

# **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 # U282B080012**

**Grants.gov Tracking#: GRANT10057702**

Closing Date: JUL 31, 2008

# **\*\*Table of Contents\*\***

## **Forms**

1. Application for Federal Assistance (SF-424)	c1
2. Standard Budget Sheet (ED 524)	c5
3. SF 424B - Assurances Non-Construction Programs	c7
4. Disclosure of Lobbying Activities	c9
5. 427 GEPA	c10
Attachment - 1	c11
6. ED 80-0013 Certification	c12
7. Dept of Education Supplemental Information for SF-424	c13

## **Narratives**

1. Project Narrative - (Abstract Narrative...)	c14
Attachment - 1	c15
2. Project Narrative - (Project Narrative...)	c16
Attachment - 1	c17
3. Project Narrative - (Other Narrative...)	c69
Attachment - 1	c71
Attachment - 2	c73
Attachment - 3	c75
Attachment - 4	c78
Attachment - 5	c80
Attachment - 6	c81
Attachment - 7	c82
Attachment - 8	c84
Attachment - 9	c85
Attachment - 10	c87
Attachment - 11	c88
Attachment - 12	c90
Attachment - 13	c92
Attachment - 14	c93
Attachment - 15	c94
Attachment - 16	c95
Attachment - 17	c96

<i>Attachment - 18</i>	c98
<i>Attachment - 19</i>	c100
<i>Attachment - 20</i>	c103
<i>Attachment - 21</i>	c107
<b>4. Budget Narrative - (Budget Narrative...)</b>	c109
<i>Attachment - 1</i>	c110
<i>Attachment - 2</i>	c114
<i>Attachment - 3</i>	c121

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 c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

\* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

\* 2. Type of Application:

- New
- Continuation
- Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify)

\* 3. Date Received:

07/29/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

\* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name:

St Louisans United To Attract KIPP (SUTAK)

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

(b)(4)

\* c. Organizational DUNS:

827435624

d. Address:

\* Street1:

815 Olive Street, Suite 14

Street2:

\* City:

Saint Louis

County:

\* State:

MO: Missouri

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

63101

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:

Dyan

\* Last Name:

Clark James

Suffix:

Title:

Executive Director

Organizational Affiliation:

\* Telephone Number:

314-681-8069

Fax Number:

314-621-9127

\* Email:

trinajames@mac.com

**Application for Federal Assistance SF-424**

Version 02

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

M: Nonprofit with 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:**

84.282

CFDA Title:

Charter Schools

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

ED-GRANTS-061608-001

\* Title:

Charter Schools Program CFDA 84.282B (Planning, Program Design and Implementation

**13. Competition Identification Number:**

84-282B2008-1

Title:

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

St. Louis, MO

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

Opening of KIPP St. Louis Middle School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

## Application for Federal Assistance SF-424

Version 02

## 16. Congressional Districts Of:

\* a. Applicant \* b. Program/Project 

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

## 17. Proposed Project:

\* a. Start Date: \* b. End Date: 

## 18. Estimated Funding (\$):

* a. Federal	<input type="text" value="294,410.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="325,000.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="619,410.00"/>

## \* 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:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* 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: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 St Louisans United To Attract KI...

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**

Budget Categories	Project Year 1(a)
1. Personnel	\$ 0
2. Fringe Benefits	\$ 0
3. Travel	\$ 1,000
4. Equipment	\$ 228,160
5. Supplies	\$ 55,250
6. Contractual	\$ 10,000
7. Construction	\$ 0
8. Other	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 294,410
10. Indirect Costs*	\$ 0
11. Training Stipends	\$ 0
12. Total Costs (lines 9-11)	\$ 294,410

(b)(4)

**\*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): \_\_\_\_\_

(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(e)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 St Louisans United To Attract KI...

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

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Trina Clark James</p>	<p>* TITLE</p> <p>Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>St Louisans United To Attract KIPP (SUTAK)</p>	<p>* DATE SUBMITTED</p> <p>07/29/2008</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\*Name:

\*Street 1:     Street 2:

\*City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="U.S. Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Charter Schools"/>  CFDA Number, if applicable: <input type="text" value="84.282"/>
---	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix:     \*First Name:     Middle Name:

\*Last Name:     Suffix:

\*Street 1:     Street 2:

\*City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:     \*First Name:     Middle Name:

\*Last Name:     Suffix:

\*Street 1:     Street 2:

\*City:     State:     Zip:

**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 the 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.

\*Signature:

\*Name: Prefix:     \*First Name:     Middle Name:   
 \*Last Name:     Suffix:

Title:     Telephone No.:     Date:

**Federal Use Only:** Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

**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 **1890-0007**. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

**Optional - You may attach 1 file to this page.**

KIPP STL GEPA Section 427\_2008.pdf

Add Attachment

Delete Attachment

View Attachment

## **KIPP St. Louis Middle School GEPA Section 427 Compliance**

Measures that the KIPP St. Louis Middle School (KSMS) will employ to comply with Section 427 of the Department of Education's General Education Provisions Act (GEPA) are woven throughout the KIPP model. In addition, the following points illustrate specific ways that KSMS will comply with Section 427 of GEPA:

- KSMS will invite parents and family members to open learning sessions so that they can assist students in utilizing and understanding technology. Led by teachers, attendees will learn how to use computers and programs, why it's important for students to utilize these tools, and where technology is headed in our society.
- Grant monies will be used to provide students with special physical needs with furniture, equipment, and supplies to accommodate their needs.

---

## 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 an 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 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 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.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="St Louisans United To Attract KIPP (SUTAK)"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Trina"/> Middle Name: <input style="width: 150px;" type="text" value="Dyan"/>
* Last Name: <input style="width: 350px;" type="text" value="Clark James"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 300px;" type="text" value="Executive Director"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="Trina Clark James"/>	* DATE: <input style="width: 150px;" type="text" value="07/29/2008"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

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

Address:

* Street1:	815 Olive Street, Suite 14
Street2:	
* City:	Saint Louis
County:	
* State:	MO: Missouri
* Zip Code:	63101
* Country:	USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

314-681-8069	314-621-9127
--------------	--------------

Email Address:

trinajames@mac.com
--------------------

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**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:

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**Please attach an explanation Narrative:**

	Add Attachment	Delete Attachment	View Attachment
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# **Project Narrative**

## **Abstract Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 1237-KIPP STL 84282B Application Abstract\_final.pdf**

## **KIPP St. Louis CFDA 84.282B Grant Application Abstract**

The mission of the KIPP St. Louis Middle School (KSMS) is to develop in all of its students the strong knowledge, skills, and character traits necessary to succeed in high-quality high schools, colleges, and the competitive world beyond and to create and prepare the next generation of leaders, scholars and citizens by immersing students in a culturally rich, academically rigorous, service-oriented learning environment.

KSMS will be operated by KIPP St. Louis, a Missouri non-profit organization. KSMS will be a charter public school modeled after the highly successful KIPP Academies in Houston, TX and the Bronx, NY. The remarkable success of these two pilot schools led to the creation of the KIPP Foundation, a national nonprofit organization, whose sole mission is to train and support highly-qualified educators to open and sustain high-performing college-preparatory public schools across the country. There are currently 65 locally-run KIPP schools in 19 states and Washington, DC, serving 16,000 students of which over 80% are low income and over 90% are African American or Hispanic/Latino. Nearly 80% of KIPP alumni have matriculated to college.

KSMS targets high-poverty, low-achieving students from St. Louis, Missouri's most under-served neighborhoods. KSMS will open in July 2009 with approximately 85 fifth-graders, and will add a new fifth grade class each year until reaching maturation with approximately 320 students in the fifth through eighth grades.

KSMS students will attend school from 7:30 a.m. to 5:00 p.m. during the week, for four hours on alternate Saturdays, and for three weeks during the summer. All time spent in school including the 62% more time on task that KSMS students will receive versus their local district counterparts will be focused on developing students' academic, intellectual, and character skills. The primary objective of the KSMS educational program is to prepare its students for college; therefore, KSMS alumni college matriculation rates will provide an overall assessment of the long-range effectiveness and success of the school.

KIPP St. Louis is requesting grant funds in the total of \$662,620 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. By using this grant to fund one-time capital expenses and critical professional development for KSMS staff, the school will establish a strong foundation for success. Furthermore, KSMS will be able to devote the majority of state and local revenues to recurring costs such as teacher salaries, extended day/week/year programming, transportation, and facilities. This combination of funding sources will allow KSMS to realize its mission and achieve levels of academic and operational success associated with high-quality and high-performing charter public schools.

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# **Project Narrative**

## **Project Narrative**

Attachment 1:

Title: Pages: Uploaded File: **1260-KIPP STL 84282B Project Narrative\_final.pdf**

**KIPP St. Louis  
Charter Schools Program  
CFDA 84.282B  
Grant Application**

**Submitted:  
July 29, 2008**

## Table of Contents

<b>Response to invitational priority .....</b>	<b>Page 1</b>
<b>Selection Criterion (i) .....</b>	<b>Page 2</b>
<b>Selection Criterion (ii) .....</b>	<b>Page 19</b>
<b>Selection Criterion (iii) .....</b>	<b>Page 22</b>
<b>Selection Criterion (iv) .....</b>	<b>Page 26</b>
<b>Selection Criterion (v) .....</b>	<b>Page 32</b>
<b>Selection Criterion (vi) .....</b>	<b>Page 35</b>
<b>Selection Criterion (vii) .....</b>	<b>Page 40</b>
<b>Selection Criterion (viii) .....</b>	<b>Page 41</b>
<b>Selection Criterion (ix) .....</b>	<b>Page 46</b>
<b>Application Requirement (vii) .....</b>	<b>Page 50</b>

## Response to invitational priority

The KIPP St. Louis Middle School (KSMS) will be modeled after other high-performing KIPP schools around the country and will serve students in grades five through eight. Though KSMS does not intend to serve high school students, it will serve as a feeder to a future KIPP St. Louis high school opening in 2013. Additionally, the school targets low income students in a geographic area of St. Louis, Missouri served primarily by the St. Louis Public Schools, an unaccredited district in which more than 75% of students scored less than proficient in both Communication Arts and Math.<sup>1</sup> A major objective of KSMS is to provide its students with a rigorous college-preparatory curriculum that will successfully prepare them for matriculation to high-performing high schools and colleges and success in the competitive world beyond.

## Approach to responding to application requirements

In this grant application, KIPP St. Louis has responded to the application requirements in the context of our responses to the selection criteria as follows:

Application Requirement	(Addressed in) Selection Criteria
(i)	(i) and (ix)
(ii)	(vi); personnel addressed in (viii)
(iii)	(iv) and (v)
(iv)	(ii) and (v)
(v)	(iii) and (vii)
(vi)	(ii) and (vi)
(vii)	N/A, see page 50
(viii)	(iv)
(ix)	(iii)
(x)	(ix)
(xi)	N/A

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<sup>1</sup> <http://desc.mo.gov/planning/profile/arsd115115.html>

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

**Mission, Vision, and History**

The mission of the KIPP St. Louis Middle School (KSMS) is to develop in *all* of its students the strong knowledge, skills, and character traits necessary to succeed in high-quality high schools, colleges, and the competitive world beyond and to create and prepare the next generation of leaders, scholars and citizens by immersing students in a culturally rich, academically rigorous, service-oriented learning environment.

KSMS will become the center of cultural and college readiness for every child, every day. KSMS educators will employ proven, research-based best practices, such as culturally relevant teaching and learning and differentiated learning strategies. By applying the school's virtues of Truth, Harmony, Service, Fierceness, and Consciousness, students will purposefully and masterfully pursue academic, athletic, artistic, cultural and social service endeavors.

The educational philosophy of KSMS is modeled after Knowledge Is Power Program (KIPP), a nationally-renowned network of free, open-enrollment, college-preparatory public schools with a track record of preparing students in under-served communities for success in college and in life. KIPP began in 1994 when two teachers, Mike Feinberg and Dave Levin, launched a fifth grade public school program in inner-city Houston, TX. These two teachers took a "by any means necessary" approach to tackling the crisis of underperformance in urban education and set out to prove that *all* students, regardless of background and prior academic history, could achieve academic excellence. In 1995, Mr. Feinberg remained in Houston to lead KIPP Academy Middle School, and Mr. Levin returned home to New York City to establish KIPP Academy in the South Bronx. Though the majority of students in both schools had entered

KIPP performing well below grade level, each school quickly earned the distinction of being one of the highest performing public middle schools as measured by standardized test scores in its respective local school district. The sustained track record of high student achievement within these two schools garnered national attention and recognition, ultimately resulting in Mr. Feinberg and Mr. Levin forming a unique partnership with Doris and Donald Fisher, co-founders of Gap, Inc., to replicate the success of the two original KIPP Academies across the country through the non-profit KIPP Foundation.

As a result of the efforts of the KIPP Foundation, the network has grown to include 65 schools in 19 states and the District of Columbia serving over 16,000 students. KIPP schools have been widely recognized for helping under-served students climb the mountain to college. While more than 80 percent of KIPP students are low-income as indicated by their eligibility for the federal free and reduced-price meals program and 90 percent are African American or Hispanic/Latino, KIPP makes no excuses based on race, gender, socioeconomic status, disability, or prior academic record. In contrast with the national norm of less than 20 percent of low-income students typically attending college, KIPP's college matriculation rate stands at nearly 80 percent for students who complete the eighth grade at KIPP. As the official KIPP program in St. Louis, KSMS will continue the solid track record of success exhibited in KIPP's national presence.

While each KIPP school is tailored to meet the needs of the individual community it serves, all KIPP schools share a core set of operating principles known as the "Five Pillars":

1. **High Expectations.** KSMS will establish clearly defined and measurable high expectations for academic achievement and behavior that make no excuses based on the background

of students. Students, parents, teachers, and staff will create and reinforce a culture of achievement, excellence, and support through a range of formal and informal rewards and consequences for academic performance and behavior.

2. **Choice & Commitment.** KSMS provides an additional public school option to families in St. Louis, Missouri. Students, their parents, and the faculty of KSMS choose to participate in the program. No one will be assigned or forced to attend the school. Everyone who chooses to become a part of the KSMS family must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time on Task.** KSMS knows that *there are no shortcuts* when it comes to success in academics and life. An extended school day, week, and year provide more time in the classroom for KSMS students to acquire the academic knowledge and skills, as well as more opportunities to engage in rich and diverse extracurricular experiences, that will prepare them for competitive high schools and colleges. KSMS students will receive approximately 62% more time on task than their local district counterparts will receive. Given the school's numerous learning goals and the fact that many students will arrive two to three grade levels behind, a longer school day and mandatory Saturday and summer school are necessary to achieve accelerated academic growth such that the students are at grade level or advanced upon graduating in eighth grade.
4. **Power to Lead.** Rosalind Davis, School Leader of KSMS, is an extraordinary educator and an effective academic and organizational leader who understands that there are no great schools without great school leaders. Ms. Davis has direct control over the school budget

and personnel decisions, allowing her to swiftly move dollars or initiate staffing changes to achieve maximum effectiveness in helping students learn.

- 5. Focus on Results.** KSMS will relentlessly focus on high student performance on state standardized tests and other non-mandated objective measures. In keeping with the no shortcuts, no excuses philosophy, KSMS students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges regardless of their backgrounds, demographics, and prior academic performance.

High-quality school leadership and a strong culture of achievement are at the core of KIPP's success.

#### *Exemplary School Leadership*

KIPP's fundamental theory of change within urban education is that the key to great schools is a great educational leader. Thus KIPP has focused its efforts on the identification, training, and ongoing support of extraordinary school leadership. The KIPP Foundation trains prospective school leaders through the yearlong KIPP School Leadership Program (KSLP), which includes an intensive program of coursework at New York University, residencies at high-performing KIPP schools, and support from experienced KIPP staff. The KSMS School Leader will participate in this training program as part of the 2008 - 2009 KSLP fellowship class.

#### *Effective School Culture*

KSMS recognizes the importance of maximizing school culture to promote student growth and learning. It is a commonly held belief within the KIPP family that a strong culture of achievement and excellence ensures that the school is an inviting place for students to be and

allows the staff to promote the values and behavioral norms consistent with the school's mission. Every aspect of KSMS will aid in creating and maintaining a culture of achievement. The banners on the wall in the hallways and classrooms will convey KIPP values like teamwork and respect. Students will demonstrate the school's culture by the way they enter and exit a classroom, the respect they show their teammates inside and outside of the classroom, and their commitment to learning. Additionally, weekly rituals and classroom chants will not only unite the student body, but will also emphasize KIPP's values of teamwork, hard work, and constant learning. Consistent messages and themes across classrooms and throughout the school will ensure that KSMS is successful in creating and nurturing a strong culture of excellence that is aligned with the school's mission and values.

### **Community Information and Student Demographics**

KSMS targets high-poverty, low-achieving fifth through eighth grade students from the most under-served neighborhoods in the city of St. Louis, Missouri. St. Louis Public Schools (SLPS) is the school district that operates in the city of St. Louis. SLPS serves approximately 37,178 students, 81.7% of whom are African American and more than 80% of whom qualify for free and reduced lunch.<sup>2</sup> The quality of education offered to St. Louis Public School students has declined steadily over the years. The district has faced significant budget shortfalls, plunging enrollment and excessive staff turnover. Continuous administrative staff and board member turnover furthered the instability of the district, as evidenced by the fact that the district has had seven (7) different superintendents since 2003. The 2007 Missouri Assessment Program (MAP)

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<sup>2</sup> <http://desc.mo.gov/planning/profile/arsd115115.html>

results indicate more than 75% of SLPS students scored less than proficient in both Communication Arts and Math.<sup>3</sup>

On March 23, 2007, the Missouri State Board of Education voted 5-1 to strip the SLPS of their accreditation and to take over their management, effective June 15, 2007. Under the Board's decision, a transitional, three-person board was installed as the governing body for SLPS.<sup>4</sup> Missouri state law (Section 167.131) gives students in an unaccredited district the opportunity to transfer to an accredited district in the same or an adjoining county. The majority of the accredited districts in the St. Louis metropolitan area, however, have exercised their authority to reject non-resident students based on their own policies and capacity. This precarious situation has resulted in a large population of educationally under-served St. Louis students being displaced in the educational system with nowhere to turn for high-quality public education.

The highest levels of poverty in St. Louis are concentrated within densely-populated African American communities and these are the same communities that are educationally under-served. KSMS students will come from these target neighborhoods. Despite the limited educational and professional opportunities available to many families in the city of St. Louis, parents recognize education as the key to their children's success. Thus, KSMS seeks to offer the most under-served families of the St. Louis community a high-quality educational alternative for their children.

### **Educational Philosophy, Grades to be Served**

KSMS's growth plan is modeled after other successful KIPP schools. KSMS will open in July 2009 with 85 - 90 fifth graders. It is expected that approximately 80% of these students will

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<sup>3</sup> <http://desc.mo.gov/planning/profile/arsd115115.html>

<sup>4</sup> [http://www.slps.org/press/mar\\_2007/p032907.html](http://www.slps.org/press/mar_2007/p032907.html)

qualify for free or reduced-price lunch and over 95% will be African American. KSMS will add one class of fifth graders each year until it reaches full enrollment of approximately 320 fifth through eighth graders by 2012. This deliberate growth model ensures a small school environment that contributes to higher student achievement. Research shows that students in small schools (under 400 students) come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and show fewer behavior problems.<sup>5</sup>

KSMS will not implement specific “innovations”; rather, it will carefully build a strong and cohesive school culture of success based on the following fundamental strategies:

- **A Middle School Focus:** KSMS will serve students grades five through eight, as KIPP has found that the fifth grade is a critical year in terms of getting students caught up to grade level (by the completion of eighth grade) and preparing them for the best high schools and colleges in the country.
- **More Time in the Classroom:** In each grade, more time on task is central to the success of all KIPP schools; KSMS will be no different. The staff of KSMS will be committed to ensuring that *all* students *will* learn and will be engaged at all times. KSMS educators will maximize the 570 minutes they have with their students each day. As a KIPP school, the educational program at KSMS requires students to attend school from 7:30 a.m. to 5:00 p.m. during the week, 7:30 a.m. to 3:00 p.m. on Fridays, for four hours on Saturday, and for three weeks during the summer. Each minute of this time has been carefully planned to focus on the systematic development of students’ academic, intellectual, and character skills.

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<sup>5</sup> Education Week (Viadero, 11/28/01).

- **A Small, Effective Learning Environment:** In order for a School Leader to be effective, s/he must be aware of all activity within the school, in addition to activities outside of school, especially with regard to the family situations and the personal lives of the students. A School Leader must be in touch with *all* of the students and their families in order to be effective. KSMS's measured growth model will allow Ms. Davis to build the relationships necessary to gain a full understanding of her students and to accelerate their growth inside and outside the classroom. This will also allow KSMS staff to build a safe learning environment and promote strong participation, teamwork, and a sense of family among students, families, teachers, staff, and the community.
- **Cultural and Linguistically Relevant Teaching and Learning:** KSMS staff will be immersed in professional development led by The Center for Culturally Responsive Teaching and Learning (CCRTL) that will help them gain an understanding of the socio-historic connection to present-day systemic failure of African American and Hispanic students. They will learn the importance of using culturally and linguistically responsive teaching as a foundation for increased student achievement and will employ the applicable instructional strategies. CCRTL's method of culturally responsive teaching is designed to validate each and every student and their culture in a shame-free environment. As CCRTL-trained instructors, KSMS staff will educate their students by validating and affirming the students' home language and culture, while also teaching societal language requirements to help them effectively communicate in a variety of environments.
- **Morning Meetings and Advisory/Character Education:** The purpose of morning meetings and Advisory is to strengthen relationships between and among KSMS students and faculty.

