

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

FY15 Replication and Expansion of High-Quality Charter Schools Package

CFDA # 84.282M

PR/Award # U282M150009

Grants.gov Tracking#: GRANT11961668

OMB No. , Expiration Date:

Closing Date: Jul 15, 2015

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/14/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Baltimore Curriculum Project"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="52-1961406"/>	* c. Organizational DUNS: <input type="text" value="0693933660000"/>

d. Address:

* Street1: <input type="text" value="2707 E. Fayette Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Baltimore"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="MD: Maryland"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="21224-1205"/>

e. Organizational Unit:

Department Name: <input type="text" value="Baltimore Curriculum Project"/>	Division Name: <input type="text" value="NA"/>
--	--

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Laura"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Doherty"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="President"/>	

Organizational Affiliation: <input type="text" value="same"/>

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061215-001

* Title:

The Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

13. Competition Identification Number:

84-282M2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Govans- Expanding BCP Charter Schools

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="300,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="300,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Lawrence Schugam</p>	<p>TITLE</p> <p>President</p>
<p>APPLICANT ORGANIZATION</p> <p>Baltimore Curriculum Project</p>	<p>DATE SUBMITTED</p> <p>07/14/2015</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: Laura Doherty

* Street 1: 2707 E. Fayette Street Street 2: _____

* City: Baltimore State: MD: Maryland Zip: 21224

Congressional District, if known: _____

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City NA State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Lawrence Schugam

* Name: Prefix Mrs. * First Name Laura Middle Name _____
* Last Name Doherty Suffix _____

Title: President Telephone No.: _____ Date: 07/14/2015

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

PR/Award # U282M150009

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA (2).pdf	Add Attachment	Delete Attachment	View Attachment
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GEPA: Section 427

Govans Elementary School is an already existing school that will receive conversion Charter status beginning in July 1, 2015. The educational programs of this Pre-K through 5 schools are already open to every category named in Section 427 of GEPA. In addition, we will be providing a host of new programs in the curriculum, including STEM courses, arts provisions and physical education activities, all of which will be open to every student.

Our mission, and one of the major objectives outlined in our original charter application to Baltimore City Public Schools, is to broaden the outreach to the local community, through contacts in the press, in community associations and in other traditional formats, so that we can increase enrollment and further diversify the student population. Furthermore, we are reaching out to an established refugee community in north-east Baltimore so that we can add to the already flourishing tutorial program for the children of refugees.

Our regular monthly meetings with parents and community members, which started back in April 2014, will continue to describe our programs and the opportunities for all sorts of students to excel in them. This includes reaching out to parents of student with special needs, advertising the benefits of physical education programs, and reaching out to those who might be interested in STEM courses but have previously been persuaded that such programs were “not for girls”!

In terms of programs and instructional methods that allow for differentiation among and across students with special needs, we routinely provide materials and methods that cater to visual learners, or to those who learn by listening: we use audio tapes and overhead projectors, websites, and a host of other technologically advanced methods so that a wide variety of types of communication and instruction take place in the school. We have, in the past, had braille facilities and signage for students with hearing issues. Our schools all have elevators to accommodate movement by those with physical disabilities.

Finally, we comply with all state and local mandates and guidelines with regard to race, gender, disability and any other categories that might previously have undermined access to a high quality public education.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Baltimore Curriculum Project	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mrs.	* First Name: Laura Middle Name:
* Last Name: Doherty	Suffix:
* Title: President	
* SIGNATURE: Lawrence Schugam	* DATE: 07/14/2015

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ED Abstract

Applicant: Baltimore Curriculum Project (BCP), 2707 E. Fayette Street, Baltimore, MD 21224

Project Director: Larry Schugam, [REDACTED]

BCP and the administration and staff of Govans Elementary School are pleased to submit this expansion grant, as we convert Govans Elementary to a charter school operated by BCP.

Project Goals: (1) To expand the high-quality charter schools operated by BCP, Baltimore City's largest charter operator. (2) To increase achievement among the historically and economically disadvantaged students at Govans Elementary School. (4) To increase enrollment at Govans Elementary school by engaging community members in creating an outstanding charter school. (4) To promote student diversity and avoid racial isolation by attracting families who typically do not choose to send their children to Baltimore City Schools.

Expected Outcomes: (1) Govans will become one of the highest-performing Baltimore City schools as measured by the PARCC and NWEA's MAP assessments. (2) Govans' student body will become increasingly diverse, both racially and economically. Govans will continue to successfully serve its at-risk students, while positioning all students to succeed in an increasingly diverse world. (3) Govans will increase partnerships and community support in order to provide enrichment and resources for students. (4) Students will be prepared to succeed in middle school, high school and beyond. (5) Enrollment at Govans will increase by at least 50%.

Contributions to Policy and Practice: BCP has a long history of dramatically increasing student achievement and school enrollment by successfully implementing proven, research-based curricular tools with a wide range of student populations in Baltimore City. These tools are replicable, effective, and attractive to families. A rigorous evaluation will be completed so that successful practices may be shared.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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Absolute Priorities

Absolute Priority 1 – Experience Operating or Managing High-Quality Charter Schools: The Baltimore Curriculum Project, a non-profit, 501c3 organization, has successfully operated conversion charter schools in Baltimore City since 2005. We are Baltimore City’s largest charter operator, and will serve approximately 2,100 students this fall. We have operated two of our schools since 2005, and one of our schools since 2007. All three of these schools have undergone the renewal process and have had the charter contracts renewed twice. Two of the three schools, Hampstead Hill Academy and Wolfe Street Academy, are in the top 10 high performing schools in Baltimore City. On July 1, 2015, we began operation of our fourth conversion charter school, Govans Elementary School. Extensive details about the success of our schools can be found in Selection Criteria (a). Results from our two most recent School Effectiveness Reviews, conducted by Baltimore City Public Schools, can be seen in Appendix E.

Absolute Priority 2 – Low-Income Demographic: All three of our existing schools, as well as our new school, Govans Elementary, are school-wide Title I schools, serving disadvantaged students. FARMS rates for our four schools are 99%, 96%, 91% and 74%, all well-above the 60% threshold listed for Priority 2. Two of our schools serve students who are predominantly African American (97% and 100%); one schools serves the highest percentage of ESOL students in Baltimore (59% of students receive ESOL services); and one school is a combination of Latino, White, and African American students (40% 35% and 25% respectively). This expansion grant will serve the educationally disadvantaged students at Govans Elementary School. Govans has a FARMS rate of 91%, serves 97% African American students, and is racially isolated. The current special education rate is 17%. All of these factors would lead one to place the majority of these students in the educationally disadvantaged category.

Competitive Preference Priority 2 – Promoting Diversity

BCP has a strong record of and intends to continue taking active measures to promote student diversity and to serve students with disabilities and English learners at a rate that is comparable with surrounding public schools.

(a) *Promoting student diversity:*

BCP employs strategies that create a welcoming school climate, which attracts students and families of all backgrounds including diverse races, ethnicities, students with disabilities and English learners. Two of our schools, which serve large Latino populations, provide all written materials for families in Spanish and English. School events and parents association meetings are translated into Spanish in real-time. Each school employs a full-time, bilingual Community Outreach Director, who is constantly assessing and addressing the needs of their diverse school communities. BCP schools also hold International Nights and other activities to celebrate diversity in their communities. Strategies like these have made Hampstead Hill Academy the most diverse of any public school in the surrounding neighborhood (30% African American, 35% Latino and 35% White). The second most diverse school in the neighborhood is Patterson Park Public Charter School (59% African American, 24% Latino and 13% White).

BCP will continue to take active measures to promote student diversity as we increase enrollment at Govans Elementary by 50%. Although Govans is not a diverse school, it has the potential to be so. The current student body is 97% African American and 89% low-income, but the neighborhood served by Govans is 69% African-American, 23% White and 13% low-income. Only 55% of the students living in the Govans attendance zone attend the school. We believe that strategies similar to those described above, will result in a highly diverse student body. Our Outreach Strategy targets diverse populations and we have already applied for a grant

to provide salary support for a full-time Community Outreach Director for Govans. Moving forward, print materials will be printed in English and French in order to serve the growing number of French-speaking families in the neighborhood from East Africa.

How the proposed project design encourages other charter approaches to student diversity. BCP has a long history of bringing students from different racial and ethnic backgrounds together in order to attain the benefits that flow from a diverse student body. BCP schools use Restorative Practices, an approach to conflict resolution that builds a positive school culture and helps students, families, and teachers embrace diversity. By acquiring the tools to build positive interpersonal relationships and resolve conflict without violence, our student have the opportunity to learn about diverse cultures first-hand and build the skills they will need to successfully navigate an increasingly diverse and interdependent world. Combined with our Outreach Strategy, this project will provide a model for how other charter schools can diversity their student bodies.

Ensuring that approaches to diversity are permissible under current law. BCP will ensure that the approaches to promoting student diversity described above and any additional strategies are permissible under current law by only employing race-neutral recruitment approaches that do not rely on the race of individual students. Because Govans serves a diverse attendance zone, we believe that by making Govans a desirable school for families of all backgrounds, the school will become increasingly diverse as enrollment grows. BCP approaches will also comply with the U.S. Department of Education's guidance for serving English Learners and LEP parents by providing programs and supports that provide assessment, assistance, equal access, and inclusion for English Learners and effective communication with LEP parents in their own language.

(b) and (c) *Serving students with disabilities and English learners at a comparable rate*

As the chart below demonstrates, Wolfe Street Academy and Hampstead Hill Academy serve students with disabilities and English learners at a rate comparable with public schools in the surrounding neighborhood. Wolfe Street Academy serves the largest percentage of English learners of any elementary school in Baltimore City (59%) and serves the second highest percentage of students with disabilities (13%) among neighboring schools.

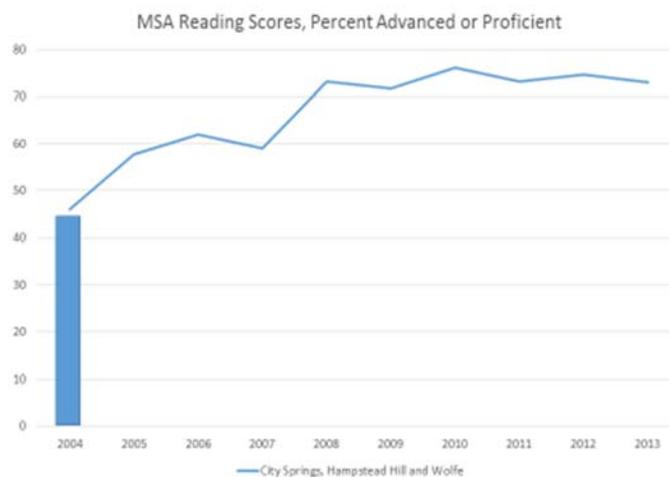
Public School	English Learners	Students with Disabilities	African American	White	Latino
Wolfe Street Academy (BCP School)	59%	13%	9%	11%	80%
Hampstead Hill Academy (BCP School)	14%	8%	30%	35%	35%
Highlandtown Elementary 215	39%	8%	41%	6%	53%
Patterson Park Public Charter	18%	12%	59%	13%	24%
Commodore John Rodgers	17%	13%	72%	25%	2%
William Paca Elementary	12%	11%	84%	3%	13%
Baltimore Montessori Charter	0%	14%	41%	54%	5%

Selection Criteria

(a)(1) BCP has successfully operated conversion charter schools in Baltimore City since 2005. We are Baltimore City’s largest charter operator, and will serve approximately 2,100 students this fall. All three of our existing schools, as well as our new school, Govans Elementary, are school-wide Title I schools, serving disadvantaged students. FARMS rates for our four schools are 99%, 96%, 91% and 74%. Two of our schools serve students who are predominantly African American (97% and 100%); one school serves the highest percentage of ESOL students in Baltimore (59% of students receive ESOL services); and one school is a combination of Latino, White, and African American students (40% 35% and 25% respectively). Our three existing schools have all shown dramatic increases in enrollment, and we look forward to similar success at Govans as we commenced our contract to operate the school on July 1, 2015. Specifically,

enrollment increases with the current grade configurations are as follows: Hampstead Hill Academy: 41%; Wolfe Street Academy: 63%; City Springs Elementary/Middle School: 94%. All three of these schools are completely at capacity, and, in fact, City Springs has just leased more space at an empty school across the street in order to meet the ever increasing demand for enrollment in this school.

We have demonstrated not only the ability to raise student achievement, but to sustain that growth over the long term. The attached graph shows the collective reading achievement of our three schools from 2004 till last year. In 2004, the year prior to converting to charter status, 43% of the students passed the state test, the Maryland State Assessment (MSA). The graph demonstrates a steady climb to approximately 75%, and then a maintenance of that increased achievement. Math achievement has also increased, and then maintained in a similar fashion. In 2004, 38% of our students passed the MSA, in 2013, 68% of students passed the math MSA. The MSA data for 2014 is not used in this graph, as all schools had some portion of students taking the PARCC exam as a field test. However, scores for the 2014 MSA are provided in the Application Requirements Section n.1 as well as in Appendix F.



Two of our three existing schools have performed particularly well. Wolfe Street Academy was the second highest scoring elementary school in Baltimore City in 2014. This accomplishment is particularly impressive in light of the fact that 75% of its students come from Spanish speaking homes, 59% of students receive ESOL services, and the school has a FARMS rate of 95%. In contrast, the highest performing elementary school, Roland Park Elementary, has a FARMS rate of 19%, and an ESOL rate of 1.4%. When Wolfe Street Academy became a BCP operated conversion charter school, they were the 77th highest performing school.

We have solid grounds for believing that our plan for Govans will increase student achievement and decrease achievement gaps in reading/language arts and mathematics. Raising achievement in our three current schools has reduced the achievement gap in students who qualify for FARMS, minority students, and students with disabilities. In fact, Wolfe Street Academy was recently recognized by the Maryland State Department of Education as a “Title I Highest Performing Award School” for meeting the Annual Measurable Objectives for “all students” and all subgroups for two consecutive years, for having a 10 percent or less achievement gap between “all students” and the lowest performing subgroup, and for being designated in Strand 1 or Strand 2 for two consecutive years for Maryland’s Annual Measureable Outcomes (AMO). WSA has met every academic and non-academic standard set by the State for six years. It is one of only a handful of schools in Baltimore recognized as 80/80/80 – over 80% poverty, over 80% minority students, and over 80% of students scoring proficient or better on the Maryland State Assessment. Wolfe Street Academy was also recognized last month by the Coalition for Community Schools as one of five community schools in the country to receive their Award for Excellence.

Hampstead Hill boasts similar achievements, and was the only charter school out of 25 others in 2012 in Baltimore City to be rated “highly effective” in all three categories (achievement, climate and governance) of the City Schools renewal rubric. In a recent release of data from the Maryland State Dept. of Education, Hampstead Hill Academy, Hampstead Hill outperformed Baltimore City in 27 of 28 comparable statistics (grades 3-8, reading, math and science MSA from 2013 and 2014), and beat the State average 16 of 28 times. HHA had the third highest performing middle school in Baltimore City last year, and was the 9th highest performing grade school.

Our third existing school, City Springs, has the 99% FARMS rate, and serves students who mostly come from nearby public housing. Due to the nature of this housing, the mobility rate of City Springs elementary students is high, a whopping 36.7% (higher than Baltimore City’s already high elementary average of 32.2%). Although City Springs MSA scores have not reached the impressive levels seen at HHA and WSA, they have shown tremendous growth through the years. Furthermore, a recent analysis of 4th and 5th grade students at City Springs shows that of the students who had been with us since kindergarten, an impressive 78% of the 4th graders and 83% of 5th graders passed the reading portion of MSA in 2014. Students who transferred in to City Springs sometime after kindergarten did not score as well on the MSA, however, they are showing above average growth. BCP schools use the NWEA Measure of Academic Progress (MAP) with each of its schools as an alternative assessment. Fall 2014-Spring 2015 scores show that transfers into City Springs attained their yearly growth goal at a rate above the national average.

Each of our schools has undergone an extensive and rigorous School Effectiveness Review (SER) by Baltimore City Public Schools (attached as Appendix E) as part of the renewal

process. As an operator, we have never received a rating other than “highly effective.” We have an excellent reputation as a highly competent fiscal manager, and we are attaching our most recent audit in order to demonstrate our financial soundness (Appendix G). The SER reports also demonstrate the outstanding school climates we develop at each of our schools.

