washington

Eugene and Agnes Meyer
Foundation
International Monetary Fund
Clark Winchcole Foundation

\$5,000-\$9,999

Eighth Day Faith Community
Jovid Foundation
Daniel Lynch Foundation
Morrison & Foerster Foundation
National Latino Children's
Foundation

\$1,000-\$4,999

Henry and Ruth Aaron
Gar and Sharon Alperovitz
Avis Budget Charitable
Foundation
The Community Foundation of
the National Capital Region
Roland Diggs and Rose Donna
Michael DiNovi and Elisabeth
Barnet
Buttinelli Revocable Trust
City First Bank of DC

Harvey and Alice Galper
Gannett Foundation
Lawrence and Rosemary Garr
David and Marja Hilfiker
Carl Leubsdorf and Susan Page
Helen McConnell
Mathew McGovern
Linda McSpadden McNeil
RAM-Mi Rancho
Jack and Ann Parr
Jerry and Caroline Parr
Douglas A. Peardon, Jr.
George Pitts
Laurence Platt and Clare
Herrington
Peter Reuter and Caroline Isber
Toyota
Bench Trail Fund
Kairos Trust
Ruth Uhlmann and Craig
Mathews
Alexander and Judith Watson
David W. Williams
Saint Alban's Parish (WSA)

\$500-\$999

George Avery
Bethesda Friends Meeting
Kent Beduhn and Carol Bullard-
Bates
Michael and Ruth Brannon
Joseph and Virginia Bredekamp
St. Patrick Catholic Church
Thomas Cohen and Lisa Fuentes
Lenzner Family Foundation
David Garr and Katie Meyer
Thomas and Carolyn Hubers
Jubilee Church
Anna Karavangelos
L. Alberto and Anne Nunez
John Parachini and Hadley Boyd
Oralia Puente
Carol Ridker
Laura Wood

\$100-\$499

Elena Aguilar
Daniel Alpert
Mary Anders
Gail C. Arnall
Frederick and Marion Ballard
Michael and Estela Barnett
Deborah Bombard
Jean Bower
Thomas C. Brown
Jeanette Brophy
F. William and Lynn Brownell
Washington Brun and Christie McKay
Lawrence Bussey
Karen Campbell
Lawrence Cannaday
John H. Cavanagh and Robin Broad
Fidelity Charitable Gift Foundation
Progress Club Foundation
Robert Coe and Jane Meleney Coe
George and Lenore Cohen
Gordon and Mary Cosby
Malcolm and Lisa Cosgrove-Davies
John and Marjorie Daly
Sidney and Barbara Dickstein
Lowell and Diane Dodge
David and Wendy Dorsey
David and Elizabeth Edminster
Barbara Elrod
Gloria Eng Duke
Diana Engel
Anthony and Eileen Essaye
Matthew and Eleanor Fink
Joseph and Rachel Firschein
Robert Fisher and Maritza Castro
John Fieder and Jan Bogrow
Terry Foud
Camille Fountain

Mary Gabay
Robert and Arlene Gelbard
Barbara Gilbert
Seymour and Rita Glanzer
Maria Gomez
Ruth Gramlich
Ellen Grooms
Richard and Emily Hausman
Visions of the Heart Spiritual Life Center
Harold and Lana Hirsch
David and Anne Hobler
James and Zona Hostettler
Natalia Isaza and Pablo Guerrero
Charlotte Kowitch
Maria Lameiro
Michael and Margaret Lehrman
Nancy Lewis
Virginia Dieckman Lezhnev
Alberto Pieczanski and Nydia Lisman-Pieczanski
Sharon Lundahl
Gail MacColl
Sheldon and Linda Mandel
Kayla McClurg
John McCrie
Alan McKie
Samuel Miller and Tsai Hong
Laura Mol
James and Minna Nathanson
Walter Noll and Marilyn Smith Noll
Julia G. Perlman
Ira and Marilyn Polon
Gale and Barbara Quist
Cruz Ramirez and Leticia Simpson
Marcus and Lynn Raskin
Robert Richardson and Audrey Hinton
Peter Riddleberger
William Rose Jr.
Cameron and Elizabeth Sanders

Ralph and Mary Schwarzkopf
Robert Sherrick and Julia Bradshaw-Sherrick
Kenneth Simonson and Jan Solomon
Peter and Jacqueline Sinclair
Abbe Smith and Sally Greenberg
St. Francis Episcopal Church Women's Group
David Souders and Margaret Plank
Ruth Stokes
Sybil Stokes
Eileen Suffian
Peter and Eleanor Szanton
United Way of the National Capital Area
Robert and Anita Wellen
The Community Foundation of Western North Carolina
Jonathan G. Willen
Mendelle Woodley
Jose Maria Ygoa and Teresa Rafols

\$1-\$99

Tony K. Allen and Robert Clark
Norman Birnbaum
Dixie Bosley-Smith
Dale and Margaret Clark
Edward and Ruth Cogen
Bettina B. Del Sesto
Esther Delaplaine and Stanley Cohen
Frauke de Looper
Margie Ford
Brian Fuentes
Michaela Fuentes
Irene Garrote
Alan E. Gober
Marcos Hernandez
Michael and Barbara Hettelman
Mary (Molly) Hewes

Mary and Laurence Hewes
Robert Higgins
Ralph and Elizabeth Hofmeister
Gregory and Elizabeth Ingram
Daniel and Vivienne Isaacson
Stephen and Toby Kahn
G. Thomas and Rosalie Kingsley
George and Stephanie Koenig
Ralph Krause and Marianne Schuelein
Kathryn A. Taylore Lasso
Sharon Zern Lloyd
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Marcia MacDonald
Kathleen MacGillivray
Christina and Rolando Manriquez
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Sallie Meltzer
Stephen Messner and Elizabeth Prelinger
Laurence and Florence Meyer
Jaime Monlor
Peter Moskovitz and Candida Frazee
Diana K. Munson Living Trust
Isadora Nobel
Elizabeth Palmberg
Ronald and Hedy Pearlman
Geraldine Pilzer
Della M. and Rustum Roy
David and Nancy Scull
Robert Simon
Olga Simpson
Robert and Eliza Smith
Leslie Spiegel
Robert and Christine Steiner
Alice Stewart
Valerie and Joel Truitt
Alan and Mariette Ward
William Wilcox and Harriet Tyson

DONATIONS 2013

\$30,000 AND ABOVE

The Morris & Gwendolyn Cafritz Foundation
District of Columbia Department of Health
The Katherine Pollard Maddux Memorial Mental Health Foundation
Office of the State Superintendent of Education: Adult and Family Education
Office of the State Superintendent of Education: Early Childhood Education
Executive Office of the Mayor
Office on Latino Affairs

\$10,000-\$29,999

The Community Foundation of the National Capital Region
Share Fund
International Monetary Fund
The Herb Block Foundation
Kyle Todd Public Service Foundation
Morrison & Foerster Foundation

\$5,000-\$9,999

Henry and Ruth Aaron
Ann Barnett
Eighth Day Faith Community
Inter-American Development Bank-IDB Solidarity
The Jovid Foundation
Lawrence D. and Rosemary Garr
Taize Group Potter's House Church
Saint Alban's Parish (WSA)
Clark-Winchcole Foundation

\$1,000-\$4,999

Gar and Sharon Alperovitz
Festival Church
Charles Delmar Foundation
Ronald Del Sesto and Rachel Tillman
Michael DiNovi and Elisabeth Barnett
Bethesda Friends Meeting
City First Bank of DC
Rotary Foundation of Washington DC

Nancy M. Folger and Sidney Werkman

Harvey and Alice Galper
David Garr and Katie Meyer
Carl P. Leubsdorf and Susan Page
The Samuel M. Levy Family Foundation
Daniel Lynch Foundation Inc.
The Leonard F. Milgate Revocable Trust
Helen McConnell
L. Alberto and Anne Nunez
Jack and Ann Parr
Jerry and Carolyn Parr
Laurence Platt and Elizabeth Herington
Caroline Isber and Peter Reuter
Buttinelli Revocable Trust
Alice Rivlin and Sidney Winter
Bench Trail Fund
Toyota
Ruth Uhlmann and Craig Mathews
Walmart Foundation
Alexander and Judith Watson

Jonathan G. Willen and Associates
David W. Williams

\$500-\$999

Peter and Joan Andrews
Michael and Ruth Brannon
Joseph and Virginia Bredekamp
Community of Christ
Lenzner Family Foundation
Jelena Group
Jubilee Church
Robert and Alene Gelbard
Booz Allen Hamilton
Hawthorn
David and Marja Hilfiker
Daniel Hylton
James and Laurel McCarthy
Linda McSpadden McNeil
Laura Mol
John Parachini and Hadley Boyd
George Pitts
Oralia Puente
Mi Rancho
Richard and Linda Roecklein
Child Trends

\$100-\$499

Daniel Alpert
Mary Anders
James Baker and Emily Lynn Baker
Frederick and Marion Ballard
Charlotte and Jean Barbey
Nathan and Elaine Barge
Michael and Estela Barnett
Deborah Bombard
Dianne Bradley and Maurice Zeeman
William Brewer
Vikki Gregory Brooks and Bill Johnson
Jeanette T. Brophy
Thomas C. Brown
William and Lynn Brownell
Lawrence R. Cannaday
John H. Cavanagh and Robin Broad
Fidelity Charitable Gift Foundation
United Methodist Women of Chevy Chase
Margaret Clark
Thomas Cohen and Lisa Fuentes
Robert P. and Meleney Coe
Mary Cosby
Malcolm and Lisa Cosgrove-Davies
John and Marjorie Daly
Sidney and Barbara Dickstein
Roland Diggs and Rose Donna
David and Elizabeth Edminster
James Edmonds and Ellen Grooms
Ruth Eisenberg
Barbara Elkus
Anthony and Eileen Essaye
Matthew and Ellanor Fink
Joseph and Rachel Firschein
Robert Fisher and Maritza Castro
John Fleder and Jan Bogrow
Candida Frazee
Mary Gabay
Daphne Gemmill
Barbara Gilbert
Seymour and Rita Glanzer
Ruth B. Gramlich