Each student is assigned an advisor for the duration of his/her four years at KSMS. This allows for Advisory to become a “family” and for the advisor and student to develop a meaningful relationship. During Advisory, students participate in Lion Learning, debates, assemblies, intramurals and spirit activities. Lion Learning is an experiential series of activities (including games, obstacles and initiatives) which foster cooperation and leadership while allowing students to have fun and get to know each other on different levels. Students have the opportunity to integrate the content of their classes through debate and other cross-curricular activities. Students also have regular contact with their KIPP To College counselor and review study skills and other relevant topics.

- **Cross-Curricular Literacy Approach:** After completing a study of technology and basic skills for at-risk youth, The National Center on Adult Literacy (NCAL) at the University of Pennsylvania, “observed that the very high incidence of high school dropouts, including as much as 50% of minority populations in urban areas, is devastating both to the inadequately skilled, at-risk youth themselves and to the economic and social fabric of communities across the United States.”<sup>6</sup> KSMS will take a novel approach to combating this issue by focusing on intensive reading/literacy interventions in the 5th and 6th grades. During 5th and 6th grades students will have two ninety minute blocks of reading instruction. Students will attend English/Language Arts (ELA) and Math during the morning in addition to Social Studies and Science; however, during the social studies and science class students will be taught using nonfiction-leveled texts. The science and social studies contents will still be covered but will be embedded in literacy strategies.

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<sup>6</sup> [http://www.literacy.org/IITMs/project\\_youthhub.htm](http://www.literacy.org/IITMs/project_youthhub.htm)

- **Community Service & Civic Responsibility:** All students will perform community service projects as part of their matriculation through KSMS. ‘Seniors’ (eighth graders) will be required to complete a community service-learning project with mentorship or internship as the culmination of their KSMS academic experience called the PRIDE Project. KSMS students will be supervised by mentors who are accomplished doctors, lawyers, urban planners, politicians, community activists, scientists, engineers and other professionals and will acquire internships in fields that satisfy the service and career experience portion of the PRIDE Project experience. Students will document their experiences and present the documentation of their PRIDE Projects to a panel made up of KIPP administration, faculty, Board members, parent representatives, community representatives, and peers. The PRIDE Project will represent the authentic assessment of the student’s development as a KSMS Kippster and will measure their mastery of technology, research and presentation techniques, problem-solving, critical thinking and leadership skills.

### **Educational Program**

KSMS’s educational program and curriculum is designed to prepare high-risk students for the rigors of top performing high schools and colleges. The incorporation of a two-part, four-week mandatory summer school, four hour Saturday school, and extended hours during the week allows KSMS to develop comprehensive, creative programming. A Reading/Literacy Specialist will extend and co-teach science and social studies during fifth and sixth grades. KIPP’s core value of “more time” and extended programming will also allow KSMS staff to implement a rigorous academic program that provides instruction in all core subjects, as well as an extended

focus on English/Language Arts/Reading with a nonfiction literacy focus in social studies and science and Math and a rich extracurricular program that reinforces the mission of the school.

During the summer, new students are initiated into the routines, procedures, and high expectations of the school while returning students receive a head start on the following year's curriculum and participate in enrichment activities. During the week, all students will start the day with a half-hour of critical thinking and problem-solving activities. Students will then engage in six to seven hours of standards-based instruction including reading, writing, math, history, and science. Saturdays during the regular school year are spent in various enrichment and cultural activities including tennis, martial arts, swimming, chess club, art, drama, forensics/debate, band, dance or chorus. In addition, Ms. Davis will work collaboratively with teachers to develop instructional methods that will successfully maximize student learning, with community agencies that can provide the facilities and the instructors necessary to provide training and enrichment opportunities for students, and with Washington University to ensure that all student interests are nurtured, supported and encouraged. Students will acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to independently apply, evaluate, and expand upon their knowledge.

There are many educational theories and practices that have proven to be effective in the classroom environment; KSMS will not subscribe to a single approach. KSMS will allow successful teachers to teach in an environment that supports their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. To allow for adequate preparation, prior to the start of the year, KSMS teachers will spend eight weeks developing and

fine-tuning content curriculum and scope and sequence. KSMS will utilize the PLC (Professional Learning Community) framework to improve instructional practices, spend time reading professional books on best practices, and visit other exceptional KIPP schools and teachers across the United States. Having a network of 65 schools to share and adopt best practices will allow the school's teachers to continuously improve their own practices and to work toward higher student achievement.

Examples of instructional techniques that existing KIPP schools have successfully implemented include whole-class instruction, small group instruction, individualized instruction, cooperative learning, peer tutoring, computer activities, educational field lessons, multi-sensory instruction such as songs, chants and dances, phonetic-based instruction, balanced literacy, project-based learning and discovery learning.

KSMS teachers will teach at all levels of learning. Students whose needs have not been met through traditional teaching methods will benefit from a number of alternative instructional techniques, which may include call and response, hands-on learning, role-playing, team-teaching, small group instruction, and other various techniques. Additionally, KSMS teachers will continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies.

### **Curriculum**

The curriculum for KSMS will be based on models commonly used at schools across the United States. KSMS will provide a comprehensive curriculum, emphasizing literacy, math, the social sciences, the arts, community activism and technology. Students will follow an intensive program that includes a project-based, Integrated Math, English & Technology curriculum, and a

liberal and communications arts based college preparatory upper school and career academy. All students will be required to take a foreign language or language course from year one.

Nothing about the KIPP curriculum is revolutionary; the actual delivery and commitment to high-quality teaching is; however, the driving force behind the KIPP model's outstanding results. Ms. Davis will recruit a highly qualified group of talented founding teachers that will be the core of the school's success. Once a dedicated, skilled team is in place, KSMS will focus on implementing key elements of the following curriculum models.

- **English/Language Arts and Reading:** KSMS will institute the Reading Intervention Program with the Five Pillars of Reading Instruction (Phonemic Awareness, Systematic Phonics, Fluency Development, Vocabulary Growth, & Comprehension Strategies) that will be taught across the curriculum. The methodologies behind Columbia University's Readers and Writer's Workshop and the International Reading Association (IRA), specifically target the needs of a diverse group of learners. Utilizing effective mini-lessons in conjunction with small group work, peer-to-peer work, and one-on-one instruction, provides students a venue to grow and to be challenged as they become better readers and writers. These models will work in tandem with SRA's Reading Mastery and be supplemented by Scholastic books, Text Talk, and Word Wise for extension and independent reading to round out the reading blocks with explicit vocabulary development. Reading instruction will be delivered alternately through teacher guided practice and computer based instruction and intervention through The Waterford Institute.
- **Mathematics:** In mathematics, the KIPP Math approach will be heavily utilized. KIPP Math in 5th grade assists students in a year of "catch up" covering basic skills such as number sense,

basic mathematical procedures, and geometry. KIPP Math's chanting, rapping, and singing connects to a variety of learning styles and engages all learners. In addition, Saxon Math will be used to compliment the KIPP Math methodologies. Saxon Math introduces new concepts while spiraling previously learned materials. Students continue to build a foundation while new information is presented in a fun and accessible way.

- **Science:** For its hands on learning and experiential based learning methodologies, KSMS will purchase Foss Science Curriculum, a variety of Delta Science Curriculum and Prep kits and Discovery Education's Middle School Science On-line Curriculum resources site license. A Discovery Education Science site license will give every KSMS educator and KSMS student in the building around the clock access to an unprecedented collection of interactive, inquiry-based content paired with formative assessment. Delta Science allows for practical experience in classrooms and demonstrates that students learn best by doing. When involved in learning something of interest, KSMS students will come to understand concepts more fully, remember them longer after the experience, and develop confidence in their ability to find things out and to understand science. KSMS students will also receive a double-dose of literacy instruction that is science/and social studies, nonfiction content specific and comprehension and fluency skills focused.
- **Social Studies:** History Alive!, Social Studies Alive!, and Geography Alive! TCI (Teacher's Curriculum Institute) programs are integrated, allowing students to see connections between classroom activities, the history, and their lives today. TCI materials maintain a chronological order while grouping by content area for ease of understanding. History at KSMS will be a literacy class that combines the use of TCI materials and rich historical fiction and nonfiction

literature. TCI materials have interactive activities that allow students to learn historical concepts and remember important details about history. The KSMS history course will teach reading strategies during history using nonfiction and fictional literature and literacy strategies that are pertinent to comprehending and appreciating the subject matter. For instance, if the students are studying Native Americans, they will also read Trail of Tears, by Gloria Jahoda.

- Liberation Studies: Middle school is a time of intense and often confusing social, emotional, physical, and spiritual change for students. It is often a troubling and confusing time in a young person's life. KSMS students will just be starting to ask themselves, "Who Am I?" This developmental stage in a child's life is mostly about identity and belonging. KSMS will help students shape their identity by exposing them to the history and culture of those who came before them. As seekers after human truth, KSMS students will test traditional assumptions about race so that they may make more enlightened choices for themselves and their civilization. The primary objective of this LIBERATIONS/African American studies curriculum, regardless of the race or color of students and instructors, is education for positive and productive citizenship. The curriculum will be developed by the KSMS staff and will consist of the economic, psychological, and social situation of Blacks past and present, the diversity and range of thought in the African Diaspora, and an emphasis on life-long enlightenment and truth (knowledge) about self.

It is important to note that the school's entire curriculum will be crossed-aligned. For instance, science concepts are frequently spiraled with math and are taught concurrently. Literacy is explicitly and implicitly taught across the curriculum. All subjects utilize mini-lessons taught

in Writer's Workshop. What KSMS Students learn in one class is often purposely utilized in another. No class is designed and/or implemented in isolation.

### **Technology to Support Teaching and Learning**

Society is increasingly orienting itself around structures of technology. An empowered generation of youth leaders must be proficient users and developers of the technologies that shape life in the 21st century. They too must be fully-developed individuals with competencies in the arts, communication, self-knowledge, literacy, foreign languages and physical education. KSMS will provide its students with access to technology by designing four state-of-the-art technology learning labs. These technology learning labs will have a different learning focus for each learning level- 5th grade Word Processing and Document Design, 6th grade Math and Engineering, 7th grade Academy of Medicine and Science, 8th grade Academy of Web-design and Programming- thereby providing students with exposure to career choices in technology.

KSMS will incorporate technology into its curriculum in a variety of ways as a means to enhance classroom tools for teaching and learning. The school's technology focus resides in three basic beliefs:

1. Skillful use of technology supports the development of process skills such as flexibility, adaptability, critical thinking, problem solving and collaboration - all aligned with state education standards.
2. Technology allows KSMS to better serve the diverse learning needs of its students and advance skills of *all* learners.
3. KSMS must prepare students to be lifelong learners who are responsible for their own learning, skilled in accessing and processing information, confident in using technological

tools, able to solve complex problems alone or collaboratively, capable of being creative and innovative, and able to communicate locally, nationally, and world-wide.

KSMS students will use technology to publish papers, write reports and projects, and collect and manipulate data in science class. Students will use computers to reinforce and evaluate mathematical skills. In addition to enhancing curriculum integration, teachers and staff will use technology to communicate with peers, parents and students to track, record, and report student progress. The equipment KSMS intends to purchase will be used daily to support student learning styles. Internet access is critical to KSMS teachers for lesson planning, research, and collaboration with colleagues in addition to it being a valuable tool teachers can use for differentiation and remediation. KSMS will adopt the National Educational Technology Standards (NETS) for students as a framework to plan technology-based activities.

### **Enrichment Activities**

Perhaps one of the most important aspects of the school's curriculum will be the incorporation of enrichment activities on Saturday. Academically preparing students for top performing high schools and colleges is not enough. Every semester students will select from a wide variety of electives such as Swimming, Martial Arts, Tennis, and Cultural Enrichment and Holistic Learning (Character Education, Band, Chorus and Arts and Letters).

St. Louis is a cultural center that has free and low-cost options for exposure and training. KSMS will utilize the resources that Forest Park and the Museum system can provide. There are few schools that tie its city's attributes and its history to the curriculum, but KSMS feels strongly that combining community efforts and resources and curriculum will allow a successful cultural enrichment program to thrive and be sustainable for future generations of Kippsters.

### **Compliance with Section 427 of GEPA**

Measures that KSMS will employ to comply with Section 427 of the Department of Education's General Education Provisions Act (GEPA) are woven throughout the KIPP model. In addition, the following points illustrate specific ways that KSMS will comply with Section 427 of GEPA:

- KSMS will invite parents and family members to open learning sessions so that they can assist students in utilizing and understanding technology. Led by teachers, attendees will learn how to use computers and programs, why it's important for students to utilize these tools, and where technology is headed in our society.
- Grant monies will be used to provide students with special physical needs with furniture, equipment, and supplies to accommodate their needs.

### **(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 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.

Except as identified in the Missouri charter law, charter public schools are exempt from all laws, rules, policies, and regulations that relate to schools, school districts, and school district governing boards. 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.

A significant and critical attribute of the Missouri charter law is that it allows a charter public school to be set up and operate as a local educational agency (LEA). In this capacity, the charter public school will deal directly with Missouri regarding 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 the KIPP St. Louis Middle School from potential withholdings at the local level thus providing KSMS an opportunity to more effectively perform budget planning activities and maximize revenues.

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. KSMS will be established as a non-profit organization with tax-exempt status under the 501(c)(3) IRS tax code and will be sponsored by Washington University (WU) pending approval of the charter during the pre-implementation year of 2008 - 2009. KSMS is governed by an independent governing body with fiduciary responsibility, the KIPP St. Louis 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 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 KSMS will be required to provide regular updates and financial statements to WU, KSMS will be granted full control over its finances and budget. Thus, KSMS will benefit from significant autonomy and flexibility in such matters as establishing the school's budget, managing the school's finances and daily operations, and determining personnel policies and procedures. This freedom will allow KSMS 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, KSMS 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.

It is envisioned that the relationship between KSMS and WU will be a rich, meaningful partnership, with significant involvement on the part of the sponsor in the daily life of the school. WU has indicated their intent to be actively involved in not only the school but the neighboring communities in the following ways:

- Social work graduate students from the nation's top ranked George Warren Brown School of Social Work will conduct their required field work at KSMS, serving the needs of both students and their families;

- Resources from Science Outreach, a program housed in the Department of Biology dedicated to improving science teaching and learning among K-12 students in the St. Louis region, will be made available to KSMS students and faculty;
- Graduate students in the Department of Music will provide as needed instruction at the school;
- Washington University undergraduate students will provide tutoring and mentoring resources to KSMS students;
- In order to help promote the goal of 100% college attendance among KSMS graduates, Washington University will make its campus facilities available to the students and faculty for programs devoted to preparing students for both the culture and academic rigors of college life;
- Faculty in the Department of Psychology will provide instructional guidance to teachers at KSMS based on their ground-breaking research in the area of "Test-Enhanced Learning"

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

**Community Support**

The opening of the KIPP St. Louis Middle School is the culmination of an effort that was initiated by a very small group of St. Louis residents who were not only concerned citizens, but also parents, and therefore have a deep and personal vested interest in the future state of public education in the city of St. Louis. This group successfully rallied the support of numerous business and civic leaders to submit a proposal on behalf of St. Louis in response to the 2006 KIPP New Site Request for Proposal (RFP). St. Louis was not selected as a KIPP expansion site in 2006, but one of the supporters in this process had been instrumental in bringing Teach For

America to St. Louis and committed similar support to the KIPP St. Louis effort. Under his tutelage and guidance, the primary organizer of the original grassroots effort was successful in building a community coalition of over 100 supporters of KIPP schools opening in St. Louis. The 2007 St. Louis proposal demonstrated the deep and broad community support for bringing KIPP to St. Louis and ensuring its success with moving educationally under-served students forward on their path to college.

Several media outlets, especially print media such as the *St. Louis Post-Dispatch*, the *St. Louis American*, and the *St. Louis Business Journal*, have embraced the movement to open KSMS with numerous positive articles and public announcements highlighting the developments with the opening of KSMS. The KIPP St. Louis community coalition continues to grow, and with future media outreach, it is expected that the base of parents and community members in general will grow larger and stronger still.

### **Student and Family Recruitment**

KSMS will focus on recruiting students and families who match the typical KIPP student demographical profile with respect to ethnicity, income level, and prior academic performance and who reside in the most socially and educationally under-served neighborhoods in the city of St. Louis. In order to connect with this target group of students and ensure diversity within KSMS, a wide variety of student recruitment activities will be employed.

KIPP schools across the country have learned that one of the most effective ways of recruiting students is through word of mouth and personal outreach. In continuing with that tradition, KSMS staff will go door-to-door throughout residential complexes in the neighborhoods identified as having a large population of the target student group to ensure that

every child, parent, and guardian is informed about KSMS and their option to become part of the KSMS family. Flyers, brochures, and information about the school will be posted in common areas, grocery stores, local churches, restaurants, community centers, and on city buses specifically in neighborhoods where poverty and low academic performance rates are among the city's highest. Newspaper advertisements will be placed in local minority newspapers such as the *St. Louis American*. Additionally, representatives from the KSMS leadership team will speak to local community churches and organizations such as Urban League, Big Brothers Big Sisters of Eastern Missouri, YMCA of Greater St. Louis, Herbert Hoover Boys Club, Matthews Dickey, Mentor St. Louis, and Girls Inc. A full community outreach plan will be developed and implemented during the pre-implementation year 2008 - 2009 incorporating elements of successful recruitment processes utilized by existing KIPP schools:

- Take diverse staff on all recruiting visits, including relevant foreign language-speaking teachers;
- Develop marketing materials in multiple languages;
- Conduct parent information sessions to elaborate on the commitment involved with attending KSMS;
- Promote the school at neighborhood gatherings, community events, civic organization meetings, and on popular local radio stations.

### **Student Enrollment**

KSMS 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. KSMS recruits and admits students without regard to prior academic or behavioral performance and does not discriminate

on the basis of race, ethnicity, religion, disability, gender, income level, proficiency in English or athletic ability of the students or the parents or guardians.

In the months prior to the start of each academic year, KSMS will focus recruitment efforts on fourth graders entering their fifth grade year in order to fill the following year's fifth grade class. Recruiting efforts intensify at the beginning of each calendar year. Starting in January, KSMS will hold Open House sessions for interested students and families to learn not just about KIPP in general or KSMS specifically, but also to review the high expectations of the school. Applications will be available at these sessions. New Student Orientation and New Family Orientation will follow in late spring.

KSMS will hold an open-enrollment period beginning on January 15<sup>th</sup> of each calendar year and continuing through the end of June. In an effort to bridge the gap that often exists between school and home, all students will be visited by the School Leader and enrolled in their homes.

KSMS students are admitted on a first-come, first-serve basis. Specific to Missouri, if the number of applications exceeds the capacity of a program, class, grade level or building, a random, impartial selection process, also referred to as a lottery, will be conducted to assure all applicants an equal chance of gaining admission. All students not admitted due to capacity will be placed on a waiting list in the event that space becomes available. Given recent national and local attention, demand for seats at KSMS will most likely lead to a waiting list in the future.

The above lottery procedures will also be followed to fill vacant seats in grades six, seven, and eight should seats become available.

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

**Educational Objectives, Measurable Outcome Goals, and Comprehensive Assessment**

**Program**

Commitment to the core principles of rigorous college-preparatory academics, high expectations, community and family involvement, and civic and teamwork skills will empower the KIPP St. Louis Middle School to achieve maximum educational effectiveness and success in establishing, evaluating, and ultimately satisfying its educational objectives and goals. In keeping with this tradition KSMS students will exceed the average performance levels of students in schools from neighboring areas and local schools with similar demographics in the areas of reading, English, and mathematics through the advantage of having more time focused on academics than traditional school programs. Each student will maintain progress toward benchmarks of proficiency and advanced mastery of skills as defined by the Missouri State Standards. While KSMS has many intermediate goals and equally many evaluations and assessments necessary to ensure KSMS achieves its goals and objectives, the ultimate evaluation of the school will occur in 2017 when the first class of KSMS students will be on track for high school graduation and college matriculation. While KSMS is a middle school, the common belief within the KIPP network is that preparation for college cannot begin early enough. The percentages of students meeting this standard of entering college will provide an overall assessment of the long-range effectiveness and success of the school.

The assessment of student achievement at KSMS involves a full range of measures to ensure the most comprehensive picture of student progress, as well as alignment with the educational objectives and school outcome goals. Each year, KSMS will administer all state and

national tests for grades five through eight as determined by the State and National testing schedule, thus generating quantitative data to be used as the basis of the school's comprehensive approach to measuring student performance. Data from Missouri Assessment Program (MAP), Stanford-10, and other norm-referenced assessment tools will be utilized to set goals for continuous improvement, as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of the school's college preparatory program.

The following table identifies specific student outcome goals and the corresponding assessments which are used to evaluate each goal. The frequency of these evaluation tools will create an opportunity for KSMS teachers and administrators to critique the program, adapt instructional approaches, and establish new goals and expectations to better serve the student population.

