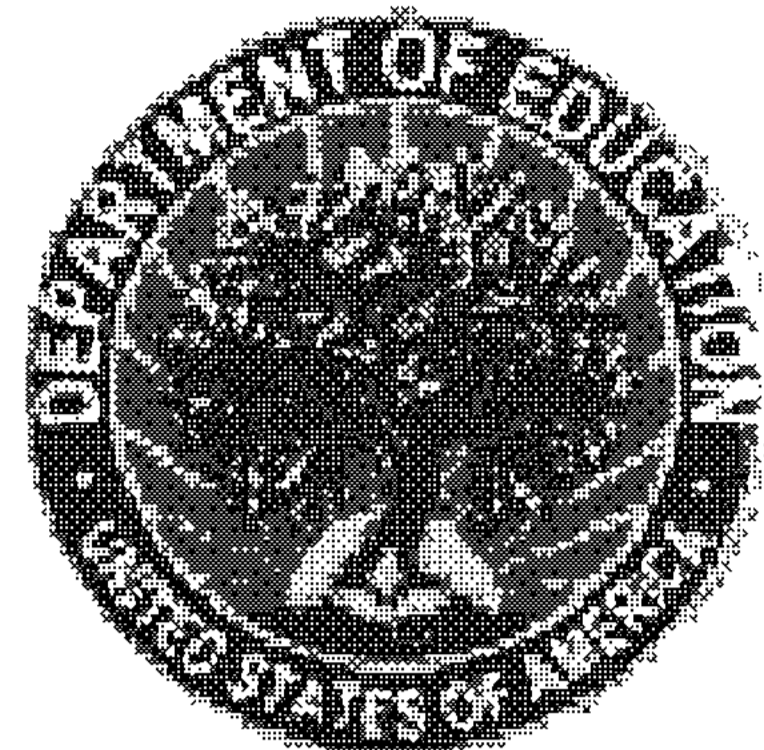


U.S. Department of Education

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 # U282B090018

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	N/A

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Jamaa Learning Center

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
270404430	831079863

d. Address:

* Street1:	7220 N. Lindbergh Blvd, Suite 13
Street2:	
* City:	Saint Louis
County:	
State:	MO
Province:	
* Country:	USA
* Zip / Postal Code:	63042

e. Organizational Unit:

Department Name:	Division Name:
------------------	----------------

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

Prefix:	* First Name:	Trina
Middle Name:	D	

* Last Name: Clark James

Suffix:

Title: Founder & CEO

Organizational Affiliation:

* Telephone Number: (314)565-7609 Fax Number: (314)721-8980

* Email: TCLARKJAMES@JAMAALARNINGCENTER.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):

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:

N/A

Title:

N/A

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

St. Louis, MO

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

Opening of Jamaa Learning Center

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: MO-001

* b. Program/Project: MO-001

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2009

* b. End Date: 9/30/2012

18. Estimated Funding (\$):

a. Federal	\$ 284952
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$ 0
g. TOTAL	\$ 284952

*** 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 .

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:	* First Name:	Trina
Middle Name:	D	
* Last Name:	Clark James	
Suffix:		

Title: Founder & CEO

* Telephone Number: (314)565-7609 Fax Number: (314)721-8980

* Email: TCLARKJAMES@JAMAALARNINGCENTER.ORG

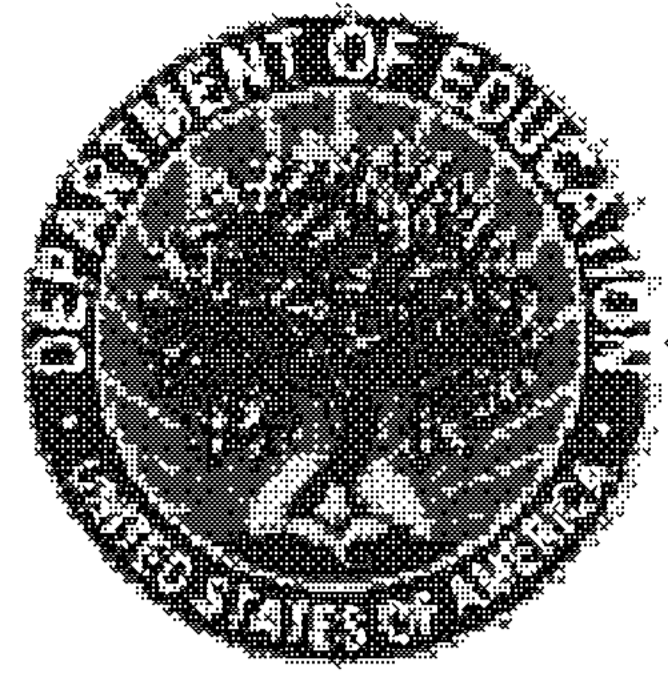
* Signature of Authorized Representative: * Date Signed:

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.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Jamaa Learning Center

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

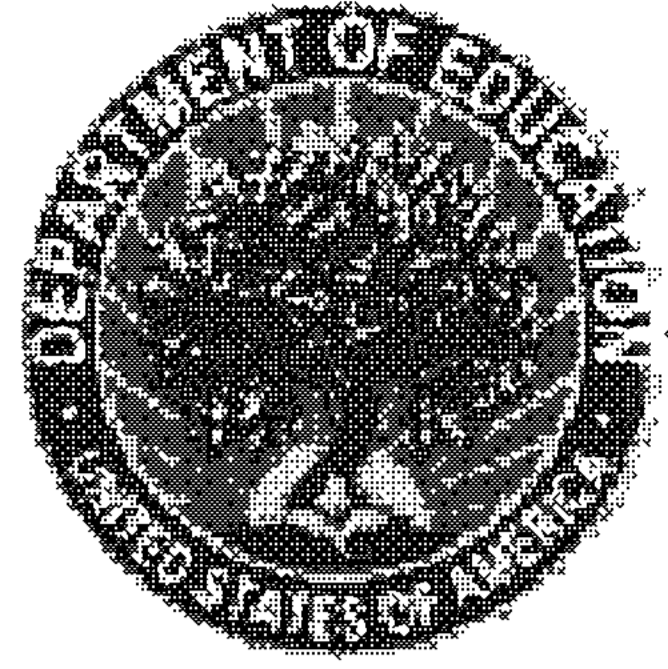
(2) If yes, please provide the following information:

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:
Jamaa Learning Center

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: Trina Dyan Clark James

Title: Founder & CEO

Date Submitted: 08/24/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <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	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Jamaa Learning Center Address: 7220 N. Lindbergh Blvd, Suite 13 City: Saint Louis State: MO Zip Code + 4: 63042- Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U. S. Department of Education	7. Federal Program Name/Description: Charter School Program CFDA Number, if applicable: 84.282B	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: N/A City: N/A State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. 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: Trina Dyan Clark James Title: Founder & CEO Applicant: Jamaa Learning Center Date: 08/20/2009	
Federal Use Only:		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: Trina Dyan Clark James

TITLE: Founder & CEO

SIGNATURE OF AUTHORIZED OFFICIAL:

APPLICANT ORGANIZATION: Jamaa Learning Center

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

Jamaa Learning Center

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Trina Middle Name: D

Last Name: Clark James Suffix:

Title: Founder & CEO

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 : Jamaa Learning Center GEPA Section 427

File : Jamaa GEPA Section 427_2009.doc

Jamaa Learning Center GEPA Section 427 Compliance

Jamaa Learning Center is committed to ensuring equitable access to, and participation in, all of its educational and social programming and services for all students and families regardless of their gender, race, national origin, color, disability, or age.

Measures that Jamaa will employ to comply with Section 427 of the Department of Education's General Education Provisions Act (GEPA) are woven throughout the Jamaa model of providing high-quality educational and social services to students, their families, and residents of the neighborhood in which Jamaa will be located even if the resident does not have ties to a student attending the school. In addition, the following points illustrate specific ways that Jamaa will comply with Section 427 of GEPA:

- Jamaa will invite parents and family members to open learning sessions so that they can learn how to utilize and understand technology and take full advantage of the technological methods and mechanisms that the school will use to communicate information, specifically student academic performance data.
- Jamaa will distribute brochures and other informational materials informing students and families about the social services available at the school in multiple languages to ensure that populations of various ethnicity have the information available in their native language.
- Grant monies will be used to provide students with special physical needs with furniture, equipment, and supplies to accommodate their needs.

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Trina	D	Clark James	

Address:

* Street1: 7220 N. Lindbergh Blvd, Suite 13
 Street2:
 * City: Saint Louis
 County:
 * State: MO * Zip / Postal Code: 63042 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(314)565-7609	(314)721-8980

Email Address:

TCLARKJAMES@JAMAALARNINGCENTER.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: **Jamaa Learning Center Abstract Narrative** Pages: **0** Uploaded File: **Jamaa 84282B Application Abstract_final.pdf**

Jamaa Learning Center
7220 N. Lindbergh Blvd, Suite 13
Saint Louis, MO 63042
Trina Dyan Clark James
314-565-7609
tclarkjames@jamaalearningcenter.org

Jamaa Learning Center CFDA 84.282B Grant Application Abstract

The mission of the Jamaa Learning Center is to educate and empower students and families by providing high-quality educational and social services that not only maximize academic achievement but also result in the sustainable growth and development of a strong and healthy community.

Jamaa Learning Center (Jamaa) will be a free, open-enrollment, college-preparatory, full-service community charter public school that is committed to the holistic development of historically under-served children and families, serving 300 students in grades Kindergarten through 8th. Jamaa will educate and empower children and families by providing high-quality educational and social services that result in high academic achievement and the sustainable growth and development of a strong community. Jamaa will be founded and operated on the core belief that a key element necessary to holistically develop children with respect to academic achievement as well as positive character, virtue, values, and life skills is a **meaningful** and **longitudinal** relationship with an **empowered adult**.

- Meaningful- rigorous, intellectually stimulating and challenging instruction in core content areas as well as experiential field lessons and rich extracurricular classes and programs
- Longitudinal- students remain with same teacher in three-year cycles (K - 2, 3 - 5, 6 - 8)
- Empowered Adult- every educator is an individual with a positive self-image and a commitment to community, character, and the achievement of SMART goals who practices total self-care with respect to their mental, physical, financial, and spiritual health

Jamaa will be located in a historically under-served and economically-distressed area within north St. Louis known as the Ville. Jamaa students will attend school from 8am until 5pm Monday through Friday, although the site will be open until 9pm every weeknight and from 9am until 9pm on Saturdays as part of its commitment to contribute to the development of the entire community through classes and services that help educate and empower the K - 8 students, their families, and the community as a whole. In doing so, Jamaa will serve as an anchor in the rebuilding of this once thriving urban community in addition to providing children with the knowledge and skills they need to excel in school and in life.

Jamaa is requesting grant funds in the total amount of \$703,266 over a period of 36 months for the planning and design of the educational program and the initial implementation of the school. The goal of the grant project is to expand the number of high-quality charter schools available to students from educationally under-served communities. This is a time-intensive and capital-intensive task that entails start-up costs that cannot be met from state and local sources alone. The combination of this grant and the state and local funding sources will allow Jamaa to realize its mission and achieve levels of academic and operational success associated with high-quality and high-performing charter public schools, thus contributing to the successful achievement of the grant project's goals.

Project Narrative

Project Narrative Attachment Form

Attachment 1:

Title: **Jamaa Learning Center Project Narrative** Pages: **0** Uploaded File: **Jamaa 84282B Project Narrative_final.pdf**

**Jamaa Learning Center
Charter Schools Program
CFDA 84.282B
Grant Application**

**Submitted:
August 26, 2009**

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Application Requirements

(i) The educational program to be implemented

See Selection Criteria (i)

(ii) How the charter school will be managed

See Selection Criteria (iii), (vi), and (viii)

(iii) The objectives of the charter school and the measurement methods

See Selection Criteria (iv) and (v)

(iv) The administrative relationship between the charter school and the authorized public chartering agency

See Selection Criteria (ii)

(v) How parents and community members will be involved in the planning, program design, and implementation of the charter school

See Selection Criteria (iii) and (vii)

(vi) How operations will continue once the Federal grant has expired

See Selection Criteria (iv)

(vii) Request and justification for waivers of any Federal statutory or regulatory provisions

Jamaa Learning Center (Jamaa) is requesting a waiver from Federal statute 5203(d)(3) Eligible Applicant “The term eligible applicant means that the developer has (A) applied to an authorized public chartering authority to operate a charter school; and (B) provided adequate and timely notice to that authority under section 5203(d)(3).” Missouri charter school law allows for public and private universities in St. Louis, MO, to serve as the authorized public chartering authority to operate a charter public school, also referred to as the charter sponsor. As Jamaa

Learning Center has been in the pre-planning stage of the school's development, the school has yet to determine its charter sponsor; however, the school's founding team has entered into initial conversations with several private universities that are eligible to sponsor charters in the City of St. Louis. Formally establishing and finalizing a chartering agreement between Jamaa and a private university is a critical component of our fall 2009 timeline and will be the focus of our efforts during this time period within the 2009 - 2010 planning year. Jamaa intends to submit a charter to an eligible charter sponsor and the Missouri Department of Elementary and Secondary Education (DESE) no later than November 2009 and anticipates receiving confirmation of charter approval by February 2010.

(viii) How the grant funds will be used

See Selection Criteria (iv) and Budget Narrative

(ix) How students in the community will be informed about the charter school and given an equal opportunity to attend the charter school

See Selection Criteria (iii)

(x) How the charter school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act

See Selection Criteria (ix)

(xi) Dissemination activities under section 5202(c)(2)(C)

Not Applicable

Selection Criteria

(i) The quality of the proposed curriculum and instructional practices (20 points).

Mission

The mission of the Jamaa Learning Center is to educate and empower students and families by providing high-quality educational and social services that not only maximize academic achievement but also result in the sustainable growth and development of a strong and healthy community.

Overview

Jamaa will be a full-service community school providing educational and social services to students in grades K- 8. Jamaa will be located in a historical neighborhood in north St. Louis, the Ville, that has experienced a drastic deterioration culturally, economically, and educationally over the past few decades. Jamaa will serve to not only maximize student achievement through the provision of a high-quality educational experience, but it will also address the social needs of the students, their families, and residents in the neighborhood thus serving as an anchor for the overall community development within the Ville neighborhood.

Community Information and Student Demographics

Jamaa will be a small, community-based learning center targeting outreach to students and families in a specific geographical area in north St. Louis known as the Ville. Thus, students from the land area within the following street boundaries will be the recipients of heightened and targeted recruitment efforts at Jamaa: Kingshighway to the West, Vandeventer to the East, Martin Luther King Boulevard to the South and St. Louis Avenue to the North (63113 zip code). There were approximately 435 elementary school age children in the Ville in 2007 and it is expected

that the population of elementary school age children will maintain at this level over the next three years (source: ESRI, 2007). As a charter public school with open-enrollment to all residents of the city of St. Louis, it is anticipated that a small percentage of the total student population within the city, approximated at more than 40,000, that don't reside in the Ville will attend Jamaa supplementing the number of students from the Ville to make up the targeted enrollment number of 300 at full capacity. With the Ville as a targeted geographical preference for student recruitment and enrollment, it is likely that a vast majority of Jamaa students will be ethnic minorities, specifically African-American, that reside in low-income households. As a full-service community school providing both educational and social services in an integrated fashion, Jamaa will serve to address both the academic and social issues that exist in the Ville neighborhood and are faced by its students and families on a regular basis.

Growth Model

At capacity, Jamaa Learning Center will serve Kindergarten through eighth grade students. As a core component of the educational model employed by Jamaa, students will remain with the same teacher in three-year cycles, effectively creating three “schools within a school” referred to as villages. The K - 2 village will have two (2) classrooms per grade with no more than 20 students in each classroom. The 3 - 5 village will have two (2) classrooms per grade with no more than 20 students in each classroom. The 6 - 8 village will have one (1) homeroom per grade with no more than 30 students per homeroom and co-teachers in each homeroom.

Jamaa will open in the fall of 2010 with 40 Kindergarten students to start off the K - 2 village and 36 third graders to start off the 3 - 5 village. The following year, 30 sixth graders will

be enrolled to start off the 6 - 8 village as an additional Kindergarten and third grade class are each added. The school will grow each year by adding a Kindergarten, third grade, and sixth grade class until it is fully operational as a K - 8 school with 300 students beginning the fall of 2013. This method of slow, disciplined growth has been successfully implemented by many highly-regarded and proven public school networks- such as KIPP and Uncommon School- and is believed to be necessary to establish and nurture a culture of excellence in line with the mission and vision of Jamaa.

Educational Program

Jamaa will be a full-service community school, combining the rigorous academics of a high-performing, high-quality school with the social services that research has determined best addresses the social factors that can impede high academic achievement. The Jamaa curriculum will be based on models commonly used at high-performing schools across the country, such as KIPP, Uncommon Schools, and Achievement First. The curriculum will be designed using these research-based curriculum models as a framework to complement their alignment with the Missouri Show-Me standards as the foundation. The key component of the school's academic program, in addition to academic rigor, will be the implementation of multi-year looping as a means of creating and maintaining a meaningful and longitudinal relationship with an empowered adult for every student. Students will remain with the same teacher in three year cycles (K - 2, 3 - 5, 6 - 8), referred to as the K-2, 3-5, and 6-8 villages.

Academic Rigor

Academic rigor is the backbone of any high-quality, high-performing educational institution that is aimed at truly preparing all students to succeed in higher learning institutions as

well as in life. While the other components of the Jamaa educational program- full-service community school model and multi-year looping- are integral to the overall success of the school in holistically developing students and their families to succeed in life, the primary goal of the school is still education of children. Therefore, Jamaa's core instructional program must be strong and effective in challenging students such that they develop, grow, and attain academic achievement at levels in line with or above what is required by the local, state, and federal governmental agencies. To this end, Jamaa will implement an educational program that is rooted in college-preparatory curriculum and instructional practices and that provides rigorous, intellectually stimulating and challenging instruction in core content areas as well as experiential field lessons and rich extracurricular classes and programs.

An underlying principle on which the operation of Jamaa is based is that high expectations are a non-negotiable for everyone involved in the development of Jamaa students- teachers, staff, parents, the community, and the youth themselves. While maintaining a student-centered focus and sensitivity to the very real social issues and injustices that exist in the community in which Jamaa will serve, Jamaa will create a culture of excellence and achievement where all children will learn and attain academic success.

Full-service Community Schools

One of the fundamental aspects that define Jamaa is its holistic approach to developing the entire family, not just the child attending the school, in all aspects of their lives. To do this, the school will provide affordable and convenient access to services not typically or readily available to the families being served by Jamaa in five (5) core areas. These services are intended to capitalize on the strengths and assets that already exist in the community, making

them stronger and universally available to be shared by all in the community. By addressing all areas in this comprehensive manner, no one aspect of a child or their family member's life will be allowed to drag down the positive experiences and/or advancements in other areas. The five core areas of educational and social services, affectionately referred to as the "Five E's", are outlined below.

Academic Entitlement

Beyond just the rigorous, college-preparatory K-8 education that Jamaa would provide to the children, educational courses will be available to all family members of enrolled students. These classes will cover a variety of topics ranging from parenting education to computer literacy to basic reading, writing and arithmetic that may not have been available or optimal during the family member's elementary through high school educational experience. The foundation of the course offering, as well as the curriculum, will be developed in response to the specific needs and strengths identified within the community.

Cultural & Arts Enrichment

Programs and services to stimulate the appreciation of art will be provided for both the visual and performing arts. There will be activities and events to encourage active engagement in the arts, understanding that participation in the arts works towards bolstering both cognitive and non-cognitive skills. Additionally, the availability of arts programs in which to partake for pleasure will provide additional recreational and extracurricular outlets for enjoyment than what is already available in the community.

Health & Beauty Enhancement

These services will not only address the serious deficiency within health care services available to most inner-city neighborhoods, but will also provide access to services typically seen as a luxury not expected by persons of lower socio-economic status. A clinic with certified staffing that can provide the basic health care in the areas of vision, hearing, nutrition, pediatrics, exercise and athleticism, and family practice will be available within the school site for extended hours six (6) days a week. Additionally, services traditionally found in a day spa and/or salon will be available to students and their families as part of a prescribed beauty regiment in an effort to ensure the participants possess a positive and healthy self-image.

Financial Empowerment

Jamaaa will basically serve as a financial institution, offering not only classes and training to develop or improve financial management skills but also providing micro-financing services that can be taken advantage of by participants at a personal or professional level. This area of services aims to shift the mindset typically held by those of lower socio-economic status with respect to money, wealth and wealth-building, saving, home ownership, and investing. There will be a clear objective of promoting self-sufficiency both individually and personally within the family as well as professionally with classes on entrepreneurship and the availability of micro-loans to those who participate in the program.

Emotional & Spiritual Enlightenment

In an effort to ensure the students and their families recognize and appreciate their self-worth, programming will be available to stimulate their mental and psychological well-being. These services will range from traditional programs offered by religious institutions in the community to seminars and support groups aimed at improving the emotional aspects of life that may otherwise prevent individuals from realizing their true potential, such as depression, anxiety, feelings of loneliness, or lack of purpose.

Multi-year Looping

It is the belief of Jamaa that a key element necessary to holistically develop children with respect to academic achievement as well as positive character, virtue, values, and life skills is a meaningful and longitudinal relationship with an empowered adult. Ideally, every child's parent or parental guardian would serve in this role; however, there is an alarming number of children who are not so fortunate to have a meaningful and longitudinal relationship with an empowered adult in their home life. Therefore, in adhering to the vision of Jamaa being a "home away from home" where the school takes a holistic approach to developing children to reach their fullest potential academically, mentally, physically, artistically, financially, and spiritually, Jamaa teachers will be student-focused educators who emphatically and excitedly embrace the opportunity to serve this role in children's lives.