(a)(2)(i) As indicated above, over the past three years BCP has consistently demonstrated a high degree of success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at charter schools managed by BCP. Raising achievement in our three current schools has reduced the achievement gap in students who qualify for FARMS, minority students, and students with disabilities. Wolfe Street Academy was recently recognized by the Maryland State Department of Education as a “Title I Highest Performing Award School” for meeting the Annual Measurable Objectives for “all students” and all subgroups for two consecutive years, for having a 10 percent or less achievement gap between “all students” and the lowest performing subgroup, and for being designated in Strand 1 or Strand 2 for two consecutive years for Maryland’s Annual Measureable Outcomes (AMO). Approximately 40% of the students attending Hampstead Hill Academy speak Spanish as their first language, and 12% receive ESOL services (about 180 students have exited the ESOL rolls). According to the Maryland State Dept. of Education website on School Improvement, Wolfe Street Academy was the third most successful school in the state with the math performance of their Limited English Proficiency Students, and the most successful school in Baltimore City. Hampstead Hill was the 5th most successful in the city in their math performance. Although technically Hampstead Hill has a gap in with its special education subgroup, it should be noted that in spite of being a high poverty school, it has an exceptionally low rate of special education students (7.8%), and students exit special education at a high

enough rate that for grades 5-8, there are not enough special education students to generate a statistic on the School Performance website posted by the State of Maryland. City Springs has no significant gaps with its subgroups, with the exception of special education.

(b) This project will serve educationally disadvantaged students. Govans Elementary School has a FARMS rate of 91%, serves 97% African American students, and is racially isolated. The current special education rate is 17%. All of these factors would lead one to place the majority of these students in the educationally disadvantaged category. It is anticipated that Govans will continue to serve this population through the life of the grant and beyond. Its location in the Govans neighborhood of North East Baltimore pretty much ensures that disadvantaged students will continue to enroll at Govans Elementary.

The academic programming commencing this fall at Govans is effective at improving educational achievement and outcomes for educationally disadvantaged students, including students with disabilities and English Learners. As stated in the previous section, Wolfe Street Academy serves students who predominantly come from Spanish speaking homes. Their recognition from the State of Maryland last year was due to the fact that they have reduced or eliminated the achievement gap for their ESOL students and special education students. The same applies to Hampstead Hill Academy. Approximately 14% of their students receive ESOL services, and they have no achievement gap with ESOL and other students.

The academic program for English Language Arts at Govans will include Direct Instruction and Core Knowledge. Direct Instruction is designed to be flexible enough to meet the needs of both high and low performers. It has been a staple of Special Education curricula for decades, but is often overlooked as a powerful tool for accelerating high performers. Core

Knowledge read-alouds will present a cohesive and coordinated sequence of important content to our students who come to us with limited vocabulary and background knowledge.

Every student in our schools receives instruction which both gives that student a reasonable challenge each day, and ensures every student's growth. This is true for students operating above expected grade level, below expected grade level, second language learners, and students with disabilities.

BCP is deeply and fervently committed to serving students with special needs. Because the skills based instruction at our schools is performance based, students with a wide range of learning issues make progress on their foundation skills, while being given access to grade level content. The use of the Core Knowledge Read Aloud curriculum (Listening and Learning Strand) teaches students grade appropriate content through aural comprehension and associated student activities. The same assessments we use for the general education students are equally appropriate for our students with special needs. The curriculum-based assessments allow us to monitor growth on foundational skills and content and adjust instruction accordingly, while the NWEA shows growth compared to national norms. Since the NWEA is administered using computers and is adaptive to the students' skill level, it is particularly appropriate and useful to measure growth for students who may not be able to read the grade level PARCC assessment. We work very hard to educate students with their typical peers, and by using small-group, flexible performance based instructional groups, we are able to accomplish this.

Both Direct Instruction and Core Knowledge have been designed to meet Maryland state content and achievement standards. A full treatment of the correlation between DI programs and the Common Core State Standards can be found on the following website:

<https://www.mheonline.com/program/view/4/1/21/0076181936/>. Govans will continue to use

Baltimore City’s math program, which is an adaptation of Engage New York. After receiving feedback from the first round of PARCC tests, we will adjust our practice accordingly.

(c) Quality of the project design

(1) Goals/Objectives/Outcomes for Students Achievement

One of the main goals for the charter school, increasing student achievement, will be critical for attracting new families to the school and for meeting the project goal of increasing enrollment by 50%. The Baltimore Curriculum Project has routinely developed, used and solicited performance assessment measures that will provide us with accurate data on our objectives, on student achievement and on teacher performance. Some assessments and measures are determined by the State of Maryland and/or by our charter authorizer, Baltimore City Public Schools. These include the former “**MSA**” annual tests, the soon-to-be in place **PARCC** tests, which will replace the MSA, both of which assess students from grades three to eight. Our annual goal will be to outperform the City average, and to continually show growth on the PARCC assessment. We also use the **Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)**, which we have used now for seven years in all three of our schools and which we will expand to Govans Elementary. We expect to have more of our students meet their MAP growth goals than would be expected based on national averages.

The **NWEA MAP** is a nationally-normed, psychometrically sound assessment which shows student growth. These assessments set valid, reliable targets for students and provide us with real-time proficiency data. The assessments are computerized and adjust to each student’s performance level, allowing us to measure performance on, above or below grade levels. This allows us to obtain key insights into the progress of our student population.

We use district (BCPS) developed teacher evaluations, although for one school we have created a new rubric that constitutes a waiver request to BCPS so that our teacher evaluation

rubric could be closer to the instructional skills we assess with the use of Direct Instruction methodology. Similarly, we conform to the BCPS-developed Principal Evaluation Framework so that all of our administrative staff undertake rigorous evaluations during the course of the academic year, at least twice, and in practice, considerably more than that.

We have regular data meetings, at least weekly, in all of our schools, so that we are able to assess very regularly the lesson completion rate AND the various needs of students. During a data meeting, the performance of every student in every subject is analyzed. We use summary sheets which record fluency measure, assessments of reading comprehension and vocabulary, and review writing assessments for our English Language Arts curricula. When problems are found, an instructional coach is assigned to confer with the teacher to find an instructional remedy for the problem. For math, we look at scores from mastery test, diagnose problems, and suggest instructional remedies. During these weekly data meetings, we also look for opportunities to accelerate students who are performing particularly well. This may apply to a particular student who needs to move to a more advanced instructional group, or it may apply to a whole group demonstrating evidence that it is ready to be accelerated.

To summarize, our goal of increasing student achievement will be met through rigorous instruction that meets the objective of completing one or more levels of each of our programs every year, at mastery. We constantly monitor both progress through the curriculum and mastery levels of students through data meetings and quarterly progress analysis.

Goals/Objectives/Outcomes for Outreach and Enrollment

The overarching goal of this project is to increase enrollment at Govans from 397 to 596 (199 students) by September 2020. We expect enrollment to accelerate as community members become more aware of the school, the charter conversion, and the planned new facility. Govans

is in year 2 of Baltimore City Schools’ 10-year facilities plan. Based on the high rates of growth in enrollment at our three other schools, we expect to meet the following annual growth targets for enrollment and other metrics in the chart below.

School Year	Total Enrollment	Increase in enrollment over last year	# Inquiries (phone, email, drop-in)	# parents/guardians visiting school for admissions events	Retention Rate
15/16	417	15	273	80	85%
16/17	455	39	710	200	87%
17/18	497	42	764	250	89%
18/19	542	45	818	300	93%
19/20	596	54	1,110	350	95%

Projected number of inquiries needed to generate projected enrollment is based on an average conversion rate of 5.5%, reported in a 2014-2015 report by the Association of Independent Maryland and DC Schools.

<<http://www.nais.org/Statistics/Documents/AIMSMDDCFactsAtAGlance201415.pdf>>

Additional objective/outcomes expected include:

1. BCP will increasingly generate positive stories about Govans in print, TV, or radio media (3 stories in SY15/16, 5 in 16/17, 8 in 17/18, 10 in 18/19 and 12 in 19/20).
2. Govans/BCP will hold 8 monthly group tours for 5-15 people each year of the grant.
3. Govans/BCP will hold increasing numbers of individual family tours (10 tours in SY15/16, 20 in 16/17, 30 in 17/18, 40 in 18/19 and 50 in 19/20).
4. Govans/BCP will grow the Govans e-mail distribution list from 0 subscribers in 2015 to 500 in SY15/16, 700 in 16/17, 900 in 17/18, 1,200 in 18/19 and 1,500 in 19/20.
5. The number of Govans parents volunteering at the school 2 hours/month or more will grow from 3% in SY14/15 to 8% in 15/16, 12% in 16/17, 16% in 17/18, 20% in 18/19 and 25% in 19/20.

(d)(1) BCP has been operating conversion charter school since Maryland law allowed charter schools to exist (2005). Additionally, we have been partnering with high needs public schools since 1996 as a grant funded organization. We understand the unique needs of conversion schools serving at risk populations and have extensive experience improving student achievement, teachers' behavior management and motivational skills, school climate, and parent engagement. The results of these improvements can be seen in the extensive increases in achievement and enrollment at all of our existing schools.

The BCP staff members playing a significant role in the expansion of Govans Elementary are the President and CEO, Laura Doherty (16 years working in BCP schools); the Director of Academic Affairs, Jon McGill (6 years working at BCP, over 40 in education); and the Executive Vice President and Director of Marketing and Communications, Larry Schugam (10 years with BCP). Back office support (human resources, payroll, purchasing, invoicing, etc.) will be performed by Angela Scott (13 years with BCP). Coaching support will be provided by model teachers, Brenda Kahn and Marvelyn Johnson; and the curriculum implementation and teacher development will be overseen by Linda Frost, Project Director for the National Institute for Direct Instruction, with 19 years' experience working in BCP schools. Ms. Frost will provide 80 days of consulting services at the school.

Our primary goals of raising student achievement and increasing student enrollment will be accomplished as follows. Student achievement will be increased by implementing effective curricula, extensively training teachers to use the curricula, supporting teachers through weekly data analysis and in-classroom coaching with expert teacher-coaches. A timeline for this process follows this paragraph. Increasing student enrollment will be accomplished through an extensive information campaign designed to increase awareness of the school, and involve potential

families in the design process for the new school building scheduled to start construction in 2017. A timeline for this process also follows.

Conversion of Govans to High-Performing BCP School.

Action	Comments	Responsible Party	Date
Application Approval	Done.		
Information Luncheons for Teachers	Done.	Laura Doherty Jon McGill	February 2015
Initial Teacher Training	Some training completed. Other training is on-going.	Laura Doherty San Antonio DI Conference Eugene DI Conference	April – June 2015 June 2015 July 2015
Placement Testing of Students	Done.	Laura Doherty Marvelyn Johnson	May-June 2015
Placement of Students into Instructional Groups	Done.	Laura Doherty Marvelyn Johnson	June 2015
Development of Instructional Schedule	Done.	Laura Doherty	June 2015
Completion of Hiring Additional Staff	Done.	Jon McGill	June 2015
Ordering Materials		Laura Doherty	July 2015
BCP Pre-service Training	These days are devoted to classroom management skills, as well as program training.	Jon McGill Linda Frost Brenda Kahn Marvelyn Johnson	August 10-14, 2015
District Wide Professional Dev. Days	On-going through the life of the grant. These days are tailored to meet the needs of each teacher. (10 days/year)	Jon McGill Linda Frost Brenda Kahn Marvelyn Johnson	Sept. 2015-June 2019
In-Class Coaching Commences	In-Class coaching will start when school starts August of 2015, and will	Linda Frost, Brenda Kahn, Marvelyn Johnson	August, 2015-June 2019

	continue throughout the life of the grant.		
Weekly Review of Data Begins and Continues on a Weekly Basis	Weekly data review will start when school starts August of 2015, and will continue throughout the life of the grant.	Laura Doherty, Linda Frost, Principal Taylor	August, 2015-June June 2019
Fall administration of NWEA MAP Assessment	This assessment will be administered every September during the life of the grant.	Jon McGill/Principal Taylor	September 2015, 2016, 2017 and 2018.
Quarterly Assessment of Lesson Progress/Attainment of Benchmark goals	Each quarter, analysis will be done to assess the progress and mastery of each instructional group.	Laura Doherty, Linda Frost, Principal Taylor	October 2015-June 2019
Evaluation of Instructional Staff	Per the Baltimore Teachers' Union Collective Bargaining Agreement.	Principal Taylor	Formal observations twice per year, through the life of the grant.
PARCC Assessment	Will be used to assess improvement in achievement over time.	Principal Taylor	Spring 2016, 2017, 2018, 2019.
Spring Administration of NWEA MAP Assessment	This assessment will be administered every May during the life of the grant. It will be used to assess growth of each student.	Jon McGill, Principal Taylor	May 2016, 2017, 2018, 2019.

Marketing and Community Engagement Plan

Vehicles	Strategies and Objectives and Action Steps	Deadline	Additional Costs	Responsible Party
Data collection/research/record keeping	<ul style="list-style-type: none"> - Survey current parents regarding their first contact with the Govans and identify other contacts helpful to publicizing the school - Analyze current parent data on an ongoing basis to identify commonalities and trends that require action or suggest new opportunities for outreach. - identify methods to help better track how and where interested families first came into contact with Govans - Develop creative innovative programs to encourage parent/friend referrals. 	Ongoing		Larry Schugam
Communications and Community Outreach Team	<p>Re-convene the Govans Communications and Community Outreach Team to oversee efforts to market Govans to prospective families and other key stakeholders and to coordinate community outreach efforts among community-based organizations.</p> <ul style="list-style-type: none"> - BCP has already a convened a group of neighborhood stakeholders to coordinate community outreach. - Committee will meet monthly and rotate among Govans, local businesses, nonprofits, community associations, churches and other organizations. - Committee will consist of school leadership, BCP leadership, Govans parents, teachers, and representatives from local nonprofits, businesses, churches, community associations, and other organizations. 	On-going		Larry Schugam Laura Doherty
Enrollment Process	Create document that maps out enrollment process from entry points for new families to submitting paperwork, to following up after their child begins school	Oct-16	NA (staff time)	Larry Schugam
	Develop talking points or scripts for every step of engagement - initial contact, school tour, meeting after visit.	Oct-16	NA	

	Make sure that all phone calls and emails about enrollment are responded to promptly by logging calls and responses in spreadsheet or database. Include notes on questions and comments from families	Ongoing	NA	
School Tours	Provide 16 individual tours led by Principal, Assistant Principal, BCP staff or other school representatives for prospective families by May 2016.	May-16	NA	Principal Taylor, Laura Doherty, Larry Schugam, Jon McGill
	Develop agenda and content for eight 1-hour monthly school group tours to include school leader and parents. Include time for refreshments and Q&A.	Oct-16	NA	
	Provide 8 regularly scheduled monthly group tours of Govans for prospective families from October 2015 to May 2016. One tour should include Live Baltimore realtors.	May-16	Refreshments for tours (8 * \$60/tour = \$480)	
	Consider holding 4 Saturday kindergarten mini-mornings where parents and their PreK children can get a taste of the Govans experience. Capture information for all parents and follow-up to answer any questions and get feedback about the visit.	Oct-16	Refreshments for mini-mornings (4 * \$60/mornings = \$240) Stipends for teachers and staff (4 stipends * [REDACTED] * 4 mornings = [REDACTED])	
Annual School Fair	Hold annual Spring Fair for current families, prospective families and community members to celebrate current families and attract new families to the school.		Carnival Party Rental (Moon Bounce, Snow Cone, Cotton Candy, Popcorn, Face Painting, Balloon,	Principal Taylor, Larry Schugam

	<ul style="list-style-type: none"> - Talk with Hampstead Hill Academy and Wolfe Street Academy about how they organize Hampstead Hill Nights and Wolfest - Showcase student talent 		<p>Twisting, Half Hour Character Performance (\$1,000)</p> <p>Band - \$1,000</p> <p>Table/chair rentals \$500</p> <p>Misc. - \$500</p>	
Admissions Print Package	<ul style="list-style-type: none"> - Contract with Neustadt Creative Marketing or other marketing firm to design an admissions package. This will be an extension of the pro-bono marketing consulting that Megan Gillick, former Loyola University Maryland VP for Advancement, provided for Govans and BCP. - Print package will be distributed to prospective families during school tours, events, mini-morning, and other occasions - Elements of print package will be appropriate for other key stakeholder groups including funders, politicians, and nonprofit leaders. 	Oct-15	<p>October 2015 (contract signed)</p> <p>January 2016 (text and graphic design finalized)</p> <p>February 2016) Print package</p>	Larry Schugam

