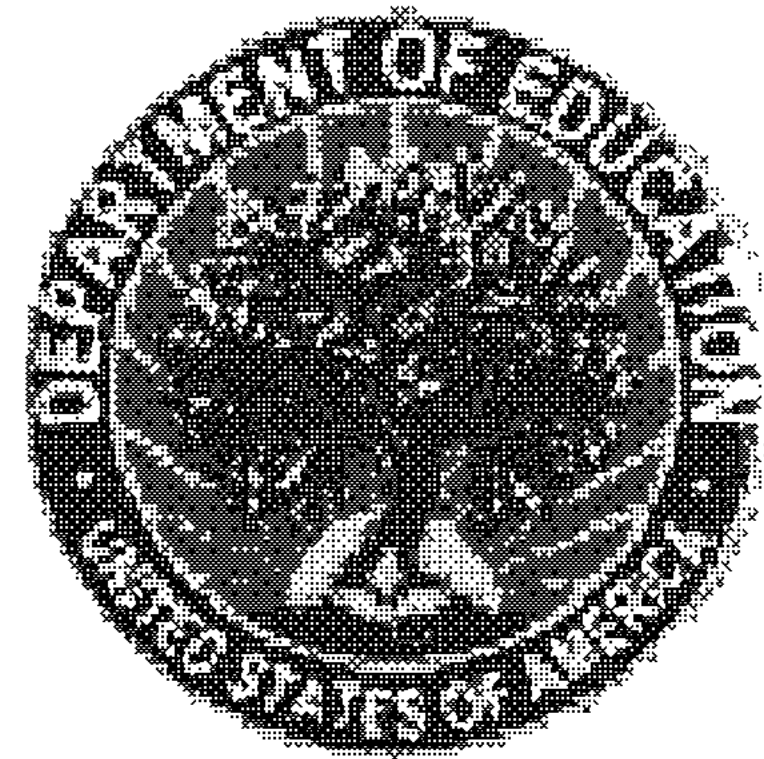


# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND  
IMPLEMENTATION**

**CFDA # 84.282B**

**PR/Award # U282B090032**

OMB No. 1894-0006, Expiration Date:

Closing Date: AUG 26, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
8/26/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	n/a

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Rhode Island Mayoral Academies

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
263896058	831684357

**d. Address:**

* Street1:	160 Westminster Street
Street2:	4th floor
* City:	Providence
County:	
State:	RI
Province:	
* Country:	USA
* Zip / Postal Code:	02903

**e. Organizational Unit:**

Department Name:	Division Name:

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

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

\* Last Name: Magee

Suffix:

Title: Chief Executive Officer

Organizational Affiliation:

\* Telephone Number: (401)486-9025 Fax Number: (401)453-3604

\* Email: MMAGEE@MAYORALACADEMIES.ORG

**Application for Federal Assistance SF-424** Version 02

**9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

501C3 status pending

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282B

CFDA Title:

Charter Schools Program Non-SEA Planning, Program Design, and Implementation

**\* 12. Funding Opportunity Number:**

n/a

Title:

n/a

**13. Competition Identification Number:**

Title:

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

The cities of Pawtucket and Central Falls, Rhode Island; the towns of Lincoln and Cumberland, Rhode



Island.

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

Democracy Prep Blackstone Valley Elementary: An Excellent New Public School Option for Families in the Blackstone Valley.

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 2

\* b. Program/Project: 1

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 9/1/2009

\* b. End Date: 8/31/2012

**18. Estimated Funding (\$):**

a. Federal	\$ 525000
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 525000

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 8/24/2009.

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

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

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

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Mr. \* First Name: Michael

Middle Name:

\* Last Name: Magee

Suffix:

Title: Chief Executive Officer

\* Telephone Number: (401)486-9025 Fax Number:

\* Email: MMAGEE@MAYORALACADEMIES.ORG

\* Signature of Authorized Representative:

\* Date Signed:

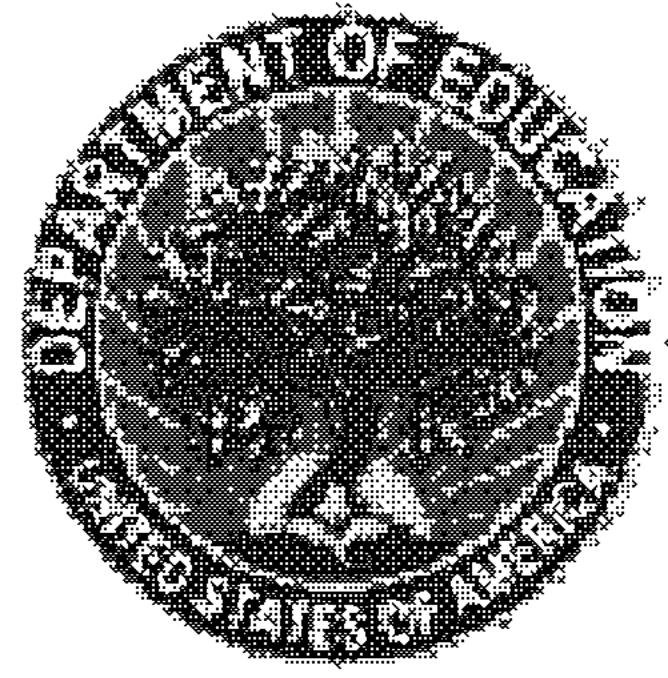
**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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

n/a



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization: Rhode Island Mayoral Academies

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

\*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [ ] No

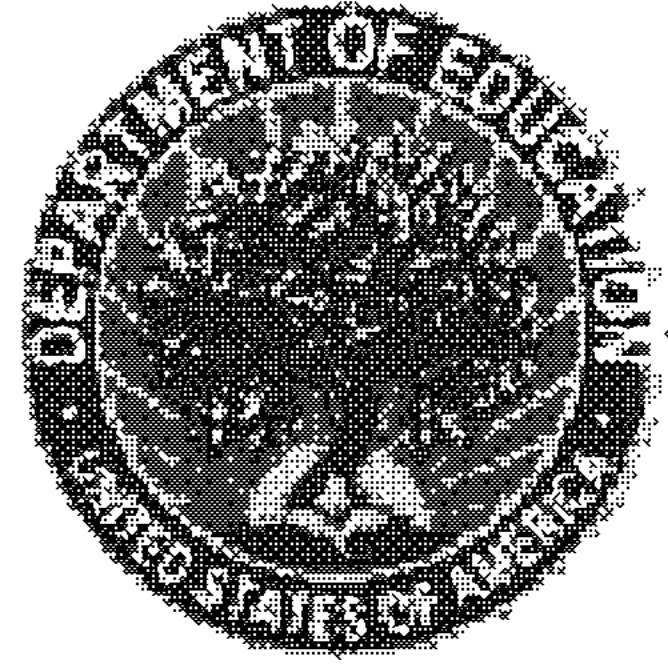
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_/\_\_/\_\_ To: \_\_/\_\_/\_\_ (mm/dd/yyyy)

Approving Federal agency: [ ] ED [ ] Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_%



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Rhode Island Mayoral Academies

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

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

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



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance



of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Michael Magee

**Title:** Chief Academic Officer

**Date Submitted:** 08/24/2009

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Rhode Island Mayoral Academies Address: 160 Westminster Street, 4th floor City: Providence State: RI Zip Code + 4: 02903-	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  Congressional District, if known:	
<b>6. Federal Department/Agency:</b> US Department of Education	<b>7. Federal Program Name/Description:</b> Charter Schools Program: Non-SEA  CFDA Number, if applicable: 84.282B	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): R. Kevin Horan Address: 393 Armistice Blvd. PO Box A City: Pawtucket State: RI Zip Code + 4: 02861-2430	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Michael Magee Title: Chief Executive Officer Applicant: Rhode Island Mayoral Academies Date: 08/24/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## **CHARTER SCHOOLS PROGRAM ASSURANCES**

### **NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION**

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicant's DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

**NAME OF AUTHORIZED OFFICIAL:** Michael Magee

**TITLE:** Chief Executive Officer

**SIGNATURE OF AUTHORIZED OFFICIAL:**

**APPLICANT ORGANIZATION:** Rhode Island Mayoral Academies

**DATE SUBMITTED:** 08/24/2009



## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**APPLICANT'S ORGANIZATION**

Rhode Island Mayoral Academies

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mr.      First Name: Michael      Middle Name:

Last Name: Magee      Suffix:

Title: Chief Executive Officer

Signature:

Date:

08/24/2009

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

#### **To Whom Does This Provision Apply?**

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

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

#### **What Does This Provision Require?**

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

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

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

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

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

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

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



### Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA Provision ES

File : GEPA provision - ES.doc

Addressing Section 427 of the GEPA provision  
Applicant: **Rhode Island Mayoral Academies**  
Program: **Democracy Prep Blackstone Valley Elementary School**

In order to ensure equitable access to all students, teachers and other beneficiaries with special needs, for all projects receiving federal funds or otherwise, DPBVE and RIMA staff will take the following steps:

- 1) No staff or faculty member of DPBVE will discriminate in any way against teachers, students and other beneficiaries because of race, national origin, color, gender, disability or age.
  
- 2) In order to extend all educational offerings to students with limited English proficiency, DPBVE has a comprehensive strategy for English Language Learners. ELL students will be held to the same academic standards as native English speaking students, which is essential for maintaining control of the achievement gap that widens so quickly and has become such a devastating feature of our educational landscape, especially for ELLs. For English language learners, DPBVE will use a system of structured immersion (as described in Selection Criteria #2, part V of our overall application). Students will be identified, served with a customized strategy, and then monitored closely using a series of assessment tools, including our general STEP diagnostic literacy assessments, and the ACCESS assessments, designed for ELLs.
  
- 3) The DPBVE Head of School has reached a target of hiring a multicultural and multilingual instructional staff, 50% of whom are fluent in Spanish, which is the dominant non-English language spoken in our community. Portuguese and Arabic are also spoken.

- 4) In order to extend all parent and family communication to those who are not English proficient, we translate all critical materials and family communications, including letters home, monthly newsletters, automated phone calls, emails, Town Hall meetings, parent meetings, other parent engagement activities.
  
- 5) In order to extend all educational offerings to students with special needs, we have developed a comprehensive strategy for students with disabilities. Students with disabilities will be served in the least restrictive environment, following all federal and state regulations including IDEA and Section 504, in order to best meet the individual needs of each student in our school community.
  
- 6) All classes will be adapted for students with physical disabilities. A Lead Teacher of DPBVE, Lori Daniels, has volunteered her services to provide physical and emotional support for students with disabilities. Not only is she an excellent teacher -- she was captain of the U.S. Paralympic Volleyball Team, and uses a prosthetic foot. She is developing workshops where she, along with her former teammates, can demonstrate how physical disability should not and does not impede success in sports and in life.
  
- 7) The school will enroll students equally from four sending districts, of Cumberland, Lincoln, Central Falls and Pawtucket, RI. According to the most recent census data collected by RI Kids Count<sup>1</sup>, taken together, these communities represent the wide range of Rhode Island's cultural, racial and socioeconomic diversity. By design, we have created an integrated school

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<sup>1</sup> RI Kids Count Factbook, 2009.

[http://www.rikidscount.org/matriarch/documents/09\\_Factbook\\_Indicator8.pdf](http://www.rikidscount.org/matriarch/documents/09_Factbook_Indicator8.pdf)

where all children will be held to high expectations despite any disadvantage. All of our students will be provided a world-class public education.

To ensure that we achieve our ambitious goals, we have partnered with Democracy Builders, who run the best performing public charter school in central Harlem, Democracy Prep Charter School, to manage our school.

- 8) Each class of nineteen students will be staffed with a Lead Teacher and a Teaching Fellow, allowing for flexibility in classroom design to serve the needs of all students. With this model, we are capable of implementing a variety of teaching arrangements: small-group instruction, one-on-one tutoring, reading groups, and stations, to name a few.
- 9) Our teacher and staff recruitment procedures are designed to target high-quality teachers, and we encourage applications from prospective candidates who are members of traditionally underrepresented groups. Our staff and teacher recruitment procedures are described more fully in Selection Criteria #8 of our overall application.
- 10) Our facilities have been recently updated so as to be fully ADA-compliant, with ramps at two of the building's three access points and Braille on all appropriate signage.

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

**1. Project Director:**

Prefix:      \* First Name:              Middle Name:              \* Last Name:              Suffix:  
Mr.          Michael                                                           Magee

Address:

\* Street1:              160 Westminster Street

Street2:              4th floor

\* City:              Providence

County:

\* State:              RI\* Zip / Postal Code: 02903 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
code)                              code)  
(401)486-9025                      (401)453-3604

Email Address:

MMAGEE@MAYORALACADEMIES.ORG

**2. Applicant Experience**

Novice Applicant               Yes               No               Not applicable

**3. Human Subjects Research**

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

Yes               No

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

Yes      Provide Exemption(s) #:

No      Provide Assurance #, if available:

**Please attach an explanation Narrative:****Attachment:**

Title :

File :



# Project Narrative

## ED Abstract Narrative Form

Attachment 1:

Title: **DPBVE Abstract** Pages: **0** Uploaded File: **Abstract--DPBVE.doc**

**CFDA 84.282B****ABSTRACT****Applicant:** Rhode Island Mayoral Academies**Program:** Democracy Prep Blackstone Valley Elementary School

Contact: Dr. Michael Magee, CEO of Rhode Island Mayoral Academies

[mmagee@mayoralacademies.org](mailto:mmagee@mayoralacademies.org)

(401) 486-9025

Democracy Builders and Rhode Island Mayoral Academies respectfully request a combined \$525,000 over three years to support the development and implementation of Democracy Prep Blackstone Valley Elementary School (DPBVE) in Cumberland, RI. DPBVE will open on August 31<sup>st</sup>, 2009, and will serve 76 kindergartners in its first year. It will grow to serve students in grades K-4 by 2013.

Rhode Island Mayoral Academies—a non-profit overseeing the growth and success of innovative new charter schools in Rhode Island—has contracted with Democracy Builders, a charter management organization, to operate DPBVE. The school will be Democracy Builders' second school, after the highly successful Democracy Prep Charter School in Harlem, NY.

DPBVE will be a college preparatory charter school with extremely high expectations for student behavior and academic achievement. It aims to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. The school will feature a significantly longer school day and year, an intense focus on literacy in the early grades, the frequent and targeted use of assessment data to improve instruction, and a unified and disciplined school culture that promotes academic mastery and builds character. The school is founded on the belief that all of our students—regardless of their background or socioeconomic status—will graduate from a four-year college.

Federal funding from the Charter Schools Program will assist DPBVE in meeting the following three objectives: (1) DPBVE's students will make significant academic gains immediately, and on standardized assessments will significantly outpace sending district's students in grades 3-4; (2) English Language Learners at DPBVE will achieve at levels at or near that of their peers; (3) DPBVE will achieve consistently high levels of teacher, parent, and student satisfaction; and (4) DPBVE will maintain exceptional organizational and financial viability.

DPBVE is committed to meeting these objectives while serving some of the state's most challenging populations. At least 60% of students will be eligible for free or reduced lunch, and a significant percentage of students will be English Language Learners.

DPBVE represents an exciting research opportunity, as it is one of the first truly *regional* high-performing charter schools, serving a diverse population of students from cities and small towns. As the first Mayoral Academy, it also represents an exciting test-case for a statewide turnaround model that is likely to gain considerable traction in the years to come.

# Project Narrative

## Project Narrative Attachment Form

Attachment 1:

Title: **ES FINAL** Pages: **0** Uploaded File: **ES FINAL.doc**

# Charter Schools Program: Non-SEA Planning, Program Design, and Implementation

CFDA# 84.282B

## Part III: Project Narrative

**Applicant:** Rhode Island Mayoral Academies

**Program:** Democracy Prep Blackstone Valley Elementary School

### Introduction

Rhode Island families deserve better public school options. Recently, Education Week ranked Rhode Island 10th to last in K-12 achievement in the nation, assigning a grade of “D”.<sup>1</sup> Pass rates on State ELA and Math exams are routinely below 70%, with proficiency rates below 30% for students living in poverty.

To overcome this income-based achievement gap, Democracy Prep Blackstone Valley Elementary School (DPBVE) will provide Rhode Island students with a truly excellent education. DPBVE is a rigorous, “no excuses” charter elementary school modeled on the best-practices of excellent elementary schools like Elm City College Preparatory Charter School, Excellence Charter School of Bedford-Stuyvesant, and Edward Brooke Charter School in Boston. It is founded on the belief that all students—regardless of family situation or socioeconomic background—can succeed at the highest level. Its mission is to educate students for success in the college of their choice and a life of active citizenship.

Democracy Prep Blackstone Valley Elementary will be Rhode Island’s first “Mayoral Academy.” Legislation authorizing Mayoral Academies passed in 2009 with the public support of over a dozen Rhode Island Mayors and Town Administrators, all of whom are ready to support real education reform in the Ocean state. Mayoral Academies are charter schools that are sponsored by Rhode Island mayors and managed by high-performing charter school operators that: a) have built top-flight schools with excellent results, b) are mission-driven to

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<sup>1</sup> Education Week, *Quality Counts 2008*, pp. 42-44.



prepare all students for college and beyond, and c) are ready to dedicate their expertise to improving public education in Rhode Island.

The Mayoral Academy Law has the potential to transform the educational landscape in the Ocean State. In the next five years, Rhode Island Mayoral Academies (RIMA), a nonprofit overseeing the growth and success of the Mayoral Academies network, will drive the creation of 8-10 Mayoral Academies. If this ambitious but achievable growth plan continues over 12 years, up to 25% of Rhode Island's K-12 students will be enrolled in a Mayoral Academy by 2020. Secretary Duncan has praised the Mayoral Academies model as exemplifying an effective statewide turnaround solution.

