

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**GRANTS FOR NATIONAL LEADERSHIP ACTIVITIES
CFDA # 84.282N
PR/Award # U282N100018**

Closing Date: MAY 14, 2010

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Application for Federal Assistance SF-424

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
5/14/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Center for Educational Innovation - Public Education Association

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
134113613	071130574

d. Address:

* Street1:	28 W 44th St
Street2:	Suite 300
* City:	New York
County:	New York
State:	NY
Province:	
* Country:	USA
* Zip / Postal Code:	10036

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:	Frank
Middle Name:		

* Last Name: San Felice

Suffix:

Title: Co-Director

Organizational Affiliation:

CEI-PEA

* Telephone Number:

(212)302-8800

Fax Number:

* Email: FSANFELICE@CEI-PEA.ORG

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:

84.282N

CFDA Title:

Grants for National Leadership Activities

*** 12. Funding Opportunity Number:**

84.282N

Title:

Grants for National Leadership Activities

13. Competition Identification Number:

NA

Title:

NA

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

New York City, Boston

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

Building Better Charter Schools Project (BBCS Project)

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: NY-014

* b. Program/Project: attachment

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

Attachment:

Title : Congressional Districts of Program

File : C:\fakepath\Congressional Districts for Project.NYMA.doc

17. Proposed Project:

* a. Start Date: 9/1/2010

* b. End Date: 8/31/2013

18. Estimated Funding (\$):

a. Federal	\$ 681534
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 681534

*** 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: Sy

Middle Name:

* Last Name: Fliegel

Suffix:

Title:

* Telephone Number: (212)302-8800 Fax Number:

* Email: SFLIEGEL@CEI-PEA.ORG

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Congressional Districts for Project include:

NY-08

NY-14

NY-15

NY-16

MA-08

MA-09



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Center for Educational Innovatio...

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)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 76,840	\$ 78,377	\$ 79,944	\$ 0	\$ 0	\$ 235,161
2. Fringe Benefits	\$ 21,919	\$ 23,166	\$ 24,536	\$ 0	\$ 0	\$ 69,621
3. Travel	\$ 4,250	\$ 4,250	\$ 4,250	\$ 0	\$ 0	\$ 12,750
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 6,500	\$ 6,500	\$ 4,500	\$ 0	\$ 0	\$ 17,500
6. Contractual	\$ 524,476	\$ 476,521	\$ 465,886	\$ 0	\$ 0	\$ 1,466,883
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 633,985	\$ 588,814	\$ 579,116	\$ 0	\$ 0	\$ 1,801,915
10. Indirect Costs*	\$ 47,549	\$ 44,161	\$ 43,434	\$ 0	\$ 0	\$ 135,144
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 681,534	\$ 632,975	\$ 622,550	\$ 0	\$ 0	\$ 1,937,059

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

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

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

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

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

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 7.5%

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Center for Educational Innovatio...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Sy Fliefel

Title: President

Date Submitted: 05/14/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Sy Flegel Title: President Applicant: Center for Educational Innovation - Public Education Association Date: 05/14/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Statement Regarding GEPA Requirements

File : C:\fakepath\Statement regarding GEPA requirements --cei-pea.doc

Statement regarding GEPA requirements

Equitable Access and Participation

If funded, the Center for Educational Innovation—Public Education Association (CEI-PEA) and all organizations participating in or associated with the project will take proactive steps to ensure equitable access to and participation in the federally funded program for all project beneficiaries with special needs. Participants, personnel and service providers have been and will continue to be selected for this project without regard to race, color, national origin, gender, age or handicapping condition. The project will comply with the non-discrimination policy of CEI-PEA, which is a condition of its charter. CEI-PEA does not discriminate on the basis of sex, disability, race, religion, color, age, gender, sexual orientation and/or national origin. CEI-PEA's non-discrimination policy will extend to employment and participation in the proposed project.

Notice of the award will be disseminated widely throughout New York City and elsewhere through various media, including general market and minority newspapers, relevant websites and other appropriate media. In its notices, press releases and/or advertisements, the project will be described in a manner that makes clear its encouragement and support of participation by members of groups that are historically under-represented for reason of race, religion, color, age, gender, sexual orientation and/or national origin, and by organizations comprised of and/or owned or managed by members of such groups. Where appropriate, the notices will include procedures for requesting employment, contracting opportunities or other affiliations with the project. Additionally, information about the grant award and relevant project notices—including information about any employment, contracting or sub-contracting opportunities—will be made available to persons throughout the community and city through dissemination to appropriate community-based organizations and faith-based organizations.

In implementing the project, CEI-PEA and the service providers will use professional development specialists and others with experience working with diverse groups of educators and, to the extent necessary, will recruit and hire additional personnel with such experience.

In addition, project activities will be located at handicapped-accessible sites, and all appropriate modifications to materials, correspondence, equipment and services will be made to help students with handicapping conditions. Project recruitment, marketing and hiring practices will seek to involve and facilitate the participation of persons with disabilities. To this end, the school will leverage its relationship with community-based organizations that address the needs of persons with disabilities.

Project Narrative

Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **BBCS Abstract.pdf**

Abstract

The **Center for Educational Innovation—Public Education Association (CEI-PEA)**, a New York City (NYC)-based educational nonprofit organization, is requesting funding to support the **Building Better Charter Schools (BBCS) Project**. This project is designed to increase the number of high-performing charter schools and to build the capacity of charter school developers and operators—and especially operators of community-based “mom and pop” charter schools—through an integrated network of training, technical assistance and technology and information dissemination resources. The project will also help charter schools to access and maximize their federal entitlement funds more efficiently and to comply with regulatory and authorizer requirements. The project will be implemented in a Core Group of 16 model charter schools in Boston and New York City and, through a comprehensive web portal, will impact charter schools nationwide. Project partners include JPS Solutions, the New York University Metro Learning Center and a network of CEI-PEA-affiliated consultants and educational experts.

By leveraging the power of technology and online community-building, the BBCS project will enable teachers, administrators and Trustees in charter schools to improve curriculum and instruction, to enhance operations and to leverage the power of technology and social networking to strengthen instruction, accountability and professional collaboration. The project will establish *an integrated package of research-based services and resources* that will build the capacity of charter schools to design and implement effective academic programs, to improve operational and governance practices, to meet the accountability requirements of their charter school authorizers and their state departments of education, to conduct fair, effective and transparent teacher evaluations; ensure regulatory/authorizer compliance; maximize entitlement funding and satisfy charter renewal requirements. It will also help charter school teachers to collaborate and to engage in peer review and build professional communities.

Project Narrative

Invitational Priority

Project Narrative

Project Narrative

Attachment 1:

Title: **Final Narrative** Pages: **50** Uploaded File: **Charter School Program National Leadership Activities grant -- final.pdf**

Charter School Program National Leadership Activities grant

(i) Need for project (20 points).

On May 2, 2010, a Sunday New York Times front-page story compared the practices of successful and unsuccessful charter schools. The article stated that successful and unsuccessful charter schools often employed the same practices and methodologies. The difference between the schools was the quality of implementation—i.e. successful schools implemented the practices effectively while unsuccessful schools failed. As the article stated, “It’s like watching two couples dance a tango, one with poise and precision, the other stumbling to execute the intricate footwork.” The **Building Better Charter Schools Project (the BBCS Project)** will provide technical assistance (TA) and support to help charter schools achieve their goals and operate efficiently. *Indeed, the BBCS Project will help charter schools “dance the tango”—i.e. reach their objectives and help their students achieve!*

The **Center for Educational Innovation—Public Education Association (CEI-PEA)**, a New York City (NYC)-based educational nonprofit organization, is requesting funding to support the **BBCS Project**. This project is designed to increase the number of high-performing charter schools and to build the capacity of charter school developers and operators through an integrated network of training, TA and technology and information dissemination resources. The BBCS Project will help charter schools—and especially community-based “mom and pop” charter schools—across the nation to access federal entitlement and competitive grant funds more effectively and to create and manage effective charter schools.

The BBCS Project was developed to address needs identified by CEI-PEA throughout its long history of creating and advising charter schools, and through a needs assessment conducted over the last four years for a consortium of charter schools. CEI-PEA’s leaders were early advocates for charter schools in New York State (NYS) and helped secure passage of the state’s

first charter school legislation. After receiving recognition from the White House, it established the CEI-PEA Charter School Technical Assistance Center and helped to create the first charter schools in New York City (NYC). In 1998, CEI-PEA created NYS' first charter school resource organization and also organized the *Coalition of Charter Schools*, a forum that meets frequently to share information and voice the “real world” concerns of charter school developers, operators and Trustees. Throughout its 20-year history of working with charter schools, CEI-PEA collected, documented and analyzed data—ranging from student and school performance data to survey and interview data with charter school staff and leaders—to understand the needs of charter schools. Also, CEI-PEA's needs assessment has incorporated input from project partner **JPS Solutions, LLC (JPS)**, an organization that has helped charter school developers and operators to design academic programs, prepare charter applications to multiple charter authorizers, implement school improvement initiatives and navigate the charter renewal process. JPS has a proven track record working with CEI-PEA to help identify charter school needs.

The needs addressed by the BBCS Project have been identified through the experience of CEI-PEA and its partners working closely with charter school Trustees, teachers, administrators, parents and students. Also, needs were identified through an ongoing needs assessment that began four years ago as part of the **Partnership for Innovation in Compensation for Charter Schools (PICCS)**. PICCS, which was created by CEI-PEA in partnership with JPS and a consortium of 10 NYC charter schools¹, is a comprehensive school improvement program

¹ The PICCS consortium comprises a cross-section of NYC charter schools, including large and small schools, “mom and pop” schools, CMO schools, union-represented schools and a “last-chance” high school that only enrolls students who are at risk of failure due to poor achievement or attendance and/or disruptive behavior or criminal activity. (see www.piccs.org.)

funded by the USDOE’s Teacher Incentive Fund. While creating PICCS, CEI-PEA and JPS spoke with charter school Trustees, Principals and teachers to determine their needs regarding student achievement, professional development, staff and school leader evaluation, technology, collaborative teaching practices and other issues. Over the course of PICCS, CEI-PEA has reviewed the annual project evaluations and interviewed PICCS staff on an ongoing basis to assess progress towards addressing originally-noted needs and to identify new needs. As part of PICCS, CEI-PEA analyzes a variety of data from each PICCS member school to distinguish between needs that are specific to each school and needs that are common across the consortium. In this way, CEI-PEA has been able to identify needs that are shared by urban charter schools.