Rick and Emmy Hausman
Ralph and Elizabeth Hofmeister
Dean Hubbard
Thomas and Carolyn Hubers
Innis Learning
Natalia Isaza and Pablo Guerrero
Charlotte P. Kowitch
Elizabeth Kidder
Joel B. Kleinman
Ralph Krause and Marianne Schuelein
Maria Lameiro
Michael and Margaret Lehrman
Virginia Dieckman Lezhnev
Melanie C. Maloney
Sheldon and Linda Mandel
Donald and Gretchen McKnew
Kayla L. McClurg
John McCrie
Raymond and Rita McGovern
Laurence and Florence Meyer
Jaime Monlor
Scott Morris and Ann Webber
James and Minna Nathanson
Walter Noll and Marilyn Smith Noll
Lance and Maureen Pelter
Julia G. Perlman
David and Joy Peyton
Alberto Pieczanski and Nydia Lismann-Pieczanski
Nancy Polikoff and Cheryl Swannack
Ira and Marilyn Polon
Margaret Power
Gale and Barbara Quist
The Robert A. Remes and Deborah Carliner Fund
Timothy Reuter
John T. and Anne C. Rigby
Christopher and Nalini Rogers
Maria Sanchez-Carlo
Cameron and Elizabeth Sanders
Ralph and Mary Helen Schwarzkopf
Kenneth Simonson and Jan Solomon
Peter and Jacqueline Sinclair
Daniel and Maxine Singer
Sybil Stokes

David Souders and Margaret Plank
Eileen Suffian
Terrapin Systems LLC
Peter and Eleanor Szanton
Ruby Tuesday
Mendelle Woodley
Christian Yoder and Jonathan Miller

\$1-\$99

Toni K. Allen and Robert Clark
Hector Feliciano Ayala
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Juliana Barnett and Brian Higgins
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Hilary Binder
Phillip Brenner and Elizabeth Vieth
Washington Brun and Christie McKay
Barbara Blair Busch
Jessica Campos
Rosa Charrupi
Mary Clark
Dale and Margaret Clark
Edward and Ruth Cogen
George and Lenore Cohen
David Dugoff and Victoria Bor
Joy and Mark Dunkerley
Condit and Nancy Eddy
Fern Edwards
Carlos Fernandez
Paul Fitch and Vidalbina Flores-Fitch
Terry Flood
Thomas and Elizabeth Fox
Todd and Ilene Garner
Matteo Garofalo
Alan E. Gober
Gloria J. Grant
Robert and Debbie Groberg
Cynthia Harrison
Janet Hennrichsen
Laurence and Mary Hewes
Mary (Molly) Hewes
Harold and Lana Hirsch
Justin Holland
William and Shirley Hoppel
Gregory and Elizabeth Ingram

Jennifer Ireland
Natalia Jimenez
Rachel Kaufman
G. Thomas and Rosalie F. Kingsley
Dorna Lange
Marcia Levin
LeRoy and Modestine Lowery
Gail MacColl
Kathleen MacGillivray
Alan McKie
Stephen Messner and Elizabeth Prelinger
Katherine Metres
Morton and Anita Mintz
Yauria Ochoa
Boris Ozuna and Rebeca Ozuna Barge
Arline Pacht
Rachel Sarah Queirolo
Kyle Roberts
Barbara Robinson
Conelius Rodriguez
Jason Ropp
Katherine Rosas
Jeffrey and Lisa Ross
Rustun and Della M. Roy
Lynn Roughley-Young
Jack Rozario
Claudia Salazar
David and Rosemary Saumweber
Manuel and Fanchon Silberstein
Linda Schultz
Jan M. Smart
Abbe Smith and Sally Greenberg
Leslie Spiegel
Nevzer G. Stacey
Robert and Christine Steiner
GR Sulton
Orlando Tizon
Valerie and Joel Truitt
United Way of the National Capital Area
Daniel Van Balen and Ana Lopez
Manuel Viscarra
Haley Wiggins
Kent and Cherie Wiggins
Kirsten Wittkowski
Tetyana Wittkowski

BOARD LIST 2012-2013

Ruth Kotell Aaron
Anabel Cruz (2009-2012)
Ronald W. Del Sesto, Jr.
Kendall Dorman
Jennifer Katherine Elena (2009-2012)
Alice R. Galper (2003-2013)
Lawrence D. Garr, Chair
Caroline Isber
Helen H. McConnell
Oralia Puente
Lourdes Quinteros (2009-2013)
Audrey Singer
Ruth Uhlmann
Judith Watson
Jonathan G. Willen
José Maria Ygoa (2011-2012)
Ann B. Barnett, Emeritus

CONSULTANTS 2012-2013

Vikki Gregory Brooks
Dr. Lawrence Bussey
Dr. Claudia Campos
Ana Maria Jaramillo
Michelle Marbury
Matilde Palmer
Eileen Suffian

STAFF LIST 2012-2013

Haley Wiggins *Executive Director*
Rebecca Barge
Director of Education
Katherine Rosas
Director of Social Services
Ana Acevedo *Joined 2013*
Carla Alfaro
Idis Argueta
Ana Lucy Artiga
Sarah Baker *2011-2013*
Claudia Lorena Baldacci
Tony Brun
Reyna Campos *2011-2012*
Angelica Castro
Shawn Chakrabarti *Joined 2013*
Francy Chica
Maria Cespedes
Lidia Fleitas

Jackeline Guerrero *2012-2013*
Aimee Kelley *2010-2012*
Bianca Lopez *2012-2013*
Lorena Maysonet *2011-2012*
Claudette Monroy *Joined 2013*
Ingrid Orjuela
Luz Prieto
Roxana Rivas
Agueda Sanchez
Cassandra Scarpino *2010-2013*
Nicole Snyder *2012-2013*
Sonia Sorto
Laura Uribe *2011-2012*
Luselia Uribe
Kelly Catherine Walker
2011-2012
Kirsten Wittkowski *2012-2013*

IN KIND DONATIONS 2012-2013

2012design donated the design of TFP's 2011 Annual Report
 ATEK PEST Management provided TFP with pest control free of charge
 Christ Child Society donated layettes to new mothers
 DC Central Kitchen donated hot lunches to TFP families daily
 Inter-American Development Bank-Share the Magic DC Solidarity Program provided TFP with high quality toys
 Dickstein Shapiro LLP-Doing Small Miraclesprovided TFP with high quality toys
 Restoration Church Group weeded TFP's yard and cleaned up the basement
 Carlos Rosario Student Leadership Student Governance Winter 2013 donated high quality toys
 Temple Sinai donated 40 Thanksgiving baskets to TFP families
 Wiebenson & Dorman Architectsdesigned and provided construction administration for our renovated kitchen

S and A Beads	Lidia Fleitas	Helen McConnell	David and Rosemary
Karen Abraham	Josh Ford	Marta Merchant	Saumweber
Amy Bacon	Maria Forman	Michelle Miller	Cindy Schuller
Rebeca Barge	Amy, Jamie and Max Forman	Alejandra and Claudette	Mary Scott
Charles Barnett	Kelly Galarza	Monroy	Molly Scott
Charles and Susan Bien	Rosemary and Lawrence Garr	Mayhar Mofidi	Kathleen Sheekey
Hadley Boyd	Jason Gebhardt	Leith Mondry	Michelle Simmonds
Beuthisa Bradburn	Alejandra Gepp	Tulin Ozdeger	Jeanne Marie Smith
Vikki Gregory Brooks	Juliana Gerdelman	Monica Palacio	Eileen Suffian
Christophe Bowie and Gloria	Megan Gray	Maureen Pao	Miriam Tamulivich
Guzman	Mike Heffner	Maritza Paredes	Charles Tarleton
Gilber J. Canales	Keys for the Homeless, Inc.	Jerry Parr	Victoriano Tartin
Lourdes Carazo	Daniel Hylton	Benjamin and Lisa Pondolfino	Ximena Traa-Valarezo
Noah Carlson	American Institute for Research	Oralia Puente	Erica Uhlmann
National Cathedral	Natalia Izaza and Pablo	Oluwatoyin Pyne	Ruth Uhlmann
Edith Chirino	Guerrero	Maria Rodriguez	Ana and Daniel Van Balen
Festival Church	DC Jewish Community Center	Maria Roldan	Gretchen Van Fossan
Joel Cornejo	Lyndsey Layton	Yolanda Rosario	Katherine Vernot-Jonas
Vicenta Cruz-Jimenez	The Lofts	Rose Donna	Jonathan G. Willen
Cecilia Cuprill	Alejandra Lopez	Sara Rostolder	Janice Wise-Diggs
Ron Del Sesto, Jr	Amanda Maisels	Garlic & Saffron, Inc. Sangria	Amanda Yale
Dara Duguay	Doreen Manchester	Café	Yesenia Zelava
Catherine Ferguson	Elida Marroqui	Barbara Salinas	
Rachel Firschein	Camila Mateo	Susan Sanders	