<b>Student Outcome Goal</b>	<b>Assessment Tool</b>
KSMS students will exceed the average performance levels of students in schools with similar demographics in St. Louis in English/ Language Arts and Mathematics	MAP, Stanford 10
Each student will maintain progress toward benchmarks of proficiency in all academic subjects as defined by the Missouri Show-Me Standards	Missouri Achievement Level Descriptors, local assessments, daily student work, student portfolios
Students will achieve on average 1.1 years of academic growth at all grade levels	Multiple administrations of nationally norm-referenced growth-measured exam

Students will be effective and confident communicators, able to write and speak with clarity, accuracy, and precision	Student portfolios, local assessments including written and oral exams, student debate, PRIDE Project
Students will be critical thinkers and problem-solvers	Local assessments, morning work, student portfolios, PRIDE Project
English Language Learners will achieve fluency and exit bilingual services in English by promotion	Local assessments, parent conferences, student writing samples
All students will develop academic skills needed to be successful in subsequent schools	Local assessments, Stanford 10, daily student work, student portfolios
At least 90% of daily homework assignments will be completed and handed in	Daily student work, grade reporting and weekly progress reports to parents, and monitoring via Power school
At least 95% of students will attend school on a daily basis	Student attendance reporting
100% of students will matriculate to college-preparatory high-schools	High school placement
Students will develop a sense of responsibility to their community and the greater community at-large	Student journals, school and individual community service projects, ongoing assessment from teachers and administration, PRIDE Project

In addition, the school will evaluate itself yearly against the following school outcome goals:

School Outcome Benchmark	Assessment
High quality educational program	
The school will exceed the average performance levels of schools in similar areas on the MAP	MAP Test (Missouri Assessment Program)

<p>80% of students enrolled at the school for a four consecutive year period will achieve Proficient or Advanced status on the MAP</p> <p>The school's mobility, truancy, and dropout rates will be below the city norm</p> <p>The school's attendance rates will exceed 90%</p> <p>100% of ELL students will become English proficient by the time they leave the school</p> <p>Teachers will have significant expertise in the subject-matter they teach, and will be well-supported with planning time and ongoing professional development</p> <p>The school will maintain a culture of excellence, high expectations, and emphasis on college</p>	<p>Student attendance and reporting forms</p> <p>Teacher surveys</p> <p>Teacher peer-to-peer evaluations and School Leader evaluations</p> <p>Stanford -10</p> <p>STAR Reading assessment</p> <p>Running records</p> <p>School culture evaluation rubric</p> <p>KIPP school inspection</p> <p>High school admissions letters</p> <p>Presence of college/university paraphernalia</p> <p>Student surveys regarding college plans</p> <p>Healthy Schools Initiative</p>
<p>Fiscally sound business and management structure</p>	
<p>Successfully manage all grants</p> <p>Implement fiscal policies and controls</p> <p>Meet student and teacher recruitment goals</p>	<p>Release of all grant payments</p> <p>Quarterly audit and end of year audit results</p> <p>Maintenance of budget surplus</p> <p>Satisfaction of requirements outlined in the charter</p>

Recognition as valued partner in local community and pillar of educational community	
<ul style="list-style-type: none"> <li>The school will share best practices and lessons learned with other charter and district schools and across the state</li> <li>The school will demonstrate 85% overall satisfaction rating within the student body, parental community, and neighborhood and surrounding areas in which it is located</li> <li>The school will have significant parent engagement</li> <li>The school will have significant community participation</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at local and national charter conferences, membership in the Missouri Charter Public School Association</li> <li>Annual parent and student satisfaction surveys</li> <li>Visitor/volunteer satisfaction surveys</li> <li>Number of parents and community members involved in tutoring, Saturday school and enrichment activities</li> </ul>

**Use of CFDA 84.282B Grant Funds, Other Federal Programs**

KSMS will use CFDA 84.282B grant funding to enhance its ability to fulfill the objectives of other Federal programs administered by the Secretary as follows:

- KSMS is dedicated to serving educationally under-served students. It is expected that approximately 80% of KSMS students will qualify for free or reduced price lunch, and that KSMS 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 durable equipment such as classroom furniture as well as the first three year’s worth of curriculum materials. It is expected that many of the students will perform below grade level when they arrive at KSMS; however, the curriculum will be

flexible enough to provide more challenging educational topics for high-performing students while at the same time providing remediation and enrichment to address the needs of lower-performing students. 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 KSMS offers (KSMS staff earn approximately 10% more than do their district counterparts) and other costs associated with offering 62% more time in school than the local district provides. Because KSMS will offer extended programming, extra time spent on reading, writing, and math does not come at the expense of time spent on social studies, science, and extracurricular activities. As a result, KSMS students benefit daily from instruction in all core subject areas as well as through participation in extracurricular activities that enhance the school's program design.

- KSMS is requesting funds to make critical investments in the professional development of its staff in two major areas. This use is directly aligned with Title II.A and the 84.282B grant monies will serve to supplement the estimated \$4000 in Title II.A KSMS will receive. As part of the KIPP Foundation's support of schools and their continual growth and development, all KSMS staff will attend the annual KIPP School Summit, a weeklong national conference that brings together all KIPP educators, staff, and leaders to share best practices and hone their specific areas of expertise in the effort to improve student achievement. Additionally, all KSMS staff will complete the entire cycle of learning provided by the Center for Culturally

Responsive Teaching and Learning, a nonprofit professional development organization created to educate teachers in culturally and linguistically responsive instructional strategies.

- KSMS plans to use a significant portion of these grant funds to implement its 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 KSMS that technology will play a crucial role in enhancing the curriculum and ensuring that *all* students develop a strong 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 KSMS students for years to come, long after the Federal grant period has expired.

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

**Comprehensive Monitoring and Assessment Structure**

The KIPP St. Louis Middle School will be accountable to several entities. First and foremost, the school will be accountable to its students and the parents of its students to provide an exceptional, safe learning environment for *all* of its students. KSMS will also be accountable to the KIPP St. Louis Board of Directors, the KIPP Foundation, Washington University, and to the state of Missouri.

An accountability plan for KSMS is being developed that will evaluate and benchmark the school's progress towards achieving the stated objectives on both a micro level (student academic and overall performance) and a macro level (school's academic, operational, and financial performance). The accountability plan will include use of the assessment tools outlined previously in Selection Criteria (iv). Additionally, KSMS will employ the following assessment

strategies to evaluate the effective and successful implementation of the school's objectives and goals in both a qualitative and quantitative manner.

### **Student Objectives Evaluation**

KSMS will have a data-driven learning culture. The school will use the Stanford-10 at the beginning of the school year to diagnose student needs and establish a baseline. The school will also use the Pearson Inform Assessment and Data Analysis System. KSMS will use the Stanford-10 as well as the state assessment, MAP, as an end-of-year summative measure of AYP and instructional effectiveness.

Diagnostic exams such as Stanford-10 will be used to assess students' prior knowledge and mastery or non-mastery of academic concepts and then will be used to guide instructional practices. Interim and formative assessments such as Pearson Inform Assessments and teacher created tests (formal and informal) will be given weekly, monthly, and quarterly. The resulting data will be used to encourage student, teacher, and administrative growth. The results will track student proficiency on standards that will be tested on high stakes tests. KSMS staff will respond to the data by adjusting teaching strategies to address student learning needs and administrators will utilize data to adjust instructional leadership.

Teachers on their respective teams and departments will analyze their interim data as it is generated with their teams and will adjust or replicate instructional strategies. All staff will meet with the administration to report and analyze data and decide how to improve or share instructional strategies.

Teachers will use informal classroom assessments (questioning, class participation, observation of tasks, and practice, dipsticking, ticket-out-the door, etc.) and formal classroom

assessments (weekly and/or bi-weekly quizzes, essays, projects, and portfolios) to gather data for formative feedback. Additionally, summative assessments will be used as indicators of success and guide instructional change for the upcoming year.

### **School Objectives Evaluation**

KSMS will undergo a series of comprehensive programmatic audits that will permit the KIPP St. Louis executive staff, the KIPP St. Louis Board of Directors, as well as its charter authorizer, Washington University, to closely monitor the school's achievement of its goals and outcomes. An internal evaluation of the school will include the following strategies:

1. The School Leader will perform regular teacher evaluations consisting of classroom observations, review of curriculum and teaching methods, and utilization of other performance-management tools.
2. The Executive Director will institute a review process for the School Leader.
3. The Board will institute a review process for the Executive Director.
4. The Board will meet monthly and oversee the efficient, effective, and fiscally-prudent management of the school.

Washington University will assess and monitor all operations of the school from an external perspective according to the requirements, evaluation procedures, and performance criteria to be outlined in the charter.

In order to ensure the success of schools affiliated with KIPP across the country, the KIPP Foundation has developed a school evaluation process based upon the best practices of existing KIPP schools and a formal protocol developed by a team of British School Inspectors and refined through assessments of high performing charter schools nationwide. KIPP Foundation staff

members will visit KSMS on a regular basis to provide formative feedback regarding its performance and progress towards achievement of its stated objectives and goals. During the first months of the school's operation in year one, a two-day inspection will be conducted and feedback and on-going assistance provided. A week-long formal inspection and evaluation to determine the school's ongoing status will take place during its second year of operation. The purpose of these developmental visits is to identify strengths and areas for development so that KSMS can continuously improve the quality of education it provides, raise the educational standards achieved by the students, and ensure the school's adherence to KIPP's Five Pillars. The visits also will help KSMS learn to complete a self-evaluation and create sustainable structures to ensuring its ongoing success. The second year inspection provides a more thorough independent external view of the school and contributes to the national development of KIPP schools and education reform through the identification and dissemination of best practices.

**(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).**

### **KIPP Student Achievement Results**

#### *Nationally norm-referenced test results*

As the KIPP St. Louis Middle School is modeled after other successful KIPP schools across the nation that have a proven track record of increasing student achievement, KSMS believes it is well-suited to meet the ambitious objectives set forth in this application. The academic growth of students who started in fifth grade at KIPP schools since 2001 and who took an exiting eighth grade spring exam during or before 2007 is best illustrated by the following

datapoint. The average KIPP student who has been with KIPP for four years starts fifth grade at the 40th percentile in mathematics and the 32nd percentile in reading, as measured by norm-referenced exams. After four years in KIPP, these same students are performing at the 82nd percentile in math and the 60th percentile in reading.

#### *State test results*

In the 2006-07 school year, approximately two-thirds (67 percent) of KIPP fifth grade classes nationwide outperformed their local districts in reading/English language arts at the end of their first year in KIPP schools, as measured by state exams. Nearly two-thirds (63 percent) of KIPP fifth grade classes outperformed their district in mathematics.

By eighth grade, KIPP middle schools often set the standard for achievement in their communities. In the 2006-07 school year, fully 100 percent of KIPP eighth grade classes nationwide outperformed their district averages in both reading/English language arts and in mathematics.

As previously stated, while fewer than one in five low-income students typically attend college nationally, nearly 80 percent of KIPP alumni have matriculated to college. KIPP's average attendance rate across the network stands at over 95%.

By outperforming both neighboring schools as well as most of the highest-performing schools in their respective cities, existing KIPP schools have proven that KIPP's educational vision can be implemented with tremendous success, even after just one year of operation. KSMS believes that with systematic planning and deliberate execution, it can implement the KIPP model with fidelity and achieve results similar to those described above.

#### **Commitment to Research and Continuous Improvement**

Since its inception, KIPP has been the subject of five independent reports that have examined KIPP's effect on student achievement. Those reports have found that students make significant academic gains while at KIPP schools. In 2005, a report by the Educational Policy Institute (EPI) found that KIPP fifth-grade students made "large and significant gains" as compared to the average for urban public school students.<sup>7</sup>

Following recommendations that the KIPP Foundation engage in a multi-year, longitudinal study to further assess the KIPP effect on student achievement, a study by Mathematica Policy Research, Inc. was recently commissioned. The five-year study will examine the impacts of KIPP middle schools on student achievement and other outcomes, how these outcomes compare with students at other schools, and whether of KIPP students' academic performance indicates that they are on a path toward college.

In addition, through internal research and other external evaluations, the KIPP Foundation will examine several other areas proven to impact a student's development. In the spring of 2008, the KIPP Foundation released a report on student mobility rates and what factors cause students to attend and leave KIPP schools. Additionally, the KIPP Foundation will take a close look at what can be learned from the experiences of current KIPP alumni and what is being discovered across the network about student achievement in areas where KIPP students tend to perform less well.

KIPP is a national model of education reform. The lessons learned at every KIPP school are shared throughout the network of KIPP schools to increase their effectiveness and strengthen the quality of instruction delivered. As part of the KIPP family, KSMS and its students will

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<sup>7</sup> <http://www.educationalpolicy.org/pdf/KIPP.pdf>

continue to benefit from the research and work of the KIPP Foundation as well as the best practices gleaned from knowledge-sharing with other KIPP schools.

### **Management, Governance, and Oversight**

Trina Dyan Clark James currently serves in the capacity of the Founding Cluster Executive Director for KIPP St. Louis and in this capacity she will manage the day-to-day operations of the school and will report to the Board. Ms. Clark James is expected to strategically plan for the growth of KSMS, secure and manage all operational services required by the school, and serve as the lead person for cultivating community partnerships. She will work with the School Leader to ensure the overall success of the school in achieving the goals and objectives set forth earlier in this application and will be held accountable for the start and sustainable growth of KSMS and the greater school community.

As the School Leader of KSMS, Rosalind Davis is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school. Ms. Davis will administer, supervise, and evaluate all aspects of KSMS such as managing and evaluating instructional and non-instructional staff, maintaining school budget records, making and carrying out final decisions on all student management and discipline issues. She will be held accountable for the continuous improvement of student achievement.

KSMS is governed by the KIPP St. Louis Board of Directors which is comprised of local civic and business leaders both familiar with and committed to the KIPP educational model as well as the needs of the community in which the school will be located. As representatives of the community, the KIPP St. Louis Board of Directors brings a diverse set of skills and backgrounds, and represents a broad array of expertise areas. The Board operates in accordance with the KIPP

St. Louis Articles of Incorporation, Bylaws, and applicable Missouri open meetings laws. Above all, Board members completely support the mission of KSMS and serve because they believe in, and are ambassadors for, the goals and mission of the school.

The KIPP St. Louis 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. During the school's initial start-up phase, the Board will be critical in implementing the policies and systems that will ensure the success of the school.

The charter sponsor, Washington University, will help to ensure the continued operation of KSMS through its oversight, guidance, and support. In addition to carrying out the supportive duties of an exemplary sponsor, WU will regularly evaluate the school's progress with meeting the stated objectives and goals, and, upon reaching the term of the charter, will determine whether it will re-authorize KSMS based on its achievement of the objectives. Leadership of Washington University's role as sponsor will come from the Dean of the School of Social Work, Dr. Edward F. Lawlor, and Executive Vice Chancellor for Administration, Mr. Henry S. Webber.

To support the efforts of the KSMS staff, the local Board of Directors, and the charter authorizer, the KIPP Foundation will provide ongoing support in areas such as school evaluation and inspection, ongoing professional development, real estate/school finance/legal matters and public affairs, data analysis and improvement, business operations, Board development,

development efforts and fundraising, and strategic business planning. KSMS will benefit not only from the wealth of resources found throughout KIPP's national network of 65 schools but also from the centralized support provided by the KIPP Foundation.

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

**Parental and community involvement**

Strong and meaningful parental involvement in the educational process for every student is paramount to the successful implementation of the KIPP model. KIPP builds a partnership among parents, students, and teachers that puts learning first. To this end, the KIPP St. Louis Middle School considers the ongoing support and participation of each student's parents or guardian in the educational process as fundamental to the mission of the school. Prior to starting at KSMS, parents, along with students, teachers, and Board members will sign a Commitment to Excellence, a statement outlining that they will do whatever is necessary to help the student reach their academic potential. This commitment requires parents to check and sign their child's completed homework assignments each night. If a student does not have their parent's signature or the assignment is incomplete, a phone call will immediately be made to the parent. Throughout the course of the school year, parents will be involved in numerous conferences where their child's academic progress is discussed and plans are developed to continue developing the student's skills, both in school and at home. Additional opportunities for continued parental and community participation in the operation of the charter school 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 advisory or special task committees that are involved in the day-to-day operations of the school;
- Volunteering in any additional capacity of which they are capable such as field trips, tutoring, fundraisers, field lessons, and special events coordination. These opportunities will allow parents to become involved with student development and teacher collaboration.

As stated previously in Selection Criteria (iii), KIPP St. Louis has gained momentum with an array of large and small foundations, community based organizations, individual philanthropists, and civic organizations pledging their support. Organizations supporting the establishment and operation of KSMS include Civic Progress, Deaconess Foundation, Mentor St. Louis, Monsanto Fund, the Regional Business Council, Teach for America St. Louis, Urban League, Urban Strategies, the YMCA of Greater St. Louis and many others.

Community representation will be included in the governance of KSMS in the following ways, including but not limited to:

- Community members have been and will continue to be recommended for membership on the KIPP St. Louis Board by organizations supporting KSMS;
- Community members will be urged to serve as voluntary Board committee members;
- Community input will be sought on a continuing basis in the form of advisory panels; and
- Members of the community at-large will have access to KIPP St. Louis Board members, as Board meetings will be open to the general public in accordance with the Open Public Meetings Act, also referred to as the Missouri Sunshine Law.

**(viii) The quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the qualifications, including**

**relevant training and experience, of the project director; and the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (10 points).**

Trina Dyan Clark James and Rosalind Davis serve as co-Directors for the purposes of executing the project to open KIPP St. Louis Middle School.

**KIPP St. Louis (Acting) Founding Cluster Executive Director**

Trina Dyan Clark James, a native of St. Louis, returned home in 2005 to complete the Broad Residency in Urban Education program at St. Louis Public Schools. During the first year of the two-year Broad Residency program, she was the Special Assistant to Superintendent Creg Williams 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 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. As the (Acting)

Founding Cluster Executive Director for KIPP St. Louis, she uses 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 KSMS. Subject to the evaluation and approval by the KIPP St. Louis Board of Directors, Ms. Clark James will continue to serve in this role during the pre-implementation year (2008 - 2009).

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.

#### **KIPP St. Louis Middle School School Leader**

Rosalind Davis was selected in 2008 to be a Fisher Fellow in the KIPP School Leadership Program in preparation of serving as the School Leader for KSMS (Ms. Davis' resume may be found attached as a Mandatory Other Attachment). Rosalind Davis was born and raised in Memphis, Tennessee. Ms. Davis most recently worked as an Assistant Principal and Principal in Residence in Memphis through the New Leaders for New Schools program. She also has 14 years of teaching experience in Memphis public schools. Ms. Davis received her bachelor's degree from LeMoyne-Owen College and her Masters of English and Technical Writing from the University of Memphis. Additionally, she has taken coursework at the University of Pennsylvania Wharton School of Business through New Leaders for New Schools.

#### **KIPP School Leadership Program**

The KIPP School Leadership Program (KSLP) remains the core function of the KIPP Foundation since its inception in 2000. KSLP is a three year program that provides intensive

training, including summer coursework in an academic setting, and highly individualized coaching and support in the following areas: Organizational Leadership and Culture, Academic Leadership, Operations Management and Community Development. The first year is a full-time leadership-training program called the Fisher Fellowship. The second and third years of the program provide support and services for School Leaders after they have opened their schools. Ongoing training, coaching, support, and evaluation by KIPP staff during the first two years of operation will ensure that KSMS develops successful programs according to the school's mission.

The selection process for outstanding educators to participate in KSLP is extremely competitive with a historical record of only eleven educators being selected to participate in the 2006 - 2007 KSLP out of nearly 1000 applications received by the KIPP Foundation. The recruitment process attracts high-performing teachers, Teach for America alumni, Inner City Teaching Corps alumni and business and education graduate school students from universities throughout the country. All KIPP School Leaders must hold a bachelor's degree and have at least four years of K-12 classroom teaching experience with demonstrated results of their students achieving significant academic gains under their tutelage. The following are characteristics of an ideal KIPP School Leader: student-focused, relentless achiever, entrepreneurial spirit, self-aware, respectful of others, organized, adaptability, as well as inspirational and instructional leader.

### **KIPP Foundation Training and Support**

In addition to KSLP, KIPP will provide ongoing commitment to and support of the entire KSMS leadership team and staff. As part of the KIPP family, KSMS will have access to

curricular and instructional best practices from leading educators that are updated to comply with changes in state and national standards. The KIPP Foundation will also provide consulting services to support the school's business operations, academic and community outreach programs. Support services include such areas as financial planning, real estate management, vendor management, collection, and assessment of data, staff professional development and school leader development.

Every year, all KSMS staff will attend the annual KIPP School Summit, a weeklong national conference that brings together school leaders, teachers, and staff from every KIPP school across the country. The event features content workshops, networking events, planning sessions, and celebrations of the achievements of KIPP schools nationwide. Over 1,400 KIPP educators, staff, Board members, and other practitioners are registered to attend the KIPP School Summit during the summer of 2008.

### **KIPP St. Louis Middle School Personnel**

KSMS will be an equal opportunity employer with a policy of seeking and employing the best, most qualified, and most diverse personnel. The school will not discriminate on the basis of race, religion, color, creed, national origin, citizenship, age, gender, marital status, sexual orientation or disability. The leadership of KSMS 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, KSMS will actively recruit highly-qualified minority staff through advertisement in local African American publications, participation in local job fairs, visits to local colleges and universities, and outreach to the Metropolitan St. Louis Alliance of Black School Educators (MSLABSE). To

ensure a safe environment for students, it will be the policy of KSMS that all employees and Board members complete and pass a criminal background check.

In preparation for the first school year, KSMS seeks to hire four educators to teach 5th grade and one Reading Specialist to support the literacy-based approach to science and social studies planned for the 5th and 6th grades. KSMS will aggressively recruit the most talented educators from across the United States, looking for highly-qualified teachers who have bachelor's degrees and a proven track record of academic success. Recruitment strategies to be employed by KSMS include using KIPP TEACH (an online application process through the KIPP Foundation website), outreach to local and nationwide university professors as well as the local network of teachers and principals and identification of Teach For America alumni through their online databases.

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, KSMS will continue to raise the bar for student achievement while promoting the retention of its greatest asset—human capital.