In order to have a lasting impact on the child's development, it is crucial that a positive, educational relationship be long-term and provide a sense of security and stability. This is especially true for children who have very chaotic, unstable lives outside of school. In an effort

to create and sustain this longitudinal relationship, one of the most prominent components of the school design will be the institution of 3 year looping.

Case studies and research have shown that the educational advantages of looping drastically outweigh the potential disadvantages of keeping students with the same teacher for multiple years. Beyond just the obvious ability to accomplish a longitudinal relationship, looping results in the teacher gaining extra teaching time as a result of not having to learn a new class of students at the beginning of every school year, the teacher having an increased knowledge about each child's intellectual strengths and weaknesses beyond what they could acquire in a single year, and the students achieving improved standardized test scores. In order to truly benefit from looping, it is critical that is implemented with fidelity by teachers who have a belief in and commitment to the concept of looping. The teachers must wholeheartedly see the potential of their long-term teacher student relationship in creating an emotional and intellectual climate that encourages the various aspects of the school's focus on character, virtue, values, life skills, and high academic achievement.

Curriculum

Jamaa Learning Center will provide a comprehensive curriculum, emphasizing literacy, math, the social sciences, the arts, technology, and empowerment. The Jamaa curriculum will be designed using the Missouri Show-Me Standards as a foundation, and further developed based on models commonly used at high-performing schools across the United States to prepare students for the best high schools, colleges, and universities in the country. Teachers will work with the Head of School to supplement this curriculum with their own innovations, research, methodologies and expertise to best match student needs. Incoming student needs and

performance levels will determine the weight that teachers place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that mastery of the state standards are achieved at a faster pace, necessary to prepare students for the rigorous and challenging curriculum they will encounter in high school Honors and Advanced Placement programs.

During the school week, all students will engage in six to seven hours of standards-based instruction including English-Language Arts (ELA), Mathematics, Social Studies, and Science implementing key elements of the following curriculum models.

- *English-Language Arts, Reading, Writing*: The English-Language Arts (ELA) program will provide a challenging and rewarding curriculum that is both non-fiction and literature-based, writing intensive, culturally relevant and diverse, and intellectually stimulating. A significant emphasis will be placed on developing reading and writing skills. To this end, the English-Language Arts curriculum will be rooted in best practices in ELA instruction. Jamaa will offer a comprehensive literacy program where students are assessed so that support structures can be developed to support their literacy needs both inside and outside of class. Classroom structures to support literacy development inside of class will include classroom libraries, the use of differentiated texts and the implementation of Columbia University's Readers and Writer's Workshop. Best practices in literacy instruction will also be emphasized across all content areas and content area teachers will be trained in their use.
- *Mathematics*: The Mathematics curriculum will present an intense mathematics program that ensures mastery of mathematical skills and concepts and is aligned with the Missouri Show-Me Standards, thus providing Jamaa students with the skills they need to excel in advanced math

tracks at top high schools in the country. Jamaa students will learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and will learn to apply this knowledge to their everyday lives, including personal finance. The math program will focus on problem solving, and on reinforcing basic math skills to the point of mastery. Final curricular choices are under development; however, it is anticipated that the mathematics program will center on Everyday Mathematics, a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project that received the highest rating of any commercially published elementary mathematics curriculum from the federal government's What Works Clearinghouse. Students in the 6 - 8 village will receive exposure to higher math in order to ensure that they are truly college bound. A sixth grade pre-algebra course will prepare students with the foundation for higher levels of mathematical understandings required as math acquisition becomes more complicated and abstract. In grades seven and eight, students will take a two-year, broadened and deepened Algebra I course designed to maximize this foundation for all college-preparatory mathematics.

- *Science*: The Science curriculum will have a balanced focus on scientific process, non-fiction literacy/reading strategies and concepts and will be organized with an integrated approach, including earth, life, physical science, and biology; hence, well aligned with Missouri Show-Me Standards. Inquiry and application will drive studies throughout the years a student attends Jamaa as students learn science by doing science rather than merely reading about it in a textbook. Using inquiry methodologies leading towards increasingly complex scientific investigation and ultimately experimentation, Jamaa students will learn to emulate the process of asking questions and probing for solutions that expert scientists themselves employ.

Students will gain the basic concepts with a focus on building curiosity and using the scientific method to solve hypotheses.

- *Social Studies*: The Social Studies curriculum will be reading intensive, and will involve the analysis of primary and secondary sources. This will serve the dual function of increasing literacy and providing students with the ability to critically evaluate both historical and contemporary texts. Social Studies classes will also reinforce the “writing across the curriculum” program by focusing on a weekly writing skill explored by the entire school and reading literacy by reinforcing non-fiction literacy skills and strategies. The Social Studies curriculum will also be largely project-based, and will involve a large amount of group work. For Jamaa students to become active participants in society, they must be able to function effectively in group-settings, and focus on problem solving, analysis, and content. Students will see their peers within the school as their family, and their class and various groups as a team. The Social Studies curriculum and its implementation will feature constant reinforcement of the values of teamwork, community responsibility, and collective goal attainment.

It is important to note that the school’s entire curriculum will be crossed-aligned. For instance, science concepts will be frequently spiraled with math and taught concurrently. Literacy (reading and writing) is a fundamental and vital skill that is crucial in every area of academics and life and therefore is explicitly and implicitly taught across the curriculum. Jamaa will promote literacy across all subject areas by reinforcing a “writing across the curriculum” approach and by providing a literature-intensive program in subjects such as Social Studies and Science. Skills that will be reinforced in all areas include reading comprehension (e.g.,

identifying the main idea, recognizing details, analyzing tone, sequencing, etc.), writing (e.g., revision, peer editing), and speaking (e.g., speech giving, class presentations, group work).

Technology

Today's society is oriented around structures of technology. Citizens must be proficient users and developers of the technologies that shape the life and times of today to not only succeed, but merely survive, in the 21st century. Jamaa will provide its students with access to technology by implementing a state-of-the-art technology learning lab for use by all students in addition to having a mobile computer lab for both of the two older villages to utilize in their classroom.

Jamaa will also incorporate technology into its curriculum in a variety of ways as a means to enhance classroom tools for teaching and learning as well as support the overall day-to-day operations of the school. The equipment Jamaa intends to purchase will be used daily to support student learning styles, lesson planning, research, and collaboration between colleagues in addition to it being a valuable tool teachers can use for differentiation and remediation.

Enrichment Activities

Perhaps one of the most important aspects of the school's curriculum will be the incorporation of enrichment activities throughout the extended school day that represent the integration of educational and social services to cover the five aspects of holistic development outlined in the five E's as well as reinforce the technical knowledge acquired as a result of traditional academic instruction. These activities will serve to expand children's learning opportunities and will include rich programming and services provided by the community-based organizations with which Jamaa will partner.

(ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (10 points).

The Missouri state law that governs the establishment and operation of charter public schools is defined in the following sections: Section 160.400, Section 160.405, Section 160.410, Section 160.415, Section 160.420, and Section 167.349.

As in many states, charter public schools in Missouri operate exempt from all laws, rules, policies, and regulations that relate to schools, governing boards and school districts with the exception of sections 160.400-160.420 RSMo. Charter public schools enjoy operating freedoms that are regulated and managed based on a contract between the school and its sponsor or charter authorizer that defines the curriculum and instructional methods, staffing, organizational structure and management, and budget.

The Missouri charter law protects and ensures significant operating freedoms and flexibility for charter public schools in the following manner:

District policies and regulations

According to Section 160.405.5, charter schools are exempt from all laws and rules relating to schools, governing boards and school districts except as provided in the Missouri state laws specific to charter schools in sections 160.400 to 160.420.

Curriculum

Per Section 160.405.1, the charter submitted by the charter school and approved by the state and the charter school's sponsor shall state the educational goals and objectives to

be achieved as well as a description of the charter school's educational program and curriculum.

Staffing

According to Section 160.420.2, a charter school may employ non-certificated instructional personnel provided that non-certificated personnel fill no more than 20% of the FTE instructional staff positions at the school. The primary regulations on staffing require that all instructional employees of the charter schools have experience, training, and skills appropriate to the instructional duties of the employee and that the charter school ensure that a criminal background check and child abuse registry check is conducted for every employee prior to their hiring.

Non-profit, 501(c)(3) corporation and Board of Directors

Per Sections 160.400.5-6, charter schools shall be Missouri nonprofit corporations with the charter serving as a contract between the sponsor and the charter school, the school selecting a method for the election of officers pursuant to Missouri law for incorporated nonprofit organizations, and the meetings of the governing board being subject to Missouri open meetings law.

Pupil enrollment

According to Sections 160.410.1-2, a charter school shall be open to enrolling all pupils resident in the district in which it operates and all nonresident pupils eligible to attend a district's school under an urban voluntary transfer program. If the capacity of a charter school is insufficient to enroll all interested and eligible applicants, then the school shall have an admissions process that assures all applicants equal chance of gaining admission.

Contract terms and renewal

Per Sections 160.405.1 and 7, the term of a charter school shall not be less than five (5) years, shall not be greater than ten (10) years, and shall be renewable. A sponsor may revoke a charter only if the charter school commits a serious breach of one or more provisions of its charter or on any of the following grounds: failure to meet academic performance standards as set forth in the charter, failure to meet generally accepted standards of fiscal management, failure to provide information necessary to confirm compliance with state law in a timely manner, or violation of law.

A significant and critical attribute of the Missouri charter law is that it allows a charter public school to be established and operate as a local educational agency (LEA). In this capacity, the charter school will deal directly with Missouri with regards to financial matters, required data, and overall oversight and will have direct access to federal grants per Missouri charter law, Section 160.405.6. The flexibility afforded by the LEA status will free Jamaa Learning Center from potential withholdings at the local level, by the local school district, thus providing Jamaa an opportunity to more effectively perform budget planning activities and maximize revenues.

The Center for Education Reform (CER) has assigned a “B” (“High Achiever”) rating¹ to Missouri state charter law. According to CER, of the 41 states with approved charter law, Missouri ranks 11th in charter law strength.

¹ Center for Education Reform *RACE TO THE TOP FOR CHARTER SCHOOLS- Which States Have What It Takes to Win Ranking and Scorecard 2009*

According to the Missouri charter law, Section 160.400.2, there are four (4) primary options for charter sponsors:

1. The school board of the local school district
2. A public four-year college or university with an approved teacher education program
3. A community college located in the district
4. A private four-year college or university with an approved teacher education program

Sponsors serve as the primary accountability agent for a charter public school, ensuring compliance with all elements of their charter and monitoring the effectiveness of the school's operations, governance, and financial management. Jamaa will be established as a non-profit organization with tax-exempt status under the 501(c)(3) IRS tax code and will most likely be sponsored by a college or university as outlined in options 2. through 4. under RSMo 160.400.2. Jamaa will be governed by an independent governing body with fiduciary responsibility, the Jamaa Learning Center Board of Directors.

While charter public schools in Missouri also report to the state Board of Education, Department of Elementary and Secondary Education (DESE), in several areas associated with funding and No Child Left Behind (NCLB) stipulations, the sponsor, governing Board, and leadership team are afforded a great deal of independence - within the bounds established by Missouri Sunshine Law (Chapter 610 RSMo) - in the operation and management of the school. Although Jamaa will be required to provide regular updates and financial statements to its authorized public chartering agency, Jamaa will be granted full control over its finances and budget. Thus, Jamaa will benefit from significant autonomy and flexibility in such matters as establishing the school's budget, managing the school's finances and daily operations, identifying

and hiring staff, and determining personnel policies and procedures. This freedom will allow Jamaa to best serve students through the setting of goals, implementation of programs, and hiring of staff needed to address the real needs of the student population. In exchange for this freedom, Jamaa will be held to high standards and will be held accountable for demonstrating good stewardship of this flexibility in setting goals, using assessment tools, employing and evaluating staff, and recalibrating programming as necessary to ensure the highest achievement levels for both students and staff.

(iii) The extent of community support for the application (20 points).

Founding Team and Community Coalition

Since its inception in January 2009, the Jamaa Learning Center founding team has grown to include twelve (12) St. Louis residents and community leaders who have a deep and personal vested interest in the future state of urban public education in the city of St. Louis. It is from this growing founding team that both the Jamaa Learning Center Board of Directors and Jamaa Learning Center Advisory Council will be formed. The Jamaa Board will be comprised of directors who are committed to Jamaa's mission, and who bring diverse skill sets and backgrounds to contribute to the school's governing body.

The responsibility for Jamaa's success rests with the leadership that guides the school. Therefore, the qualifications sought in those candidates interested in serving on the Board of Directors will include but not be limited to:

- A dedication to the vision and mission of Jamaa and advocacy for the school's mission among personal and professional contacts;

- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure, including dialoguing and deliberating critical issues;
- Ability to think critically, strategically and objectively about issues concerning the school;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for Jamaa.

As part of the recruitment process for members of the Board of Directors, candidates will be identified and selected who are representative of the local community and who possess at least one skill which will benefit the governance and operation of the school, including backgrounds in:

- Real estate
- Fundraising and development
- Law
- Accounting
- Education professionals (teachers, curriculum specialists, seasoned school leaders)
- Philanthropists
- Community leaders
- Business leaders

Advisory Council members will embody many of the same qualities as the Board members, but will serve in an advisory role providing knowledgeable and valuable insight to the Jamaa team on an as-needed basis.

In addition to the core team of individuals shaping and molding the development of Jamaa, there are upwards of 100 supporters of Jamaa who have committed to assisting in its development and successful operation in a variety of ways. The Jamaa community coalition continues to grow, and with future media outreach, it is expected that the base of parents and community members who are friends and supporters of Jamaa will grow larger and stronger still.

Please see resumes/bios for members of the founding team in the Appendix.

Community Partners

Jamaa Learning Center will build upon assets of the community by partnering with local organizations for two key purposes: to further the organizations' missions to improve the general welfare of the neighborhood's residents as well as to provide learning opportunities for Jamaa students. Through a likely partnership with multiple large local social service agencies such as Grace Hill and ARCHS, Jamaa will connect its students and their families to relevant resources in the community (such as free medical services and legal aid). In addition, the staff members of Jamaa will work to involve community members in many aspects of its educational and co-curricular programming (such as recruiting community members to speak as guest lecturers, to participate in joint community service projects, to serve as mentors and coaches, and to participate in the school's enrichment programming). These efforts will help instill in students an appreciation for the assets of their community, while simultaneously providing residents with an opportunity to experience the high expectations and hard work at the school.

Community partners will be identified, approached, and selected based on the alignment of their mission with Jamaa's and the potential for their services and programming to address the needs of Jamaa students and families under one of the Five E's- Academic Entitlement, Cultural & Arts Enrichment, Health & Beauty Enhancement, Financial Empowerment, and Emotional & Spiritual Enlightenment.

Please see letters of endorsement from potential community partners in the Appendix.

Community Outreach

As part of its mission to positively impact the community as a whole in the neighborhood in which it will be located, Jamaa Learning Center will carry out multiple community outreach events annually aimed at not only informing the community about Jamaa and the educational and social services that it provides, but also providing an array of social services deemed to be the most in-demand by the population that Jamaa serves. Every summer, Jamaa will sponsor a back-to-school picnic in the Ville neighborhood as one of its signature community outreach events.

Jamaa Learning Center hosted its first annual back-to-school picnic for the 4th Ward Ville neighborhood in Tandy Park on August 9, 2009. The back-to-school picnic is an integral part of Jamaa's efforts to achieve its mission, and the 2009 picnic served as the first example of the programming and services that Jamaa aims to provide to the Ville neighborhood. It also served as a means of introducing Jamaa to the community it ultimately aims to serve. In line with the mission to support the holistic development of children and families through the provision of both educational and social services, Jamaa partnered with a variety of community-based organizations at the picnic to address not only the educational needs of students as they prepare to begin the 2009 - 2010 school year, but also their social development needs as well.

Community partners that participated in the picnic, providing information, social services, and/or fun games and activities are listed below:

- Garfield Head Start/Early Head Start
- Girl Scouts of Eastern Missouri
- Just-Us Tennis Foundation, Inc.
- Molina Healthcare
- Myrtle Hilliard Davis Comprehensive Health Centers, Inc.
- St. Louis Fire Department
- SistaKeeper

These organizations have committed to developing an ongoing partnership with Jamaa as we strive to achieve a common goal of dramatically improving the quality of life for our students and families through the provision of high-quality educational and social services. Other community organizations with programming and services that address the academic, cultural, financial, physical, and/or spiritual needs of children and families are being approached as well regarding potential partnership and it is expected that the list of community partners participating in the picnic, as well as partnering with Jamaa in general, will continue to grow on an ongoing basis.

The picnic was deemed a success with an estimated attendance of 200 children and adults, the provision of 100 bags of free school supplies, and the signature of 30 parents on the Jamaa Parent Interest Signup Sheet. It is anticipated that the picnic will grow year over year with the growth and development of Jamaa, the increase in community partnerships with Jamaa, and the connection of the picnic to Jamaa school registration beginning next fall.

Please see copies of the Jamaa Parent Interest Signup Sheet in the Appendix.

Student and Family Recruitment

Jamaa will initiate a systematic, methodical, and documented recruitment and enrollment process that is fair and unbiased to ensure the absence of student admissions discrimination based upon race, ethnicity, national origin, religion, disability, gender, gender identity, sexual orientation, income level, or proficiency in English of the students or their parents and/or guardians. Jamaa Learning Center will recruit and admit students without regard to prior academic or behavioral performance. Jamaa will focus recruitment efforts on Pre-K students entering Kindergarten, 2nd graders entering their 3rd grade year, and 5th graders entering their 6th grade year during the first three years until the school grows to its ultimate configuration of K - 8 at which time recruitment efforts will focus on Pre-K students.

Jamaa will develop a plan for student recruitment each year to ensure that students who are representative of the school's community will be recruited and feel welcome. Jamaa has learned from high-performing charter public schools across the country that one of the most effective ways of recruiting students is through word of mouth and personal outreach. To that end, Jamaa staff will work tirelessly to go door to door throughout housing communities in the target geographical area to ensure that every child, parent, and guardian is informed about the school. Flyers, brochures, and information about the school will be posted in common areas, grocery stores, local churches, restaurants, community centers, and on city buses.

Jamaa will also rely on partnerships with local community organizations currently serving families and youth in the target community including feeder schools, after-school programs, violence prevention programs, churches, and community centers, among others, to

reach potential students and families. The school will also host community information sessions to spread the word about the school, and to provide an opportunity to describe the program and answer specific questions from prospective families.

Student Enrollment

Enrollment of the inaugural K & 3rd grade classes will begin in January 2010 following charter approval. Jamaa will hold an open-enrollment period beginning November 15 through February 15 each year thereafter for enrollment of K, 3rd, and 6th grade students until the school reaches its ultimate configuration of K-8, at which time enrollment will focus on Kindergarten students. Jamaa staff will advertise the open-enrollment period primarily utilizing methods that have been found to be the most effective in recruiting students by high-performing charter public schools across the country. These methods include, but are not limited to:

- -Word of mouth and personal outreach within the target geographical area for student recruitment, the Ville neighborhood
- Parent information sessions outlining the Jamaa educational program, benefits to the students and their families, and enrollment process
- Promotion of the school at neighborhood gatherings, events, and activities
- Placement of advertisements in local community publications
- Events hosted by the Parent Village
- Annual 4th Ward Ville Neighborhood back-to-school picnic (Jamaa school registration)

Student interest forms will be collected during the open-enrollment period. Enrollment in the school will include completion of a full registration form and a home visit conducted by the Head of School and/or a member of the Jamaa educational or social services staff following the

submission of a student interest form. If the number of student interest forms exceeds the capacity of the school, a random selection process (lottery) will be conducted in early March to ensure that all applicants have an equal chance of gaining admission to the school. Admitted students will be notified as early as mid-March about the status of their enrollment.

(iv) The ambitiousness of the objectives for the charter school (10 points).

Project Objectives

Commitment to the core principles of rigorous academics, holistic growth and development achieved through the full-service community school model, and a meaningful and longitudinal relationship with an empowered adult achieved through multi-year looping will enable Jamaa Learning Center to achieve its educational objectives and goals.

Educational Objective/Goal 1:

- Students enrolled at Jamaa Learning Center will achieve an average of 1.1 years of academic growth in all core content areas as measured annually by a norm-referenced growth-based assessment.

Assessment Tools

- Northwest Evaluation Association (NWEA) growth-based, computer-adaptive, nationally-normed assessment

Performance Measures

<u>Performance Measure</u>	Yr 1 (10-11)	Yr 2 (11-12)	Yr 3 (12-13)
NWEA RIT score: % students achieving desired growth	50% or more	60% or more	70% or more

Educational Objective/Goal 2:

- Students enrolled for three consecutive years at Jamaa Learning Center will achieve academic performance at or above grade level in all core content areas as measured by the state standardized test.

Assessment Tools

- Missouri Assessment Program (MAP) state standardized test

Performance Measures

<u>Performance Measure</u>	Yr 1 (10-11)	Yr 2 (11-12)	Yr 3 (12-13)
MAP Math: % at “Proficient” or “Advanced”	50% or more	60% or more	70% or more
MAP Reading: % at “Proficient” or “Advanced”	50% or more	60% or more	70% or more

Educational Objective/Goal 3:

- Within the first three years of operation, Jamaa Learning Center will develop into a strong school community with a deep and rich school culture rooted in excellence, achievement, and empowerment.