The K-12 design of Democracy Prep Blackstone Valley is the product of a partnership between Rhode Island Mayoral Academies and Democracy Builders, a charter management organization in New York. DPBVE will be Democracy Builders' second school, after the highly successful Democracy Prep Charter School in Central Harlem.

**Non-SEA Eligibility.** RIMA is applying for CSP funding as a "non-SEA eligible applicant." RIMA is an eligible organization because Rhode Island does not currently have an approved application under the CSP. Additionally, the organization is eligible per section 5210(3) of ESEA as a nonprofit developer who has applied to the chartering authority to operate a charter school in a state authorizing charter schools. For each individual Mayoral Academy, RIMA provides financial and political support, and RIMA employs a comprehensive system of accountability to ensure that the charter management organizations running Mayoral Academies are meeting the terms of the charter.

**Charter Approval and Implications for this Application.** The first RIMA charter was approved in June of 2009 and DPBVE is set to open on August 31, 2009. With this tight timeline in mind, the Office of Innovation and Improvement has requested that we fold together the planning and implementation stages of our program. As such, we respectfully ask for funding in the amount of \$525,000 over three years to support DPBVE in its first 36 months of operation.

## **Selection Criteria**

***Selection Criteria #1: The quality of the proposed curriculum and instructional practices (20 points).***



Democracy Prep Blackstone Valley Elementary School will implement curricula and instructional practices that rival the best schools in the country. To do so, we believe it is essential to instill rigorous academic expectations and firm behavior standards. Only the best will be acceptable from our students, teachers, and leaders. DPBVE's instructional program will provide rigorous academics for students and live up to our "Work Hard. Go to College. Change the World!" motto in nine major ways:

I. Frequent and Informed Assessment

II. An Intensive Focus on Literacy

III. The Use of Research-Proven and Field-Tested Curricula

IV. Close Attention to English Language Learners

V. A Longer School Day and Year

VI. The Fellows Model

VII. A Personalized School Environment

VIII. Develop Character

IX. Positive Reinforcement for Bright Futures

**I. Assess Early and Often to Inform Effective Instruction**

Prior to the beginning of school year each summer, we will assess our incoming students with age-appropriate, diagnostic assessment tools such as the PALS, DIBELS or Strategic Teaching and Evaluation of Progress (STEP),<sup>2</sup> which will give teachers a clear understanding of current student mastery. This assessment will also enable us to identify students who may need extra help to reach mastery including those with unidentified disabilities and emerging English-language abilities. Throughout the year, and at the end of each year, we will administer these

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<sup>2</sup> For students entering in kindergarten (as most of our students will), this assessment will likely be the STEP, which allows teachers to ascertain in a matter of a few minutes a student's preparedness to learn to read and identifies students who may need intensive intervention or special education or ELL services to reach mastery.

same assessments in order to measure progress and the efficacy of our curriculum and instruction, refining and changing our assessments as needed.

For students in kindergarten through second grade, we will regularly administer diagnostic assessments such as the E-CLASS Exam and STEP, to track student progress and identify students in need of intervention. Starting in third grade, at six week intervals, we will administer internal assessments in the format and covering the standards of the NECAP assessments.<sup>3</sup> An exacting and frequent interim-assessment system has several key advantages. It provides students with valuable practice and experience taking tests in a non-high stakes environment. In addition, information, when fed back to teachers quickly, permits them to self-assess their performance and determine what must be re-taught and how they might alter approaches and improve the efficacy of instruction. The information also enables the school leaders to closely monitor student progress and support teachers with targeted feedback, professional development, and other resources.

DPBVE will use the nationally-normed TerraNova 3 assessments in reading, writing and math as student achievement indicators. In the first year, we will implement the assessment twice, in January and June. (There are no nationally normed kindergarten results available before January). The June score will reveal the proficiency levels of our students in relation to the normed averages of the rest of the country. The growth of our students, seen in the difference of the June and January scores, indicate our rate of progress. In years two and three, we will continue to implement the assessment twice for each grade level, in the fall and spring.

## **II. Focus on Literacy**

Literacy is the key academic skill on which all future acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families. This means that between the ages of zero and three, a low-income child is exposed to some 30 million fewer words than a high-income child. This lack of exposure has the average low-income child arriving at the first day of kindergarten with only one half the vocabulary of

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<sup>3</sup> Systems such as this one have been shown to be highly effective at high-performing schools including North Star Academy (Newark, NJ) and Amistad Academy (New Haven, CT).

her more affluent peers.<sup>4</sup> Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic performance. In fact, according to the National Research Council, “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing an individual’s reading level at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”<sup>5</sup>

It is therefore not surprising that schools in which low-income students reach mastery maintain a relentless focus on developing literacy skills. In fact, a recent review of existing schools serving low-income populations found that a laser focus on basic literacy in the early years of schools, as represented by many of the practices DPBVE will employ, was a central commonality among high-performing elementary schools.<sup>6</sup> Practices of these high-performing schools, which closely reflect the findings of the National Reading Panel, include: dedicating significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies; and fostering fluency through extensive practice reading and writing and by inspiring a deep love of reading. These practices are reflected strongly in our elementary school plan.

Our overall program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Phonemic Awareness and Phonics.** In grades K-3, we will “overwhelm the problem” of early literacy through at least 200 minutes of language arts instruction daily. In grade 4, students will receive at least 150 minutes of daily literacy instruction with the remaining 150 minutes dedicated to other key subject areas. Students who need intensive remediation will go through an intensive 6 weeks of using the Literacy Links or SRA intervention programs. Literacy Links is a highly effective program that directly teaches sound-symbol relationships and

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<sup>4</sup> Betty Hart and Todd R. Risely, *The Early Catastrophe: “The 30 Million Word Gap by Age 3,”* *American Educator*, (Spring 2003).

<sup>5</sup> National Research Council, 1998 (<http://www.ed.gov/inits/americanreads/ReadDiff/> accessed on 12/14/04). In addition, in his review of high-performing, high poverty schools, Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing elementary schools (Casey, *Ibid.*, p. 28).

<sup>6</sup> Casey, *Ibid.*, p. 19.



gives both students and teachers the language and knowledge necessary for success in later reading. For those students who still are not demonstrating success with phonemes, we will use a targeted Wilson Reading Program in groups no larger than three students to ensure that every student has mastered the connections between letters, combinations of letters, and sounds. Building on Literacy Links, students will then spend 20 minutes a day in individualized, computer-based instruction using the Waterford Early Reading Program. This program, developed over 20 years, has had dramatic success making up for the over 3000 hours of literacy experiences that most urban students have missed before they enter school. Finally, as the core instructional program, Democracy Prep will use SRA Reading Mastery. Reading Mastery provides a balanced literacy approach while directly teaching sound-symbol relationships and including ample practice with phonemic awareness and phonics. Both programs have extensive research bases that show their dramatic success rates in both urban and suburban contexts.

**Fluency.** Once students have mastered phonemic awareness and phonics, it is essential that they read fluently. In addition to ongoing assessments throughout grades K-3, in order to ensure that all our readers are fluent readers, Democracy Prep will give a fluency test to all entering students in grades 3 and above; those students who need fluency practice will receive instruction using an intervention called the Corrective Reading Decoding program. The SRA Corrective Reading Decoding program has been used with great success at Amistad Academy, and Elm City College Prep, both in New Haven, CT. These schools serve traditionally underserved populations with dramatic positive results. The program is designed to, in a two-year sequence, take students from the 3<sup>rd</sup> to 8<sup>th</sup> grade levels in reading fluency.

**Vocabulary.** Embedded in the Reading Mastery, Guided Reading, and Waterford programs are strong vocabulary strands, and Democracy Prep teachers will use these programs to build the vocabulary skills of our students. At the middle school level, all teachers will highlight and explain vocabulary words as they arise in the text that students are reading. They will also teach students important vocabulary in context skills so that students are able to use context clues to figure out by themselves what an unknown word means. As a supplement to this more organic vocabulary instruction, our teachers will use a vocabulary-building program such as Worldly Wised 3000 that build to SAT-Prep vocabulary programs in the middle and high school years.

**Independent Reading & Comprehension.** Research has shown that, in fact, the best way to build vocabulary is simply by reading all the time. Bill Honig, a respected early reading expert, cites very compelling research on the subject<sup>7</sup>:

- Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent.
- By the fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year of outside-of-school reading (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words in school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000.
- Although teaching vocabulary strategies (e.g. word families, scaffolding) helps retention rates, the vast majority of new words can be learned only through reading. To reach these levels, students need to read the recommended 25 to 35 books a year after the first grade.

In response to this research, beginning in the 2<sup>nd</sup> grade, all DPBVE students will have a 20-30 minute independent reading class during which each teacher will work to get all of his or her students to be avid, active readers. It is the job of the reading teacher to find appropriate books, inspire students to read, and monitor their independent reading. This in-school independent reading will be supplemented with 20 minutes of required independent reading at home. The student will complete an independent reading journal, and a parent/guardian is required to sign off on the child's reading log indicating that they supervised the reading.

While working to build fluent readers, DPBVE teachers will also focus on developing strong comprehension skills. For the elementary students, the Guided Reading, Reading Mastery, and Waterford programs all have very strong comprehension strands that align to Rhode Island State Grade Span Expectations (Rhode Island's standards for K-4 literacy).

### **III. Employ Research-Proven Curricula**

As we have noted in our description of literacy curriculum above, Democracy Prep's academic program is rooted in research-proven curricula that have been shown to dramatically

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<sup>7</sup> Honig, Bill. (2000). *Teaching Our Children to Read*. Corwin Press, 2nd edition.



accelerate progress to mastery for low-income students, including those with disabilities and emerging English-language abilities . In math, we use a systematic approach to basic math facts and computational skills, Saxon Math, coupled with a teacher-created curriculum that develops higher-level problem-solving skills. The curriculum was built to help students recognize that students need basic facts knowledge and “automaticity” with procedural computation, coupled with a deep conceptual understanding of mathematics. This combination of basic skills and conceptual understanding will give students the ability to solve complex mathematical application problems. In addition, the math lessons will follow a structured lesson plan designed for maximum success. The first 25 minutes of class and all homework assignments will include cumulative review. There will also be a daily section for basic facts review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes.

In social studies, science, music, and art we rely on a content-rich curriculum of basic subject-area and cultural knowledge, such as the Core Knowledge Sequence. Recent cognitive research indicates “that the ability to learn something new depends on the ability to accommodate the new thing to the already known.”<sup>8</sup> Low-income children, often not as fully exposed as their more affluent peers to a breadth and depth of topics, can enter school at a disadvantage: their weak knowledge of the general topics addressed in school leaves them less prepared to assimilate new information. A content-rich curriculum such as the one we envision provides the basic knowledge that makes all young students (and especially disadvantaged students) more effective learners later in their academic careers.

#### **IV. Ensure English Language Proficiency**

Democracy Prep Blackstone Valley Elementary’s approach to ensuring success for ELL students will be a process of structured immersion. Through our extended school day and extended school year, ELL students will benefit from dramatically increased exposure to English speaking, reading, and writing. This will speed acquisition of English. All ELL students at Democracy Prep will be held to the same academic standards to which we hold all other students. ELL students will receive individualized support in their efforts to reach and surpass

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<sup>8</sup> E.D. Hirsch, *The Schools We Need and Why We Don’t Have Them*, (1996), p. 23.

these standards. This approach is consistent with our mission of ensuring academic success for all students.

**Identifying ELL Students.** Democracy Prep will require the families of enrolled students to complete the Home Language Survey offered by the Rhode Island Education Department. This questionnaire will enable us to identify students who may have limited English proficiency. If a returned questionnaire indicates that the student is of foreign birth or comes from a home where a language other than English is spoken, we will arrange for an informal interview with the student, conducted both in English and the student's native language, with a member of our staff or qualified contractor. If the interviewer determines that the student speaks no English, the student will be classified as an ELL. If the interview indicates potentially limited proficiency in English, we will administer the WIDA-ACCESS Placement Test (W-APT). If the student's score is below the cutoff point established by the Rhode Island Department of Education, the student will be classified as ELL. This careful, structured screening process will ensure that Democracy Prep does not inappropriately place ELL students in special-education or remedial classes.

**Services for ELL Students.** ELL students will receive the same academic content and be held to the same academic standards as native English speaking students. In order to ensure academic success, our teachers, who will receive professional development to enhance their skills in working with ELL students, will carefully monitor all ELL students and develop interventions designed to support these students where required. Interventions will include modifying the level of the English language that classroom teachers use in their instruction, the use of graphic organizers to build vocabulary and illustrate relationships, pull-out intensive tutoring in English during study hall and non-core academic subjects, push in services by a teacher or aide who is fluent in the student's native language, pairing with another student who speaks the ELL student's native language, home visits by a staff member who speaks the student's native language, and other support services. Reading programs like ours, which focus on phonics, have been shown to be particularly effective for low income and ELL students.<sup>9</sup>

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<sup>9</sup> SRA McGraw-Hill, *Research Findings 2002*, (2002)

Oral and written communication to families of students identified as ELL students will be translated into the family's native language, to ensure clear and rich communication and coordination between home and school. Students with limited proficiency in English will have access to all curricular and extra-curricular activities available to all other students.

Moreover, as Democracy Builders have demonstrated at Democracy Prep Charter School in Harlem, being identified as ELL or Special Education is not a stigma or item of shame. By using "friendly" terminology for support services, and by providing tutoring, enrichment, small group, pull-out, and push-in, services for all students, students at DPBVE will not feel shame about their differences or challenges, but rather pride for the accomplishments they demonstrate over time in partnership with their DREAM Team of teachers and classmates.

**Assessment, Monitoring, and Exit Criteria for ELL Students.** Students identified as ELL will be assessed annually using the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) Test as well as nationally-normed standardized tests, teacher-created exams, and informal teacher observation in the classroom to determine improvement in English proficiency. Students who score above the Rhode Island Department of Education established cutoff point on the ACCESS for ELLs will be deemed English-proficient, while those who score below the cutoff point will continue to be classified as ELL.

**Educational Soundness of Proposed Program.** Structured immersion has repeatedly been shown to be the most effective way of ensuring that ELL students master English and meet high academic skill and content standards:

- In Miami, FL, limited-English students learned as much subject matter when taught in English as when taught in Spanish – there was no discernible advantage to native language instruction;<sup>10</sup>
- In El Paso, TX, limited-English students in immersion classes consistently out-performed children in transitional bilingual classes in English language development and content matter acquisition over a ten year period;<sup>11</sup>

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<sup>10</sup> (S. Rothfarb, M. Ariza, and R. Urrutia, Evaluation of the Bilingual Curriculum Project: Final Report of a Three-Year Study, Miami, FL, Dade County Public Schools.



- Bill Honig, the former California State Superintendent of Public Instruction and Director of the Center for Systemic Social School Reform at San Francisco State University, advocates this systematic, explicit instruction in an organized comprehensive English reading program in his book, *Teaching Our Children to Read*<sup>12</sup>: “For teachers, students and their families, the results of many past bilingual programs have been disappointing. Often in these programs, the English literacy component was weak, and many students failed even to become proficient readers in their primary language. All students need systematic, explicit instruction in an organized, comprehensive English reading program.”
- Even former critics of California’s actions have become converts to English immersion models: Ken Noonan of the California Association of Bilingual Educators said of the ban and the subsequent improvement in Spanish-speaking students’ English and math test scores, “I thought it would hurt the kids. The exact reverse occurred” (“How New York Can Fix Bilingual Ed,” *New York Daily News*, September 24, 2000).
- The Board of Education for New York City also recently documented success of its English immersion program versus traditional bilingual education classes. The Board’s own research shows that immersion works best for young students: “...nearly 44% of Kindergarteners in immersion classes move into the mainstream after one year, nearly 61% do so within two years and a whopping 84% do so within three. In contrast, traditional bilingual programs have a far lower success rate...”<sup>13</sup>

With this research base in mind, and the success of English language immersion methods in Democracy Prep Charter School in Harlem, DPBVE looks forward to achieving its ambitious goals for ELL students (described in Objectives below).

**Evaluation of ELL Program Over Time.** As in all aspects of our operations, Democracy Prep will collect data on student performance in order to monitor the efficacy of our ELL program. Specifically, we will look to assessments of our ELL students, including improvements in performance on the ACCESS for ELLs test, nationally-normed tests and teacher-created assessments to determine whether our program is effective in improving our ELL

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<sup>11</sup> (R. Gersten and J. Woodward, *Bilingual Immersion: A Longitudinal Study*, The Institute for Research in English Acquisition and Development, Washington, D.C.)