The project is designed to address the following critical identified needs:

- 1) ***The need to support charter developers—and especially “mom and pop” developers—in designing effective charter school programs***— As the national charter movement grows, large numbers of charter schools continue to be formed not by (or in partnership with) Educational Management Organizations (EMOs) or Charter Management Organizations (CMOs) but, rather, by community leaders and community-based organizations (CBOs).²

² Community-based “mom and pop” charter schools represent a significant sector of the charter school movement. In a 2005 report, it was estimated that only 14% of charter schools were managed by EMOs or CMOs. Also, according to the Hoover Institution’s Koret Task Force on K-12 Education, EMO/CMO-managed charter schools are concentrated in very few states. Most EMOs operate in nine or fewer states, and many operate in only one. Apart from KIPP, all of the CMOs listed identified by the Task Force operated in only one state. (Source: *Charter Schools Against the Odds*, Bryan Hassel, Education Next Books) *In many parts of the country, then, independent community-based “mom and pop” charter schools are “the only game in town.”*

These independent community-based “mom and pop” charter school developers, which are established by educators and others with strong roots in their communities, are often in a unique position to understand the needs of children and families within their respective school districts. They are also often uniquely positioned to build widespread community awareness about their charter schools and to recruit students from diverse demographic populations within their respective communities. Research has shown that the community-based “mom and pop” charter schools have been essential players in improving K-12 student academic outcomes and in promoting educational innovation. In a national study of schools operated by CBOs (including charter schools) conducted by the Center for Youth and Policy Research at the Academy for Educational Development, it was determined that such schools help students succeed because they have: a) a commitment to working effectively and intensively with young people who are most in need; b) access to community resources and services that support student learning and provide for diverse educational experiences in and outside of school; and c) familiarity with the community's youth and families, and experience working with them on personal as well as community issues. Community-based “mom and pop” charter schools have also been key educational outliers. According to New York Charter Schools Association President Bill Phillips, “The importance of [the “mom and pop”] sector to constantly reseed the charter school market cannot be underestimated—remember great schools like KIPP and Amistad Academy started as stand-alone schools.”

However, community-based “mom and pop” charter schools often face huge challenges in developing their school programs and preparing charter applications to authorizers. Having helped more than 50 community-based “mom and pop” charter school developers in NYS to develop charter school programs and apply successfully to each of the state’s charter

authorizers, CEI-PEA and JPS Solutions have identified a strong need for such developers to receive comprehensive technical assistance (TA) from the inception of the planning process and the selection of an authorizer through the development of the charter application, the interviews with authorizers, the securing of financing and facilities, and the post-approval activities that lead to successful start-up. While most EMOs and CMOs have pre-established academic programs and operational/management structures, each community-based “mom and pop” developer must design its academic programs and operational/management plans from scratch. Also, while most EMOs and CMOs have extensive experience acquired by having developed multiple charter applications (along with prior relationships with authorizers), community-based “mom and pop” charter developers must typically navigate the process of applying to create a charter school with little or no such prior experience.

Currently, there are limited opportunities for most community-based “mom and pop” developers to benefit from expert, targeted and ongoing TA to support their planning process, facilitate development of their charter applications and ensure that they make informed and proper choices throughout the design of their charter school programs. While many valuable information resources for charter developers exist (e.g. the U.S. Charters website’s “Start-up section”) and many national and state associations and organizations provide some degree of TA and support, these resources and supports typically do not provide ongoing assistance throughout the charter application development process that is targeted to the specific needs of independent charter developers. **The BBCS Project will deliver extensive TA targeted to address the needs of community-based “mom and pop” charter developers.**

- 2) *The need to support charter schools—and especially community-based “mom and pop” charter schools—in implementing best instructional, operational and governance*

practices—Research has documented the importance of TA for charter schools—especially in areas of accountability, collaborative planning and instruction, management, staff development and evaluation and governance.³ Indeed, charter school operators are not only held accountable for academic outcomes, but must also build and maintain effective Boards, hire and manage instructional and operational staff, establish and implement policies, acquire and maintain facilities, raise funds, balance budgets, meet payrolls, prepare authorizer reports and conduct numerous other functions to ensure the ongoing operation and success of their schools. Charter school operators—and especially community-based “mom and pops”—typically are strong in some areas and need substantial support and TA in others.

Currently, however, there are significant gaps in the TA and support that is available to charter schools. While many states and private organizations offer some level of TA to charter school developers and/or leadership and staff, this TA is typically limited to workshops and dissemination of information through books, papers and websites. One of the key findings in the *Final Evaluation Report of the Public Charter Schools Program* prepared for the U.S. Department of Education in 2004 was that “State charter school offices have responsibilities relating to the development, operation and monitoring of charter schools but most states have limited staff to perform these functions.” As the number of charter schools increases at the same time that state education budgets are being slashed, the capacity of state

³ The 2004 progress report of the federally-funded Self-Help Charter School Loan Fund, which loaned over \$40 million to charter schools in several states, stated that TA—especially regarding business, community outreach, grant-writing and financial and facility development—was a key factor in the success of its loan recipients. The report cited as first among the “Lessons we have learned” about charter school stability and success is that “schools need technical assistance.”

charter school offices to provide effective TA to charter schools is steadily declining.

Authorizers and private charter school associations in most states provide TA (often through contracted providers), but such TA is necessarily limited to short-term and non-intensive services. As author and Public Impact co-director Bryan Hassel has written:⁴

“[H]elpful as they are, technical-assistance organizations often are not able to provide *intensive* services to many schools. With their limited resources and broad mandate to serve all schools, it’s not possible for most of them to roll up their sleeves day in and day out or to provide full services...to charter schools.”

The states, authorizers and private organizations that offer TA typically provide isolated workshops and information resources focused on single topics, rather than integrated services and resources designed to help the schools coordinate all of their academic and operational initiatives and build overall school capacity.

There are several areas in which charter schools will benefit from targeted TA, including:

- ***Best Practices in Instruction***—Charter school faculties are often comprised of younger and less experienced teachers than traditional school districts (which are considerably older than charter schools and have veteran teachers who have spent their entire careers in the districts). These teachers require ongoing professional development, especially in such areas as classroom management, aligning curricula with standards and developing student-centered classrooms. Since charter schools are accountable for meeting high academic targets from the moment they commence operations—and since failure to meet those targets could result in closure or non-renewal, building teacher capacity to provide highly-effective instruction must be among the highest priorities.

⁴ *Friendly Competition*, Education Next, Winter 2003

- ***Effective Governance***—Charter school boards—and especially founding boards—are typically comprised of individuals with varying levels of experience serving as Trustees of charter schools or nonprofit organizations. Often, a founding or operating Board of Trustees will have members with little or no experience in organizational governance. This is particularly true for schools with designated board seats for parents or teachers. In such instances, there is a need to increase the capacity of individual board members and to provide training and facilitation that ensures that the Trustees work cooperatively and productively as a Board. Also, even with boards comprised of experienced Trustees, there is often lack of clear understanding regarding the difference between governance, which is the responsibility of the Trustees, and management, which is the responsibility of the Principal. Such lack of clarity can result in lapses in oversight or, at the other end, micro-management by the board. Additional TA will strengthen charter school boards.
- ***Effective, Fair and Transparent Teacher and Principal Evaluation***—Effective evaluation is a critical factor in improving instruction in charter schools. Yet, far too many charter schools (like other LEAs) take a limited approach to evaluation that does not: a) clearly define and articulate teacher and Principal expectations; b) facilitate teacher and Principal involvement in setting the performance targets by which their effectiveness will be measured; and c) align the evaluation process and results with professional development planning and other school initiatives. As described later, TA will support charter school administrators and teachers in implementing effective research-based evaluation practices.
- ***Compliance with Government/Authorizer Requirements***—Most charter schools have small staffs, especially in contrast to those of the districts in which they are located.

While traditional school districts typically have full-time staff devoted to compliance with *Title I* and other legal requirements, most charter schools are financially unable to hire such staff. Without this in-house capacity, charter schools are often disadvantaged when attempting to address statutory and authorizer requirements and when endeavoring to acquire, manage and meet reporting requirements of government grants.

- ***Charter Renewal***—Ideally, each charter school operator will begin preparing for charter renewal from the day its initial charter is approved by establishing procedures and practices that maximize the likelihood of achieving academic goals and accountability targets and documenting its performance in a manner satisfactory to the authorizer. Far too many charter schools, however, put off planning for renewal until the last years of its charter, when the renewal process is already underway. Effective TA will help charter schools engage efficiently and successfully in the renewal process.

The BBCS Project will provide TA directly to charter schools and disseminate TA resources and information about best practices to charter schools nationwide.

- 3) ***The need to facilitate collaboration and sharing of best practices among charter schools***—Isolation is a hazard for charter school educators, who frequently work in small, insular working environments that offer little time or opportunity for reflection or collaboration with peers. Most charter schools are small, especially relative to the school districts in which they are located. According to the Center for Education Reform’s *Survey of America’s Charter Schools 2010*, the average size of a charter school is 372 students. While there are many benefits to being a small school, a critical disadvantage is that charter schools typically have small faculties and limited resources. This disadvantage is particularly evident when considering the limitations small charter schools experience in areas such as teacher

collaboration, professional development, mentoring and peer review. Given the typical growth pattern of charter schools,⁵ charter school faculty members often feel professionally isolated and unable to confer with colleagues in their respective grade levels or subject areas. Effective collaboration among teachers is directly linked to teacher retention⁶ and improved student learning outcomes.⁷ While teachers in traditional school districts typically have frequent opportunities to meet and share experiences and best practices with peers, teachers in charter schools may have few or no colleagues within the school with whom they can confer. In many charter middle schools, for instance, each subject-area department may be comprised of only one or two teachers. In such schools, the desire for collaboration among

⁵ Generally, a charter school will grow gradually over its first charter term (and sometimes during subsequent charter terms), adding students and staff each year. For instance, a typical charter school growth pattern might have the school serving students in grades K-1 or a single middle or high school grade during the first year of operation and adding one grade in each subsequent year. In such a school, one or two teachers might be added to the staff each year.

⁶ Note research of Susan Kardos and Susan Moore Johnson, who found that new teachers are more likely to stay in schools that have an “integrated professional culture” in which all teachers share responsibility for student success. (2007). *On their own and presumed expert: New teachers’ experience with their colleagues*. Teachers College Record, 109(9), 2083-2106.

⁷ Note the research of Yvonne Goddard, Roger Goddard and Megan Taschannen-Moran, who found a positive relationship between teacher collaboration and differences among schools in mathematics and reading achievement in a survey of 452 elementary teachers. (2007). *A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools*. Teachers College Record, 109(4), 877-896

faculty peers (and especially among subject-area teachers) presents challenges that are rarely faced by traditional school districts —e.g. while district Science teachers gather regularly in department meetings to share best practices and discuss curriculum and instruction-related issues, with whom does a charter school’s sole Science teacher confer? Similarly, charter school Principals often toil in isolation, lacking opportunities to discuss problems and share best practices with other school leaders. **The BBCS Project will facilitate dialogue, collaboration, peer review and development of professional learning communities (PLCs)⁸ among teachers and school leaders across multiple charter schools.**

4) *The need to help charter schools access and maximize federal entitlement grant funding—*

For charter schools, financial viability often depends upon the ability to secure federal entitlement grant funds. Most charter schools enroll a high percentage of disadvantaged students, so entitlement grants like Title I comprise a huge share of their annual budgets. To access these funds, charter schools must complete Consolidated Applications,⁹ which also require the development of numerous budgets, plans, policies and protocols. Also, a charter school can maximize its ability to spend Title I funds in ways that best address its by converting from a “Targeted Assistance” to a “School-wide” program. To do this, the school must engage in a comprehensive planning process that can be facilitated by TA.

(ii) Significance (20 points).

(1) The national significance of the proposed project.

⁸ “PLC” refers to a group of people who do similar work, share a repertoire of resources and history, and who come together regularly in formal or informal ways to share what they know.

⁹ Applications for entitlement grants must comply with federal requirements, but may differ from state to state. Each charter school must meet the requirements of its state to secure grant funds.