VOLUNTEERS 2012-2013

Alexander Aguilar	Alba Donis	Ana Margarita Martinez	Alexis Santiago
Paschale Algara	Steven DuBois	Ana Maria Martinez	Cynthia Santiago
David Alvarez	Lauren Earley	Steven McQueen	Ingrid Schaar
Maria Alvarez	Danny Euceda	Thiam Medina	Pamela Schmittle
Karla Argueta	Araceli Figueroa	Laurie Melin	Hannah Schwartz
Naomi Balodemas	Theresa Fitcher	Margie Miller	Catalina Shaw
Monica Bautista	Kelly Galarza	Jaime Monllor	Nicloe Snyder
Sarah Baran	Eblin Garcia	Andrea Montilla	Rosalinda Solis
Marcela Baron	Jimena Garrote	Eduvina Morales	Ariana Spiliotes
Leslie Barrett	Gabby Geier	Trusty Nallom	Jennifer Storzum
Dawn Bennet-Ingold	Jacob Goldbas	M. Newnam	Hannah Swarman
Mariano Bosch	Atlanta Group	Isadora Noel	Hannah Swearman
Adam Bremer	Amanda Hirsch	Cristina Otano	Madina Thiam
Lynn Brownell	Greg Hitz	Adeola Oyelabi	Mirian Turcios
Barbara Busch	Mackenzie Holland	Segio Pérez	Elizabeth Vasquez
Maria Claudia Camacho	Erin Illsley	Joy Peyton	Sandra Villegas
Danielle Capello	Spencer Jarrold	Mark Pigott	Ruth Von Fleckenstein
Mercedes Carrillo	Brandi Johnson	Humberto Pompa	Ellen Weathers
Ledis Cerrato	Gloria Jurado	Miguel Porrúa	Elaine Webber
Rosa Charrupi	Erica Karita	Rosie Powell	Silvia Webel
Eileen Coffey	Sebastian Kenneth	Rebecca Pred-Sossa	Sofia Weir
Nora Coleman	Sudipti Kumar	Oralia Puente	Sylvia Wendell
Cristina Cuervo	Maria Lameiro	Adela Ramos	Mauricia White
Juan Carlos Dávila	Adrienne Leach	Sergio Ramos	Alexandra Williams
Nia Davis	Pamela Levy	Felipe Ramos	Christina Wilson
Michele De Mars	Simone Manlove	Daniela Revollo	Sarah Yagoda
Afi De Wolfe	Amanda Marcus	Edwin Reyes	Linda Zottoli
John DiGiacomo	Lally Marino	Carla Rojas	



the family place

3309 16th Street NW
Washington, DC 20010

www.thefamilypacedc.org
info@thefamilypacedc.org
202.265.0149
CFC # 7052

Forms 990 / 990-EZ Return Summary

For calendar year 2015, or tax year beginning

, and ending

52-1190146

THE FAMILY PLACE, INC

Net Asset / Fund Balance at Beginning of Year

364,864

Revenue

Contributions 1,104,855

Program service revenue

Investment income 96

Capital gain / loss

Fundraising / Gaming:

Gross revenue

Direct expenses

Net income

Other income 0

Total revenue

1,104,951

Expenses

Program services 1,027,392Management and general 85,212Fundraising 58,675

Total expenses

1,171,279

Excess / (deficit)

-66,328

Changes

1,167

Net Asset / Fund Balance at End of Year

299,703

Reconciliation of Revenue

Total revenue per financial statements 1,105,905

Less:

Unrealized gains

Donated services 954

Recoveries

Other

Plus:

Investment expenses

Other

Total revenue per return 1,104,951

Reconciliation of Expenses

Total expenses per financial statements 1,171,279

Less:

Donated services

Prior year adjustments

Losses

Other

Plus:

Investment expenses

Other

Total expenses per return 1,171,279

Balance Sheet

	Beginning	Ending	Differences
Assets	<u>455,400</u>	<u>404,190</u>	
Liabilities	<u>90,536</u>	<u>104,487</u>	
Net assets	<u><u>364,864</u></u>	<u><u>299,703</u></u>	<u>-65,161</u>

Miscellaneous Information

Amended return

Return / extended due date 11/15/16

Failure to file penalty

Form **8879-EO****IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

Department of the Treasury
Internal Revenue Service

For calendar year 2015, or fiscal year beginning 2015, and ending 20

▶ **Do not send to the IRS. Keep for your records.**▶ **Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.****2015**

Name of exempt organization

THE FAMILY PLACE, INC

Employer identification number

52-1190146

Name and title of officer

**LAWRENCE GARR
CHAIR****Part I Type of Return and Return Information (Whole Dollars Only)**

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a**, **2a**, **3a**, **4a**, or **5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b**, **2b**, **3b**, **4b**, or **5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b 1,104,951
2a Form 990-EZ check here ▶ <input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5b _____

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2015 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

☒ I authorize **RYAN & WETMORE, PC** to enter my PIN **90146** as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____

Date ▶ **11/15/16****Part III Certification and Authentication**

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

52525152525

do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2015 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____

Date ▶ **11/15/16****ERO Must Retain This Form—See Instructions****Do Not Submit This Form To the IRS Unless Requested To Do So**

For Paperwork Reduction Act Notice, see back of form.

Form **8879-EO** (2015)

Form 990 Department of the Treasury Internal Revenue Service	Return of Organization Exempt From Income Tax Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations) ▶ Do not enter social security numbers on this form as it may be made public. ▶ Information about Form 990 and its instructions is at www.irs.gov/form990 .	OMB No. 1545-0047 2015 Open to Public Inspection
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A For the 2015 calendar year, or tax year beginning , and ending

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization <div style="text-align: center; font-weight: bold;">THE FAMILY PLACE, INC</div> Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite <div style="display: flex; justify-content: space-between;"> 3309 16TH ST NW </div> City or town, state or province, country, and ZIP or foreign postal code <div style="display: flex; justify-content: space-between;"> WASHINGTON DC 20010 </div>	D Employer identification number <div style="font-weight: bold;">52-1190146</div> E Telephone number <div style="font-weight: bold;">202-265-0149</div> G Gross receipts\$ 1,104,951
F Name and address of principal officer: <div style="font-weight: bold;">LAWRENCE GARR</div> <div style="font-weight: bold;">1875 EYE STREET, NW</div> <div style="font-weight: bold;">WASHINGTON DC 20006</div>		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.THEFAMILYPLACEDC.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 1979 M State of legal domicile: DC

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: <div style="font-weight: bold; text-align: center;">THE MISSION OF THE FAMILY PLACE IS TO EMPOWER LOW INCOME FAMILIES AND TO FOSTER THE OPTIMAL DEVELOPMENT THROUGH EDUCATION AND SUPPORT SERVICES.</div>	
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.	
	3 Number of voting members of the governing body (Part VI, line 1a)	11
	4 Number of independent voting members of the governing body (Part VI, line 1b)	11
	5 Total number of individuals employed in calendar year 2015 (Part V, line 2a)	34
	6 Total number of volunteers (estimate if necessary)	67
	7a Total unrelated business revenue from Part VIII, column (C), line 12	0
	b Net unrelated business taxable income from Form 990-T, line 34	0
Revenue	8 Contributions and grants (Part VIII, line 1h) 9 Program service revenue (Part VIII, line 2g) 10 Investment income (Part VIII, column (A), lines 3, 4, and 7d) 11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) 12 Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	Prior Year 1,265,135 Current Year 1,104,855 0 89 96 7,568 0 1,272,792 1,104,951
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1–3) 14 Benefits paid to or for members (Part IX, column (A), line 4) 15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10) 16a Professional fundraising fees (Part IX, column (A), line 11e) b Total fundraising expenses (Part IX, column (D), line 25) ▶ 58,675 17 Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e) 18 Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25) 19 Revenue less expenses. Subtract line 18 from line 12	0 0 808,091 828,652 0 337,029 342,627 1,145,120 1,171,279 127,672 -66,328
Net Assets or Fund Balances	20 Total assets (Part X, line 16) 21 Total liabilities (Part X, line 26) 22 Net assets or fund balances. Subtract line 21 from line 20	Beginning of Current Year 455,400 90,536 364,864 End of Year 404,190 104,487 299,703

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer <div style="font-weight: bold; text-align: center;">LAWRENCE GARR</div> Type or print name and title	Date <div style="font-weight: bold; text-align: center;">CHAIR</div>
Paid Preparer Use Only	Print/Type preparer's name PETER T. RYAN, CPA	Preparer's signature Date Check <input type="checkbox"/> if self-employed PTIN P00347443
	Firm's name ▶ RYAN & WETMORE, PC 7700 OLD GEORGETOWN RD, SUITE 320 Firm's address ▶ BETHESDA, MD 20814	Firm's EIN ▶ 52-1753100 Phone no. 301-585-0506

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

For Paperwork Reduction Act Notice, see the separate instructions.