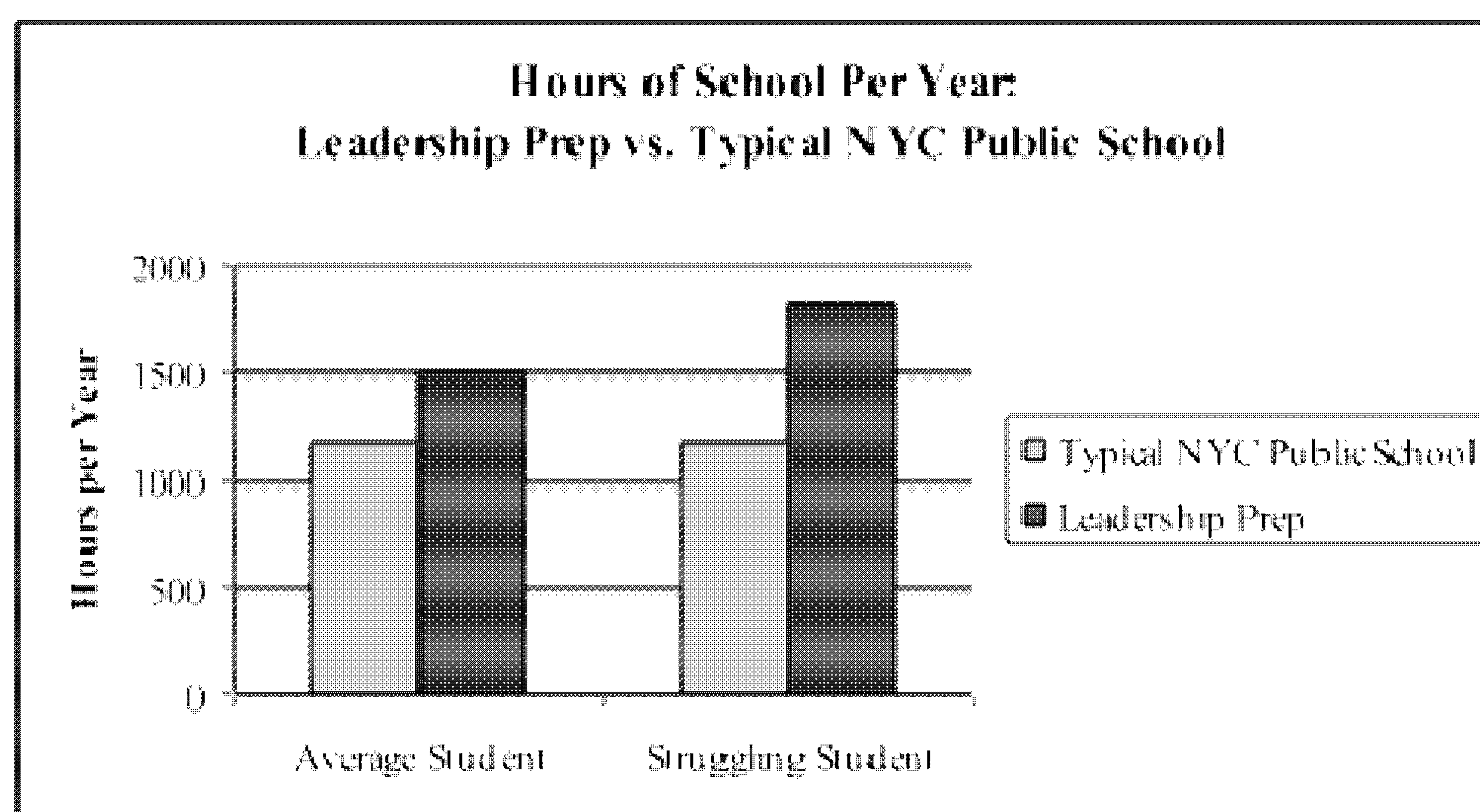
<sup>12</sup> Corwin Press, 2000

<sup>13</sup> *New York Daily News*, September 24, 2000.

students' English proficiency levels and ensuring that they are meeting or exceeding content and skill standards across the curriculum. In order to make these comparisons, we will disaggregate assessment results by ELL and non-ELL students at every possible opportunity and use that data to continuously improve our instructional strategies.

## V. Make More Time

Because it takes time, effort, and practice to meet the challenge of high academic standards, our schedule is based on an extended school day (approximately 7:45 AM to 4 PM) and an extended school year (approximately 193 days) for all K-4 students. This arrangement allows for at least 1/3 more instructional time than that provided by most Rhode Island district schools each year. In addition, we provide small-group and one-on-one tutoring for students who need extra help and attention in order to reach mastery. Under these programs, DPBVE students most in need of extra help benefit from over 50% more instructional time each year than they would receive in a typical district school. Between kindergarten and fifth grade this amounts to several additional years of schooling. Increased learning time is essential to enabling students who enter school with skills and knowledge deficiencies, those with disabilities, and those with limited English language proficiency to achieve at the highest levels. Our school model will be similar – in this respect as well as others – to Leadership Prep elementary school in Brooklyn, NY:





Another way in which successful schools create additional learning time is by assigning a significant amount of nightly homework that allows students to review, practice, and solidify skills and knowledge they are learning in the classroom.<sup>14</sup> At DPBVE, we will build the habit and ritual of “homework time” early by assigning kindergartners approximately 30 minutes of homework each night (with significant supports for students and parents to ensure completion). This increases to at least 60 minutes per night in second grade. Students will be held accountable for completing their work. Accountability extends to families, who will be required to sign off on their child’s work each night. Assignments will be available for both families and students to confirm with teachers via school-provided cell phones that allow all families to call teachers with questions until 9pm each evening.

## **VI. The Fellows Model**

Students learn at varying rates, and this requires flexible classroom arrangements for maximum support. At DPBVE, learning support will require clear, engaging, high-quality lessons in the classroom with low student to teacher ratios. To provide these opportunities for all students, DPBVE will use a “Fellows” staffing model, in which heterogeneous cohorts of 19 students will be taught by a Lead Teacher and Teaching Fellow, who are both in the class full-time. Having two excellent instructors in every classroom allows for well-managed group instruction, as well as extensive one-on-one targeting tutoring opportunities with a student’s classroom teacher. Additionally, targeted assistance for students with disabilities or limited English proficiency works best when staff have in-depth knowledge of a student’s strengths and weaknesses. The Fellows Model ensures that all staff receive the same professional development training in ELL instruction and the Response to Intervention approach, so that both Teachers and Teaching Fellows have the skills necessary to work with at-risk students.

The Fellows Model is also crucial to DPBVE’s human capital development plan. We expect many of our Teaching Fellows to be excellent Lead Teacher candidates the following year. Teaching Fellows will have internalized and practiced the unique culture of the school, will

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<sup>14</sup> A recent study of the link between homework policies and academic success found that “excellent schools assign significant homework.” See: H, Cooper, J. Lindsay, & S. Greathouse, “Relationships Among Attitudes About Homework, Amount of Homework, and Student Achievement,” *Journal of Education Psychology*, (Vol. 90, No. 1).

have undergone the same professional development that our Lead Teachers participate in, and will know our facilities, our families and our students. We expect that those Teaching Fellows who choose to become Lead Teachers will be invested in the long-term growth goals of the school, which will support our capacity to retain high-quality teachers.

## **VII. Keep it Personal**

Feeling known, cared for, and respected is a prerequisite to the sense of personal value and well-being necessary for effective learning.<sup>15</sup> It is expected at Democracy Prep that each student and family will be known personally by the principal, as well as the teachers and staff. By fostering this personalization, the school feels more like a team or a family than like an impersonal institution. Parents and students alike come to see the school as a partner, seeking exactly the same goals as they are, rather than an impediment to success or barrier to entry into the college-class.

In order to maintain this “small feel,” Democracy Prep Elementary will ultimately operate as two “Academies” (Foundations Academy in K-2; Scholars Academy in 3-4) ensuring that every student is part of an intimate community of fewer than 300 students. Because of this design, students will be known well by the teachers who work tirelessly to ensure that all students meet the high standards we have set. As students overcome the authentic challenges set by our high standards, and as they gain strong literacy and math skills, they will come to see that with enough hard work they can meet any challenge and surpass any obstacle. This, in turn, will enable them to tackle ever increasing magnitudes of challenge. They will see their education not as a waste of time or a path to more of the same mediocrity or failure but as the means of attaining a future full of choices and possibilities. This “small school” or individualized approach also best allows students with special needs or limited English language proficiency to progress academically within the regular education classroom.

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<sup>15</sup> Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. A recent study by Bank Street College of Education found that “small schools established between 1990 and 1997 in the Chicago area found that students in these schools had lower dropout rates, completed more courses, made higher grades and showed some improvements in standardized test scores.” Education Commission of the States(  
<http://ecs.org/ecsmain.asp?page=/html/issuesK12.asp>. accessed on 12/11/04).



## VIII. Develop Character

For many of our students, who will be the first members of their families to attend college, the path to higher education will be a long and arduous climb. A school can encourage, cajole, and prepare a student academically, but ultimate success relies on a student's internal belief in and commitment to his or her own success.<sup>16</sup> To get our students through the long climb to college, we will inculcate perseverance and courage. In order to fulfill our long-term goal of having students become leaders in their communities, we will inculcate the character values of Discipline, Respect, Enthusiasm, Accountability, and Maturity (DPBVE's DREAM values).

Because developing these personal qualities is inextricably linked to delivering on our mission, our academic program is paired with a character education curriculum. This curriculum will be designed internally by our staff to ensure that it meets the specific needs of our students; it will draw from off-the-shelf programs, such as Heartwood Ethics (a literature-based program), and school-developed programs, such as the ones employed at other successful "no excuses" elementary schools. Our schedule includes approximately 100 minutes per week in grades kindergarten through second grade and 140 minutes per week thereafter to focus on character development through exploration of poems, fables, fairy tales, and other literature with morals or messages in the student's advisory course. In addition to classroom activities, the program includes periodic assemblies, outdoor education, service learning, internships, and extracurricular activities.

Good behavior will be thought of in the same way as academics – it must be taught. Effective behavior instruction, like effective academic instruction, will be modeled, practiced, and reinforced. Teachers will work with students to visualize how an activity should be provided with meaningful, positive, corrective feedback. Among other skills we will explicitly teach our students how to shake hands, sit properly, walk in lines, leave a place "cleaner than they found

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<sup>16</sup> The role of a student's belief in their own ability to succeed based on the strength of their own efforts in overall academic achievement has been closely documented by a variety of studies. See Carol Dweck, *Self Theories: Their Role in Motivation, Personality, and Development*, (2000).

it”, make eye contact, and use their “PETS Y,” please, excuse me, thank you, sorry, and you’re welcome.

The Democracy Prep approach to student behavior will be overwhelmingly positive. While there will be clear, strict consequences for poor behavior at Democracy Prep, we believe that positive recognition of good behavior is most essential to fundamentally improve student behavior. Democracy Prep teachers will work to recognize all students for their accomplishments, even if they are small or based on consistent growth. Parents will regularly receive positive phone calls from teachers, who are expected to call all their advisees at least once every two weeks.

### **IX. Help Students Envision a Bright Future Which Inspires Them To Achieve**

Research indicates that children who have a clear and positive image of their futures are better able to overcome the hurdles that being born into low-income communities can place before them.<sup>17</sup> Beginning in kindergarten, we will expose our students to the world of high school and college with the implicit and explicit message that with hard work they have all the tools and ability necessary to succeed in these institutions. We will present this message through classroom lessons, exposure to mentors and tutors from institutions of higher learning, and real and virtual tours of campuses.

Because we want our students to strive academically in order to earn life choices, we will also expose them to as much of the wider world of art, music, recreation, and nature as possible. Such exposure is essential to helping students to see the life that is possible for them (and for their communities) through their own perseverance and commitment. This exposure includes art, music, theater, debate team, math team, and other enrichment classes as well as single and multi-day field trips to museums, local and national parks, high schools, colleges, and adventure programs.

DPBVE’s specific focus in this area will be on monthly college trips and civic activities. Students at Democracy Prep Blackstone Valley will visit college campuses beginning in

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<sup>17</sup> See: E. Werner, “Resiliency in Development,” *Current Directions in Psychological Science*, (June 1995), p. 81-85 and R. Brooks, “Children at risk: fostering resilience and hope,” *American Journal of Orthopsychiatry*, (1997), p. 545-553.



elementary school to build a sense of expectation and wonder about college and active citizenship. It also will include outings to theater productions, cultural celebration, electoral events, and many more opportunities for enrichment which ensure that students and parents alike don't believe that college is a question of "if" but rather "where."

***Selection Criteria #2: The degree of flexibility afforded by the SEA and the LEA to the charter school.***

Rhode Island General Law (RIGL) 16-77, the Charter Schools Law, provides the Rhode Island Board of Regents the authority to authorize public charter schools. Currently, the Board of Regents is the only charter school authorizer in the state. The commissioner of Elementary and Secondary Education recommends the granting of a charter after an extensive review, and the Rhode Island Department of Elementary and Secondary Education (or RIDE) holds the charter school accountable for its academic performance and financial viability.

Rhode Island Mayoral Academies' five-year charter was approved in June 2009. The charter permits RIMA to serve grades K-12. Under RIGL 16-77-8, the Board of Regents may revoke the charter at any time, if the holder of the charter: a) violates the provisions of the charter; b) fails to meet the educational objectives of the charter; c) fails to comply with fiscal accountability procedures as specified in the charter; d) violates provisions of law that have not been granted variance by the Board of Regents.

Democracy Prep Blackstone Valley Elementary is independent from the governance of local school districts. In addition, the Rhode Island Department of Elementary and Secondary Education, the SEA, does not have authority over the daily operations of the school.

**Site based management.** While many Rhode Island district school administrators are constrained by a teachers' union contract, obliging them to hire teachers and staff based on seniority rather than quality, the DPBV Head of School is provided complete autonomy over hiring administrators, support staff and teachers (as long as they are state certified) through the Charter Schools Law.

In fact, Mayoral Academies are distinct even from other Rhode Island charter schools. The Mayoral Academies legislation provides these schools a greater level of autonomy, especially around personnel decisions. Per RIGL 16-77-4 (12), charter schools must pay “prevailing wages and benefits as enjoyed by other public school teachers and administrators within the school district, to the state teacher retirement system...” while “mayoral academies” are explicitly named as an exception. Mayoral Academies will pay teachers 10% more than sending district schools, and will also develop a supplementary compensation policy that pays based on teacher performance as evaluated by a performance rubric. Additionally, Mayoral Academies are not required to enroll their teachers in the state teacher retirement system, though Academy administrators have the option to do so. Finally, RIGL 16-77-11(7) exempts Mayoral Academies from providing tenure protections to its teachers.

**Finances.** The Charter Schools Law gives Democracy Prep Blackstone Valley Elementary autonomy over its budget and expenditures. Like all Rhode Island charter schools, DPBVE will be funded by the formula set forth in RIGL 16-77.1-2. From each of the sending districts, the Academy will receive an amount equal to 95% per-pupil cost for the district of each student. (The remaining 5% stays with the sending district). Then, a “state share” is paid directly to the charter school, to create the total per-pupil allotment for operating funds. These amounts are newly determined each year.

The Charter schools may negotiate with districts for services generally provided by school districts, such as food service and nursing, if they so choose. RIGL 16-77-6(f) provides charter schools the freedom to contract directly with third-party vendors for supplies and services not supplied by any school district, pursuant to the charter.

Though DPBVE has autonomy over its budget and daily expenditures, there is a comprehensive system of oversight. The Rhode Island Office of Municipal Affairs provides quarterly oversight of the school’s cash flow. Also, the Charter Schools Law requires that an annual audit be submitted to the Rhode Island Office of the Auditor General. Finally, RIGL 16-2-9.4 requires all schools and districts to maintain a “uniform chart of accounts” with the Rhode Island Department of Elementary and Secondary Education, if a uniform chart is in use. A chart is currently in development by the Rhode Island Department of Education, and our elementary school will likely be subject to this regulation during its implementation this year.

### ***Selection Criteria #3: The extent of community support for the application***

RIMA has made a significant investment in community outreach this past year regarding the DPBVE application process. Moving forward, RIMA will continue to engage in vigorous public relations and community organizing activities by replicating and extending initial Year One's outreach efforts. To generate support for its initial charter application, RIMA relied on a coalition of state and community leaders who supported the Mayoral Academy Law. This coalition includes mayors and town administrators representing more than half the citizens of Rhode Island (including all municipal leaders in the Blackstone Valley); leaders of many of our most vital outreach, advocacy and service organizations (including, among others, Ramon Martinez of Progreso Latino; Karen Feldman and Chace Baptista of Young Voices; Elizabeth Burke Bryant of Rhode Island Kids Count; Dr. Pablo Rodriguez of Women's Care; John Kelly of Meeting Street school; and Stephanie Chafee, Founder of Rhode Island Free Clinic). In addition, RIMA has partnered with parents and families who have joined their state, municipal and community leaders in calling for this new public school alternative. Drawing upon this base of support, RIMA worked with the staff of Democracy Builders to inform and engage parents and other members of the community about student enrollment at DPBVE. Specifically, for the inaugural DPVBE lottery, Dr. Michael Magee, as CEO of RIMA, devoted significant resources to outreach strategies (described in the sections below) which resulted in 180 applications to fill its 76 kindergarten openings.

**Media outreach.** Advertisements announcing the lottery were placed in all Rhode Island newspapers with a Blackstone Valley readership. RIMA held three public forums, which were also advertised via local newspapers, the Secretary of State website, flyers posted at churches, community centers, and advocacy organizations, and the front desks of other charter schools.

**Canvassing neighborhoods.** Particularly in Central Falls and Pawtucket—where families are more transient and phone access is often limited— RIMA hired a team 12-15 canvassers to knock on every residence in these two cities, distribute information, answer questions, and engage family members in conversations about DPBVE and issues related to school choice and high performing schools.



**RIMA Board support.** Similar to Democracy Prep Harlem where initial community outreach efforts were established through the personal connections of the Founding Board, RIMA board members drew upon their long ranging and deep community contacts to garner and sustain support for DPBVE. Many board members were born, raised, educated, and/or employed in Rhode Island. During the spring of 2009, board members Daniel J. McKee (Mayor of Cumberland) and Ramon Martinez (President and CEO of Progreso Latino) marshaled their networks in four communities (Pawtucket, Central Falls, Cumberland, and Lincoln) to create blanket awareness about DPBVE.

**Community outreach.** Representatives from DPBVE performed comprehensive outreach efforts, including: 1) speaking with leaders of community based organizations; 2) distributing hundreds of fliers outlining Democracy Prep's proposal and charter application; 4) visiting numerous summer school programs, summer camps, public parks, after school programs, and sports to inform interested parents; 5) leaving materials and brochures in the lobbies of local public housing projects, hairdressers, Laundromats, restaurants, and other local businesses; and 6) attending cultural events. RIMA will engage in additional outreach activities in the coming months, including: 1) creating an information guide for parents; 2) developing an online school performance resource for parents that includes information about which schools have shown the most student growth; and 3) producing video materials to highlight the success of schools.