The purpose of the BBCS project is to enable teachers and instructional leaders¹⁰ in charter schools to improve curriculum and instruction, to enhance operations and to leverage the power of technology and social networking to strengthen instruction, governance, accountability and professional collaboration in charter schools. The project is designed to address needs faced by charter schools—and especially community-based “mom and pop” charter schools—across the nation. The project will create a comprehensive network of services and resources for charter schools that will enhance their capacity to implement effective instructional practices; support collaboration among educators, employ proper governance practices; integrate fair, effective and transparent teacher evaluations; ensure regulatory and authorizer compliance; maximize entitlement funding and satisfy charter renewal requirements. It will also help charter school teachers to collaborate and to engage in peer review and professional learning communities.

The project will provide TA to charter schools. This need is one shared by charter schools across the nation. As North Carolina’s Blue Ribbon Commission on Charter Schools wrote:

“Charter schools, like all public schools, need continued support from families, communities, private organizations and the state in order to provide high-quality programs. One form of “support” is help and TA with the challenging aspects of starting and running an independent public school. Even a dedicated leadership team and strong academic program require continued professional development, guidance in the development of healthy business practices, and other matters.”

The issues addressed by the BBCS Project impact charter schools nationally. The need for charter schools to use effective instructional practices, for instance, is critical. Charter schools

¹⁰ “Instructional leaders” includes Directors of Instruction, Instructional Coordinators (e.g. SPED and ELL Coordinators) and others with direct impact on teaching and learning.

are required to meet challenging academic targets starting in their initial years of operation, and failure to meet those targets can result in closure or non-renewal of their charters. For charter schools, then, there is little room for error when it comes to the quality of academic programming. Charter schools should therefore utilize instructional strategies and practices that are research-based and proven to be effective in teaching the particular student populations that they enroll—i.e. populations that are predominantly disadvantaged and “at-risk.”¹¹

Also, by building the capacity of charter school boards, the project will address a critical need among charter schools across the country. Generally, authorizers assess the quality and effectiveness of a charter school’s board and governance practices, as well as its academic performance, in making decisions regarding charter renewal. Yet, charter schools nationally experience challenges in building and maintaining high-quality boards. In a policy brief prepared by the National Association of Charter School Authorizers (NACSA), several of the challenges of founding boards (which often apply to veteran boards as well) are identified, including:

- a) *Each Trustee must understand and thoroughly “buy into” the school’s mission, along with all of the key charter promises.* As NACSA wrote, “Too often, the charter is the vision of one lead founder and the rest of the board understands only the broadest brush strokes.” Each Trustee must understand all of the promises and commitments contained in the charter.
- b) *Trustees must have a shared vision and oversight plan, especially regarding the academic program.* According to NACSA, “Most charter boards have never had a discussion about academic excellence.” If Trustees lack a shared understanding of the school’s academic philosophy and goals, they are likely to be contentious, inconsistent and/or ineffective in

¹¹ "Annual Survey of America's Charter Schools." Center for Education Reform. April, 2009.

http://www.edreform.com/_upload/CER_CharterSurvey2007.pdf.

overseeing academic programs. Also, most boards need to balance the role of Trustees with academic experience and those with experience in non-academic areas.

- c) *Boards must develop and implement sound financial oversight plans.* As NACSA states, “The primary reason why charter schools fail is financial mismanagement...[which is generally] not due to malfeasance but to the lack of financial sophistication on the board.”

These challenges—plus the need to clarify the differences between governance and management—will be addressed by the BBCS Project, with the goal of helping boards establish good practices early on. As NACSA wrote, “*Boards that get it right from the outset are likely to deliver on the academic promises outlined in their charters [while] Boards that start out on the wrong foot are almost certain not to deliver the academic excellence their students deserve.*”

The BBCS Project will also support charter schools in complying with government and authorizer requirements, engaging successfully in the charter renewal process and maximizing entitlement grant funds. Also, it will create a model for facilitating collaboration among charter school teachers that can be used and replicated by charter schools across the country.

- (2) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

The primary purpose of the BBCS Project is to build the capacity of charter schools and to help charter school teachers, administrators and Trustees to establish systems, practices and resources to support the sustainability and continuous improvement of project initiatives in their schools. The project will support charter schools through direct TA¹² and through development of technology and related resources to deliver online TA, facilitate teacher collaboration and disseminate information and research regarding best practices to charter schools. While most

¹² Direct TA is TA that is delivered in-person, either at project sites or on-site at charter schools.

project activities will be beneficial to all types of charter schools, the project will focus on addressing the needs and circumstances of community-based, “mom and pop” charter schools.

Specific project activities will include: (1) TA for charter schools provided at CEI-PEA headquarters and at other appropriate sites (e.g. project sites in Massachusetts), as well as on-site at several participating charter schools; (2) TA for charter schools delivered online; (3) creation of a comprehensive online resource for TA, peer-to-peer communication for teachers and administrators in participating charter schools, dissemination of information and resources regarding best practices in academic and operational areas and sharing of teacher-developed, peer-reviewed lessons; (4) direct and online TA regarding strategies to maximize Title I and entitlement grant funding and access to online tools that support charter schools in applying for entitlement grants; and (5) TA delivered directly and online to support charter school boards.

To promote local capacity-building, the project will use several strategies, including:

- a) *Charter schools that commit to participating in major BBCS Project activities will be required to provide proof of school-wide “buy-in” in the form of a memorandum of understanding (MOU) that describes the support and commitment of the board, Principal and representatives of teachers and other appropriate staff. Each MOU will document the school’s commitment to the project and attest that the board will support all school’s participation in the project and continuation of appropriate activities beyond the grant term.*
- b) *Each school participating in the project’s TA, peer review or professional learning community activities will have a **Project Liaison**—i.e. a teacher or other staff member who will work closely with project staff to share information about the project and provide “turnkey” training and TA to teachers and other staff in his or her respective school building. Each Project Liaison will receive training and support to ensure that he or she can support*

teachers and others throughout the school and, in coordination with the Principal, ensure that the school continues to implement the differentiated instruction, teacher evaluation, school governance and other project-facilitated initiatives beyond the grant term.

c) *The project's TA will build the capacity of Trustees, administrators and teachers.* The project will provide TA to charter schools, which will strengthen the capacity of charter school stakeholders to operate and govern charter schools effectively. TA will be delivered directly (i.e. in-person) to a core group of charter schools and online to charter schools across the nation. All TA will focus on building internal school capacity. Specifically—

(1) *TA for boards*—The purpose of the project's TA and related services for charter school boards is to build their capacity to employ effective governance practices and to oversee their schools' academic programs and operations successfully. TA will be delivered in person to several charter school boards, including support in creating, evaluating and modifying board development plans and conducting effective oversight of academic programs, operations and financial management. TA will be delivered online to additional charter school boards, and information regarding best practices in charter school governance will be disseminated to charter school Trustees across the country.

(2) *TA for Principals*—Interviews of PICCS consortium charter school principals document several critical challenges they face, including that they:

(a) *Lack sufficient opportunities for professional development.* With limited budgets to support professional development, most charter schools—and especially community-based “mom and pop” charter schools—focus their professional development investment on building teacher capacity. Consequently, principals are typically underserved or even ignored in charter school professional development programs.

The BBCS Project will provide TA to build the capacity of principals to support teacher development, integration of effective instructional and operational practices and facilitating ongoing school improvement.

(b) *Operate in isolation.* Unlike principals in traditional school districts who engage in shared planning and professional development activities with other principals within their districts, charter school principals lack opportunities to meet and confer with colleagues from other schools. The BBCS Project's TA will include conferences for charter school principals and facilitated live and online forums in which charter school principals will communicate with one another.

(3) *TA for Project Liaisons and other school stakeholders with leadership responsibilities—*

The project will support teachers and others within participating schools to assume supplemental leadership roles that will build in-house capacity to provide ongoing services in their respective schools. School-based leaders will receive turnkey training and targeted TA in areas ranging from effective coaching strategies to peer review that enables them to support long-term “culture change” and improvement in their schools.

(4) *TA for Teachers and instructional staff—*The project will build capacity of teachers and instructional staff to implement effective instructional practices, engage in peer review, establish professional learning communities within their schools and support ongoing school improvement. The TA will help teachers implement and model best practices and, by so doing, to promote and facilitate the school-wide adoption of such practices.

d) *The project's TA and other services will support charter schools in building in-house capacity to comply with government and authorizer requirements, to secure funding and to ensure charter renewal.* The BBCS Project TA providers will help charter school employees

to prepare entitlement grant applications. The project will also help stakeholders throughout the schools to engage meaningfully in School-wide Planning which, in turn, will increase flexibility in spending entitlement grant dollars. The project's TA will thereby build the skills of school staff and support them in implementing ongoing school improvement activities.

e) *The project will develop technology and provide TA that supports charter school teachers in collaborating with peers from charter schools across the country.* Teachers will use the project's technology and TA to communicate, share best practices and work collaboratively with one another on a long-term and ongoing basis.

(3) **The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project...**

The primary "product" that will result from the BBCS project is a comprehensive online networking and professional development resource designed to address the unique needs of teachers and instructional leaders in the nation's charter schools. This online resource, which is described fully later in this narrative, will support delivery of TA, dissemination of information and materials regarding best practices, implementation of peer review, establishment of online professional learning communities and ongoing communication among charter school educators. Charter schools across the nation will be able to access the online resource on a 24/7 basis to obtain information, review articles and technical assistance materials, view podcasts and engage in moderated forums. In addition, charter schools that commit to engaging formally in the project's TA, peer review and/or training in curriculum mapping and best practices in teacher evaluation practices will be provided password-protected, school-specific work areas within the project's online resource to support the integration of the newly learned strategies and information into their school cultures.

The project will also expand *Grant-quest*TM, an online tool that currently supports more than 30 charter schools in NYS annually in completing Consolidated Applications for Title I and

other entitlement grants. Grant-quest™ will be modified to address the requirements of additional states. The project will then make Grant-quest™ available to additional charter schools in NYS and to schools in the other states.

(iii) Quality of the project design (20 points).

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The BBCS Project is designed to build capacity, improve outcomes and support collaboration and implementation of best practices in charter schools—and especially in community-based “mom and pop” charter schools—across the country. The project will establish *an integrated package of research-based services and resources* that will build the capacity of charter schools to design and implement effective academic programs, to improve operational and governance practices and to meet the accountability requirements of their charter school authorizers, their state departments of education and all relevant federal and state laws. The project will accomplish the following goals:

Goal I: To improve the capacity of teachers and principals at a core group of “model” charter schools to support and implement effective instructional practices, improve teacher and staff evaluation and improve student academic outcomes.

Goal II: To improve the capacity of the Trustees at a core group of “model” charter schools to understand and carry out their oversight responsibilities.

Goal III: To improve the capacity of teachers, administrators and Trustees in charter schools across the country through online training, dissemination of information regarding best practices and facilitation of an online “community” of charter school educators.

Goal IV: To support charter schools in applying for Title I and other entitlement grants efficiently and maximizing the effectiveness of entitlement grant-funded programs.

Goal V: To disseminate information about the project’s activities, outcomes and best practices to support their replication in charter schools across the country.

The BBCS Project will achieve these goals by accomplishing the following objectives, engaging in the following activities and meeting the following measurable targets:

Goal I, Objective 1: Identify and select a “BBCS Core Group” of charter schools.

*Activities related to this objective*¹³—CEI-PEA will implement a process of recruiting and choosing a Core Group of 16 schools that will receive direct TA. CEI-PEA will invite all charter schools in two states—*NYS and Massachusetts*—to apply to participate in the Core Group.

Through a fair, open and transparent process, 16 Core Group schools will be selected.

Goal I, Objective 2: Facilitate a TA needs assessment for each Core Group school.