Assessment Tools

- Student daily attendance rates
- Student mobility rates
- Student, family, and teacher satisfaction surveys
- Teacher retention rates

Performance Measures

<u>Performance Measure</u>	Yr 1 (10-11)	Yr 2 (11-12)	Yr 3 (12-13)
Daily Attendance Rates	90% or higher	92% or higher	95% or higher
Mobility: % students who leave school	35% or fewer	33% or fewer	30% or fewer
Satisfaction: % students, families, and teachers indicating overall satisfaction	85% or higher	90% or higher	95% or higher
Teacher Retention Rates	75% or higher	85% or higher	90% or higher

Educational Objective/Goal 4:

- All students will feel a sense of community and exhibit an increasing number of qualities of empowerment, including critical thinking, a thirst for learning, commitment to service, and high expectations, as measured by the 360-feedback evaluation.

Assessment Tools

- Locally-developed 360-feedback evaluation modeled after nationally-known full-circle evaluation systems that use self-evaluation, peer-evaluation, and superior-evaluation

Performance Measures

<u>Performance Measure</u>	Yr 1 (10-11)	Yr 2 (11-12)	Yr 3 (12-13)
360-degree survey ration: % students receiving average rating of 4 or better (scale of 1 - 5)	75% or more	85% or more	90% or more

These goals are aligned with other new and emerging charter public schools in the St. Louis area who are striving for quality. Based on the performance of the most long-standing public schools in the city of St. Louis (both district and charter) that serve the student population Jamaa will target and serve, these goals seem ambitious; however, it is strongly believed by the Jamaa team that they are attainable as a result of the academic program that will be implemented at Jamaa.

Use of CFDA 84.282B Grant Funds, Other Federal Programs

Jamaa will use CFDA 84.282B grant funding in conjunction with other Federal programs administered by the Secretary to enhance its ability to fulfill these objectives and thus ensure the successful development and implementation of Jamaa in three (3) primary ways:

- Meet the needs of educationally under-served and disadvantaged students: It is expected that at least 85% of Jamaa students will qualify for free or reduced price lunch and that Jamaa will receive Title I.A funding in accordance with this student population. In addition to these funds, the school will use 84.282B grant monies to offset significant start-up costs, primarily capital outlays for classroom furniture as well as the first three year's worth of curriculum materials. Use of 84.282B grant monies for the initial purchase of key instructional materials and equipment such as curriculum and furniture will allow the school to devote the majority of its state and local revenues to expenses that directly support Title I.A purposes. These expenses include teacher salaries for the extended time that Jamaa offers as a result of the extended school day, most of which will be dedicated to intensive literacy development programs and strategies and enrichment activities stemming from the integration of educational and social services aimed at the holistic development of the students and families.
- Make critical investments in the professional development of Jamaa staff: This use is directly aligned with Title II.A and the 84.282B grant monies will serve to supplement the Title II.A funding Jamaa will receive. Intensive training at the outset of Jamaa's development will focus on not only best practices with respect to core instruction, but also the best practices associated with the full-service community school model. To that end, all staff hired during

the first three years of operation will participate in training provided through Kagan Professional Development Series, the Children's Aid Society's National Technical Assistance Center for Community Schools (NTACCS), and/or the Harlem Children's Zone Practitioners Institute.

- Implement a strong technology program: This intended use supports the purposes of Title II.D. Though the school is not scheduled to receive Title II.D funds at this time, it is a fundamental belief at Jamaa that technology will play a crucial role in enhancing the curriculum and ensuring that all students develop a strong foundation in technological literacy needed to succeed in today's increasingly technologically-integrated world. These funds will defray a significant portion of the school's technology needs and the items purchased will benefit Jamaa students for years to come, long after the Federal grant period has expired.

Jamaa has also identified two other competitive federal grants to provide supplemental funding during the first five years of operations: CFDA 84.215J Full-Service Community Schools Program and 21st Century Community Learning Centers. It is anticipated that Jamaa will apply for these grants within the first three years of operation and utilize any funding received to expand and enhance the enrichment activities associated with the full-service community school model thus strengthening the overall educational program at Jamaa and its ability to achieve its objectives after the grant period has ended.

(v) The quality of the strategy for assessing achievement of those objectives (20 points).

Jamaa Learning Center will utilize a portfolio of assessments aimed at measuring each student's performance academically and socially. As required by Missouri statute, Jamaa will participate in the statewide system of assessment as mandated by the state Department of Elementary and Secondary Education (DESE). The Missouri state standardized test, Missouri Assessment Program (MAP), will be the cornerstone of the Jamaa academic assessment; however, it will be supplemented with a nationally norm-referenced performance-based test such as Stanford 10, a nationally norm-referenced growth-based adaptive test such as Northwest Evaluation Association (NWEA), benchmark assessments, and locally-developed assessments created by the teachers based on their specific instructional goals. The assessment of the social, character, and life skills that will be imparted within the students and families through the social services will be done through locally-developed surveys, 360-feedback evaluation methods, and a culminating project as students exit each village in grades 2, 5, and 8.

NWEA will be the primary standardized testing assessment utilized at Jamaa to determine student mastery and progression towards proficiency and grade level as a supplement to MAP. NWEA is a computer-adaptive assessment that is dynamically developed and adjusts for student response to determine where the student is academically and what questions should be asked to identify what the student is ready to learn as aligned to the state standards. Jamaa will administer the test three (3) times every school year for all grades- in the fall to establish a baseline of where each student is, in the winter to determine the progress each student is making towards that school year's academic goals and allow for adjustments in instructional content and strategy if

necessary, and in the spring to cross-reference with the student's performance on the state standardized test.

A comprehensive student information system (SIS) will be used by Jamaa to collect and maintain personal and academic data for each student as well as to analyze and report academic data that can be used to drive instruction. The data will be posted for viewing by both the staff using it to guide their instruction as well as the students and families as part of Jamaa's commitment to transparency and as a means of praising and/or encouraging high academic achievement. The data will be analyzed in both real-time and longitudinally to evaluate the effectiveness of the academic program in an effort to make immediate course-corrections as well as to assess the effectiveness of the multi-year looping component of the school's educational program. School staff will dissect and discuss the data on a regular basis as part of the data-driven decision making that will be utilized at all levels of the school's operation- within each classroom, within each grade, within each village, and within the school as a whole.

Assessment of the academic progress of all students will occur on a consistent basis to ensure the rigor and relevance of the school's curriculum and its progress toward academic goals. In order to glean a complete and continual picture of student progress, all instructional staff members will develop and utilize frequent formal and informal assessments in addition to state-required and other standardized tests, including but not limited to:

- Dipsticking, spot checks, exit tickets, quizzes, etc.;
- Grade reporting and weekly progress reports to parents;
- Student binders/folders;
- Student writing portfolios;

- Student journals;
- Daily subject area monitoring;
- Unit tests;
- Projects;
- Parent, student, staff surveys; and
- Class attendance.

The overarching goal of Jamaa’s standards, curriculum, and assessments is to ensure student success. It is critical that the standards, curriculum and assessments are aligned with those of the state. The school will use the information from all assessments to refine curriculum and classroom practices and to ensure that the school can respond to the needs of individual learners. The school’s goal is to have students meet or exceed the state’s learning standards for their grade, as reported in achievement measures consistent with standardized assessments and other assessment tools. Each year, Jamaa will use data from standardized tests to provide accountability, as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of its educational program.

(vi) The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal financial assistance (10 points).

It is highly likely that Jamaa Learning Center will meet its stated objectives because of three (3) primary reasons: its purposeful, meaningful, and systematic research-based approach to developing and operating the school, the proven track record of the primary components that

make up the school's design, and the strength of the leadership team responsible for the management and governance of the school.

Commitment to Research and Continuous Improvement

Jamaa recognizes that the most efficient and effective manner for providing a quality educational experience is not to “recreate the wheel” but to learn from the best practices of those organizations that have demonstrated success in moving students forward academically in a significant way. Therefore, Jamaa will make use of both internal research and external evaluations on a continual basis to ensure that its instructional practices and strategies are the most up-to-date and have the highest probability of resulting in significant academic gains and high overall academic achievement with the students and families served.

Research to support the development of the three primary components of the school design- academic rigor, full-service community school model, and multi-year looping- will include, but not be limited to the following:

- Reading and studying books, reports, action research studies, etc. about each component;
- Attending conferences focused on quality urban public education in general as well as each of the three primary components specifically;
- Visiting multiple schools that employ the three components paying particular attention to their academic results, school culture, and best practices.

Schools that will be visited to gain insight regarding the academic rigor associated with their educational programming include Uncommon Schools, Achievement First, and KIPP schools. Schools that will be visited to gain insight regarding the full-service community school model include Harlem Children's Zone Promise Academy Charter Schools, Children's Aid

Society Salomé Ureña de Henríquez Campus, and Edison-Friendship Public Charter School. Schools that will be visited to gain insight regarding multi-year looping include Scuola Vita Nuova, Christa McAuliffe Elementary School, and Alliance for College-Ready Public Schools.

Track Record of Results

Jamaa's instructional program will be modeled after schools that have a proven track record of high student achievement, such as Uncommon Schools, Achievement First, and KIPP. These schools have all been heralded for their ability to help students make significant academic gains in a short period of time, help students outperform their peers, and help a commendable amount of their students go to and through college. By implementing with fidelity many of the same program features employed by these schools, such as extended school days, high expectations, slow and disciplined growth model, and focus on results, Jamaa is sure to experience comparable success with its students.

The community schools concept draws on a solid base of current knowledge about child development, parent involvement, and service integration. Research data supports the success of community schools in positively impacting student academic achievement in a multitude of ways. Educational researcher Reginald Clark (1988) documented the importance of children's participation in constructive learning activities during the non-school hours through the fact that economically disadvantaged children who spend 20 - 35 hours of their free time each week in engaged learning get better grades in school than their more passive peers.² Nationally recognized full-service community schools are realizing the positive academic results that come from implementation of the community schools concept. In 2008, 97 percent of Harlem

² The Children's Aid Society *Building A Community School, Third Edition*

Children's Zone Promise Academy I's third graders scored at grade level in math. Key findings from a six-year process and outcome evaluation conducted by researchers from Fordham University on the two initial Children's Aid Society community schools- PS 5 and IS 218 in Washington Heights- included improvements in attendance and academic achievement; increases in parental involvement; reductions in suspensions; and improvements in attitudes toward school.³ Jamaa anticipates similar positive outcomes from implementation of the community schools model.

Management and Governance

Trina Dyan Clark James is the founder of Jamaa Learning Center and will serve in the capacity of Chief Executive Officer managing the day-to-day operations of the school and reporting to the Board. Ms. Clark James is expected to strategically plan for the growth of Jamaa, secure and manage all operational services required by the school, and serve as the lead person for cultivating community partnerships. She will leverage the extensive network she has developed within the St. Louis community as a whole, the regional charter public school community through her service as a Director on the Missouri Charter Public School Association Board, and the national urban public education reform community through her participation in the Broad Residency in Urban Education combined with the knowledge and experience she acquired the past three years leading the efforts to open the first KIPP school in St. Louis to provide the leadership needed to ensure the overall success of Jamaa in achieving the goals and objectives set forth earlier in this application.

³ Coalition for Community Schools *Strengthening Schools, Families and Communities, Working Draft 2000*

The Jamaa Board of Directors will advance the goals of the school by providing the governance function, which encompasses legal responsibilities, general oversight, planning, policy-making, and fiduciary obligations, and by carrying out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner, and in compliance with local and all other applicable state and federal laws and regulations. Specifically, the Board will govern the school by setting all policies and approving all budgets and significant transactions. Membership of the Jamaa Board will be developed such that the Directors recruited and selected will have the strengths and capacity to ensure the successful startup and sustainable growth of the school.

(vii) The extent to which the proposed project encourages parental involvement (10 points).

Recognizing that strong commitment from parents and community is routinely cited as a crucial ingredient for success in urban education, Jamaa Learning Center acknowledges and wholeheartedly believes that garnering the ongoing support and participation of each student's parents and/or guardians in the educational process is fundamental to the mission of Jamaa and will be essential to the success of the school.

School Design and Development

Parents, families, neighborhood residents, and older students will be engaged starting in the fall of 2009 to contribute to the design and development of the school through their participation in a parent-centered focus group, initially called the Parent Village, that will meet monthly with the Jamaa founding team and eventual founding staff. The Parent Village will primarily be comprised of 5 - 10 parents of future Jamaa students who value high quality

education and holistic development of children. Currently, there are four (4) parents that have committed to joining the Parent Village to share their insight and be a part of creating and developing Jamaa from the very beginning. This group of committed parents is expected to grow and provide continual input into the development and operation of Jamaa once the school is open and fully-operational and serve as the primary mechanism for parental involvement, in an advisory manner, within the management, governance, and development of the school.

Student Academic Success

Parents will be expected to keep abreast of their student's academic progress on a regular basis. Parents will be able to gauge their child's academic progress, and thus the success of the school's educational program, by reviewing their child's student agenda, by signing all quizzes and tests, by attending parent-teacher conferences, by attending open houses, and by reviewing student portfolios upon request with a teacher or other Jamaa staff or faculty member. Report cards will be provided on a periodic basis. In addition, Jamaa teachers will be expected to maintain parental contact through telephone calls and home visits as needed to address any concerns the parents may have.

The above procedures will enable Jamaa staff to continuously monitor parental involvement. If parents are unable or unwilling to follow the parental involvement requirements as set forth by Jamaa, the school will proactively work with students and parents to find solutions that accommodate specific needs in the interest of the child's academic success. In addition to daily monitoring, Jamaa will monitor and formally evaluate parental involvement in the school twice annually by administering parent and teacher surveys. The school staff will play an active role in seeking parent feedback during parent-teacher conferences, in addition to informal

meetings, and share this information collectively with the Head of School, CEO, and Board of Directors. Should the Head of School, CEO, and Board determine that parental involvement needs to be increased, they will work together to create strategies to encourage increased participation in all-school events and activities.

Overall Educational Program

During the school year, opportunities for continued parental and community participation in the operation of the charter school will include, but are not limited to, the following:

- Attending board meetings to address specific topics best resolved and/or developed with the input and expertise of parents;
- Serving on the Parent Village or other advisory committees that are involved in the day-to-day operations of the school;
- Volunteering in any additional capacity of which they are capable;
- Participating in the array of social services programming and events available at the school;
- Utilizing the resources provided by the community partners and social service agencies operating within the school.

Parental involvement in not only the development of their children but also in their own development into an empowered, or more empowered adult, is critical to the successful implementation of the Jamaa model. A needs assessment will be completed on a regular basis to determine what educational and social needs exist for each child and their family. A significant portion of the Parent Village's initial contribution to the design and development of Jamaa will

be based on the results of the first needs assessment of the Ville neighborhood to be completed in the fall of 2009.

In line with the Jamaa philosophy, the holistic development of the families has just as great an impact on the student's academic performance as the instructional program provided at the school; therefore, it will be important to have the parents come along with the students and staff as they develop together from the integrated educational and social services manifested in the curriculum, the experiential learning activities, and the community center environment.

(viii) 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).

Trina Dyan Clark James serves as the project director for the startup and development of Jamaa Learning Center.

Jamaa Learning Center CEO and Founder

Trina Dyan Clark James, a native of St. Louis who grew up in the Ville neighborhood, returned home in 2005 to complete the Broad Residency program and to begin fulfilling her dream of opening a charter public school in the Ville that serves as a community-based education center where children, their families, and the community can learn and grow holistically.

During the first year of the two-year Broad Residency program, she was the Special Assistant to Superintendent Creg Williams at St. Louis Public Schools (SLPS) overseeing the development and implementation of various strategic projects aimed at achieving major public

education reform within the SLPS district. As an independent project during the beginning of her second year as a Broad Resident, she initiated and led a grassroots effort to develop and submit a proposal on behalf of the city of St. Louis to KIPP in response to their first ever New Site Request For Proposal. While St. Louis was not selected as one of the two KIPP expansion sites from the 2006 selection cycle, the St. Louis proposal was identified as a strong third and Ms. Clark James was encouraged to work full time on the project to attract KIPP to the city of St. Louis. She completed the last quarter of her Broad Residency and has spent the past two and a half years working as the Executive Director of St. Louisans United To Attract KIPP (SUTAK). In this role, she successfully led the efforts to identify and secure the necessary human, financial, and capital resources required by KIPP for the successful startup and growth of a cluster of KIPP schools resulting in St Louis being selected as the sole expansion site for KIPP in 2007 and the first KIPP St. Louis middle school, KIPP Inspire Academy, opening this summer in July 2009.

Ms. Clark James functioned as the Founding Cluster Executive Director for KIPP St. Louis during its pre-implementation year (2008 - 2009), using her blend of strong organizational management, analytical thinking, and project management skills combined with her entrepreneurial spirit to lead the design and execution of a strategic plan for starting and growing KIPP St. Louis. Capitalizing on the wealth of knowledge and experience amassed at both SLPS and KIPP St. Louis, Ms. Clark James is well poised to now take the lead on establishing Jamaa as a high-quality, high-performing full-service community charter public school in the Ville.

Ms. Clark James began her career as a process and quality engineer at Solectron, an electronics manufacturing company in the San Francisco Bay Area, later moving on to Pinnacle Systems, a video editing equipment manufacturer also in the Bay Area. She spent the majority of

her engineering career at Apple Computer, Inc. in a variety of roles at the Elk Grove, CA manufacturing site culminating with two leadership roles- New Products Program Manager and Site Test Engineering Manager.

Ms. Clark James earned a Bachelor of Science degree in Mechanical Engineering at Georgia Institute of Technology, a Master of Science degree in Mechanical Engineering at Stanford University, and a Master of Business Administration at University of California, Davis.

Jamaa Learning Center Head of School

Jamaa will begin recruitment efforts for a school leader in the summer of 2009 with the intention of selecting the leader no later than December 2009. The Jamaa Learning Center school leader job posting will be circulated within the local educators network as well as be posted on numerous local and national websites including MCPSA, NACSA, Broad Foundation, MO REAP, idealist.org, opportunityknocks.org, and National Alliance for Public Charter Schools. Jamaa will be in search of a successful teacher or educational leader with the following qualities and qualifications:

- Demonstrated results achieving significant academic gains with under-served student populations
- Bachelor's Degree (required), Master's Degree (preferred)
- Minimum 5 years teaching or school leadership experience in an urban setting
- Critical thinker, strong communicator, inspirational and visionary leader, student focused, culturally competent, self-aware, organized and adaptable, constant learner
- Passion for serving children and transforming urban public education
- Belief in the values of Jamaa: Freedom, Achievement, Integrity, Truth, Humility

- Strong team-building skills and focus on relationship-building, specifically the importance of the student-teacher relationship critical to the success of multi-year looping

Jamaa Learning Center Personnel

Excellent employees are the most important resource for conducting a quality education program. Consequently, the top priority of Jamaa Learning Center will be to seek and select highly dedicated and talented teaching personnel and support staff.

Jamaa will secure personnel by advertising for open positions through the local media as well as working with public and private post-secondary teacher training institutions nationally to identify strong teaching candidates. Additional recruitment strategies to be employed by Jamaa may include partnering with local universities to have their Masters in Education students complete their student teaching at Jamaa as well as strategies gleaned from organizations working to identify the best teacher candidates for urban school settings such as the Haberman Foundation and the Star Teacher Checklist, and The New Teacher Project.

Jamaa will determine a method for screening and interviewing applicants that ensures selection of the most qualified staff in accordance with the applicants' education, experience, culture fit, and instructional knowledge. Jamaa's recruitment strategies will target highly-qualified teachers who have at least a bachelor degree and a proven track record of academic success with their students. Formal and informal interviews will be designed to ensure that each teaching candidate's values are aligned with the Jamaa educational philosophy.

The school will be an equal opportunity employer. It will be the policy of Jamaa to seek and employ the best and most qualified personnel and the school will not discriminate on the basis of race, religion, color, creed, national origin, citizenship, age, gender, gender identity,

marital status, sexual orientation or disability. The leadership of Jamaa feels strongly that, in light of the probable ethnic makeup of the student body, having African American and other minority staff is an irreplaceable asset to the school and the achievement of its educational mission. To this end, Jamaa will actively recruit highly-qualified minority staff through advertisement in the St. Louis American and other local African American publications, participation in local job fairs, visits to local colleges and universities with an emphasis on Historically Black Colleges and Universities, and outreach to the Metropolitan St. Louis Alliance of Black School Educators (MSLABSE) and the St. Louis chapter of the National School Leaders Network.

In preparation for the first school year, Jamaa seeks to hire two (2) educators to teach Kindergarten and two (2) educators to teach 3rd grade. Each year, the Head of School will add two (2) educators to teach Kindergarten and two (2) educators to teach 3rd grade until the K-2 and 3-5 villages are grown to capacity. During the second year of the school's operation, four to five (4-5) core content teachers for the 6 - 8 village will be hired to teach the first class of 6th graders- one in each of four core subject areas (ELA, math, social studies and science). Once the school grows to capacity with 300 Kindergarten through eighth grade students, the Head of School anticipates having approximately 18 primary and/or subject area teachers, a Reading Specialist to support the literacy-based curriculum approach planned for the school, and as many Special Education teachers as the student population requires. In addition, as the school grows and its needs change, the Head of School will add administrative staff as the budget allows.

Once teachers are hired, it will be critical to ensure that each member of the team has access to and participates in valuable professional development opportunities. By focusing on

continued staff development, Jamaa will continue to raise the bar for student achievement while promoting the retention of its greatest asset – human capital.

Jamaa Learning Center Professional Development

Jamaa will provide ongoing commitment to and support of the entire leadership team and staff that will enable each staff member to make the fullest contribution to the school's programs and services. All Jamaa staff will engage in training and development activities for professional growth throughout their careers in order to maintain high qualifications for their positions.