***Selection Criteria #4: The ambitiousness of the objectives for the charter school.***

*Note: DPBVE has four main Objectives for the charter school during the grant period. We have addressed Selection Criteria 4-6 together under each Objective.*

**Objective 1:** Students will demonstrate academic mastery in grades K-2, and on standardized assessments will significantly outpace sending district's students in grades 3-4.

**Objective 2:** English Language Learners will achieve at levels at or near their peers.

**Objective 3:** Achieve consistently high levels of student, parent and teacher satisfaction.

**Objective 4:** Ensure Organizational Strength by Maintaining Financial and Administrative Viability.

Each of these Objectives is described in detail below.



**Objective 1: Students will demonstrate academic mastery in grades K-2, and on standardized assessments will significantly outpace sending district's students in grades 3-4.**

DPBVE will demonstrate objectively what our students are learning in preparation for college and citizenship. We have set ambitious goals for our students in all subjects, especially to ensure the development of core reading and math skills. Our performance goals for Objective 1 are as follows:

- **Performance Measure 1a**—Absolute Goal: 75% of all third-grade students will be proficient or advanced on NECAP Exams in both Reading and Math, increasing by at least 7% a year thereafter, so that at least 82% of 4<sup>th</sup> graders will score proficient or advanced on 4<sup>th</sup> Grade NECAP Exams.
- **Performance Measure 1b**—Value Added Goal: In the spring, 75% of all Democracy Prep students will make at least at least a 20 percentage point gain from the Fall implementation of a normed assessment, such as the Terra Nova or the NECAP.
- **Performance Measure 1c**—Comparative Goal: 100% of DPBVE cohorts will exceed sending district average proficiency on NECAP Exams in all core subjects and at all grade levels tested.

*The quality of the strategy for assessing achievement of Objective 1.* We will employ a robust assessment system that does not rely on any one measure in isolation; instead, we will rely on four types of measures in concert: *criterion-referenced* exams, such as State and NECAP examinations; norm-referenced exams, such as the Terra Nova 3; *diagnostic* assessments like the E-Class and STEP; comparative measures of sending districts, “similar schools,” citywide, statewide, and national scores on the State, NECAP, and NAEP exams; and *internally developed/externally validated* measures such as weekly quizzes, biweekly tests, six week assessments, and comps that are aligned to state assessments. Each measure is essential to the effectiveness of our overall system to help determine student curricular mastery, areas for extra support, progress of cohorts over time, and effectiveness of individual teachers.

While DPBVE will employ a number of diagnostic, nationally-normed, and internal assessments during the period of federal funding (in grades K-2), it believes strongly that the best measure of academic growth and performance is the NECAP Exam, first administered in third grade. Thus, only performance measure 1b can be evaluated before Year 4.

To assess its progress towards meeting its NECAP-based performance measures in Year 4, DPBVE will closely monitor assessment data in its first three years. In both reading and math, DPBVE will administer a nationally-normed exam like the Terra Nova 3 yearly, and will use students' percentile scores to track growth in grades K-2. The Terra Nova assessment is aligned with Rhode Island Grade Level and Grade Span Expectations, and so measuring students' percentile ranking is a good measure of their progress towards being on grade level in 3<sup>rd</sup> grade.

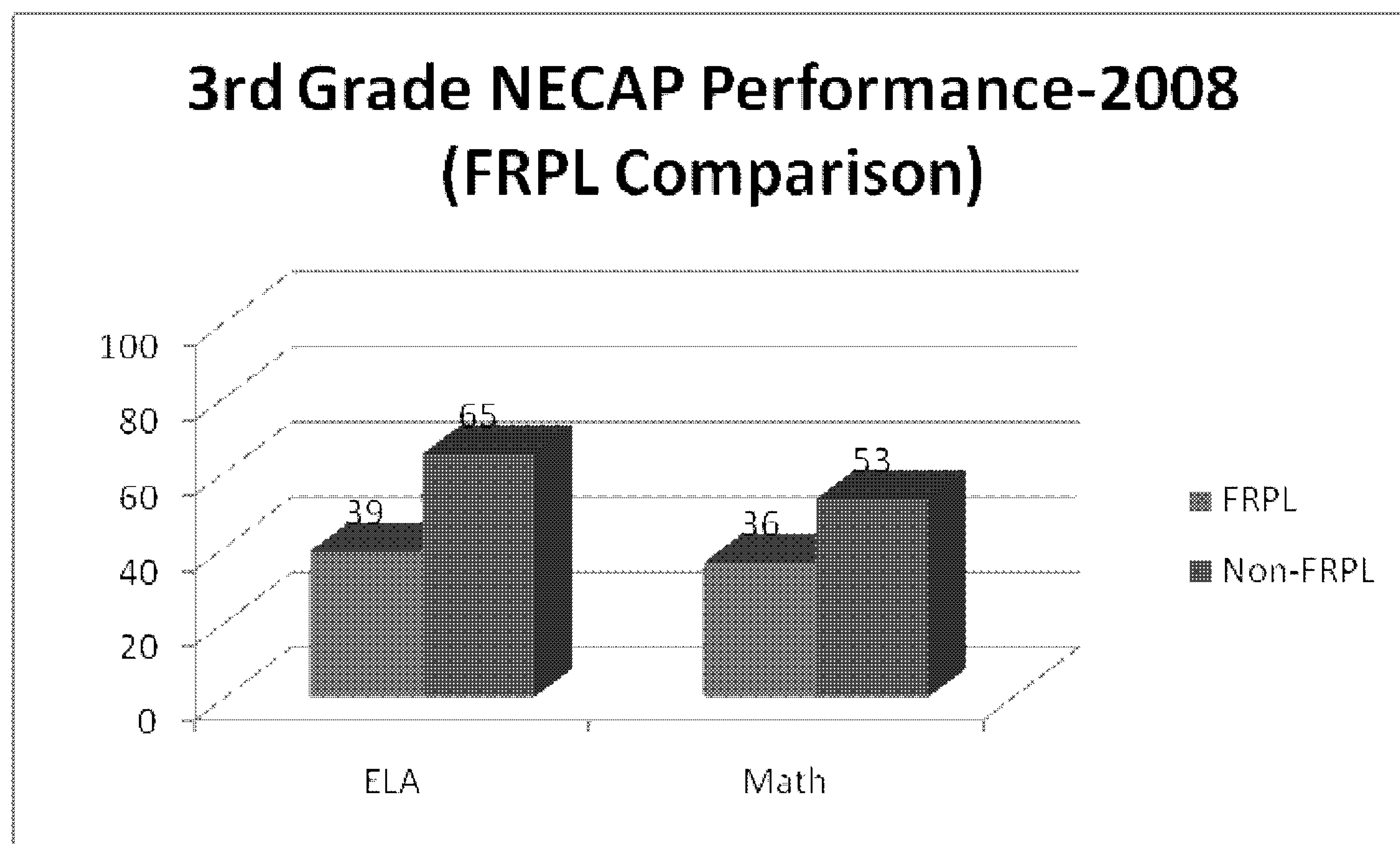
Performance Measure 1a provides an absolute benchmark for the school to reach in terms of its assessment data. Performance Measure 1b allows DPBVE staff to measure and evaluate students' growth over time. Performance Measure 1c allows DPBVE staff to measure and evaluate its success in relation to other districts and the State more generally.

*The likelihood that the charter school will meet Objective 1 and improve educational results for students during and after the period of federal financial assistance.* Meeting all three Performance Measures is ambitious, especially given the extremely low level of proficiency for all students in Rhode Island, and particularly for its traditionally under-served population. Our performance goals for this objective significantly outpace those of all students in the Ocean State. On the 3<sup>rd</sup> grade NECAP Exam in Reading, only 69% of the state's students scored at or above proficient, and only 52% of 3<sup>rd</sup> graders eligible for free or reduced lunch were proficient. On the 3<sup>rd</sup> grade NECAP Exam in Math, only 60% of students scored at or above proficient, and only 39% of 3<sup>rd</sup> graders eligible for free or reduced lunch were proficient.<sup>18</sup>

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<sup>18</sup> "RI NECAP 2008 Results for Students in Grades 3-8." Rhode Island Department of Education. Accessible at <http://www.ride.ri.gov/Assessment/Results.aspx>.





Still, with our school design, and with temporary Federal CSP funding, we will meet this objective now and in the future. Democracy Prep’s daily schedule places strong emphasis on reading skills (200 minutes of reading per day), which is traditionally the area of chronic underperformance for the school’s population. Its literacy curriculum—focused on phonemic awareness—is based in the best-practices of high-performing charter schools nationwide. There is a more extensive description of the curriculum in Selection Criteria #1. DPBVE is confident that this structure ensures high academic performance on state assessments.

More time for learning is vital to ensuring academic achievement, and so in order to meet Objective 1, DPBVE will operate on a longer school day and year than traditional public schools. A longer school day allows DPBVE staff more time for targeted instruction. For information on DPBVE’s longer school day and year, see Selection Criteria #1, sub-point #5.

To support DPBVE’s overall plan, we have requested that CSP support the purchase of high-quality diagnostic assessment STEP, and the nationally normed Terra Nova 3, to measure and track student performance. We have also requested funding for a Literacy Specialist who will work with staff to develop literacy curricula based in students’ diagnostic assessments and individual weaknesses; and four Teacher Fellows to ensure that all students receive high-quality instruction and targeted assistance. As explained in the budget narrative, all of these projects will be most expensive in the first years of school operation, and will be sustainable after the CSP award period is over.



**Objective #2: English Language Learners will achieve at levels at or near that of their peers.**

All English Language Learners at Democracy Prep Blackstone Valley Elementary will be held to the same academic standards to which we hold all other students. As such, a significant measure of DPBVE's academic model will be whether achievement levels for its ELL students are on track to match and/or approach those of the general student body.

Our performance goals are as follows:

**Performance Measure 2a**—Declassification: 40% of Democracy Prep Blackstone Valley's incoming class will be declassified after one year; 60% after two years; and 80% after 3 years.

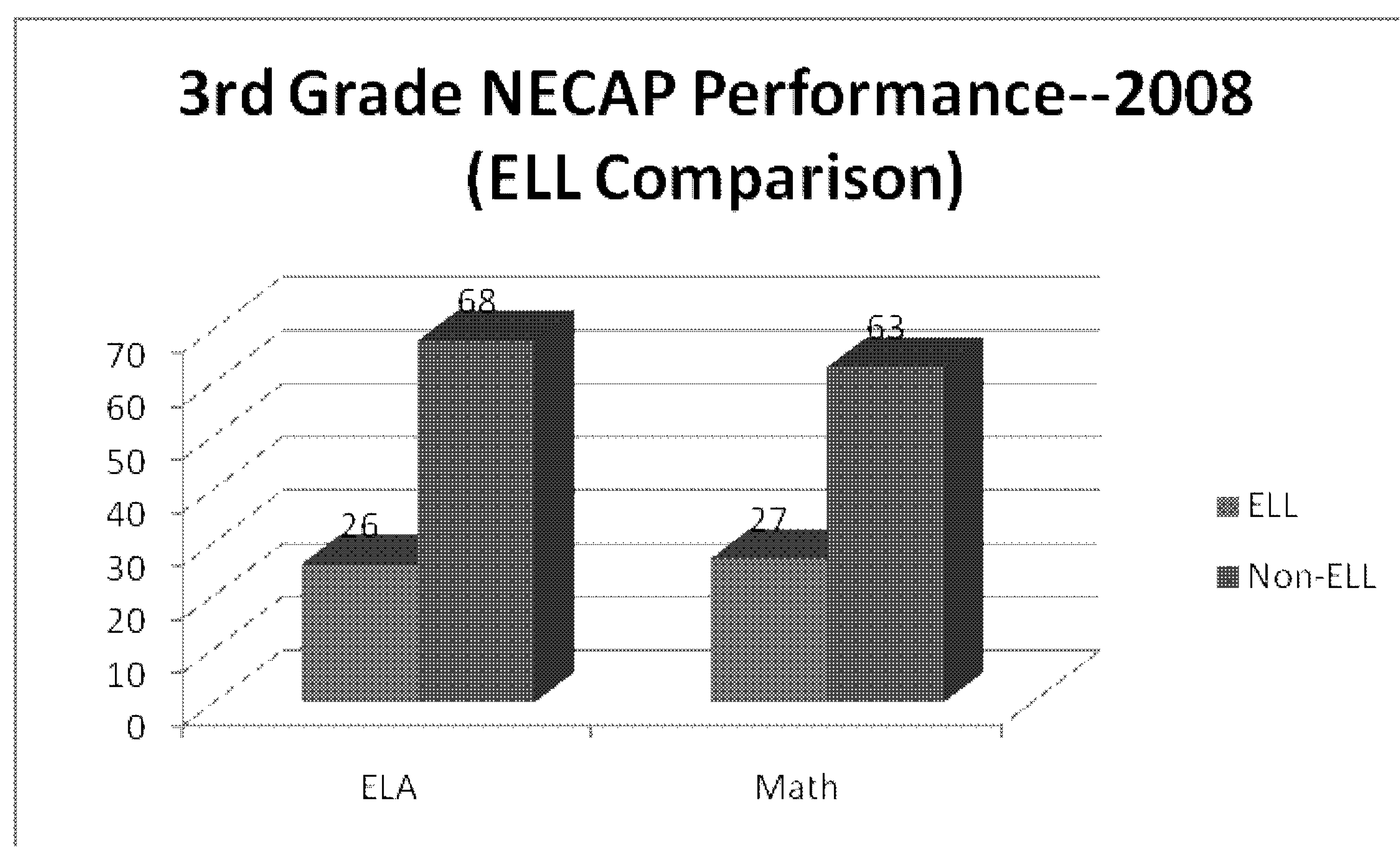
**Performance Measure 2b**—ELL Student Performance on 3<sup>rd</sup> Grade NECAP: For students who start at DPBVE in Kindergarten, 75% of ELL students will score proficient or advanced on 3<sup>rd</sup> Grade NECAP Exams in Reading and Math.

DPBVE's first performance measure for this objective is designed to make declassification a primary focus of its ELL program, and Performance Measure #2 is a long-term goal designed to assess whether the school has truly eliminated the achievement gap between ELL students and their non-ELL peers.

*The quality of the strategy for assessing achievement of Objective 2.* The primary measure of ELL student performance will be the ACCESS Assessment. When students score above the established cutoff point for Rhode Island (a score of 4.5 on a six point scale), they are no longer classified as English Language Learners, and so DPBVE expects to see significant numbers of its ELL students declassified within the first 3 years. This metric is important, as ELL declassification is a key indicator of future grade-level proficiency. A Rhode Island Department of Education special review found that students who achieve proficiency on the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment are equally likely to achieve proficiency on their subsequent

NECAP Exam as non-ELL students.<sup>19</sup>

*The likelihood that the charter school will meet Objective 2.* Serving ELL populations well is exceptionally challenging. A staggering 85% of ELL students live in low-income families in Rhode Island, and they traditionally score significantly lower on standardized tests than their peers. On the 2008 NECAP Exam, only 27% of third-grade ELL students scored at or above proficiency in math, compared to 63% of all fourth graders statewide. 26% of third-grade ELL students scored at or above proficiency in reading, compared to 68% of all fourth graders statewide. By 8<sup>th</sup> grade, proficiency levels in both math and reading are below 8% in Rhode Island<sup>20</sup>.



This steady decline can be attributed to the fact that—as ELL students get older—limited English proficiency increasingly impedes their ability to perform academically. It is vital, therefore, that students attain English proficiency early.

Our ELL performance goals are ambitious, given that in DPBVE’s sending districts, the

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<sup>19</sup> “NCLB/Title III Rhode Island Student Proficiency Targets: Summary Description of AMAOs for Programs Instructing English Language Learners.” Rhode Island Department of Education. February 2008. Accessible at: [www.ride.ri.gov/.../ELL/Description%20of%20Title%20III%20AMAO%20Targets.pdf](http://www.ride.ri.gov/.../ELL/Description%20of%20Title%20III%20AMAO%20Targets.pdf).

<sup>20</sup> “English Language Learners.” 2009 Rhode Island Kids Count Fact Book. Accessible at: [www.rikidscount.org/matriarch/.../09\\_Factbook\\_Indicator52.pdf](http://www.rikidscount.org/matriarch/.../09_Factbook_Indicator52.pdf).



unweighted average pass-rate on the ACCESS exam is 33% (Lincoln: 50%, Cumberland: 42%, Pawtucket: 24%, Central Falls: 17%).<sup>21</sup> However, DPBVE is in a good position to achieve this objective. A combination of frequent interim assessment and a strong structured immersion program will help DPBVE meet these performance measures during the period of Federal assistance and after. Reading programs focused on phonemic awareness have also been showed to be particularly effective in developing English proficiency. Starting in its first year, DPBVE expects that students at least 40% of students will achieve proficiency on the ACCESS exam and be declassified, meeting Performance Measure 1. This performance measure is based in extensive evaluation of structured immersion programs, all of which suggests that the goal is within reach. As mentioned in Selection Criteria #2, a New York Board of Education study found that after one year of structured immersion, nearly 44% of Kindergartners were declassified, 61% were declassified after two years, and 84% did so within three. Given that declassification significantly increases students' scores on NECAP exams, achieving this result is a necessary first benchmark towards meeting Performance Measure 3 in Year 4.