Activities related to this objective—CEI-PEA and project partners will work with Trustees, principals, teachers and other stakeholders in each Core Group school to develop a three-year TA Plan to address the school’s needs and build on its existing capacities. Each TA Plan will contain a detailed analysis of the school’s needs and a rationale for the selection of the particular TA approaches and activities used to address them. The goal of the plan is not only to identify and address the needs of Core Group schools, but also to establish and document a replicable model for charter school needs assessment and for designing effective TA solutions.

Goal I, Objective 3: Implement training and TA to meet needs of each Core Group school.

Activities related to this objective—CEI-PEA and project partners will provide each Core Group school with TA tailored to address the needs outlined in each school’s TA Plan, including—

Effective Instructional Practices—TA will focus on helping teachers in Core Group schools establish systems and practices within their schools that support collaboration among peers

¹³ The Core Group selection process and criteria is discussed in the Management Plan.

and implementation of best instructional practices. Based on the findings of the needs analysis, CEI-PEA will provide TA to principals and teachers at Core Group schools. TA will also support teachers in Core Group schools in engaging in formal peer review (based on the NYS Peer Review Process developed by the NYS Education Department, as modified by CEI-PEA based on research and practice while implementing peer review in PICCS). The peer review process will establish a program at each school in which teachers will document learning experiences in a formal process that integrates data analysis and interpretation. They will then peer-review each other's learning experiences at the school-wide and project-wide levels. They will use peer feedback to modify and improve learning experiences and, ultimately, approve learning experiences as "ready for replication." They will then share "ready for replication" learning experiences with other educators within and beyond the Core Group.¹⁴ TA will also support teachers at Core Group Schools in creating school-based **Professional Learning Communities (PLCs)**—including on-site training at each Core Group school for teachers to become coaches capable of facilitating PLCs.¹⁵

Research-Based Teacher Evaluation—CEI-PEA and JPS Solutions will work with Principals, administrators and teachers at Core Group schools to review their existing teacher evaluation procedures and revise them with research-based practices that incorporate data analysis, the

¹⁴ The project will use a two-level peer review process. Level One is conducted by teachers within the schools. Level Two is conducted by educators certified to conduct advanced peer reviews by the NYU Metro Learning Communities (MLC). Learning experiences that pass through both levels are deemed "ready for replication" and will be posted to the project website.

¹⁵ Training will be provided by the NYU MLC, which is led by Joe McDonald, co-author of *The Power of Protocols* (2003) and lead designer of the protocols used in PICCS' peer reviews.

collaborative setting of performance targets, effective assessment of progress made towards meeting performance targets and aligning teacher evaluation with professional development.

Compliance with Regulations and Authorizer Requirements—CEI-PEA and JPS Solutions will work with each Core Group school to review its charter, policies and practices and to assess how well it is complying with relevant laws, regulations and requirements. A key result of this work will be the development of a Compliance Plan for each school. Following the creation of each plan, TA will be provided to help each school implement the plan.

Preparation for Charter Renewal—As noted earlier, the philosophy of the BBCS Project is that preparation for charter renewal should begin when a school is officially chartered and continue throughout each of its charter terms. CEI-PEA and JPS Solutions will conduct status reports for each school (in coordination with the above-described Compliance Plan) and will provide TA, as needed, to ensure that each school collects all required information, documents progress towards charter achievement goals and prepares itself for renewal.

Goal I, Objective 4: Develop a library of Core Group TA materials and other resources.

Activities related to this objective—A key project objective will be to incorporate all TA materials for Core Group schools in a virtual library so that the Core Group schools (and other charter schools) can access them at any time. Development of the Core Group reference library will be coordinated with the virtual TA activities discussed later in this narrative.

Expected Outcomes Related to Goal I include—

- (a) 16 charter schools in two states will develop comprehensive TA Plans;
- (b) Principals, teachers and other staff members at each school will receive direct TA that addresses school-specific needs identified through the TA Planning process;

- (c) Principals at each school will improve their capacity to support teachers in implementing effective practices and in building collaborative, continuously-improving school cultures, as measured through surveys, classroom evaluations, evaluator findings and other records;
- (d) PLCs will be created and at least two Level-1 peer-reviewed learning experiences and one Level-2 peer-reviewed learning experience will be created at each school;
- (e) At least 60% of teachers of core subjects (ELA, math, science and social studies) in each school and 25% of teachers of other subjects in each school will work directly with project TA providers regarding topics selected based on school-specific needs;
- (f) At least 75% of teachers who work directly with project TA providers will modify their classroom instruction substantially to incorporate research-based strategies and practices by the end of the project—as demonstrated through surveys, teacher evaluations, evaluator findings and records reflecting use of instructional practices in which TA was provided;
- (g) At least 75% of students in classrooms of teachers who work directly with project TA providers will improve academic performance, as evidenced by state and school-based tests.
- (h) Each Core Group school will review and revise its teacher evaluation practices;
- (i) Each Core Group school will comply with all appropriate regulations and requirements or will develop a plan to ensure compliance within the project term by the end of the project;
- (j) Each Core Group school will develop and implement a plan to ensure compliance with its authorizer requirements and prepare effectively for charter renewal by the end of the project.
- (k) A library of materials will be created and made available to schools online throughout the project, and at least 50% of teachers and administrators in Core Group schools will access the library, as documented by records of site visits and downloads.

Goal II, Objective 1: Identify and select 6 Core Group schools for board training and TA.

Activities related to this objective—At the start of the project, CEI-PEA will survey each Core Group school and select eight boards to receive TA. Selection will be based on—(a) requests from boards for TA; and (b) each board’s degree of need, as determined by survey responses.

Goal II, Objective 2: Provide Selected Boards with TA.

Activities related to this objective—CEI-PEA and project partners will work with the Trustees of each selected Core Group school to establish a three-year Governance Plan that identifies needs and weaknesses and sets forth a plan of action to address them. They will then implement a program of direct and online training and TA to build the capacity of each board, including: a) workshops for Trustees at each school; b) TA delivered on-site and online with Boards, Board Chairpersons and Board Committees; and c) bi-annual meetings in which Trustees from Core Group schools can share ideas and engage in discussions about shared challenges.

Goal II, Objective 3: Develop a library of materials regarding Effective Governance Practices.

Activities related to this objective—CEI-PEA and project partners will incorporate all TA materials for Trustees in a virtual library so that charter schools within and outside of the Core Group can access them at any time.

Expected Outcomes Related to Goal II include—

- (a) Six charter schools in two states will establish comprehensive Governance Plans;
- (b) All selected Trustees will work directly with experts in charter school governance to improve their individual capacity and the capacity of their boards;
- (c) At least 80% of Trustees who work directly with project TA providers will improve their understanding of governance requirements and at least 50% of such Trustees will modify their activity and practices resulting from TA, as measured by survey and evaluator findings.

(d) An online library of governance-related materials will be created. At least 25% of Core Group Trustees will access the library, as measured by records of site visits and downloads.

Goal III, Objective 1: Create a digital community infrastructure for charter schools, with “easy-to-use” networking tools, content libraries, collaboration tools and TA resources.

Activities related to this objective—CEI-PEA and project partners will create a comprehensive web-based TA resource. Teachers and instructional leaders of charter schools within and beyond the Core Group will be able to log on at any time, “24-7.” ***The resource will use interactive “social media” technology to support teachers and others in communicating with one another and participating in online TA activities.*** Users will be able to access all of the site’s TA resources, including information resources (e.g. libraries, newsroom content and webinars) and communication resources (e.g. forums, blogs, web groups and wikis). The website will include—

- **A BBCS Online Library** –A full-text searchable library of documents useful to Trustees, teachers and administrators in charter schools. The library will house all documents used in the Core Group TA and a variety of documents regarding critical issues in charter school instruction, operations, community/parent relations and governance. ***Trustees, teachers and administrators will be able and encouraged to add documents to the library, thus facilitating rapid and ongoing expansion and improvement.*** Users will also be able and encouraged to comment and engage in online dialogue about library items.
- **Forums** – The web resource will offer a range of moderated forums where users can post questions and answers and engage in discussions regarding a wide range of critical topics.
- **The Resource Room** – The web resource will include workspace that contains downloadable content prepared, edited and/or selected by project staff, including podcasts and videos regarding critical issues for charter school educators, charter renewal templates, budget

calculators, FAQs and other useful resources. Charter school educators may also contribute materials to the Resource Room, subject to review and editing by project staff.

- **News Room** – The web resource will post relevant news articles and include links to key news sources that are continually updated to provide charter school educators with “*headline news*” regarding charter school issues. Posted news articles will be followed by space for users to post comments and to engage in online dialogue. The site will include a *Job Listings* section where schools can post job listings for free.
- **Expert Blogs** – Experts on various aspects of charter schools will operate blogs that are linked to the forums, libraries and resource rooms. For example, a “Get Funded” blog will be maintained by an experienced grant writer who will provide useful information about grant opportunities. Templates, RFPs and other documents referred to in blogs will be hyper-linked to the actual documents, which can then be downloaded from the Library.
- **Edu-Wiki** - Just as Wikipedia allows users to create encyclopedic entries on any topic, the Edu-Wiki will be an open wiki that allows users to create documents available for collaborative input. E.g., a teacher can add under the “Curriculum” portion of the wiki a sample lesson. Other users—including teachers from other charter schools—can add their lessons, allowing for organic collaboration and interdisciplinary curriculum development.
- **Webinars** – The project will present regular webinars to users on topics related to charter schools such as “Preparing for Charter Renewal,” “Data-driven Instructional Strategies,” “Budget Forecasting,” and “Developing Teacher Observation Tools.” The webinars will feature experts and will be linked with the blog and resource sections of the site.

Goal III, Objective 2: Help each Core Group school to maintain, organize and use records and documents efficiently via use of a comprehensive school-specific digital warehouse.

Activities related to this objective—Core Group schools will be provided secure, password protected space on the project’s web resource where they can upload, warehouse and have 24/7 access to their records and documents. This will help them direct their operations, ensure legal compliance, meet authorizer requirements and manage the charter renewal process. CEI-PEA will seek to create warehouses for schools outside the Core Group through separate funding.

Expected Outcomes Related to Goal 3 include—

- (a) A digital charter school resource will be made available to charter schools across the country;
- (b) Charter school administrators, teachers and Trustees in at least 20 states will access the web resource over the course of the project, as measured by “hits” and downloads;
- (c) Following the project’s first year, at least 500 charter school teachers and administrators will participate each year in webinars, download podcasts/webinar transcripts and/or engage in online TA using the project’s web resource;
- (d) Each year, the number of “hits” and “return visits” to the web resource will increase;
- (e) Charter school teachers and administrators from across the country will use the digital charter school web resource’s forums, blogs, wikis and other communication tools to share and access information, to engage in discussions, to collaborate and, ultimately, to build a virtual community of charter school educators;
- (f) Each Core Group school will use the digital warehouse to support and improve its operations.

Goal 4, Objective 1: Establish a system for ongoing delivery of online TA to charter schools.

Activities related to this objective—The project will leverage CEI-PEA’s extensive network of educational experts to develop **a team of online TA providers**. As discussed later, the team will be modeled after the successful ***Partnership Support Organization (PSO)*** that CEI-PEA has developed to provide TA to more than 75 NYC public schools.

Goal 4, Objective 2: Support improvement of instruction, operations and governance in charter schools across the country through an ongoing series of online TA events:

Activities related to this objective—CEI-PEA and JPS Solutions will design, schedule and implement a series of online TA events for charter school administrators and teachers. These events will occur at least bi-monthly and will focus on critical topics selected through an ongoing needs assessment that includes an online survey of charter school TA needs.