Forms 990 / 990-EZ Return Summary

For calendar year 2014, or tax year beginning

, and ending

52-1190146

THE FAMILY PLACE, INC

Net Asset / Fund Balance at Beginning of Year

237,192

Revenue

Contributions 1,265,135

Program service revenue

Investment income 89

Capital gain / loss

Fundraising / Gaming:

Gross revenue 13,573Direct expenses 6,005Net income 7,568Other income 0

Total revenue

1,272,792

Expenses

Program services 985,661Management and general 94,905Fundraising 64,554

Total expenses

1,145,120

Excess / (deficit)

127,672

Changes

Net Asset / Fund Balance at End of Year

364,864

Reconciliation of Revenue

Total revenue per financial statements 1,278,797

Less:

Unrealized gains

Donated services

Recoveries

Other

Plus:

Investment expenses

Other -6,005Total revenue per return 1,272,792

Reconciliation of Expenses

Total expenses per financial statements 1,151,125

Less:

Donated services

Prior year adjustments

Losses

Other 6,005

Plus:

Investment expenses

Other

Total expenses per return 1,145,120

Balance Sheet

	Beginning	Ending	Differences
Assets	<u>369,684</u>	<u>455,400</u>	
Liabilities	<u>132,492</u>	<u>90,536</u>	
Net assets	<u>237,192</u>	<u>364,864</u>	<u>127,672</u>

Miscellaneous Information

Amended return

Return / extended due date 11/15/15

Failure to file penalty

Form **8879-EO****IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

Department of the Treasury
Internal Revenue Service

For calendar year 2014, or fiscal year beginning, 2014, and ending, 20

▶ **Do not send to the IRS. Keep for your records.**▶ **Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.****2014**

Name of exempt organization

THE FAMILY PLACE, INC

Employer identification number

52-1190146

Name and title of officer

**LAWRENCE GARR
BOARD CHAIR****Part I Type of Return and Return Information (Whole Dollars Only)**

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b 1,272,792
2a Form 990-EZ check here ▶ <input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5b

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2014 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

☒ I authorize **RYAN & WETMORE, PC** to enter my PIN **90146** as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶

Date ▶ **11/06/15****Part III Certification and Authentication**

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

52525152525

do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2014 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163, Modernized e-File (MeF)** Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶

Date ▶ **11/06/15****ERO Must Retain This Form—See Instructions****Do Not Submit This Form To the IRS Unless Requested To Do So****For Paperwork Reduction Act Notice, see back of form.**Form **8879-EO** (2014)

Form **990**
Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Information about Form 990 and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014
Open to Public Inspection

A For the 2014 calendar year, or tax year beginning , and ending

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization THE FAMILY PLACE, INC		D Employer identification number 52-1190146
	Doing business as		E Telephone number 202-265-0149
	Number and street (or P.O. box if mail is not delivered to street address) 3309 16TH ST NW	Room/suite	
	City or town, state or province, country, and ZIP or foreign postal code WASHINGTON DC 20010		G Gross receipts\$ 1,278,797
	F Name and address of principal officer: LAWRENCE GARR 1875 EYE STREET, SUITE 500 WASHINGTON DC 20006		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions)
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			
J Website: ▶ WWW.THEFAMILYPLACEDC.ORG			
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶			L Year of formation: 1979
			M State of legal domicile: DC

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: THE MISSION OF THE FAMILY PLACE IS TO EMPOWER LOW INCOME FAMILIES AND TO FOSTER THE OPTIMAL DEVELOPMENT THROUGH EDUCATION AND SUPPORT SERVICES.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	11
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	11
	5 Total number of individuals employed in calendar year 2014 (Part V, line 2a)	5	30
	6 Total number of volunteers (estimate if necessary)	6	73
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0
b Net unrelated business taxable income from Form 990-T, line 34	7b	0	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	1,008,250	1,265,135
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	70	89
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	13,642	7,568
	12 Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,021,962	1,272,792
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1–3)		0
	14 Benefits paid to or for members (Part IX, column (A), line 4)		0
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	817,340	808,091
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0	0
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 64,554		
	17 Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	271,312	337,029
	18 Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	1,088,652	1,145,120
Net Assets or Fund Balances	19 Revenue less expenses. Subtract line 18 from line 12	-66,690	127,672
	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	369,684	455,400
	22 Net assets or fund balances. Subtract line 21 from line 20	132,492	90,536
		237,192	364,864

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer LAWRENCE GARR		Date BOARD CHAIR	
	Type or print name and title			
Paid Preparer Use Only	Print/Type preparer's name PETER T. RYAN, CPA	Preparer's signature	Date 11/16/15	Check <input type="checkbox"/> if self-employed PTIN P00347443
	Firm's name ▶ RYAN & WETMORE, PC		Firm's EIN ▶ 52-1753100	
	Firm's address ▶ 7700 OLD GEORGETOWN RD, SUITE 320 BETHESDA, MD 20814		Phone no. 301-585-0506	

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

For Paperwork Reduction Act Notice, see the separate instructions.

Form **990** (2014)

Form **990**Department of the Treasury
Internal Revenue Service**Return of Organization Exempt From Income Tax**
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)▶ Do not enter Social Security numbers on this form as it may be made public.
▶ Information about Form 990 and its instructions is at www.irs.gov/form990.

OMB No 1545-0047

2013
Open to Public Inspection**A For the 2013 calendar year, or tax year beginning , and ending****B Check if applicable:**

- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization**THE FAMILY PLACE, INC****Doing Business As**

Number and street (or P.O. box if mail is not delivered to street address)

3309 16TH ST NW

Room/suite

City or town, state or province, country, and ZIP or foreign postal code

WASHINGTON**DC 20010****F Name and address of principal officer:****LAWRENCE GARR****1875 EYE STREET, SUITE 500****WASHINGTON****DC 20006****D Employer identification number****52-1190146****E Telephone number****202-265-0149****G Gross receipts \$ 1,021,962****H(a) Is this a group return for subordinates?** ☐ Yes ☒ No**H(b) Are all subordinates included?** ☐ Yes ☐ No

If "No," attach a list. (see instructions)

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) () (insert no.) ☐ 4947(a)(1) or ☐ 527**J Website:** **WWW.THEFAMILYPLACEDC.ORG****H(c) Group exemption number** ▶**K Form of organization:** ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶**L Year of formation: 1979****M State of legal domicile: DC****Part I Summary**

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: THE MISSION OF THE FAMILY PLACE IS TO EMPOWER LOW INCOME FAMILIES AND TO FOSTER THE OPTIMAL DEVELOPMENT THROUGH EDUCATION AND SUPPORT SERVICES.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	10
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	10
	5 Total number of individuals employed in calendar year 2013 (Part V, line 2a)	5	33
	6 Total number of volunteers (estimate if necessary)	6	39
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0
b Net unrelated business taxable income from Form 990-T, line 34	7b	0	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	1,061,311	1,008,250
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	271	70
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	207	13,642
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,061,789	1,021,962
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)		0
	14 Benefits paid to or for members (Part IX, column (A), line 4)		0
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	658,533	817,340
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0	0
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 80,963		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	249,708	271,312
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	908,241	1,088,652
19 Revenue less expenses. Subtract line 18 from line 12	153,548	-66,690	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	371,964	369,684
	22 Net assets or fund balances. Subtract line 21 from line 20	34,243	132,492
		337,721	237,192

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer		Date	
	LAWRENCE GARR		BOARD CHAIR	
Paid Preparer Use Only	Print/Type preparer's name		Preparer's signature	Date
	PETER T. RYAN, CPA			11/17/14
	Firm's name ▶ RYAN & WETMORE, PC		Firm's EIN ▶ 52-1753100	Check <input type="checkbox"/> if self-employed
	Firm's address ▶ 7700 OLD GEORGETOWN RD, SUITE 320 BETHESDA, MD 20814		Phone no. 301-585-0506	PTIN P00347443

May the IRS discuss this return with the preparer shown above? (see instructions)

☒ Yes ☐ No

For Paperwork Reduction Act Notice, see the separate instructions.

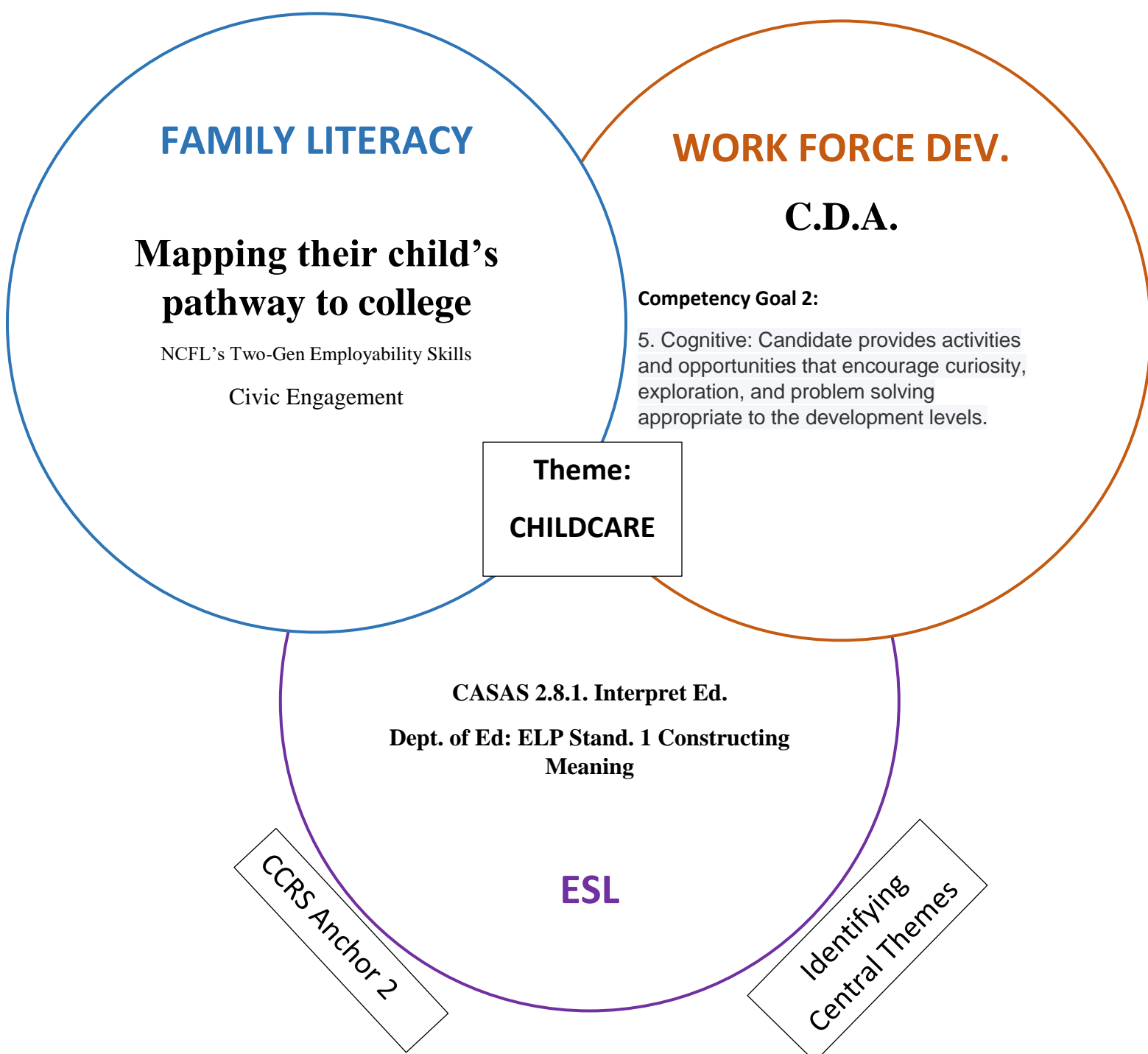
Form **990** (2013)