**(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**

In order to move students from well behind grade level to well ahead of their peers in just four years, KIPP has developed several distinctive program features that have

consistently proven successful in its schools across the nation. KSMS strongly believes that these features will benefit its target student population. These features include:

1. The school day at KSMS lasts from 7:30 a.m. to 5:00 p.m. The school will have Saturday morning classes every other week and a mandatory three-week summer session. Students are in school almost 62% longer than in a traditional school schedule. In this way, students enrolled in KSMS for four years receive nearly three additional years, as measured by contact hours in a traditional public school, of academic instruction and preparation. This is vital for the majority of students that will enter the school multiple grade levels behind.
2. The school's baseline assessments (Stanford-10, Running Records, and STAR test) will be used to determine the performance levels of all students, especially in the core disciplines of Language Arts and Mathematics. Students will then be grouped heterogeneously and receive instruction differentiated to their specific needs. Late afternoon classes and Saturday classes offer additional remediation and enrichment for these students. All KSMS teachers are available by phone until 9 p.m. Students who need more help in addition to what KSMS already offers during regular school hours may stay one hour after school for tutoring, provided by KSMS teachers, staff, and community volunteers.
3. All students must complete five homework assignments (one for each class (reading, writing, math, social studies and science) every night, including Fridays and Sundays. In order to provide the added support KSMS students will need to successfully complete these assignments, each teacher in the school has a cell phone and is on-call from 6:30

a.m. to 9:00 p.m. daily to assist students who need an explanation or extra help with their work at home.

4. Annual end-of-year “field lessons” to locations such as New York, Philadelphia, and Washington, DC, are available to all students and bring the school’s curriculum alive. These trips serve as yearlong incentives for students to perform at high levels and are implemented at every KIPP school around the country.

### **Special Needs Education**

#### *Compliance with statutes*

As per Federal Law regulations, all students with disabilities will be fully integrated into the programs of KSMS, with the necessary materials, mandated services, and equipment to support their learning. KSMS pledges to work in cooperation with all local education agencies (LEA’s) and special education local plan areas (SELPA’s) to ensure that a free and appropriate public education is provided to all students with exceptional needs. Disability will not be used as a criterion for non-eligibility for enrollment; rather, KSMS welcomes the chance to educate any child, regardless of disability. The school will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, 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).

#### *Policies, programs and procedures*

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), KSMS aims to educate students with exceptional needs in the least restrictive environment, with

their non-disabled peers. The school's program has elements that support educating students with disabilities within the regular KSMS program. For example, the nine-hour school day will provide ample time for special education services such as one-on-one instruction or in-class supervision, without the need for additional time beyond regular school hours. The KIPP Math curriculum model's frequent use of rhymes and chants in the earlier grade levels has a proven track record with students of disparate abilities. KSMS will ensure that all necessary special education services are provided per the IEP and in harmony with the regular education program.

### *Staffing*

KSMS will either employ a full-time special education teacher who possesses Missouri special education teaching certification or contract with a high-quality Special Education service provider. The school will make a determination in the best interest of students to ensure optimal individual case management of all special education students and provision of services required by their IEP.

### **Community Benefits**

Communities in which KIPP schools operate benefit tremendously in a multitude of ways. First and foremost, there is the direct positive impact on student achievement. With almost fifteen years of experience, the KIPP model has proven to be successful in raising student achievement for educationally under-served students. As KSMS is modeled after the nationally-acclaimed KIPP framework, it is expected that it will achieve similar academic gains with the educationally disadvantage students it will serve. Enrolling children in KSMS fundamentally improves their opportunities in life and places them on a vastly different trajectory than if they were not attending a KIPP school.

In addition to the benefits that the KIPP model brings to communities, the rich and unique relationship between the charter sponsor, Washington University, and KSMS will directly influence and work towards the betterment of the school community as a whole. WU will provide a wide array of services to KSMS students and families that will work to eliminate obstacles that stand in the way of children's success in school. WU in conjunction with KSMS staff will develop programs to meet children's and families' social, physical and emotional needs thus enriching their lives beyond the educational scope.

**Application Requirement (vii) Requests and justifications for waivers of Federal statutes or regulations**

The KIPP St. Louis Middle School (KSMS) 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)." KSMS currently has a verbal agreement regarding charter sponsorship with Washington University, a private university in St. Louis, MO, that is eligible to sponsor charters in the City of St. Louis; however, the charter school proposal has not been completed or submitted to Washington University formally. The KIPP St. Louis Board of Directors, (Acting) Founding Cluster Executive Director, and School Leader have all been engaged in ongoing discussions with Washington University regarding a chartering agreement between KSMS and the University. KSMS intends to submit a charter to Washington University and the Missouri Department of Elementary and Secondary Education (DESE) in November 2008 and anticipates receiving confirmation of charter approval by January 2009.

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 1239-TrinaClarkJames\_2008.pdf**

### Attachment 2:

**Title: Pages: Uploaded File: 1240-KIPP STL 84282B Appendix 2008.pdf**

### Attachment 3:

**Title: Pages: Uploaded File: 1241-Rosalind J Davis Resume.pdf**

### Attachment 4:

**Title: Pages: Uploaded File: 1242-2007\_12\_15\_St Louis Post Dispatch.pdf**

### Attachment 5:

**Title: Pages: Uploaded File: 1243-2008\_01\_29\_St Louis Post Dispatch\_PDF.pdf**

### Attachment 6:

**Title: Pages: Uploaded File: 1244-2008\_01\_30\_St Louis Business Journal\_PDF.pdf**

### Attachment 7:

**Title: Pages: Uploaded File: 1245-2008\_01\_30\_St Louis Post Dispatch\_PDF.pdf**

### Attachment 8:

**Title: Pages: Uploaded File: 1246-2008\_01\_31\_St Louis Post Dispatch\_PDF.pdf**

### Attachment 9:

**Title: Pages: Uploaded File: 1247-2008\_02\_03\_St Louis Post Dispatch\_PDF.pdf**

### Attachment 10:

**Title: Pages: Uploaded File: 1248-2008\_02\_07\_St Louis American\_PDF.pdf**

### Attachment 11:

**Title: Pages: Uploaded File: 1249-2008\_02\_07\_Washington University Record\_PDF1.pdf**

### Attachment 12:

**Title: Pages: Uploaded File: 1250-2008\_02\_11\_Student Life\_PDF.pdf**

### Attachment 13:

**Title: Pages: Uploaded File: 1251-2008\_07\_07\_St Louis Post Dispatch.pdf**

### Attachment 14:

**Title: Pages: Uploaded File: 1252-Board directory\_07142008.pdf**

Attachment 15:

Title: Pages: Uploaded File: **1253-Washington University Bios.pdf**

Attachment 16:

Title: Pages: Uploaded File: **1254-KIPP.pdf**

Attachment 17:

Title: Pages: Uploaded File: **1255-Support Letter KIPP.pdf**

Attachment 18:

Title: Pages: Uploaded File: **1256-Trina Dyan Clark James Ltr-Wrighton.pdf**

Attachment 19:

Title: Pages: Uploaded File: **1257-2007\_04\_23\_St Louis American.pdf**

Attachment 20:

Title: Pages: Uploaded File: **1258-2007\_11\_12\_St Louis Post Dispatch.pdf**

Attachment 21:

Title: Pages: Uploaded File: **1259-2007\_11\_13\_St Louis Post Dispatch.pdf**

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**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 1<sup>st</sup> in Mechanical Engineering Class of 09/93)

**WORK EXPERIENCE**

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

- As (Acting) Founding Cluster Executive Director for KIPP St. Louis, leading the design and execution of a strategic plan to open and grow the KIPP St. Louis region and its network of charter public schools
- 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
- Assembled a diverse community coalition of business and civic leaders to develop and submit a proposal for St. Louis to be selected as a KIPP (Knowledge Is Power Program) expansion site

**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** Spring 2004  
Consultant

- 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

- Developed and implemented major improvements to the mass storage onsite verification and analysis process
- 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 such as Ball Grid Array (BGA) assembly and rework, No Clean assembly, and Paste-Through-Hole (PTH) Reflow assembly

**AWARDS/HONORS**

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

**ORGANIZATIONS**

Founder, Excellence and Equity in Education  
 Board Member, Just Us Tennis Foundation, Inc.  
 Board Member, Empowerment Is The Imperative  
 Committee Chair, St. Louis Metropolitan Alumnae Chapter- Delta Sigma Theta Sorority, Inc.  
 Mentor, Mentor St. Louis

**KIPP St. Louis  
Charter Schools Program  
CFDA 84.282B  
Grant Application  
Appendix**

## **Table of Contents**

**Resume: Trina Dyan Clark James**

**Resume: Rosalind Davis**

**KIPP St. Louis Board of Directors Roster**

**Washington University Charter Leadership Team**

**Letters of Support**

**Senator Christopher Bond**

**Mayor Francis Slay**

**Chancellor Mark Wrighton**

**KIPP St. Louis Newspaper Articles**

# Rosalind J. Davis

3092 Kimball

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or [davisrj@mcsk12.net](mailto:davisrj@mcsk12.net)

## Summary of Qualifications

- Adept at managing multiple, complex tasks simultaneously as Assistant Principal @Melrose High School
- Instructional Facilitator Riverview Middle School
- Fourteen years of experience as an educator
- Strong background in developing and designing professional development
- Skilled in organization, leadership, management and problem solving
- Effective team player with proven interpersonal, communication, and presentation skills
- Highly Qualified/Professionally Licensed Teacher

## Education

Summer 2006-Present **New Leaders for New Schools**  
**University of Pennsylvania Wharton School of Business** Philadelphia, PA  
Summer Foundations and On-Going Intensive School Leadership Program (15 month long study program w/ 3-5 years of support)  
Coursework and projects include but are not limited to studying these topics and texts: Diversity, Efficacy, Adaptive Leadership, Observation and Supervision of Instruction, UbD (*Understanding Backwards Design*), School Mission and Vision and School Design Planning, Research based Literacy and Math Instruction, *Closing the Literacy Gap*, *Why Are All the Black Kids Sitting Together in the Cafeteria?*, *The Skillful Teacher*, *The Fifth Discipline*, *Reframing the Path to School Leadership*, *Schools that Learn*, etc.

December 2003 **University of Memphis** Memphis, Tennessee  
**Master's Degree**  
M.A. English/Professional and Technical Writing

May 1993 **LeMoyne-Owen College** Memphis, Tennessee  
**Bachelor's Degree**  
B.A. English/Education  
Minored in Mass Communications

## Experience

6/2007-Present Memphis City Schools Memphis, Tennessee

### **Educator/Assistant Principal**

This position serves under the direction of the Principal and provides assistance with the school instructional program, building administration, personnel/staffing, pupil services and school/community relations. An Assistant Principal is expected to take on significant leadership roles in their assigned schools, having shared responsibilities with the principal, and serving as principal in his/her absence. The Assistant Principal may assume responsibilities from within the principal's job description as directed and supervised by the principal.

### **Assistant Principal Duties and Responsibilities Include but are not Limited to:**

- Serving as a member of the leadership teams in their schools.
- Assisting in providing leadership for the overall instructional program including selection and support of instructional staff.

- Establishing effective communication and maintains positive relationships with district administrative offices, students, staff, parents, and the community.
- Assisting in developing and implementing a school improvement plan.
- Assisting with Principal in providing the staff with professional development that will enhance their teaching skills to meet the needs of a culturally diverse student population and a variety of learning styles.
- Observing classroom activities in order to assist the Mentor Principal in teacher evaluations.
- Supervising the reporting and monitoring of student attendance.
- Assisting in maintaining discipline throughout the student body, and dealing with special cases as necessary.

6/2006-6/2007

Memphis City Schools

Memphis, Tennessee

**Educator/Resident Principal**

This position serves under the direction of the Mentor Principal and provides assistance with the school instructional program, building administration, personnel/staffing, pupil services and school/community relations. A New Leaders Resident Principal is expected to take on significant leadership roles in their assigned schools, having shared responsibilities with the Mentor principal, and serving as principal in his/her absence. The New Leaders Resident Principal may assume responsibilities from within the principal's job description as directed and supervised by the Mentor principal, as well as those responsibilities outlined by New Leaders for New Schools.

**Resident Principal Duties and Responsibilities Include but are not Limited to:**

- Serving as a member of the leadership teams in their schools.
- Assisting in providing leadership for the overall instructional program including selection and support of instructional staff.
- Establishing effective communication and maintains positive relationships with district administrative offices, students, staff, parents, and the community.
- Assisting in developing and implementing a school improvement plan.
- Assisting with Mentor Principal in providing the staff with professional development that will enhance their teaching skills to meet the needs of a culturally diverse student populations and a variety of learning styles.
- Observing classroom activities in order to assist the Mentor Principal in teacher evaluations.
- Supervising the reporting and monitoring of student attendance.
- Assisting in maintaining discipline throughout the student body, and dealing with special cases as necessary.

7/2005-June 2006

Memphis City Schools

Memphis, Tennessee

**Educator/Instructional Facilitator**

My primary responsibilities were to perform duties as an instructional specialist in selected schools to increase effectiveness of on-site instructional programs, to improve utilization of instructional materials, to ensure compliance with No Child Left Behind requirements and promote development, implementation and coordination of the school's instructional goals, to build capacity of teachers, teacher assistants and parents to support academic achievement, worked as a part of the leadership team with the building principal. Identified, planned, organized, and conducted professional development relevant to school needs, I researched, identified, and modeled best practices, facilitated the development and implementation of the school based mentoring plan, planned, organized and conducted family engagement activities to ensure increased student achievement, monitored and reported monthly Title I spending, facilitating expenditures to support School Improvement Plan, reviewed requisitions for accurate coding, compliance and appropriate routing, completing and submitting all necessary forms in an accurate and timely manner, monitoring implementation of SIP.

8/1994-June 2005

Memphis City Schools

Memphis, Tennessee

**Educator/Teacher**

My primary responsibilities included but were not limited to maintaining communications with and interacting with students, parents, community leaders, and business leaders, and designing, implementing, and evaluating engaging lessons for

learners. Ensuring that lesson designs met or exceeded Memphis City School's education and technology standards, state curriculum and evaluation requirements, and college and vocational entrance exam requirements.

8/1993-6/1994 **Shelby County Schools** Memphis, Tennessee  
**Educator/Novice Teacher**

### **Leadership**

Resident Principal, Title I Instructional Facilitator, A.V.I.D. and M.A.P.S, EPIC and PLATO Site Coordinator and Homecoming Chairperson @Melrose High School, In-Service Team Facilitator, PTA/Title I Faculty Representative, High Schools That Work Team Leader/Facilitator, Modern Red School House Trainer/Facilitator

### **Organizations/Honors/Affiliations**

Who's Who Among America's High School Teachers, NEA/TEA/MEA, NCTE, National Foundation for the Improvement of Education, (NFIE) Michael Jordan Foundation Grant Recipient, Model Technology Classroom Grant Recipient.

December 15, 2007

## KIPP: A model for city

By Steve Giegerich

PHILADELPHIA -- Aqueelah Beyah admits she didn't exactly excel at mathematics or, for that matter, any other subject during her formative years in this city's public school system.

Now, four years after she first stepped through the door of a converted fur warehouse in what was once Philadelphia's garment district, Aqueelah can do the math, the English, the science, and everything else her teachers throw at her.

The reason, plain and simple, is a high-intensity urban education experience some view as an integral to turning around the educational fortunes of thousands of St. Louis students.

If the consortium of civic, business and education leaders who this fall petitioned the Knowledge is Power Program to come to St. Louis has its way, the city's first KIPP charter school will open in time for the 2009-10 academic year. By 2017, the group hopes, St. Louis will have five KIPP charters.

As Aqueelah and her fifth-through eighth-grade classmates at the KIPP Philadelphia Charter School can attest, St. Louis students headed to the program should brace themselves for a rude awakening. Literally.

"When I found out about the hours, I thought, 'I don't know if I can do that,'" she recalled.

Classes for the 328 students at KIPP Philadelphia begin each day at 7:30 a.m. Dismissal is at 5 p.m. Then there's the four hours every other weekend. "Saturday school" is the fun stuff — art, music, drama, sports. But, still...

The long hours are a product of necessity, says the school's director of development.

"It's a long day," explained Shawna Wells. "But they're so incredibly behind when they get here that we need all the time we can get."

Data indicates the school puts every second to maximum use.

In 2003, KIPP Philadelphia administered the TerraNova exam to the school's inaugural class of 90 fifth-graders. Their average scores placed them in the 17th percentile in math and 23rd percentile in reading.

Tested again as eighth-graders, the class scored in the 71st percentile in math and 59th percentile in reading.

In a school where nearly every fifth-grader shows up reading two to three years below grade level, 91 percent test as advanced readers on the Pennsylvania assessment exam by the eighth grade.

The numbers are equally impressive on the state's assessment of math skills.

KIPP Philadelphia, one of 57 KIPP programs nationwide, opened four years ago through the efforts of Marc Mannella, a former Teach for America teacher disillusioned with traditional urban education.

Even those who trash publicly subsidized charter schools as a blood sport are often at pains to find fault with KIPP.

The one persistent criticism is the contention that KIPP programs skim the best students from

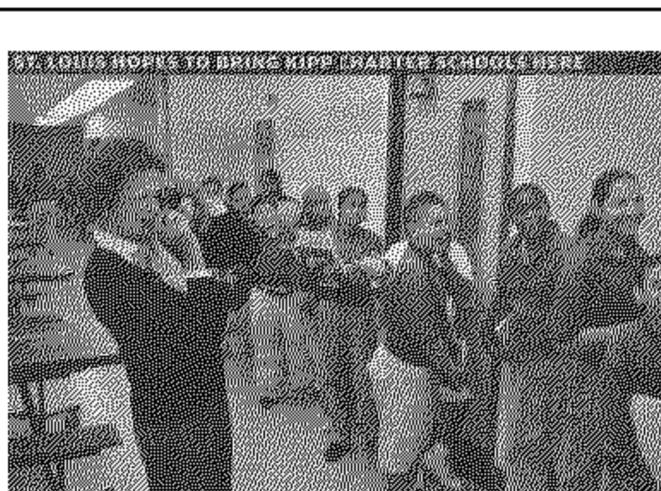
traditional public schools.

Accustomed to being the target of the "slings and arrows" of charter opponents, Mannella turned that contention on its head by fanning through a neighborhood marred by poverty, abandoned houses turned into drug dens and street crime to recruit the school's initial fifth-grade class. Since then, KIPP Philadelphia has relied on a lottery.

"If I'm skimming, I'm not doing a very good job at it," he said.

### THE KIPP METHOD

The first batch of students, and those who followed as KIPP Philadelphia added a new grade in each of its first four years, were subjected to a highly structured experience unlike anything encountered in other Philadelphia schools.



*Doris Fisher, left, one of the co-founders of the GAP and KIPP Charter Schools takes a photo of the Philadelphia's schools principal, Marc Mannella, off camera, while the students wait in line to go to class in May 2004. (Michael Bryant/Philadelphia Inquirer)*

While seated, fifth- and sixth-graders are required to keep their hands folded on their desks and their eyes trained firmly on the teacher. Disruptions to learning are not tolerated — hand signals indicate permission to use the restroom, sharpen a pencil or other non-academic functions.

In every grade, teachers read aloud to students, introducing inflection, nuance and story comprehension to children for the most part raised by parents who never read to them as infants.

It works.

Along with math, reading was not a high priority for Aqueelah before KIPP. She read about one book a month, and only as required for school. Today, that number has increased tenfold.

"When I read a book now it gives meaning to my life, it takes me outside my neighborhood, outside of me," Aqueelah said.

Math lessons are drilled, often by rote, until understood.

For those who still don't comprehend, substantial parts of each afternoon are given over to one-on-one mentoring from teachers and classmates.

Homework assignments must be completed as assigned. When a KIPP Philadelphia teacher says pertinent reading passages must be underlined, they better be underlined. Failure to comply means the homework will not be accepted. No exceptions.

Students failing to follow instructions or, worse, complete an assignment, spend their lunch hour and the hour after school — stretching the day to 6 p.m. — in detention.

That, said Wells, is not necessarily a penalty. "Some of these kids don't do homework because they don't have a place to do it," she said. "Detention is the only place they can do it."

For the parents of KIPP students, education is a shared experience. Parents receive at least four home visits a year from their child's teacher, as well as telephone calls when a student neglects homework and praise when the student excels.

The rewards are meted out on report cards and in "KIPP dollars," used to buy school supplies or to put toward annual class field trips to Utah, a liberation tour of the Deep South, Washington and Puerto Rico.

## CALLING THE TEACHER

In a school where communication and transparency are key — a student progress chart is part of the decorating scheme in every classroom — students

are encouraged to reach teachers by cell phone with questions about homework and other concerns.

"The first time I called I felt embarrassed," said seventh-grader Kevin Hernandez. "In Philadelphia, students are not expected to call their teachers."

At KIPP schools, scholastics and character education are indistinguishable.

"It's a chicken-or-egg approach, and I'm not sure which comes first," said Mannella. "But you have to strike a balance. We're not interested in turning out a bunch of smart kids who are jerks, and we're not interested in turning out well-behaved kids who can't balance a checkbook."

The student entering KIPP does so with the guarantee that neither Mannella nor his staff will ever give up on that child's education.

He tells of the student whose mother and father were unable and unwilling to meet the parental rigors required of the program due to a combination of illness, poverty and apathy.

The result is a young man struggling academically, pushing the edge of the school's behavior code.

Jettisoning the student back to a traditional school, the course of least resistance, is not an option. "There are so many reasons our lives would be easier if that young man wasn't here," said Mannella. "But it's not in our DNA."

A propensity to work long hours, though, seems to be embedded in the genetic code of KIPP teachers. In addition to cell phone conversations with students and teachers on top of 50-hour work weeks, a good number can be found at school on Sundays catching up on paperwork.

Success has a way of shrinking the KIPP day, Wells says.

No more so for the young men and women who, for the first time in their lives, know the sense of accomplishment that comes from acing a math test, picking up a book for pleasure and not being able to put it down and overhearing a teacher's call singing your praises to your parents.

"At the beginning, 7:30 to 5:00 seems like a long time because it is a long time," Wells said. "But when they have such significant gains, it just keeps them coming back."