Expected Outcomes Related to Goal 4 include—

- (a) A team of experts in education, operations, development and governance will be assembled to provide online TA, as needed.
- (b) Following the project's first year, at least 500 charter school teachers and administrators will participate each year in webinars, download podcasts/webinar transcripts and/or engage in online TA using the project's web resource.
- (c) At least 60% of charter school teachers and administrators who participate in online TA events—and at least 75% who participate in multiple TA events—will report increased knowledge and/or capacity as a result of such participation.

Goal V, Objective 1: Expand the capacity of charter schools in multiple states to apply efficiently for Title I and other entitlement grants.

Activities related to this objective—CEI-PEA and project partners will adapt and expand technology tools that support schools in applying for entitlement grants. For the last 10 years, charter schools in NYS have used a web-based resource to support collaboration in developing applications for Title I and other entitlement grants and to prepare and submit entitlement grant applications electronically. This resource, *Grant-quest*[™], is an interactive online resource that enables school administrators and teachers to work collaboratively to draft, review and file

responses to narrative questions on the Consolidated Application; to use templates to support development of their Title I plans; and to develop accurate budgets. The project will expand *Grant-quest*TM to support schools in NJ and Massachusetts, as well as NYS. (CEI-PEA will also seek to expand Grant-quest'sTM reach to include additional states through other funding.)

Goal V, Objective 2: Improve the capacity of charter schools in the targeted states to develop their annual Consolidated Applications more efficiently.

Activities related to this objective—The project will implement an information campaign to build awareness about *Grant-quest*TM in each targeted state's charter school community. It will provide TA to build charter school capacity to use the digital resource to secure entitlement grants.

Goal V, Objective 3: Help charter schools maximize flexibility of activities and spending in Title I-funded programs.

Activities related to this objective—The project will provide TA to help schools in targeted states convert their Title I programs from “Targeted Assistance” to “School-wide,” which enables them to spend Title I funds more freely and to integrate Title I funds with funds from other sources.

Expected Outcomes Related to Goal V include—

- a) Charter school administrators and educators in NYS, NJ and Massachusetts will use Grant-QuestTM to apply for entitlement grant funding more effectively and efficiently.
- b) Charter school administrators and educators in at least 20 charter schools in NYS, NJ or Massachusetts will modify and improve their Title I-funded activities based on the increased freedom provided by having “School-wide” Title I programs.

Goal VI, Objective 1: Establish the BBCS Project web resource as a national online information resource for charter schools.

Activities related to this objective—All TA materials, articles, webinars, podcasts and other information developed through the project will be posted on the project’s web resource, as well as teacher-developed peer reviews and similar work. In this way, the project will make its best practices and learning materials freely available to the national charter school community.

Expected Outcomes Related to Goal VI include—

- a) Charter school stakeholders in at least 20 states will access the project’s web resource each year of the project, and the number of “hits” and downloads will increase each year.
- b) Following the project’s first year, at least 500 charter school teachers and administrators will participate each year in webinars, download podcasts/webinar transcripts and/or engage in online TA using the project’s web resource.

(2) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies...

The project will support charter schools in adapting or replicating its approach and practices through: a) the delivery of direct TA in 16 model schools; b) leveraging the project’s technology to support dissemination of materials, articles, webinar presentations, podcasts and other information about best-practices developed and shared through the direct TA to the larger charter school community; and c) providing online TA to charter school teachers and administrators to support them in learning about the project’s strategies and practices and in implementing these strategies and practices in their schools. Indeed, the project is designed to establish best-practices and learning resources with the 16 model charter schools through direct and online TA and to support other charter schools in adapting and replicating the practices and resources through online TA and support. Also, the project’s web resource—and especially its forums, showcasing of peer-reviewed lessons, wikis and other “community-building” tools—will support schools in replicating project strategies and practices well beyond the term of the grant.

- (3) *The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.*

The project's emphasis is on building the in-school capacity of charter schools so that they will be able to continue and expand practices developed or learned through the project's TA and other initiatives. At the Core Group schools, Trustees, administrators and teachers will establish school-specific procedures and systems to ensure that changes in instruction or operations resulting from participation in this project are integrated into the ongoing programs and cultures of their schools. Charter schools that participate in online TA and/or access the project's online information resources will also be supported in building internal capacity to integrate new and effective practices in instruction, staff evaluation, leadership and governance, and will be strengthened in this process by the project's forums, wikis and other community-building initiatives, all of which will be sustained beyond the term of the grant. Once the online resource is established, its technology can be maintained cost-effectively during and beyond the grant term. Over the course of the project, charter school educators will contribute an increasing amount of the web resource's content (e.g. peer reviewed lessons, forum discussions, wikis, etc.), which will enable them to support one another in building and sustaining capacity.

(iv) Quality of project services (20 points).

The BBCS project will take proactive measures to ensure equal access and treatment for persons who are members of groups that have traditionally been underrepresented. The schools that will be served will, in all likelihood, serve student populations that are comprised largely of minority and economically disadvantaged children. In Massachusetts, for instance, the charter schools enroll on average twice as many minority and disadvantaged students as traditional public schools,¹⁶ which reflects the enrollment pattern of charter schools nationally.¹⁷ The project

¹⁶ Massachusetts Charter Public School Association

will ensure that its staff, partners, TA providers and consultants reflect the diversity of the schools it will serve. To this end, CEI-PEA will draw from its extensive and diverse Partnership Support Organization consultant pool when selecting project consultants. It will also advertise widely to fill staff positions and recruit additional TA providers and consultants, including advertisements in minority and language minority media. The project will also take proactive measures to ensure that persons with disabilities are treated equitably in the delivery of services and in the recruitment staff. All program activities will occur in handicapped-accessible sites and the project will use assistive technology to support the participation of persons with disabilities.

(1) The extent to which the services provided reflect up-to-date knowledge from research and effective practice.

The services provided by the BBCS Project reflect valid research and effective practice. The research reflecting charter schools' need for additional TA is discussed in the Needs section of this narrative. The project's focus on connecting TA to community-building among teachers and administrators in each school and throughout the project is also supported by research and effective practice. The primary strategies for promoting community-building among charter school educators will be peer review and PLCs, along with an online resource that facilitates social interaction and collaboration. The project's **peer review** initiatives are based on the NYS Academy of Teaching and Learning's (NYSATL) work in the 1990s documenting and disseminating best practices. The NYSATL peer review process is design to support teachers in engaging in "reflective practice," which occurs when teachers are able to talk about *what they do* and *why they do it*, basing such discussions on evidence and research originating from personal reading and professional development, as well as from colleagues or mentors. The project will adapt these best practices by using a model in which educators: a) document learning

¹⁷ Charter School Equity Issues: Focus on Minority and At-Risk Students. USDOE Policy Brief

experiences in an 8-step process that integrates data analysis and interpretation throughout; b) peer review one another's learning experiences at each Core Group School and across the project-wide levels; c) use peer feedback to modify and improve learning experiences; d) approve learning experiences as “ready for replication”; and e) share “ready for replication” learning experiences with others within and beyond the Core Group Schools. The project’s emphasis on helping schools build **PLCs** also reflects research and effective practice, including the use of inquiry-focused protocols that have been found to significantly increase student achievement.¹⁸ The protocols used in the project are customized by Dr. Joe McDonald, co-author of *The Power of Protocols* and his team of PLC experts at NYU’s Metro Learning Communities.

The project will also support charter schools in modifying and improving their teacher and principal evaluation processes. This initiative will include helping teachers integrate evaluation processes and activities adapted from the work of Charlotte Danielson as described in her book, *Enhancing Professional Practice: A Framework for Teaching* and to adapt and implement research-based rubrics adapted from those prepared by Dr. Paula Bevan. The rubrics measure teacher effectiveness in four critical areas: a) planning and preparation; b) creating and maintaining an effective classroom environment; c) instruction; and d) professional responsibility. The project will also support reform of principal evaluation practices, drawing

¹⁸ Gallimore, Ermeling, Saunders and Goldenberg, 2009—a five year quasi-experimental investigation of nine Title I schools that implemented inquiry-focused protocol to solve instructional problems. The BBCS Project uses several elements identified as effective in this research, including inquiry teams comprised of teachers teaching similar content, leadership by a trained peer facilitator and use of inquiry-based protocols.

from the research and best practices of the Vanderbilt Assessment of Leadership in Education(Val-Ed)) school leader evaluation system.¹⁹

(2) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

The primary goal of the project is to improve the capacity of charter school educators to provide effective instruction and to create systems and cultures within their schools that support and promote high-quality teaching and improved student learning. The project's initiatives for teachers and Principals will support student achievement through the following—

- a) *TA to support teachers in implementing effective research-based instructional strategies and practices, which will improve the capacity of teachers to address students' academic needs;*
- b) *TA to support school leaders and administrators in supporting school improvement and align teacher evaluation more effectively with teaching and learning in the classroom, which will improve educator capacity throughout the schools and ensure that student achievement is a key factor in how teacher performance is measured.*
- c) *Peer-review, PLCs and other supports for collaboration among educators, which will engage teachers in critical dialogues regarding instruction, enhance teacher capacity to design effective standards-aligned lessons and support one another's professional growth.*
- d) *Widespread dissemination of TA materials and information regarding best practices, which will help charter school educators improve their teaching practice and, combined with online TA, help them integrate best practices in their schools.*
- e) *TA to help charter schools comply more efficiently with regulatory and authorizer requirements, which will reduce the time that Principal and administrators must spend working on compliance and thereby enable them to focus more intensely on academic issues.*

¹⁹ CEI-PEA has worked with Val-Ed to create principal evaluation systems for PICCS schools.

The services provided by the project to charter school boards will also lead to improved student achievement. TA and dissemination of information regarding best governance practices will help boards to better monitor their schools' progress towards meeting student achievement goals and to provide effective and appropriate oversight that supports the Principal and staff in implementing the school's academic program.

(v) Quality of project personnel (20 points).

(1) The qualifications, including relevant training and experience, of the project director.

The project will have two Co-Project Directors (PDs)—Harvey Newman and Frank San Felice. Mr. Newman is Senior Fellow at CEI-PEA, and served for 30 years as a successful NYC teacher and principal. He is the Director of CEI-PEA's Charter School Technical Assistance Center, which helped launch more than 30 charter schools including several that are now national models—i.e. KIPP Academy, Harlem Day Charter School, Carl C. Icahn Charter School and the New York Center for Autism Charter School. Mr. Newman is a Co-Director of PICCS, a Teacher Incentive Fund-supported project that provides training and comprehensive TA to a consortium of 10 NYC charter schools. Mr. Newman also serves on several charter school boards. In the proposed project, Mr. Newman will coordinate outreach to charter schools and the “roll-out” of project activities to the national charter school community. Mr. San Felice, also a Co-Director of PICCS, has been a K-12 building principal, an Assistant Superintendent for Instructional Services for a multi-school collective (BOCES) and a consultant to charter schools in areas ranging from start-up and curriculum development to data-driven decision-making and charter renewal. Mr. SanFelice helped to develop the NYSATL Peer Review process and currently serves on the board of the NYC Center for Autism Charter School, one of the country's only charter schools designed exclusively to address the needs of children with autism or other

severe developmental disorders. Mr. San Felice will be primarily responsible for overseeing BBCS Project day-to-day operations.