Branding and Messaging	Refine and agree upon Govans' Brand/Positioning Framework, which includes the school's positioning statement, brand promise, and key messages. Megan Gillick, former Loyola University Maryland VP for Advancement, provided pro-bono marketing consulting for Govans and BCP to develop Govans' proposed Brand/Positioning Framework and Ms. Gillick will continue to support us in this process.			Larry Schugam, Principal Taylor
Media – print, tv and radio	Meet with local Education reporters to <ul style="list-style-type: none"> o educate them about Govans o provide potential Govans news stories and o offer Govans and BCP leadership as expert commentators 	Jan-16		Laura Doherty, Principal Taylor
	Draft press release templates for recurring and known event ahead of time	Jan-16	NA	
	Distribute press releases for events/programs/news (follow-up with phone calls day of event)	Ongoing	NA	
	Draft template op-eds for timely issues	Nov-15	NA	
	Coordinate publicity of students' community service events			
	Identify for teachers age-appropriate student volunteer/community involvement programs (eldercare home visits, recycling/environmental efforts, assistance with charitable/global causes) and coordinate media publicity			
	Respond to op-eds and letters to editor	Ongoing	NA	
Facebook	<ul style="list-style-type: none"> <input type="checkbox"/> Setup Govans Facebook pages and add content <input type="checkbox"/> Introduce Facebook page at Back to School Night and ask all Govans teachers, staff and parents to invite their friends to Like the page <input type="checkbox"/> Post at least once a week 	September 2015 for launch at Back to School Night Ongoing for updates	NA	Larry Schugam

	<ul style="list-style-type: none"> <input type="checkbox"/> Photo with blurb about events, news, what classes are doing, teacher training, upcoming events, etc. <input type="checkbox"/> Have boilerplate ready for regular event such as festivals <input type="checkbox"/> Thank donors, partners, and volunteers <input type="checkbox"/> Tag people in photos to increase like for post and page virally <input type="checkbox"/> Use content/photos from E-newsletter for Facebook posts 			
Govans E-Newsletter	<ul style="list-style-type: none"> <input type="checkbox"/> Develop simple, but professional e-newsletter using Mail Chimp or Vertical response and send monthly during school year. 	Sep-15		All external audiences
Talks/Presentations about Govans for Local Organizations	<ul style="list-style-type: none"> <input type="checkbox"/> BCP and/or Govans leadership will speak present at a regular meeting of the an update about Govans at least once a year for the following organizations <ul style="list-style-type: none"> - Belvedere Improvement Association - Church of the Redeemer - Govans Presbyterian Church - Govanstowne Business Association - Homeland Association - Junior League of Baltimore - Lake Walker Community Association - Live Baltimore - Mid-Govans Community Association - Rosebank/Brackenridge/Bellona - Villages of East Homeland - Winston-Govans Neighborhood Improvement - Woodbourne-McCabe Neighborhood Association - York Road Partnership - Local child care providers - Informal mommy and me groups 	Ongoing	NA	Larry Schugam, Laura Doherty, Jon McGill

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GOVANS Table at Fairs/Festivals	<ul style="list-style-type: none"> - Downtown Baltimore Family Alliance’s Fall School and Children’s Programming Fair (on a Saturday) - Govanstowne Farmers Market – Wednesdays 3pm-7pm, June – September - Belvedere Square Summer Concert Series – a free outdoor community concert series at Belvedere Square Market on 13 Fridays from May – August, 6pm-9pm 	Ongoing	\$5,000 for Summer Concert Series	Larry Schugam
Business Relations	<p>Establish relationships with businesses in the local/surrounding communities (both service and retail) that commonly serve the school, its faculty, staff, parents, and friends. Examples might include chiropractors, pediatricians, orthodontists, holistic/alternative medicine practitioners, child psychologists, therapists (massage, speech, physical), midwives, realtors, homeowner associations, relocation companies, local employers with relocation programs, creative arts schools, or private teachers.</p> <p>Arrange for brochure/material distribution, referrals, or any other outreach/public awareness opportunity</p>			Larry Schugam
Advertising	<p>Advertise monthly tours, mini-morning and special events in local media and on local websites:</p> <ul style="list-style-type: none"> - Baltimore’s Child - Maryland Family - WYPR - Cool Progeny 		\$2,000	Larry Schugam
School Relations	Establish relationships with private schools with local daycare/private school/education associations.			Principal Taylor

	Establish relationships with local child-oriented organizations (e.g. places of worship, scouting troops, after-school/summer camps)			
Cultural Competency	<input type="checkbox"/> Provide cultural competency training for all staff <input type="checkbox"/> Ensure that all collateral, website, photos, etc. reflect the school's diversity			Principal Taylor

(d)(2) Business Plan

This expansion grant will fund the intensive training, coaching and staff development in the curricula used by BCP charters schools and will help raise student achievement. This grant will also fund the marketing of the school and engagement with the community to help the school grow.

After the grant period ends, we anticipate that word of mouth and parent satisfaction will decrease the need for funds for marketing and outreach. In fact, none of our current three schools has any money in their budget for these activities, as the school enrollment has grown to the point of full capacity at each school.

Furthermore, after the grant period ends, there will be decreased need for the level of intensive training and coaching necessary at the beginning of an implementation. Building capacity will have increased dramatically, and grant funds will no longer be necessary to provide adequate coaching.

Our current and on-going business plan has three main components: (1) excellent BCP Board oversight, (2) sound financial management and budgeting procedures, and (3) extensive experience with Baltimore City funding models and institutional knowledge of what it takes to run a school efficiently and effectively.

We will address the third component list above first. Our experience with Baltimore City Schools has demonstrated that the current per pupil funding is adequate for the on-going implementation of the BCP charter, once initial start-up costs have ended. With the current funding level, a school with 300 students experiences enough economies of scale to allow for carry-over funds which can go towards capital improvement or infrequent major expenses, such as technology up-grades. Hampstead Hill Academy has been able to build a new library, and two Pre-K rooms by carefully managing its carry-over funds. Since Govans is already at 400 students with plans to expand to 600 students, we are confident in our ability to operate the school with the per pupil funding from Baltimore City Public Schools. As a conversion charter school, Govans benefits from already having a fully-operating facility. Baltimore City Schools leases the building to us at a favorable rate (\$4.07/sq. ft.), and maintains the building with funds from the lease. Govans stands to benefit even more substantially, as it is in Year 2 of Baltimore City's 10 Year Building Plan, and will begin planning in September to either replace or substantially renovate the existing building. Construction is expected to begin in 2017, with students in the new building by 2019. The building will be built with funds from Baltimore City and the State of Maryland.

The majority of employees at Govans Elementary will remain employees of Baltimore City Public Schools, per state law. All payroll, payroll taxes, and benefits are managed by Baltimore City and payments of the remaining funds are paid to BCP each quarter through a reconciliation process. This process allows us to check for accuracy in staffing rolls and salaries, as well as in other encumbered funds, such as the lease payment.

Maintenance of high student achievement is assured through the renewal process. After the initial 5 year contract, all charter schools are subject to a rigorous renewal process and

approval by the Baltimore City Board of School Commissioners. Schools which fail meet academic standards are not renewed.

For the first point listed above, BCP's Board of Directors is always highlighted as a particular strength of BCP, as can be seen in the attached School Effectiveness Reviews, and as was highlighted during the approval of the application to convert Govans. BCP has a well-functioning, highly qualified board of directors who provide sound governance for the organization. There are currently 17 members of the board, representing a wide range of expertise in financial management, law, marketing and development, as well as representing parents of our students. The finance committee provides expert advice and guidance for financial management and budgeting. The education committee regularly assesses the extent to which our programming meets the needs of our students and provides feedback and ideas for adjustments. The fundraising and marketing committees help us to successfully host two marquee events each year – the Leading Minds Speaker Forum (in partnership with Loyola University Maryland School of Education) and “Are You Smarter Than a BCP 5th Grader?” which features local celebrities pitted against selected fifth graders in a game show style format. A BCP Board Member list is attached in Appendix B.

BCP's by-laws mandate the some members of the Board of Directors serve on the budget committee. Our current budget committee consists of Mike Niccolini, founding partner of MCN Credit Opportunities, a private equity fund focused on purchasing mortgage assets; Toby Pitts, former Budget Director of Baltimore City Public Schools; Larry Matlack, retired Deputy Associate Director for the Education and Human Resources Division of the US Office of Management and Budget; Ryan Galloway, CPA; and Heather Mitchell, an attorney with Venable LLP in Towson specializing in commercial litigation. The committee is also attended by George

Hess, Chairman of the Board. He is the current chairman of the Rockport retail shoe store chain, current director of three companies, and the past director of 11 different companies. He has been involved in an array of activities with a focus on education including heading the Ramsay Conference group of the Greater Baltimore Committee, which provided council and support to Baltimore Public School Superintendents. He has also served as trustee of the Peabody Institute, chair of the Gilman School Board, and President of the Baltimore Hebrew University Board.

The second point noted above pertains to sound budgeting and financial management practices. Highlights are as follows:

Budgets: Each school develops its own schools budget each spring, based on anticipated enrollment and per pupil funding. BCP and the School District approves the budget. The budget is adjusted on September 30th of each year based on the actual number of enrolled students. BCP develops its own operational budget using 7.5% of the per-pupil funding as a management fee. We are proud to say that this fee is among the lowest in the country for Charter Management Organizations, leaving as much money as possible in the operating budgets of the schools. BCP's budget is first reviewed by the finance committee, then approved by the full board in its June meeting. We maintain a 5-6 month cash reserve, and typically spend slightly less per year than allowed per the budget.

Both the schools and BCP receive a monthly financial statement from our accountant, Rob Noble. These statements are forwarded to the Budget Committee for their review, and are reviewed internally and with each principal. We analyze spending to date and anticipate the needs for the rest of the year.

On a weekly basis, invoices are reviewed and approved by each principal for costs incurred at their school, then are reviewed and approved by BCP. We have a procurement policy

which has been approved by the Baltimore City Board of Commissioners, and, in fact, was used as a model procurement policy for newly approved charter schools. Our annual audits check for adherence to our procurement policy and have had no concerns.

BCP meets quarterly with the district budget analyst to check for accuracy in the staffing and salary for the City School employees, as well as the remaining encumbered funds (e.g. lease payments, schools nursing charges, etc.).

The School Effective Review (attached as Appendix E) mentioned earlier in this narrative has given BCP its highest rating for financial management and the contents of its annual audit.

(d)(3) See Appendix F for expected cash flow for BCP through FY15. This cash flow is based on current per pupil funding levels, anticipated staffing levels and slightly more conservative enrollment increases than we expect with this expansion grant. Please also see attached audit for more information on the health of BCP finances.

BCP is extremely fortunate to have committed long-term partners. We have received support from Legg Mason for 8 years, and remain one of only two educational groups supported by Legg Mason in Baltimore City. We were able to secure a Partnership with CareFirst two years ago, and they have brought a rich and generous array of supports to City Springs. We have an on-going multi-year partnership with the Family League of Baltimore which funds a substantial portion of our Community School at Wolfe Street Academy. We are also receiving multi-year support from the Weinberg Foundation. There is a large collection of support letters for this project attached as Appendix B.

(d)(4) Baltimore City Public Schools has a rigorous renewal process. The initial contract is for 5 years. During the 4th year, Govans will undergo an extensive School Effectiveness Review (SER), and will subsequently submit a renewal application for review. If the school does

not meet the standards necessary for renewal, the school will revert to its original form – a neighborhood public school with Baltimore City Public Schools. All teaching and administrative staff are and will continue to be employees of BCPS, per state law, so staffing would remain stable in case of such a transfer of operating responsibility.

(d)(5) The qualifications including relevant training and experience of the project director, chief executive officer or organization leader and key project personnel, especially in managing projects of the size and scope of the proposed project.

The key personnel for this project include the following:

Laura Doherty, President, Baltimore Curriculum Project (Project Director)

Jon McGill, Director of Academic Affairs

Larry Schugam, Executive Vice-President, Baltimore Curriculum Project

Angela Scott, Human Resources Director, Baltimore Curriculum Project

Resumes for each are attached as Appendix B.

Laura Doherty has more than twenty years of significant work in education. She has worked in Chicago, as a teacher and consultant in public schools and as a trainer for new teachers. She was School Head and teacher at the Baraka School, an internationally known innovative effort to support “at-risk” school boys of Baltimore, funded by the Abell Foundation and located in Central Kenya. This project received significant attention from outlets such as NPR, The Washington Post and The New York Times.

Ms. Doherty then worked for the National Institute for Direct Instructions (NIFDI) and the Association for Direct Instruction for fourteen years, training and advising teachers and school leaders, and delivering high quality instructional guidance to schools operated by the

Baltimore Curriculum Project as well as other institutions and organizations that recruited support from NIFDI.

In 2012, Ms. Doherty was appointed to be President and CEO of the Baltimore Curriculum Project, after a national search to replace the retiring founder of BCP, Dr. Muriel Berkeley.

Ms. Doherty has extensive experience managing organization budgets, overseeing the process by which our charter schools are renewed by the Baltimore City Public Schools system, and supervising personnel. She reports to our Board of Directors on a regular basis. Most recently she has managed the process by which the school district sends in evaluation teams to assess school effectiveness (SER) and once again we received high marks and positive overall assessments of our schools (In the last year, both City Springs and Wolfe Street Academy went through this process-WSA received five year renewal, the maximum allowable, and we expect the same for City Springs). Laura Doherty is a nationally known educator with extensive experience directly related to the project for which we are applying.

Larry Schugam is the Executive Vice-President and Chief Development Officer for BCP. He holds a Master's Degree in Social Work from the University of Maryland, and a Bachelor's Degree, also from University of Maryland. This is Mr. Schugam's tenth year with BCP during which time he has been responsible for countless initiatives with national, regional and local partners. In addition, he writes grant applications, seeks and approaches many donors who have been supportive of BCP due to his efforts and he has been instrumental in creating strategic plans and initiatives that further the work of BCP. He manages special events, two of which, **Leading Minds** and **Are You Smarter Than A BCP Fifth Grader** have been instrumental in our marketing and development profiles around the city and region.

Mr. Schugam has been a leading activist in our original plans to make Govans Elementary School a charter school and he continues to be fully engaged with developing the plans for the next five years of growth for both BCP and for Govans.

Jon McGill is the Director of Academic Affairs for BCP since August, 2010. Prior to that he served as Head of School at two large K-12 schools, one here in Baltimore (Gilman School) and one, a turnaround project, in Henderson, Nevada. He has served variously as a Head of Middle School, department Head (History), Associate Head of School and as a long-serving English and History teacher in the United Kingdom and the United States. He has expertise in teacher training, professional development, and curriculum design and school systems. He has consulted for schools and colleges in London (UK), Toronto, Canada, Massachusetts, Wisconsin, Pennsylvania, California, Washington State and elsewhere. He has published book reviews, essays and education articles in the UK and the USA.

Angela Scott is the Director of Human Resources for the Baltimore Curriculum Project. She joined BCP in 2001: prior to that Ms. Scott worked for the College Bound Foundation (1997-2001) and was also a volunteer for St. Joseph's Medical Center here in Baltimore. Ms. Scott has considerable experience and expertise in many aspects of office and personnel management. She is routinely described by her colleagues as "indispensable." She has, over the years, become an expert in financial management, benefits issues, employee management, recruiting and hiring, as well as in many other areas of office management that are too numerous to list. Ms. Scott's expertise is invaluable for school principals, as it keeps them organized, efficient and more effective. She takes on the tasks that would otherwise distract them from school leadership.