January 29, 2008

## National charter school is expected to open here

By David Hunn

A national network of high-performing charter schools is expected to announce plans today to open as many as five schools in St. Louis over 10 years, the first as soon as the fall of 2009.

The Knowledge Is Power Program is so effective, advocates say, its schools would alter the city's long-troubled public education landscape.

Each year, cities across the country vie to become one of KIPP's few coveted expansion sites. St. Louis has tried for years. This year, it is competing against Jacksonville, Fla., and Detroit, among others.

KIPP leaders wouldn't discuss St. Louis' selection before a private meeting this afternoon. But one of the founders, Mike Feinberg, is scheduled to speak at an unrelated event here today, and several sources close to the process have said that, barring a last-minute change, KIPP is indeed coming.

St. Louis has struggled for years to find solutions to chronic troubles in education. This past fall, Mayor Francis Slay announced a plan to incubate and encourage promising new charter schools — tuition-free public schools run by independent boards. The mayor already has begun working with several.

The movement to bring KIPP, however, started well before the mayor revealed his plan.

St. Louis may well be the only site KIPP expands to this year.

Leaders have said they will focus on growth in existing cities, not expansion to new ones.

KIPP schools all follow a similar model, each targeting disadvantaged students. They run class from 7 a.m. to 5 p.m. most days and return for Saturdays and summer weeks. Teachers give out their cell phone numbers for 24-hour homework help. Principals run tight, disciplined ships.

Most sites have started as middle schools.

But leaders now aim to grow a cluster of elementary, middle and high schools in new locations, serving 1,500 students.

And their growth is voluminous. Leaders estimate that by this fall, nine new schools will open, boosting totals to 66 in 19 states, plus Washington.

**"The Knowledge Is Power Program is so effective, advocates say, its schools would alter the city's long-troubled public education landscape."**

But St. Louis still would have one year to wait.

The local group must secure a school site, raise more money, recruit students and accept a local candidate into KIPP's grueling yearlong principal training program.

"We're very excited about the possibility of receiving good news from KIPP," said Trina Clark James, director of the local organization known as SUTAK, St. Louisans United To Attract KIPP. "We're excited about the possibilities that lie ahead for the children of St. Louis."

Steve Mancini, KIPP's director of public affairs, would not give away today's announcement. But he specifically highlighted St. Louis's business leaders, Washington University and the national teaching corps, Teach for America, as reasons KIPP was interested in St. Louis.

"St. Louis is an appealing spot for KIPP's expansion," he said

January 30, 2008

## Knowledge Is Power public schools to launch in St. Louis

### By Staff

KIPP (Knowledge Is Power Program) is bringing its network of free, open-enrollment, college-preparatory public schools to St. Louis beginning in 2009, the organization announced Wednesday.

St. Louis is the only new national expansion site in 2009. Steve Mancini, spokesman for KIPP, said beginning in Summer 2009, KIPP plans to open five schools over the next 10 years. Washington University in St. Louis has been designated the sponsor of the future KIPP charter schools.

Mancini said St. Louis community leaders and businesses have been working the past 18 months to bring KIPP to St. Louis. Local business leaders, including members of Civic Progress and the Regional Business Council, have committed more than \$500,000 over the next three years to support KIPP's startup. They also will play a role in forming KIPP's local board of directors.

"Over the past year, community leaders from across the city have demonstrated the desire, discipline, and dedication to bring KIPP to St. Louis," KIPP CEO Richard Barth said in a statement. "This is the first step in a long journey that will ultimately send the first KIPP fifth grade class in St. Louis to college in 2017."

Tuesday night, KIPP co-founder Mike Feinberg was in St. Louis to speak to a group of prospective teachers and principals many of whom were graduates of Teach for America. Nationwide, nearly 33 percent of KIPP teachers are TFA alumni.

All KIPP middle schools start with fifth grade and add one grade a year until becoming a fifth through eighth grade public middle school. Ultimately, KIPP hopes to grow a region of elementary, middle, and high schools that will serve 1,500 students in St. Louis when fully operational, according to a release.

More than 80 percent of KIPP students nationally are low-income and more than 90 percent are African-American or Hispanic. KIPP said more than 80 percent of KIPP alumni have advanced to college.

**"This is the first step in a long journey that will ultimately send the first KIPP fifth grade class in St. Louis to college in 2017."**

A typical school day for KIPP students lasts from 7:30 a.m. to 5:00 p.m. Monday through Friday and every other Saturday. School is even in session for three weeks in the summer. Teachers also provide their cell phone numbers to

students so that they may be reached after hours for extra help with homework.

KIPP has grown to a network of 57 locally-run public schools in 17 states serving over 14,000 students. Next year, KIPP plans to expand to 66 schools in 19 states and Washington, D.C.

In 2006, KIPP selected two new sites for expansion -- Columbus, Ohio, and the Twin Cities in Minnesota. Both will be opening new schools this summer.

January 30, 2008

## WU, KIPP to partner on charter schools here

By David Hunn

The leaders of a coveted national charter school network announced Tuesday that they will build a cluster of five tuition-free public schools in St. Louis, buoyed by the support of Washington University.

For the first time, the university will sponsor charter schools, an announcement charter school advocates say has national significance.

University Chancellor Mark Wrighton heralded the collaboration with the San Francisco-based Knowledge Is Power Program Tuesday, in a room packed with local CEOs, chairmen and corporate senior vice presidents.

KIPP, among the most well-respected charter school networks in the country, would target roughly 1,500 low-income students in five new St. Louis schools over the next 10 years. The first, a middle school, would open in the fall of 2009.

In teaming up with Washington University, the charter schools gain the expertise of a well-respected research faculty, not to mention the tutoring and mentoring of college students.

As the charter schools' legal sponsor, the university will be charged by the state of Missouri with oversight. It is one of the nation's most prestigious universities to take on such responsibilities. Universities in Missouri have overseen charter schools - free, public schools created and run by independent boards - since the Legislature passed the law authorizing them more than eight years ago.

The nation's prestigious private schools, however, mostly stayed away.

That has slowly changed. Stanford University in California now partners with a nonprofit that runs charter schools near its Palo Alto campus. The University of Chicago runs several, though it's the

Chicago public school district that legally authorizes the charter.

Now, advocates say Washington U. and KIPP will not only alter local education but provide a model for other elite colleges across the country.

"Nationally, St. Louis has not been on the map, in terms of charter schools," said Greg Richmond, president of the National Association of Charter School Authorizers, based in Chicago. "With Washington University getting involved, St. Louis becomes one of those top-tier cities."

Foundations, school management agencies, researchers and other universities will all begin to ask about St. Louis schools, he said.

Otto Fajen, a National Education Association lobbyist in Jefferson City, cautioned that it's still too early to assess the impact of charter schools, a relatively new addition to the educational landscape, on urban learning.

"If you look at charter schools thus far, you'd probably conclude that charters are barely comparable to traditional schools in terms of success," he said.

But while doubts remain over the performance of charter schools generally, few doubt the veracity of KIPP's success. The network's own statistics show students make vast strides each year, after entering the schools far below grade level. A few researchers have expressed concerns - that KIPP schools cream the best students away from public districts, or that they take money and resources away from large-scale change in education.

Each year, civic leaders across the country vie to bring KIPP to their cities.

St. Louis, they say, will be the lone new city in the fall of 2009.

KIPP leaders said Tuesday that St. Louis won out over others - Detroit and Jacksonville, Fla. both submitted applications - for three main reasons:

First, local organizer Trina Clark James gathered CEOs, law firm partners, investment managers

**"KIPP, among the most well-respected charter school networks in the country, would target roughly 1,500 low-income students in five new St. Louis schools over the next 10 years."**

and dozens of other civic leaders into the effort, raising more than \$500,000 for the first school.

Second, St. Louis is home to a fast-growing branch of the national teacher corps, called Teach For America, that takes hot-shot college grads and drops them into the classroom for two years.

Finally, KIPP could partner with Washington University. The university's prestige, said Steve Mancini, director of KIPP public affairs, could encourage students to aim for elite colleges.

But this was not one-sided, said Robert Wild, assistant to Washington U.'s chancellor, and point man for the partnership. Washington U. has long worked with local public schools, providing mentors, tutoring, science labs and teacher training, among dozens of programs.

social work and others - can all get involved. KIPP schools would provide undergrads and faculty alike with real-world exploration and real-world research.

"We're really looking at this as a new opportunity to go into uncharted waters," Wild said.

Tuesday, the atmosphere at the Regional Business Council was part board meeting, part revival.

"We're going to change lives," said Greg Wendt, the St. Louis-raised senior vice president of the investment management firm Capital Research, in California. "Hundreds and hundreds of lives."

Little has been firmly decided, Wild said, so he wouldn't talk about specifics. But he thinks the many different university schools - education,

## No Shortcuts, No Excuses

### Editorial

There are about 2,900 third-graders attending classes in St. Louis Public Schools, 8- and 9-year-olds blissfully unaware that they could be members of the high school graduating class of 2017.

At current rates, at least a thousand of these kids will never get to the 12th grade, and fewer than 1,600 of them will graduate. Maybe one in four of them will go on to college or junior college. Many others will get diplomas that aren't worth the fake parchment they're printed on.

These tragic casualty rates have held more or less steady for many years, through many changes in school boards and mayors, through all sorts of social and educational reforms.

To our profound shame, this city, this region and this state — and indeed, this country, for this problem is not limited to St. Louis — have accepted educational casualty rates of 40 percent or more. In a military operation, a 40-percent casualty rate would be a disaster. In urban public education, it's the norm.

Now comes the Knowledge Is Power Program, a well-respected national charter school network that proposes to make a small dent in that rate here.

In the fall of 2009, KIPP proposes to take 90 of today's third-graders (who'll be fifth-graders by then) and divert them into a KIPP school.

They'll be chosen by lottery after KIPP's principal and teachers (who have yet to be hired) knock on doors and stand outside supermarkets recruiting them. They and their parents will have to sign contracts to abide by strict rules of performance and discipline, including 9 1/2-hour school days, classes every other Saturday, homework every night and active parental involvement.

They'll do a lot of serious reading, writing and arithmetic. They'll do a lot of rapping, rhythm-and-rhyme rote recitations of multiplication tables and math facts. They'll get enrichment in art and music. They'll wear uniforms and say "Yes ma'am and "No, ma'am."

And they will succeed. "We say, 'All students will learn,'" said Steve Mancini, KIPP's public affairs director. "Not 'All students can learn.' 'All students will learn.'"

It's not an idle boast or the kind of fingers-crossed hope that characterizes most of the city's current 15 charter schools. Since its creation in Houston in 1994, KIPP has expanded to 57 schools in 17 states, serving mainly low-income students in predominantly African-American and Latino neighborhoods. Eighty percent of KIPP's eighth-graders end up going to college.

**"KIPP's motto is "No shortcuts. No excuses." Their welcomed presence should inspire all public education here."**

The program is so successful that cities compete for KIPP schools. St. Louis got the only new "franchise" this year, which is a significant distinction. The idea is to add one new grade per year until there is a cluster of five schools, including a high school, within 10 years.

As a charter school, KIPP schools are funded with a per-pupil share of public school funds, supplemented by private foundation money. They hire super-motivated principals and give them absolute autonomy in hiring ultra-motivated teachers. They have little patience with what Dave Levin, one of KIPP's founders, calls the "cartels" of public education: teachers' unions and university schools of education.

Nevertheless, Washington University has signed on as the sponsor of KIPP's St. Louis school, one of the few elite American universities to get involved with a charter school. And because of Washington University's influence, the program has the enthusiastic support of the area's business community.

But in their understandable enthusiasm for dealing with cartel-free public education, civic leaders must still focus on the larger challenge of the 2,810 third graders who won't be getting into the KIPP school in 2009. Charter schools already receive \$56 million of the St. Louis Public School's operating budget, and casualty rates continue to mount.

KIPP's motto is "No shortcuts. No excuses." Their welcomed presence should inspire all public education here.

February 3, 2008

## Corporate leaders welcome KIPP

By David Hunn

The suits trickled in with the storm — an uncommon congregation of corporate leaders.

Cynthia Brinkley, president of AT&T Missouri. Ward Klein, CEO of Energizer. Doug Hill, senior partner at Edward Jones. More than two dozen in total.

Outside, the snow flurried and wind howled.

Inside, a server poured white wine. The bosses shook hands, talked quietly with those they knew, and took seats around a large, square conference table.

They had supported public schools before. Some of those ideas had soured, dragged on, and been abandoned.

Yet here they were, back again, supporting another grand idea, and, again, giving their dollars — \$500,000 so far, with more to come.

A visitor, Mike Feinberg, sat at the head of the table, in faded cotton trousers and a wrinkled button-down. He was here Tuesday afternoon to make an announcement: His San Francisco-based Knowledge Is Power Program — the most desired charter school network in the country — would indeed come to St. Louis.

And this time, leaders felt it was safe, again, to get excited about urban education.

KIPP had gone through the proper channels. It was championed by people they trusted, and unsaddled by the uncertainty of past city school projects. In KIPP, they said, there was so much to hope for: Results were measurable, and undeniable. Children simply learned.

"Sometimes, you do things and you have a sense that this could be very significant," said Kathy Osborn, executive director of the Regional

Business Council, host of the meeting. "And this was one of those times."

Charter schools — free, public schools run by independent boards — have long been considered experiments, often ones that failed. Last Tuesday represented the first time such a crowd of business leaders had gathered in support of a St. Louis charter school.

Now KIPP's path to St. Louis provides a blueprint, one that shows both how to build support for civic projects, and how to avoid mistakes of the past.

"It's great when people with good intentions get together and try to help urban education," said Gabriel Gore, a partner at the Bryan Cave law firm. "But with KIPP, you're getting it done."

Still, not everyone agrees it's the answer to St. Louis's chronically troubled urban

schools.

Why, many ask, should so much enthusiasm — and so much money — support what will ultimately help so few?

Couldn't the public school district, given the resources, do the same for everyone?

### FRUSTRATIONS

Last Tuesday, Feinberg announced that KIPP would target roughly 1,500 low-income students in five new St. Louis schools over the next 10 years. The first, a middle school, would open in the fall of 2009. Washington University will oversee the schools, sponsoring charters for the first time.

Few argue about KIPP's success. Yet the unbridled ardor concerns some.

Bill Purdy, a member of the city's elected school board, said he knew KIPP would be good for its students. But what about the others?

"I personally believe the enthusiasm the business community has for KIPP is all well and good," Purdy said. "But it's a shame they don't have the same interest in putting resources into the St. Louis Public School system."

**"In the end, St. Louis businesses pledged more than \$500,000 toward KIPP's first year."**

With money to hire staff, keep schools small, and find excellent leaders, Purdy said, the district would turn around, too. "And you wouldn't need a KIPP program."

But Purdy also understands that projects between business and the public schools haven't always been successful.

The Vashon Compact aimed to turn around elementary and middle schools that feed students to Vashon High, north of downtown. Yet it dissolved a year ago, its leader frustrated with district bureaucracy and politics.

Five years ago, the St. Louis Education Coalition — a group of area businesses and civic leaders — contributed to help elect a reform-minded slate of board members. The slate won the election, but, again, reform never reached expectations.

"We have supported the St. Louis school system in the past," said Hill, the senior partner at Edward Jones. "But we haven't seen the results, and the measurement, that this system is providing us. If the St. Louis Public Schools did the same, St. Louis businesses would be behind them, too."

"Some people tell you they can do it. These people have actually done it."

The credit, business leaders say, goes to a young woman, a businessman and a school network with results that made it hard to say no.

## CONNECTIONS

Two years ago, Trina Clark James visited a KIPP school in Houston. At the time, she was on a fellowship, helping St. Louis city schools with reform measures.

Within the year, she was working every night to bring KIPP to St. Louis. In September of that year, she turned in an application.

But KIPP had learned from its mistakes. It would no longer open a school without deep financial support from area donors. St. Louis, KIPP said, didn't have enough support to attract the charter network that year.

KIPP's leaders asked Clark James to keep trying.

And then they called a St. Louis native working in San Francisco.

Greg Wendt, a senior vice president for the California investment management firm Capital Research, had helped bring the national teaching corps, Teach For America, to St. Louis.

"He's a maven," said Steve Mancini, KIPP's director of public affairs. "He knows everybody. We knew he would be somebody who could galvanize the business community."

Wendt knew who to talk to — and who not to.

He skipped elected leaders and school officials, and, instead, got in touch with the leaders of the business groups Civic Progress and the Regional Business Council. They knew which CEOs would care, and how to reach them.

Then, he set up a trip for the corporate leaders to Gary, Ind., home of a new KIPP school.

Doubts washed away.

"We just came away very, very impressed," said Klein, the CEO of Energizer.

In the end, St. Louis businesses pledged more than \$500,000 toward KIPP's first year. Civic Progress, the Regional Business Council and Emerson all contributed, as did Build-A-Bear Workshop CEO Maxine Clark, her husband, Bob Fox, and Wendt. They've also pledged their continuing support.

Another critical move came when Washington University's chancellor, Mark Wrighton, agreed to sponsor KIPP.

Wendt and Clark James say their job wasn't hard. They showed the data — graduation rates, test scores, demographics — to each member present at last Tuesday's meeting.

And KIPP's success, they said, spoke for itself.

## **KIPP to open school here**

**By Jessica Bassett**

The most desired charter school network in the country has partnered with Washington University to bring a cluster of charter schools to St. Louis beginning in 2009.

Knowledge is Power Program (KIPP) is a network of free, open-enrollment, college preparatory public schools that targets disadvantaged children. It is nationally recognized for its high commitment to education.

The San Francisco-based group selected St. Louis as its only new national expansion site in 2009. Ultimately, KIPP hopes to grow a cluster of elementary, middle and high schools over 10 years that will serve 1,500 students in the St. Louis area.

In teaming up with Washington University, KIPP can get the expertise of well-regarded faculty, as

well mentoring and tutoring from college students. It is the university's first time sponsoring a charter school.

All KIPP schools follow a similar model. Students are in school from 7:30 a.m. to 5 p.m. Monday through Friday and return for Saturdays and summer weeks. Teachers give out their cell phone number for 24-hour homework help.

Before the first KIPP school in St. Louis is to open, KIPP leaders must secure a school site, raise more money, recruit students, develop a board of directors and accept local candidates into KIPP's yearlong principal and teacher training program.

Next week's American will explore KIPP and its expansion into St. Louis in greater detail.

# Record

February 7, 2008

## KIPP charter school coming to St. Louis with WUSTL's help

By Jessica Daues

Washington University will serve as institutional sponsor of the St. Louis area's first-ever KIPP (Knowledge is Power Program) charter school, announced Greg Wendt, organizer of St. Louisans United to Attract KIPP. The school is scheduled to open in fall 2009.

KIPP, a network of free, college-preparatory public schools in under-resourced communities throughout the United States, has been recognized for its success in putting students on the path to college; nearly 80 percent of KIPP alumni have matriculated to college. Like all Missouri charter schools, the KIPP school will be a public school, open to any student who lives in the City of St. Louis.

"Along with our existing outreach programs, sponsorship of this charter school is one of many opportunities for Washington University to have a positive influence on public, K-12 education in the St. Louis region," Chancellor Mark S. Wrighton said. "The success of KIPP Foundation schools throughout the country is in line with the University's own tradition of excellence and makes KIPP an ideal partner for this endeavor."

"The educational success of young people in our region is critical to the future of our University and our community," Wrighton said.

Officials with the KIPP Foundation expressed their enthusiasm for this new partnership.

"Washington University, one of the country's elite institutions of higher education, shares KIPP's commitment to closing the achievement gap in public education," said Mikelle Willis, KIPP director of new site development. "We are pleased to

partner with the University as we bring KIPP's unique program to St. Louis."

Both Henry S. Webber, executive vice chancellor for administration, and Edward F. Lawlor, Ph.D., dean of the George Warren Brown School of Social Work, will lead the University's sponsorship efforts.

"KIPP has demonstrated a high level of success with its innovative approach to providing a high-quality public education in communities throughout the United States," Webber said. "We are excited to serve as a sponsor and partner with KIPP to help the University make a difference to area children. This partnership is one — but only one — way in which Washington University can help ensure that all children in the St. Louis area have an opportunity to get a first-class education."

The University expects to have significant involvement in the success of this new school. Specific details of this collaboration continue to be discussed, but there likely will be many opportunities for staff and faculty to support the success of this school.

**"The success of KIPP Foundation schools throughout the country is in line with the University's own tradition of excellence and**

The first KIPP public school will serve grades 5-8 and will open with approximately 80 students chosen through a lottery system. All KIPP middle schools start with

fifth grade and add one grade per year until becoming a fifth-through-eighth grade public middle school. The location of the school has not been determined, but it will be in the City of St. Louis.

KIPP schools differ from a typical school in many ways. One significant difference is the amount of time a student spends in school. Both students and teachers arrive no later than 7:30 a.m. and stay until 5 p.m. on weekdays. They also come in every other Saturday and for three to four weeks during the summer.

In addition, in order for a child to attend a KIPP school, the student, the student's parents or guardians and the student's teacher must sign a "Commitment to Excellence" learning pledge, in

which each party promises to do whatever it takes to help the student learn.

Currently, more than 14,000 students are enrolled in 57 KIPP schools located in 17 states and Washington, D.C. More than 80 percent of KIPP students nationwide are low-income, and more than 90 percent are African-American or Hispanic. To learn more about KIPP schools, visit [kipp.org](http://kipp.org).

The KIPP sponsorship is one of many of the University's efforts to positively impact schools and children in the St. Louis area. Among other programs are:

- **Each One Teach One (EOTO).** This program connects tutors from WUSTL with area school children in need of support through both EOTO Jump Start and EOTO College Bound. Jump Start tutors work with elementary school students from St. Louis Public Schools; College Bound partners with a local nonprofit organization also called College Bound that aims to give promising, motivated, under-resourced high-school students the academic capacity, social support and life skills necessary to succeed at a four-year college.