DPBVE's immersion will be particularly successful because it will use a diagnostic assessment—like the STEP—to assess students' strengths and weaknesses and tailor instruction to those areas. DPBVE will also follow recognized protocols regarding the administration of the WIDA-Access exam when students first arrive, as well as the ACCESS Exam yearly, in order to appropriately evaluate whether students require ELL classification. To ensure that data is properly evaluated and utilized, DPBVE will devote at least 20% of its professional development time to ELL instructional practices, and will ensure that DPBVE maintains a staff with fluency skills in students' first languages, to facilitate targeted tutoring and language study. There is a more extensive description of the program in Selection Criteria #1, and DPBVE is confident that it establishes the necessary systems to ensure high academic performance for ELL students.

Federal funding for the Fellows Model will help DPBVE meet this objective by providing excellent targeted assistance to ELL students. Support for a literacy specialist will allow DPBVE staff to work with a specialist to design literacy curricula and intervention strategies tailored to ELL students.

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<sup>21</sup> “English Language Learners: Access for ELLs” *Information Works!* School Year 2007-8. October 2008. Accessible at: [www.infoworks.ride.uri.edu/2009/state/ell-access.pdf](http://www.infoworks.ride.uri.edu/2009/state/ell-access.pdf).



**Objective #3: Achieve consistently high levels of teacher, parent, and student satisfaction.**

DPBVE aims to demonstrate family demand for and satisfaction with the educational program provided, and to show that the school environment is positive and supportive of teachers. These measures are important. First of all, teacher, family and student opinion of public education in Rhode Island has been traditionally low, and we hope to reverse the cynicism that lingers in the traditional public school system. Also, as a school of choice, DPBVE's public viability is crucial to its ability to succeed and grow.

Research shows that low-income children who are chronically absent in elementary school are less proficient than their peers in reading and in math<sup>22</sup>. In Rhode Island in the 2007-2008 school year, almost one-third (32%) of elementary students missed at least two weeks of school.<sup>23</sup> DPBVE will seek to counteract this trend and ensure consistently high levels of student attendance and satisfaction. A supportive, safe, and engaging school environment with caring adults can address many of the causes of student absenteeism and truancy, and so DPBVE considers high attendance rates to be a reflection of a positive school environment.

Parent and teacher satisfaction are equally important. On the Rhode Island Department of Education 2008 SALT Survey, only 69% percent of elementary school teachers statewide reported that they were satisfied with their ability to make decisions in the classroom. And, on the same survey, only 60% of parents reported that they were satisfied with their child's school.<sup>24</sup>

DPBVE will use the following performance measures to evaluate student, parent, and teacher satisfaction.

**Performance Measure 3a—Attendance:** Maintain daily student and teacher attendance rates of 96%. Maintain 95% parent attendance at parent meetings and required family events.

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<sup>22</sup> Chang, H. N. & Romero, M. (2008). "Present engaged, and accounted for: The critical importance of addressing chronic absence in the early grades." New York, NY: National Center for Children in Poverty.

<sup>23</sup> "School Attendance." 2009 Rhode Island Kids Count Fact Book. Accessible at: [http://www.rikidscount.org/matriarch/documents/09\\_Factbook\\_Indicator59.pdf](http://www.rikidscount.org/matriarch/documents/09_Factbook_Indicator59.pdf).

<sup>24</sup> "Recruiting and Supporting Teachers" *Information Works!* School Year 2007-8. October 2008. Accessible at: <http://www.infoworks.ride.uri.edu/2009/state/recruitingteachers-elem.pdf>.

**Performance Measure 3b**—Parent and Teacher Satisfaction: On the internally developed Learning Environment Survey, 95% of parents and teachers will report overall satisfaction with DPBVE.

**Performance Measure 3c**—Waiting List: DPBVE will maintain a waiting list of at least 25% of its available seats each year (e.g., for 100 available seats, 125 students must apply for those seats in order to meet this performance measure) to demonstrate the desirability of the school’s mission.

**Performance Measure 3d**—Student Attrition: In Year 1, student attrition from October 1 to the end of the year should not exceed 7%, excluding students who move out of sending districts.

*The quality of the strategy for assessing achievement of Objective 3.* DPBVE has a specific set of performance measures designed to measure parent, student, and teacher satisfaction, but it can no longer use the SALT Survey as a benchmark because the survey is no longer administered. As such, it will work with the Rhode Island Mayoral Academies organization to develop its own internal assessment, modeled entirely on the New York City Learning Environment Survey, to ensure that the school is held accountable by teachers and parents. The survey will be an excellent measure of satisfaction on a range of key issue areas: safety, parent/teacher communication, professional development opportunities, teacher support, student drive to learn, and others.

*The likelihood that the charter school will meet Objective 3.* It is significant that Democracy Prep Blackstone Valley is modeled on the highly successful instructional practices of Democracy Prep Charter School in Central Harlem, as well as on the best practices of other highly successful “no excuses” elementary schools. DPBVE can say with confidence that it expects to make significant academic gains in part because Democracy Prep Harlem has been able to do so. In its three years of operation, Democracy Prep Harlem has become the highest performing school in Harlem. On state ELA and Math exams, its students exceeded district averages by more than 35%, and its state test results significantly outpace the benchmarks laid out in this application as well. To meet Objective 3, DPBVE will model the best practices of Democracy Prep Harlem, which for the past 2 years has reported the highest teacher, student, and parent satisfaction of any open-enrollment school in New York City (1<sup>st</sup> out of more than 1500), according to the New York City Learning Environment Survey.

DPBVE has already met Performance Measure #3c for year one. It held its first enrollment lottery on June 30<sup>th</sup>, 2009, and received 190 applications for 76 seats, easily exceeding its measure. DPBVE expects those numbers to rise in subsequent years, as public knowledge of the school and the Rhode Island Mayoral Academies network increases.

To ensure parent satisfaction, DPBVE will work to build a personalized learning environment that contributes to staff, students, and parents working together as a team and family. All families will have the Head of School's cell phone number, and the school will operate as two "Academies" (Foundations Academy – K-2; Scholars Academy – 3-4) ensuring that every student is part of an intimate community of fewer than 300 students. A major portion of the NYC Learning Environment Survey for parents asks whether parents feel that staff adequately listens and responds to parent concerns. This small-school model enables DPBVE to do that successfully.

Two aspects of the school's instructional program will develop student satisfaction. First, DPBVE's focus on character education helps to build citizen-scholars with a passion for working hard. The schedule includes 100 minutes per week in K-2 and 140 minutes per week in grades 3-5 to focus on character development and the school's DREAM values (Discipline, Respect, Enthusiasm, Accountability, and Maturity). At Democracy Prep Harlem, the use of DREAM values as the foundation of school culture contributes to a positive and engaged learning environment, and encourages students to succeed through earned opportunities. DPBVE will create similarly modeled school culture. See Section VIII of Objective #1 more information.

Second, DPBVE works hard to design opportunities and systems that give children a clear and positive image of their future, and which inspire them to succeed. DPBVE students will visit colleges beginning in first grade, go on civic and cultural expeditions, and take part in enrichment activities during school hours, including art, music, theater, debate team, math team, and cultural field trips. See Section IV of Objective #1 more information.

Parent satisfaction will also be developed through extensive opportunities for parental involvement in school events and operations. For more information on this part of DPBVE's plan, see Selection Criteria VII.



To ensure teacher satisfaction (Performance Measure 3), DPBVE—building on the best-practices of Democracy Prep Harlem—has designed a salary structure, benefits package, and professional culture that rewards excellent teaching, incentivizes long-term employment at Democracy Prep, and provides extensive support for teachers throughout the year. These include:

**A. Extensive Professional Development Opportunities.** Professional Development (PD) is an essential part of Democracy Prep. PD will be delivered throughout the year including 14 pre-service (summer) days, 9 school-year full days, 29 half days (Friday PD), and outside programs and courses chosen by individual teachers as well as planning and collaboration periods scheduled for every teacher every day. Friday PD is part of the bi-weekly schedule to ensure that teachers have time together to analyze and review data, examine student work, realign curriculum as needed, discuss pertinent issues of school culture and consistency across classrooms, and reflect on successes and challenges with specific students. Staff meetings every Wednesday between 2 PM and 4 PM will focus on curricular topics and school wide goals.

**B. A Salary Structure that Rewards Excellence and Builds Satisfaction.** Teachers at DPBVE are paid, on average, 10% more than salaries at sending district schools. They are also eligible for a 9% performance bonus, tuition reimbursement, and have significant opportunities for advancement.

**C. An Excellent Benefits Package.** Staff are able to participate in a flexible 403(b) program with a 5% match from DPBVE (increasing after years of service), and receive excellent health/dental benefits (100% free after 4 years of service), and long-term and short-term disability. All teachers receive Blackberries and laptops.

Federal funding for the Fellows Model will enable DPBVE to hire high-quality staff who—in addition to being great instructors—work hard to create positive environments for students, and who are committed to maintaining ties of communication and support with parents. Federal funding would also support DPBVE's purchase of a high-quality SIS program like MMS, which will enable to DPBVE to more effectively track Performance Measure data for this Objective, and communicate with parents and students through listservs and real-time grade-sharing.

#### **Objective #4: Ensure Organizational Strength by Maintaining Financial and Administrative Viability**

DPBVE aims to demonstrate superior academic performance with the same (or fewer) financial resources as traditional public schools. It will operate with the highest standards of financial controls, management, reporting, and auditing. DPBVE also aims to maintain a staff of highly qualified educational professionals who stay with the school for an average of more than three years by the end of our charter. Our Board of Trustees will also hold accountable DPBVE's Head of School and evaluate him or her based on their day-to-day management of the school, academic performance, and success towards achieving DPBVE's mission.

DPBVE will assess its financial and administrative viability using the following performance measures.

**Performance Measure 4a**—Budget Management: DPBVE will operate in each of its first three years with a surplus.

**Performance Measure 4b**—Audit Procedure: Democracy Prep will complete favorable audits in each of its first three years.

**Performance Measure 4c**—Staff Attrition: Staff attrition should not exceed 10 percent, excluding those who move out of commuting distance, are deemed unsatisfactory, or leave due to significant life changes.

*The quality of the strategy for assessing achievement on Objective 4.* To measure its financial and administrative viability, DPBVE has laid out a clear set of benchmarks to evaluate its performance: its ability to operate with a surplus and complete a favorable audit, and its ability to maintain a teacher attrition rate below 10% (calculated as the number of teachers who leave or are terminated during the year or between years—excluding teachers who move out of commuting distance or leave due to life changes—divided by the total number of teachers).

*The likelihood that the charter school will meet Objective 4.* Our teacher retention strategies make it highly likely that we will achieve our desired limits on staff attrition. These strategies are described in Selection Criteria #3 and in the criteria for Teacher Satisfaction in Objective 3 of this section. Performance goals A & B will be met as well. Democracy Builders

has achieved these same goals for three years, running Democracy Prep Charter School in Harlem. They employ a highly skilled business management team, and DPBVE has no reason to believe that they would not meet this indicators, based on current budget history and cash flow expectations.

The table below summarizes each of our four Objectives, each corresponding Performance Goal, and the assessment tool that will indicate results.

<b>Objective</b>	<b>Performance Measure</b>	<b>Assessment Strategy</b>
<b>Student academic progress will significantly outpace that sending district's students</b>	Absolute Goal	Test (NECAP)
	Value Added Goal	Test (Nationally-Normed)
	Comparative Goal	Test (NECAP)
<b>English Language Learners will achieve at levels at or near that of their peers</b>	Declassification	Test (ACCESS)
	NECAP Performance	Test (NECAP)
<b>Achieve consistently high levels of teacher, parent, and student satisfaction</b>	Student/Staff Attendance	Measurable Benchmark
	Parent/Teacher Satisfaction	Internal Assessment
	Student Attrition	Measurable Benchmark
<b>Ensure Organizational Strength by Maintaining</b>	Budget Management	Measurable Benchmark
	Audit Procedure	Measurable Benchmark



<b>Financial and Administrative Viability</b>	Staff Attrition	Measurable Benchmark
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DPBVE will publicly present all data relating to performance goals in an easily accessible, widely disseminated, jargon free, and critical manner. Rhode Island Mayoral Academies, the school’s Board of Trustees, families, community members, students, and the state authorizer will receive regular updates on its most current data, and its reported performance data will be used to identify critical academic, mission, and organizational indicators over time.

***Selection Criteria #7: The extent to which the proposed project encourages parental involvement.***

Active family involvement in school and learning is of great value to DPBVE’s mission of preparing students to succeed in college and citizenship.<sup>25</sup> DPBVE will therefore strive to foster family engagement in our students’ learning and success through abundant and on-going communication between the parent and school, creating a dynamic in which DBPVE partners with families in promoting their children’s academic success. In addition, parents are critical stakeholders in the education policy arena. Well-informed parents are better positioned to advocate for high performing schools, as well as for the creation of additional schools ready to meet the needs of more children. Family participation in school level meetings and events will be one of the crucial means to achieve these high standards of academic and civic success.

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<sup>25</sup> In fact, one recent study found that students from families with above-median parental involvement showed success rates 30% higher than those from families with below-median parental involvement, as measured by GPAs, test scores in math, science, reading, and social studies, and retention rates. See Xitao Fan & Michael Chen, Parental Involvement and Student’s Academic Achievement: A Meta-Analysis, National Science Foundation (1999). Another study found that benefits of increased parental involvement include higher test scores and grades, higher graduation rates, and higher enrollment rates in post-secondary education. See A. Henderson, A New Generation of Evidence: The Family is Crucial to Student Achievement, The National Committee for Citizens in Education, (1994).

**Engaging families in planning future RIMA schools.** During the planning stages of our forthcoming schools, RIMA will work with our families and community partners to receive feedback and assist us in reaching scholars and families to attend DPBVE. Graduate interns from Brown University will assist RIMA staff to conduct literature reviews and web searches regarding national parent engagement models for review by the DPBVE Board and parent organizations. RIMA staff will also conduct an extensive review of the NYC Learning Environment Survey, in preparation for the use of a similar, internally-developed survey at DPBVE. These themes will form the basis of focus groups and interviews with parents and family members and will also be the points of departure for ongoing planning meetings with families.

**Building a culture of communication and family involvement.** At DPBVE, family communication and involvement are fundamental to building a positive school culture and achieving our ambitious mission for RI children, families, and educators. The tone for open and frequent communication with families was set immediately after our public lottery in the spring of 2009. Families were asked to participate in informational sessions as a condition of their child's acceptance. The Head of School made visits to the homes of two scholars whose families could not attend the school-based sessions due to extenuating circumstances. These sessions, held during the day, in the evening and on the weekends over the course of two weeks, enabled DPBVE staff to meet their future students and families, field questions from family members, and set forth detailed participation expectations for family members and their scholars. This participation includes ensuring that their child is rested, dressed in uniform, and prepared for school on-time every day. It also includes an agreement to volunteer for at least 5 hours every trimester, or 15 hours a year, to school activities, chaperoning, and other events at which they can be helpful to the school community. Families also agreed to pick up their child's three report cards in person at school and meet with their child's teachers at least three times each year.

**Direct communication with families.** In preparation for the upcoming year at our first school, DPVBE teachers called the homes of each of their students. Those Spanish-speaking families received a call from a bilingual teacher, thus allowing them to convey any concerns or questions in their native language. Families will have access to the cell phone number of the student's Lead Teacher and Teacher Fellow in order to contact them at any time until 9:00 PM. For example, important issues may include a problem with a specific homework assignment, a



question about the Saturday civic expedition the next day, or a general question about student progress. Lines of communication will be open at all times in order to both reduce confusion and facilitate trusting relationships. DPBVE faculty will make every effort to reach out to families and to be receptive to their needs, however, if a family is not responsive, the school will remain dedicated to ensuring each students' success and not rely on family involvement or blame its absence for poor student performance.

**Family Leadership Council.** Active family involvement in school and learning is of great value to the DPBVE mission of preparing students to succeed in college and citizenship.<sup>26</sup> DPBVE will therefore strive to foster family engagement in our students' learning and success through abundant and on-going communication between the parent and school, creating a dynamic in which DBPVE partners with families in promoting their children's academic success. While parents and guardians, to whom we refer collectively as families, will not govern or manage the school, we will value and encourage their input and volunteer service in numerous ways through the Family Leadership Council, the main parent group at DPBVE. The Family Leadership Council is the formal body by which family members will engage in discussions about how to improve and support Democracy Prep Blackstone Valley. With the support of Dr. Tehani Collazo, RIMA Director of Community and External Relations, the Family Leadership Council will also work to coordinate bimonthly seminars for parents. These bilingual seminars will encourage parents to discuss difficult common problems in raising children including academic topics such as "how to help with reading at home," social topics such as "my child is scared to go school," as well as policy-related topics such as, "why should my family care about the RI state funding formula?" Each seminar and meeting will be carefully planned and executed to fully engage the breadth and diversity of families represented at DPBVE.

Throughout the school year, at the 5-8 level, DBPV will seek out parental involvement and input by: conducting information sessions during the application process and for new families after the lottery; providing a voluntary Seat Acceptance and Commitment form which lets families know

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<sup>26</sup> In fact, one recent study found that students from families with above-median parental involvement showed success rates 30% higher than those from families with below-median parental involvement, as measured by GPAs, test scores in math, science, reading, and social studies, and retention rates. See Xitao Fan & Michael Chen, *Parental Involvement and Student's Academic Achievement: A Meta-Analysis*, National Science Foundation (1999). Another study found that benefits of increased parental involvement include higher test scores and grades, higher graduation rates, and higher enrollment rates in post-secondary education. See A. Henderson, *A New Generation of Evidence: The Family is Crucial to Student Achievement*, The National Committee for Citizens in Education, (1994).



what they can count on from the school and clarifies the school's expectations of students and families; sending home a weekly newsletter of classroom and school-wide news and information; meeting with families at least every trimester for formal conferences to discuss their child's progress; issuing weekly formal Progress Reports and three formal Report Cards that include quantitative and qualitative evaluation of student performance each year; handing report cards to families in person so that there are opportunities for questions and discussions; sending home weekly behavioral updates; providing a summary of homework assignments and asking families to check and sign that their child has completed all homework each night; providing periodic evening or weekend workshops designed to help families hone the skills they need to be effective teachers for their children; and finally, creating regular events in which families are invited into the school to celebrate student work.