Linda Taylor, Principal, Govans Elementary School. Principal Taylor has been in her current position as the school leader at Govans since 2006, giving her the kind of principal continuity and knowledge that is rare in Baltimore City schools. Prior to 2006, Ms. Taylor was the interim Principal at Roland Park Elementary and Middle School where previously she served as assistant principal. Her teaching career includes special education experience in a leadership position (2000-2003) with the Baltimore City Public Schools and, since 1993, a teacher in primary and intermediate education. Ms. Taylor was a member of the United States military from 1981

Ms. Taylor holds an M.Ed. from Johns Hopkins University, an M.S. in Administration from Central Michigan University and a B.S. from Tuskegee University

Marvelyn Johnson, Model Teacher, Baltimore City Public Schools and BCP Instructional Coach. Marvelyn has extensive experience teaching at risk students in Baltimore City Public Schools, and is an excellent trainer and classroom coach.

Linda Frost, Project Director for the National Institute for Direct Instruction and former highly effective teacher with Baltimore City Public Schools. Linda trains and coaches teachers around the country and in Australia with their Direct Instruction implementations. She is also a lead trainer at national Direct Instruction conferences. Linda has committed 80 days to working at Govans this year.

(e) Evaluation of Program

The program objectives center on increasing enrollment while diversifying the demographic from which we draw our students, and increasing student achievement. The intention is that we will increase enrollment by virtue of the high quality of the educational program, broadly

defined. That requires the following measures of evaluation on a frequent and regular basis over the life of the grant: names in brackets indicate primary organization responsibility

- Frequent grade level team meetings (weekly) that assess the development of individual students (this is the current practice at BCP schools) (Linda Taylor, Principal)
- Provision of instructional coaches to work with individual teachers and grade level teams: these coaches are on-site staff and coaches provided by the operator: (BCP)
- Regular analysis of state mandated tests (PARCC, currently administered once annually) (Principal Taylor, Laura Doherty/Jon McGill)
- Placement testing of all students for accurate grouping in mathematics and reading fluency and comprehension (Principal Taylor)
- Regular meetings of parent/teacher organization (monthly) (Jon McGill)
- Regular and frequent assessment and evaluation of partnerships. (Larry Schugam)
- Climate surveys (School district and BCP-Jon McGill)
- Development of new programs and added staffing where needed (Jon McGill, Principal Taylor)
- Regular marketing and public relations assessments (Larry Schugam)
- Community outreach (Larry Schugam, Jon McGill, Principal Taylor)
- Regular assessment of comparative reading and math literacy and comprehension, based on student status on entry to Govans Elementary compared to beginning of next year academic achievements. The intention is to also be able to compare achievement of those who have been at Govans from pre-K or K to students who enroll at other entry points. (Principal Taylor, Jon McGill)

- Regular and frequent assessment of attendance patterns. Development of an Attendance Committee that meets monthly to evaluate statistics and identify priorities in terms of student who are showing signs of absenteeism. (Principal Taylor, Jon McGill)
- Regular assessment of discipline structure, including number of student referrals, number of suspensions (if any). (Jon McGill, Principal Taylor)

This pattern and program of evaluation will require significant time from the Academic Director (Jon McGill) and the Executive Vice President (Larry Schugam) as well as time delegating on-site responsibilities by the Principal, Linda Taylor. Regular reports on academic progress will be issued weekly, monthly and quarterly, depending on the particular set of statistics. Annual reports will be created out of this data. Quarterly reports on partnership, community outreach, new programs, staff retention and recruitment will all be part of the annual reporting and evaluation of the program. All data gathered will be compiled with a view to analyzing the success of our objectives and the potential for using strategies to replicate in other school contexts. We will also use existing school programs (Restorative Practices, CHAMPS behavior management, anti-bullying programs (Johns Hopkins University partnership) that have been successful in other BCP schools to promote our objectives for Govans Elementary. Annual summative reports will be provided for all interested parties, including overviews of initiatives, evidence of success, patterns of achievement and strategies for using the data to create new programs, initiatives and tactics, as well as key findings for each year of the program.

APPLICATION REQUIREMENTS

(a) Objectives of the project for substantially expanding high-quality charter schools and the methods by which the applicant will determine its progress toward achieving those objectives.

Objectives

The objectives of this project for expanding enrollment at Govans Elementary Charter School by 50% include: (1) Increase the number of prospective families living in the neighborhood who choose to enroll their children at Govans; and (2) Increase the perception among all stakeholders that Govans is a safe, high-quality charter school that is desirable for families of all backgrounds.

Methods

The Govans Outreach Committee (described below) will use a variety of data collection methods to determine progress toward achieving the objectives of this project. The committee will meet monthly to review this data and determine whether or not adjustments need to be made to the plan. Each month BCP will generate an enrollment dashboard report, which will include the following metrics: total enrollment, new enrollment, total withdrawals, new withdrawals, retention rate, inquiries, school visits and other relevant information. BCP will also generate a media report, which will include the following metrics: media coverage, Facebook like, newsletter opens/clicks, newsletter subscribers, and other relevant information. As BCP refines its outreach activities, stakeholders will be interviewed to gather feedback for further improvement.

Development of the Govans Strategic Marketing Plan

The Baltimore Curriculum Project has developed a comprehensive marketing and outreach plan to increase student enrollment at Govans Elementary by 50% by September 2020. This grant will allow BCP to fully implement and monitor the plan. In September 2014, BCP began working with Business Volunteers Maryland and Megan Gillick, former Vice President of

Advancement at Loyola University Maryland, to create a strategic marketing plan to attract new families to Govans Elementary.

The process included focus groups with teachers, current parents, prospective parents, students, and alumni. Through this process we developed a branding document to guide the development of targeted messaging for various audiences. Ms. Gillick has agreed to continue providing pro-bono marketing consulting for this effort.

Govans is already a successful school with high academic achievement and a strong school culture. We are confident that the programming, training and support BCP provides will help transform Govans into a highly desirable school for all families living in the area. Our greatest challenge is to communicate to prospective parents who view Govans as an undesirable school; that it is, in fact, an outstanding school. As we have found at our other charter schools, once we get people into the building, the schools speak for themselves.

Objective 1: Increase the number of prospective families living in the neighborhood who choose to enroll their children at Govans.

Data collection, research, and record keeping: Preliminary and ongoing data collection will be an integral part of this project. BCP will survey current parents regarding their first contact with the Govans and identify other contacts helpful to publicizing the school; analyze current parent data on an ongoing basis to identify commonalities and trends that require action or suggest new opportunities for outreach; and identify methods to help better track how and where interested families first came into contact with Govans

Govans Outreach Committee: BCP has convened an Outreach Committee to oversee efforts to market Govans to prospective families and other key stakeholders and to coordinate community outreach efforts among community-based organizations. The Committee will meet

monthly and rotate among Govans, local businesses, nonprofits, community associations, churches and other organizations. BCP will expand the committee to include all key stakeholders: school leadership, BCP leadership, Govans parents, teachers, and representatives from local nonprofits, businesses, churches, community associations, and other organizations.

Improve the Enrollment Process. BCP will create a document that maps out the enrollment process from all entry points for new families to submitting paperwork, to following up after their child begins school. We will develop talking points or scripts for every step of engagement - initial contact, school tour, and follow-up phone call. We will ensure that all phone calls and emails about enrollment are responded to promptly by logging calls and responses in a database. The database will include notes on questions and comments from families.

School Visits for Prospective Families. Prospective families will have the opportunity to learn about Govans through individual tours, group tours, mini-mornings, and school events. The Principal, Assistant Principal, BCP staff and other school representatives will lead at least sixteen individual tours for prospective families each year between October and May. The Outreach Committee will develop an agenda and content for eight 1-hour monthly group tours to be held each year between October and May. Group tours will be led by school leaders and current parents and Include time for refreshments and Q&A. One group tour each year will be held for Live Baltimore realtors.

We will also hold four Saturday kindergarten mini-mornings where parents and their PreK children can experience life in a Govans classroom first-hand. An annual Spring Fair will be held for current families, prospective families and community members to celebrate current families and attract new families to the school. The school will also hold at least one open house each spring. Parent information will be collected at all of these school visits so that BCP staff can

follow-up via phone and/or email to answer any questions and get feedback about the visits.

Monthly tours, mini-mornings and special events will be advertised in local media and on local websites including Baltimore's Child, Maryland Family, WYPR, and Cool Progeny.

Objective 2: Increase the perception among all stakeholders that Govans is a safe, high-quality charter school that is desirable for families of all backgrounds.

BCP will complete the strategic marketing plan begun last year by December 2015. We will work with pro-bono consultant Megan Gillick to refine and agree upon Govans' Brand/Positioning Framework, which includes the school's positioning statement, brand promise, and key messages. Elements of the Strategic marketing plan are described below.

Admissions Print Package: BCP will contract with a marketing firm to design an admissions print package, which will include a new Govans logo, custom folder, viewbook and supplemental brochure. This package will be based on the strategic marketing plan be an extension of the pro-bono marketing consulting that Megan Gillick, former Loyola University Maryland VP for Advancement, provided for Govans and BCP. The admissions package will be distributed to prospective families during school tours, events, mini-morning, and other events. Elements of the print package will be appropriate for other key stakeholder groups including funders, politicians, and nonprofit leaders.

Public Relations: BCP will work with local media to generate at least five positive stories about Govans each year. BCP staff will meet with local Education reporters to educate them about Govans, provide potential Govans news stories and offer Govans and BCP leadership as expert commentators.

BCP will draft press release templates for recurring and known events ahead of time and distribute press releases for events/programs/news with follow-up phone calls the day of the

event. Template op-eds will be drafted for timely issues and BCP staff will respond to op-eds and letters to the editor. BCP will also coordinate publicity for student community service events and help teachers identify age-appropriate student volunteer/community involvement programs (eldercare home visits, recycling/environmental efforts, assistance with charitable/global causes).

BCP and/or Govans leadership will speak present updates about the school at least once a year for the following organizations: Belvedere Improvement Association, Church of the Redeemer, Govans Presbyterian Church, Govanstowne Business Association, Homeland Association, Junior League of Baltimore, Lake Walker Community Association, Live Baltimore, Mid-Govans Community Association, Rosebank/Brackenridge/Bellona, Villages of East Homeland, Winston-Govans Neighborhood Improvement, Woodbourne-McCabe Neighborhood Association, York Road Partnership, Local child care providers, and parent/child meetup groups.

Community Events: Govans will host tables at several local events including the annual Downtown Baltimore Family Alliance’s Fall School and Children’s Programming Fair; the Govanstowne Farmers Market, held Wednesdays from 3pm-7pm, June – September; and the Belvedere Square Summer Concert Series, a free outdoor community concert series at Belvedere Square Market on Fridays from 6pm-9pm, May – August.

Electronic Media: BCP will create a Govans Facebook page, add content and unveil the page at Back to School Night. All Govans teachers, staff and parents will be asked to Like the page and invite their friends and family to Like the page. Posts will be added at least once a week with photos and descriptions of recent events, news, class projects, teacher training, and upcoming events. Facebook will also be used to thank donors, partners, and volunteers and invite the public to admission events. A simple, yet elegant monthly e-newsletter will be created and

sent to all parents, teachers, alumni, partners, donors and other friends each month during the school year.

Business Partnerships: BCP will establish relationships with businesses in the local/surrounding communities (both service and retail) that commonly serve the school, its faculty, staff, parents, and friends. Examples might include chiropractors, pediatricians, orthodontists, child psychologists, tutors, therapists (massage, speech, physical), realtors, homeowner associations, relocation companies, and local employers with relocation programs, local child-oriented organizations (e.g. places of worship, scouting troops, after-school/summer camps), private schools with local daycare, and private school/education associations. These businesses and organizations will be asked to provide space for brochure/material distribution, referrals, or any other outreach/public awareness opportunities.

Marketing to Millennials: BCP will incorporate specific strategies targeting millennials. For example, BCP will cultivate a group of parent ambassadors to promote the school, since millennials tend to trust the opinions of other parent more than those of educational experts. Millennials value honesty and transparency. Questions from prospective parents about school challenges will be met with honest explanations of how they are being addressed, not excuses. Because millennials tend to admire and respect their parents, specific strategies targeting grandparents will be considered as part of our recruitment efforts.

(b)“Describe how the applicant currently operates or manages the charter schools for which it has presented evidence of success and how the proposed new or substantially expanded charter schools will be operated or managed.....”

The Baltimore Curriculum Project (BCP) currently operates four conversion charter schools. The four schools are managed in the following way:

- Each school has a Principal who is the educational leader responsible for the daily academic operations. Hampstead Hill Academy, City Springs, and Govans Elementary each has one or two Assistant Principal whose role is designated by the Principal. Wolfe Street Academy, due to its relatively small size, does not have an assistant principal.
- Instructional management is the primary role of the school principal, with support in various ways from BCP. The principal evaluates teaching and school staff, while BCP, in cooperation with the school district, provides annual evaluations of the school principal. Three of our principals have earned the status of “Transformational Principal” from the school district, a rating that less than 10% of district principals have achieved. Our newest school principal at Govans has routinely been rated highly effective and we believe she will soon be in that small percentage of Transformational Principals.
- The Baltimore Curriculum Project, by contract with the Baltimore City School Public School system (BCPS), is responsible, in tandem with the district, for recruiting and retaining the school principal. Our four schools have a rare combined continuity statistic, which is that our shortest tenured principal is going into her ninth year of service with the same school! Our four principals have 9, 9, 10 and 11 years of continuous service in the same school.
- The BCP office has the following personnel: President, Director of Human Resources, Director of Academic Affairs, Instructional Coaches (4), Director of Marketing and Fund-Raising, Marketing Assistant and Data Technician(part-time)
- The BCP President and Academic Director are in schools approximately 80% of their time. Three of the four coaches are assigned annually to schools and spend all of their

time in their assigned institution. The fourth coach works on special projects and is in school approximately half of his allotted hours.

- The site-based coaches are instructional support personnel and they work side by side with teachers, especially less experienced teachers. They also provide professional development, data gathering, team supports and feedback to the individual school administration.
- The President and Academic Director provide a variety of supports, including teacher recruitment and training, liaison with the school district, professional development, curriculum development, BCP budget analysis, reporting to the BCP board on a regular and frequent basis and providing regular support and advice to the school principals.
- The Director of Human Resources provides hiring support, benefits analysis, guidance in compliance issues, manages a central ordering of supplies function, and provides budget preparation and analysis support.
- The BCP Board meets quarterly and has several committees, including Marketing, Finance and Education. The Board hears regular reports on all aspects of our schools, including student achievement, faculty recruitment, relationships with partners and the school district and financial affairs.
- BCP's operations, overall management and financial management have received “**Highly Effective**” (the best possible) ratings from the school district via its School Effectiveness Review (SER) process. The SER reviews are a central component of charter contract renewal and every one of our schools has undergone this extensive examination over the past three years.

(c) Govans Elementary School will continue to receive its commensurate share of Federal education funds. Govans is currently a whole school Title I grantee, and receives Special Education funds for its students with disabilities as appropriate. It does not currently receive Impact Aid funds, as it does not qualify. The principal has extensive experience with reporting requirements and there are no compliance issues.

(d) Educational Program: The school will feature:

- replicable, sustainable and effective curricular and school climate tools;
- intensive staff development which includes both training and in-class, side-by-side coaching;
- weekly monitoring of curriculum-based student progress and performance;
- Fall to Spring student growth measures as indicated by the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP);
- Carefully controlled financial management, accounting and human resource support;
- Community-school based supports;
- 21st century tools for staff and students.

Design Elements: Key design elements featured in all of our schools and which we would employ at Govans Elementary School (grades PreK-5) include: Direct Instruction (DI), Core Knowledge, Restorative Practices, Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP), CHAMPS (a school-wide system of teaching expectations as establishing consistency across the school), and a community school component designed to act as a hub for neighborhood services and resources. Every student in our schools receives instruction which will both give that student a reasonable challenge each day, and will ensure

every student's growth. This is true for students operating above expected grade level, below expected grade level, second language learners, and students with disabilities.

BCP is deeply and fervently committed to serving students with special needs. Because the skills based instruction at our schools is performance based, students with a wide range of learning issues make progress on their foundation skills, while being given access to grade level content. The use of the Core Knowledge Read Aloud curriculum (Listening and Learning Strand) teaches students grade appropriate content through aural comprehension and associated student activities. The same assessments we use for the general education students are equally appropriate for our students with special needs. The curriculum-based assessments allow us to monitor growth on foundational skills and content, while the NWEA shows growth compared to national norms. Since the NWEA is administered using computers and is adaptive to the students' skill level, it is particularly appropriate and useful to measure growth for students who may not be able to read the grade level PARCC assessment. We work very hard to educate students with their typical peers, and by using small-group, flexible performance based instructional groups, we are able to accomplish this.