- **Early Elementary Education Lesson Study Project.** WUSTL staff, in partnership with the Saint Louis Zoo, provide kindergarten through second-grade teachers in four St. Louis urban elementary schools with resources and assistance in developing science curriculum as well as coaching and mentoring them in delivering science units to the classroom.

The project is organized through the University's Department of Education in Arts & Sciences and funded by a National Science Foundation grant.

- **Science Outreach.** This program sponsors a series of graduate courses for K-8 teachers through the Department of Education and a master's degree program for high-school teachers through the Department of Biology, both in Arts & Sciences.

Major support from the Howard Hughes Medical Institute, the National Institutes of Health and the National Science Foundation has made it possible for Science Outreach to build partnerships with public schools.

Programs help teachers use methods and materials proven effective through educational research. In 2006-07, Science Outreach courses, programs, lab

materials and classroom support impacted more than 1,570 K-12 teachers and 35,300 students.

- **Service First.** Founded in 1999 and held every year on the Saturday before Labor Day, this program involves more than 1,000 students, staff and faculty members who volunteer with the St. Louis Public Schools to help brighten schools for the children through painting and other "sprucing-up" work.

- **WUSTL YMCA.** The largest community service organization on campus, the WUSTL Y offers an abundance of opportunities for students to work directly with schoolchildren in the St. Louis area. YMCA groups include the Greg Delos Y-Tutor program, the ARIS After School program, Spotlight on Youth, Catalyst, Picture the Future and many more.

- **Center for Inquiry in Science, Teaching and Learning (CISTL) St. Louis Regional Database Project.** Accessed through an interactive Web site ([gis.wustl.edu/cistl](http://gis.wustl.edu/cistl)), the database includes information about students, teachers, schools and communities in the St. Louis area.

Its purpose is to make data available on a regional basis and allow educators, researchers, community leaders and parents to research how students are performing in science as a region or group of districts or schools and make more informed, data-driven decisions.

- **Wellston Summer School Program.** For this program, Washington University works with the Wellston School District to assist rising high-school seniors in several key concentrations, including credit recovery, ACT preparation, postsecondary education exploration, introduction to university life and the development of leadership and communication skills.

# STUDENT LIFE

February 11, 2008

## WU sponsors charter school program

By Ben Sales

Washington University is the chief sponsor of a public middle school that will educate underserved children in the St. Louis area.

The school, set to open for the 2009-2010 academic year, is part of a program sponsored by the Knowledge is Power Program (KIPP).

KIPP, started in 1994 by two alumni of Teach for America (TFA), aims to start systems of charter schools in cities across the country to put underserved children on the path to college.

Now, Trina Clark James of St. Louisans United to Attract KIPP is excited to give the opportunity to area students.

"The success of KIPP in other urban cities is being able to provide high quality education," said James. "Kids in St. Louis deserve to have that option."

James' success in bringing KIPP to St. Louis is in large part due to the partnership with the University, which will provide programming ideas and research opportunity as well as some funding.

Debbie Fine, an employee of KIPP, says that the most important part of the University's sponsorship is the message it sends to the community.

"One of the reasons it's such a beneficial partnership is the symbolism," said Fine. "Washington University is one of the most prestigious universities in the country."

James added that the partnership with the University would further encourage the students to attend college.

"These kids will learn about college and get the feeling that they will go to college," she said. "To have a partnership with one of the top universities of this country, it makes it more real for them."

James also says that the University will create a wealth of opportunities for the students to learn.

"It's a partnership that we think will make resources and programs available to the schools," she said. "The faculty and staff will be very much involved."

Senior Brianna Baylor, a tutor in Each One Teach One, a program that pairs tutors with underserved children in St. Louis, sees the partnership as a positive.

"That Wash. U. is trying to get involved in the community is a good thing," she said.

Though students will be encouraged to attend college, they will be shown the University not as the top choice but as one in a plethora of options.

"They'll be encouraged to consider [the University] just like they would every other university," said Fine. "For some it may be a natural progression. It's such a personal decision."

Fine says, however, that pushing students toward a college education is one of the main goals of the program.

"The primary mission is to get these kids to college and to prepare them for success in college life," she said. "The basic premise is a lot of hard work to provide a high quality education."

Now that St. Louis has been selected as the newest expansion location for KIPP, the next step is to raise more funds and find a school leader to help open the middle school. With this step accomplished, teachers and students will be recruited, and KIPP will need to find a building site for the middle school.

"We need to find an educator that has been in the classroom, and that can get results," said James. "We hope to leverage that off the relationship with Wash. U."

True to the program's origins, teachers are heavily recruited from TFA, whose mission is to educate otherwise neglected children.

**"The success of KIPP in other urban cities is being able to provide high quality education," said James. "Kids in St. Louis**

"When you're trying to build a great school you need great teachers," she said. "TFA has a presence in St. Louis. We have a talented pool of teachers."

Should this middle school succeed, KIPP hopes to open a high school and an elementary school in the area in the coming years.

Baylor hopes that the school's teachers will invest themselves in the students.

"They should focus on keeping class sizes small and working with individual children," she said. "Working with children on a smaller basis would be a better way to help them."

**St. Louis Post-Dispatch**

**"Education digest"**

**July 7, 2008**

**<http://www.stltoday.com/stltoday/news/stories.nsf/education/story/3FEA6709E82405F48625747F00117F52?OpenDocument>**

The national Knowledge is Power Program has selected what will probably become the principal of its first St. Louis charter middle school, aiming to open in the summer of 2009.

Rosalind Davis, a teacher and administrator in Memphis, Tenn., was named as one of 18 educators across the country to participate in KIPP's year-long principal training program.

Davis most recently worked as an assistant principal and principal in residence in Memphis through the New Leaders for New Schools program, after teaching for 14 years in Memphis public schools.

Davis begins training this summer at New York University.

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Monday, July 14, 2008

**Washington University  
Charter Leadership Team**

**Henry S. Webber** was named Executive Vice Chancellor for Administration and Senior Lecturer in the George Warren Brown School of Social Work at Washington University in St. Louis on March 1, 2008. He is the chief administrative officer responsible for capital planning and operations, on and off campus real estate, security and environmental safety and health. In addition, he is responsible for developing and implementing the University's strategic planning process related to public K-12 education initiatives.

Before joining Washington University, Mr. Webber was at the University of Chicago for twenty-one years. His positions included Vice President for Community and Government Affairs and Senior Lecturer in the School of Social Service Administration, Associate Vice President for Administration, Assistant Vice President for Human Resources and Lecturer in Law. During his time at the University of Chicago, Mr. Webber's work improved the lives of many of those living, learning and working around the University of Chicago and in the city itself. One of Mr. Webber's most notable achievements was to promote the revitalization of the North Kenwood/Oakland and Woodlawn neighborhoods on Chicago's South Side, which was accomplished by collaborating and forging relationships with the area's community, religious, civic and political leaders. He also played a leading role in the establishment of the Urban Education Initiative, a University of Chicago effort which develops charter schools, offers teacher training and supports basic and applied research on educational issues. He was the founding chair of the Governing Board of the University of Chicago Charter School Corporation, which operates four public lottery admission charter schools on the south side of Chicago with an enrollment of more than 1,000 students.

**Dean Edward F. Lawlor** holds a B.A. in Economics, Government, and Legal Studies from Bowdoin College. He received his Ph.D. from the Florence Heller Graduate School for Advanced Studies in Social Welfare at Brandeis University. He is currently the Dean and William E. Gordon Professor at the George Warren Brown School of Social Work at Washington University in St. Louis. Prior to joining Washington University, Dean Lawlor was Dean of the School of Social Service Administration at the University of Chicago, where he was involved with public education and charter school reform. Professor Lawlor has published widely on access to health care, policy analysis, health care reform, and aging. He is author of *Redesigning the Medicare Contract: Politics, Markets, and Agency* and founding editor of the *Public Policy and Aging Report*. He is also a member of the National Academy of Social Insurance.

# United States Senate

WASHINGTON, DC 20510-2503

July 21, 2008

Dean Kern  
Director, Charter Schools Program  
U.S. Department of Education, Office of Innovation and Improvement  
400 Maryland Avenue S.W.  
Room 4W227, FB6  
Washington, D.C. 20202

Dear Mr. Kern:

It has been brought to my attention that the Knowledge Is Power Program (KIPP) Saint Louis Middle School has applied for a grant for \$662,620 under the Charter Schools Program (CSP), CFDA number 84.282B. KIPP Saint Louis Middle School will be serving the historically under-served students within the city of Saint Louis amidst the Saint Louis Public School District's present renewal. Chartered by Washington University, the first school is targeted to open in July 2009 with approximately 90 students.

KIPP, with 65 schools in 36 cities throughout the country, should be commended for its widespread national success. Their college preparatory model has proven successful with schools located in the most dire areas of educational need. KIPP students have achieved extraordinary academic gains as demonstrated by the fact that the average KIPP student starts fifth grade at the 40<sup>th</sup> percentile in mathematics and the 32<sup>nd</sup> percentile in reading, and after four years in KIPP, these same students are performing at the 82<sup>nd</sup> percentile in math and the 60<sup>th</sup> percentile in reading. During the 2006-2007 school year, 100% of KIPP eighth grade classes outperformed their district averages in both reading and mathematics. Additionally, an overwhelming number of students who complete the eighth grade at KIPP have gone on to a four-year college at an average rate of 80%, compared to the national average of 20% amongst low-income students.

It is my hope that you give their application full and favorable consideration.

Sincerely,



Christopher S. Bond

CSB:ass



**OFFICE OF THE MAYOR  
CITY OF ST. LOUIS  
MISSOURI**

**FRANCIS G. SLAY  
MAYOR**

**CITY HALL - ROOM 200  
1200 MARKET STREET  
SAINT LOUIS, MISSOURI 63103-2877  
(314) 622-3201  
FAX: (314) 622-4061**

July 21, 2008

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

Subject: Office of Innovation and Improvement, Charter Schools Program Grant

Dear Ms. Pfeltz:

I enthusiastically support and encourage the United States Department of Education, Office of Innovation and Improvement, to award KIPP St. Louis Middle School a grant under the Charter Schools Program (CSP), CFDA Program Number 84. 282B.

The KIPP St. Louis Middle School request is in keeping with the purpose of the CSP program "to increase national understanding of the charter school model and to expand the number of high-quality charter schools available to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools, and to evaluate the effect of charter schools, including their effects on students, student academic achievement, staff, and parents." KIPP St. Louis Middle School will be serving the historically under-served students within the city of St. Louis MO. Chartered by Washington University, the first school is targeted to open in July 2009 with approximately 90 students, and as such, is currently in the planning and design phases.

KIPP, the Knowledge Is Power Program, is a nationally recognized charter school network with 65 schools in 36 cities throughout our country. Their college preparatory model has proven successful with these schools located in our most dire areas of educational need. KIPP students have achieved extraordinary academic gains as demonstrated by the fact that the average KIPP student starts fifth grade at the 40th percentile in mathematics and the 32nd percentile in reading, and after four years in KIPP, these same students are performing at the 82nd percentile in math and the 60th percentile in reading. During the 2006 - 2007 school year, 100% of KIPP eighth grade classes outperformed their district averages in both reading/English language arts and in mathematics. While fewer than one in five low-income students typically attend college nationally, an overwhelming number of students who complete the eighth grade at KIPP have gone on to a 4 year college at an average rate of 80%. Further, the students attending KIPP schools are enthusiastic about and very committed to their education and developing career and life goals and ambitions. They serve as a model to their friends and family,



Ms. Pfeltz  
July 21, 2008  
Page 2

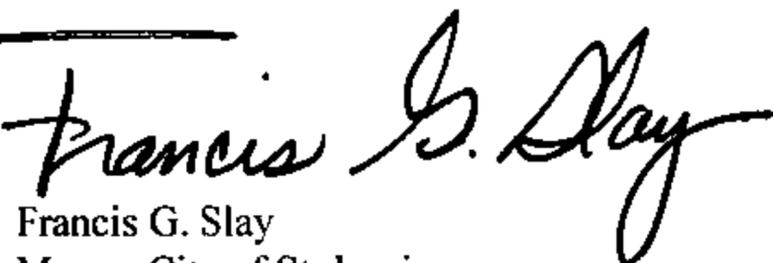
demonstrating that education is key to a person's success in life and is something to be very proud of and to cherish.

St. Louis Public Schools is now operating under an appointed board and working hard to turn around a failing school district. The KIPP St. Louis School will aid in serving students who will otherwise be potentially lost in the early days of the district's renewal.

The CSP grant is critical to ensuring the successful launch of KIPP St. Louis Middle School and I urge you to give it your fullest consideration and approval.

Sincerely,

---



Francis G. Slay  
Mayor, City of St. Louis

**Mark S. Wrighton**  
Chancellor

July 28, 2008

Ms. Trina Dyan Clark James  
KIPP St. Louis  
815 Olive Street, Suite 14  
St. Louis, MO 63101

Dear Trina:

I write to express my fullest support of the "KIPP St. Louis CFDA 84.282B Grant Application" that you have submitted to the Department of Education. As you have indicated very well in the application, Washington University is honored to serve as the official authorizer of the KIPP St. Louis Middle School that is scheduled to open in St. Louis in the summer of 2009.

In February 2007, Dean Edward F. Lawlor of the George Warren Brown School of Social Work finalized the "Steering Committee for Urban and Community Programs Report." This was a summary prepared by the working group I had convened two years earlier to study existing University/Community partnerships and to provide an initial framework for how the University might better align its academic programs to partner with the community. One key recommendation from this report was to establish community engagement, particularly engagement in the public schools, as a priority for the University in the upcoming strategic planning process. Serving as the institutional sponsor of a KIPP School in St. Louis is an important part of our strategy to better serve disadvantaged young people in our region.

This year, Mr. Henry S. Webber, from the University of Chicago became a member of Washington University's senior leadership team. I have asked him to be a leader in developing our plans for public, K-12 education support. In his previous role, he was a very influential figure in the development and oversight of the University of Chicago's charter schools. At Washington University, Mr. Webber has already been actively engaged with KIPP and our efforts to serve as a very involved, supportive, and effective sponsor. Mr. Webber was instrumental in all of the proposed partnerships with KIPP outlined in this grant application. He is well positioned to further connect faculty and students at Washington University with the KIPP St. Louis Middle School.

In following the progress to bring KIPP to St. Louis, I have been extremely pleased with the work and enthusiasm of St. Louis' civic leaders and with the early work of the board selected to oversee the operations of the KIPP School. I have also had the pleasure of meeting personally with Ms. Rosalind Davis



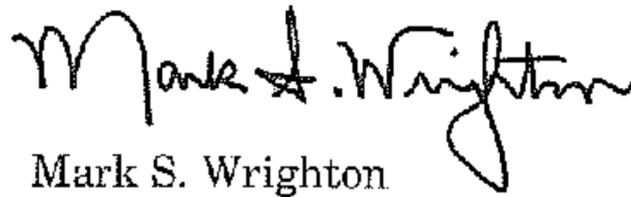
Ms. Trina Dyan Clark James  
July 28, 2008  
Page 2

and found her to be a very talented and skilled leader. The KIPP St. Louis Middle School is well positioned to become an important part of urban St. Louis public education.

I strongly endorse this application for funding to the Department of Education. The support received through this grant will help launch our new school on positive trajectory, offering an opportunity for underserved students in our region to receive an education that will ultimately assist them in attending college.

Thank you for your excellent leadership, and I look forward to hearing positive news from the Department of Education.

Sincerely yours,

  
Mark S. Wrighton

MSW:se

xc: Mr. Henry S. Webber, Executive Vice Chancellor for Administration  
Dean Edward F. Lawlor, George Warren Brown School of Social Work  
Dr. Robert M. Wild, Assistant to the Chancellor

**The St. Louis American**  
**"Back in the Ville; Trina Clark James left California to start a school in her old neighborhood"**  
**By Meliqueica Meadows**  
**April 23, 2007**  
<http://www.stlamerican.com>

With master's degrees from two prestigious universities in California and years of engineering experience at Apple, Trina Clark James could have written her own ticket to any major city in the United States.

Instead, she chose to honor her roots and return to her hometown to provide unique educational opportunities for children in her old Ville neighborhood.

"I couldn't wait to get out of St. Louis," James said. "I really thought I would never come back. I was tired of the divide between the races and always asking myself, 'Why is there such disparity?'"

James fondly remembered growing up "on St. Ferdinand - literally right behind Sumner High School." She attended St. Louis Public Schools until the eighth grade when her parents signed her up for the voluntary transfer program. She went to Wydown in the Clayton School District.

"I was mad because I was having to be in an environment where nobody was like me," she said. "I think there were about eight blacks in my eighth grade class."

James enrolled in Clayton High School and took full advantage of all it had to offer. She worked as a Congressional page and joined the Missouri Scholars Academy. She graduated seventh in her class and was the first African American at her school to be inducted in the National Honor Society.

She said, "I was fortunate to have parents that pushed me."

But the racially polarized metro area was something James was eager to leave behind. After graduating in 1989, James attended Georgia Tech where she pledged Delta Sigma Theta sorority and graduated in 1993 with a bachelor's degree in mechanical engineering.

"In Atlanta, you see a wide range of economic backgrounds for blacks," she said. "But in St. Louis, if you're in a rich area then it is all white and if you are in a poor area it is all black."

James went on to Stanford to pursue a master's in mechanical engineering. "Then I got pregnant and went to work in the Bay Area in the computer industry," said James, who later obtained her master's degree and married. She bought a suburban home and worked for Apple from 1997-2003, steadily working her way up.

"And then I had a midlife crisis at 30," she said.

She recalled how angry she had been as a youngster to leave the familiarity of her beloved Ville to take advantage of the educational opportunities offered in Clayton. James' decision was made.

"I left engineering to go into education," she said. "Everybody thought I was crazy but I wanted to open a school in the Ville where I grew up that would provide top-notch education."

James quit her job at Apple in 2003 and went back to school. She graduated from the University of California Davis in 2005 with her MBA with an emphasis in non-profit management.

Upon graduation James was selected into the Broad Residency in Urban Education program. The prestigious program places mid-level management professionals into leadership positions in urban school districts.

James was placed in the St. Louis Public Schools, which she called "the perfect transition for me so I could get back to knowing my community."

She worked in the district's Central Office from July 2005-July 2006 as the special assistant to former SLPS Superintendent Creg Williams. After the leadership shakeup in the district, James was tapped to work on school score cards under Diana Bourisaw.

"There seemed like a movement taking place to better our city," she said. "So instead of complaining, I wanted to be a part of the solution."

She found the solution in KIPP (Knowledge Is Power Program) during urban education site visits through her Broad Fellowship.

The KIPP program is a network of free, open-enrollment, college preparatory public schools founded by two former Teach For America alumni. A tour of the original KIPP school in Houston, Texas had a lasting impact on James. She began working on a proposal for the city to bring a KIPP school here.

"She's been a galvanizing force in bringing KIPP to St. Louis," Steve Mancini, director of public affairs for KIPP Foundation, said of James.

James left SLPS in Jan. 2007, and for the past nine months she has led the charge to make the KIPP program available to St. Louis students in her old neighborhood.

KIPP schools serve primarily low-income and minority students in urban districts bringing them the kinds of educational opportunities James had to transfer to the Clayton district to obtain.

"Everyone and everything I was exposed to at Clayton I should have been able to be exposed to at Sumner," James said, which is why she is working feverishly to open her own school in the Ville by her 40th birthday in 2012.

She chose to name the school - Clark Jamaa Learning Center - in honor of her grandfather, Joseph WB Clark Sr., a former alderman of the 4th Ward, and the Swahili word "jamaa," meaning village.

When she's not impacting education, James (who is now divorced) enjoys taking her kids to the Zoo, Science Center and the Magic House. She is the mother of Khalani, 12, Liya, 8, and one-year-old Rhadi. She is an active member of the St. Louis Metropolitan Delta Sigma Theta alumna group and enjoys concerts at the Pageant - most recently, Katt Williams and The Roots.

She said her favorite part of the city is Forest Park. "It's so diverse," she said. "I take the kids ice skating at Steinberg and we go to the Kwanzaa program at the History Museum."

"Her story combined with her life's mission is just truly inspiring," said Dustin Odham, executive director of St. Louis Teach for America. "She's working to bring more incredible educational opportunities to St. Louis."

**St. Louis Post-Dispatch**  
**"Successful charter school group considers St. Louis"**  
**By David Hunn**  
**November 12, 2007**

<http://www.stltoday.com/stltoday/news/stories.nsf/education/story/26A3FCE72AEF1A628625739100122E31?OpenDocument>

St. Louis is a stride away from attracting a national model of high-energy, no-excuses charter schools - schools so well-respected that they could transform the city's chronically troubled public education landscape.

The Knowledge Is Power Program targets students in the nation's toughest cities and poorest rural areas. With a combination of long days, Saturday classes and exhaustive teacher attention, it regularly sends troubled students to college-prep high schools, and from there, to college.

The program, known as KIPP, is the first school network to speak of its interest in St. Louis since Mayor Francis Slay announced last week a push for more quality charter schools.

But civic leaders here - from school district officials to major business executives to the mayor himself - have been working for years to attract KIPP.

Two weeks ago, the group again submitted an application, this time to build five KIPP schools in the city over 10 years. The first, a middle school, would open in the summer of 2009.

A KIPP spokesman said St. Louis was considered an informal finalist. But he also said that KIPP wouldn't announce anything until January. The organization is building networks in regions that already have its schools, and may not expand to new cities this round, he said.

Local supporters say KIPP's arrival is critical to the city's health.

"This should be a great place to raise a family," said Maxine Clark, CEO of the locally based Build-A-Bear Workshop Inc.