The Head of School will design activities throughout the year that are directly aligned with Jamaa's vision, mission and state learning goals. There will be professional development days embedded in the school year calendar which will highlight critical instructional topics as well as concepts of empowerment and holistic development aligned with the full-service community school model employed at Jamaa.

(ix) 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 (20 points).

Educationally Under-served Students

St. Louis has a strong history of providing quality education, especially to its most under-served and under-resourced residents; however, the quality of education available to St. Louis Public Schools students has declined steadily over the past few decades. The district has experienced the loss of its accreditation in June 2007, significant budget shortfalls, drastically declining enrollment, and excessive staff and leadership turnover within the past ten years alone. The St. Louis Public Schools (SLPS) district currently

serves approximately 28,000, 81.4% of whom are African-American and more than 70% of whom qualify for free and reduced lunch.

The Ville neighborhood is a nine-by-five block vicinity in north St. Louis that, during the 1920's, became a hub for the growing, upwardly mobile African-American community and developed a strong sense of community pride and a rich, local culture producing many famous African-Americans in American history. The Ville neighborhood possesses a rich education tradition in particular with the presence of Sumner High School, the first African-American high school west of the Mississippi, the existence of the first open air school for crippled children serving African-American children in the school site that is now known as Turner Middle School Branch, and the original location of Harris Stowe University when it was an African-American teacher's college in the early 20th century.

As with SLPS, the Ville has experienced a dramatic decline in its population in the past few decades, losing over a quarter of its population in the 1990's alone. The median household in the Ville is approximately half of St. Louis city's median income, which equates to approximately 34% of the households in the Ville earning less than \$10,000 annually. In less than half of a century, the Ville has deteriorated from a strong, thriving community rich in education, culture, and commerce to a financially distressed neighborhood riddled with abandoned homes and businesses, low-performing schools, and weak social networks.

Simmons/Marshall Mega Magnet Elementary School was the sole public school in the Ville neighborhood as of the most recent completed school year, 2008 - 2009. Simmons/

Marshall has struggled to show academic gains and/or demonstrate high academic performance in recent years. During the 2007 - 2008 school year, only 15.4% of students at Simmons/Marshall were reported as scoring at a level of Proficient or Advanced in Communication Arts on the Missouri Assessment Program (MAP) test and only 5.1% of students were reported as scoring at a level of Proficient or Advanced in Math.

The most pressing issue with respect to the availability of elementary level public education within the Ville is not the poor performance of the school in the neighborhood, but the fact that Simmons/Marshall closed in June 2009. This leaves no public elementary school in the Ville neighborhood to serve the existing population of students or the projected growth in PreK - 4 grade students in the next five years (source: ESRI, 2007).

Educational Program Strategies

Jamaa's educational program and curriculum is designed to aid high-risk and educationally disadvantaged students. With the Ville as a targeted geographical preference for student recruitment and enrollment, it is likely that a vast majority of Jamaa students will be ethnic minorities, specifically African-American, that reside in low-income households. As a full-service community school providing both educational and social services in an integrated fashion, Jamaa will serve to address both the academic and social issues that exist in the Ville neighborhood and have been known to impede academic achievement and holistic growth and development.

Jamaa will complete a needs assessment periodically to determine the current needs of the students and families it serves and tailor the specific educational and social services it provides to meet those needs while maintaining an overall commitment to educate and

empower its students and families such that they live up to their potential academically, culturally, financially, physically, and spiritually.

The strengthened relationship between the student and teacher that results from the three-year looping employed at Jamaa will have a significant and positive impact on the students' capacity and desire to learn. Within the three year period, teachers will benefit from the additional time gained from not having to learn their students at the beginning of every academic year. Teachers will be able to focus that additional time on individualized, targeted, and intensive instruction and assistance for their students, especially in the second and third year of the cycle when they can begin the school year at full-speed following where they left off the previous school year. Research, most notably identified with The Tripod Project based at Harvard University's John F. Kennedy School of Government and Cambridge Education, has shown that a strong relationship between the teacher and student is the critical third leg of the tripod of content, pedagogy and relationships needed to raise achievement for all students. The strong relationship that results from Jamaa's key program feature of multi-year looping will be especially beneficial to educationally disadvantaged students that traditionally have more to overcome in achieving academic success.

As part of its strategy to assist educationally disadvantaged students experience academic achievement, Jamaa will model itself after successful charter public schools that have a proven track record of moving students from well behind grade level to well ahead of their peers in a short amount of time. By adopting the following program features of these schools, Jamaa will ensure that the under-served and under-performing students it serves achieve significant academic gains and overall academic success:

1. Longer school day, lasting from 8:00 a.m. to 5:00 p.m., allows for students to be in school more than 50% longer than in a traditional school schedule and achieve more than one year's worth of learning and academic growth in each school year
2. Instruction differentiated to each student's specific needs based on periodic standardized assessments serves as a basis for the development of additional remediation and enrichment for students
3. Annual end-of-year field trips out-of-state and out of the country, available to all students in grades 5 - 8, reinforce the school's curriculum and serve as yearlong incentives for students to perform at high levels

One of the key tenets of Jamaa Learning Center is that “*all students will reach their unique level of giftedness.*” This includes students in at-risk situations, students with disabilities, English Language Learners, homeless students, and gifted/talented students. Jamaa's entire approach to education is one that addresses meeting the needs of students at-risk of academic failure. Jamaa's philosophy of meeting each child individually and uniquely where they are and taking them all to the same high heights of academic achievement through hard work and a longer school day is specifically tailored to students who are struggling academically or behaviorally when they arrive at the school.

Special Needs Education

Jamaa will ensure, per all applicable state and federal laws and regulations, that the needs of special education students will be met. Jamaa pledges to work in cooperation with all local education agencies (LEA's) and special education local plan areas (SELPA's) to ensure that all students with disabilities attending the school will be afforded a free, appropriate and public

education. Jamaa will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Per federal law, all students with disabilities will be fully integrated into the programs of Jamaa, with the necessary materials, mandated services, personnel and equipment to support their learning.

To the maximum extent appropriate within each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), Jamaa aims to educate students with exceptional needs in the least restrictive environment, with their non-disabled peers. Jamaa will ensure that all necessary special education services are provided per the IEP and in harmony with the regular education program.

Jamaa will implement the Response to Intervention (RTI) model as one of the strategies for serving educationally disadvantaged students, specifically those identified with specific learning disabilities and/or those who are receiving special education services. RTI is the most recognized and highly-regarded curriculum-based, observational process for assessing and assisting children who are not making adequate progress.

Jamaa will employ a full-time special education teacher who possesses Missouri special education teaching certification as well as contract with a high-quality Special Education service provider for specialized services as needed. The school will employ the best practices and hire the best staff to ensure optimal individual case management of all special education students and provision of the services required by their IEP.

Project Narrative

Competitive Preference Priority

Project Narrative

Other Attachments

Attachment 1:

Title: **Jamaa Learning Center Appendix 2009** Pages: **0** Uploaded File: **Jamaa 84282B Appendix 2009.pdf**

**Jamaa Learning Center
Charter Schools Program
CFDA 84.282B
Grant Application
Appendix**

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Lottery, Recruitment, and Admissions Policy

Letters of Endorsement

Jamaa Parent Interest Signup Sheet

TRINA DYAN CLARK JAMES

(b)(6)

EDUCATION

UNIVERSITY OF CALIFORNIA, DAVIS Graduate School Management June 2005
Master of Business Administration
Focus: Not-for-Profit Management, Strategic Management, Marketing

STANFORD UNIVERSITY June 1994
Master of Science – Mechanical Engineering

GEORGIA INSTITUTE OF TECHNOLOGY September 1993
Bachelor of Science – Mechanical Engineering
Highest Honors (Ranked 1st in Mechanical Engineering Class of 09/93)

WORK EXPERIENCE

ST. LOUISANS UNITED TO ATTRACT KIPP (SUTAK) – St. Louis, MO 2007 – Present
Executive Director

- Identifying and securing the necessary human, financial, and capital resources to open a cluster of KIPP charter public schools in the city of St. Louis
- Contributing to the coaching and leadership development of the KIPP St. Louis school leader
- Coordinating the selection of the school site, the securing of facilities financing, and the project management of the site renovations project
- Developing the KIPP St. Louis charter for submission to the university charter authorizer and state Board of Education
- Wrote United States Department of Education grant resulting in KIPP St. Louis being awarded more than \$600K in charter public schools startup funding over three years
- Developed and received Board approval for the five-year planning budget for the KIPP St. Louis 5th - 8th grade middle school
- Assembled a diverse community coalition of business and civic leaders to submit a proposal that resulted in St. Louis being selected as the 2009 KIPP (Knowledge Is Power Program) expansion site
- Prepared legal documents required for incorporating and sustaining SUTAK as a nonprofit organization with tax-exempt status

SAINT LOUIS PUBLIC SCHOOLS – St. Louis, MO 2005 – 2007
Special Assistant to the Superintendent (Broad Resident)

- Facilitated the development and implementation of a six-year strategic plan for the district to effectively achieve the goals and objectives set forth in its newly adopted Education Covenant
- Coordinated the opening of specialty-focused small high schools with corporate and university partners
- Developed template for a scorecard that assesses various academic and operational metrics intended to drive transparency of data and improvement in academic performance at the school and district level
- Participant of The Broad Residency in Urban Education, an intensive and highly selective national management development program that trains emerging leaders for senior management positions in public education

SOCIETY OF ST. VINCENT DE PAUL – Oakland, CA Winter 2005
Consultant

- Conducted a strategic financial analysis to identify new earned revenue opportunities for the Society of St. Vincent de Paul- Alameda County

ST. HOPE ACADEMY – Oak Park, CA Summer 2004
Neighborhood Corps Intern

- Evaluated St. HOPE Public Schools Board of Directors and provided recommendations for enhancing board governance
- Assisted administration and faculty in launching the St. HOPE PS7 elementary school

CALIFORNIA COMMUNITY FORESTS FOUNDATION – Sacramento, CA

Consultant

Spring 2004

- Prepared a strategic plan for making the California Community Forests Foundation more efficiently and financially sustainable through the improvement of marketing communications

UC DAVIS AHMCT RESEARCH CENTER – Davis, CA

Business Analyst

2003 – 2004

- Generated a strategic plan for establishing a consortium of private industry partners for the AHMCT Research Center

APPLE COMPUTER, INC. – Elk Grove, CA

Test Engineering Manager

2002 – 2003

- Led team of engineers responsible for developing and implementing the test software, equipment, and processes required to validate the hardware functionality of Apple Computer products
- Instituted structure and process improvements within the management of test engineering projects resulting in less down time and improved yields for Apple Computer products
- Championed the development and implementation of technologies that resulted in increased efficiency and 60% workload reduction for Apple Computer test engineers

New Products Program Manager

2000 – 2002

- Led worldwide cross-functional team to launch revolutionary new Apple Computer products in a timely, cost-effective, and quality manner
- Executed prototype and validation builds for new products during various stages of the development process of Apple Computer desktop computers

Supplier Quality Engineer

1997 – 2000

- Qualified new mass storage devices within short cycle time to meet immediate production requirements
- Performed failure analysis to resolve major quality issues discovered with mass storage devices and main logic boards
- Developed and enhanced processes to verify, analyze, and rework failed main logic boards in mass volume on site

PINNACLE SYSTEMS – Mountain View, CA

Manufacturing/Quality Engineer

1996 – 1997

- Optimized the manufacturability of printed circuit board assemblies by performing Design for Manufacturability (DFM) reviews on prototype designs and coordinating component selection
- Analyzed functional test and field failures to determine the root cause and devise corrective action with respect to board design and assembly processes

SOLETRON CORPORATION – Milpitas, CA

Surface Mount Technology (SMT) Process Engineer

1994 – 1995

- Developed and facilitated the manufacturing process of printed circuit board assemblies
- Researched, developed and implemented manufacturing processes incorporating new technologies

AWARDS/HONORS

Soletron Presidential Special Recognition Award
ANAK- Georgia Tech Highest Honor Society
Tau Beta Pi National Engineering Society
Phi Kappa Phi Honor Society

ORGANIZATIONS

Founder and President, Excellence and Equity in Education
Board Member, Missouri Charter Public School Association
Board Member, Just Us Tennis Foundation, Inc.
Committee Chair, St. Louis Metropolitan Alumnae Chapter- Delta Sigma Theta Sorority, Inc.
Mentor, St. Louis Metropolitan Alumnae Chapter Rites of Passage & Jabberwock
Mentor, Mentor St. Louis

REBECCA L. BENNETT
Consultant • Trainer • Facilitator • Coach

RECENT PROFESSIONAL EXPERIENCE

Rebecca Bennett is Senior Consultant for Public Policy, Planning & Organizational Development at Vector Communications Corporation where she has spent the last ten years bringing citizens and stakeholders together to discuss and resolve public policy issues. She has worked with government, non-profit and philanthropic organizations to improve the quality of life through advancements in community and economic development, human service provision, health care delivery, urban education reform, environmental remediation and transportation planning. Her technical expertise is in the areas of community outreach and planning, large and small group facilitation, strategic planning and systems thinking, collaborative development, communications, and public meeting design.

At Vector, Rebecca devises and manages numerous agenda-setting and decision-making processes designed to heighten community awareness, ensure meaningful community participation, and generate informed consent. She is also responsible for developing training and intelligence products around the company's core competencies, including workshop offerings in the areas of strategic planning, public engagement and communications.

In addition to her work at Vector, Rebecca is founder and principal of Emerging Wisdom LLC, an organization committed to inspiring greatness, facilitating growth and advancing human potential. At Emerging Wisdom, Rebecca supports individuals, groups, organizations and communities in building the capacities they need to initiate and sustain positive change. She uses innovative facilitation, communication, training and coaching techniques to help her clients connect to their purpose and respond successfully to changing internal realities and external demands. Whether conducting customized trainings, collaborative visioning sessions or facilitated planning processes, Rebecca supports her clients in aligning their values and beliefs with their decision-making and behavior. Clients become more highly functioning, empowered actors, able to apply their knowledge, resources and power in optimal ways. Among Emerging Wisdom's largest clients are PricewaterhouseCoopers, Federal Reserve Bank of St. Louis and St. Louis Community Credit Union.

In addition to her professional activities, Rebecca serves as a mentor to local college, high school and elementary school students. She has mentored through both Mentor St. Louis and Boys Hope Girls Hope of St. Louis. Rebecca also serves on the board of directors of several regional non-profit organizations. She is currently board chair for the Professional Organization of Women and is a board member of Boys Hope Girls Hope and Youth In Need.

Rebecca is happily married to Mr. Salim Kenyatta.

PROFESSIONAL AFFILIATIONS

- International Association of Facilitators
- International Association of Public Participation

EDUCATION

- University of Michigan School of Public Policy, Master of Public Policy Degree
- Swarthmore College, Bachelor of Arts Degree in Political Science, Honors

HOWARD D. DENSON

(b)(6)

(b)(6)

(b)(6)

Office: 314-531-7300 (b)(6)

EDUCATIONAL EXPERIENCE

HARVARD BUSINESS SCHOOL Boston, Massachusetts
Master of Business Administration with honors

HAMPTON INSTITUTE Hampton, Virginia
Bachelor of Science with honors

PROFESSIONAL EXPERIENCE

ST. LOUIS BLACK PAGES, INC. (1984 – present)
Publisher & CEO - The annual magazine, business directory, and empowerment guide of the Metropolitan St. Louis African American Community.

EDISON BROTHERS STORES, INC. (1974 – 1983)
Assistant Vice President & Divisional Merchandise Manager, Head of Administration - Size 579 Shops; Handyman, Inc. Liaison; Associate, EBS, Inc. Corporate Staff.

CIVIC INVOLVEMENT

BLACK LEADERSHIP ROUNDTABLE – Former Vice-Chair & Chair of Education Committee & Treasurer

PROJECT COPE - Team Member (Prisoner Re-Entry Agency)

RESPOND, INC. - Co-Founder, Past President & Board of Trustees (Adoption Agency)

UNITED WAY OF GREATER ST. LOUIS – Past Volunteer & Member, Board of Directors

COMMUNITY SERVICE AWARDS

ACHIEVEMENT AWARD FOR CONTRIBUTIONS TO BUSINESS DEVELOPMENT
Presented by Better Family Life, Inc.

ANNIE M. POPE TURNBO MALONE AWARD
Presented by Annie Malone Children's Home and Family Services Center

BERTHA BLACK RHODA DISTINGUISHED SERVICE AWARD
Presented by B.B. Rhoda Section, National Council of Negro Women, Inc.

NACAC ADOPTION ACTIVIST AWARD
Presented by North American Council on Adoptable Children

OUTSTANDING CORPORATE CONTRIBUTION AWARD
Presented by Black Adoption Committee for Kids

SALUTE TO EXCELLENCE STELLAR PERFORMER AWARD
Presented by St. Louis American Foundation

ST. LOUIS CHILDREN'S CHAMPIONS OUTSTANDING LEADER AWARD
Presented by St. Louis Children's Agenda Collaborative

Reginald Farrar
Manager of Human Resources
Express Scripts, Inc.

Reggie is a native of St. Louis who received his B.A. in Industrial Relations from the University of Missouri-Columbia and his M.A. in Human Resource Development and Management from Webster University. And just recently, he received his certification as a Senior Professional in Human Resources (SPHR) from the Society of Human Resource Management.

Reggie joined Express Scripts last October. Prior to joining Express Scripts, he served as the Manager of Human Resources & Safety for BJC Behavioral Health for three years. In addition to Express Scripts and BJC, his more than 22 year career includes time spent with US Bank, AG Edwards, and Edison Brothers Stores.

Reggie is actively involved in his professional development and his community. He serves as President of the Greater St. Louis Chapter of the National Association of African-Americans in Human Resources and the Interim President of the Minority Professional Associations Collaborative. He is also a member of the Society of Human Resource Management and the Urban League of Greater St. Louis Employment Committee. He is on the Board of Directors of Life Skills (an organization dedicated to connecting people with disabilities to the community). He is a graduate of the inaugural class of the St. Louis Business Diversity Initiative's Fellows Program (a leadership development program for professionals of color), a past mentor in the St. Louis Business Diversity Initiative's Mentoring Program and a former member of the Beaumont High School Academy of Finance Advisory Board. He has also been involved in his community by volunteering his time to the Mathews-Dickey (where he was recently named a 2008 Outstanding Alumni) and the Herbert Hoover Boys & Girls Clubs. Finally, he is a member of Kappa Alpha Psi Fraternity, Inc.

Reggie believes Human Resources is a critical component to every organization and should be a strategic partner in helping an organization meet its goals and objectives. In addition, Human Resources should be a driving force behind moving the organization and its most important resource, PEOPLE, to the next level.

REGINALD K. FARRAR

PROFILE:

A mid-level Human Resources professional who functions as a self motivated change agent with a proven track record of exceeding expectations. Excellent multitasking and organizational skills with the ability to thrive in a fast-paced, deadline-driven environment. Exceptional analytical and decision-making skills. Strong collaboration and able to partner across functional lines. Demonstrated leadership and influencing skills. Results focused individual seeking a mid to senior level management opportunity that would enable me to assist an organization in accomplishing its short term and long term goals and objectives.

PROFESSIONAL EXPERIENCE:

Express Scripts, Inc.

Manager of Human Resources

2008-present

Provide day-to-day HR Business Partner support to the Client Services department (over 700 employees). In addition, HR Project Manager customizing corporate HR initiatives to fit the needs of my business partners in the areas of performance management, organizational development, employee engagement, and organizational effectiveness.

- Developed Performance Management Life Cycle Project to bring about more consistency in performance management and reward systems within the Client Services group.
- Participate on Next Rx HR Integration Team to ensure full scope of people issues are aligned and meet targeted timelines for integration. Also support Clinical and Medicare Service Team as part of that integration.
- Provide consultation and guidance to business unit leaders and employees regarding performance management and career development to ensure the Express Way Values continue to lead the behaviors and actions of leaders and individual contributors.

BJC Behavioral Health

Manager of Human Resources and Safety

2005-2008

Developed and executed Human Resources strategies and activities which support strategic business plan initiatives and managed overall department functions to include: Organizational Development, Employee Relations, Training and Staff Development, Recruitment and Retention, Compensation and Benefits, Human Resource Administration, and Safety for over 400 employees in multiple locations.

- Implemented Clinical Incentive Bonus Program to reward clinical staff who exceed client engagement requirement.
- Managed Human Resource and Environment of Care Plan to successfully meet the Joint Commission on Accreditation of Healthcare Organizations standards for accreditation.
- Implemented the RITE Team Program (a self-awareness and organizational awareness training program related to organizational culture for new hires.)
- Implemented Cultural Competency Awareness Training Program (a diversity awareness and self-awareness program for all employees).
- Implemented People Management Competencies and 360 assessment program for all people managers within agency.
- Improved retention from 74% to 87%, reduced turnover from 21.1% to 16.5%, reduced days to fill from 48 to 33, and reduced vacancy rate from 6% to 2.7% in first two years.

US BANK, INC.

Sr. Human Resource Generalist/Assistant Vice President

2002-2005

Provided coaching and HR leadership in all areas, including recruitment and retention, labor law, employee relations, conflict resolution, training and implementation of Human Resources policies, as well as, career and succession planning for over 800 employees in multiple locations (i.e. - Missouri, Minnesota, Oregon and California).

- Implemented Performance and Conduct Counseling Guidelines and Procedures for 500 employees in the Equipment Finance Division, a recently acquired division of the bank.
- Sourced candidates for and filled 145 (equipment finance, commercial lending, community development, and trust) entry, mid, and management level openings in 2003 while developing a diverse pool of candidates for each opening and decreasing time to fill by 10%
- Lead HR Generalist in the development and implementation of the "Working Together" diversity awareness training program which was administered to the entire employee base (over 55,000 employees).