Educational Plan: BCP uses research based curricula and instruction (see above). Both Direct Instruction and Core Knowledge have evidence of effectiveness and work very well together to provide a comprehensive education for all students. We use differentiated instruction, and teach to mastery. Assessment is constant and on-going to ensure student mastery.

Data Analysis: The instructional staff and administrators at Govans Elementary School will engage in weekly analysis of student performance data generated by curriculum based assessments and will construct remedies for problem areas, as well as identify students or groups who are ready for acceleration and enrichment. Data analysis sessions are led by operator staff

who are well-versed in the instructional programs and are able to help identify problems and generate solutions.

Furthermore, staff and administrators will use MAP data to identify more broadly where student skills need strengthening. The MAP is administered in the fall, and can be used to shape more intense instruction in the areas where students show a need. The MAP is administered again in the spring, and assesses student growth.

Professional Development: The school will participate in extensive professional development. Professional development will be in the form, firstly, of formal training on how to use instructional tools –DI and Core Knowledge; how to incorporate Restorative Practices and CHAMPS in the building; and how to administer and interpret the MAP in the fall and spring. Professional development will occur, secondly, in the form of in-class coaching. Coaches will demonstrate lessons, co-teach, help plan lessons, analyze data, provide instructional remedies and give observational feedback. Professional development will, thirdly, take the form of customized work sessions based on needs identified through observation and data analysis.

(e) Maryland law requires that there is only one chartering authority – the local education agency, or school board - for each district. The Baltimore City Board of School Commissioners holds BCP schools accountable for all COMAR (Code of Maryland) requirements as well as for BCPS Board Policy. Charters are able to apply for waivers from Board Policy for a variety of issues, and permission for such waivers are not to be unreasonably withheld. As mentioned earlier in this narrative, funds flow from the District to BCP on a quarterly basis, and City Schools employs all teachers, administrators, and paraprofessionals. The charter operator, BCP, is responsible for overall vision, mission, school management, and fiscal management. BCP evaluates the principal. We are responsible for the overall success of the program and the

educational provisions of the school. Our charter contract makes clear that we operate within the guidelines as laid out by the authorizer (Baltimore City Public Schools - BCPS), but that we bear the ultimate responsibility for the academic progress of students, the oversight of staff and the development of good relationships with parents and the wider community. BCP is operated with a volunteer Board of Directors which appoints the President of BCP. The President has the responsibility of hiring BCP staff and managing the day to day affairs of the operator.

The school system of Baltimore City, BCPS, is responsible for monitoring and assessing the capacity and the success of charter operators. The office of New Initiatives at BCPS is directly involved in evaluation and renewal of charter agreements and contracts. Renewals are conducted after through, lengthy on-site visits, assessments of contractual obligations, and assessment of overall school progress.

(f) Once the Federal grant has expired, Govans Elementary school will operate on the per-pupil funding from Baltimore City Schools, as do our other conversion charters. This funding has proven adequate for our schools once initial start-up costs have been incurred. For this expansion grant in particular, the bulk of the funds are going towards initial teacher training and support, and marketing and community engagement. Financial support for both of these activities will decrease dramatically after year 4.

Our existing schools have demonstrated that once student enrollment reaches 300 students, and start-up costs have been incurred, the per pupil funding provides for adequate staffing and supplies, and schools are able to hold a carry-over from year to year. This carry-over may be saved for capital projects. Hampstead Hill Academy built a new library and two new pre-k rooms with carry over funds, as well as doing a substantial renovation of the existing building. City Springs Elementary was able to use carry over funds to update and upgrade its technology

capacity and provide an electronic device (tablets and/or laptop computer) for virtually every student in grades 2-8. Grades pre-k – 1 share devices.

Since Govans is already at 400 students, we are confident that the school will be able to operate sufficiently with existing funding from the school system.

(g) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the proposed new or substantially expanded charter school or schools.

Current parents, prospective parents, teachers, students, volunteers, alumni and other members of the community have been and will continue to be extensively involved in the planning, program design, and implementation of the substantially expanded Govans Elementary School. Although BCP brings an educational plan that it has developed through the nearly 20 years of its existence, we are committed to involving parents and other community partners in developing a program suited specifically to the needs and desires of this community. In February 2014, BCP began engaging parents in shaping a focus for the school (e.g. STEM, performing arts, and athletics) which will complement the core academic programming.

Individual and Small Group Meetings: BCP staff have engaged in over 50 one-on-one and small group meetings to discuss the new charter school and to gather community input around program design and implementation.

Outreach Committee

In May 2014, BCP convened a Planning Committee consisting of parents, community residents, teachers and representatives from local community-based organizations, churches, Universities, local government and other organizations in order to involve all stakeholders in the planning, program design and implementation of the charter school. The committee has begun

implementing a coordinated community engagement strategy, which includes focus groups, community meetings, partner meetings, visiting partner organizations, tabling at the school and door-knocking in the neighborhood. BCP is working with representatives of Loyola University Maryland's York Road Initiative, the York Road Partnership, Greater Homewood Community Corporation, Mid-Govans Community Association, Habitat for Humanity and other groups to align our community outreach efforts so that we can support each other's work and avoid unnecessary duplication.

Revitalization of Parent Organization

A strong parent organization is critical to actively engaging parents in this process. One of our goals is to strengthen the parent organization at Govans. In fact, this is one of the areas in which BCP can bring much-needed support to Govans. All of our schools are community schools, and have a dedicated staff person who works with and supports the principal in parental engagement.

Community Workshops

During School Year 14-15 BCP held several workshops for parents, teachers and community members to ensure their effective involvement and participation in the operation of Govans Elementary. Workshops have provided information on charters schools, the BCP Educational Model, the Direct Instruction reading curriculum, and other topics. The workshops provided an additional opportunity for BCP to learn what kinds of programs and services community members would like to see in the newly expanded Govans Elementary. The focus groups described above provided additional opportunities for parents, students, teachers, and community members to be involved in planning.

Community Support for Charter School

BCP has received extensive community support for this application and for our plan to convert Govans Elementary into a charter school. The following organizations and community members wrote letters of support for the charter application we submitted to Baltimore City Public Schools: Baltimore Reads Book Bank, Bridges at St. Paul's School, Business Volunteers Maryland, The Church of the Redeemer, Baltimore City Councilman Bill Henry, The Junior League of Baltimore, Lake Walker Community Association, Legg Mason, Loyola University of Maryland Department of Philosophy, Mid-Govans Community Association, Morgan State University, The York Road Partnership, Dia Adams, Frank and Barbara Cutko, and Sarah Manekin. We also gathered 102 signatures from Govans Elementary families in support of the charter conversion.

At the Baltimore City School Board meeting on May 27, 2014, when the board approved the application to convert Govans into a charter school, School Board Commissioner Tina Hike-Hubbard stated that she hadn't "seen more community support around an opening for a school. The information that we got from community members, from letters, to signed petitions, was incredible." ("The Baltimore City Board of School Commissioners Baltimore City Schools Public Board Meeting." Baltimore City Public Schools. 2 July 2014.

<http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/8910/05_27_2014MeetingMinutes.pdf>)

We have shared this grant application with all of the stakeholders listed above and we expect their full support given the fact that the charter school application submitted to Baltimore City Schools included most of the information in this document. We have numerous letters of support for this application. Additionally, we have attached letters of support for our original Charter Application.

(h) There are no requests for waivers of any Federal statutory or regulatory provisions for the expansion of Govans Elementary School at this time.

(i) The grant funds will be used to for three primary purposes. Funds will pay for a consultant from the National Institute for Direct Instruction to provide adequate training and coaching support for teachers. This is a necessary step to ensuring that student achievement increases at a satisfactory rate. Funds will also pay for the various components of a marketing and community engagement program as described in section (a) of Application Requirements. Finally, funds will pay for 10% of the salaries and benefits for three key individuals in BCP's organization who will be spending much more than 10% of their time on the Govans implementation.

There are no other grants or Federal funds administered by the Secretary at this time, nor are there any matching funds.

(j) How all students in the community, including students with disabilities, English learners, and other educationally disadvantaged students, will be informed about the substantially expanded charter schools and given an equal opportunity to attend the school

As a conversion charter school, Govans serves all students in the neighborhood attendance zone. Other students have been admitted at the principal's discretion up until this year. Now that Govans is a charter school, we will admit students via lottery once we reach the expansion goal of 199 additional students. We will ensure that our comprehensive marketing and outreach strategy reaches all audiences including students with disabilities, English learners and other educationally disadvantaged students through individual meetings, small group conversations, and large group presentations through the community. Informational materials will be translated into French and Spanish to accommodate English learners.

(k) Approximately 4 years ago, Baltimore City was released from a decades-long consent decree which resulted from a law suit over lack of compliance in special education. As a result, Baltimore City is extremely vigilant in special education compliance. As demonstrated by the consistently successful Special Education audits conducted over the course of the years at BCP schools, our instructional plan meets the needs of exceptional education students. The principal of Govans Elementary, Linda Taylor has extensive experience with Special Education law, and will continue to apply her knowledge and experience to comply with section 613(a)(5) and 614(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA).

(l) Compliance Issues

There are no current or recent (in the last three years) compliance issues at any of our four (4) schools.

(m) We currently operate four (4) conversion charters schools. They are (date of conversion in brackets, 2014/15 enrollment number added):

City Springs Elementary and Middle School (**2005, 750**), serving grades PreK-8.

100 South Caroline Street, Baltimore, MD 21231

Govans Elementary School (**2015, 397**), serving grades Pre-K - 5.

5801 York Road, Baltimore, MD 21212

Hampstead Hill Academy (**2007, 723**), Serving grades Pre-K - 8

500 South Linwood Ave., Baltimore, MD, 21224

Wolfe Street Academy (**2007, 216**), serving grades Pre-K – 5.

245 South Wolfe Street, Baltimore, MD, 21231

Attendance Statistics: Our attendance figures over many years have routinely been above the city-wide school district average. Rates for the school year 13/14 are as follows:

City Springs (CS): 93%

Wolfe Street (WSA): 95%

Hampstead Hill (HHA): 95%

Govans (GES) 95%

Rates for previous years can be seen on the data tables for each school in Appendix F.

Student Attrition Rates vary from school to school since each of the four schools deals with a different context and demographic. **City Springs**, for example, has considerably more community movement and we routinely have greater mobility in that neighborhood, where evictions, rent issues, family disruptions and economic struggles mean that we often take in, as we did in 2014/15, and more than one hundred new students well after the official first day of school. In the current school year we also had some school closing in the district, which further added volatility. In general, our school have strong overall retention rates, with the strongest being at **Hampstead Hill**, where the community is in a stronger economic position and the reputation of the school is now a magnet for new home buyers coming to the neighborhood in large part due to the reputation of the school. **Wolfe Street Academy** is a school made up of more than 75% immigrants relatively recently arrived to Baltimore and the country. This has increased our enrollment there to almost double its number five years ago, and part of that is also due to the strong and positive reputation of the school (which was recently awarded national recognition accorded to only five community school across the nation!) **Govans Elementary** has a strong retention history.

Suspension Rates: in keeping with school district policy and mission, all of our schools have created programs (Restorative Practices, behavior management training for teachers) that reduce suspension rates across the board. At City Springs, for example, we have moved from a pre-conversion to charter high of 86 to a low of just 10 suspensions. Our principals are in full compliance with the Baltimore City School System Code of Conduct, which outlines strict procedures and rationales for suspension and for duration of exclusions form school. At Govans Elementary for example, there were just two suspension in 2013/14 and two in 2014.15. At Wolfe Street Academy, there were no suspension last year and three this year, all with the same youngster who had particular difficulties! The low suspension rates are due to the excellent training for teachers, the overall school climate and culture and the fact that the school community, including parents, supports the behavioral standards we set in our schools.

n.1 The following table shows the performance of BCP schools on the state test (MSA) by subgroup over the last three years. City/County and statewide performance can be seen in attachment F, which also gives school-wide performance for BCP schools for the past two years. On this table, B=Basic (not meeting expected levels of performance); P=Proficient (meeting expected levels of performance); and A=Advanced (exceeding expected levels of performance).

<i>Wolfe Street Academy</i>									
	Mathematics								
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMS	17	58	25	16	56	29	6	79	15

ELL	15	54	31	11	65	24	6	86	9
SWD	31	56	13	32	42	26	8	38	8
African-American	33	50	17	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	0	50	50
Hispanic	11	60	29	14	59	27	4	81	15
Reading									
2012			2013			2014			
	B	P	A	B	P	A	B	P	A
FARMS	13	67	20	13	77	11	21	72	8
ELL	12	89	0	19	73	8	47	53	0
SWD	19	81	0	21	74	5	27	73	0
African-American	42	25	33	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	7	73	20	16	73	11	30	67	4
<i>Hampstead Hill Academy</i>									
Mathematics									
2012			2013			2014			
	B	P	A	B	P	A	B	P	A
FARMS	23	56	21	22	56	22	27	57	16

ELL	37	59	4	30	60	10	58	39	3
SWD	54	39	8	72	28	0	55	39	7
African-American	25	60	14	27	54	19	32	58	10
White	15	47	38	8	57	35	15	58	27
Hispanic	20	59	21	23	52	26	27	53	20
Multi-Racial	36	59	5	30	52	17	24	52	24
	Reading								
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMS	20	56	24	20	57	24	19	54	27
ELL	39	57	4	38	56	6	50	46	5
SWD	46	46	8	59	38	3	55	41	3
African-American	20	58	22	21	57	22	24	49	27
White	9	52	39	7	52	41	11	48	41
Hispanic	21	54	25	24	54	22	19	54	28
Multi-Racial	41	46	14	17	61	22	10	62	29
<i>Govans Elementary</i>									

	Mathematics								
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMS	12	63	25	14	64	23	45	53	2
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA
SWD	26	49	26	22	46	32	58	40	2
African-American	10	64	26	14	59	27	42	55	3
White	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Reading								
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMS	19	58	23	14	66	20	30	52	18
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA
SWD	33	33	33	21	66	13	41	43	17
African-American	18	58	25	15	61	23	28	53	20
White	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA

<i>City Springs</i>									
<i>Elementary</i>									
<i>Middle</i>									
	Mathematics								
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMS	42	54	2	58	41	2	75	24	2
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA
SWD	61	40	0	83	15	2	87	13	0
African-American	42	54	4	57	41	2	75	24	2
White	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Reading								
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMS	39	52	8	42	50	8	43	47	10
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA
SWD	58	34	8	60	40	0	60	40	0
African-American	39	52	9	42	51	8	43	47	10
White	NA	NA	NA	NA	NA	NA	NA	NA	NA

Hispanic	NA									
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(n)(2) Annual attendance rates can be found in Appendix F for our schools. Baltimore City

Schools are as follows:

General Education Students

Students with Disabilities

	2011	2012	2013	2014		2011	2012	2013	2014
All Elem	93.2	93.9	93.4	92.9	All Elem	91.6	92.2	91.8	91.1

(n)(3) Not applicable.

(o) No requests for other information or assurances have been made at this time.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

CHARTER SCHOOLS PROGRAM ASSURANCES – REPLICATION AND EXPANSION

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a Replication and Expansion of High-Quality Charter Schools Grant under the CSP must contain the following assurances:

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

1. All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2015, published in the Federal Register on June 12, 2015.
2. Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
3. Proof of the grantee's non-profit or not for-profit status;
4. A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
5. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
6. A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
7. Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

8. That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
9. That the grantee will cooperate with the Secretary in evaluating this program;
10. That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
11. That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and

12. That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

George B. Hess, Jr
NAME OF AUTHORIZED OFFICIAL

Chair of Board
TITLE

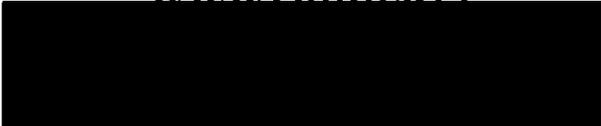

SIGNATURE OF AUTHORIZED OFFICIAL

7/8/2015
DATE

APPLICANT ORGANIZATION

DATE SUBMITTED

LAURA DOHERTY



EXPERIENCE

BALTIMORE CURRICULUM PROJECT

August , 2012 – Present

President and Chief Executive Officer

- Guide and support principals in instructional programming at three Baltimore City conversion charter schools.
- Deploy BCP personnel at each school in order to support the instruction programming.
- Recruit, train and supervise central BCP staff, which currently numbers ten.
- Develop and implement annual budget and maintain sound financial practices for BCP.
- Conduct quarterly reconciliation process for school funding.
- Provide sound financial management for BCP schools.
- Maintain positive relationships with BCP school communities.
- Maintain positive relationships with Baltimore City School Administration and Board.
- Ensure that BCP policies are logical, inclusive, effective, understood and observed by all employees.
- Work with BCP Board of Directors to set overall policy consistent with BCP's mission.
- Implement and monitor progress of the strategic plan.
- Report to Board about all aspects of the BCP program and the fiscal condition of the organization and our schools.
- Keep abreast of current educational research on curricula and practices.