***Selection Criteria #8: The quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the qualifications, including relevant training and experience, of the project director; and the extent to which the applicant encourages applications for employment from persons who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age, or disability (10 points).***

The Rhode Island Mayoral Academies has a multi-level plan for recruiting high quality personnel from diverse backgrounds for new schools, including DPBVE. Recognizing that recruiting high quality leaders and teachers is one of the major barriers facing even the most successful school operators, RIMA is having ongoing discussions with operators about what value it can add to their human capital strategies. RIMA is pursuing funding that it will use to research existing state and nation-wide "pipelines" of excellent teachers from diverse backgrounds, or create new pipelines, on behalf of DPBVE and other Mayoral Academies. Examples of the steps RIMA could take regarding teacher supply include: 1) encouraging Teach for America to enter Rhode Island; 2) building on recent Board of Regents policy change that allows more freedom in designing an alternative certification program; 3) facilitating partnerships between operators and RI-based colleges and universities to design tailored teacher preparation programs; and 4) contracting with The New Teacher Project for recruitment services. Similar activities could fuel the supply of school leaders as well. RIMA is already in

conversation with several of these potential partner organizations about working with the network.

**Partnering with Brown University.** Brown's commitment to enhancing the human capital resources of local education communities makes it a natural partner in RIMA's human capital development work. As part of this work, Brown recently created an *Urban Fellows* program and dedicated 10 full tuition scholarships to students receiving Masters in Urban Education Policy, and who agree to teach in an urban core school in Rhode Island. RIMA has already hired *Urban Fellow* Drew Allsopp as Director of School Support and Accountability, and is in the process of developing a formal pipeline between Brown's Education Department and RIMA. Brown recruits a diverse applicant pool for the *Urban Fellows* program; therefore, this partnership will also result in a diverse array of teachers and school leaders competing for positions at RIMA schools.

**Founding leaders and key staff.** Seth Andrew is the Founder and CEO of Democracy Builders, of Democracy Prep Blackstone Valley, and of Democracy Prep Charter School, the highest performing public school in Central Harlem. Mr. Andrew opened Democracy Prep Harlem in 2006, and the school is already ranked 14th in New York City. Before opening Democracy Prep, Mr. Andrew was a fellow at Building Excellent Schools and a leader-in-residence at Amistad Academy in New Haven, CT. He was also a special education teacher and administrator. Seth divides his time between Rhode Island and Harlem, and has extensive experience in political and civic affairs in both states and nationally.

Mr. Andrew consults and lectures on school reform and civic engagement. He completed course work at Harvard Business School, earned his Masters Degree in School Leadership & School Development from the Harvard Graduate School of Education, and his bachelor's degree in Education and Public Policy & American Institutions from Brown University.

Mr. Andrew designed Democracy Prep schools based on the philosophy that hiring and cultivating great teachers and leaders is singularly crucial to ensuring student success. Democracy Prep is constantly looking for excellent teachers and leaders, and encourages applications at all points from groups that have been traditionally been underrepresented in education leadership. Selection for positions at Democracy Prep is extremely competitive. Less than 1% of applicants are selected, many of whom come from roles with Teach for America and other high-performing charter networks.



Mr. Andrew has selected Mr. Jeremy Chiappetta as Head of School of DPBVE. Mr. Chiappetta began his career in education as a Teach for America corps member, after which he worked as the deputy director of Chess-In-Schools and a middle-school teacher in New York City. Mr. Chiappetta also served as Assistant Principal at Perry Middle School in Providence, RI, and worked most recently as Special Assistant to the Superintendent of the Providence Public Schools. Key personnel resumes are attached to the overall application.

***Selection Criteria # 9: The contribution the charter school will make in assisting educationally disadvantaged and other students to achieve to State academic content standards and State student academic achievement standards.***

DPBVE will be a high-performing regional school with a diverse student body. The school's major short-term goal is to provide access to high-performing schools for as many low-income students as possible, since these students are disproportionately at risk for academic underperformance in Rhode Island. To accomplish this goal, DPBVE's enrollment plan will erase town boundaries and aim to draw low-income students from as many communities as possible.

The proposed Valley Falls, RI location works particularly well in this regard. Close to 50% of students in this densely populated section of Cumberland are on free or reduced lunch plans. It is also a suburb that borders three of the state's urban districts, including Pawtucket and Central Falls. DPBVE will target a region encompassing Cumberland, Lincoln, Central Falls, and Pawtucket. Its goal will be to have a student body in which at least 50% of its students are eligible for free or reduced lunch, and in which a cross-section of cities and suburbs are represented. Even though Democracy Prep will enroll its students through a random lottery, this target is attainable. Outreach initiatives will ensure that students from all targeted communities submit applications, and given the demographic makeup of the targeted cities and towns, it will not be difficult to attract both low income and non-low income students. 73% of students in Central Falls—and 65% in Pawtucket—are eligible for free or reduced lunch. Overall, in this four-municipality region, 45% of students are eligible for free or reduced lunch; 40% are minorities; 9% speak English as a second language and 16% have special needs. Based on recent lottery results, in our incoming kindergarten class, more than 60% of DPBVE's students are eligible for free or reduced lunch.



As we have extensively described, DPBVE's academic program will have an overwhelmingly positive impact on disadvantaged students. Its academic program is tailored specifically to provide the extra support, time, and rigor required to ensure proficiency in all grade levels, for all students.

### **Application Requirements**

*Application Requirement #1: Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.*

This application requirement is addressed in extensive detail in DPBVE's response to Selection Criteria #1. Please see that section for more information.

*Application Requirement #2: Describe how the charter school will be managed.*

The oversight and autonomy provided by state and local bodies are explained in Selection Criteria #2. At the school level, the Head of School, Jeremy Chiappetta, manages all school operations and oversees the school's budget. Mr. Chiappetta reports directly to the Rhode Island Department of Elementary and Secondary Education, to his Board of Directors of DPBVE, and to Rhode Island Mayoral Academies, who hold the school's charter.

*Application Requirement #3: Describe the objectives of the charter school and the methods by which the charter school will determine its progress towards achieving those objectives.*

This application requirement is addressed in extensive detail above. For information on the major objectives of DPBVE, please see Selection Criteria #4. For more information on DPBVE's plan to meet those objectives, please see Selection Criteria # 5. And, for information on DPBVE's evaluated likelihood of meeting these objectives, please see Selection Criteria #6.

*Application Requirement #4: Describe the administrative relationship between the charter school and the authorized public chartering agency.*

This Application Requirement is discussed in detail in Selection Criteria #2.

***Application Requirement #5: Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.***

This application criteria—in particular regard to parental involvement—is addressed above in Selection Criteria #7.

***Application Requirement #6: Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives.***

The Charter Schools Law (RIGL 16-77) describes the continuing annual funding on a per-student basis, a share of which comes from RIDE and a separate share comes from local districts. This is described in further detail in Selection Criteria #2.

***Application Requirement #7: If the charter school desires the Secretary to consider waivers under the authority of CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicants believes are necessary for the successful operation of the charter school and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.***

DPBVE is not asking the Secretary to consider any waivers at this time.

***Application Requirement #8: Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary.***

Grant funds will be used to support (1) DPBVE's 4 Teacher Fellows (\$135,000); (2) MMS student data system (\$5,000); (3) Early Diagnostic Assessment Software (\$12,000); and (4) a part-time literacy specialist for K-2 education (\$10,000).

***Application Requirement #9: Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.***

Outreach work undertaken by DPBVE will be modeled on the successful efforts of Democracy Prep Harlem. There, Democracy Prep generated substantial support among families and community members in Central Harlem. School officials set out to gather 150 signatures of interested parents who school aged children as potential students for Democracy Prep. After the



word about Democracy Prep began to spread, elementary school families wanted to demonstrate support in addition to parents of entering fifth grade students. Therefore, the school continued to gather signatures of students for its first sixth grade cohort as well as future cohorts. This led to a total of more than 1,000 parent signatures before the school even opened its doors. After the third year, Democracy Prep Harlem has more than 3,000 students on the waiting list.

In Rhode Island for this year's lottery, DPBVE distributed materials and gathered signatures of interested families using both English and Spanish documents which outline the key aspects of DPBVE. A multi-lingual team of volunteers and staff of DPBVE collected signatures of parents who were interested in sending their children to DPBVE now or in the future. DPBVE spoke with leaders of community based organizations and distributed hundreds of fliers outlining Democracy Prep's proposal and charter application. They spoke with nearly every parent coordinator from local public schools to inform them about its charter school application. DPBVE spent numerous days at summer school programs, summer camps, public parks, after school programs, and sports leagues gathering signatures of interested parents. They left materials and brochures in the lobbies of local public housing projects, hairdressers, Laundromats, restaurants, and other local businesses.

Family outreach has been a team effort. Every member of the staff helped collect signatures of potential families so they would understand first hand how strongly parents feel about their need for college-preparatory public charter schools.

To generate support for the proposal, DPBVE has relied on the same coalition of state and community leaders that supported the Mayoral Academy Law. This coalition includes mayors and town administrators representing more than half the citizens of Rhode Island (including all municipal leaders in the "Democracy Prep – Blackstone Valley" region); leaders of many of our most vital outreach, advocacy and service organizations (including Ramon Martinez of Progreso Latino, Karen Feldman and Chase Baptista of Young Voices, Elizabeth Burke Bryant of Rhode Island Kids Count, Pablo Rodriguez of Women's Care, John Kelly of Meeting Street and Stephanie Chafee, Founder of Rhode Island Free Clinic); as well as parents and families who have joined their state, municipal and community leaders in calling for this new public school alternative.



Please also refer to Selection Criteria #3, where this community outreach strategies are explained in greater detail.

***Application Requirement #10: Describe how a charter school that is considered an LEA under state law, or an LEA in which a charter school is located, will comply with sections of the Individuals with Disabilities Education Act.***

DPBVE will provide all necessary services for students with disabilities. DPBVE will utilize an inclusion model, and will aim to have all students with potential learning disabilities receiving full classroom instruction for at least 90% of school-time. To supplement excellent classroom teaching, DPBVE will provide pull-out services by a part-time Learning Support Specialist, and part-time support specialists in counseling, speech, and occupational and physical therapy for those that require it.

Like most elementary schools in Rhode Island, DPBVE's services full-inclusion model will utilize a Response to Intervention (RTI) approach. Rhode Island's RTI program is authorized under NCLB and IDEA, and is part of Rhode Island's Personal Literacy Plan guidance (2005) and Learning Disability Guidance Plan (2005). Essentially, the RTI approach operates in early grades by supporting highly-effective teachers in providing targeted assistance to students requiring additional help, so that ultimately the vast majority of students do not require Individualized Education Plans. It confronts students' challenges before they are classified as full learning disabilities, in an attempt to remediate and target particular skills and competencies before an LD classification is required. Hauerwas (2006) has identified five core characteristics of the program:

1. A focus on problem-solving—Specialists and classroom teachers work together to identify disabilities early and develop action plans to provide targeted assistance.
2. A shared responsibility for student learning—RTI models require full inclusion with extensive collaboration between classroom teachers and specialists, who can work to design Personal Literacy Plans (which are not long-term IEPs) and other intervention models.

3. An Intervention System—Using a full inclusion model, all interventions are targeted to specific student needs, and usually require only minimal amounts of pull-out time per day.
4. A Focus on Assessment—DPBVE will assess students with disabilities early and often, using normed exams like the Terra Nova 3 and criterion-referenced exams like the NECAP to evaluate student performance vis-à-vis grade level expectations, and internally-developed assessments to assess student mastery of targeted skills and competencies.
5. In specific cases, some students may eventually be identified as requiring IEPs. DPBVE will develop IEPs for those students in close collaboration with specialists.

Using this model, DPBVE is confident that it will be able to provide rigorous, college-preparatory academics for all students. It will not, for any reason, refuse to admit a student based on special education status or perceived learning disability.

***Application Requirement #11: If the eligible applicant desires to use grant funds for dissemination activities under section 5202 ©***

Not applicable.

# Project Narrative

## Competitive Preference Priority

Attachment 1:

Title: **Competitive Priority DPBVE** Pages: **1** Uploaded File: **comp priority ES.doc**



Statement on Competitive Priority

**Applicant:** Rhode Island Mayoral Academies

**Program:** Democracy Prep Blackstone Valley Elementary

**Competitive Priority**

On August 31, 2009, Democracy Prep Blackstone Valley Elementary (DPBVE) will open for the College Class of 2026 (its first kindergarten class). In its first year, DPBVE will serve 76 kindergarten students, and will expand one grade level each year to be a full K-4 campus by 2013. It will serve as the Lower School for Democracy Prep Blackstone Valley Middle School, which will open in 2010 and will grow to serve grades 5-8 by 2013. At scale, Democracy Prep Blackstone Valley will serve students continuously from K—8, thereby meeting the competitive priority for secondary education.

Building a comprehensive K-8 school and curriculum is vital to ensuring that young people are held to high academic expectations throughout their educational career. Excellent elementary schools are an essential part of the solution to academic underperformance in secondary school, since a solid foundation in elementary school substantially reduces the need for remediation in secondary school.

# Project Narrative

## Other Attachments

Attachment 1:

Title: **Additional Documentation for DPBVE Pages: 17** Uploaded File: **Additional Documentation for DPBVE.doc**

Charter Schools Program: Non-SEA Planning, Program Design, and Implementation  
CFDA #84.282B

**Additional Documentation**

**Applicant:** Rhode Island Mayoral Academies

**Program:** Democracy Prep Blackstone Valley Elementary School

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CV for Mr. Michael Magee, CEO of Rhode Island Mayoral Academies

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Description of Democracy Prep Blackstone Valley Enrollment Lottery Procedure



April 13, 2009

## **AN OPEN LETTER FROM THE NATIONAL EDUCATION REFORM COMMUNITY**

Over the past year we have been impressed with the progress Rhode Island has made on education reform. The passage of the “Mayoral Academy” bill in the general assembly; the Board of Regents revision of the state’s alternative certification guidelines; the entry into the state by The New Teacher Project; current negotiations with Teach for America regarding their own potential investment in the state; the naming of Deborah Gist as new Commissioner of Elementary and Secondary Education – all of these developments suggest that Rhode Island is poised to create one of the most dynamic public education sectors in the nation.

Creating a substantial, high-performing charter school network will be vital to the success of major statewide reform. We are extraordinarily encouraged that Rhode Island’s mayors have taken this project on. That they have chosen to partner with Seth Andrew and Democracy Prep Charter School on their first charter application to the Rhode Island Department of Education indicates to us that they are ready and willing to do whatever it takes to dramatically raise student achievement and opportunity in Rhode Island, closing what are currently the nation’s widest achievement gaps between at-risk children and their better off peers.

This is precisely what Democracy Prep has done in Harlem and we are confident that Democracy Prep Blackstone Valley will have similar results for students in Cumberland, Central Falls, Lincoln and Pawtucket.

Signed,

Nelson Smith, President and CEO, National Alliance for Public Charter Schools  
Jeanne Allen, President, Center for Education Reform  
Greg Richmond, President and CEO, National Association of Charter School Authorizers  
Linda Brown, Executive Director, Building Excellent Schools  
Andrew Rotherham, Founder and Director, Education Sector  
Michael Goldstein, Founder, MATCH Charter Public School  
Joe Williams, Executive Director, Democrats for Education Reform  
Dacia Toll, Co-CEO and President, Achievement First  
Tom Espinoza, President and CEO, Raza Development Fund, National Council of La Raza

Internal Revenue Service  
P.O. Box 1508 - Room 4511  
Cincinnati, Ohio 45201

Department of the Treasury

Date: June 7, 2009

Rhode Island Mayoral Academies  
c/o Daniel C. Waugh  
180 Westminister St., STE 400  
Providence, RI 02903

Employer Identification Number:  
15-1896058  
Person to Contact - Group #:  
John Rice 7824  
ID# 11-08940  
Contact Telephone Numbers:  
513 263-3399 Phone  
513 263-3890 Fax  
Response Due Date:  
6 24 2009

Dear Applicant:

We need more information before we can complete our consideration of your application for exemption. Please provide the information requested on the enclosure by the response due date shown above. Your response must be signed by an authorized person or an officer whose name is listed on your application. Also, the information you submit should be accompanied by the following declaration:

Under penalties of perjury I declare that I have examined this information, including accompanying documents, and, to the best of my knowledge and belief, the information contains all the relevant facts relating to the request for the information, and such facts are true, correct, and complete.

To facilitate processing of your application, please attach a copy of this letter to your response. This will enable us to quickly and accurately associate the additional documents with your case file.

If we do not hear from you within that time, we will assume you no longer want us to consider your application for exemption and will close your case. As a result, the Internal Revenue Service will treat you as a taxable entity. If we receive the information after the response due date, we may ask you to send us a new application.

In addition, if you do not respond to the information request by the due date, we will conclude that you have not taken all reasonable steps to complete your application for exemption. Under Code section 1428(b)(2) you must show that you have taken all the reasonable steps to obtain your exemption letter under IRS procedures in a timely manner and exhausted your administrative remedies before you can pursue a declaratory judgment. Accordingly, if you fail to timely provide the information we need to enable us to act on your application, you may lose your rights to a declaratory judgment under Code section 1428.