A.G. EDWARDS & SONS, INC.

Information Technology Placement/Staffing Specialist

1996-2002

Jamaa Learning Center Appendix

Provided recruitment and placement support for over 1000 employees, as well as, employee relations support focusing on policy implementation and resolution of disciplinary issues.

- Chaired the HR Department Recognition Committee, resulting in increased retention and increased employee satisfaction scores.
- In a tight labor market, was able to maintain a vacancy rate of less than 10% in the Information Technology area.
- Developed and implemented an internal sourcing program to help fill over 50 IT positions within the mainframe applications groups.

GRACE HILL NEIGHBORHOOD SERVICES

1995-1996

Manager of Human Resources

Managed all Human Resources functions for approximately 400 employees, including benefits, personnel records, training, grievance process, unemployment compensation, worker's compensation, EEO, personnel policy interpretation and implementation, and maintenance of the HRIS.

- Negotiated a 9% reduction in the health insurance rates resulting in approximately \$35,000 in savings to the agency.
- Developed and facilitated training programs for management and staff relating to Discrimination, Sexual Harassment, and Supervisory Skills, which resulted in a better informed and more productive staff and agency.

EDISON BROTHERS STORES, INC.

Manager of Human Resources

1986-1995

Managed and supported a team of 24 professionals for the processing of all personnel records for approximately 25,000 employees in 2,800 locations.

- Developed and presented proposals to both the President and Chairman of the Board to gain approval for over \$500,000 of process improvement projects, resulting in improved efficiency and effectiveness in three departments (Personnel Records, Payroll, and Microfilm).
- Reduced number of invalid unemployment claims from nearly 1,500 annually to less than 800 by improving information gathering process, resulting in over \$2,000,000 in savings annually.
- Supervised a staff of two responsible for managing a database of approximately 25,000 employees including data entry, auditing and reporting. Also analyzed automated and manual processes and provided recommendations for systems improvements.
- Administered the nonexempt corporate compensation program including performance appraisal, merit and promotional increase processing for approximately 900 employees.
- Prepared annual Affirmative Action, EEO, and turnover reports for approximately 35,000 employees to ensure the company was consistently meeting stated company goals.

LEADERSHIP TRAINING

- St. Louis Business Diversity Initiative, Initiative Fellows Program

PROFESSIONAL ASSOCIATIONS/AFFILIATIONS:

- National Association of African Americans in Human Resources, Chapter President 4/2008 -
- Society of Human Resource Management
- Minority Professional Associations Collaborative, President 2009 -
- Urban League of Greater St. Louis Employment Committee
- United Way of Greater St. Louis Charmaine Chapman Society
- United Way of Greater St. Louis Early Childhood Care and Education Allocation Panel
- Life Skills Board of Directors

HONORS & AWARDS

- Mathews-Dickey Boys' & Girls' Club 2007 Outstanding Alumni Award

EDUCATION:

Master of Arts in Human Resource Development and Management

Webster University, St. Louis, MO

Bachelor of Science in Public Administration

University of Missouri - Columbia, Columbia, MO

Emphasis: Employee/Industrial Relations

11810 Silhouette Pl, Florissant, MO 63033

Phone: (314) 438-0415 • Cell: (314)853-5006 • Email: reggiefarrar@sbcglobal.net

Jamaa Learning Center Appendix

Dionne Ferguson

P.O. Box 23016, St. Louis, MO 63156
Tel 314-229-9079 Fax 314-584-2193
dionne.ferguson@goodjourney.org
www.goodjourney.org

QUALIFICATIONS

Recognized as a highly skilled problem solver, exercising good and transparent decision making and displaying consistent leadership.

- More than 15 years experience in project management, staff supervision, budget management, and training facilitation;
- Knowledge and skills in curriculum design, grant writing, training facilitation and effective communication affecting positive change with colleagues, clients and communities;
- Presentation skills that draw out participation and create shared meaning among participants;
- Ability to build agreement with groups and model the necessary balance between results, process and relationship;
- Utilization of coaching skills by giving and receiving feedback in an open and honest manner that builds trust and promotes learning and results;
- Able to recognize strategic moments and respond in a way that maintains a safe environment and meets the objectives of the client.

EDUCATIONAL PREPARATION

Spelman College, Atlanta, GA Bachelor's of Science Degree, Mathematics	May 1992
Georgia Institute of Technology, Atlanta, GA Bachelor's of Civil Engineering Degree	Sep 1992
Lindenwood University, St. Charles, MO Graduate Education Program	Current

CONSULTANT EXPERIENCE

Team Coaching:

- Facilitated a team of seven through a collaborative process for change to improve team productivity
- Facilitated monthly Peer Coaching calls improving participants skills and implementation of collaborative change in their work
- Facilitated a vision and needs assessment consortium with key stakeholders to improve methods for collecting and reporting educational data

Presentations:

- Engaged St. Louis city Alderpersons around submitted grant proposals budget and programmatic outcomes
- Engaged more than 50 sixth grade students and their teachers at Community School with a presentation on Southern Africa
- Facilitated an educational and interactive presentation on Zimbabwe to students at Ritenour High School's International Day
- Facilitated water treatment plant educational classes with local high schools

Program Development, Coordination and Delivery:

- Develop curriculum and facilitate cultural based training focused on sisterhood, service and scholarship for middle and elementary school age girls
- Facilitate a cultural based youth leadership development program for children ages 6 to 17 using art and storytelling as the vehicle for learning
- Coordinate and prepare youth performers and participate in annual Kwanzaa Celebration at Saint Louis Art Museum with more than 600 youth and adults attending
- Planned and coordinated three cultural based tours to Tennessee, Ohio and Kentucky, and South Carolina and Georgia for 35 to 45 youth and adult participants
- Developed, implemented and facilitated a hazard communication curriculum increasing water treatment plant safety
- Coordinated auxiliary conference activities for the National Alliance of African and African American Art Support Group Conference hosted by the Saint Louis Art Museum

Facilitation of Training and Workshops:

- Facilitated Pathway to Change workshop for more than 30 College Summit staff members
- Facilitated college access and leadership development sessions with more than 1500 students of St. Louis Public Schools, Wellston Public Schools and the Normandy School District
- Trained more than 100 St. Louis Public Schools', Wellston Public Schools' and Normandy School District's educators to implement college access program
- Created and facilitated training for mentors working with high school girls in a rites of passage and scholarship program
- Facilitated MathCounts workshops for St. Louis middle school students preparing for statewide math contests

PROFESSIONAL BACKGROUND

GOOD JOURNEY DEVELOPMENT FOUNDATION, Executive Director

Current

- Developed and implemented organization's strategic plan creating youth community leaders
- Recruited active and mission driven board members and planned effective and engaging meetings
- Developed and implemented youth and community focused program curriculum with measurable outcomes
- Developed and implemented funds development plan including federal, state, local grants and an individual donor campaign
- Tracked program outcomes and prepared and submitted programmatic and financial reports to funders, the state and federal government

COLLEGE SUMMIT, INC., School Partnership Manager

2006 – Current

- Successfully recruited more than 400 St. Louis students to attend a 4-day summer workshop on college campuses focused on self-advocacy and college access
- Increased parent and family involvement and participation in summer workshops through authentic and consistent engagement leading to more than 60 family members attending one workshop for 40 students
- Managed relationships with more than 60 educators and 11 schools leading to improved program implementation and higher college enrollment results
- Doubled the number of approved St. Louis' educator led presentations at the national College Summit Institute through consistent and respectful communication and technical support
- Created and implemented budget preparation sheets that greatly simplified the strategic and operation planning process for the St. Louis team

EDUCATION STATION, Program Manager

2004 – 2006

- Supervised more than 25 staff providing reading coaching to more than 200 students at four schools, leading to increased reading scores
- Built and maintained relationships with parents, students, classroom teachers and administration that led to the attendance of more than 300 stakeholders at planned community and educational events
- Managed an effective and efficient recruitment strategy, including key educators, parents and community stakeholders resulting in more than 1000 parents and students at 9 schools requesting services

AMERICAN FRIENDS SERVICE COMMITTEE, Associate Regional Director

2002 – 2004

- Planned staff training and retreat events that resulted in regional programmatic collaboration, shared team building experiences and staff support throughout the region
- Facilitated youth orientations for an Africa exchange program and supervised the regional Africa Initiative program creating American constituents and allies for Africans and African issues; and supervised a multi-organizational led Joint Service Project providing a cultural exchange work experience for American youth with indigenous people in the U.S. and Mexico
- Managed financial processes in the region and trained team leaders to create office budgets, leading to program and budget cohesiveness and ownership by team leaders
- Coordinated regional work in board meetings, collaborated with board members to create and approve budgets, addressed human resources and affirmative action issues, reviewed and wrote policies, and created and implemented a program review and evaluation process
- Worked with staff to prepare grant proposals, provided grant review and research assistance and ensured high quality reporting to organizations providing funds

GREATER EAST ST. LOUIS CHAMBER OF COMMERCE, Assistant Director

2002

- Planned and coordinated a two-day Economic Recovery Model Conference attended by more than 60 politicians, business owners, educators, community members and students from 7 cities
- Created a project newsletter, interviewed community leaders and developed, edited, and wrote community, education and business focused articles
- Coordinated and lead a resource development team responsible for grant research and writing
- Assisted in the management of the project budget, payroll and the final project research document submitted to the state

Jamaa Learning Center Appendix

UNITED STATES PEACE CORPS

Associate Peace Corps Director - Zimbabwe and South Africa

1997 – 2001

- Served as diversity committee advisor and guided volunteers in the planning and implementation of diversity conferences attended by volunteers from 7 southern African countries
- Planned special events and served as conference coordinator, including a 4-day conference for all Africa Country Directors in Zimbabwe 100 miles west of the capitol city
- Executed budget authority of approximately 3.0 million dollars and maintained financial records
- Created personnel policies and position descriptions and directed interviewing, hiring and training of employees ensuring the existence of a competent and committed staff
- Managed staff of 15, provided guidance and on-going feedback of performance, and initiated a cross training program that led to staff skill building and promotions
- Initiated a wage review for local staff through service on committees addressing U.S. mission administrative and personnel policies resulting in a cost of living and wage adjustments

Peace Corps Fellow – Washington, DC

1996 – 1997

- Planned and conducted recruitment activities that led to new volunteers and partner countries receiving volunteers with skills in requested areas
- Coordinated and facilitated orientation sessions to prepare more than 50 volunteers for service overseas
- Participated on the Congo Task Force at the Department of State during the Congo-Brazzaville crisis, communicating information between Peace Corps Staff in Brazzaville and Washington, DC to locate a missing volunteer
- Prepared and reviewed overseas offices budgets, assuring alignment between programs and funding

Horizontal Well Drilling Advisor – Lesotho, Southern Africa

1994 – 1996

- Trained Basotho counterparts and volunteers in water engineering, project management techniques and computer usage ensuring program sustainability
- Managed 6 drilling projects throughout rural communities by organizing community participation and coordinating local government support
- Managed and increased funds in the horizontal well drilling revolving account

CITY OF ST. LOUIS WATER DIVISION, Civil Engineer

1992 - 1994

- Maintained organization compliance with federal regulations by keeping management and staff abreast of environmental issues and policies affecting plant operation
- Increased plant safety by creating standard operating procedures for the intake and output of water treatment chemicals
- Simplified water evaluation by developing and implementing a database program to analyze data from collected water samples
- Prepared and submitted compliance documents to state environmental governing and employee protection agencies

BOARDS AND COMMITTEES

Good Journey Development Foundation, Founder	Jul 2004 – Current
Equity and Excellence in Education, Board Member	Dec 2006 – Current
Education Development, Committee Member	Sep 2006 – Current
Arts & Letters, Committee Chair and Member	Sep 2004 – Current
Delta Sigma Theta Sorority, Inc., St. Louis Metropolitan	
Joint Service Project Committee, Member	Nov 2002 – Jul 2004
American Friends Service Committee	
South Africa Old Mutual Pension Fund, Board Member	Jan 2000 – Oct 2001
U.S. Embassy South Africa	

INTERNATIONAL EXPOSURE

Africa: Lesotho, Zimbabwe, Zambia, South Africa, Swaziland, Namibia, Mozambique, Madagascar, Tanzania, Kenya, Ghana

Asia: Singapore, Thailand

Other: Puerto Rico, Aruba

Objective

To assist in the revitalization of urban and/or underdeveloped communities throughout the United States. This assistance will be inclusive of physical, human and economic development initiatives designed to move communities and families to socio-economic viability and sustainability.

Education

B.S., Urban Education (Harris-Stowe State College)
Minors: Public Administration and Urban Studies
Conferred: 1994

Professional Experience

2005-Current

President, SFM Consulting, LLC

Provide development expertise to non and for-profit developers and/or other development professionals on residential, retail and other economic development projects. Assist non-profit professionals and agencies in capacity building efforts including; fundraising, marketing and community engagement.

2004-Current

Executive Director/MAP Coordinator, Community Renewal and Development, Inc.

Responsibilities include: The physical, economic and social revitalization of the Jeff-Vander-Lou, Carr Square, Hyde Park, St. Louis Place and Old North St. Louis neighborhoods in the City of St. Louis.

2002-2004

Executive Director, Vashon/JVL Initiative

Responsibilities included: The creation of mixed income housing in the Jeff-Vander-Lou, Covenant-Blu, Hyde Park, Old North St. Louis and Vandeventer neighborhoods. Operating home repair programs utilizing local, state and federal funding. Facilitated employment development training for low to moderate income and undereducated residents.

1998-2002

Executive Director, Grand Rock CEDC

Responsibilities included: The creation of physical and economic development initiatives geared towards the revitalization of the Covenant-Blu and Grand Center neighborhoods in the City of St. Louis.

1996-1998

Neighborhood Services Coordinator, Harris-Stowe State College

Responsibilities included: Providing technical assistance to non-profit and/or community organizations located in the college's service area. Assisting in the planning and development of the college's physical expansion. Lobbying elected officials and corporations on behalf of the colleges academic and athletic programs.

Relevant Board Experience

Board Member, St. Louis Housing Authority Board of Commissioners 1998-Present
Chairman, St. Louis Housing Authority Board of Commissioners 2001-2006, 2009-Present
Vice-President Employment Connection, Inc., Board of Directors 2006-2008
Member, Grand Center, Inc. Board of Directors 2001-2004
President, North Newstead Association 1998-2002
President, Monsanto Family YMCA, Board of Advisors-2007-2008
Member, Big Brothers Big Sisters of Eastern Missouri, Board of Directors 2006-Present
Past President, Friends of Julia Davis Branch Library 1998-2002
President, CREATE, Inc. 2007-Present

Awards Received

Distinguished Alumnus Award-Harris Stowe State University
Distinguished Community Service Award- Harris Stowe State University
Community Service Award- Zeta Phi Beta Sorority, Inc.
Community Service Award- Alpha Phi Alpha Sorority, Inc.
Distinguished Citizen's Award- St. Louis Argus Newspaper
Yes I Can Award- Sentinel Newspaper
Humanitarian Award- Human Development Corporation
Community Leadership Award- Martin Luther King Celebration Commission
Outstanding Leadership Award- Friends of Julia Davis Branch Library
Outstanding Service Award- Employment Connection, Inc.
Outstanding Regional Collaboration Award- East-West Gateway Council
Outstanding Community Leadership Award- Human Development Corporation
Outstanding Community Service Award- Better Family Life
Local Leader Award-Alpha Phi Alpha Fraternity, Inc.

Professional Affiliations

Member-Kappa Alpha Psi Fraternity, Inc.
Member- National Association of Redevelopment Officials

(b)(6)

url: web.mac.com/mywriteword

DEBRA D. MORROWLOVING (BA, English and Classical Languages) is a writer, editor, and arts educator. She was a 1999-2000 Fellow of the Community Artist Training Institute (conducted through Webster University and the St. Louis Regional Arts Commission). Ms. Morrowloving implemented creative writing programs and projects with the Community Health-in-Partnership Services Outreach Program (Club CHIPS, 2001-2004), The Saint Louis Art Museum's 2001 Rite of Passage Program, and after-school programs throughout St. Louis. She also wrote the visual arts/creative writing program "Creating Bridges to Peace" for The Saint Louis Art Museum and implemented the program at three of the institution's outreach sites. She has been a coordinator of the visual art and creative writing program for children of ex-offenders at three summer retreats for Mothers and Children Together. Ms. Morrowloving presented workshops on mentoring children of incarcerated parents at the 2004 and 2005 Missouri Mentoring Program's annual observance of National Mentoring Month.

In 1989 Ms. Morrowloving organized Sisters~Nineties Literary Group. She published *Sisters~Nineties* (a grass-roots literary journal) three times annually (1990-2007). She also founded a literary group for children (Yari Yari) and conducts a children's summer literary camp during July.

RELATED EXPERIENCE:

- Facilitates Yari Yari Literary Group (The Yari Yari Writers) and Yari Yari Summer Literary Camp.
- Wrote monologues for actress/director Fannie Belle Leby (as Alberta Hunter and Jackie "Moms" Mabley).
- Guided SEI union members in writing a poetic script for Jobs with Justice performance piece.
- Developed the concept for *Rivers of Synergy* (a children's anthology of poetry) and planned the overview, scope, and details of the work with Flora Carson Graham. Wrote foreword to this book.
- Developed concept and served as co-editor for *Speaking Our African Minds* (poetry anthology by St. Louis area youth of African descent) for the Urban League of Metropolitan St. Louis.
- Selected as featured writer for 2003 OASIS Writers Series.
- Wrote the narrative for "A JOURNEY THROUGH AFRICA, SOUTH OF THE SAHARA: Discovering a Kwanzaa Concept," an exhibit of images by photographer Nanette Hegamin; narrative exhibited with photographs at the Webster University May Gallery and at a Los Angeles college gallery.
- Collaborated in writing a trilogy and skits to creatively impart to teens health information on HIV/AIDS (awareness and prevention), unplanned pregnancy, obesity and nutrition, drug use/abuse, self-esteem, anger management, and conflict resolution for Community Health-in-Partnership Services Outreach Program.
- Designed and implemented "We Are the Journey," "Collage Your Heritage," and "Silver Legacies" (writing and/or visual art projects) for the 2000-2002 VILLAGE of Many Colors Festivals (an annual event for St. Louis City and County elders).
- Compiled historical data for City public school teachers' resource guide to promote art and essay contests ("WHAT FREEDOM MEANS TO ME") per the Juneteenth Coalition.
- Organized, developed content, and coordinated Black History Month Read-Ins throughout February in Spain (1993) and Georgia (1996).
- Edited, solicited visual art and literary work, provided graphic design and layout for *Sisters~Nineties* literary magazine (1990-2007).

Debra D. Morrowloving

(b)(6)

email: mywriteword@mac.com telephone: 314-367-4223

Education:

BA (English and Classical Languages, Augsburg College, 1968-72,)

French (University of Minnesota, 1979-80, Minneapolis, MN)

Spanish (La Escuela Oficial de Idiomas de Madrid, 1989-90, Madrid, Spain)

Community Arts Training (CAT) Institute Fellow (1999-2000, Webster University and St. Louis Regional Arts Commission)

Related Work Experience:

- | | |
|--------------|---|
| currently | YMCA horticulturist for community garden of 29 plots |
| 1997-present | Arts educator: design and implement creative writing and visual art programs for children, teens, adults, elders, and intergenerational groups
Designed writing programs for Community Health-in-Partnership Services (CHIPS), the Sts. Teresa and Bridget High School Enrichment Program, Sts. Teresa and Bridget After-School Program (middle school students), The Saint Louis Art Museum, West End Community Conference Summer Program, VillAGE of Many Colors Festival, St. Louis Crisis Nursery, Mothers and Children Together, House of Pais: Children of Promise; implemented support groups in public schools for children separated from one or both parents |
| 1997-present | Facilitator/Founder of The Yari Yari Writers (a literary group for children) |
| 1990-2007 | Editor/Publisher of <i>Sisters~Nineties</i> literary magazine |
| 1999 | Adult Education Teacher with St. Louis Public Schools |
| 1996-1997 | Library Technician at Houston County Public Library System (Georgia) |
| 1990-1993 | Substitute Teacher and Library Technician, Torrejón AFB, Madrid, Spain |
| 1972-1990 | Publishing career includes full-time, part-time, free-lance editorial and writing positions: Allyn & Bacon, Houghton Mifflin, Lerner Press, Winston Press, <i>Minnesota Daily Newspaper</i> ; deputy project manager for Police Foundation's Family Research Project on domestic violence |

Volunteer Service:

Big Brothers Big Sisters mentor (1970-1972, Minneapolis, Minnesota), March of Dimes (St. Louis, Missouri, and Tacoma, Washington), YWCA Annual Christmas Tree Sale to benefit women's shelter (1986-1988, Tacoma, Washington), English as Second Language tutor (1990-1994, Madrid, Spain), Yari Yari Literary Group founder and coordinator (1994 to present)

Publication:

Poetry has been published in *No Longer Blank*, *St. Louis Muse: A Regional Anthology*, *No More Silent Cries*, *DrumVoices Revue*, and *Black Magnolias Literary Journal*.