NATIONAL INSTITUTE FOR DIRECT INSTRUCTION

August, 1997- July, 2012

Eugene, OR, USA

Project Director, July 2003 – present

- Led and managed all aspects of full immersion Direct Instruction model for 2-3 Baltimore City Schools. Schools use Direct Instruction reading, math, writing, spelling, and US History programs.
- Oversaw work of Implementation Managers in each participating school.

Implementation Manager, August 1997 –July 2003

- Managed school-wide pre-service training, in-class coaching, weekly data analysis, scheduling and instructional grouping for Baltimore City schools using the full immersion Direct Instruction model.
- Trained in-school peer coaches in Direct Instruction coaching techniques.

THE ASSOCIATION FOR DIRECT INSTRUCTION

Eugene, OR, USA

Trainer, 1998-2012

- Trained new and experienced Direct Instruction teachers in the following curricular areas: reading, math, comprehension, writing, and peer coaching at training conferences nationwide.

THE LAIKIPIA BARAKA SCHOOL

Central Kenya, Africa

Head Master and Teacher, 1996-1997

- Led and managed entire professional teaching staff during inaugural year of an innovative Direct Instruction boarding school for at-risk, under-privileged inner-city Baltimore boys. Program lauded in *Time* magazine, *The Washington Post*, *The New York Times*, and on *CBS News* and *NPR*.

- Taught daily courses of reading, math, English, composition, and Earth Science to 7th and 8th graders.

MALCOLM X COLLEGE / CHICAGO PUBLIC SCHOOLS

Chicago, IL, USA

Teacher and Direct Instruction Consultant, 1994-1996

- Taught Direct Instruction programs and implemented intensive behavioral interventions for acting out students in inner-city school for one academic year.
- Coached and trained teachers in several schools the following year.

YOUTHBUILD BOSTON

Boston, MA, USA

Job Placement Specialist, Financial Manager, Jan. 1991-Dec. 1992

- Developed job opportunities in the construction field for 18-24 year old men and women who successfully completed a construction training and GED program.
- Managed grant funding, and operating finances for program.

THE PLYMOUTH GROUP

Mountain View, CA, USA

Project Manager, 1988-1991

- Managed all aspects of residential development, from land acquisition through delivery and sale of the finished project.
- Project values ranged from \$3.2 million to \$34 million.

EDUCATION

UNIVERSITY OF OREGON, SCHOOL OF SPECIAL EDUCATION AND REHABILITATION

Eugene, OR, USA

Graduate coursework, 1993-1995

- Coursework in areas of behavior management, conduct disorders, testing and assessment, educational statistics, and instructional design.
- Worked on research projects including the development of a Direct Instruction US History textbook now used nationwide, and a federally funded violence prevention project aimed at working with acting out students and families using an intensive, school-based behavioral intervention.

STANFORD UNIVERSITY

Stanford, CA, USA

Bachelor of Arts in International Relations, 1988

- Financed in large part through work-study throughout school.
- Studied in Tours, France as an undergraduate.

PROFILE

Jon McGill is a career educator, administrator, writer and consultant. He has worked in Canada, the United Kingdom and the United States. His career began in the classrooms of East London, working in state comprehensive high schools and from there he moved into counseling and teacher training. He moved to the United States in 1988 to teach in the private sector. Since that time, he has been a department head, a middle school head, an Associate Head of School, Head of School, and public school principal and, now, the academic director for a Baltimore charter school operator of four public schools. He has also provided an extensive array of workshops on a variety of issues, the most recent of which was for Teach For America (Baltimore) on "The Impact of Poverty on Learning".

EXPERIENCE

State Comprehensive (public) schools, London England, 1973-1988

Teacher of History/English.
School Counseling, Head of Year;
Teacher Trainer; basketball coach
Certified in U.K.

Department Chair/Teacher: Wilmington Friends School 1988-95

Teacher: History 9-12
Chairperson, Teaching and Learning Committee; coach, baseball. Grant proposal writer and development areas.

Head of Middle School/Associate Head of School: Poly Prep Country Day School, 1995-2001

Responsible for all aspects of middle school, grades 5-8: promoted in 1997 to Associate Head of School to manage daily academic life for middle and upper school. Taught History and English, coached baseball.

Consultant to schools on curriculum development and diversity education.

Head of School: Gilman School, 2001-2007

Responsible for all operational aspects of boys' k-12 private school. Led successful \$50 million capital campaign.

Head of School: Henderson International School, 2007-2009

Responsible for operational aspects of pre-K-12 co-educational school.

Consultant to Baltimore Curriculum Project, 2010 (Charter School, Operator), including:

Transition Director for Collington Square School for the Arts (Pre-K-8) during search for new Principal June-August, 2010;

Director of Academic Affairs, Baltimore Curriculum Project: Current

Includes Principal and teacher training, curriculum development and providing professional development for new teachers.

EDUCATION

University of Waterloo, Ontario, Canada

B.A. (English); B.A. (Honours History); M.A., History

North-East London Polytechnic (London, England)

Port-Graduate Certificate in Education (with distinction)

University of London, Institute of Education (London, England)

M.A. (Urban Education)

SKILLS

School Management.

Writing/Researching/Editing.

Professional Development training programs.

Curriculum Development.

Public Speaking.

Counseling/Mentoring

Leadership Training

PUBLICATIONS

The Glass Bone (collection of 16 poems), National Poetry Foundation, (U.K.) 1988.

Various articles and book reviews for Independent School, magazine of National Association of Independent Schools, 1989-2015

Various articles, Council for Religious and Ethical Education

Articles for The Parents League (NYC) 1998, 1999

Teaching, Language and Learning, Hickman/Kimberley, eds., (Heinnemann, 1988, U.K.) Chapter contributor

Linda M. Taylor

Certification:

Mild/moderate disabilities teacher, elementary/middle grades
School Administration I/II

Education:

Johns Hopkins University School of Continuing Studies, Graduate Certificate, School Administration, 2000
Johns Hopkins University School of Continuing Studies, M.Ed., Mild/Moderate Disabilities, 1996
Central Michigan University, M.S., Administration, 1993
Tuskegee University, B.S., Political Science, 1981

Work Experience:

2006 to Present *Principal, Govans Elementary School, Baltimore, Maryland*

Successfully leading educational initiatives having resulted in Govans Elementary transformation from a low-performing school during the 2006 school year to a school currently experiencing measurable improved student achievement over the past seven years. Significantly decreased suspensions, from over 70 in 2006, to less than 5 during the 2014-2015 School Year. Regularly plans for implementation of rigorous instruction through frequent professional development, common planning observations and frequent conversations with staff. Works frequently with stakeholders in the review of culture data, adjusting practices as needed.

June 2006 *Interim Principal, Roland Park Elementary/Middle School, Baltimore, Maryland*

Provided instructional leadership to a staff of over 65 teachers by completing both formal and informal classroom observations with immediate feedback to ensure optimal teaching and learning within the classroom environment; worked with teachers to establish the schools' first Future Educators Association with an overall goal of making the field of education more attractive to students; worked with teachers to establish a National Honor Society which celebrates high student achievement within our school population; collaborated with parents to establish additional after school clubs and activities for students; established a fundraising committee to review and report on the best fundraising opportunities to inform the school of the best ways to secure funding needed to supplement its operating fund; worked with Arts staff members, and other stakeholders to plan for and implement sustained professional development in the area of Arts Integration with an overall goal of increased student achievement within the school; achieved 100% compliance in all areas of Special Education through improved collaboration among IEP staff, teachers, and administrative staff members; established monthly meetings with parents providing a forum for stakeholders to discuss issues of importance to the school community; maintained 100% immunization compliance for a total student population of 1,243 by instilling an attitude of pride and excellence among administrative staff; reduced the number of suspensions by 50% through advocating for increase support from school guidance counselors with students showing a need for additional counseling services; increased overall student attendance through restoration of the student – faculty relationship.

2004-2006 *Assistant Principal, Roland Park Elementary/Middle School, Baltimore, Maryland*

Provided close supervision of classroom instruction which resulted in continuous increases in student achievement on the MSA, Stanford 10, and Alt-MSA student achievement tests; regularly held parent conferences; actively participates on the School Improvement Team (SIT); communicates with various central offices to secure information and services for the school, especially related to immunization, SASI, suspensions, special education, lunch and bus services; conducted school wide professional development; complete all instructional supervisory responsibilities via the PBES teacher evaluation system; handles all elementary discipline referrals using a firm but caring approach which resulted in more than a 50% reduction in student suspensions and also ensured a safe and orderly environment.

2003-2004 *Intern Principal, Roland Park Elementary/Middle School, Baltimore, Maryland*

Under the leadership and guidance of the Principal, supervised and evaluated staff, provided leadership in all matters pertaining to the operation of the building and its educational program; worked to improve positive relationships with students, staff, parents and community; completed professional development for teachers and staff, supervised special education staff in the preparation for local audits and state wide assessments; and completed other duties as assigned. Given the charge to work closely with the special education department which resulted in the school making Adequate Yearly Progress in the area of special education for the first time.

Linda M. Taylor

2000-2003 *Educational Specialist, IEP Committees/Child Study Teams, Baltimore City Public School System (BCPSS), Baltimore, Maryland*

Successfully assisted in the development of training modules; provided in-service training, and technical assistance needed by Baltimore City Public School System personnel to ensure effective delivery of special education services.

1997-2000 *ARD Manager, Samuel C. Taylor Elementary School, Baltimore, Maryland*

Successfully implemented Baltimore City School System policy and procedures pertaining to the identification, placement and review of services for disabled students. Increased parent participation at student ARD meetings from 60% to 76% during the 1997-98 school year. Increased case management reporting from 59% to over 110% during the 1997-98 and 1998-99 school year resulting in approximately \$20,000 worth of revenues provided to the school from the office of Third Party Billing. Collaborated with special educators and related service providers to provide guidance pertaining to policy and procedure changes in the area of special education. Maintained all ARD student confidential folders with 100% compliance during both the 1997-98 and 1998-99 school years.

1993-1997 *Teacher, Margaret Brent Elementary School, Baltimore, Maryland*

As a primary and intermediate special education teacher; successfully implemented a variety of innovative teaching strategies and techniques to aid the learning of disabled students; organized and implemented an after school tutoring project to provide students with additional time to work on required skills; collaborated with general educators to ensure that instructional planning for special education students was in alignment with the Baltimore City curriculum and Maryland state learning outcomes.

1981-1993 *Military executive officer responsible for management and administration of personnel and equipment throughout the United States and Europe.*

Professional Activities & Leadership Positions:

Department Chairperson of school special education services
Member, School Improvement Team (SIT)
Staff Development Presenter
Test Coordinator, Member
Fundraising committee member
School Testing committee member
Member of Delta Sigma Theta Sorority, Inc.
Member of Sigma Iota Epsilon, an Honorary Professional Management Organization

References available upon request.

OBJECTIVE:

To serve as a professional leader in an Elementary/Middle school, with responsibilities in administration and supervision.

EXPERIENCE:

Fall 2010 to present

Assistant Principal

Collington Square School (Baltimore City Public Schools)

1409 Collington Avenue, Baltimore, MD 21213

- Implement a clear instructional vision alongside the principal with a school-wide focus on teaching and learning that is data-driven, standards-aligned and rooted in a belief that all students can achieve at high levels
- Responsible for the procurement of school supplies and materials
- Responsible for managing payroll approval
- Executing all duties related to the development and student distribution of the master schedules
- Implementing consistent school-wide instructional practices that are clear, results-oriented and research-based.
- Facilitating Professional Development workshops and creating opportunities for staff development
- Communicating with all the school's stakeholders; students, families, building, successful interpersonal relationships with faculty, staff members, and community members.
- Coordinating the facilitation of curricula and instruction to ensure a successful implementation of instructional for diverse learners
- Consult regularly with Principal and Special Education Coordinator to develop and implement effective instructional support services, academic programming, and interventions for diverse learners
- Observing, supervising, and evaluating general education and special education staff ensuring high quality education is delivered consistently.
- Developing and maintaining a purposeful school culture that supports a safe and effective learning environment
- Executing results-focused school operations and resource management that ensure minimal disruptions to teaching and learning and promote the success of all students and staff

Fall 2007 to present

Academic Coach/Staff Developer

Collington Square School (Baltimore City Public Schools)

- Assist with development of curriculum supplements and implementation of "best practices" in instruction
- Observe teachers and provide oral and written feedback to teachers and administrators regarding professional development, provide strategies to be implemented
- Develop, collect, monitor and analyze data for statistical analysis
- Provide professional development and instructional support (model lessons)
- Responsible for academic student placement
- Coordinate/schedule educational, recreational and enrichment school programs/activities
- Organize, inventory, and distribute instructional materials
- Experienced in use of internet, excel, Microsoft word, educational software, informational systems, etc.
- Coordinate Maryland School Assessment (MSA)
- Program coordinator for Summer School 2007-2010

Fall 1992 to 2007

Educator-First/Second/Third/Fourth Grade Teacher/Team Leader

Collington Square Elementary (Baltimore City Public Schools)

- Design daily, weekly and unit lesson plans
- Plan and implement cultural and recreation activities for after school program
- Evaluate student/teacher progress
- Conduct parent/teacher conferences
- Provide general instruction
- Coach, providing teacher assistance and support with curriculum and classroom management
- Team leader, outlining academic and behavioral procedures

Summer 1998 to 2005

Summer School Teacher

Collington Square Elementary

- plan/implement Reading and Math
- plan/implement recreational activities

Summer 1994 to 1998 (Summer Employment)

Enrollee Service Specialist

Mayor's Office of Employment & Development Youth Services/Summer Jobs

101 24th Street, Baltimore, Maryland 21218

- Oversee youth employed during summer months
- Provide job related counseling
- Organize, monitor, and calculate hours for payroll purposes

EDUCATION:

Morgan State University, M.S. Educational Administration & Supervision, Confirmed May 1996

Cheyney University, B.S. Elementary Education, Confirmed May 1992

Advanced Professional Certificate

Administrator I Certificate

ACTIVITIES:

Attendance Committee, 1995 to 1997

Partnership, 1996 - 2000

Student Government Association, 1996 to 1999

Wellness Committee, 1992 to 2000

School Climate Committee 1997 to present

Certified in Restorative Practices

References furnished upon request

Lawrence D. Schugam

EDUCATION

- May 2005* University of Maryland School of Social Work, Baltimore, Maryland
Master of Social Work in Management and Community Organization
Specialization: Social Action and Community Development
- December 1993* University of Maryland at College Park
Bachelor of Arts Degree in Third World Studies and Social Change
- July 1991 to
December 1991* University of Costa Rica, San Jose
University of Kansas Study Abroad Program

LANGUAGES Spanish and Lakota

TECHNOLOGY Microsoft Office, Adobe Photoshop, Illustrator, InDesign, DreamWeaver, Acrobat, GiftWorks, Sony Vegas Movie Studio, Windows Server, Mac Server, CSS, HTML

EXPERIENCE

*July 2005 to
Present*

Baltimore Curriculum Project (BCP)

Executive Vice President and Chief Development Officer (2010-Present)
Vice President and Senior Director for Strategic Initiatives (2008-2010)
Director of Policy and Development (2005-2008)

- Manage all aspects of development, communications, community outreach, and partnerships for charter management organization operating three neighborhood charter schools serving over 1,500 students in East Baltimore.
- Represent BCP on a variety of community advisory boards, coalitions, and committees.
- Engage in strategic planning and oversee strategic initiatives to achieve short-term and long-term goals of strategic plan.
- Development responsibilities include managing fundraising planning, annual campaign, major gifts, capital campaigns, grant-writing, special events, donor research, and donor cultivation.
- Serve as Assistant Secretary on BCP Board of Directors.
- Supervise Development Associate
- Manage special events including *Leading Minds* annual education forum series in partnership with Loyola University Maryland and annual *Are You Smarter than a BCP 5th Grader?* fundraising gala.
- Develop grant proposals for foundation, corporate, federal, state, and city funding.
- Communications responsibilities include design and publication of all collateral, website, and quarterly newsletter.
- Build partnerships with corporations, local businesses, foundations, and nonprofit organizations
- Conduct research on educational programs, policy issues, learning supports, and wraparound services.
- Assess school and community needs and identify programs, partnerships, and funding sources to address those needs.
- Developed technology plans for three schools and managed school participation in federal E-rate technology grant program.