Civic leaders across the country no longer wonder whether KIPP's new schools will succeed, but instead how their presence will change the state of education. In Houston, KIPP has just raised nearly \$100 million in private donations to expand to 42 schools serving 21,000 students over the next 10 years.

"It's clear it's going to have an impact on the entire education system, as a model that shows what's possible," said Trina Clark James, who has spearheaded the St. Louis KIPP application. "Everybody can learn from that."

The local effort to attract KIPP has brought together influential groups such as Civic Progress and the Regional Business Council, gathering both the dollars and the clout of some of the most powerful business and civic leaders in St. Louis.

"This is exactly the kind of quality public schools many St. Louis families are seeking," Slay said.

AN EDUCATION KEYSTONE

Years ago, education reformers hung hopes on a new kind of public school. Charter schools, they said, could do what districts couldn't. Unfettered by red tape, unburdened by current teacher contracts, they could require staff to work longer days, and focus on an all-out push to teach the poorest students. Charter schools, reformers said, would embarrass troubled district schools into shape.

But St. Louis charter schools' test scores were dismal at first. Employees were accused of stealing cash, cheating on state tests and even accosting students.

Recently, however, some have built good reputations, improving more quickly than district schools and attracting middle-class students.

Slay sent 70 letters to educators, school companies and supporters across the country on Friday, asking each to get involved in a new push to build two or three excellent charter schools a year in St. Louis.

KIPP's arrival and success could represent a tipping point, charter advocates say, proving to educators, sponsors and reluctant parents that the charter idea can work.

"St. Louis is beginning to understand what the potential is," said Aaron North, director of the new Missouri Charter Public School Association. "The KIPP model has developed a way to tap into the potential of their students and get strong results."

The nonprofit KIPP Foundation, based in San Francisco, aims to replicate the success of its original schools in Houston and New York. The foundation picks and trains leaders, then lets them run each school.

Teachers are required to work from 7:15 a.m. to 5 p.m., give students their cell phone numbers, and teach on Saturdays and over summer. They're paid about 20 percent more than other teachers in their districts, according to KIPP.

The model has lived up to education reform hopes:

Test scores show students improve yearly and perform at a higher level than those in local district schools. Eight of 10 middle-school graduates go on to college. And of the 64 KIPP schools that have opened in more than 30 cities, just seven have closed or lost KIPP sponsorship.

KIPP schools have a few critics: Researchers have said the schools "cream" - pull the best students out of the public schools. Policy leaders have said the schools are great but can't be widely replicated. Educators have said KIPP's rigorous day isn't for all students.

But far more tout the network's success.

"They're one of the most successful school networks in the country," said Bryan Hassel, co-director of Public Impact, an education consulting firm in North Carolina. "Some would say the most successful."

## THE CATALYST

Two years ago, Trina Clark James visited a KIPP school in Houston. At the time, she was on a fellowship, helping St. Louis city schools with reform measures.

Within the year, she was working every night on a KIPP application. In September of that year, she turned it in.

But KIPP had learned from its schools that didn't make it. It would no longer open schools without deep financial support from local donors, access to low-cost school buildings and a pipeline of motivated candidates to be school leaders. St. Louis, KIPP said, didn't have enough support to attract the charter network that year.

KIPP's leaders asked James to keep trying.

The application she sent at the end of October identified a site that could house the first KIPP school, as well as other options across the city. She named six potential school principals, all current public school teachers or administrators. And she listed individuals, civic organizations and businesses that have already committed to donating well over \$500,000.

But even that isn't enough.

James needs more money to push KIPP beyond its first year. The schools will need more than the public funding they get, and the additional money will have to be raised each year.

James has to pin down the contract for a building - a tough sell without knowing whether the school will arrive. And even if KIPP agrees to come, its leaders still must accept one of the local candidates into its grueling yearlong principal training program.

But parents and residents here don't seem to care about the specifics. They want a school like KIPP, several said one afternoon recently.

"That's what the St. Louis Public Schools needs," said Latisha Miller, 26, a former city school student. "They need to do something for those kids to get a decent education."

Too many of her friends, she said, had to take remedial classes after high school in order to get into college.

A school where kids are orderly? Where tests show consistent improvement? Where college is the norm?

Students leaned in to hear better. Parents smiled.

They were interested in that.

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#### KIPP AT A GLANCE

- Founded by two former Teach for America participants in 1994.
- Targets urban and low-income families.
- Uniformed students walk halls in straight lines; misbehavior is sternly disciplined.
- Long school days - 7 a.m. to 5 p.m. - plus Saturdays and summers.
- Rhyme and beat help with memorization, such as state capitals and multiplication tables.

- Students have teachers' cell phone numbers for homework help.
- Motto: Work hard. Be nice.

**BY THE NUMBERS:**

- 14,000 - students attending KIPP's 57 U.S. schools
- 44 - the average percentile rank of incoming fifth-graders in math.
- 83 - the average math ranking of those students after three years.
- \$0 - cost to attend; KIPP sites are public charter schools.

For more information: [www.kipp.org](http://www.kipp.org)

**St. Louis Post-Dispatch**  
**"Editorial: The second front"**  
**Editorial**  
**November 13, 2007**

<http://www.stltoday.com/stltoday/news/stories.nsf/editorialcommentary/story/8DDC1C2EB5ECCDB786257391007EFF9A?OpenDocument>

Last Friday, St. Louis Mayor Francis Slay mailed about 70 letters to educators and education groups inviting them to come to St. Louis and start charter schools. As an investment, this probably was worth the \$27.30 he spent on postage, if only for public relations.

You can't blame the mayor for being concerned about the state of public education in St. Louis or for thinking that charter schools, notwithstanding their decidedly mixed track record, might be part of the solution. But a mass mailing is an unlikely way to lure business.

On the other hand, it's not a bad public relations move. In effect, Mr. Slay has opened a second front in the battle to improve St. Louis public schools. He has told the special state-appointed administrative board that now is running the school district that he's not going to wait to see if it will succeed at resuscitating the district.

"We've told Rick Sullivan [the chairman of the state-appointed board] that we support and admire him, and we're waiting for him to tell us what he needs," said Robbyn Wahby, Mr. Slay's executive assistant for education. "But practically speaking, kids need good schools today. We can't wait six to 10 more years. Families are leaving St. Louis, and when you ask them why, it's 'Schools, schools, schools, schools.'"

Mr. Sullivan, not surprisingly, is leery of the new focus on charter schools. Last month, he told a joint committee of the Missouri Legislature that "at some point you introduce so many alternatives that you reduce the revenue that it takes to run a successful school district."

That's because the more than \$8,500 in state aid spent on each pupil in the St. Louis schools would follow that student to the charter schools. The district's budget already is \$60 million less than would be if the 7,000 students now in charter schools were in city public schools. That is a very big hit for a district with massive expenses associated with its physical plant, personnel and transportation services.

Charter schools operate independently of local school districts but are funded with public money. Since 1991, when Minnesota became the first state to enact a charter school law, the concept has offered the hope of a sort of "third way" solution to the crisis in urban education: some of the benefits of private schools but funded -- and available to students -- as public schools.

Mr. Slay is hoping to add two or three charter schools each year for the next 10 years, said Ms. Wahby, with the goal of having a viable choice for quality public education for every child in St. Louis in five years.

For that to happen, the next generation of charter schools will have to be far more successful than earlier ones. Educational achievement has been uneven, at best, with some schools under-performing the schools they were created to replace. Many parents of charter school students found their children enrolled in schools with the

same kinds of administrative problems and shoddy physical facilities they were hoping to escape.

The Holy Grail for charter schools is a model that can be replicated from one city to another. In that sense, the schools of the Knowledge is Power Program started in Houston in the mid-1990s have shown that a tough, no-nonsense program for at-risk kids can be transplanted from one city to the next. As David Hunn of the Post-Dispatch reported this week, St. Louis has become a kind of "informal finalist" in the competition for KIPP's next round of expansion.

Ms. Wahby and Mr. Slay have been working to create a support network for would-be school entrepreneurs who answer Mr. Slay's letter. The aim is to help them get grants, buildings, training and start-up money for their ventures. Mr. Slay also may need help from the Legislature -- state law doesn't allow the city to oversee its own schools -- and from colleges and universities or the state Department of Elementary and Secondary Education.

Even as Mr. Slay vigorously pursues his charter alternative, however, he must work closely with and support Mr. Sullivan and the special administrative board. It would be a tragedy if, in offering opportunity to thousands of kids, a single-minded focus on charter schools helped drown thousands of others.

# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1234-KIPP STL 84282B Budget Narrative\_final.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1235-KIPP STL Budget Detail for CSP\_final.pdf**

### Attachment 3:

Title: Pages: Uploaded File: **1236-KIPP STL Budget Detail for CSP\_xls.xls**

**KIPP St. Louis  
Charter Schools Program CFDA 84.282B Grant Application  
Budget Narrative<sup>1</sup>**

The KIPP St. Louis Middle School (KSMS) requests \$662,620 for the Charter Schools Program CFDA 84.282B Grant 36-month eligibility period. This will span over one year (~12 months) for the pre-implementation year, Year 0, in 2008 - 2009 and two academic years (~24 months) for the school including its first year of operation, Year 1, with a 5th grade class in 2009 - 2010 and its second year of operation, Year 2, with a 5th and 6th grade class in 2010 - 2011. These funds will be used 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.

**TRAVEL**

**TOTAL = \$25,000 (Year 0: \$1,000, Year 1: \$9,000, Year 2: \$15,000)**

**Professional Development**

Total = \$25,000 (Year 0: \$1,000, Year 1: \$9,000, Year 2: \$15,000)

- High-quality professional development opportunities are essential to the growth of KSMS teachers, the success of KSMS students, and the sustainability of the school as a whole. The goals of all KIPP-sponsored PD opportunities, such as the annual KIPP School Summit (KSS), are to enhance student and teacher learning, strengthen the school's instruction and operations, and ultimately ensure that all KIPP students receive a first-class public education.
  - Please refer to attached workbook (.xls file) included as Optional Budget Narrative for Item Detail.

<b>Professional Development</b>		<b>Year 0</b>		<b>Year 1</b>		<b>Year 2</b>	
		<b>Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Total Cost</b>
<b>Item</b>							
KIPP School Summit Travel	\$350	1	\$350	9	\$3,150	15	\$5,250
KIPP School Summit Lodging	\$650	1	\$650	9	\$5,850	15	\$9,750
<b>Total</b>			\$1,000		\$9,000		\$15,000

<sup>1</sup> For spreadsheet containing additional detail for each budget category, please refer to KIPP St. Louis Budget Detail for CSP 84.282B workbook (attached as Optional Budget Narrative)

**EQUIPMENT**

**TOTAL = \$389,870 (Year 0: \$228,160, Year 1: \$82,415, Year 2: \$79,295)**

**Technology**

**Total = \$333,000 (Year 0: \$226,000, Year 1: \$54,000, Year 2: \$53,000)**

- KSMS requests funds to purchase technology-related items. Note that these expenses represent primarily one-time costs as these are durable items that will provide use for many years.
  - Please refer to attached workbook (.xls file) included as Optional Budget Narrative for Item Detail.

Technology	Year 0		Year 1		Year 2	
	Cost	Qty	Total Cost	Qty	Total Cost	Total Cost
Dell Latitude D620	\$1,000	2	\$2,000	6	\$6,000	\$6,000
Dell Optiplex 745 (Small Form F	\$1,000	2	\$2,000	1	\$1,000	\$1,000
Cisco 1131AG Wireless Access F	\$500	2	\$1,000	2	\$1,000	\$0
SonicWall Firewall	\$2,000	1	\$2,000		\$0	\$0
Cisco Catalyst Express PoE Swit	\$1,800	1	\$1,800		\$0	\$0
Cisco Catalyst 2950 24 Port Swit	\$700	1	\$700		\$0	\$0
Dell 2400MP LCD Projector	\$1,000	1	\$1,000	2	\$2,000	\$2,000
ELMO	\$2,500		\$0	3	\$7,500	\$7,500
Dell PowerEdge 840 Server	\$5,000	1	\$5,000		\$0	\$0
HP Laserjet 1320tn Laser Printer	\$500	1	\$500	3	\$1,500	\$1,500
Dell Student Mobile Lab with Prir	\$35,000		\$0	1	\$35,000	\$35,000
Technology Infrastructure	\$7	30000	\$210,000		\$0	\$0
<b>Total</b>			\$226,000		\$54,000	\$53,000

**Furniture**

**Total = \$56,870 (Year 0: \$2,160, Year 1: \$28,415, Year 2: \$26,295)**

- KSMS requests funds to purchase furniture for the school. Note that these costs represent primarily one-time costs as these are durable items that will provide use for many years. KSMS will set up a school office during the pre-implementation year in which the co-Directors of the project will work to complete all necessary startup tasks for the school.
  - Please refer to attached workbook (.xls file) included as Optional Budget Narrative for Item Detail.

<b>Furniture</b>		<b>Year 0</b>		<b>Year 1</b>		<b>Year 2</b>	
<b>Item</b>	<b>Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Qty</b>	<b>Total Cost</b>
Quattro Student Desks	\$100		\$0	80	\$8,000	80	\$8,000
Round Activity Tables	\$120		\$0	3	\$360	2	\$240
Zuma Stack Chairs	\$50		\$0	160	\$8,000	160	\$8,000
Teacher Classroom Seats	\$62		\$0	5	\$310	5	\$310
Teacher Classroom Work Tables	\$135		\$0	5	\$675	5	\$675
Teacher Storage Cabinets	\$400		\$0	5	\$2,000	5	\$2,000
Trash Cans	\$32	5	\$160	10	\$320	10	\$320
Wall Clocks	\$25		\$0	10	\$250	10	\$250
Cafeteria Tables	\$1,300		\$0	5	\$6,500	5	\$6,500
Office Furniture	\$2,000	1	\$2,000	1	\$2,000		\$0
<b>Total</b>			\$2,160		\$28,415		\$26,295

## **SUPPLIES**

**TOTAL = \$165,750 (Year 0: \$55,250, Year 1: \$55,250, Year 2: \$55,250)**

### Curriculum Materials

Total = \$165,750 (Year 0: \$55,250, Year 1: \$55,250, Year 2: \$55,250)

➤ 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. For the purpose of teacher training and recruitment sessions, curriculum materials for each grade are needed the year prior to the start of that grade at the school; therefore, curriculum materials for the first 5th grade are required in the pre-implementation year, Year 0.

- Please refer to attached workbook (.xls file) included as Optional Budget Narrative for Item Detail.

<b>Curriculum Materials</b>		<b>Year 0</b>		<b>Year 1</b>		<b>Year 2</b>	
<b>Item</b>	<b>Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Qty</b>	<b>Total Cost</b>
Enrichment Programs	\$150	85	\$12,750	85	\$12,750	85	\$12,750
Assessment	\$125	85	\$10,625	85	\$10,625	85	\$10,625
Classroom Supplies	\$125	85	\$10,625	85	\$10,625	85	\$10,625
Textbooks- Consumable	\$250	85	\$21,250	85	\$21,250	85	\$21,250
<b>Total</b>			\$55,250		\$55,250		\$55,250

**CONTRACTUAL**

**TOTAL = \$82,000 (Year 0: \$10,000, Year 1: \$36,000, Year 2: \$36,000)**

**Professional Development**

Total = \$72,000 (Year 0: \$0, Year 1: \$36,000, Year 2: \$36,000)

- KSMS will contract with The Center for Culturally Responsive Teaching and Learning (CCRTL) to provide training to all KSMS staff on the methods of culturally responsive teaching and the associated instructional strategies. CCRTL-trained teachers will learn and understand the importance of using culturally and linguistically responsive teaching as a foundation for increased student achievement.
  - Please refer to attached workbook (.xls file) included as Optional Budget Narrative for Item Detail.

<b>Professional Development</b>		<b>Year 0</b>		<b>Year 1</b>		<b>Year 2</b>	
<b>Item</b>	<b>Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Qty</b>	<b>Total Cost</b>
Professional Development Service	\$36,000		\$0	1	\$36,000	1	\$36,000
<b>Total</b>			\$0		\$36,000		\$36,000

**Contractual Services**

Total = \$10,000 (Year 0: \$10,000, Year 1: \$0, Year 2: \$0)

- In the first six months of the pre-implementation year, KSMS will contract with a financial consultant skilled in charter public school finance to help the school set up its accounting and payroll systems. This initial contract will allow KSMS to establish a strong, foundational, and sustainable financial management infrastructure that will carry the school until a full-time Business Manager can be hired.
  - Please refer to attached workbook (.xls file) included as Optional Budget Narrative for Item Detail.

<b>Contractual Services</b>		<b>Year 0</b>		<b>Year 1</b>		<b>Year 2</b>	
<b>Item</b>	<b>Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Qty</b>	<b>Total Cost</b>	<b>Qty</b>	<b>Total Cost</b>
Financial Consultant Fees	\$10,000	1	\$10,000		\$0		\$0
<b>Total</b>			\$10,000		\$0		\$0

Category	Item	Detail	Year 0	Year 1	Year 2	
<b>TRAVEL</b>	Professional Development					
	KIPP School Summit Travel	Transportation to annual KIPP School Summit	\$350	\$3,150	\$5,250	
	KIPP School Summit Lodging	Hotel at annual KIPP School Summit	\$650	\$5,850	\$9,750	
			<b>\$1,000</b>	<b>\$9,000</b>	<b>\$15,000</b>	
<b>EQUIPMENT</b>	Technology					
		Dell Latitude D620	KIPP standard teacher/leader laptop	\$2,000	\$6,000	\$6,000
		Dell Optiplex 745 (Small Form Factor)	KIPP standard business desktop	\$2,000	\$1,000	\$1,000
		Cisco 1131AG Wireless Access Points	Robust wireless access points meant to use Power over Ethernet	\$1,000	\$1,000	\$0
		SonicWall Firewall	Device to protect network and students/staff from inappropriate content	\$2,000	\$0	\$0
		Cisco Catalyst Express PoE Switch	Network switch providing power and data over the same cable to the wireless access points	\$1,800	\$0	\$0
		Cisco Catalyst 2950 24 Port Switch	Standard network switch	\$700	\$0	\$0
		Dell 2400MP LCD Projector	Standard Dell LCD projector	\$1,000	\$2,000	\$2,000
		ELMO	Visual Presenter	\$0	\$7,500	\$7,500
		Dell PowerEdge 840 Server	File server with software, a battery backup to protect the server, and a tape backup system	\$5,000	\$0	\$0
		HP Laserjet 1320tn Laser Printers	Network printers	\$500	\$1,500	\$1,500
		Dell Student Mobile Lab with Printers	Mobile class laboratory on a cart that can be shared among grade level	\$0	\$35,000	\$35,000
		Technology Infrastructure	Wiring infrastructure to support three (3) telecom closets- one(1) per floor of school- at \$7.50/sq.ft.	\$210,000	\$0	\$0
		Furniture				
		Quatro Student Desks	Student desk that seats two, is durable and adjustable, and meets ADA standards	\$0	\$8,000	\$8,000
		Round Activity Tables	1 1/4" Activity Table - Round (48" Diameter)	\$0	\$360	\$240
		Zuma Stack Chairs	Durable student chairs for desks and visitors	\$0	\$8,000	\$8,000
	Teacher Classroom Seats	Teacher stools for classrooms	\$0	\$310	\$310	
	Teacher Classroom Work Tables	1 1/4" Activity Table - Rectangle (30" x 72")	\$0	\$675	\$675	
	Teacher Storage Cabinets	Mobile Cabinet - (36" x 18" x 72")	\$0	\$2,000	\$2,000	
	Trash Cans	4 1/4-Gallon Open-Top Receptacle	\$160	\$320	\$320	
	Wall Clocks	Classroom wall clocks	\$0	\$250	\$250	
	Cafeteria Tables	Mobile Bench Table - 30" W x 12' L x 29" H (seats 16 students)	\$0	\$6,500	\$6,500	
	Office Furniture	School leader desk & chair, front desk, waiting chairs, conference table & chairs	\$2,000	\$2,000	\$0	
			<b>\$228,160</b>	<b>\$82,415</b>	<b>\$79,295</b>	
<b>SUPPLIES</b>	Curriculum Materials					
	Enrichment Programs	KIPP standard per-pupil expense for enrichment programs	\$12,750	\$12,750	\$12,750	
	Assessment	KIPP standard per-pupil expense for assessment materials	\$10,625	\$10,625	\$10,625	
	Classroom Supplies	KIPP standard per-pupil expense for classroom supplies	\$10,625	\$10,625	\$10,625	
	Textbooks- Consumable	KIPP standard per-pupil expense for textbooks	\$21,250	\$21,250	\$21,250	
			<b>\$55,250</b>	<b>\$55,250</b>	<b>\$55,250</b>	
<b>CONTRACTUAL</b>	Professional Development					
	Professional Development Services	Center for Culturally Responsive Teaching and Learning school site based training, workshops, and individual coaching activities	\$0	\$36,000	\$36,000	
Contractual Services						
	Financial Consultant Fees	Financial consulting firm with charter public school accounting experience	\$10,000	\$0	\$0	
			<b>\$10,000</b>	<b>\$36,000</b>	<b>\$36,000</b>	
<b>TOTAL</b>			<b>\$294,410</b>	<b>\$182,665</b>	<b>\$185,545</b>	