Letter 1117

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Rhode Island Mayoral Academies  
26 3896058

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



John Rice  
Exempt Organizations Specialist

Enclosure: Information request



*Daniel C. Waugh*  
*dwaugh@mosesafonso.com*

August 26, 2009

Mr. Michael Magee  
RI Mayoral Academies  
P. O. Box 7458  
Cumberland, Rhode Island 02864

Dear Michael:

The Rhode Island Mayoral Academies filed Form 1023, Application for Recognition of Exemption as an organization described in Code §501(c)(3) on April 27, 2009 and provided additional information in response to IRS requests on July 17, 2009 and August 14, 2009. In speaking with the assigned agent, John Rice, I understand that he has recommended issuance of the recognition and that that recommendation is currently under review by his supervisor. We may hear as soon as Friday, August 28, if the decision is favorable.

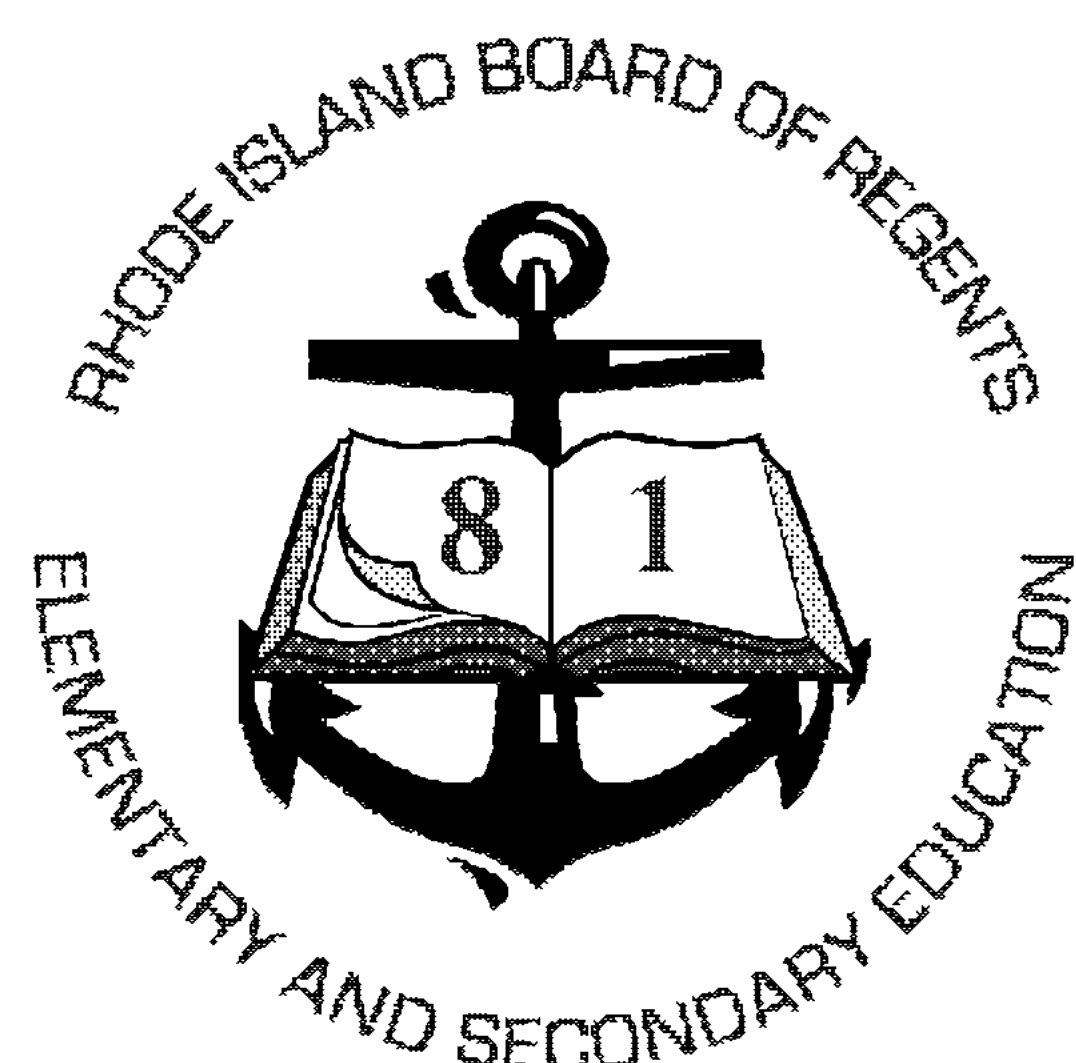
I have attached the first IRS letter requesting additional information.

Please feel free to call if you have any additional questions.

Very truly yours,

Daniel C. Waugh

DCW:jr



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400  
[www.ride.ri.gov](http://www.ride.ri.gov)

August 19, 2009

Michael Magee, Ph.D.  
Chief Executive Officer  
Rhode Island Mayoral Academies  
P.O. Box 7458  
Cumberland, RI 02864

Dear Dr. Magee:

Please be advised that the Rhode Island Board of Regents for Elementary and Secondary Education has authorized the charter to operate the Democracy Prep-Blackstone Valley Mayoral Academy as a charter public school in Cumberland, RI beginning in the 2009-10 school-year.

The Democracy Prep-Blackstone Valley charter is authorized for a five-year period, which will expire at the conclusion of the 2013-14 school-year.

Congratulations on the authorization of your charter public school and thank you for your service to students and families of the communities you serve.

Sincerely,

Keith A. Oliveira  
Charter Schools Coordinator

**Telephone** (401)222-4600    **Fax** (401)222-6178    **TTY** 800-745-5555    **Voice** 800-745-6575

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**S e t h   A n d r e w**

300 West 135<sup>th</sup> St. #PH  
New York, NY 10030  
212-928-8887  
S e t h @ a l u m n i . B r o w n . e d u

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**Objective:**

To found innovative public charter schools which prepare all students for success in college and citizenship.

**Education:**

**Harvard Graduate School of Education-** Ed.M in School Leadership & School Development

**Harvard Business School-** Coursework in Entrepreneurship & Effective Leadership of Social Enterprise

**Brown University-** B.A. in Educational Studies and Public Policy & American Institutions

**The Bronx High School of Science-** Regents Diploma with Honors

**United States House of Representatives Page School-** Junior Diploma, National Honor Society

**Educational Experience:**

**Democracy Preparatory Charter School, Harlem, NY**

**9/05-Present**

- **Founder-** Responsible for all aspects of founding public charter school in Central Harlem chartered to serve students in grades 6-12 with a rigorous college-prep academic program. Manage \$5 million annual budget with 45 administrative and teaching staff functioning as both principal and superintendent of single school public school district (LEA). Oversaw construction of \$5.5 million new facility for Democracy Prep Middle School while leading a substantial capital campaign which garnered funding from the Walton Foundation, Robin Hood Foundation, and numerous other public and private competitive funding sources. Balanced rapid expansion of all academic and financial aspects of the school, while running substantial surpluses each year, earning clean independent audits, and building a strong foundation for future success and growth.
- **Head of School-** In the school's first years Democracy Prep immediately became one of the few "A" schools in New York City, ranking in the top 1% of all schools in terms of academic excellence, student achievement growth, safety, and overall quality. While 100% of Democracy Prep's scholars are students of color, 91% enter dramatically below grade level, 85% qualify for Title I lunch, 20% have special needs, 12% are incoming English Language Learners, in their first year at DPCS, students average more than 3 grade levels of growth. After just two years, 100% become college bound public citizens who debate competitively, participate in civic activities, and are Working Hard, Going to College, and Changing the World!

**Building Excellent Schools, Boston, MA**

**9/04-8/05**

- **Fellow-** BES is a national non-profit program that provides research-based hands-on training to an elite group of aspiring school leaders who approach urban education with a focus on high academic standards and a "no excuses" approach to school culture. The fellowship focuses on drafting the charter application, recruiting the founding Board of Trustees, building community support prior to school opening while completing a school residency at a high-performing school.

**Amistad Academy Charter School, New Haven, CT**

**9/04-8/05**

- **Administrative Fellow & Special Education Teaching Consultant-** Work closely with Head of School, Dacia Toll to design and implement strategies for students far below grade level in reading and math. Coach special education coordinator and teachers using feedback, model lessons, curricular design, and working 1-on-1 with most "challenging" students.

**Coelho Middle School, Attleboro, MA**

**9/03-8/04**

- **Inclusion Specialist-** Designed and implemented curriculum and support for students with Special Needs, administered the Inclusion Program, maintained a large Special Education caseload, and lead faculty workshops. Taught four blocks each day of seventh grade inclusionary English and math. More than 90% of special needs students passed the high stakes MCAS.

**Cambridge Rindge and Latin High School, Cambridge, MA**

**9/02-8/03**



- **Inclusion Specialist & Teacher-** Administrator of the School Four inclusion program, maintained IEP caseload, led four Special Education teachers, held best-practice seminars, and ensured compliance with relevant special education law. Taught a full load of history, literature, and academic strategies courses to a remarkably diverse group of students. 92% of our small school inclusion program and 100% of personal high school pupils passed the MCAS exam on their first attempt.

**Fenway Pilot High School, Boston, MA**

**9/01-6/02**

- **Leadership Intern; Project Coordinator-** Worked with Principal Larry Myatt to research, design, implement, teach and evaluate a Social Action Curriculum for high school students including group work, field trips, and follow-up assignments.

**Dong-Seung Middle School & OHA Language Academy Chonan, South Korea**

**1/01-8/01**

- **English Teacher-** Taught English grammar, pronunciation, vocabulary, and civics to 350 Korean students with class sizes of 45. Coached the English speech team, re-wrote the English curriculum, and introduced American pedagogy.
- **Seminar Leader-** Taught English as a Second Language to four classes of high school and college students using the “Interchange” language curriculum and self-designed supplementary materials.

**Certifications:**

**Teaching Certifications-** Political Science, Social Studies, & Moderate Disabilities  
**NY, MA, & RI**

Seth Andrew Continued

Page 2 of 2

**Professional Experience:**

**Democracy Builders, New York, NY**

**10/05-Present**

- **Founder-** Democracy Builders supports urban public schools committed to civic education and college preparation in their pedagogy, curriculum, and governance. Starting in 2005, Democracy Builders sponsored Democracy Prep Charter School, the highest ranked school in Harlem to serve students in a disciplined, high-standards, and college-preparatory environment.

**U.S. Department of Education, Office of the Deputy Secretary, Washington, DC**

**5/00-9/00**

- **Policy and Management Analyst-** Wrote “Key Indicators for Hispanic Student Achievement,” and helped to create and manage \$20 million grant program supporting Dual Language Education programs across the nation. Edited and evaluated reports on Charter Schools, teacher training, merit pay, and paraprofessionals under Title I.

**Mayor’s Council on Drug and Alcohol Abuse, Providence, RI**

**9/97-5/98, 10/98-12/00**

- **Chief Grant Writer & Consultant-** Applied for grants, assisted in financial management, and worked on-site for school-based prevention programs totaling \$1.6 million. Managed the Youth Positive Providence (YPP) working group to provide a continuum of services Providence high school students while implementing substance-abuse prevention curriculum.

**University of Pretoria, Pretoria, South Africa**

**Summer, 1999**

- **Guest Lecturer & Research Fellow-** Lectured on the American Education System in a comparative education course for South African undergraduate and graduate students; Served as a research fellow; wrote grants & a strategic plan for a merger between the Faculty of Education and a historically black teacher’s college.

**SAGA Consulting, Providence, RI; Cambridge, MA; & Chonan, South Korea**

**11/98-8/04**

- **CEO-** SAGA is an educational consulting group providing services to candidates and social sector organizations. SAGA worked with a wide variety of clients around the world, primarily in the areas of Strategic-planning, Assessment, Grant-writing, and Administration including a select group of businesses, non-profit organizations, public schools, and government agencies.
- **Political Consultant-** Consulted and managed campaigns for David Cicilline for State Representative 2000, Uzoma Ukamadu for Democratic District Committee & Jessica Robertson for Democratic State Committee 1998. All victorious candidates.

**Seth Andrew for State Representative, Providence, RI**

**5/98-9/98**

- **Candidate-** Registered 1000+ new voters, managed staff of seven, lost by 79 votes to six-year incumbent.

**Rhode Island Secretary of State James Langevin, Providence, RI**

**6/97-2/98**

- **Policy Analyst-** Formulated, researched, and co-authored a major study entitled "ACCESS DENIED: Chaos, Confusion, and Closed Doors" which detailed the RI General Assembly's abuse of the Open Meetings Law throughout the 1997 session.

### **Selected Leadership, Awards, & Achievements:**

**Massachusetts Teaching Bonus Program-** One 50 recipients chosen statewide for New Teachers Project award.

**President of the Board-** Polaris Project 501(c)3; Work with Executive director on financial and program development

**Harry S. Truman Scholarship for Public Service-** For excellence in academics, leadership, and public service

**Brookings Institution, Center for Public Policy Education-** Selected for Summer Institute Program

**Common Cause Good Government Award-** For "Access to Public Records: Audit of RI Cities and Towns"

**Society of Professional Journalists Public Service Award-** For "Access to Public Records" & "Access Denied"

**President & Vice President-** Brown University Undergraduate Council of Students

**Key Note Speaker-** Graduation ceremony, Booker T. Washington- Junior High School 54 (alma mater)

### **Public Testimony & Selected Writings:**

**2008 Dean's Leadership Conference, Harvard Graduate School of Education-** "Charter school leadership"

**2007 Education Seminar, Vassar College-** "No Excuses: Urban schools that defy the odds"

**2004 Rhode Island Senate Committee on Education-** "Charter Schools Are Public Schools"

**2004 Rhode Island House Committee on Finance-** "District Oversight Will Hurt Public Charter Schools"

**2003 Rhode Island Commission on Civic Education-** "The Need for Democracy Prep"

**2002 "Civic Malpractice" & "The Need for Democracy Schools"** Research for Prof. Dana Villa & Prof. Ted Sizer

**1999 "Key Indicators for Hispanic Student Achievement"** With Heidi Rameriez, U.S. Department of Education

**1998 "Access Denied: Chaos Confusion and Closed Doors"** With Hon. Jim Langevin, Prof. Ross Cheit & Others

### **Interests & Skills**

**Travel-** Visited 55 countries on 6 continents and 36 US states



**Architecture-** Particularly, colonial American urban architecture, preservation, and urban revitalization  
**Athletics-** Avid small craft sailor, cyclist, rollerblader, and skier  
**Leadership-** Masters level work in instructional leadership, finance, governance, and school management  
**Development-** Grant-writing and fundraising skills for curricular and extracurricular activities  
**Technology-** Word processing, Powerpoint, Excel, video, Access, Stata, Lexis-Nexis, Adobe, etc.

**References and educational leadership portfolios available upon request**

**Jeremy Chiappetta**

(b)(6)

Providence, RI 02908

jeremy\_chiappetta@aya.yale.edu

**Professional Experience**

**2004- Present Providence Public School Department Providence, Rhode Island**

*Assistant Principal, Oliver Hazard Perry Middle School*

- Founded *Perry-to-College Program*: a series of college tours, academic support, and professors visiting Perry in order to expose middle school students to college leading to a 233% increase in the number of students admitted to Classical High School.
- Provide leadership to school of approximately 650 students (97% Free/Reduced Lunch), with a focus on Communication, Safe, Caring, and Orderly Environment, and High Expectations.
- Support veteran and beginning teachers in instructional practices, data-driven instruction, and classroom management through observations, evaluation, and professional development.

*Chief Operating Officer / Broad Resident, Hope High School*

- Supported and coordinated work of the principals serving three small high schools operating in a single complex of 1,200 students in compliance with 2005 Commissioner Reconstitution Order.
- Participated and/or led school complex professional development, advisory committee meetings, graduation/portfolio committee meetings, and school improvement teams.
- Led “New Teacher Cohort” Professional Development for faculty of 105 with 50% new teachers.
- Managed administration of 2005-2006 RI Department of Education Student, Teacher, Administration, and Parent Survey (SALT) delivering significantly increased participation of students (20% increase), faculty (90% increase), and parents (500% increase).

*Superintendent’s Intern / Broad Resident*



- Special Projects leader and strategic advisor for the Superintendent and leadership team.
- Oversaw implementation of district professional development initiative, impacting 2,100 teachers: chaired the Joint Committee (Teachers Union/Administration) for Professional Time. Conducted program evaluation and teacher satisfaction surveys of district professional development programs focused on literacy, numeracy, and student success. Coordinated payroll processing and fiscal oversight involving an annual budget of \$6MM and 40,000+ transactions.
- Co-led and supported the school board retreat and Performance Management Plan, a strategic management document that defines the action steps and benchmark measures for each division.
- Conducted benchmark financial analysis and developed budget presentations with the Chief Financial Officer for use with the school board, mayor, city council, RI Senate and Legislature.

**2002-2004 IBM, Business Consulting Services** Cambridge, Massachusetts  
*Strategy Consultant*

- Worked with a leading global telecommunications company to understand business requirements and develop leading, innovative service center improving efficiency and customer satisfaction.
- Worked with a leading transportation company's senior executives to develop business case and roadmap for a \$40MM investment to upgrade sales force and customer service technologies.
- Invented business modeling tool for IBM Application Management Services, Patent Pending.

**2001 Booz|Allen|Hamilton** New York, New York  
*Summer Associate: Worldwide Commercial Business*

**1998-2000 Chess-in-the-Schools** New York, New York  
*Deputy Director; Director of Program Development; Teacher*

- Led a restructuring effort and the creation of a departmental mission statement resulting in improved efficiency, increased staff buy-in, and elevated staff morale.
- Developed innovative \$2MM program budget that met Trustee guidelines while responding to changing client needs and prioritizing rapidly changing organizational goals.
- Managed 8 supervisors overseeing 50 chess instructors teaching in 160 NYC public schools.
- Organized largest free tournament in USA; managed 100 person staff, budget, PR, and sponsors.
- Initiated key partnerships: Children's Aid Society, NYC Parks & Recreation, Camp Ramapo.