Lawrence D. Schugam

- Member of leadership team for school-based capital projects including a \$2.2 million Early Learning Center renovation at Hampstead Hill Academy; a \$150,000 playground construction project at Collington Square School; and a \$1 million Community Athletic Complex project at City Springs School.
- Oversee program development and implementation for a variety of projects including the City Springs Academic Technology Project; the BCP/USTA Intramural Tennis League; the Wolfe Street Academy Internet Radio Station; and a 21st Century Community Learning Center program at City Springs School.
- Create and/or revise internal publications including board handbook, employee handbook, and business plan.

*October 2008
January 2014*

Feeding the People

Co-Director/Co-Founder

- Co-founded nonprofit organization to provide home-delivered meals, diabetes education and ongoing support for low-income diabetics living in the Baltimore area.
- Ensure ongoing local programmatic excellence, rigorous program evaluation, and consistent quality of finance and administration, fundraising, communications, and systems.
- Actively engage board members, event committees, partnering organizations, and funders
- Develop, maintain, and support a strong Board of Directors
- Expand local revenue generating and fundraising activities to support program operations
- Enhance organizational visibility through marketing and public relations including: press releases, social media, special events, conferences, interviews, and articles.
- Use external presence and relationships to garner new opportunities

*June 2004 to
July 2005*

Job Opportunities Task Force

Program Assistant

- Lobby state legislators on JOTF's legislative priorities.
- Draft testimony for public hearings of state Senate and House bills.
- Conduct research for educational publications, fact sheets, lobbying efforts, and other projects.
- Assist with planning and coordination of professional development workshops.
- Conducted research on public benefits eligibility screening software for Annie E. Casey Foundation and presented report to group of local foundations.
- Work in the community to identify needs and gather testimony from JOTF clients.
- Publish monthly electronic newsletter.
- Assist with drafting of grant proposals.
- Develop content and maintain technical components of JOTF web site.

*July 2004 to
July 2005*

Maryland Alliance for the Poor

Coalition Member

- Draft annual legislative agenda.
- Provide content, design and editing of legislative agenda collateral.
- Develop content and maintain technical components of MAP web site.

Lawrence D. Schugam

September 2003 to April 2004 **University of Maryland School Mental Health Program, Diggs-Johnson Middle School**
Clinical Intern

- Provide individualized treatment plans and therapy sessions for students.
- Plan and lead group therapy sessions.
- Coordinate with teaching staff to complete Child Study Team meetings, conduct classroom observations, and monitor student conduct.
- Assess community needs and connect students and families with community resources.
- Publish and organize Program newsletters and workshops.

September 2000 to December 2003 **Peabody Institute of The Johns Hopkins University, Baltimore, Maryland**
Manager, Peabody Computing Center

- Manage multimedia computing center equipped for graphic design, web design, and audio and video production.
- Supervise and manage Computing Center staff and Computer Helpdesk student workers.
- Develop and implement Computing Center policies.
- Taught graduate level class in web design.
- Taught a variety of computer classes for faculty and staff.
- Manage Computing Center budget.
- Administer Windows 2003 server network.
- Design and maintain Peabody Information Technology and Computing Center websites.
- Plan and conduct computer training for students, faculty, and staff.
- Publish Information Technology guides, handbooks and Computing Center Newsletter.
- Develop and conduct multimedia presentations for alumni, donors, faculty and students.
- Develop online tutorials for use of computer lab equipment.
- Administer maintenance of 200+ campus workstations.
- Procure software and hardware.

ADDITIONAL EXPERIENCE, BOARD SERVICE AND VOLUNTEER ACTIVITIES

- Johns Hopkins Community Health Partnership (J-CHIP) Community Advisory Board (2013 – Present)
- Secretary, Baltimore Education Coalition (2014 – Present; Member since 2010)
- Greater Baltimore Committee Education and Workforce Development Subcommittee (2013 – Present)
- Family League of Baltimore Community and School Engagement Steering Committee and School-Based Health Workgroup (2013 – Present)
- Johns Hopkins SOURCE Community Council (2014 – Present)
- 2014-2015 Johns Hopkins SOURCE Community Fellow
- East Baltimore Historical Library Task Force (2013-Present)
- Baltimore City Health Department Health Impact Assessment Community Advisory Committee (2013 – 2014)
- Johns Hopkins Urban Health Institute Community Health Initiative All Partners Group (2009 – 2013)
- Consortium for Urban Education Civic Engagement Work Group and STEM Work Group (2013 – Present)
- Board Member, Association of Fundraising Professionals – Maryland Chapter (1/2011 – 12/2013)
- Co-Chair, AFP-MD Annual Fundraising Day in Maryland Conference (1/2011 – 12/2013)
- Volunteer, Eagle Voice Native American Cultural Center



Experience:

2001-Present The Baltimore Curriculum Project, Inc. Baltimore, MD
Director of Human Resources/Office Manager

- Recruiting and Staffing
- Employment Compliance and Regulations
- Provided new employee orientation, development and training
- Assisted in development of BCP internal policies and handbooks
- Maintained employee documentation safely and securely for over 200 employees
- Oversee general employee relations (services, counseling safety, wellness and health)
- Oversee general office communications (e-mail, voicemail and developed reporting calendar)
- Distribute and record employee benefits (health insurance and retirement plans)
- Managed Payroll system for over 200 employees (processing payroll, employee leave tracking, and employee status)
- Maintained business Insurance (Liability, D&O and Workers Compensation)
- Answering phones and inquiries from our vendors, school-based staff and others
- Ordered supplies for BCP and its Charter Schools

1997-2001 College Bound Foundation Baltimore, MD
Clerical Support

- Managed the Student Database consisting of over 500 students in MS Access
- Answered multi-line phones and managing the voicemail system
- Provided administrative support to the Executive Director
- Managed the Scholar and general filing systems
- Generated reports for the Director of Development and Program Director
- Ordered supplies, faxing, Xeroxing and daily data entry
- Managed those scholars who complete volunteer service hours
- Developed flyers and postcards using MS Publisher
- Developed PowerPoint Presentations

1998-1999 St. Joseph's Medical Center Baltimore, MD
Emergency Department Volunteer

- Assisted doctors and nurses with patients
- Transported patients to their prospective destinations
- Changed beds and bed pans, retrieving patients from waiting room
- Delivering blood to blood bank, gathering materials from the pharmacy

1996-1997 College of Notre Dame of Maryland Baltimore, MD
Nursing Department and Weekend College Clerical Assistant

- Managed the filing, faxing, data entry (SPSS) and multi-phone system
- Assisted staff with the organization of files that were to be inspected by Hospital and Site Nursing Heads

Angela T. Scott

Education: 1997-2001 Towson University Baltimore, MD
▪ BS, Biology
1995-1997 College of Notre Dame of Maryland Baltimore, MD

Skills: Proficient in Microsoft 2010 Word, Access, PowerPoint, Publisher, Excel, QuickBooks, and ADP Pay Expert/Workforce Now. Typing proficiency: 52 wpm.

References: Available upon request

BALTIMORE CITY COUNCIL

Bill Henry – Fourth District
Room 502, City Hall
100 N. Holliday St.
Baltimore, Maryland 21202



July 9, 2015

Laura Doherty
President and CEO
Baltimore Curriculum Project, Inc.
2707 E. Fayette Street
Baltimore, MD 21224

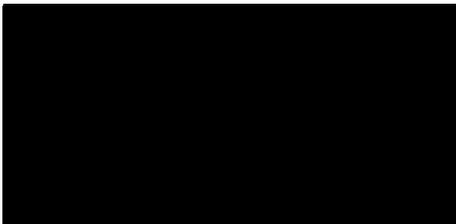
Dear Laura:

Please accept this letter as an expression of my support for Baltimore Curriculum Project's application for a Federal Replication & Expansion of High Quality Charter Schools Grant for Govans Elementary School. As the city councilman who represents Govans Elementary and the surrounding communities, I have worked frequently with its principal, Linda Taylor, and have been supportive of the school's growing partnership with Baltimore Curriculum Project (BCP) over the past few years. BCP clearly has the school's best intentions at heart -- as is evidenced by its pursuit of this grant, which would allow this successful elementary school to expand enrollment and reach even more young people in the neighborhood.

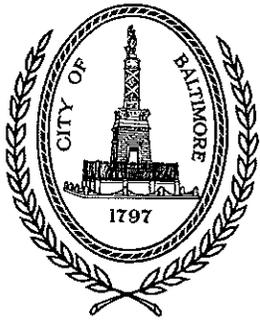
Additionally, Govans Elementary is in "Wave 2" of the Baltimore City School System's 21st Century Schools Plan, through which it will be undergo serious renovations and improvements. This, combined with the new partnership with BCP, makes Govans Elementary an ideal site for increased enrollment through a Replication and Expansion grant.

For the reasons stated, I wholeheartedly support this grant application and hope for a favorable result. Thank you for your time and attention.

Sincerely,



Bill Henry
Baltimore City Council – 4th District



James B. Kraft
Councilman
First District

503 CITY HALL • BALTIMORE, MD 21202 • [REDACTED]

EMILY SHERMAN
CHIEF OF STAFF

JEFF AMOROS
COMMUNITY AIDE

KAITLYN GOLDEN
COMMUNICATIONS ASSISTANT

KATIE MILLER
SHRIVER PEACEWORKER FELLOW

July 9, 2015

Ms. Laura Doherty, President
Baltimore Curriculum Project
2707 E. Fayette Street
Baltimore, MD 21224

Re: Support for Expansion of Baltimore Curriculum Project Charter Schools

Dear Ms. Doherty,

I would like to express my support and gratitude for the Baltimore Curriculum Project's positive contributions to education in Southeast Baltimore. Wolfe Street Academy and Hampstead Hill Academy are both located within my council district, and I have great respect for the positive educational experiences the Baltimore Curriculum Project continues to create for students enrolled at these schools.

Wolfe Street Academy and Hampstead Hill Academy are clearly successful in terms of students' academic achievement, but I equally appreciate the community-centeredness of these schools. The teachers and staff members demonstrate commitment and care for students, their families, and the surrounding neighborhoods. The expansion of programs that promote academic success alongside a broader sense of community would be of great benefit to Baltimore City.

I fully support the Baltimore Curriculum Project's application for the Replication & Expansion of High Quality Charter Schools grant for Govans Elementary. The model developed and implemented by the Baltimore Curriculum Project is well-worth replication. If you have any questions with regard hereto, then please do not hesitate to contact me. Otherwise, thank you for your consideration.

Very truly yours,

[REDACTED]
James B. Kraft

JBK/klm

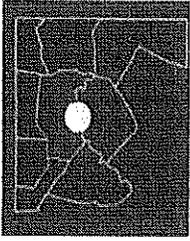
BCP Re: Support for Expansion of BCP Charter Schools 07092015

CHAIR: JUDICIARY AND LEGISLATIVE INVESTIGATIONS COMMITTEE
VICE CHAIR: LAND USE AND TRANSPORTATION COMMITTEE
VICE CHAIR: BUDGET AND APPROPRIATIONS COMMITTEE

COUNCIL REPRESENTATIVE: MARYLAND MUNICIPAL LEAGUE (*LEGISLATIVE COMMITTEE*)
BALTIMORE CITY VETERANS COMMISSION
BALTIMORE CITY HISPANIC COMMISSION

PR/Award # U282M150009

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July 9, 2015

Laura Doherty
Baltimore Curriculum Project
2707 E. Fayette Street
Baltimore, MD 21224

Dear Ms. Doherty:

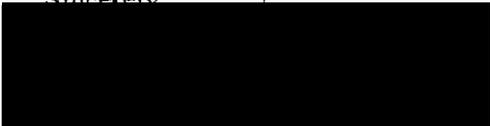
Morgan State University strongly supports the Baltimore Curriculum Project's (BCP) request for funding for a **Federal Replication & Expansion of High Quality Charter Schools Grant** for Govans Elementary School.

Morgan State University, through the Morgan Community Mile (MCM) Initiative has a close relationship with Govans Elementary School. The MCM is Morgan's flagship effort for community engagement and community revitalization. The Initiative's goal is to partner with Northeast Baltimore neighborhoods and private, public, nonprofit, and philanthropic organizations to utilize the University's research and knowledge-base to positively impact community outcomes.

One of the MCM priority areas is Education and Youth Development, and as such, has identified Govans Elementary School as one of the target schools in the MCM catchment area. We look forward to working with the BCP in its efforts to increasing student success and achievement in northeast Baltimore.

We gladly support the Baltimore Curriculum Project's application for funding and look forward to working with you.

Sincerely,



Ellis G. Brown, Jr., Director
Morgan Community Mile

Morgan Community Mile Initiative
1700 E. Cold Spring Lane, Montebello Complex – Trailer #3, Baltimore, MD 21251
community.mile@morgan.edu, 443-885-4178 phone, 443-885-8291 fax



Partnering with families and communities since 1982.

3741 Commerce Drive, Suite 309 • Baltimore, MD 21227 • 410-366-1250 • www.habitatchesapeake.org

Ms. Laura Doherty, President
Baltimore Curriculum Project
2707 E. Fayette Street
Baltimore, MD 21224

July 10, 2015

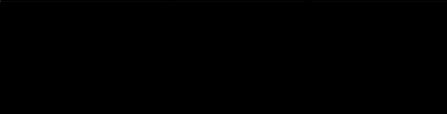
Dear Ms. Doherty,

Thank you for the opportunity to show Habitat for Humanity of the Chesapeake's support for the ongoing work of the Baltimore Curriculum Project with Govans Elementary School. As you know, the Woodbourne-McCabe neighborhood, part of which includes families districted to Govans Elementary, is a focus neighborhood of ours.

We have been working on the rehabilitation of upwards of 20 homes in the area, with four of those homes having been completed and sold to Habitat homeowners this spring. Our efforts span from homebuilding and community projects to partnering with area stakeholders, and our intention is to remain in the neighborhood, helping to revitalize, for a number of years.

The overall quality of life for our neighbors in Woodbourne-McCabe is very important to us, and to incoming Habitat homeowners. The good work of the Baltimore Curriculum Project in designating Govans Elementary a charter school, and implementing the curriculum and support of the BCP program is one of the best assets in the community, and we fully support your work with the school, and families who attend there.

Yours in partnership,


Leila Kohler-Frueh
Director of Community Engagement



July 7, 2015

To Whom It May Concern,

Live Baltimore is a nonprofit organization with a mission to increase Baltimore City's residential population. As such, we whole heartedly view Baltimore Curriculum Project as a key partner in reaching our goals.

BCP creates "destination schools" that attract and retain residents with children in surrounding neighborhoods. We have seen tremendous growth in the Hampstead Hill district especially—where BCP has created one of the city's most desirable, racially and socioeconomically diverse schools.

BCP's partnership with Govans Elementary creates an exciting opportunity for Live Baltimore. We believe that BCP's investment in this school will have a tremendous positive impact on our ability to market districted neighborhoods: Cameron Village, Chinquapin Park, Lake Walker, Mid-Govans, Belvedere, and Evesham Park. We know from our research that high performing, diverse schools are among the most important factors in families' decisions to remain in Baltimore City.

It is with great pleasure that Live Baltimore lends its support to Baltimore Curriculum Project's Federal Replication & Expansion of High Quality Charter Schools Grant Application.