Tasha L. Pettis-Bonds

(b)(6)

314-306-8309
tasha.pettis@nationalcity.com

Experience:

September 2004-present	National City Bank	Vice President, Retail Banking
September 2002-2004	Wells Fargo	Mortgage Lender
September 2001-2002	US Bank	Assistant Vice President, Small Business Banker
May 2000-September 2001	Missouri State Bank	Assistant Vice President, Bank Manager
May 1997-May 2000	Jefferson Heritage Bank	Assistant Vice President, Bank Manager
May 1996-1997	Bank of America	Personal Banker
May 1995-1996	Rent a Center	Assistant Store Manager

Education:

May 1995	University of Missouri	Columbia & St Louis campuses Political Science Major
May 1990	Rosati Kain High School	St Louis, Missouri

Community Involvement:

March 2009-present	IMPACT Northeast	Volunteer
January 2005-present	Saint Vincent Home for Children	Marketing & Development
January 2006-present	Neighborhood Houses	Marketing & Development
January 2006-present	Mary Ryder Home	Fundraising
May 2005-present	SPROG	Volunteer

Eric A. Rowe

(b)(6)

alaric06@charter.net

EDUCATION **BROWN UNIVERSITY** • Providence, RI
BA Educational Studies, 1994

LINDENWOOD UNIVERSITY • St. Charles, MO
MAT Secondary Education, 2007

LINDENWOOD UNIVERSITY • St. Charles, MO
MA Education Administration, 2008

Certifications: **Initial Professional Certificate, Social Studies 5-12; Language Arts 5-9**
Initial Principal's Certificate, 7-12

TEACHING EXPERIENCE

- 2007 to Present** **Teacher - Mary Institute & Country Day School** • St. Louis, MO
- Plan and implement Social Studies curriculum for 6th grade students.
 - Assist students in academic, social and personal development as 6th grade advisor.
 - Assistant Coach of the 7th grade football team and middle school track team.
- 2003 to 2007** **Teacher/Reading Coordinator - Loyola Academy** • St. Louis, MO
- Planned and implemented inquiry based 6th/7th Social Studies and Literature curriculum.
 - Mentored young men in their academic, social and personal development as their advisor.
 - Developed and maintained the school's library collection - including ordering books and supplies, classification of books and coordinating the reading program and student assessment.
 - Chaired the school disciplinary committee and made recommendations for expulsion.
- 1/1993 to 5/1993** **Urban Education Fellow – Bank Street College/ PS 122** • New York, NY
- Assisted lead teacher with instruction, curriculum planning, classroom management, lunch supervision and other projects as assigned.
 - Taught lessons in math, reading, history and art to 5/6 combined class of 31 students.
 - Earned a 4.0 GPA taking graduate coursework in Adolescent Psychology, History of Education and Child Development.

NON-PROFIT EXPERIENCE

- 2000 to 2002** **Young Adult Program Specialist - Enoch Pratt Free Library** • Baltimore, MD
- Managed \$450,000 Wallace Fund grant to create and coordinate a youth development program for the Enoch Pratt Free Library system.
 - Facilitated workshops on adolescent development, service-learning and youth programming for EPFL staff.
 - Supervised EPFL librarians, youth workers and teen employees in 10 EPFL branches.
- 1998 to 1999** **Site Manager - Friendship-Edison Public Charter School** • Washington, DC
- Managed after-school tutoring and enrichment program serving over 250 youth in grades K-5.
 - Handled collection and reporting of \$8,500 in monthly program fees.
 - Organized academic and enrichment activities, transportation, hiring, facility use, and meals for daily program operation.
 - Provided ongoing training in curriculum planning, reading instruction and classroom management to teachers and teaching assistants.
- 1996 to 1997** **Coordinator/Founding Teacher -The Baraka School** • Kenya, East Africa
- Responsible for recruiting, admissions, curriculum, hiring, and marketing for The Baraka School, a boarding school in Kenya for boys from Baltimore City.
 - Taught middle school Social Studies, Math, Reading, Language Arts, and Chess.

RYAN SMITH

(b)(6)

Objective

To become part of a progressive organization that supports philosophies centered around excellence, customer service, and the belief that the people within the organization ultimately contribute to the success of that organization.

Summary of Skills

Consistently recognized as having excellent interpersonal skills, and the ability to work under pressure.
Drive and determination. Has a desire to get things done. Does not back off when a problem or situation gets tough.
Met and exceeded quotas and accomplished delegated objectives.
Strong analytical and problem solving skills. Exceptional team oriented qualities.

Relevant Experience and Skills

Served as the social worker for eleven county school district involved in the Truancy Court Program.
Assisted victims of sexual assault and domestic violence with problem solving.
Assigned and resolved cases involving young families in need of housing, medical assistance and mental health counseling.
Worked one-on-one with individuals in immediate crisis needing support.
Acted as liaison between clients, service providers, and social workers.
Interacted with county and state agencies, local hospitals, and community resources to link clients with appropriate services.
Provided career counseling to mentally disabled clients.

Employment History

October 2005 to Present

YWCA HEAD START/EARLY HEAD START, St. Louis, MO

Family Advocate/Social Worker

Recruitment of sufficient children to fully enroll the program and maintain full enrollment throughout the school year.
Maintenance of full enrollment and 85% average daily attendance for all assigned classrooms.
Referral of families to appropriate community resources and ensure that services are delivered.
Facilitate parent involvement in center.
Assist families in assessing their strengths to meet their needs.
Knowledge and use of community resources.

October 2003 to October 2005

FAMILY RESOURCE CENTER, St. Louis, MO

Intensive-In-Home Services Specialist

Attend and participate in IIS Team staffing, interagency staffing, family team conferences, and community response team meetings.
Provide immediate response and initial assessment to referred families.
Maintain documentation of all work done with families, including written assessment/treatment goals and termination summary.
Provide recommendations for after care service plan.
Identify and coordinate linkage for the family with other community resources during IIS intervention and termination.
Coordination with referring personnel and all any other involved IIS Social Worker, therapist, or graduate intern student who may be available to assist in IIS in a secondary or co-therapist role.

August 2003 to January 2005

ST. LOUIS COUNTY FAMILY COURTS, Clayton, MO

Deputy Juvenile Officer

Liaison with law enforcement and youth serving agencies.
Supervise offenders incarcerated in a juvenile detention facility.
Confers with psychiatrists, psychologists, therapists, attorneys, social workers, school personnel and medical personnel regarding the individual and family situation.

Anthony (Tony) Thompson
President and CEO

Career Summary: Anthony (Tony) Thompson is the President/CEO of Kwame Building Group, Inc. (KWAME), which he founded in 1991. Headquartered in St. Louis, MO, KWAME is a construction management/program management firm that serves as an independent agent to the owner. KWAME provides, along with other services, project management, scheduling, estimating, contract/claims administration, document controls, and value engineering.

Professional Experience:

- Project Engineer - Anheuser-Busch Companies
- Mechanical Engineer - Monsanto Chemical Company
- Construction Engineer - U.S. Army Corps of Engineers

Education:

- Master of Science Degree in Civil Engineering/ Construction Management - Washington University
- Master of Business Administration Degree in Finance - Webster University
- Bachelor of Science Degree in Architectural Engineering – University of Kansas
- Bachelor of Arts Degree in Environmental Design - University of Kansas.

Community Involvement / Board Member:

- Barnes-Jewish Hospital
- Teach for America
- Metropolitan YMCA
- Regional Business Council - K-12 Committee Chair
- St. Louis Sports Commission
- Boy Scouts of America
- St. Louis Community College Foundation
- Advisory Board for the School of Business at Webster University
- St. Louis Regional Crime Commission
- St. Louis Black Leadership Roundtable – Education Committee
- St. Louis Public Schools (2004 – present) – Gentlemen’s Club Mentor Program, Northwest, Carnahan, Roosevelt & Walbridge Schools, Corporate Sponsor – Dunbar Elementary School

Abbreviated Listing of Special Achievements:

- Named the Top 100 Leaders to Watch in 2001 - 2003
- 2002 Mayor Francis Slay Business of the Year Award
- 2002 St. Louis American Salute to Excellence Entrepreneur of the Year Award
- 2003 Mayor Francis Slay Spirit of St. Louis Award
- 2003 Webster University Distinguished Alumni Award
- 2004 Washington University Distinguished Alumni Award
- 2004 Saint Louis Council of Construction Consumers MBE of the Year Award
- 2005 & 2006 Saint Louis Business Journal’s Most Influential Leaders
- 2007 University of Kansas Distinguished Alumni Award
- 2008 Kappa Alpha Psi Professionalism Award

Kevin E. Triggs

(b)(6)

Work (314) 421-4220 Ext 267

(b)(6)

ketriggs@earthlink.net

Objective: My goal would be to assist in the development of a more secure community for the region in particular and nationally in general. Eventually I would like to become an Executive Director of a Metropolitan Planning Organization (MPO).

Work Experience:

Transportation Planner, East West Gateway Council of Governments, St. Louis, MO

2/2004 – present

Developed Bi-State St. Louis Regional ITS Architecture in keeping with Federal Highway Administration (FHWA) and Federal Transit Administration (FTA) guidelines. Developing Intermodal freight program for region designed to maximize multiple mode movements of goods while alleviating congestion on roadway. Reviewer for projects requesting Transportation Enhancement Funding.

Graduate Assistant, Alliance for Graduate Education and the Professoriate (AGEP), Iowa State University, Ames, IA

2/3003 – 1/2004

Assisted in development of program designed to increase the number of Ph.D.s awarded to underrepresented U.S. minority students in engineering and the mathematical, physical, and life sciences. National Science Foundation and Regent Schools in the state of Iowa jointly funded program.

Research Assistant, Center for Transportation Research and Education (CTRE), Iowa State University, Ames, IA

2/2002 – 2/2003

Emergency Response Information System (ERIS) Responsible for inputting and mapping the data used to establish system. Presented presentation on the use and effectiveness of the program to various state, local and federal agencies.

Research Assistant, Center for Transportation Research and Education (CTRE), Iowa State University, Ames, IA

8/2001 2/2002

Iowa Traffic Data Service Responsible for collecting and inputting data for use by emergency response, law enforcement along with researchers. Produced analyses and reports to assist in traffic safety throughout the state.

Assistant Operation Manager, Lagasse, Inc., New Orleans, LA

1/2001 – 6/2001

Responsible for the timely and effective transport of janitorial and industrial products from distribution center to distributors throughout the country. Ensured accuracy of orders and expedited delivery of products based on established delivery schedule. Managed a staff of ten warehouse workers, four drivers and two office personnel. Worked closely with freight carriers to provide cost effective movement of merchandise. Developed

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plans to empower warehouse leads to effectively supervise subordinates. Analyzed budget and production reports to effectively increase company profitability.

Transportation Officer, United States Southern Command (USSOUTHCOM), Miami, FL
4/1999 – 8/2000

Coordinated the movement of personnel and equipment in support of disaster relief efforts in Central and South America, along with the Caribbean region. Coordinated search and rescue along with recovery efforts in support of downed aircraft's in the Command's area of responsibility (AOR). Directed the movement of deceased U.S. service members from the Command's AOR back to the members home of record in the continental United States (CONUS). Produced daily and weekly flight schedules along with tracking strategic airlift and sealift activities within USSOUTHCOM's AOR. Served as the Logistic Directorate's escort officer in support of visiting dignitaries attending official functions hosted by the Commander-in-Chief (CINC) USSOUTHCOM. Action Officer responsible for generating information papers used to provide command personnel with guidance to determine command postures.

Branch Manager, Beneficial Management Corporation, Killeen, TX
3/1990 – 5/1998

Responsible for the effective operations of a \$13 million financial branch designed to loan and collect monies to customers in need of financial assistance. Managed a staff of 12 personnel to effectively accomplish established goals. Managed an account portfolio comprised of small loans, auto loans and mortgage loans of over 1200 accounts. Developed organizational goals needed to ensure branch and corporate objectives were met. Served as a mentor for management candidates striving to gain knowledge and expertise in branch operations and financial banking.

Transportation Officer, Louisiana Air National Guard, New Orleans, LA
12/1989 – 11/2003

Transportation Control Officer (TCO) responsible for the deployment of personnel and equipment to meet the state Air National Guard's mission. Officer-in-Charge (OIC) of transportation functions to include vehicle maintenance, vehicle operations and traffic operations. Squadron representative in command center for emergency operations and operational readiness exercises. Designated Escort Officer for all command ceremonies and functions. OIC of the board for the squadron's Airmen, NCO and Senior NCO of the Quarter program.

Education:

Iowa State University, Master's degree, Transportation/Community and Regional Planning, coursework completed, thesis completion pending.

Southern University at New Orleans, Bachelor's degree, Bachelor of Science in Business Administration with a minor in Economics, December 1990.

Community College of the Air Force, Associate's degree, Administrative Management, December 1989.

Affiliations:

Intermodal Association of North America (IANA)

Association of Transportation Safety Information Professionals (ATSIP), charter member since 2003

Intelligent Transportation System (ITS) Heartland

Institute of Transportation Engineers (ITE)

Kappa Alpha Psi Fraternity, Inc., Life Member, Middle Western Province Seat Beat Program Chairman, Habitat for Humanity 2005 St. Louis Chairman

Jamaa Learning Center Appendix

Awards:

Stan Ring CTRE/Midwest Transportation Consortium Scholar, Iowa State University

Joint Service Achievement Medal, US Air Force

Air Force Commendation Medal with one oak leaf cluster

Air Force Achievement Medal

Air Reserve Meritorious Service Medal

Middle Western Province Kappa Alpha Psi Fraternity, Inc. Percy H. Lee Achievement Award

St. Louis Alumni Chapter Kappa Alpha Psi Fraternity, Inc. Polemarch's Award for Meritorious Service

Offices Held in Kappa Alpha Psi Fraternity, Inc.:

Polemarch, St. Louis Alumni Chapter, 2008-2009

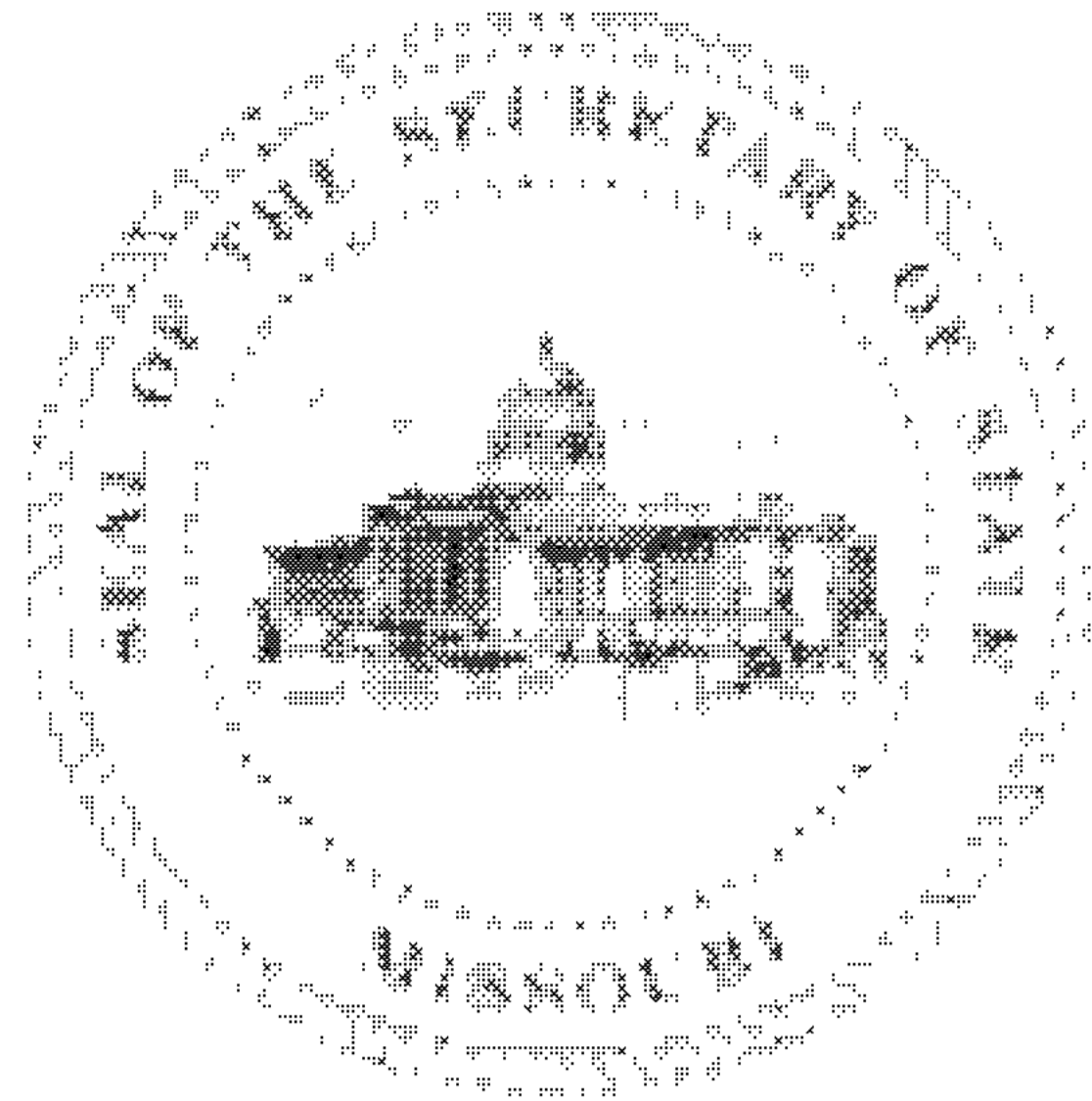
Vice Polemarch, St. Louis Alumni Chapter, 2006-2008

Keeper of Records, St. Louis Alumni Chapter, 2005-2006

Asst. Keeper of Records, St. Louis Alumni Chapter, 2004-2005

Keeper of Exchequer, Killeen-Ft. Hood Alumni Chapter, 1997-1998

STATE OF MISSOURI



Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

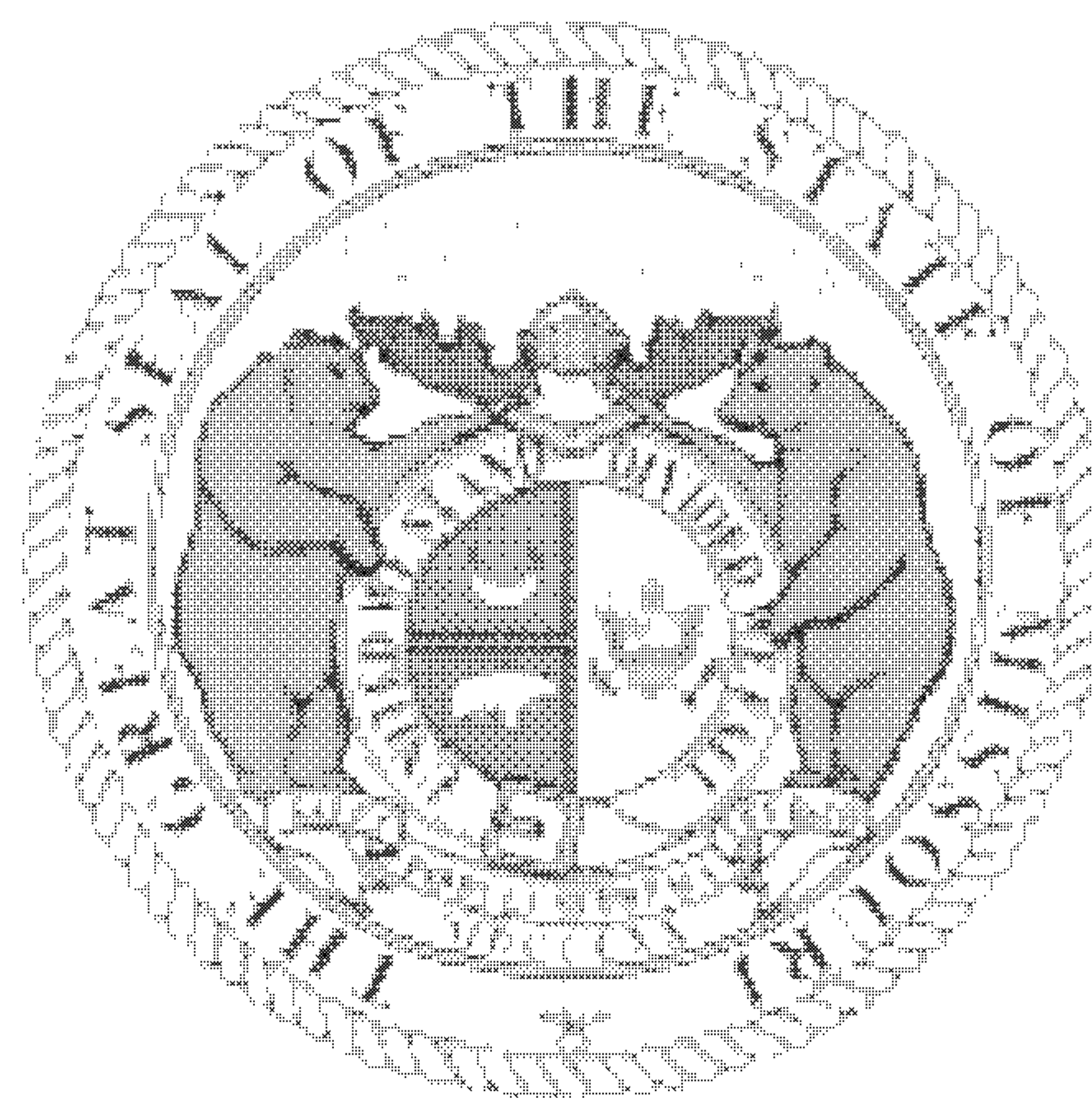
Jamaa Learning Center
Article 70160

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law.