DAA

SECTION G: CURRICULUM SAMPLE

Section G: Curriculum Sample

TFPPCS will use a blend of effective curriculum already in use at TFP and newly designed content that incorporate new Department of Education Adult English Proficiency Standards released in October (<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>). During the planning year, instructors and the Director of Curriculum and Instruction will customize lessons to the population we serve and create walkways between CASAS Competencies, WIOA workplace requirements, and family literacy goals. An example using the unit/theme of childcare is below:



ESL Classes:

The main textbooks selected for the ESL classrooms at all levels is the *Ventures Series 2nd* Edition, published by Cambridge University Press. The text series was chosen due to the following criteria:

- a) The texts are considered an industry standard and used currently in other adult ESL programs across the city.
- b) The 2nd Edition has been updated to reflect updated content.
- c) The texts and student workbooks received positive feedback from both instructors and students in the TFP ESL classes.
- d) The texts are available for a range of levels – from Basic to Advanced levels. The formats, theme, and layouts are consistent as the learner advances ESL levels.
- e) The textbook, workbook and student activities are all aligned to CASAS Competencies and other leading standards such as EFF and Florida Adult ESOL.

The link to the text book series:

<http://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/ventures-2nd-edition/>

Below is the Scope and Sequence and Correlations of the Basic Level text that will be used in ESL level 1 and all the units cover the first 3 terms. Instructors poll students to determine summer focus term. Past topics voted on by students have included intensive job seminars and immigration issues. Instructors will also draw from a wide range of other textbooks and resources including:

- 1) Realia, including DC area restaurant menus and chef's recipes, local clinic intake forms, school enrollment forms, DC Metro maps etc.
- 2) The Oxford English Picture Dictionary and accompanying workbooks in various languages:

<https://www.amazon.com/Oxford-Picture-Dictionary-Second-Instructors/dp/0194740552>

CAMBRIDGE

2nd EDITION

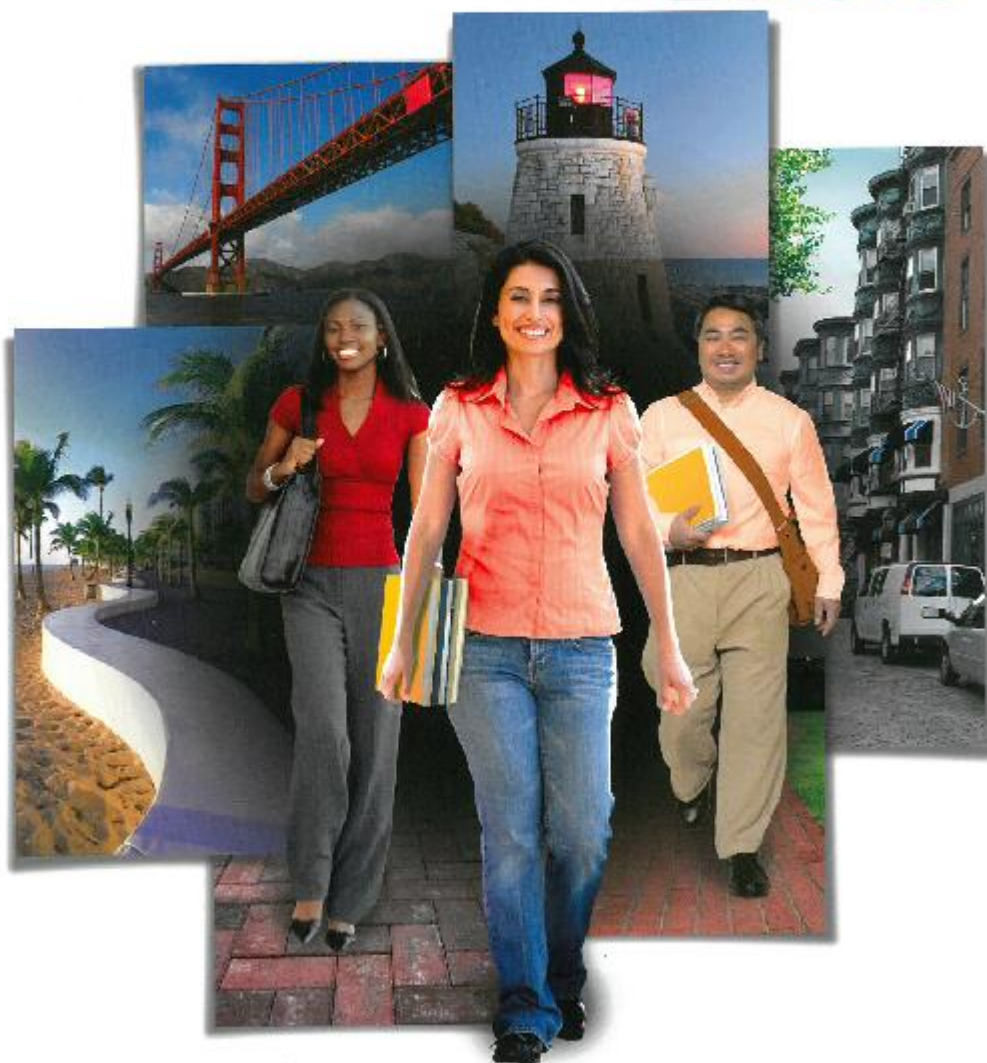


Online Teacher's
Resource Room

Ventures

TEACHER'S EDITION

BASIC



Gretchen Bitterlin Dennis Johnson Donna Price Sylvia Ramirez
K. Lynn Savage (Series Editor)

Scope and sequence

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	<ul style="list-style-type: none"> Identifying the letters of the alphabet Spelling names Identifying classroom directions Identifying numbers 	<ul style="list-style-type: none"> Saying classroom directions Saying the alphabet Saying numbers 	<ul style="list-style-type: none"> Classroom directions The alphabet with capital and lowercase letters Numbers 	
Unit 1 Personal information pages 6–17 Topic: Describing people	<ul style="list-style-type: none"> Identifying names Identifying area codes and phone numbers Identifying countries of origin Exchanging personal information 	<ul style="list-style-type: none"> Asking and answering questions about personal information 	<ul style="list-style-type: none"> Personal information Countries Months of the year 	<ul style="list-style-type: none"> Possessive adjectives (<i>my, your, his, her</i>)
Unit 2 At school pages 18–29 Topic: The classroom	<ul style="list-style-type: none"> Identifying classroom objects Describing location Finding out location 	<ul style="list-style-type: none"> Asking what someone needs Asking about and giving the location of things 	<ul style="list-style-type: none"> Classroom furniture Classroom objects Days of the week 	<ul style="list-style-type: none"> Prepositions of location (<i>in, on, under</i>)
Review: Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> Understanding conversations 		
Unit 3 Friends and family pages 32–43 Topic: Family	<ul style="list-style-type: none"> Identifying family relationships Describing a family picture 	<ul style="list-style-type: none"> Asking and answering questions about family relationships 	<ul style="list-style-type: none"> Family relationships Family members People 	<ul style="list-style-type: none"> Yes / No questions with <i>have</i>
Unit 4 Health pages 44–55 Topic: Health problems	<ul style="list-style-type: none"> Describing health problems 	<ul style="list-style-type: none"> Asking and answering questions about health problems 	<ul style="list-style-type: none"> The doctor's office Body parts Health problems 	<ul style="list-style-type: none"> Singular and plural nouns
Review: Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> Understanding conversations 		
Unit 5 Around town pages 58–69 Topic: Places and locations	<ul style="list-style-type: none"> Identifying buildings and places Describing location 	<ul style="list-style-type: none"> Asking and answering questions about where someone lives Asking and answering questions about the location of buildings and places Describing your neighborhood 	<ul style="list-style-type: none"> Buildings and places Transportation 	<ul style="list-style-type: none"> Prepositions of location (<i>on, next to, across from, between</i>) Where questions