The Co-PDs will be supported by an Assistant Director who will support them in coordinating all aspects of the project, from scheduling TA and site visits, to ensuring timely circulation of communications and information among schools, project staff and partner organizations. Under the direction of Mr. SanFelice, the Assistant Director will work with the project partners to ensure that project activities are implemented in a manner consistent with the timelines described in the Management Plan. The Assistant Director will also play a major role in maintaining, publicizing and continuously updating the project's web resource. In recruiting and selecting an Assistant PD, CEI-PEA will seek candidates with at least a bachelor's degree in education and experience working with urban charter schools or similarly-situated schools. The project will also, as needed, use the staff of CEI-PEA, which includes experts in a wide range of educational and charter school-specific areas. CEI-PEA came about when PEA, an educational reform group founded in 1895 (and that fought for reform for the first school hot lunch program and began NYC's first school choice program in 1974), merged with CEI, a school reform organization established in 1989. CEI-PEA's experience supporting charter schools is extensive, ranging from its work helping to develop NYS' charter school legislation and its management of the PICCS project for NYC charter schools to its partnership in the nation's first district-sponsored charter school initiative, launched in 2004 by NYC Mayor Michael Bloomberg and Schools Chancellor Joel Klein, which is designed to develop 50 new charter schools. The CEI-PEA staff includes a variety of experts on education, board governance and charter schools.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

All project consultants have been involved in the design of the project, and include:

- a) ***JPS Solutions, LLC (JPS)***—An educational consulting organization with offices in New York and Cambridge, MA. JPS and its principals have worked with charter schools in NYS since the state’s first charter schools were authorized in 1999. JPS co-designed PICCS and has worked with CEI-PEA to manage PICCS since its inception.
- JPS Principal Frank SanFelice will be Co-Director of the project and will manage project activities. He will manage project staff and oversee coordination of all project activities.
 - JPS Principal Wayne D. Jones, JD, based in Cambridge, MA, will coordinate the project’s Massachusetts operations and oversee development and implementation of the project’s online resources and compliance-related TA, including management of the Grant-quest “roll-out” and legal (and related) research for the project’s online resource.. Mr. Jones has helped to create numerous charter schools and has successfully guided several charter schools through the renewal process, including the Harlem Children’s Zone Promise Academy I. He has written proposals that secured millions of dollars in grants for charter schools, including serving as lead writer of the proposal that secured the \$10.5 million Teacher Incentive Fund grant for PICCS, and he has advised charter schools regarding issues of legal, regulatory and authorizer compliance.
 - JPS Principal Dr. Art Pritchard, who created Grant-quest™, will coordinate the project’s school-wide planning and Title I and entitlement grant-related initiatives. Dr. Pritchard has conducted board training and served as a school board member and President, and he will provide TA to charter school boards in the BBCS Project.
 - JPS Associates—JPS has a network of contracted associates with expertise ranging from data-driven decision-making to charter school finance to facilities management and other specialties. This network will be used, as needed, to address this project’s needs.

- b) ***Heimes Communications***—An educational technology company that designed the myPICCS web resource, on which the BBCS web resource will be based. A leader in open-source web design, the company has worked with public schools, nonprofits and early childhood learning environments in NYC, Denver and Boulder, CO. Heimes Communications is also an expert in marketing and communications for educational projects. Heimes Communications created the PICCS communications plan, and it will manage communications for the BBCS Project.
- c) ***The NYU MLC***—Led by professor Joe McDonald, the NYU MLC work with public schools throughout NYC to implement PLCs. Dr. McDonald has been an advisor and facilitator to PICCS since its inception in 2007, and he and his staff at NYU MLC will provide training, school-based coaching and other technical assistance to support peer review and PLCs.
- d) ***The Danielson Group***—The Danielson Group advances the ideas and research of Charlotte Danielson through professional development, teacher coaching and advising LEAs in restructuring teacher evaluation and training initiatives. Ms. Danielson’s teacher evaluation model will inform the TA provided by the BBCS Project. The Danielson Group will provide training online and via teleconference to charter school educators nationwide.
- e) ***The CEI-PEA PSO Network***—CEI-PEA is a Partnership Support Organization (PSO) for NYC public schools and, in this capacity, provides customized TA to more than 75 schools serving more than 35,000 students. CEI-PEA has established a team of more than 60 field personnel that provide on-site consultation in PSO schools. These consultants have expertise in all areas of K-12 education, including instruction, curriculum, leadership, special education, budgeting, programming, scheduling, data analysis, English language learners, drop-out prevention, character education and teacher recruitment and retention.

(vi) Quality of the management plan (20 points).

The project's management plan is designed to ensure that its objectives are achieved on time and within budget. In the project's first year, CEI-PEA and JPS Solutions will coordinate a process for selecting the Core Group schools. All Core Group schools will be selected in the project's first three months. An intensive information campaign will be implemented in each state to build awareness of the project among charter schools, and a survey and interview of interested charter schools will be conducted to determine which schools would benefit most from participation as a Core Group school. To be eligible for selection as a Core Group school, a charter school must be: (a) a community-based "mom and pop" school—i.e. an independently managed school not affiliated with an EMO or CMO; (b) a school "about to open" or in its first or second year of operation; and (c) a school that would benefit substantially from substantial TA. Within the next three months, each Core Group school will develop a TA needs assessment and TA plan. Each Core Group school will also select a Project Liaison. A half-day overview and training session for Principals of Core Group schools will be held in NYC and in Boston within 30 days after the schools have been selected, and a separate set of full-day overview and training sessions will be held for Project Liaisons shortly thereafter.

TA will commence in the first year. Each Core Group school will develop a TA Plan within the first 120 days of the project. This plan will document TA needs and describe a strategy for addressing them through supplemental TA (i.e. project-supported TA that supplements each school's regular professional development initiatives). Thereafter, each school will be allocated \$12,000 to support additional TA, and the project staff, along with CEI-PEA and JPS Solutions, will select TA providers and manage the delivery of TA. TA will be coordinated with the professional development plans of each Core Group school, as will be set forth in the TA plan developed through the project. TA will be overseen by Co-director Frank

SanFelice and the Assistant Director, and will be delivered by CEI-PEA's staff, by JPS Solutions and by experts from CEI-PEA's PSO, which has 60 consultants with a wide range of expertise who provide on-site TA in public schools. Training sessions will also be delivered by Professor Joe McDonald, NYU MLC staff, Danielson Group consultants. All Core Group schools will begin receiving TA in the project's first year. In addition, a series of TA meetings in which all Core Group schools will attend in person or via videoconference will be held at least twice-annually beginning in the project's sixth month. Each of these meetings will have a guest speaker who will address an important issue. Webinars regarding academic, operational and governance issues will be provided at least quarterly following the creation of the project's web resource.

Concurrent with the delivery of TA for the Core Group schools, CEI-PEA, JPS and Heimes Communications will develop the project's web resource and begin posting materials on the website. The design of the web resource will be adapted from that of MyPICCS, the digital "portal" used in PICCS to facilitate information-sharing, collaboration and community-building for schools in the PICCS consortium.²⁰ MYPICCS is a virtual space for schools to create, collaborate and share best practices as well as access a variety of supports and resources, including libraries of documents and videos, discussion forums, calendars and newsrooms. The BBCS web resource will be designed by Heimes Communications (which designed the MyPICCS portal), with input from CEI-PEA and JPS. The web resource will be operational for Core Group schools within the first six months of the project, and will be "rolled out" for use by charter schools outside of the Core Group beginning in the project's second year. Ongoing implementation of the web resource will include:

²⁰ MyPICCS was designed with open-source technology. The BBCS Project will build freely on its technology as it builds its web resource.

- a) *Developing the BBCS Library, Resource Room and Newsroom*—The design of the web resource will support full-search capacity, so that users can easily find and access online documents. All documents related to the project’s TA activities will be posted on the web resource as soon as possible following their creation. In addition, project staff and experts from CEI-PEA, JPS, NYU MLC and others will develop and post articles, podcasts and other materials on a frequent and ongoing basis. Eventually, it is expected that a sizable share of the library and resource room content will be user-generated, subject to editing and review by project staff. Also, the project’s Assistant Director will be responsible for ensuring that the newsroom articles and resources are maintained and up-to-date.
- b) *Implementation of forums, blogs and wikis*—The web resource design will support forums in which users can post questions and engage in discussions and “real-time” chats. Forums will be moderated by CEI-PEA and project staff and by Heimes Communications and JPS Solutions. In the first year, CEI-PEA will survey Core Group schools to obtain input regarding selection of forum topics. Thereafter, users will be able to suggest topics and/or create new forums online. The web resource will also support staff-developed and user-developed blogs and wikis. Project Liaisons will be supported in promoting the use of these resources by teachers in their schools and in helping teachers master the technology tools.

Also, in the first year of the project, CEI-PEA and JPS Solutions will engage in a process of legal and regulatory research to adapt Grant-quest™ for use in the targeted states. Research will be conducted on an ongoing basis to ensure that TA regarding regulatory and authorizer compliance is accurate and up-to-date. This research will be conducted and/or coordinated by JPS Principal Wayne D. Jones, a Yale Law School graduate who advises charter schools regarding charter renewal and compliance issues.

The project will develop and implement a regional marketing campaign during the project's first year, which will aim to build awareness of the project and the web resource in each of the Core Group states. This campaign will include media, direct communication with charter schools and interaction with charter school associations and support organizations. The marketing campaign will "roll out" beginning in Year Two to reach a national audience of charter school administrators, educators, associations, support organizations and authorizers.

(vii) Quality of the project evaluation (20 points).

The BBCS Project will select an experienced evaluation firm (*the Contractor*) to conduct an independent evaluation. The Contractor will provide timely formative data for planning, implementation, and progress monitoring purposes. He/she will also determine the impact of the project on participants through summative evaluation methodologies. Finally, he/she will appreciate that evaluation results will enrich the knowledge base about how to improve the strategies and practices for facilitating effective instruction, sharing best practice, etc.

The Contractor will focus the evaluation on two interrelated but distinct components of the BBCS Project: 1) the degree to which the process of developing and implementing the project has been effective in documenting a model of professional development and TA that can be replicated and disseminated and 2) the effect of the project activities on participants, as well as charter school staff, students and the overall school culture. Our current knowledge of educational leadership research and practice suggests that the Contractor must answer a series of collateral questions that build toward addressing these components. These questions address six distinct parts that research and good practice have shown to be critical to quality leadership TA.

Part 1: Describing the state of leadership in BBCS Core Group schools-- Determining the effectiveness of the BBCS Project in Core Group schools will require documenting the status of leadership efforts and school reform in participating schools prior to the start of the project.

Evaluation questions will focus on leadership, professional development, school culture/vision, sharing best practice, expectations for student learning, and student engagement/motivation. The objective of this baseline investigation is to help CEI-PEA understand the participating leaders' and schools' starting points and their readiness for change. Questions will include:

Culture/Vision, including-- (a) What are the shared beliefs among school staff concerning student well-being; teaching and learning practices; etc.? (b) What is the nature of, and to what extent do, teachers and staff collaborate in the delivery of classroom instructional programs? and (c) How does the Principal align instructional programs and student support services with the larger school vision/mission?

Expectations for Student Learning: What do Principals do to: (a) focus and sustain the attention of teachers, parents, and students on student achievement? (b) establish rigorous, concrete expectations and goals for all students? (c) hold teachers accountable for having high standards and positive expectations for all students? and (d) develop and promote activities that honor academic excellence?