NOW, THEREFORE, I, ROBIN CARNAHAN, Secretary of the State of Missouri do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri
Done at the City of Jefferson, this
15th day of June, 2009

Robin Carnahan
Secretary of State



Jamaa Learning Center
Lottery, Recruitment, and Admissions Policy

Jamaa Learning Center (Jamaa) is a free, public school that is open to all age-appropriate students living within the geographical boundaries of the St. Louis Public Schools district. Jamaa will institute a systematic, methodical, and documented recruitment and enrollment process that is fair and unbiased to ensure the absence of student admissions discrimination based upon race, ethnicity, national origin, religion, disability, gender, gender identity, sexual orientation, income level, or proficiency in English of the students or their parents and/or guardians. Jamaa will recruit and admit students without regard to prior academic or behavioral performance.

Jamaa will focus recruitment efforts on Pre-K students entering Kindergarten, 2nd graders entering their 3rd grade year, and 5th graders entering their 6th grade year during the first three years until the school grows to its ultimate configuration of K - 8 at which time recruitment efforts will focus on Pre-K students. Jamaa will host community information sessions to ensure that every child, parent, and guardian is informed about the school. Student interest forms will be available at these sessions. New Student Orientation and New Family Orientation will follow in late spring.

Enrollment of the inaugural K & 3rd grade classes will begin in January 2010 following charter approval. Jamaa will hold an open-enrollment period beginning November 15 through February 15 each year thereafter for enrollment of K, 3rd, and 6th grade students until the school reaches its ultimate configuration of K - 8 at which time enrollment will focus on Kindergarten students. Student interest forms will be collected during the open-enrollment period. Enrollment in the school will include completion of a full registration form and a home visit conducted by the Head of School and/or a member of the Jamaa educational or social services staff following the submission of a student interest form.

If the number of student interest forms exceeds the capacity of the school, a random, impartial selection process, also referred to as a lottery, will be conducted in early March to assure all interested students an equal chance of gaining admission. All students not admitted due to capacity will be placed on a waiting list in the order that they are specified by the lottery for admission in the event that space becomes available. Admitted students will be notified as early as mid-March about the status of their enrollment.

August 19, 2009

U.S. Department of Education
Charter Schools Program
Attn: Erin Pfeltz
400 Maryland Ave., SW
Room 4W255
Washington, DC 20202-5970

Dear Ms. Pfeltz:

This is a letter of endorsement for the establishment of Jamaa Learning Center in The Ville neighborhood of north St. Louis, Missouri. From the turn of the century through the 1950s The Ville was self-sufficient and highly productive in spite of Jim Crow laws that called for racial segregation in housing and employment. Charles Sumner High School, the first secondary school west of the Mississippi River for students of African descent, was moved to its current location in The Ville in 1910; the Sumner High legacy boasts of graduates who became physicians, nurses, artists, lawyers, architects, educators, historians, entertainers, or politicians during eras when many believed such careers were impossible for people of African descent to attain. The very rich history of this neighborhood coincides with the Jamaa Learning Center's determination to provide quality education that addresses academic as well as family needs to restore community.

The Jamaa Learning Center's holistic approach to education includes family involvement at all levels. As a learning center, community education will be one of the family components. Within that rubric is where collaboration between The Yari Yari Writers and the Jamaa Learning Center offers even more incredibly positive potential and possibilities.

Yari Yari is a creative writing and visual art group I coordinate for youth. The Yari Yari Writers most often use poetry as a vehicle to share history, art/artists, inner turmoil, dreams/aspirations, social unrest/conflict as well as social commentary. Several Yari Yari Writers have won essay contests and received awards for their literary creations. Our current Yari Yari intern has already been awarded a \$20,000 scholarship should she decide to attend Webster University when she graduates high school in three years.

The Yari Yari Writers have expanded their terrain of art, music, and creative writing over the last three years to include organic gardening. They have maintained six garden plots. As the practice of reciprocity is stressed with Yari Yari, the young writers donate the organically grown produce to elders who regularly contribute children's books, journals, dictionaries, and other writing and art supplies to the group.

A garden at the Jamaa Learning Center would serve many purposes. First, a school garden introduces children to produce they may not ordinarily eat; often children will try produce that is new to them simply because they grew it. Second, this is another opportunity to offer a family activity. Third, a school garden opens a door to workshops on nutrition, diet, and cooking to improve the general quality of health. Additionally, recent studies indicate that gardening, hiking, and other outdoor nature-related activities can improve the focus of children challenged with attention deficit disorder and hyperactivity. Finally, the garden invites everyone to relax and enjoy nature.

The challenges youth face today often involves stress. With yoga classes and Pilates offered at Jamaa youth and adults have an opportunity to learn how to cope and better control stressful situations. The Yari Yari practice of brain gym and writing as therapy coincide with Jamaa's solutions for stress.

A Yari Yari component of Jamaa gives another opportunity for students' cultural enrichment. The Yari Yari Writers often create poetry, essays, or short stories in response to music (African, classical, jazz, reggae, etc.), visual art, newspaper articles, and quotations from authors. When we attend art exhibits, concerts, or theatre performances the young writers are assigned a topic in advance; by the end of the event, most of the children have completed their writing task.

The Jamaa Learning Center students would not only hone reading and writing skills with Yari Yari on board, but also fine tune public speaking ability. Poetry readings are an integral part of the program. The Yari Yari Writers also compile chapbooks of their work throughout the year. Having books in hand that document each young writer's creativity is often a self-esteem booster.

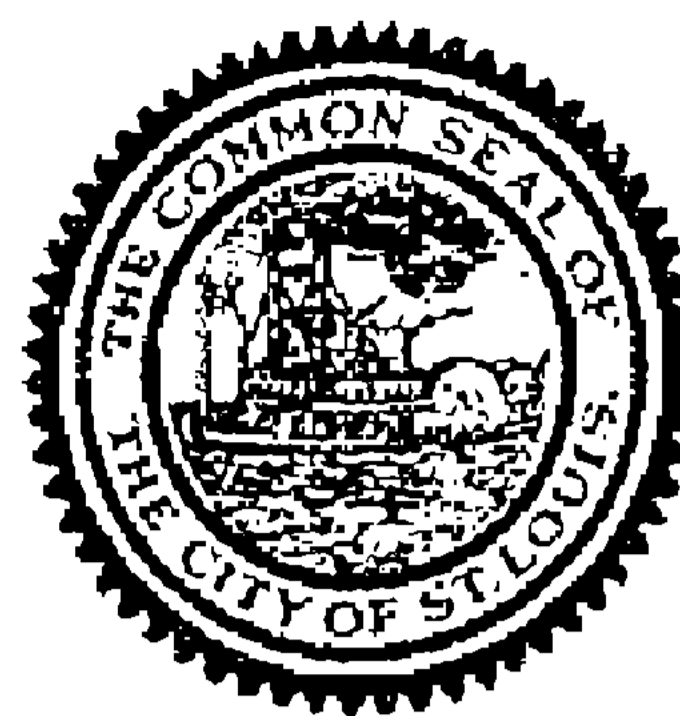
Jamaa Learning Center Appendix

The Jamaa Learning Center is a well-planned holistic approach to public education that will greatly benefit families, the community at large, and (most importantly) students. With Yari Yari in tandem with Jamaa in The Ville, the future of our children has a much brighter horizon.

Sincerely,

D. Morrowloving

P. S. In the language of the Kuranko people (Sierra Leone, West Africa) "yari yari" means "the future." In St. Louis, Missouri, and in Columbia, South Carolina, the words "Yari Yari" represent a literary group for children of African descent who enjoy reading and writing. As stated in the Yari Yari creed, young writers study the African and American-African past to explore the possibilities of their futures.



Samuel L. Moore
ALDERMAN
4th Ward

BOARD OF ALDERMEN
CITY OF SAINT LOUIS
MISSOURI

COMMITTEES
Housing, Urban Development & Zoning
Neighborhood Development
Transportation & Commerce
Public Employees
Public Utilities

August 22, 2009

U.S. Department of Education
Charter Schools Program
Attn: Erin Pfeltz
400 Maryland Ave., SW
Room 4W255
Washington, DC 20202-5970

Dear Erin Pfeltz:

The purpose of this letter is to support the U.S. Department of Education's Charter Schools Program grant application on behalf of the Jamaa Learning Center. In working with the Learning Center, we have identified an elementary school complex in our community, the 4th Ward. We have requested the option to purchase the above mentioned elementary complex in support of this application.

With the funding requested and the existing elementary complex, Jamaa's holistic approach to education can become a reality.

Finally, with the close of two elementary schools in the 4th ward, and the building and rehabbing of low to moderate income housing, the time is ripe for the Jamaa Learning Center in our community. We strongly support this application.

Questions concerning this project may be referred to me at 314-486-1687.

Sincerely,

A handwritten signature in cursive script, appearing to read "Samuel L. Moore".

Samuel L. Moore
Alderman of Ward 4

CC: Trina Dyan Clark James, Founder & CEO, Jamaa Learning Center;
Harold Crumpton, President, The Ville Commission.

Room 230, City Hall • 1200 Market Street • St. Louis, MO 63103 • (314) 622-3287





Empowerment Center
14220 Old Halls Ferry Rd. Suite 201
Florissant, MO 63033

U.S. Department of Education
Charter Schools Program
400 Maryland Ave., SW
Room 4W255
Washington, DC 20202-5970

Attn: Erin Pfeltz

August 14, 2009

I am grateful for the opportunity to provide a statement of commitment and support on behalf of SistaKeeper Empowerment Center, as a collaborating community partner we are writing you with a strong recommendation to see the potential that Jamaa Learning Center will offer a much needed community with various underlying issues. Having Jamaa Learning center will provide the wrap around services that our youth need to reach their fullest potential.

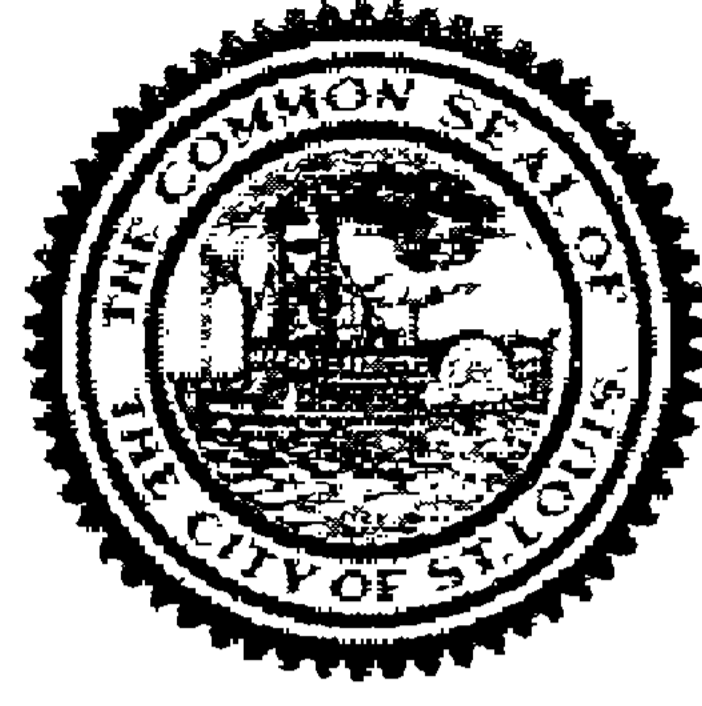
SistaKeeper Empowerment Center is a nonprofit (501) c3 organization that provides services to our St. Louis City and County areas. We focus on building self awareness, diversity and leadership skills in gender specific circles for girls ages 8-18, as well as providing individual interpersonal counseling, and consulting services in our local, national and global communities. We are also committed to providing these services to Jamaa Learning Center as well, we believe in the mission and know together we can make a difference in the lives of not just the children and the parents, but Jamaa Learning Center is going to impact a community.

Jamaa will give our community the diversity, educational excellence, professional leadership, and multi-longitudinal relationships that are innovated, and necessary to making charter schools excel.

Please feel free to contact us if you have any questions concerning our involvement or regarding any other issues. We can be reached at (314) 344-0983 or iccs@sbcglobal.net. Again, we We look forward to you supporting Jamaa Learning Center in creating a positive change in our community.

Sincerely,

Tracie Berry-McGhee M.Ed, LPC,
SistaKeeper Empowerment Center, CEOP



Samuel L. Moore
ALDERMAN
4th Ward

BOARD OF ALDERMEN
CITY OF SAINT LOUIS
MISSOURI

August 7, 2009

Trina Dyan Clark James
Excellence and Equity in Education
5740 Clemens Avenue
St. Louis, MO 63112

Dear Ms. Clark-James

I regret that I am unable to attend this year's event, but I would like to take this opportunity to congratulate you on your 1st Annual "Back-To-School" picnic. It is always good to have participation from schools that support and give back to the community.

I share in your vision to empower and educate our children. There are not many programs that are geared toward children and parents and I am pleased to see your commitment to the community. Have a great time and I look forward to next year's picnic!

Should you need any further assistance, I can be reached at (314) 622-3754.

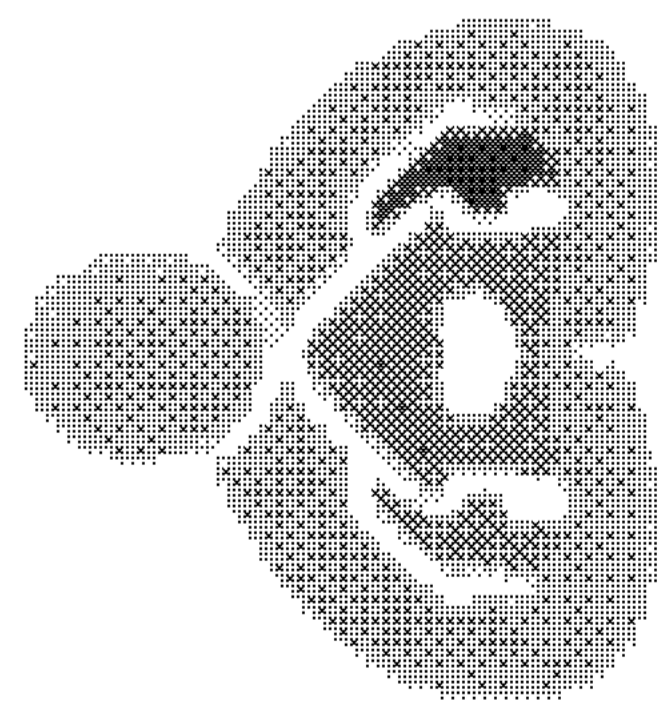
Sincerely,

A handwritten signature in cursive script that reads "Samuel L. Moore".

Samuel L. Moore
Alderman, 4th Ward

SLM/tb

Room 230, City Hall • 1200 Market Street • St. Louis, MO 63103 • (314) 622-3287



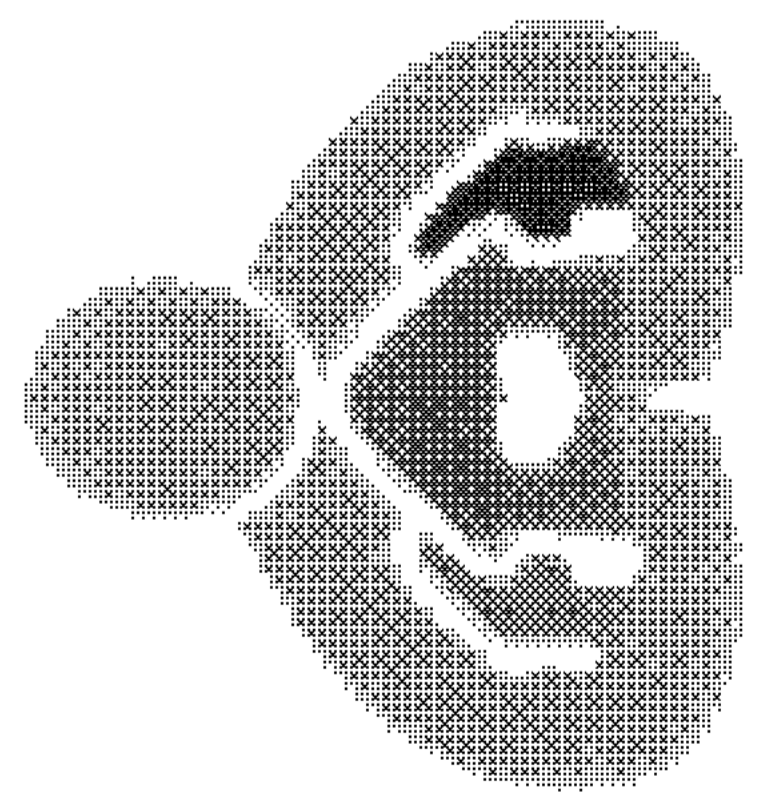
Parent Interest Signup Sheet

- * **Jamaa Learning Center**
- * Do you have a child that will enter Kindergarten, 3rd, or 6th grade in the next year or two?
- * Are you interested in learning more about Jamaa Learning Center?
- * Are you interested in being a part of the design and creation of Jamaa Learning Center?

If you answered YES to any of the above questions, please leave your contact information below

Name	Address	Email Address	Phone	Age of Student
Alice Davis	2803 Minnesota 6304	alexandra.gomez@gmail.com	772-2008	4
Val Brando Hill	4016 St. Louis Ave.	valbrando@yahoo.com	504-449	4
Gurpeth Fair	3508 Owens		314-295-9377	4
Cheryl C.	4748 Clapples		733-7681	3
Michelle Jenkins	1811 Belle Gate		531-1168	13-11-075
Kim Stewart	1514 Bayly Black	Kim.Stewart13@yahoo.com	381-0925	6
Joseph Easter II	4215 Marfitt 63113		226-2391	
Whitney Mc	1685 S. A. St 63113	whitney.mccain@att.net	226-1558	4
Bertha Mather	2718 W. H. Ave 63113	mellie@yahoo.com	314-677-010	2

* interested in learning more

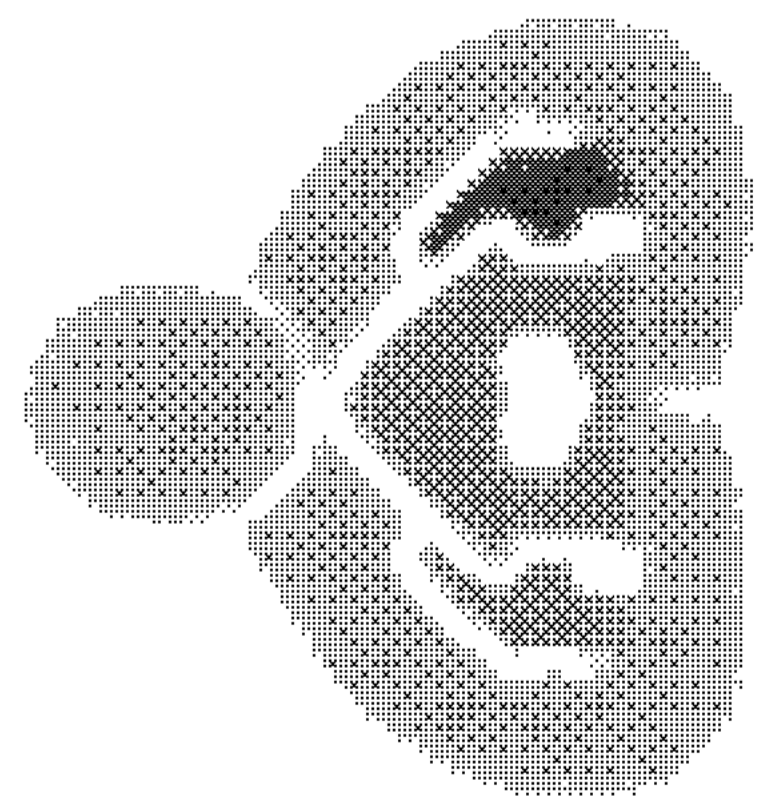


Parent Interest Signup Sheet

- **jamaa** Do you have a child that will enter Kindergarten, 3rd, or 6th grade in the next year or two?
- Are you interested in learning more about Jamaa Learning Center?
- Are you interested in being a part of the design and creation of Jamaa Learning Center?

If you answered YES to any of the above questions, please leave your contact information below:

Name	Address	Email Address	Phone	Age of Student
Aspa Hill	2115 Allen		974-659-7889	4
Tiffany Ellis	5335 Patten Ave Cobble		314-732-3471	5
Christina Hoff	5335 Patten Ave Cobble		314-732-3471	5
Michelle Boland	4044 Labadie Ave Apt A		314-249-4499	14-15-16-17-18
Michelle Tyler	4362 Viller Court Apt A		314-337-2939	17/18
Glenn Kisor	15692 Karsten Dr		314-583-9032	14/16
Gregory Anderson	4857 East Labadie		314-546-7643	16/17/18
Kelly Hays	4877 E. McRitt St		94-565- 6752	4/1

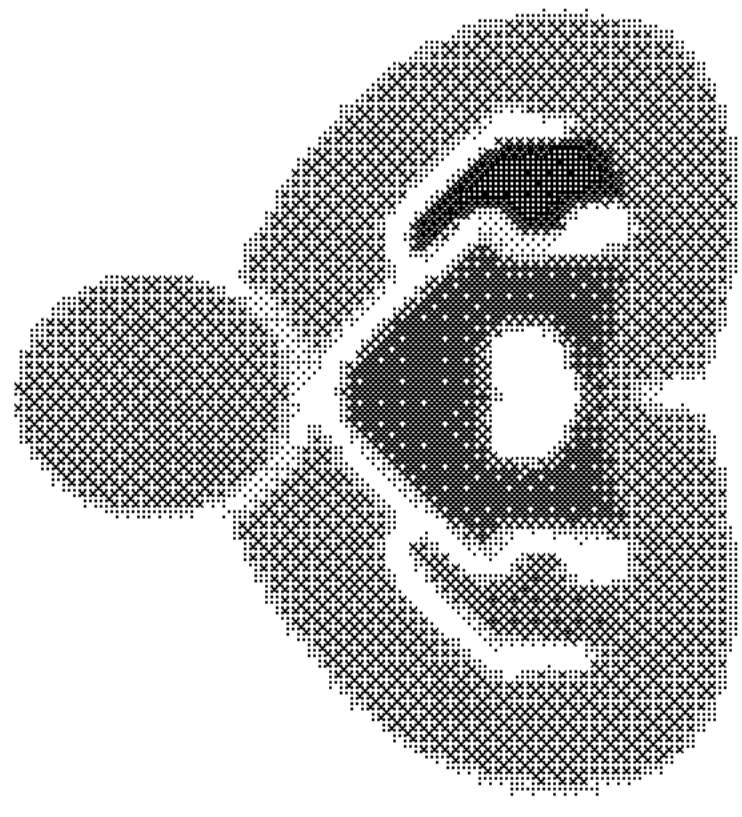


Parent Interest Signup Sheet

- **Jamaa Learning Center**
- Do you have a child that will enter Kindergarten, 3rd, or 6th grade in the next year or two?
- Are you interested in learning more about Jamaa Learning Center?
- Are you interested in being a part of the design and creation of Jamaa Learning Center?