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> Reading classroom directions Reading the alphabet Reading numbers 	<ul style="list-style-type: none"> Writing the alphabet Writing numbers 	<ul style="list-style-type: none"> Understanding classroom directions 	<ul style="list-style-type: none"> Pronouncing the alphabet Pronouncing numbers
<ul style="list-style-type: none"> Reading a paragraph about a new student 	<ul style="list-style-type: none"> Completing sentences giving personal information Completing an ID card 	<ul style="list-style-type: none"> Reading an ID card 	<ul style="list-style-type: none"> Pronouncing key vocabulary Pronouncing area codes and phone numbers
<ul style="list-style-type: none"> Reading a note about school supplies Reading a memo about class information 	<ul style="list-style-type: none"> Completing sentences about class information 	<ul style="list-style-type: none"> Reading a class schedule 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Pronouncing a as in name and o as in phone
<ul style="list-style-type: none"> Reading a paragraph about a family 	<ul style="list-style-type: none"> Completing sentences about a family Completing sentences about your family 	<ul style="list-style-type: none"> Reading a housing application 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading a paragraph about a visit to the doctor's office 	<ul style="list-style-type: none"> Completing a sign in sheet at the doctor's office 	<ul style="list-style-type: none"> Reading a label on a box of medicine 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Pronouncing o as in rope, i as in five, and u as in June
<ul style="list-style-type: none"> Reading a notice about a library opening Reading a description of someone's street 	<ul style="list-style-type: none"> Completing sentences describing your street 	<ul style="list-style-type: none"> Reading a map 	<ul style="list-style-type: none"> Pronouncing key vocabulary

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> Reading a paragraph about a person's schedule Reading someone's daily schedule 	<ul style="list-style-type: none"> Completing a schedule Completing sentences about a schedule 	<ul style="list-style-type: none"> Reading an invitation 	<ul style="list-style-type: none"> Pronouncing key vocabulary Pronouncing <i>times</i>
			<ul style="list-style-type: none"> Pronouncing <i>a</i> as in <i>at</i> and <i>o</i> as in <i>on</i>
<ul style="list-style-type: none"> Reading an e-mail about a shopping trip 	<ul style="list-style-type: none"> Completing a shopping list 	<ul style="list-style-type: none"> Reading a store receipt 	<ul style="list-style-type: none"> Pronouncing key vocabulary Pronouncing <i>prices</i>
<ul style="list-style-type: none"> Reading an article about the employee of the month Reading a letter about people's jobs 	<ul style="list-style-type: none"> Completing sentences about people's jobs 	<ul style="list-style-type: none"> Reading help-wanted ads 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Pronouncing <i>e</i> as in <i>red</i>, <i>i</i> as in <i>six</i>, and <i>u</i> as in <i>bus</i>
<ul style="list-style-type: none"> Reading an e-mail about problems with family chores Reading a chart of family chores 	<ul style="list-style-type: none"> Completing a chart about family chores Completing sentences about family chores 	<ul style="list-style-type: none"> Reading a work order 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading an e-mail to a friend 	<ul style="list-style-type: none"> Completing sentences about free-time activities 	<ul style="list-style-type: none"> Reading a course description 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Reviewing pronunciation of <i>e</i>, <i>i</i>, <i>u</i>, and <i>a</i> in key vocabulary

Correlations

UNIT	CASAS Competencies	NRS Educational Functioning Level Descriptors <i>Oral BEST: 0–15 (SPL 0–1)</i> <i>BEST Plus: 400 and below (SPL 0–1)</i> <i>BEST Literacy: 0–7 (SPL 0–1)</i>
Unit 1 Personal information Pages 6–17	0.1.2, 0.1.4, 0.1.5, 0.2.1, 2.3.2, 4.8.1, 6.0.1, 7.4.1, 7.4.2, 7.4.3, 7.5.1	<ul style="list-style-type: none"> Speaking and understanding isolated words Speaking and understanding isolated phrases Connecting print to spoken language Practicing using a writing instrument Practicing basic reading and writing skills Communicating through gestures and isolated words Recognizing common signs and symbols
Unit 2 At school Pages 18–28	0.1.2, 0.1.5, 1.4.1, 2.3.2, 4.5.1, 4.8.1, 7.4.1, 7.4.2, 7.4.3, 7.5.1	<ul style="list-style-type: none"> Speaking and understanding isolated words Speaking and understanding isolated phrases Practicing using a writing instrument Practicing basic reading and writing skills Communicating through gestures and isolated words Recognizing common signs and symbols Exposure to computers or technology
Unit 3 Friends and family Pages 32–43	0.1.2, 0.1.4, 0.1.5, 0.2.1, 4.8.1, 7.4.1, 7.4.2, 7.4.3, 7.5.1, 8.0.1	<ul style="list-style-type: none"> Speaking and understanding isolated words Speaking and understanding isolated phrases Connecting print to spoken language Practicing using a writing instrument Practicing basic reading and writing skills Communicating through gestures and isolated words Exposure to computers or technology
Unit 4 Health Pages 44–66	0.1.2, 0.1.4, 0.1.5, 0.2.1, 3.1.1, 3.1.3, 3.3.1, 3.3.2, 3.4.1, 4.8.1, 7.4.1, 7.4.2, 7.4.3, 7.5.1, 8.3.2	<ul style="list-style-type: none"> Speaking and understanding isolated words Speaking and understanding isolated phrases Connecting print to spoken language Practicing using a writing instrument Practicing basic reading and writing skills Communicating through gestures and isolated words Recognizing common signs and symbols
Unit 5 Around town Pages 50–69	0.1.2, 0.1.4, 0.1.5, 0.2.1, 1.1.3, 2.2.1, 2.2.3, 2.2.5, 2.5.4, 4.8.1, 7.1.1, 7.4.1, 7.4.2, 7.4.3, 7.4.9, 7.5.1, 7.5.6	<ul style="list-style-type: none"> Speaking and understanding isolated words Speaking and understanding isolated phrases Connecting print to spoken language Practicing using a writing instrument Practicing basic reading and writing skills Communicating through gestures and isolated words Recognizing common signs and symbols

All units of *Venture 2nd Edition* meet most of the EFF content standards and provide excellent BEST test preparation. The chart above lists areas of particular focus. For more details and correlations to other state standards, go to: www.sanbridge.org/myresourcesroom

EFF	Florida Adult ESOL	LAUSD ESL Beginning Literacy Competencies
<ul style="list-style-type: none"> Conveying ideas in writing Cooperating with others Listening actively Reading with understanding Reflecting and evaluating Speaking so others can understand Taking responsibility for learning 	1.01.01, 1.01.02, 1.01.03, 1.01.04, 1.01.05, 1.01.06, 1.01.10, 1.03.12, 1.04.01	I. 1a, 1b, 1c, 2, 3, 4 II. 5m III. 8, 9
<ul style="list-style-type: none"> Assessing what one knows already Organizing and presenting information Paying attention to the conventions of spoken English Seeking feedback and revising accordingly Working with pictures and numbers Cooperating with others Speaking so others can understand 	1.01.02, 1.01.04, 1.01.05, 1.05.10, 1.03.12, 1.03.16, 1.04.09	I. 3 II. 6b III. 8, 9, 11
<ul style="list-style-type: none"> Conveying ideas in writing Cooperating with others Listening actively Monitoring comprehension and adjusting reading strategies Offering clear input on own interests and attitudes Organizing and presenting information Speaking so others can understand 	1.01.03, 1.02.07, 1.03.12, 1.04.04, 1.05.01	I. 1d, 3 III. 9
<ul style="list-style-type: none"> Anticipating and identifying problems Attending to oral information Interacting with others in ways that are friendly, courteous, and tactful Solving problems and making decisions Speaking so others can understand Using strategies appropriate to goals Cooperating with others 	1.01.04, 1.02.07, 1.03.12, 1.03.16, 1.05.01, 1.05.02, 1.05.03, 1.05.04, 1.07.03	I. 3 II. 7 III. 9
<ul style="list-style-type: none"> Seeking feedback and revising accordingly Seeking input from others Selecting appropriate reading strategies Speaking so others can understand Taking responsibility for learning Cooperating with others 	1.01.03, 1.02.01, 1.02.02, 1.02.10, 1.03.12, 1.04.09, 1.06.01, 1.06.02, 1.06.03	I. 8 II. 5k III. 10