Distributive Leadership: How do Principals: (a) determine the tasks that need to be done, and re-assign routine operations and functions to others? (b) specify the responsibility and authority for delegated tasks? and (c) assess the expertise, developmental needs and aspirations of others?

Sustained Professional Development: What do Principals do to: (a) provide opportunities for all staff to engage in professional development? (b) apply the research on adult learning in the design, and provide for effective professional development? and (c) encourage collegial approaches to professional development, including mentoring, peer coaching, study groups, etc.?

Part 2: Designing the Project-- The early stages of a project—especially one that has multiple components—can prove to be the most daunting. As part of the evaluation, therefore, it will be

important to learn about the key activities and critical “turns in the road” as the BBCS Project is designed, from the integrated package of research-based TA services and resources to the work of the Core Group of schools in implementing key instructional reform activities. The aim will be to gain insight into development issues that will help CEI-PEA and its partners better understand challenges in replicating the Project in other settings. Questions will include:

Leadership PD Activities and Supports: (a) What process(s) were used to plan/design the TA needs assessment and project TA initiatives? (b) To what extent are the TA content and learning activities congruent with the principles of adult learning? (c) How are the schools responding to the TA? What features are well-received? What areas need strengthening? and (d) How will feedback on the TA be integrated into the project revisions and improvements?

Part 3: Implementing the BBCS Initiative—This aspect of the evaluation is intended to cull lessons from the implementation of the BBCS Project throughout its duration. Of vital interest will be documenting participants’ involvement in, and reactions to, professional development, TA, sharing best practice, and using digital resources. Feedback provided by participating school leaders and others will add to the expansion and refinement of the professional development model by highlighting strategies that worked well and those that need modification.

Also important will be a description of other project “outputs” including follow-up activities to support site-based leadership change, TA provided to school leaders and charter school trustees, and the level (i.e. frequency, quality, and fidelity) of leadership skill use. The evaluation will also examine ongoing concerns and recurrent themes, seeking to highlight BBCS model implementation issues that have had a persistent effect on the ability of charter school leaders to reform their practices. Questions will include:

Preparation of Participants and Project Activities: To what extent: (a) do participants' TA needs and learning competencies assessed? (b) does the Project's program of learning experiences match the needs of the participants, and reflect the overall philosophy of the BBCS Project? (c) does the Project cover the full range of content and skills contained in the PD/TA plan as developed by the Project Team? (d) was the TA content and skills logically sequenced, enabling participants to progressively move from awareness of concepts/strategies through transfer and application? (e) were a variety of presentation methods used to address a range of participant needs? (f) were TA training methods monitored and adjusted as necessary?

Follow-up Activities: (a) What is the amount, type, and overall scope of follow-up activities offered to Project participants? (b) Who provides the follow-up support? and (c) How is follow-up support provided to participants? Where is it provided? What is the duration of support?

Part 4: Creating the Core Groups-- The evaluation will investigate the process for selecting Core Group schools and the strategies used to market the project. Questions will include:

Requirements and Procedures for Selection: (a) What are the goals and benefits of selection? and (b) Are the selection procedures aligned with evidence-based leadership standards?

Marketing the Project and Recruiting Participants: (a) What marketing and recruitment strategies were used? (b) Did strategies consider participants' needs? (c) Were obstacles to participation identified? and (c) Were procedures in place for answering questions/clarifying issues?

Part 5: Assessing the Impacts-- Ultimately, the intent of the BBCS Project is to document a model of TA and support that can be replicated and disseminated and to assess the effect of participation on school stakeholders, as well as the larger school culture. To measure progress in these areas, the evaluation will probe the knowledge and skill acquisition of Principals and

teachers and use over time, changes in the school culture and the features of the model that support leadership development and facilitate teaching and learning. Questions will include:

Teachers and Principal Participants: (a) Did participants increase their knowledge and use of research-based leadership practice? (b) What percentage of participants increased their knowledge and use of these practices? (c) Were increases consistent for all types of teachers and school leaders (i.e., new/ experienced; elementary/middle school/high school)?; (c) What challenges were encountered in applying the research-based content and skills?; and (d) Did the BBCS Project have any unexpected impacts on participants?

School Community: To what extent: (a) did professional development in school leaders' schools change as a result of the BBCS project? (b) have school policies and practices (e.g., curriculum and instruction, delivery of professional development, decision-making, budgeting, etc.) changed as a result of the BBCS project? and (c) has the BBCS project influenced or impacted other aspects of charter school operations and the learning climate?

Part 6: Exploring Future Considerations—A key project objective is to develop a professional development strategy for increasing the effectiveness of Principals to facilitate improved teaching and learning. A key question for the evaluation, then, is: “Have BBCS Core Group Principals been able to effect durable and systemic charter school improvement that maximizes student achievement?” The evaluation will also examine the likelihood of project sustainability as well as the likelihood of project transferability to other sites. Questions will include: (a) What strategies should be put in place to assure the sustainability of the project? (b) How sustainable is the BBCS project at the school level? (c) To what extent can the learnings from the project be replicated by other charter schools? (d) What BBCS project or school- developed strategies and

practices are transferable? (e) What refinements must be made to go to a greater city, state, regional, and/or national scale? and (f) What are the obstacles for moving the project to scale?

Data Collection Activities

To address the evaluation questions in a comprehensive and cohesive way, the Contractor will employ multiple data collection activities, gathering diverse information from a variety of sources. This will enable him/her to check the validity and reliability of the findings so that a truer picture of the project's implementation and impact can be developed. Both *quantitative* and *qualitative* procedures will be used to achieve a balance between breadth and depth of data. The data collection activities will include:

Process Evaluation Activities—The primary purpose of this review will be to answer the research questions on the development and validation of the BBCS Project's TA activities, products and processes. This review will be conducted early, and throughout, the evaluation so that subsequent project activities can build upon the findings. CEI-PEA will be provided with immediate feedback upon completion of the review. Process evaluation activities will include—

- a) *Interviews with Project Design Team members*--The Project Team members will be interviewed at the commencement of each year to gather information on the development of the project. The Contractor will ask questions about project rationale, key steps in designing the BBCS Project, the problems encountered during project design and development, and anticipated outcomes. The interviews also will probe the facilitation strategies used by CEI-PEA and project partners to support the work of the Design Team members.
- b) *Project Participant Reaction Survey*—The Contractor will evaluate the implementation and perceived effectiveness of the BBCS Project TA events via the administration of participant reaction forms and use of professional development observation protocols. The primary goals

will be to describe the content and focus of the activities, the professional development approaches used, and the extent to which these sessions prepared school leaders for their project roles/responsibilities, i.e., did training meet their needs?

- c) *Interviews and Focus Groups*—Interviews of Core Group Principals, teachers and other stakeholders, along with focus groups—will be conducted. These qualitative activities will examine the reactions of participants to the project’s activities; their perceptions of the usefulness of the content and skills presented; their views of and participation in the digital communities and of their needs for additional support and assistance.
- d) *Leadership Documentation Form: A Leadership Documentation Form* will be completed monthly by Core Group Principals who receive TA. This easy-to-complete tool will ask Principals to document specific leadership behaviors used during that month; the frequency of these behaviors; school staff involved; topics addressed; and any challenges encountered.

Outcome Evaluation Activities—In addition to ongoing review of formative and other assessment data at Core Group schools, the Contractor will collect data through:

Trustee and Principal Knowledge & Skill Survey: This survey will be a key tool for assessing the knowledge and skill acquisition of Core Group Principals and Trustees who received TA, including their levels of knowledge/skill use and changes in such levels during the project, along with perceived changes in their schools’ learning climate. They will also be asked about the project’s TA project, along with questions about the suitability and practicality of the BBCS Project materials/practices. The survey will be administered twice during the evaluation period –at the beginning of the project and again in the project’s third year. This will allow for pre- and post-test comparisons, and a measure of knowledge/skill maintenance.

Teacher Survey: This survey will be administered at each Core Group school and, in Year Three, to users of the project's online resource. It will explore changes in their instructional practice, along with perceptions regarding TA and changes in school culture resulting from the project.

Trustee Surveys: Trustees participating in project TA will be surveyed at least twice annually to assess their perceptions of the project services, changes in their governance practices following TA and the perceived impact of such changes in their schools. Survey results will be measured against other quantitative and qualitative measures of school improvement to better gauge the effectiveness of Trustees who participate in BBCS Project TA.

Teacher/Student/Stakeholder Interviews and Focus Groups: School-based site visits will occur in the project's second and third year. Site visit activities will include individual interviews and focus groups of a sample of teachers, students and other stakeholders. These qualitative activities will focus on perceived changes in key areas influenced by TA: e.g. curriculum, instruction and assessment; professional development; student expectations; peer review, etc.

Observations of Classroom and Leadership Practices: During site visits, a pre-coded protocol with contain indicators of behaviors and evidence of effectiveness, will be administered. The protocol will be completed via classroom and school-based observation at each school.

Evaluation Design/Comparisons

At the heart of the evaluation will be the need to draw unbiased inferences about the impact of the BBCS Project by ruling out alternative explanations to change. This is a particularly difficult task given the small number of schools, teachers, Principals and Trustees in the "Core Group of schools" and the challenge of forming a control (i.e., comparison) group. The proposed design uses a simple pre- and post-test and case study methodology. Comparisons can be made over time (pre-post) of participants' knowledge and skill acquisition and use. Case study methods

will be employed that describe leadership behaviors and attitudes, while ruling-out alternative explanations for change in the outcome areas of interest via deductive reasoning processes.

Data Analysis

The evaluation is designed to link program impacts with the implementation of the project. To probe these relationships, both descriptive and inferential analyses will be performed. The initial treatment of the quantitative data will involve the calculation of descriptive statistics including measures of central tendency and variability. These statistics will be calculated for each variable in the conceptual framework, and for aggregate variables. Also, inferential procedures such as t-tests, analysis of variance, chi-square, will be used to examine differences over time--e.g., changes in leadership practices, school climate and professional attitudes. The qualitative data gathered through the case studies and site visits will be synthesized through content analyses and deductive reasoning processes. Qualitative and quantitative results will then be integrated to provide a rich analysis of the BBCS Project.

Reporting and Dissemination

Findings from the evaluation will be shared with CEI-PEA via periodic meetings, interim reports, annual reports, and a *final* report. The periodic briefings will provide CEI-PEA with ongoing feedback on all aspects of the evaluation. Interim reports will describe implementation results focusing on baseline circumstances, the development and validation of project's products and processes, on-going documentation of project activities at the school level, and challenges experienced during the roll-out of project activities and services. The final report will provide a complete analysis of the project model addressing all research questions, including a series of recommendations that can be used for future planning and decision-making.

Project Narrative

Other

Attachment 1:

Title: **Resumes and 501c3** Pages: **8** Uploaded File: **Resumes, 501c3.pdf**

(b)(6)

Phone: (845) 229-8911

(b)(6)

Fax: (845) 229-8732

(b)(6)

Frank San Felice

Objective

To provide consultation services in management, strategic planning and grant development and evaluation with a focus on the No Child Left Behind legislation and related activities as well as New York State Charter School legislation.

Experience

2002-10 JPS Solutions LLC Hyde Park, NY

Principal

Planning services for charter schools and school districts.

Grant development for charter schools and school districts.

Grant evaluations for school districts and not-for-profit organizations.

Development of Consolidated Applications for Charter Schools and school districts.

Development of Charter Applications, and Charter Renewal Applications.