If you answered YES to any of the above questions, please leave your contact information below:

Name	Address	Email Address	Phone	Age of Student
Delano Brown	7414 Delmar		614 862-1572	10-11
Ann Ray	6325 Waterways Lane	AnnRayRay@aol.com c7thec02	414-200-7914	
Erica Thijsen	1467 Peachbody Ln	N/A jthijsen.com	314-245-8000	9
Genae Swanson	4261 Mathias Ave		571-289-1118	
Seheonkhan	4316 Cottage	Sps@888chick.net	846-662-0840	
Amela Brown	4423 St. Louis		314-533-8800	10/17
Debra Subbra	4423 St. Louis		371-0945	7.6
George Anica	4443 St. Ferme		371-0077	5Y
Sharon Walker	4554 Newberry		888-848-165	10/29/05
Corey Dossy	5708 Alaine	cdossy3@yahoo.com	413-255-5554	5, 5, 6
Monet Fields	1310 St Ford		652-1570	17/12/08



Parent Interest Signup Sheet

- Jamaa**
- Do you have a child that will enter Kindergarten, 3rd, or 6th grade in the next year or two?
 - Are you interested in learning more about Jamaa Learning Center?
 - Are you interested in being a part of the design and creation of Jamaa Learning Center?

If you answered YES to any of the above questions, please leave your contact information below

Name	Address	Email Address	Phone	Age of Student
Colbie Williams	4039 MARFEE		657-8583	10
Gloria Wilkes	4035 MARFEE		657-8583	12
Shontae Crook	4039 MARFEE		657-8583	5
Terran D. Gorman	4035 MARFEE		395-7977	6
Pragela Hill	4063 GREAT		557-8451	
Douglas Hill				15
Amya Hill				5
Nauric Harris				10
Douglas Hill				8
Shawniceas Harris				17
Armonda Hill				4

Budget Narrative

Budget Narrative Attachment

Attachment 1:

Title: **Jamaa Learning Center Budget Narrative Pages: 0** Uploaded File: **Jamaa 84282B Budget Narrative_final.pdf**

**Jamaa Learning Center
Charter Schools Program CFDA 84.282B Grant Application
Budget Narrative¹**

Jamaa Learning Center requests \$703,266 for the Charter Schools Program CFDA 84.282B Grant 36-month eligibility period to startup and operate a high-quality charter public school for educationally disadvantaged students in the city of St. Louis and to promote the school's educational plan. This will span over one year (~12 months) for the pre-implementation year, Year 0, in 2009 - 2010 and two academic years (~24 months) for the school including its first year of operation, Year 1, with a Kindergarten and 3rd grade class in 2010 - 2011 and its second year of operation, Year 2, with grades K - 1, 3 - 4, and 6 in 2011 - 2012. The goal of the grant project is to expand the number of high-quality charter schools available to students from educationally under-served communities. This is a time-intensive and capital-intensive task that entails start-up costs that cannot be met from state and local sources alone.

By using this grant to fund one-time capital expenses and critical professional development for Jamaa staff, the school will establish a strong foundation for success. Furthermore, Jamaa will be able to devote the majority of state and local revenues to recurring costs such as teacher salaries, extended day programming, transportation, and facilities. This combination of funding sources will allow Jamaa to realize its mission and achieve levels of academic and operational success associated with high-quality and high-performing charter public schools.

PERSONNEL
TOTAL = \$18,750 (Year 0: \$18,750, Year 1: \$0, Year 2: \$0)

Personnel

- The Head of School FTE salary for the three (3) months prior to the school opening is a one-time, startup cost that is only necessary prior to the school beginning operations at which time it will begin receiving state and local per-pupil funding.

PERSONNEL	Personnel		
	Head of School Salary	\$18,750	\$0
		\$18,750	\$0

¹ For additional detail regarding each budget category, please refer to the end of this document.

FRINGE BENEFITS

TOTAL = \$5,081 (Year 0: \$5,081, Year 1: \$0, Year 2: \$0)

Personnel

- The Head of School FTE fringe benefits- including insurance benefits, retirement benefits, and payroll taxes- for the three (3) months prior to the school opening are a one-time, startup cost that is only necessary prior to the school beginning operations at which time it will begin receiving state and local per-pupil funding.

FRINGE BENEFITS	
Personnel	
Head of School Benefits	\$5,081
	\$5,081
	\$0
	\$0

TRAVEL

TOTAL = \$13,400 (Year 0: \$2,200, Year 1: \$9,000, Year 2: \$2,200)

Professional Development

- Travel for Jamaa Learning Center staff to attend high-quality professional development opportunities is essential to the growth of Jamaa teachers, the success of Jamaa students, and the sustainability of the school as a whole. Covering the costs of travel during the initial years of the school's operation with this grant funding will allow for more professional development than the Title II funds to be received will allow.

TRAVEL	
Professional Development	
Practitioners Institute Travel	\$0
Practitioners Institute Lodging	\$3,200
Missouri Charter Schools Annual Conference	\$0
CSP annual project director's conference	\$3,600
	\$1,200
	\$1,200
	\$1,200
	\$1,000
	\$1,000
	\$2,200
	\$9,000
	\$2,200

EQUIPMENT

TOTAL = \$284,284 (Year 0: \$94,250, Year 1: \$106,126, Year 2: \$83,908)

Technology and Furniture

- Jamaica requests funds to purchase technology-related items and furniture for the school. Note that these expenses represent primarily one-time costs as these are durable items that will provide use for many years.

EQUIPMENT					
Technology					
Dell Latitude D620	\$2,000	\$6,000	\$8,000		
Dell Optiplex 745 (Small Fr	\$2,000	\$1,000	\$1,000		
Dell Optiplex 745 (Small Fr	\$20,000	\$0	\$0		
Wireless Access Points	\$1,500	\$0	\$0		
Secure School Internet Filter	\$1,500	\$0	\$0		
Network Switch	\$11,000	\$0	\$0		
Dell 2400MP LCD Projecto	\$1,000	\$2,000	\$2,000		
ELMO	\$0	\$7,500	\$7,500		
Dell PowerEdge 840 Serve	\$13,500	\$0	\$0		
HP Laserjet 1320tn Laser I	\$500	\$1,500	\$1,500		
Dell Student Mobile Lab wi	\$0	\$35,000	\$35,000		
Microsoft Office and Client	\$1,100	\$1,100	\$1,100		
Software Unlimited	\$5,350	\$0	\$0		
Nortel BCM50 System	\$4,000	\$0	\$0		
Furniture					
K-2 Village Classroom Student Furniture	\$6,160	\$6,160	\$6,160		
3-5 Village Classroom Student Furniture	\$5,600	\$5,600	\$5,600		
6-8 Village Classroom Student Furniture	\$0	\$4,900	\$4,900		
Classroom Library Furniture	\$2,400	\$3,000	\$2,400		
Round Activity Tables	\$480	\$480	\$480		
Teacher Classroom Seats	\$300	\$600	\$300		
Teacher Classroom Work Tables	\$540	\$1,080	\$540		
Teacher Storage Cabinets	\$1,600	\$3,200	\$1,600		
Trash Cans	\$320	\$256	\$128		
Wall Clocks	\$100	\$200	\$100		
Whiteboards	\$1,000	\$2,000	\$1,000		

Student Computer Lab Furniture	\$5,700	\$19,950	\$0
Cafeteria Tables	\$2,600	\$2,600	\$2,600
Office Furniture	\$4,000	\$2,000	\$2,000
	\$94,250	\$106,126	\$83,908

SUPPLIES

TOTAL = \$178,100 (Year 0: \$49,400, Year 1: \$66,300, Year 2: \$62,400)

Curriculum Materials

- Curriculum materials directly support the instructional activities in the school. These include enrichment program materials, assessments, classroom supplies and materials, textbooks, extracurricular supplies, and student administrative supplies.

SUPPLIES

Curriculum Materials			
Enrichment Programs	\$11,400	\$15,300	\$14,400
Assessment	\$9,500	\$12,750	\$12,000
Classroom Supplies	\$9,500	\$12,750	\$12,000
Textbooks- Consumable	\$19,000	\$25,500	\$24,000
	\$49,400	\$66,300	\$62,400

CONTRACTUAL

TOTAL = \$96,021 (Year 0: \$96,021, Year 1: \$0, Year 2: \$0)

Personnel

- Jamaica will contract with numerous consultants and/or service providers to complete all of the necessary work associated with the design, development, and opening of the charter school during the pre-implementation year, Year 0.

CONTRACTUAL

Personnel

Sponsor Liaison Consultant Fees	\$10,769	\$0	\$0
Board Liaison Consultant Fees	\$6,923	\$0	\$0
Financial Consultant Fees	\$8,100	\$0	\$0
Technical Charter Writer Consultant Fees	\$1,538	\$0	\$0

Facilities Planning Consultant Fees	\$7,500	\$0	\$0
Charter School Startup Coordinator Consultant Fees	\$13,846	\$0	\$0
Social Work Consultant Fees	\$6,000	\$0	\$0
Human Resources Consultant Fees	\$13,846	\$0	\$0
Community Outreach and Marketing Consultant Fees	\$7,000	\$0	\$0
Enrollment and Admissions Coordinator Consultant Fees	\$7,000	\$0	\$0
Technology Consultant Fees	\$13,500	\$0	\$0
	\$96,021	\$0	\$0

OTHER

TOTAL = \$22,750 (Year 0: \$7,250, Year 1: \$7,750, Year 2: \$7,750)

Community Outreach & Marketing

- Community outreach and marketing is necessary during the initial years of the school's operation to inform potential supporters, partners, students, and families about the school in an effort to ensure that the school community has a strong foundation and is able to grow healthy and strong.

OTHER

Community Outreach & Marketing			
Annual 4th Ward Ville Neighborhood Picnic	\$0	\$2,500	\$2,500
Website	\$2,000	\$0	\$0
Staff Recruitment	\$1,000	\$1,000	\$1,000
Student Recruitment	\$2,000	\$2,000	\$2,000
Parent Village Focus Group	\$2,250	\$2,250	\$2,250
	\$7,250	\$7,750	\$7,750

TRAINING

TOTAL = \$84,880 (Year 0: \$12,000, Year 1: \$26,320, Year 2: \$46,560)

Professional Development

- As stated above, high-quality professional development opportunities are essential to the growth of Jamaa teachers, the success of Jamaa students, and the sustainability of the school as a whole.

TRAINING			
Professional Development			
Substitute Teachers	\$0	\$3,600	\$10,800
Incentive Stipend	\$0	\$7,920	\$23,760
Kagan Structures Workshops	\$12,000	\$12,000	\$12,000
Harlem Children's Zone Practitioners Institute	\$0	\$2,800	\$0
	\$12,000	\$26,320	\$46,560

Curriculum Materials	Item	Detail	Year 0		Year 1		Year 2	
			Cost	Qty	Cost	Qty	Cost	Qty
			Total		Total		Total	
Enrichment Programs	per-pupil expense for enrichment programs (best practices from KIPP)	\$150	76	\$11,400	102	\$15,300	96	\$14,400
Assessment	per-pupil expense for assessment materials (best practices from KIPP)	\$125	76	\$9,500	102	\$12,750	96	\$12,000
Classroom Supplies	per-pupil expense for classroom supplies (best practices from KIPP)	\$125	76	\$9,500	102	\$12,750	96	\$12,000
Textbooks- Consumable	per-pupil expense for textbooks (best practices from KIPP)	\$250	76	\$19,000	102	\$25,500	96	\$24,000
Total				\$49,400		\$66,300		\$62,400

Technology	Item	Detail	Year 0		Year 1		Year 2	
			Cost	Qty	Cost	Qty	Cost	Qty
			Total		Total		Total	
Dell Latitude D620	Staff laptop	\$1,000	2	\$2,000	6	\$6,000	8	\$8,000
Dell Optiplex 745 (Small Form Factor)	Staff business desktop (CEO & Head of School year 0, Office Manager year 1, Head of Services year 2)	\$1,000	2	\$2,000	1	\$1,000	1	\$1,000
Dell Optiplex 745 (Small Form Factor)	Student desktop in student computer lab	\$1,000	20	\$20,000				
Wireless Access Points	Robust wireless access points meant to use Power over Ethernet	\$500	3	\$1,500				
Secure School Internet Filter and Firewall	Device to protect network and students/staff from inappropriate content	\$1,500	1	\$1,500				
Network Switch	Network Switch (x3), Network and Server Rack, UPS Battery Backup Device, Cabling for wired network, wireless access points, three (3) Network Printers	\$11,000	1	\$11,000				
Dell 2400MP LCD Projector	Standard Dell LCD projector	\$1,000	1	\$1,000	2	\$2,000	2	\$2,000
ELMO	Visual Presenter	\$2,500	1	\$13,500	3	\$7,500	3	\$7,500
Dell PowerEdge 840 Server	File server (x2) to serve as Domain Controllers, shared storage offiles, print servers, application server, etc.	\$500	1	\$500	3	\$1,500	3	\$1,500
HP Laserjet 1320tn Laser Printers	Network printers	\$35,000	1	\$35,000	1	\$35,000	1	\$35,000
Dell Student Mobile Lab with Printers	Mobile class laboratory on a cart that can be shared within villages (3-5 village year 1, 6-8 village year 2)	\$1,100	1	\$1,100	1	\$1,100	1	\$1,100
Microsoft Office and Client Access Licenses	software licensing	\$5,350	1	\$5,350				
Software Unlimited	Financial accounting software one-time license fee (aligned with MO financial accounting codes system)	\$4,000	1	\$4,000				
Nortel BCM50 System	IP station-based phone system							
Total				\$63,450		\$54,100		\$56,100

Professional Development	Item	Detail	Year 0		Year 1		Year 2			
			Qty	Cost	Qty	Cost	Qty	Cost		
		Coverage for each FTE teacher for 9 days of instruction that will allow time for Professional Development activities (average daily rate of \$100 per substitute)		\$900		4	\$3,600	12	\$10,800	
	Substitute Teachers	One-time stipend of 3-5% of annual salary based on progress towards achieving Professional Development Goals for each FTE teacher		\$1,980		4	\$7,920	12	\$23,760	
	Incentive Stipend	Kagan professional development workshops in Cooperative Learning, Multiple Intelligences & Differentiated Instruction, and Character Development for teaching staff (\$3000 per day for 4-day workshop)	1	\$12,000	1	\$12,000	1	\$12,000	1	\$12,000
	Kagan Structures Workshops	3-day workshop designed to introduce HCZ's strategies and overall approach and result in action plan for organizations striving to replicate programming in their communities		\$350		8	\$2,800			
	Harlem Children's Zone Practitioners Institute	Roundtrip airfare to New York City per founding staff member		\$400		8	\$3,200			
	Practitioners Institute Travel Lodging	3-night hotel stay in New York City per founding staff member		\$450		8	\$3,600			
	Missouri Charter Schools Annual Conference	2-night hotel stay for annual conference hosted by Missouri Charter Public School Association for school leadership and two (2) Board members	4	\$1,200	4	\$1,200	4	\$1,200	4	\$1,200
	CSP annual project director's conference	Roundtrip airfare and hotel stay for CSP project director to attend annual project director's conference in Washington, DC	1	\$1,000	1	\$1,000	1	\$1,000	1	\$1,000
	Total						\$35,320		\$48,760	

Furniture Item	Year 0		Year 1		Year 2	
	Cost	Qty	Cost	Qty	Cost	Qty
			Total	Total	Total	Total
K-2 Village Classroom Student Furniture	\$140	44	\$6,160	44	\$6,160	44
3-5 Village Classroom Student Furniture	\$140	40	\$5,600	40	\$5,600	40
6-8 Village Classroom Student Furniture	\$140			35	\$4,900	35
Classroom Library Furniture	\$600	4	\$2,400	5	\$3,000	4
Round Activity Tables	\$120	4	\$480	4	\$480	4
Teacher Classroom Seats	\$75	4	\$300	8	\$600	4
Teacher Classroom Work Tables	\$135	4	\$540	8	\$1,080	4
Teacher Storage Cabinets	\$400	4	\$1,600	8	\$3,200	4
Trash Cans	\$32	10	\$320	8	\$256	4
Wall Clocks	\$25	4	\$100	8	\$200	4
Whiteboards	\$250	4	\$1,000	8	\$2,000	4
Student Computer Lab Furniture	\$570	10	\$5,700	35	\$19,950	
Cafeteria Tables	\$1,300	2	\$2,600	2	\$2,600	2
Office Furniture	\$2,000	2	\$4,000	1	\$2,000	1
Total			\$30,800		\$52,026	\$27,808

Personnel	Item	Detail	Year 0		Year 1		Year 2	
			Cost	Qty	Cost	Qty	Cost	Qty
Head of School Salary		FTE salary for three (3) months prior to the school opening	\$6,250	3	\$18,750			
		FTE benefits for three (3) months prior to the school opening (includes health benefits 10% of salary, retirement benefits 9.45% of salary, payroll taxes 7.65% of salary)	\$1,694	3	\$5,081			
Head of School Benefits		Consultant will meet with at least three (3) universities to educate potential charter sponsors about the merits of the charter and school design, petition a primary and two contingent universities to serve as charter sponsor, and interact with selected university on ongoing basis throughout development of school during planning year (10 hours/week for 7 months @ \$38.46/hour)	\$38	280	\$10,769			
		Consultant will coordinate all Board communications and actions throughout development of school during planning year (5 hours/week for 9 months @ \$38.46/hour)	\$38	180	\$6,923			
Sponsor Liaison Consultant Fees		Financial consulting firm with charter public school accounting experience (\$900 monthly fee)	\$900	9	\$8,100			
		Consultant will develop and finalize the charter for school- charter application and contract (10 hours/week for 4 weeks @ \$38.46/hour)	\$38	40	\$1,538			
Board Liaison Consultant Fees		Architect firm with school facilities planning and design experience will research and recommend potential facilities and prepare preliminary plans for initial school site	\$7,500	1	\$7,500			
		Consultant with charter public school startup experience will complete all necessary tasks to gather necessary human, financial, and capital resources to startup school in compliance with Missouri state charter law (10 hours/week for 9 months @ \$38.46/hour)	\$38	360	\$13,846			
Financial Consultant Fees								
Technical Charter Writer Consultant Fees								
Facilities Planning Consultant Fees								
Charter School Startup Coordinator Consultant Fees								

Personnel		Year 0	Year 1	Year 2
	Consultant will supervise needs assessment in the Ville neighborhood to use as basis for determining social services to be provided during first year of the school's operation (\$2000 per month for 0.5FTE)	\$2,000	3	\$6,000
Social Work Consultant Fees	Consultant will develop and implement staffing plan to ensure that the most highly qualified instructional staff is hired for the first year of the school's operation (10 hours/week for 9 months @ \$38.46/hour)	\$38	360	\$13,846
Human Resources Consultant Fees	Consultant will research and cultivate relationships with potential community partners as well as research and implement effective marketing and public relations strategies for promoting the school and building a strong community of supporters (10 hours/week for 7 months @ 25/hour)	\$25	280	\$7,000
Community Outreach and Marketing Consultant Fees	Consultant will coordinate the informational sessions, Parent Village focus group meetings, and other student recruitment events (10 hours/week for 7 months @ 25/hour)	\$25	280	\$7,000
Enrollment and Admissions Coordinator Consultant Fees	Project Management of overall technology infrastructure design and implementation- Orchestrate the acquisition and installation of hardware and software	\$13,500	1	\$13,500
Technology Consultant Fees and software				
Total		\$46,921	\$119,852	\$0

Community Outreach & Marketing

Item	Detail	Year 0		Year 1		Year 2		
		Qty	Cost	Qty	Cost	Qty	Cost	
Annual 4th Ward Ville Neighborhood Picnic	Annual back-to-school picnic providing free food, school supplies, programming and resources from social service agency community partners, tied to school year registration		\$2,500		1	\$2,500	1	\$2,500
Website	Initial design and implementation of Jamaa Learning Center website: 6 - 10 webpages	1	\$2,000					
Staff Recruitment	Print advertising, MOREAP registration, idealist.org posting, informational sessions, booth rental at local and national educator job fairs	1	\$1,000	1	\$1,000	1	\$1,000	\$1,000
Student Recruitment	Flyers, brochures, informational sessions, radio and print advertising aimed at informing students and families about Jamaa Learning Center and its upcoming school year enrollment	1	\$2,000	1	\$2,000	1	\$2,000	\$2,000
Parent Village Focus Group	Monthly meeting of interested parents with Jamaa founding team and eventual founding staff (printed materials and food for meeting)	9	\$2,250	9	\$2,250	9	\$2,250	\$2,250
Total			\$7,250		\$7,750		\$7,750	\$7,750