UNIT	CASAS Competencies	NRS Educational Functioning Level Descriptors <i>Oral BEST: 0–15 (SPL 0–1)</i> <i>BEST Plus: 400 and below (SPL 0–1)</i> <i>BEST Literacy: 0–7 (SPL 0–1)</i>
Unit 6 Time Pages 70–81	0.1.2, 0.1.4, 0.1.5, 0.2.1, 2.3.1, 2.3.2, 4.5.3, 4.8.1, 6.0.1, 7.1.1, 7.1.4, 7.4.1, 7.4.2, 7.4.3, 7.5.1	<ul style="list-style-type: none"> ■ Speaking and understanding isolated words ■ Speaking and understanding isolated phrases ■ Connecting print to spoken language ■ Practicing using a writing instrument ■ Practicing basic reading and writing skills ■ Communicating through gestures and isolated words ■ Recognizing common signs and symbols
Unit 7 Shopping Pages 84–95	0.1.2, 0.1.4, 0.1.5, 0.2.1, 1.1.6, 1.2.1, 1.2.2, 1.3.9, 1.6.3, 4.5.1, 6.0.1, 7.1.1, 7.4.1, 7.4.2, 7.4.3, 7.5.1, 8.1.1	<ul style="list-style-type: none"> ■ Speaking and understanding isolated words ■ Speaking and understanding isolated phrases ■ Connecting print to spoken language ■ Practicing using a writing instrument ■ Practicing basic reading and writing skills ■ Communicating through gestures and isolated words ■ Exposure to computers or technology
Unit 8 Work Pages 96–107	0.1.2, 0.1.4, 0.1.5, 0.2.1, 1.1.6, 2.3.2, 4.1.3, 4.1.8, 4.1.8, 4.8.1, 4.8.2, 6.0.1, 7.1.1, 7.1.4, 7.4.1, 7.4.2, 7.5.1	<ul style="list-style-type: none"> ■ Speaking and understanding isolated words ■ Speaking and understanding isolated phrases ■ Practicing using a writing instrument ■ Practicing basic reading and writing skills ■ Communicating name and other personal information ■ Practicing entry-level job-related writing ■ Practicing entry-level job-related speaking
Unit 9 Daily living Pages 110–121	0.1.2, 0.1.5, 0.2.1, 0.2.4, 1.4.1, 1.7.4, 4.1.8, 4.7.3, 4.7.4, 4.8.1, 7.1.1, 7.4.1, 7.4.2, 7.4.3, 7.5.6, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5	<ul style="list-style-type: none"> ■ Speaking and understanding isolated words ■ Speaking and understanding isolated phrases ■ Connecting print to spoken language ■ Practicing using a writing instrument ■ Practicing basic reading and writing skills ■ Recognizing common signs and symbols ■ Exposure to computers or technology
Unit 10 Free time Pages 122–133	0.1.1, 0.1.2, 0.1.4, 0.1.5, 0.2.1, 2.2.1, 2.3.1, 2.3.2, 4.8.1, 7.1.1, 7.4.1, 7.4.2, 7.4.3, 7.5.1, 7.5.6	<ul style="list-style-type: none"> ■ Speaking and understanding isolated words ■ Connecting print to spoken language ■ Practicing using a writing instrument ■ Practicing basic reading and writing skills ■ Communicating through gestures and isolated words ■ Recognizing common signs and symbols ■ Exposure to computers or technology

All units of *Venezues 2nd Edition* meet most of the NRS content standards and provide overall BEST test preparation. The chart above lists areas of particular focus. For more details and correlations to other state standards, go to: www.cambridge.org/myresources.

EFF	Florida Adult ESOL	LAUSD ESL Beginning Literacy Competencies
<ul style="list-style-type: none"> ■ Attending to oral information ■ Identifying own strengths and weaknesses as a learner ■ Interacting with others in ways that are friendly, courteous, and tactful ■ Monitoring comprehension and adjusting reading strategies ■ Organizing and presenting information ■ Cooperating with others ■ Speaking so others can understand 	1.01.03, 1.01.05, 1.02.02, 1.03.09, 1.03.12, 1.03.16, 1.04.01	I. 3 II. 8a, 6c
<ul style="list-style-type: none"> ■ Cooperating with others ■ Listening actively ■ Reading with understanding ■ Reflecting and evaluating ■ Speaking so others can understand ■ Taking responsibility for learning 	1.01.03, 1.03.12, 1.03.16, 1.04.01, 1.04.02, 1.04.06	I. 3 III. 13, 14
<ul style="list-style-type: none"> ■ Attending to oral information ■ Listening actively ■ Monitoring comprehension and adjusting reading strategies ■ Reading with understanding ■ Reflecting and evaluating ■ Speaking so others can understand ■ Cooperating with others 	1.01.03, 1.03.01, 1.03.02, 1.03.12, 1.03.14	I. 3 III. 8, 13
<ul style="list-style-type: none"> ■ Identifying own strengths and weaknesses as a learner ■ Interacting with others in ways that are friendly, courteous, and tactful ■ Monitoring progress toward goals ■ Offering clear input on own interests and attitudes ■ Organizing and presenting information ■ Reading with understanding ■ Cooperating with others ■ Speaking so others can understand 	1.01.03, 1.01.04, 1.03.12	I. 3 II. 7 II. 8
<ul style="list-style-type: none"> ■ Conveying ideas in writing ■ Cooperating with others ■ Listening actively ■ Reading with understanding ■ Reflecting and evaluating ■ Speaking so others can understand ■ Taking responsibility for learning 	1.01.02, 1.01.03, 1.01.04, 1.03.12	I. 3 II. 5

Lesson objective: Ask and answer yes/no questions with To Be; identify dates on a calendar

Time	Stage/Aim	CASAS	Procedure	Materials
5"	Announcements		<ul style="list-style-type: none"> Field Trip Thursday 	
5-10"	Warm-up		<ul style="list-style-type: none"> Go-round: what did you do this weekend? 	
10"	Review		<ul style="list-style-type: none"> Noun/Verb/Adj with post-its 	Post-its Board & markers
15"	Presentation	0.1.2 0.2.1	<ul style="list-style-type: none"> Yes/No questions with To Be <ul style="list-style-type: none"> Affirmative & negative -- if this is easy, go in with question words <ul style="list-style-type: none"> Are you married? WHY are you married? 	Board & markers
10-15"	Guided practice	0.1.2 0.2.1 7.4.7	<ul style="list-style-type: none"> Worksheet – complete individually 	SF1:20-21
20"	Reading & Writing	0.1.2 0.2.1	<ul style="list-style-type: none"> First, students write two questions Switch papers with others and complete; review 	SF1: 22 and "In Common" Wksht
10-15"	Speaking	0.1.2 0.2.1	<ul style="list-style-type: none"> 20 Questions: Who is it? In Common: group students and find the commonality 	Board & markers
BREAK @ 10:30ish				
20"	Reading	0.2.1 1.1.3 2.7.2 5.2.4 7.2.1	<ul style="list-style-type: none"> Calendar/ Monthly Schedule Reading MLK Reading 	Oxford Pict. Dict. Pg 18. MLK handout
15"	Calendar	2.3.2	<ul style="list-style-type: none"> Intro with a review of the dates Calendar reading Discuss time words as needed 	Calendar WS
10-15"	Review	2.3.2	<ul style="list-style-type: none"> SLAP game with days of week/months 	Board & markers Paper sticks

Students will (moving through Bloom's taxonomy):

- Identify noun/verb/adjectives

- Read/Write/Speak yes/no questions using To Be. Convert statements to questions.
- Read a calendar and identify dates/understand time order words. Demonstrate understanding.
- Listen and identify months of the year/days of the week. Discuss seasons/ schedule.
- Discuss MLK and relevance to them today.

Backup: Money Sheets/ Number Review

Homework: Paso a Paso: 21-23

Lesson objective: Identify family members and describe physical and personality traits; Open word documents & save

Students will (moving through Bloom's):

- Ask and answer yes/no questions with To Be
- Identify family relationships
- Describe people orally & in written form using adjectives
- Read about the US population and answer questions/use graphs
- Speak/write Word vocabulary; save documents in Microsoft Word

Backup: Guess Who; Time order crossword, Money Worksheet

Time	Stage/Aim	CASAS	Procedure	Materials
5"	Announcements		<ul style="list-style-type: none"> Wonder Museum Tomorrow Workbooks 10 Clothing Drive Monday (bring bags) 	Board & markers
10-15"	Warm-up	0.1.2 0.2.1 7.4.7	<ul style="list-style-type: none"> Find Someone Who Review questions with To Be 	Find Someone Who
15-20"	Presentation	0.1.2 0.2.1 7.4.7	<ul style="list-style-type: none"> Family words Adjectives – brainstorm on board 	Powerpoint Descriptions WS
10"	Guided practice	0.1.2 0.2.1 7.4.7	<ul style="list-style-type: none"> Complete family words WS Oral: I am a _____. Extension: EiA exercise 	SF1:29 EiA: 42
20"	Independent practice	0.1.2 0.2.1 7.4.7	<ul style="list-style-type: none"> Put up magazine images on board In pairs, students write a description Read the description & guess who 	Magazines Board & markers
20"	Reading	0.2.1 1.1.3 5.2.4 7.2.1	<ul style="list-style-type: none"> Population/Map reading 	SF1: 24-25
BREAK at 10:15ish				
10"	Phonics		<ul style="list-style-type: none"> TH sound Dictation practice – guide on board 	Dictation list Board & markers
40-45"	Computers (Money as backup)	4.5.1 7.7.2	<ul style="list-style-type: none"> Review vocabulary – partner practice – dictation Guide saving and practice activities Clean up computers 	OaA:13-14; 16-17
5"	Review	0.1.2 0.2.1	<ul style="list-style-type: none"> Turn to a partner and tell them about your family 	

Homework: Write a description of yourself – use your dictionary!