Category	Item	Detail	Year 0	Year 1	Year 2
Curriculum Materials	Enrichment Programs	KIPP standard per-pupil expense for enrichment programs	\$12,750	\$12,750	\$12,750
	Assessment	KIPP standard per-pupil expense for assessment materials	\$10,625	\$10,625	\$10,625
	Classroom Supplies	KIPP standard per-pupil expense for classroom supplies	\$10,625	\$10,625	\$10,625
	Textbooks- Consumable	KIPP standard per-pupil expense for textbooks	\$21,250	\$21,250	\$21,250
Technology	Dell Latitude D620	KIPP standard teacher/leader laptop	\$2,000	\$6,000	\$6,000
	Dell Optiplex 745 (Small Form Factor)	KIPP standard business desktop	\$2,000	\$1,000	\$1,000
	Cisco 1131AG Wireless Access Points	Robust wireless access points meant to use Power over Ethernet	\$1,000	\$1,000	\$0
	SonicWall Firewall	Device to protect network and students/staff from inappropriate content	\$2,000	\$0	\$0
	Cisco Catalyst Express PoE Switch	Network switch providing power and data over the same cable to the wireless access points	\$1,800	\$0	\$0
	Cisco Catalyst 2950 24 Port Switch	Standard network switch	\$700	\$0	\$0
	Dell 2400MP LCD Projector	Standard Dell LCD projector	\$1,000	\$2,000	\$2,000
	ELMO	Visual Presenter	\$0	\$7,500	\$7,500
	Dell PowerEdge 840 Server	File server with software, a battery backup to protect the server, and a tape backup system	\$5,000	\$0	\$0
	HP Laserjet 1320tn Laser Printers	Network printers	\$500	\$1,500	\$1,500
	Dell Student Mobile Lab with Printers	Mobile class laboratory on a cart that can be shared among grade level	\$0	\$35,000	\$35,000
	Technology Infrastructure	Wiring infrastructure to support three (3) telecom closets- one(1) per floor of school- at \$7.50/sq.ft.	\$210,000	\$0	\$0
Professional Development	KIPP School Summit Travel	Transportation to annual KIPP School Summit	\$350	\$3,150	\$5,250
	KIPP School Summit Lodging	Hotel at annual KIPP School Summit	\$650	\$5,850	\$9,750
	Professional Development Services	Center for Culturally Responsive Teaching and Learning school site based training, workshops, and individual coaching activities	\$0	\$36,000	\$36,000
Furniture	Quattro Student Desks	Student desk that seats two, is durable and adjustable, and meets ADA standards	\$0	\$8,000	\$8,000
	Round Activity Tables	1 1/4" Activity Table - Round (48" Diameter)	\$0	\$360	\$240
	Zuma Stack Chairs	Durable student chairs for desks and visitors	\$0	\$8,000	\$8,000
	Teacher Classroom Seats	Teacher stools for classrooms	\$0	\$310	\$310
	Teacher Classroom Work Tables	1 1/4" Activity Table - Rectangle (30" x 72")	\$0	\$675	\$675
	Teacher Storage Cabinets	Mobile Cabinet - (36" x 18" x 72")	\$0	\$2,000	\$2,000
	Trash Cans	4 1/4-Gallon Open-Top Receptacle	\$160	\$320	\$320
	Wall Clocks	Classroom wall clocks	\$0	\$250	\$250
	Cafeteria Tables	Mobile Bench Table - 30" W x 12' L x 29" H (seats 16 students)	\$0	\$6,500	\$6,500
	Office Furniture	School leader desk & chair, front desk, waiting chairs, conference table & chairs	\$2,000	\$2,000	\$0
	Contractual Services	Financial Consulting Fees	Financial consulting firm with charter public school accounting experience	\$10,000	\$0
<b>Total</b>			\$294,410	\$182,665	\$185,545
					\$662,620

Curriculum Materials Item	Detail	Cost	Qty	Year 0		Year 1		Year 2	
				Total Cost	Qty	Total Cost	Qty	Total Cost	Qty
Enrichment Programs	KIPP standard per-pupil expense for enrichment programs	\$160	85	\$12,750	85	\$12,750	85	\$12,750	85
Assessment	KIPP standard per-pupil expense for assessment materials	\$125	85	\$10,625	85	\$10,625	85	\$10,625	85
Classroom Supplies	KIPP standard per-pupil expense for classroom supplies	\$125	85	\$10,625	85	\$10,625	85	\$10,625	85
Textbooks- Consumable	KIPP standard per-pupil expense for textbooks	\$250	85	\$21,250	85	\$21,250	85	\$21,250	85
<b>Total</b>				\$55,250		\$55,250		\$55,250	\$185,750

Technology Item	Detail	Cost	Year 0		Year 1		Year 2	
			Qty	Total Cost	Qty	Total Cost	Qty	Total Cost
Dell Latitude D620	KIPP standard teacher/leader laptop	\$1,000	2	\$2,000	6	\$6,000	6	\$6,000
Dell Optiplex 745 (Small Form Factor)	KIPP standard business desktop	\$1,000	2	\$2,000	1	\$1,000	1	\$1,000
Cisco 1131AG Wireless Access Points	Robust wireless access points meant to use Power over Ethernet	\$500	2	\$1,000	2	\$1,000		\$0
SonicWall Firewall	Device to protect network and students/staff from inappropriate content	\$2,000	1	\$2,000		\$0		\$0
Cisco Catalyst Express PoE Switch	Network switch providing power and data over the same cable to the wireless access points	\$1,800	1	\$1,800		\$0		\$0
Cisco Catalyst 2950 24 Port Switch	Standard network switch	\$700	1	\$700		\$0		\$0
Dell 2400MP LCD Projector	Standard Dell LCD projector	\$1,000	1	\$1,000	2	\$2,000	2	\$2,000
ELMO	Visual Presenter	\$2,500		\$0	3	\$7,500	3	\$7,500
Dell PowerEdge 840 Server	File server with software, a battery backup to protect the server, and a tape backup system	\$5,000	1	\$5,000		\$0		\$0
HP Laserjet 1320tn Laser Printers	Network printers	\$500	1	\$500	3	\$1,500	3	\$1,500
Dell Student Mobile Lab with Printers	Mobile class laboratory on a cart that can be shared among grade level	\$35,000		\$0	1	\$35,000	1	\$35,000
Technology Infrastructure	Wiring infrastructure to support three (3) telecom closets- one(1) per floor of school- at \$7/sq. ft.	\$7	30000	\$210,000		\$0		\$0
<b>Total</b>				\$226,000		\$54,000		\$53,000
								\$333,000

Professional Development Item	Detail	Cost	Year 0		Year 1		Year 2	
			Qty	Total Cost	Qty	Total Cost	Qty	Total Cost
KIPP School Summit Travel	Transportation to annual KIPP School Summit	\$350	1	\$350	9	\$3,150	15	\$5,250
KIPP School Summit Lodging	Hotel at annual KIPP School Summit	\$650	1	\$650	9	\$5,850	15	\$9,750
	Center for Culturally Responsive Teaching and Learning school site based training, workshops, and individual coaching activities	\$36,000		\$0	1	\$36,000	1	\$36,000
<b>Professional Development Services</b>								
<b>Total</b>				\$1,000		\$45,000		\$87,000

Furniture Item	Detail	Cost	Year 0		Year 1		Year 2	
			Qty	Total Cost	Qty	Total Cost	Qty	Total Cost
Quattro Student Desks	Student desk that seats two, is durable and adjustable, and meets ADA standards	\$100		\$0	80	\$8,000	80	\$8,000
Round Activity Tables	1 1/4" Activity Table - Round (48" Diameter)	\$120		\$0	3	\$360	2	\$240
Zuma Stack Chairs	Durable student chairs for desks and visitors	\$50		\$0	160	\$8,000	160	\$8,000
Teacher Classroom Seats	Teacher stools for classrooms	\$62		\$0	5	\$310	5	\$310
Teacher Classroom Work Tables	1 1/4" Activity Table - Rectangle (30" x 72")	\$135		\$0	5	\$675	5	\$675
Teacher Storage Cabinets	Mobile Cabinet - (36" x 18" x 72")	\$400		\$0	5	\$2,000	5	\$2,000
Trash Cans	4 1/4-Gallon Open-Top Receptacle	\$32		\$160	10	\$320	10	\$320
Wall Clocks	Classroom wall clocks	\$25		\$0	10	\$250	10	\$250
Cafeteria Tables	Mobile Bench Table - 30"W x 12' L x 29" H (seats 16 students)	\$1,300		\$0	5	\$6,500	5	\$6,500
Office Furniture	School leader desk & chair, front desk, waiting chairs, conference table & chairs	\$2,000		\$2,000	1	\$2,000		\$0
<b>Total</b>				\$2,160		\$28,415		\$26,295
								\$56,870

Contractual Services Item	Detail	Cost	Qty	Year 0		Year 1		Year 2	
				Total Cost	Qty	Total Cost	Qty	Total Cost	Qty
Financial Consultant Fees	Financial consulting firm with charter public school accounting experience	\$10,000		\$10,000	1	\$0		\$0	
<b>Total</b>				\$10,000		\$0		\$0	

Category	Item	Detail	Year 0	Year 1	Year 2
TRAVEL	Professional Development				
	KIPP School Summit Travel	Transportation to annual KIPP School Summit	\$350	\$3,150	\$5,250
	KIPP School Summit Lodging	Hotel at annual KIPP School Summit	\$650	\$5,850	\$9,750
			\$1,000	\$9,000	\$15,000
EQUIPMENT	Technology				
	Dell Latitude D620	KIPP standard teacher/leader laptop	\$2,000	\$6,000	\$6,000
	Dell Optiplex 745 (Small Form Factor)	KIPP standard business desktop	\$2,000	\$1,000	\$1,000
	Cisco 1131AG Wireless Access Point	Robust wireless access points meant to use Power over Ethernet	\$1,000	\$1,000	\$0
	SonicWall Firewall	Device to protect network and students/staff from inappropriate content	\$2,000	\$0	\$0
	Cisco Catalyst Express PoE Switch	Network switch providing power and data over the same cable to the wireless access points	\$1,800	\$0	\$0
	Cisco Catalyst 2950 24 Port Switch	Standard network switch	\$700	\$0	\$0
	Dell 2400MP LCD Projector	Standard Dell LCD projector	\$1,000	\$2,000	\$2,000
	ELMO	Visual Presenter	\$0	\$7,500	\$7,500
	Dell PowerEdge 840 Server	File server with software, a battery backup to protect the server, and a tape backup system	\$5,000	\$0	\$0
	HP LaserJet 1320tn Laser Printers	Network printers	\$500	\$1,500	\$1,500
	Dell Student Mobile Lab with Printer	Mobile class laboratory on a cart that can be shared among grade level	\$0	\$35,000	\$35,000
	Technology Infrastructure	Wiring infrastructure to support three (3) telecom closets- one(1) per floor of school- at \$7,500/sq.ft.	\$210,000	\$0	\$0
	Furniture				
Quattro Student Desks	Student desk that seats two, is durable and adjustable, and meets ADA standards	\$0	\$8,000	\$8,000	
Round Activity Tables	1 1/4" Activity Table - Round (48" Diameter)	\$0	\$360	\$240	
Zuma Stack Chairs	Durable student chairs for desks and visitors	\$0	\$8,000	\$8,000	
Teacher Classroom Seats	Teacher stools for classrooms	\$0	\$310	\$310	
Teacher Classroom Work Tables	1 1/4" Activity Table - Rectangle (30" x 72")	\$0	\$675	\$675	
Teacher Storage Cabinets	Mobile Cabinet - (36" x 18" x 72")	\$0	\$2,000	\$2,000	
Trash Cans	4 1/4-Gallon Open-Top Receptacle	\$160	\$320	\$320	
Wall Clocks	Classroom wall clocks	\$0	\$250	\$250	
Cafeteria Tables	Mobile Bench Table - 30" W x 12' L x 29" H (seats 16 students)	\$0	\$6,500	\$6,500	
Office Furniture	School leader desk & chair, front desk, waiting chairs, conference table & chairs	\$2,000	\$2,000	\$0	
		\$228,160	\$82,415	\$79,295	
SUPPLIES	Curriculum Materials				
	Enrichment Programs	KIPP standard per-pupil expense for enrichment programs	\$12,750	\$12,750	\$12,750
	Assessment	KIPP standard per-pupil expense for assessment materials	\$10,625	\$10,625	\$10,625
	Classroom Supplies	KIPP standard per-pupil expense for classroom supplies	\$10,625	\$10,625	\$10,625
	Textbooks - Consumable	KIPP standard per-pupil expense for textbooks	\$21,250	\$21,250	\$21,250
		\$55,250	\$55,250	\$55,250	
Professional Development					

<b>CONTRACTUAL</b>	<b>Contractual Services</b>	Professional Development Services: Center for Culturally Responsive Teaching and Learning school site based training, workshops, and individual coaching activities	\$0	\$36,000	\$36,000		
		Financial Consultant Fees	\$10,000	\$0	\$0		
			<b>\$10,000</b>	<b>\$36,000</b>	<b>\$36,000</b>		
<b>TOTAL</b>			<b>\$294,410</b>	<b>\$182,665</b>	<b>\$185,545</b>		<b>\$662,620</b>

Category	Item	Detail	Year 0	Year 1	Year 2
<b>Curriculum Materials</b>					
	Enrichment Programs	KIPP standard per-pupil expense for enrichment programs	\$12,750	\$12,750	\$12,750
	Assessment	KIPP standard per-pupil expense for assessment materials	\$10,625	\$10,625	\$10,625
	Classroom Supplies	KIPP standard per-pupil expense for classroom supplies	\$10,625	\$10,625	\$10,625
	Textbooks - Consumable	KIPP standard per-pupil expense for textbooks	\$21,250	\$21,250	\$21,250
<b>Technology</b>	Dell Latitude D620	KIPP standard teacher/leader laptop	\$2,000	\$6,000	\$6,000
	Dell Optiplex 745 (Small Form Factor)	KIPP standard business desktop	\$2,000	\$1,000	\$1,000
	Cisco 1131AG Wireless Access Point	Robust wireless access points meant to use Power over Ethernet	\$1,000	\$1,000	\$0
	SonicWall Firewall	Device to protect network and students/staff from inappropriate content	\$2,000	\$0	\$0
	Cisco Catalyst Express PoE Switch	Network switch providing power and data over the same cable to the wireless access points	\$1,800	\$0	\$0
	Cisco Catalyst 2950 24 Port Switch	Standard network switch	\$700	\$0	\$0
	Dell 2400MP LCD Projector	Standard Dell LCD projector	\$1,000	\$2,000	\$2,000
	ELMO	Visual Presenter	\$0	\$7,500	\$7,500
	Dell PowerEdge 840 Server	File server with software, a battery backup to protect the server, and a tape backup system	\$5,000	\$0	\$0
	HP Laserjet 1320th Laser Printers	Network printers	\$500	\$1,500	\$1,500
<b>Professional Development</b>	Dell Student Mobile Lab with Printing Technology Infrastructure	Mobile class laboratory on a cart that can be shared among grade level Wiring infrastructure to support three (3) telecom closets - one(1) per floor of school - at \$7.50/sq.ft.	\$0	\$35,000	\$35,000
			\$210,000	\$0	\$0
<b>Furniture</b>					
	KIPP School Summit Travel	Transportation to annual KIPP School Summit	\$350	\$3,150	\$5,250
	KIPP School Summit Lodging	Hotel at annual KIPP School Summit	\$650	\$5,850	\$9,750
	Professional Development Service	Center for Culturally Responsive Teaching and Learning school site based training, workshops, and individual coaching activities	\$0	\$36,000	\$36,000
<b>Furniture</b>	Quattro Student Desks	Student desk that seats two, is durable and adjustable, and meets ADA standards	\$0	\$8,000	\$8,000
	Round Activity Tables	1 1/4" Activity Table - Round (48" Diameter)	\$0	\$360	\$240
	Zuma Stack Chairs	Durable student chairs for desks and visitors	\$0	\$8,000	\$8,000
	Teacher Classroom Seats	Teacher stools for classrooms	\$0	\$310	\$310
	Teacher Classroom Work Tables	1 1/4" Activity Table - Rectangle (30" x 72")	\$0	\$675	\$675
	Teacher Storage Cabinets	Mobile Cabinet - (36" x 18" x 72")	\$0	\$2,000	\$2,000
	Trash Cans	4 1/4-Gallon Open-Top Receptacle	\$160	\$320	\$320
	Wall Clocks	Classroom wall clocks	\$0	\$250	\$250
	Cafeteria Tables	Mobile Bench Table - 30" W x 12' L x 29" H (seats 16 students)	\$0	\$6,500	\$6,500

	Office Furniture	School leader desk & chair, front desk, waiting chairs, conference table & chairs	\$2,000	\$2,000	\$0	
<b>Contractual Services</b>						
	Financial Consultant Fees	Financial consulting firm with charter public school accounting experience	\$10,000	\$0	\$0	
<b>Total</b>			<b>\$294,410</b>	<b>\$182,665</b>	<b>\$185,545</b>	<b>\$662,620</b>

Curriculum Materials		Year 0			Year 1			Year 2		
Item	Detail	Cost	Qty	Total Cost	Qty	Total Cost	Qty	Total Cost		
Enrichment Programs	KIPP standard per-pupil expense for enrichment programs	\$150.85	85	\$12,750.85	85	\$12,750.85	85	\$12,750.85		
Assessment	KIPP standard per-pupil expense for assessment materials	\$125.85	85	\$10,625.85	85	\$10,625.85	85	\$10,625.85		
Classroom Supplies	KIPP standard per-pupil expense for classroom supplies	\$125.85	85	\$10,625.85	85	\$10,625.85	85	\$10,625.85		
Textbooks- Consumable	KIPP standard per-pupil expense for textbooks	\$250.85	85	\$21,250.85	85	\$21,250.85	85	\$21,250.85		
<b>Total</b>				\$55,250		\$55,250		\$55,250		
								\$165,750		

Technology	Item	Detail	Cost	Year 0		Year 1		Year 2	
				Qty	Total Cost	Qty	Total Cost	Qty	Total Cost
	Dell Latitude D620	KIPP standard teacher/leader laptop	\$1,000	2	\$2,000	6	\$6,000	6	\$6,000
	Dell Optiplex 745 (Small Form Factor)	KIPP standard business desktop	\$1,000	2	\$2,000	1	\$1,000	1	\$1,000
	Cisco 1131AG Wireless Access Point	Robust wireless access points meant to use Power over Ethernet	\$500	2	\$1,000	2	\$1,000		\$0
	SonicWall Firewall	Device to protect network and students/staff from inappropriate content	\$2,000	1	\$2,000		\$0		\$0
	Cisco Catalyst Express PoE Switch	Network switch providing power and data over the same cable to the wireless access points	\$1,800	1	\$1,800		\$0		\$0
	Cisco Catalyst 2950 24 Port Switch	Standard network switch	\$700	1	\$700		\$0		\$0
	Dell 2400MP LCD Projector	Standard Dell LCD projector	\$1,000	1	\$1,000	2	\$2,000	2	\$2,000
	ELMO	Visual Presenter	\$2,500		\$0	3	\$7,500	3	\$7,500
	Dell PowerEdge 840 Server	File server with software, a battery backup to protect the server, and a tape backup system	\$5,000	1	\$5,000		\$0		\$0
	HP Laserjet 1320tn Laser Printers	Network printers	\$500	1	\$500	3	\$1,500	3	\$1,500
	Dell Student Mobile Lab with Printers	Mobile class laboratory on a cart that can be shared among grade level	\$35,000		\$0	1	\$35,000	1	\$35,000
	Technology Infrastructure	Wiring infrastructure to support three (3) telecom closets- one(1) per floor of school- at \$7/sq ft.	\$7	30000	\$210,000		\$0		\$0
	<b>Total</b>				\$226,000		\$54,000		\$53,000
									\$333,000

Professional Development		Year 0			Year 1			Year 2		
Item	Detail	Cost	Qty	Total Cost	Qty	Total Cost	Qty	Total Cost		
KIPP School Summit Travel	Transportation to annual KIPP School Summit	\$350	1	\$350	9	\$3,150	15	\$5,250		
KIPP School Summit Lodging	Hotel at annual KIPP School Summit	\$650	1	\$650	9	\$5,850	15	\$9,750		
	Center for Culturally Responsive Teaching and Learning school site based training, workshops, and individual coaching	\$36,000		\$0	1	\$36,000	1	\$36,000		
	Professional Development Service activities									
<b>Total</b>				\$1,000		\$45,000		\$51,000	\$97,000	

Furniture		Year 0		Year 1		Year 2	
Item	Detail	Cost	Qty	Total Cost	Qty	Total Cost	Total Cost
Quattro Student Desks	Student desk that seats two, is durable and adjustable, and meets ADA standards	\$100		\$0	80	\$8,000	\$8,000
Round Activity Tables	1 1/4" Activity Table - Round (48" Diameter)	\$120		\$0	3	\$360	\$240
Zuma Stack Chairs	Durable student chairs for desks and visitors	\$50		\$0	160	\$8,000	\$8,000
Teacher Classroom Seats	Teacher stools for classrooms	\$62		\$0	5	\$310	\$310
Teacher Classroom Work Tables	1 1/4" Activity Table - Rectangle (30" x 72")	\$135		\$0	5	\$675	\$675
Teacher Storage Cabinets	Mobile Cabinet - (36" x 18" x 72")	\$400		\$0	5	\$2,000	\$2,000
Trash Cans	4 1/4-Gallon Open-Top Receptacle	\$32		\$160	10	\$320	\$320
Wall Clocks	Classroom wall clocks	\$25		\$0	10	\$250	\$250
Cafeteria Tables	Mobile Bench Table - 30" W x 12' L x 29" H (seats 16 students)	\$1,300		\$0	5	\$6,500	\$6,500
Office Furniture	School leader desk & chair, front desk, waiting chairs, conference table & chairs	\$2,000		\$2,000	1	\$2,000	\$0
<b>Total</b>				\$2,160		\$28,415	\$26,295
							\$56,870

Contractual Services		Year 0		Year 1		Year 2	
Item	Detail	Cost	Qty	Total Cost	Qty	Total Cost	Qty
Financial Consultant Fees	Financial consulting firm with charter public school accounting experience	\$10,000	1	\$10,000		\$0	
<b>Total</b>				\$10,000		\$0	\$10,000