Consultation related to school improvement activities for charter schools and school districts

Teacher Incentive Fund (PICCS) Project Management

1998-2002 SF Consulting LLC Hyde Park, NY

President

Participant in the Evaluation of \$50 million NYS Diffusion Fund.

Consultant to NYSED Peer Review Process and the New York State Acader for Teaching and learning.

Administrative (Consolidation) Study for suburban NYS School District.

1987-1998 Dutchess County BOCES Poughkeepsie, N

Assistant Superintendent for Instructional Services

Instrumental in the development of County-wide 2-Way Distance Learning Network

Instrumental in building highly successful BOCES Instructional Services division.

Instrumental in the development of a county-wide, 9-12 alternative high school

Development of numerous successful grants and partnerships with higher education and CBO's

1986 - 1987 Pleasantville School District. Pleasantville, NY

Middle School Administrator

1971- 1986 Hyde Park Central School District Hyde Park, NY
Social Studies Chairman and Teacher
for Middle School and High School

Education

1977- 80 University of Kansas Lawrence,KS
Post Graduate in Education Administration

1968 - 1972 State University at New Paltz New Paltz, NY
M.S. Education

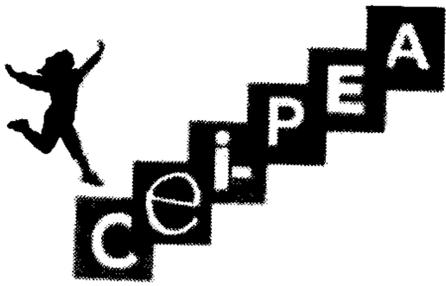
1964 - 1967 Marist College Poughkeepsie, NY
B.A., History.
Graduated Cum Laude.

Volunteer Activity

Current President, Italian Center, Former President, Board of Directors,
Dutchess County YMCA; Former Member, Board of Directors, Brookside
Day Care Center; and Current Member, Board of Trustees, New York
Center for Autism Charter School.

Military Service

1960-1964 United States Air Force Honorable
Discharge



Center for Educational Innovation - Public Education Association
28 West 44th Street, New York, NY 10036-6600
Phone: 212.302.8800 Fax: 212.302.0088

Harvey Newman

After 30 years as a successful New York City teacher and principal, Harvey following in the footsteps of his colleagues Seymour Fliegel and John Falco, was Assistant Superintendent and Director of District Four's Alternative Schools from 1995 -1999, during which he also was Director of Assessment and Supervisor of Plant Operations. It was during this period that he helped found The Young Women's Leadership, which has become the beacon of single sender education.

While teaching in the 1960's, Mr. Newman was selected as a National Defense Fellow to focus on urban education, after which he became a guidance counselor and school administrator. For 13 years he headed the East Harlem Block School, which was a community founded and supported public elementary school. This background was preparations for his current position as Director of the Charter School Technical Assistance Center, which has assisted in the passage of the New York State Charter Law, assisted the first New York State Charter schools in their application and opening. The CEI-PEA sponsored coalition of charter schools continues to be a forum for all State Charter Schools to share information, receive legal assistance, and have a dialogue with a broad range of leaderships within the Charter movement. Mr. Newman serves on the board of a number of Charter Schools and provides direct operational assistance to schools throughout the region. Harvey assisted in establishing five of the first 8 New York State Charter schools.

HARVEY NEWMAN

(b)(6)

E-mail: hnewman@cei-pea.org

ADMINISTRATIVE EXPERIENCE

SENIOR FELLOW

1999

Center for Educational Innovation, 28 West 44th Street, Suite 300, New York, NY 10036

- Coordinate charter school activities at the Center for Educational Innovation-Public Education Association.
- Explain the Charter School law to groups and individuals.
- Broker relationships between individuals and groups interested in supporting charter schools.
- Provide technical assistance to Charter School applicants.
- Coordinate administration and instruction for new charter schools.

DIRECTOR OF OPTION SCHOOLS

1994 - 1999

Community School District 4, New York, NY 10035

- Oversaw administration of 26 schools serving 5300 students in Grades Pre-K through 9 which have been recognized as national school models.
- Responsible for placement of all district junior high school students through an open zoning process.
- Supervised curriculum development initiatives, helped establish school themes and philosophies, coordinated resources within district and outside the district.
- Restructured existing schools and created new schools, including The Young Women's Leadership School, in concert with the Central Board of Education and private support.
- Administered and supervised all district assessment and evaluation.
- Coordinated and monitored plant operations for 20 school buildings and one leased property.
- Worked closely with funded programs, business office, and superintendent in monitoring and supporting existing programs and developing new initiatives.
- Maintained ongoing contact with community agencies to develop, maintain, and improve educational and related supports for the schools.

DIRECTOR OF EAST HARLEM BLOCK SCHOOL

1978 -1993

1615 Madison Avenue, New York, NY 10029

- Administered and supervised K-6 elementary school in Manhattan's School District 4 as a joint effort with the East Harlem Block School Association.
- Oversaw hiring, staff development, scheduling, curriculum development, maintenance of records, proposal writing, administration of all mandated City and State examinations within the school.

COORDINATOR OF SCANT PROGRAM 1971 - 1978
Community School District 4, New York, NY 10035

- Responsible for the design and implementation of academic and therapeutic programming for at risk students in a city and state sponsored drug prevention program.
- Supervised ten teachers and five counselors in developing a child-centered environment.

DIRECTOR OF EAST HARLEM NEIGHBORHOOD STUDY CLUB 1968 -1974
1935 Second Avenue, New York, NY 10029

- Supervised year-round after-school reading program and summer recreational and educational activities for elementary and junior school students.
- Coordinated staff development for 29 regular and volunteer staff.

TEACHING AND COUNSELING EXPERIENCE

Guidance Counselor Community School District 19	1970 -1971
Language Arts Teacher Community School District 5	1964 - 1967
Guidance Counselor Community School District 5	1968 - 1970
Teacher of English as a Second Language New York City Adult Education Program	1965 - 1967

EDUCATION

Advanced Certificate in Educational Supervision and Administration, Hunter College, 1991
Master of Science, City University of New York, 1968
Bachelor of Science, University of Pittsburgh, 1964
Further graduate study at Columbia University, 1965 - 1967
Further study at Baruch College, 1975 - 1977

LICENSES

New York City Board of Education, Education Administer
New York City Board of Education, Principal
New York City Board of Education, Guidance Counselor
New York City Board of Education, Speech Teacher

MAR - 6 RECD

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date FEB 28 2001

CENTER FOR EDUCATIONAL INNOVATION-
PUBLIC EDUCATION ASSOCIATION
28 W 44TH ST STE 914
NEW YORK, NY 10036

Employer Identification Number:
13-4113613
DLN:
17053353030040
Contact Person: THOMAS K SHU ID# 31391
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

CENTER FOR EDUCATIONAL INNOVATION-

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

CENTER FOR EDUCATIONAL INNOVATION-

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

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

Sincerely yours,


Steven T. Miller
Director, Exempt Organizations

Letter 947 (DO/CG)

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **2** Uploaded File: **BBCS FINAL Budget Narrative.pdf**

Section A - Federal Funds - Budget Narrative- Submitted by CEI-PEA	Y1	Y2	Y3	Total
1. Personnel - Includes 2% increase per year				
Co-Project Director (b)(6) - Harvey Newman - coordinate technical assistance outreach, and provide project management	31840	\$32,477	\$33,126	\$97,443
Assistant Project Director - support Co-PDs coordination and management, and contribute to the TA online content and library of resources	\$45,000	\$45,900	\$46,818	\$137,718
Total Personnel	\$76,840	\$78,377	\$79,944	\$235,161
2. Fringe Benefits				
Estimated @ 18% for FICA (.062), Medicare (.0145), pension (10%), plus unemployment and disability insurance.	\$13,831	\$14,108	\$14,390	\$42,329
Health Insurance \$674/month individual with 12% increase/year. No cost for Harvey Newman	\$8,088	\$9,059	\$10,146	\$27,292
Total Fringe Benefits	\$21,919	\$23,166	\$24,536	\$69,621
3. Travel				
Staff travel to Annual Project Directors Meeting in Washington, DC. Estimated at 2 staff x (lodging @ 2 nights x \$200/night) + (meals @ 2 days x \$75/day) + (transportation @ \$300 roundtrip) + (\$75 parking, taxi, tolls, etc.)	\$1,850	\$1,850	\$1,850	\$5,550
Assistant Project Director - trips to Boston (\$200/airfare x 1 day trip/month x 12)	\$2,400	\$2,400	\$2,400	\$7,200
Total Travel	\$4,250	\$4,250	\$4,250	\$12,750
4. Equipment	\$0	\$0	\$0	\$0
5. Supplies				
General office supplies	\$1,500	\$1,500	\$1,500	\$4,500
Marketing and communications supplies	\$5,000	\$5,000	\$3,000	\$13,000
Total Supplies	\$6,500	\$6,500	\$4,500	\$17,500
6. Contractual				
JPS Solutions, LLC - Co-Project Director Frank San Felice to provide overall project guidance and implementation. JPS Principal Wayne Jones to coordinate the project's Massachusetts operations and oversee development and implementation of the project's online resources. JPS Principal Dr. Art Pritchard to coordinate the project's schoolwide planning, Title I and entitlement grant-related initiatives, and to provide technical assistance to charter school boards. JPS Associates will develop and implement site-specific technical assistance based upon needs assessment conducted in Year 1.	\$150,000	\$125,000	\$125,000	\$400,000
Technical Assistance (TA) allocation to 16 schools x \$12,000/school	\$192,000	\$192,000	\$192,000	\$576,000

Section A - Federal Funds - Budget Narrative- Submitted by CEI-PEA					
	Y1	Y2	Y3	Total	
6. Contractual (continued)					
Project Liaisons - teacher leaders identified by school principals (1liaison/school x 16 schools x \$1,500/liaison)	\$24,000	\$24,000	\$24,000	\$72,000	
Val-Ed - principal assessment instrument - \$500/school/year	\$8,000	\$8,000	\$8,000	\$24,000	
Heimes Communications - develop and implement the project portal with sectors for public use for project dissemination and peer-to-peer professional development, as well as for school-based use through password protected sectors. Develop project marketing and dissemination content in print and online; develop brand of the project portal.	\$75,000	\$55,000	\$45,000	\$175,000	
Eliminate - web-based conferencing system - 18 sites (16 school sites + 2 project sites) x \$500/site	\$9,000	\$9,000	\$9,000	\$27,000	
Danielson Group - provide guidance to project TA coaches to implement teacher evaluation system. Contracted @ \$5,000/year	\$5,000	\$5,000	\$5,000	\$15,000	
NYU Metro Learning Community - development and implementation of on-site and virtual PLC and peer-review training and coaching. Contracted @ \$20,000/year	\$20,000	\$20,000	\$20,000	\$60,000	
Contractor for independent project evaluation @ 7% of direct costs.	\$41,476	\$38,521	\$37,886	\$117,883	
	\$524,476	\$476,521	\$465,886	\$1,466,883	
Total Contractual					
7. Construction	\$0	\$0	\$0	\$0	
8. Other	\$0	\$0	\$0	\$0	
9. Total Direct Costs (lines 1-8)	\$633,985	\$588,814	\$579,116	\$1,801,915	
10. Indirect Costs @ 7.5%	\$47,549	\$44,161	\$43,434	\$135,144	
11. Training Stipends	\$0	\$0	\$0	\$0	
12. Total Costs (lines 9-11)	\$681,534	\$632,975	\$622,550	\$1,937,059	