Lesson objective: Use possessives to describe self and others; read and understand short narratives

Time	Stage/Aim	CASAS	Procedure	Materials
ILA: 9:00am – 9:30am				
1) 20 Questions – guess a student/other thing 2) Play Guess Who 3) Time words crossword				
5"	Announcements		<ul style="list-style-type: none"> Collect homework – guessing game if time Spelling test next week Clothing Drive Today 	
10-15"	Warm-up		<ul style="list-style-type: none"> Dictation – use spelling words 	Dictation sentences
10-15"	Presentation	0.1.2 0.2.1 7.4.7	<ul style="list-style-type: none"> Intro my/your/her/his name is... passing marker Review chart on worksheet Sentences about students' appearances (i.e. hair) 	Board & markers
20-30"	Guided Practice	0.1.2 0.2.1 7.4.7	<ul style="list-style-type: none"> Complete WS exercises & review EiA chart about family members Extension: replace pronouns with names (possessive) for sentences on board 	SF1: 32-33 EiA: 39
BREAK @ 10:30				
40-45"	Computers	4.5.1 7.7.2	<ul style="list-style-type: none"> Review vocabulary – partner practice – dictation Guide saving and practice activities Extension: type your self description Clean up computers 	OaA:13-14; 16-17
5"	Review	0.1.2 0.2.1 7.4.7	<ul style="list-style-type: none"> Go-round: describe a student using possessives TAKE PHOTOS 	

Students will:

- Complete a dictation to practice spelling words
- Read/Speak/Write possessives
- Speak/write Word vocabulary; save documents in Microsoft Word

Backup: Population reading

Homework: Paso a Paso: 26-29

Also, do About Me writing if haven't done (4-5 sentences minimum)

Approach to ESL and Workforce linkages (see introductory Venn diagram) :

Constructivist philosophies of education heavily influence our curriculum. Our adult learners come to the classroom with a wealth of experiences. In accordance with educational research, we believe that our learners “construct” knowledge rather than just passively receive it from instructors.

We **REACT**:

Relating:

At the heart of creating a welcoming and warm learning environment is incorporating the life experiences and preexisting knowledge of our clients. We incorporate these experiences for beginnings: intakes, new units, or even new courses.

For example, before we even begin our Child Development Associate program learners are able to engage and explore their own childhood experiences through TFP's Parenting Journey program. Lesson plans in the ESL program that introduce the unit on childcare start with a reflection and sharing on how they themselves acquire knowledge. Then we extend this to observations of their own children. Our weekly Interactive Literacy Activity also gives learners a chance to engage in an educational activity designed for them to implement a learning activity with their own child. Relating is not just an introductory feature of our program but is revisited frequently to always reinforce and validate the learner's experiences and deeply held beliefs.

Experiencing:

With language acquisition, *learning by doing* is essential. Classroom activities simulate real life conversations and scenarios. For example in this unit: practicing dialogues on visits to the pediatrician, filling out patient forms for Children's Hospital in DC, and maintaining child activity logs.

Applying:

Learners are given many opportunities to apply new knowledge in real life situations. ESL students practice in context calling local clinics, asking for job applications in person or designing their own lesson plans for children. Learners also work on-site with experienced early childhood education instructors in the classroom. By the end of the CDA course, learners will have completed 480 hours of hands-on learning at a partner agency.

Cooperating:

Working with peers is crucial to new language acquisition and builds valuable work place skills. Most daily lesson plans involve group and pair activities. A team-building environment is fostered and developed. For example, students role-play a scene discussing a child under their care having lice with the child's parent.

Transferring:

The focus of all our courses is not merely to memorize facts, grammar, or just to pass certification tests. Our focus is more on understanding and the ability to generate language authentically. Evoking emotion and curiosity is central to our learning model. Students are able to explore new novel situations throughout our programs. For example, students are able to apply concepts learned by designing an activity for children in a new setting such as a visit to the Smithsonian Natural History Museum.

Digital Literacy:

TFPPCS acknowledges that the digital divide grows ever larger and has become a necessary to function in today's society and workplace. Student polling also shows a great deal of interest in acquiring new literacy. TFPPCS will embed digital literacy instruction in the ESL curriculum predominantly using the following resources:

1) An individualized reading comprehension program that is tied to the Common Core and College and Career Readiness Standards.

<https://readtheory.org/>

2) Individualized progression apps such as Duolingo: <https://www.duolingo.com/>

3) In class apps such as Google Translate

4) The newly piloted National Centers for Families Learning *Learn to Earn* online curriculum:

http://learntoearn toolkit.org/?utm_source=NCFL+Literacy+NOW&utm_campaign=2539a6ea4c-1_13_17&utm_medium=email&utm_term=0_ddbeaff477-2539a6ea4c-42134869

Foundations of Literacy (Plaza Comunitaria)

Since 2003 the Instituto Nacional para la Educación de Adultos (INEA) [National Institute for Adult Education] has been offering educational support to Mexicans (and other Spanish speakers) who have settled outside Mexico through “**Plazas Comunitarias.**” The

Plazas Comunitarias project is permanently overseen by the Instituto para los Mexicanos en el Exterior (IME) [Institute for Mexicans Abroad] via the network of Mexican consulates in the United States of America.

The educational programs and services are aimed primarily at young people and adults who have not completed elementary education. The program helps adults earn official qualifications that are valid in Mexico (and other Latin American countries) but more importantly to improve their literacy skills to learn English.

a. Curriculum Map

1. Units and Topics

Level	Topics	Examples
Initial level	Words for beginners mathematics for beginners	Numbers Useful stories Knowing how to read
Intermediate level - primary	Reading and writing	Figures and measurements Let's get to know Let's live better
Advance level - secondary	Talking helps people understand each other	Let's write! For continued learning Fractions and percentages Information and graphs
Advanced activities	The Earth, our planet	Civic rights and responsibilities, health (including reproductive health), the environment, promoting anti-violence, finances, migration, and information on how to increase and improve work opportunities and conditions.

Instructor's guide:

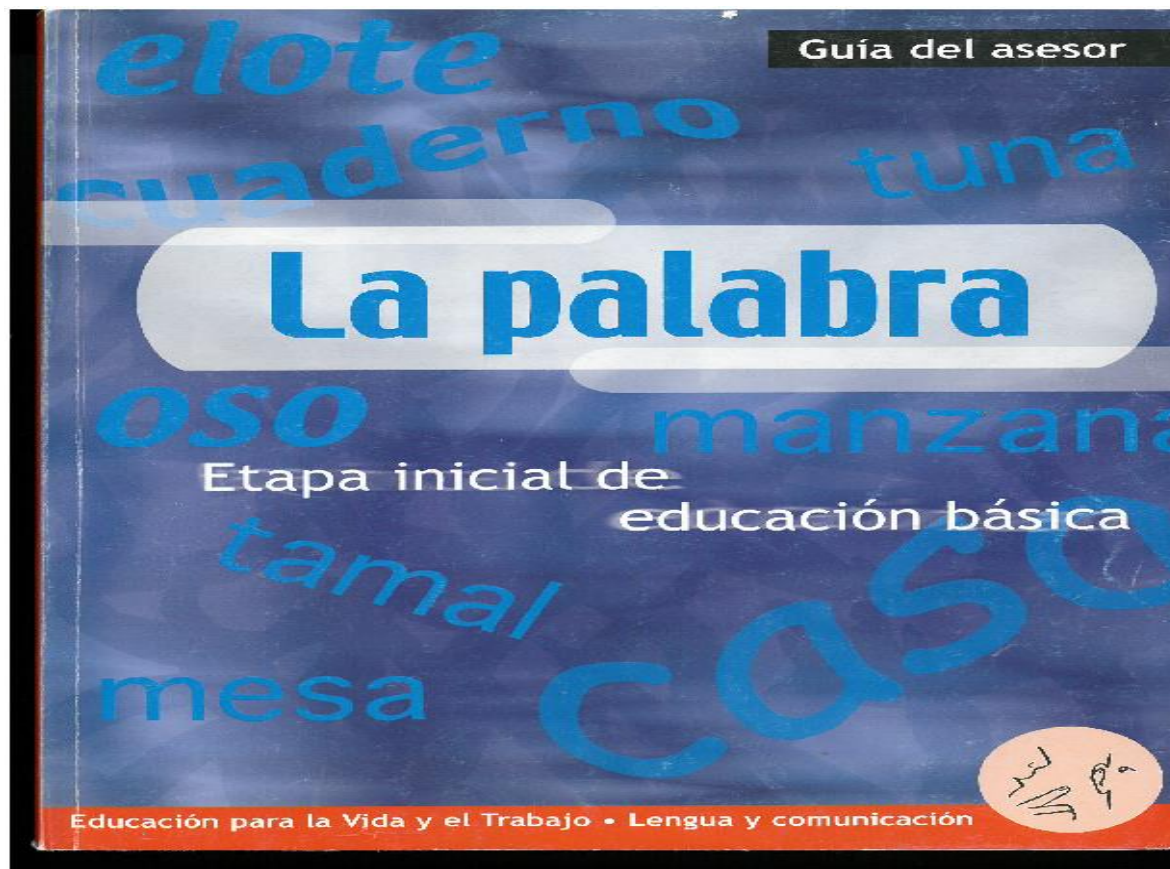
http://www.cursosinea.conevyt.org.mx/descargables/mevyt_pdfs/para_asesor_mevyt/01_para_asesor_libro_asesor.pdf

More resources for instructors:

http://www.cursosinea.conevyt.org.mx/index.php?option=com_k2&view=item&id=354:la-palabra-paquete-del-alfabetizador&Itemid=200

Assessments

Instituto Nacional para la Educación de Adultos (INEA) [National Institute for Adult Education] utilizes pre and post assessments called “diagnosticos”. Each month INEA change the exams and they distribute via email to program directors and coordinators. Instructors are required to administer ED1 as the initial exam and move up levels. Student enrolls in the level according to the exam he/she was not able to complete or pass. Furthermore, INEA uses post-tests to evaluate each student after they complete each unit. Students do not move on to the next grade level unless they pass their post-test.



Child Development Associate:

The CDA course is described in Section B; below is a link to the CDA Council's webpage: <http://www.cdacouncil.org/>. The latest text books and competency guidelines are listed on the website.