**Jeremy Chiappetta**  
(Page 2 of 2)

**1995-1998 New York City Public Schools / Teach For America** Harlem, New York

*Eighth Grade Social Studies Teacher and Chess Coach*

- Taught eighth grade social studies curriculum at Intermediate Schools 136 and 90.
- Coached 1997 National Junior High School Team Chess Champions (Novice Division).

**Education & Certification**

**University of Rhode Island** Kingston, Rhode Island

Master's degree in Education (MA), December, 2006. *Providence Aspiring Principals*.

- Coursework includes: *School Finance & Law, Curriculum & Instruction, Assessment & Accountability, Research, and Organization & Administration in K-12 Schools*.

**Yale School of Management** New Haven, Connecticut

Master's degree in Business Administration (MBA), 2002.

- Focus in Strategy and Entrepreneurial Finance.
- Teaching Fellow for *Strategic Environment of Management and Competitive Strategy*.

**University of Pennsylvania** Philadelphia, Pennsylvania

Bachelor of Arts in History, 1995.

**Additional Graduate Coursework**

- *Designing Charter Schools, Adolescent Psychology, Social Studies Methods, The Administrators Role in Continuous Improvement*
- *Research for Better Teaching: Supervision and Evaluation of Teachers*

**Certification**

- Rhode Island: History Teacher, Elementary and Secondary School Principal, School Business Administrator, Superintendent.
- Massachusetts: High School Principal, Superintendent (Preliminary)

**Professional Associations and Experiences**

### **Broad Resident, 2004-2006, Cohort II**

- Participated in eight rigorous professional development sessions for nationally recognized program for management executives transitioning to the education sector in central office roles.

### **Volunteers in Providence Schools (VIPS)**

- Board Member. Chair, Program Committee.

### **Harvard University: National Urban School Leaders 2008**

- Participant.

### **Brown University Guest Speaker: Urban Studies Seminar**

- Education Guest Speaker, 2008 and 2009. Professor Malone's Urban Studies Senior Seminar.

### **New Heights Academy Charter School, New York City**

- Founding Board Member.

### **Education Commission of the States 2005 Conference, Denver, CO**

- National Panelist, *Creating Great Leaders To Take Innovations to Scale*.

### **Teach for America 15<sup>th</sup> Year Anniversary Summit, Washington, D.C.**

- National Panelist, *Working for Change at the District Level*.

### **Massachusetts Charter School Association**

- Fellow, 2004; Published *Chess Tournaments: A Tool for Student Success*, 2004.

### **Personal Interests, Activities, and Accolades**

- Professional work featured in the *New York Times*, *New York Daily News*, *CNN Headline News*, *Teach For America Quarterly*, *WJAR (NBC 10)*, and the *Providence Journal*.
- Long Trail, Vermont "End-to-End" Hiker, Summer 2002.



**Michael Magee**

(b)(6)

## **EDUCATION**

College of the Holy Cross 1993  
B.A., English/Political Science

University of Pennsylvania 1999  
PhD, English

## **EMPLOYMENT**

CEO, Rhode Island Mayoral Academies, 2009-present  
Director, Office of Children Youth and Learning, Town of Cumberland, 2007-2009  
Senior Lecturer, Rhode Island School of Design, 2000-2007  
Visiting Assistant Professor, Wheaton College, 1998-2000  
Visiting Lecturer, Haverford College, 1997

## **PUBLICATIONS**

*Emancipating Pragmatism* (University of Alabama Press, 2004)  
Numerous articles on philosophy, literature and politics in respected, peer-reviewed journals.

## **AWARDS**

Elizabeth Agce Prize for American Studies, 2004

## **REFERENCES**

Martin West, Harvard University  
Kathleen Forter, Achievement First  
Angus Davis, Rhode Island Board of Regents  
(Contact information available upon request)

**Democracy Prep Blackstone Valley**

**A Rhode Island Mayoral Academy  
Enrollment Lottery 2009  
College Class of 2026**

**Blackstone River Theater  
Cumberland, RI  
7 PM**

Welcome to the 2009 Enrollment Lottery for the DPBV College Class of 2026! Below, you will find answers to most questions about DPBV's lottery procedure.

***Why does DPBV hold a lottery?***

Rhode Island General Law [Title 16, Chapter 16-77-3(f)] states that "If the total number of students who are eligible to attend and apply to a charter school is greater than the number of spaces available, the charter school shall conduct a lottery to determine which students shall be admitted." This year, DPBV had 129 applicants for 76 available seats.

***How do you ensure that students from all four eligible towns are accepted?***

Nineteen (19) seats are set aside for each of the four "sending cities" of Pawtucket, Central Falls, Cumberland and Lincoln, for a total of 76 seats for incoming kindergartners.

***What if my student is not one of the 76 students picked?***

The first 76 lottery winners are guaranteed admission to DPBV upon successful completion of registration materials. All remaining students will be drawn from the raffle drums and placed on a waiting list. Students on the waiting list become eligible for enrollment in the order they were drawn if any of the selected 76 students decide not to enroll.

***Are any seats prioritized for particular students?***

Rhode Island General Law [Title 16-77-4(b)(10)] requires charter schools to implement "a program to encourage the enrollment of a diverse student population" including a population of disadvantaged students that is "at least equal to" the population of disadvantaged students in the enrolling area as a percentage of the whole. Based on published school data, the weighted average of the sending districts is slightly above 50% of students eligible for Free/Reduced Price Lunch. Thus, the lottery is designed to ensure that at least 50% of the students at DPBV meet that standard.

***How the enrollment lottery will work:***

**Step 1:** Lottery officials will place four cards in a lottery drum, one for each town participating in the DPBV lottery. (Cumberland, Pawtucket, Central Falls, Lincoln)



This order will be used to prioritize the picking of students for filling any available seats from sending towns and the “wait list” ranking.

**Step 2:** There will be four lottery drums, one for each town. For towns requiring a lottery, all free-reduced price lunch eligible applicants will be placed into that town's raffle drum. Lottery officials will draw ten (10) FRPL applicants from each town's raffle drum and set the names aside.

**Step 3:** By town, cards for all other applicants will be placed into each town's raffle drums. Lottery officials will draw nine (9) more cards from each town and set the names aside.

**Step 4:** Officials will read and post the names of the lottery winners for DPBV College Class of 2026.

**Step 5:** Lottery officials will finally draw the remaining names from the raffle drums, town by town, to create the waiting list. There will be one waiting list comprised of all applicants. The order of the students will be placed on the waiting list will alternate between towns beginning with the order of the sending town selected from Step 1. Officials will post and read the names on the waiting list in the order each name was drawn.

**NOTE:** If one or more of the sending towns does not have nineteen (19) or more applicants, all students who have applied from that town will be admitted without lottery. In that case, the remaining seats will be available to students from other towns. These unfilled seats will be distributed first a) to ensure as close to a total of ten (10) FRPL students as possible and second b) to a random selection of students from the other towns (selected in the order of the towns from Step 1).

Example 1: if Central Falls had 16 applicants for the 19 seats, and 10 of these applicants were FRPL, then the remaining seats would be filled by random selection.

Example 2: if Central Falls had 16 applicants for the 19 seats, and only 5 of these students were FRPL, then the remaining 3 seats would automatically go to FRPL candidates from the other towns.

Any distribution of available seats will happen prior to Step 2 and seats will become part of the general lottery process outlined in Steps 2-5.



# Budget Narrative

## Budget Narrative Attachment

Attachment 1:

Title: Pages: **0** Uploaded File: **Budget Summary and Budget Narrative.doc**

## Budget Summary and Budget Narrative (USDE funds)

Budget Summary	2009-10	2010-11	2011-12
<b>(3) Teaching Fellows TOTAL</b>	<b>132,507</b>	<b>132,507</b>	<b>132,507</b>
Avg. salary per full-time Fellow	31,500	31,500	31,500
9% performance bonus@ 9%	2,835	2,835	2,835
Avg. fringe benefits @ 25%	8,584	8,584	8,584
Tuition Reimbursement max.	1,250	1,250	1,250
Likely cost of one (1) Teaching Fellow	44,169	44,169	44,169
<b>Literacy Coach (Aug-June)</b>	<b>12,300</b>	<b>12,300</b>	<b>12,300</b>
8 days prior to school opening	3,100	3,100	3,100
10 full days during school year	6000	6000	6000
2-3 Parent Lit Nights	600	600	600
Off-site work	1,000	1,000	1,000
2 Sat Workshops	1,600	1,600	1,600
<b>STEP assessment</b>	<b>17,860</b>	<b>12,720</b>	<b>11,330</b>
STEP kits (per classroom)	400	400	400
Kits needed per year	4	8	12
Data Warehouse Software total	1,260	2,020	2,780
Training total	15,000	7,500	3,750
<b>TerraNova Assessment</b>	<b>876</b>	<b>1,752</b>	<b>2,628</b>
Complete battery (per class)	194	194	194
Practice Packets for (per class)	25	25	25
Classes per year	4	8	12
<b>Two (2) Directors to DC</b>	<b>2,400</b>	<b>2,400</b>	<b>2,400</b>
Airfare (per person)	550	550	550
Hotel for two nights (per person)	400	400	400
Additional expenses (per person)	250	250	250
<b>SRA Reading Mastery</b>	<b>4,264</b>	<b>4,028</b>	<b>5,292</b>
Training/ Consultant	3,000	1,500	1,500
Curriculum Materials (per class)	316	316	316
Classes per year	4	8	12
<b>Data/ SIS System</b>	<b>9,995</b>	<b>2,900</b>	<b>2,900</b>

Training total	7,095	-	-
Software licensing and fees only	2,900	2,900	2,900
<b>TOTAL</b>	<b>180,202</b>	<b>168,607</b>	<b>169,357</b>

### USDE budget sheet

Categories	PY 1	PY 2	PY 3	PY 4	PY 5
Personnel	103005	103005	103005	0	0
Fringe Benefits	25752	25752	25752	0	0
Travel	2400	2400	2400	0	0
Equipment	0	0	0	0	0
Supplies	7900	12400	16900	0	0
Contractual	37395	21300	17550	0	0
Construction	0	0	0	0	0
Other	3750	3750	3750	0	0

### I. Teaching Fellows Program

Democracy Prep Blackstone Valley Elementary will initiate a Teaching Fellows program beginning in August 2009. In each kindergarten classroom, students will have the support of an extraordinary Lead Teacher, fully certified with some years of experience at grade level. In addition, each class will have a full-time Teaching Fellow, to provide additional support, and one-on-one tutoring and small group instruction. The Teaching Fellow will also take on curriculum development responsibilities, especially in science and social studies.

A successful candidate for a Teaching Fellow position will be 90% ready for a Lead Teacher position. We will recruit them with the same energy we recruit our Lead Teachers.



Fellows will have bachelor's degrees from competitive universities. Fellows may already be certified teachers, or they may be working towards state certification. More than likely, a Teaching Fellow is just out of college or a different profession, although some might have had some teaching experience. All Fellows will receive salaries and full benefits.

The Fellows initiative is an important component in our overall strategy to reach ambitious goals with our students. The lower student-to-teacher ratio, the extra support for individual students, and the extra support provided between the Lead Teacher and the Teaching Fellow are all important outcomes of the initiative.

Of equal importance is the Teacher Fellow program's function as a human capital development strategy. We expect many of our Teaching Fellows to be excellent Lead Teacher candidates the following year. Teaching Fellows will have internalized and practiced the unique culture of the school, will have undergone the same professional development that our Lead Teachers participate in, and will know our facilities, our families and our students. We expect that those Teaching Fellows who choose to become Lead Teachers will be invested in the long-term growth goals of the school, which will support our capacity to retain high-quality teachers.

As our school grows, we will continue the Fellows model. However, we will need to carefully reflect upon the sustainability of the program within the funding we receive. If we can fund full-time Fellows in all grades in each classroom, we may do so; on the other hand, there is likely a "tipping point" where the budget will not allow for one Fellow per class. We will always have four Fellows working in each of our Kindergarten classrooms. We will also look to plan a system for sharing Fellows across multiple classrooms in grades 1-4, if necessary.

We have provided both our Lead Teachers and our Teaching Fellows the same opportunity for performance bonuses (maximum 9%). In addition, all Lead Teachers and

Teaching Fellows are offered \$1250 for tuition reimbursement, to work towards certification and/or towards their own professional development.

We want to invest in our teachers and in our long-term strategy, but we also must keep sustainability in mind. In this application we request funding for three (3) Teaching Fellows each year. (If funded for three Fellows by the CSP, we can include funds for the fourth Fellow in our operating budget). Especially in the first year, this will decrease the substantial financial burden of the initiative. Throughout the year, we will take time to plan how to implement the Fellows program into first and second grades, for the school's second and third years.

## **II. Literacy Coach**

We will hire a literacy coach for on-site facilitation periodically throughout the year. Our prospective literacy coach, Stephanie Ciccanesi, is an expert teacher. She has fifteen years of experience as a consultant with various guided reading programs, phonics, vocabulary, writing programs and diagnostic assessments, and she comes highly recommended from reliable sources within Rhode Island's urban core schools.

Our literacy goals are ambitious, so we will highly value a literacy coach like Stephanie. We do not expect to eliminate the need for her services altogether; however, CSP funds give us the opportunity to provide concentrated and consistent training and PD throughout the first three years. After three years, we will have developed the capacity for internal coaching, and so will reduce the need for an external literacy coach. In this way, CSP funds will have helped us to build a sustainable yet essential component of our support system.

## **III. STEP Assessment Program**

Prior to the beginning of the school year, DPBV will assess incoming students using a developmental literacy assessment called Strategic Teaching and Evaluation of Progress (or STEP). STEP is a relatively new but already widely respected literacy assessment created by the Urban Education Institute at the University of Chicago, and was developed and perfected over nine years in Chicago Public Schools. At the beginning of the year, the assessment gives teachers a clear understanding of current mastery, but also enables teachers to identify students who may need extra help to reach mastery, including those with unidentified disabilities and English-language deficits. Throughout the year, teachers will administer the formative assessments and use the data to inform literacy instruction and measure progress.

DPBV will implement STEP in grades K-3, to track student progress and identify students in need of intervention. As we have detailed in our overall application, an exacting and frequent interim-assessment system has several key advantages. It provides students with valuable practice and experience taking tests in a non-high stakes environment. Information, fed back to teachers quickly, permits them to self-assess their performance and determine what must be re-taught and how they might alter approaches and improve the efficacy of instruction. The information also enables the school leaders to closely monitor student progress and support teachers with targeted feedback, professional development, and other resources. Included in the cost of the program is a cutting-edge, customizable data system that allows teachers to track students and generate diagnostic reports electronically.

We would like to capitalize on the opportunity to receive customized training on the data system and on the assessment itself from the creators of the assessment, from the University of Chicago. We realize the significant cost of this undertaking; however, it is a cost that is



significantly reduced each year, as indicated in the budget summary above. The cost of STEP after year 3 becomes entirely manageable within the general operating revenue of the school.

#### **IV. TerraNova**

Rhode Island implements the NECAP state assessments beginning in Grade 3. Before grade 3, DPBVE will use the nationally-normed TerraNova assessments in reading, writing and math as student achievement indicators. In the first year, we will implement the assessment twice, in January and June. (There are no nationally normed kindergarten results available before January). The June score will reveal the proficiency levels of our students in relation to the normed averages of the rest of the country. The growth of our students, seen in the difference of the June and January scores, indicate our rate of progress. In years two and three, we will continue to implement the assessment twice for each grade level, in the fall and spring.

After the third year, there are no additional expenditures on the Terra Nova, as the state NECAP serves the function of a norm-referenced assessment. We will continue implementing the Terra Nova twice a year to the earlier grades; we will include these costs in the overall operating budget at that point.

#### **V. SRA Reading Mastery**

Quite simply, SRA Reading Mastery is the best Guided Reading program available. A recent study of 30,000 students in Florida concluded that the high scores by some students were attributable to this program.<sup>1</sup> SRA Reading Mastery address five components of reading as identified by Reading First: phonemic awareness, phonics and word analysis, fluency,

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<sup>1</sup> Florida Center for Reading Research. (2009). Examining the Core: Relations among Reading Curricula. Journal of School Psychology, issue 47.

vocabulary and comprehension. There is also a language arts “strand” that focuses mostly on oral (with some written) communication, as an attempt to set the foundation for excellent writing skills. Finally, the literature strand provides opportunities for a variety of types of texts, and work on vocabulary and comprehension. While our teachers will certainly need to supplement this curriculum with their own expertise, SRA Reading Mastery is the core curriculum we would like to invest in, and the CSP provides the necessary support.

The SRA expert trainer, James Rainer, is second to none. He comes highly recommended from multiple sources. We would use CSP funds to pay for two days of his services in the first year, and one day of services in years two and three.

## **VI. Data System/ SIS**

If funding allows, DPBVE would like to implement an online Student Information System, such as PowerSchool or Rediker Administrator’s Plus. These systems have the capacity to maintain a central database of student-level information, attendance records, phone logs and other administrative items; more importantly, they can increase the efficiency of communication between families and the school. There are grade-book functions that allow students and parents to access teacher’s comments and scores on assessments. Also, and important to the academic focus of our school, there are sophisticated customizable options that allow the system to become an evaluation tool. Teachers can track progress with internal assessments, STEP assessments and schoolwide normed assessments, and produce reports for analysis at the student, classroom and school levels.

Like many software applications, the highest costs come from the training. As noted in the budget summary above, in the second and third years, the price is reduced to a third of the

cost in the first year. CSP funds allow us to implement the system and receive the training necessary to maximize its capabilities. In the future, we expect to continue purchasing the relatively inexpensive software licensing, which is manageable within our operating budget after year three.