Sincerely,

Steven Gondol

Executive Director



343 N. Charles St, 1st floor

Baltimore, MD 21201

410.637.3750 x110

LiveBaltimore.com

THE YORK ROAD PARTNERSHIP

Serving the York Road Community

May 13, 2014

Office of New Initiatives
Baltimore City Public School System
200 East North Avenue, Room 319 B
Baltimore, MD 21202

To Whom It May Concern:

The York Road Partnership (YRP) supports the Baltimore Curriculum Project's (BCP) application to convert Govans Elementary School into a neighborhood charter school, with the understanding the BCP is committed to the continual involvement of Mid-Govans Community Association and surrounding communities in the charter school conversion process, including the implementation of the curriculum and the use of Direct Instruction.

This letter of support is in accordance to Mid-Govans Community Association and other surrounding communities' approval and the expectation of on-going calibration between BCP and the communities throughout the entire conversion and implementation process.

Based on the above understanding and agreement, we urge the Baltimore City School Board to approve BCP's charter application.

Sincerely,

A large black rectangular redaction box covering the signature of Christopher N. Forrest.

Christopher N. Forrest, President
York Road Partnership



THE CHURCH OF THE
Redeemer

*Worshipping, caring, serving
and growing in Christ's name*

March 4, 2014

Office of New Initiatives
Baltimore City Public School System
200 East North Avenue, Room 319 B
Baltimore, MD 21202

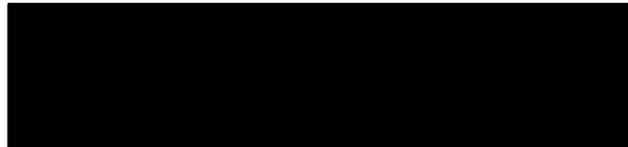
To Whom It May Concern:

The Church of the Redeemer is in full support of the Baltimore Curriculum Project's application to convert Govans Elementary School into a neighborhood charter school. We have been a partner with Govans Elementary for three years, including painting classrooms in the summer, collecting and donating school supplies, collecting and providing winter coats and accessories, donating new and used computers, and serving as volunteer tutors and classroom aides.

We are well acquainted with the success and fine reputation of Baltimore Curriculum Project, whose founder Dr. Muriel Berkeley, is an active parishioner, and are pleased that it will assume operation of the school.

We will continue as a partner to offer our help to Govans Elementary School and hope to be able to increase our assistance to the school. Our commitment is to the students of Govans Elementary that they receive the best education possible. We believe that the conversion of Govans Elementary School to a public charter school would help attain that goal.

Yours truly,



The Rev. Dr. Paul D. Tunkle, Rector

MID-GOVANS COMMUNITY ASSOCIATION

"A community who believes that safety and beautification is every neighbors business"

April 14, 2014

Office of New Initiatives
Baltimore City Public School System
200 East North Avenue, Room 319 B
Baltimore, MD 21202

To Whom It May Concern:

The Mid-Govans Community Association supports the Baltimore Curriculum Project's (BCP) application to convert Govans Elementary School into a neighborhood charter school, with the understanding that BCP is committed to continuing to involve the Mid-Govans Community Association and community members in the charter conversion process, including the implementation of the curriculum and the use of Direct Instruction.

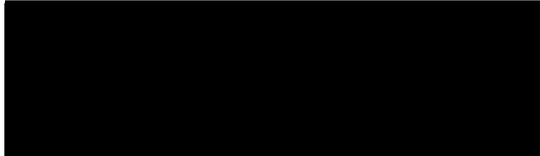
BCP spoke about the charter proposal at the last Mid-Govans Community Association meeting on March 31 and we have met with the BCP leadership team on several occasions to discuss the proposal in detail. We specifically discussed the need for more rigorous STEM instruction at Govans and know that BCP and Govans Principal Linda Taylor are focused on enhancing instruction in this area.

We are excited about the potential opportunities this partnership with BCP will provide for Govans students, families and our community. We urge the Baltimore City School Board to approve BCP's charter application.

Sincerely,



Edwin Johnson, President
Mid-Govans Community Association



Sandra McPhaden, Secretary
Mid-Govans Community Association

Sarah Manekin, Ph.D.



May 9, 2014

Dear School Board Members:

I am writing to express my strong support for the Baltimore Curriculum Project's (BCP) proposed effort to turn Govans Elementary into a BCP charter school. As a Baltimore resident in Homeland (part of the Govans zone), a former high school and college teacher, and a parent of two young children, quality education is of the utmost importance to me. Indeed, nothing is more important.

I am familiar to some degree with the work of the Baltimore Curriculum Project, in part because I have previously worked with Jon McGill, their Director of Academic Affairs, and in part through my own research into Baltimore City charter schools. The vision that BCP has for Govans Elementary addresses many of the concerns that I and many of my fellow parents have as we consider school choices in our neighborhood. Many of my neighbors have not previously considered a BCPS option because they assume the curriculum is too limited, the school culture too chaotic, and the educational opportunities circumscribed. But many might think differently if the curriculum was expanded and the educational opportunities widened beyond the current reading and math focus. Parents want a fully rounded program of academic subjects as well as a menu of arts and athletic offerings that are currently beyond Govans' ability to create. A partnership with BCP can help bring such educational offerings to the school and enrich the quality of students' educational experiences.

The prospect that BCP could bring the kind of school that they have already developed at Hampstead Hill to my neighborhood school is very exciting to me, and it is why I wholeheartedly offer my full support of their bid to work with Govans Elementary.

Sincerely,

Sarah Manekin

March 17, 2014

Office of New Initiatives
Baltimore City Public School System
200 East North Avenue, Room 319 B
Baltimore, MD 21202

Dear Committee Members:

I am writing in very strong support of a plan to convert my local public elementary school, Govans Elementary, to a neighbourhood charter school. Though I am not an expert in the field of elementary education or of public education policy, I have worked with Govans Elementary School for about seven years now as one of its community partners, and have been very happy with our partnership. Over these years, I have witnessed how Govans struggles with limited resources, and how, despite the tough breaks, the school continues to maintain a strong spirit and a deep dedication to the children it serves. I have always been impressed at how well Govans does with such a relative paucity of resources. Now it seems that there is an opportunity to increase the school's resources, autonomy and spirit by working to become a Charter school, and it seems opportune for the school to seize it.

Seven years ago I first approached Ms. Taylor at Govans Elementary School, asking if she would be interested in developing a partnership with Loyola College in Maryland [now Loyola University Maryland]. I am an Associate Professor in the Philosophy Department at Loyola, and at that time I had been developing a course that would involve students in some community service-learning. Govans Elementary School was my local public elementary school; it is just down the road from my house. At that time (and also today), it seemed to me that there was a lot that my students could learn from partnering with Govans, and I came to learn also that the Govans children were very happy and able to learn from my students. To my great satisfaction, the school principal, Ms. Linda Taylor, was very open to the idea, and she and her staff made it very easy for me to begin to send my students there to help out in the classrooms. The rest is history. Govans Elementary was then, and remains today a school with an awful lot of spirit, energy and pride, and it benefits from a strong and dedicated administration.

I did not want to simply be a mouthpiece for a decision already made prior to writing this letter. It was important to me to understand something about the background, conditions and prospects of a shift to Charter school status. I therefore did a bit of preparation: I have met with a representative of the Baltimore Curriculum Project, I have discussed the prospect with other community partners in this context, and I have also spoken with the principal of Govans Elementary School. Apart from this, I have also engaged in some informal discussions with principals of other schools that are gathered under the same rubric (that of the Baltimore

Curriculum Project). Though I can hardly claim to be an expert, I did get a bit of a read. All evidence seems to indicate that if Govans were to become a public charter school with the BCP, then it will provide a better education, a better experience, and a better learning climate for the children who attend that school.

I pledge then that as far as I am able, I will continue to work through Loyola University Maryland as a partner to Govans Elementary School. We will continue to offer the programs we have developed with Govans Elementary as well as to institute new programs when needed. Our commitment is to the students of Govans Elementary and the need for each student to receive the best education possible. The conversion of Govans Elementary into a charter school operated by the Baltimore Curriculum Project is one more step towards attaining that goal.

Finally, I wish the administration, faculty and staff of Govans Elementary School, as well as the children, their parents and extended families, and finally the entire community of Govans and surrounding areas the best of luck in this transition. It takes a community.

Yours most sincerely,

Catriona

Dr. Catriona Hanley
Govans Elementary School Service-learning partner
Chair: Peace and Justice Committee
Associate Professor: Dept. of Philosophy
Loyola University Maryland
4501 N. Charles St.
Baltimore, MD 21210

LEGG MASON

GLOBAL ASSET MANAGEMENT

February 28, 2014

Office of New Initiatives
Baltimore City Public School System
200 East North Avenue, Room 319 B
Baltimore, MD 21202

To Whom It May Concern:

Legg Mason is in support of the Baltimore Curriculum Project's (BCP) application to convert Govans Elementary School into a neighborhood charter school for SY14/15. We have been a partner with BCP for over eight years, providing financial support, enrichment opportunities and volunteers for the BCP schools.

We anticipate that Govans Elementary would benefit from the BCP / Legg Mason partnership. Legg Mason has supported BCP since 2005 to assist with programs such as:

- Funding for approximately 100 students from City Springs Elementary/Middle School and Hampstead Hill Academy to engage in Junior Achievement programs, which teach students about business, economics and life skills.
- A partnership with the BSO, through which we are providing all BCP schools with the opportunity to attend BSO mid-week concerts or open rehearsals during SY13/14.
- A discretionary grant of \$30,000 (\$10,000 for each BCP school) in 2013.
- A fundraiser at the Legg Mason Harbor East Tower to support the City Springs Athletic Complex project in 2013. We provided \$10,000 for the project and underwrote \$5,000 of the fundraising event.
- An annual matching grant of \$7,000 to enable Hampstead Hill Academy students to participate in Audubon nature programs at Patterson Park, for the past 8 years.
- An annual visit by Legg Mason executives to Hampstead Hill Academy to donate books and read with students around the holidays.

We are excited that an organization with the solid reputation of the Baltimore Curriculum Project has applied to assume operation of Govans Elementary School. We encourage you to approve their charter application.

Sincerely,


Audum Ben
Director, Corporate Philanthropy

cc: Larry Schugam, Baltimore Curriculum Project

March 1, 2014

Office of New Initiatives
Baltimore City Public School System
200 East North Avenue, Room 319 B
Baltimore, MD 21202

To Whom It May Concern:

The Junior League of Baltimore is in full support of the Baltimore Curriculum Project's application to convert Govans Elementary School into a neighborhood charter school. We have been a partner with Govans Elementary for over 10 years providing various resources such as uniforms, school supplies, and books. As well, in the past, we have provided the funding and volunteers to run their annual Winterfest. We are excited that an organization with the solid reputation of the Baltimore Curriculum Project will assume operation of the school.

We will continue with the partnership we have developed with Govans Elementary as well as provide resources when needed. Our commitment is to the students of Govans Elementary and the need for each student to receive the best education possible. The conversion of Govans Elementary into a charter school operated by the Baltimore Curriculum Project is one more step towards attaining that goal.

Sincerely,

The Junior League of Baltimore



GOVANS ELEMENTARY SCHOOL #213
5801 York Road
Baltimore, MD 21212
Phone: 410-396-6396 Fax 410-545-7840
Principal, Mrs. Linda M. Taylor

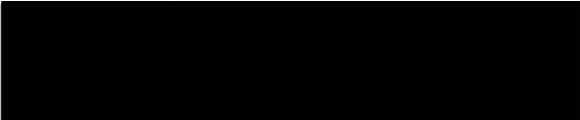
March 4, 2014

Office of New Initiatives
Baltimore City Public School System
200 East North Avenue, Room 319 B
Baltimore, MD 21202

To Whom It May Concern:

The staff members and leadership of Govans Elementary School fully support the Baltimore Curriculum Project's application to convert Govans Elementary School into a neighborhood charter school. Staff members have toured one or more of BCP's charter schools and they are very excited about the educational model, training, and supports that BCP will provide for Govans. One hundred percent of the Govans staff voted to support the charter application.

Sincerely,


Linda M. Taylor, Principal
Govans Elementary School

February 24, 2014

Office of New Initiatives
Baltimore City Public School System
200 East North Avenue, Room 319 B
Baltimore, MD 21202

To Whom It May Concern:

Business Volunteers Maryland is in full support of the Baltimore Curriculum Project's (BCP) application to convert Govans Elementary School into a neighborhood charter school for SY14/15. We have been a partner with BCP for over eight years, providing volunteers, partnership support, and other services for the BCP schools.

We have already begun exploring with BCP how Govans Elementary may benefit from the services offered by Business Volunteers. BCP recently submitted a proposal to request a skill-based volunteer to help Govans Elementary develop a marketing and communication strategy.

Recent Business Volunteers support for BCP schools includes the following:

- In 2013 we facilitated a partnership between CareFirst, BCP and City Springs Elementary/Middle School. CareFirst is providing funding and mentors for a new Big Brothers Big Sisters program at the school.
- Participants in the Business Volunteers GIVE civic leader program organized a career day at Wolfe Street Academy and raised funds for a tour of Towson University in the fall of 2013.
- City Springs Elementary/Middle School is participating in the Business Volunteers INSPIRE program, which engages teams of business volunteers to incentivize and educate students on the importance of consistent school attendance.
- In 2012, Business Volunteers' PENCIL Partnership program matched Mo Jishi of M&T Bank with Hampstead Hill Academy, to help Principal Matt Hornbeck with strategic financial planning.

We are excited that an organization with the solid reputation of the Baltimore Curriculum Project will assume operation of Govans Elementary School. We encourage you to approve their charter application.

Sincerely,



Kelly Hodge-Williams
Executive Director

Originull Networks

April 2, 2014

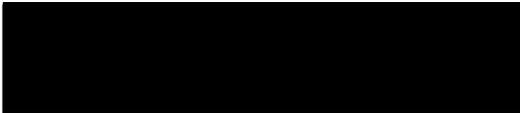
Dear School Board Members:

I am writing to express my strong support for the Baltimore Curriculum Project's (BCP) proposed effort to turn Govans Elementary into a BCP charter school. As a Baltimore resident, soon-to-be-parent, and business leader, quality education is of the utmost importance to me.

After doing thorough research regarding BCP's past efforts, I was presented with an opportunity to visit one of their schools, Hampstead Hill Elementary. Upon visiting I was extremely happy with what I saw. Students were incredibly engaged; teachers were team oriented, caring, and attentive; the school environment was safe, promoted learning and positive eating habits; and the curriculum was sufficiently rigorous.

The prospect that BCP could bring similar supports to my neighborhood school is very exciting to me and why I wholeheartedly offer my full support of their bid to work with Govans Elementary.

Sincerely,



Dia A. Adams
CEO, Originull Networks



Baltimore Reads, Inc.

Providing Skills for Life

31 South Calvert Street, 4th floor, Baltimore, MD 21202

Phone: (410) 752-3595 Fax: (410) 752-9409 www.baltimorereads.org

March 3, 2014

Office of New Initiatives
Baltimore City Public School System
200 East North Avenue, Room 319 B
Baltimore, MD 21202

To Whom It May Concern:

The Baltimore Reads Book Bank is in full support of the Baltimore Curriculum Project's (BCP) application to convert Govans Elementary School into a neighborhood charter school for SY15/16. We have been a partner with BCP since 2012 and have provided thousands of books for BCP students to build their home libraries. We welcome the opportunity to include Govans Elementary in our monthly book distribution program.

We are excited that an organization with the solid reputation of the Baltimore Curriculum Project will assume operation of Govans Elementary School. We encourage you to approve their charter application.

Sincerely,

Mark Feiring
Director
Baltimore Reads Book Bank
Baltimorereads.org



Board of Directors

Clare Close Miller, *Chair*
Adam F. Burch
Wendy Odell Magus
Aimee P. Martin
Scott A. McWilliams
Allison Brill Wettlaufer
Stephen Mogge, Ph.D.

Shirley Bigley LaMotte, *Chief Executive Officer*

Jessica Vollmerhausen Palladino
Patrick J. Schoenwetter
G. Trent Stroup
JaNean Stubbs Taylor
Sanford Teplitzky

Cal Ripken Jr.
*Honorary Lifetime
Board Member*

Advisory Board

Christopher Eddings
Maggi Gaines
Carla D. Hayden, Ph.D.
Kai Jackson
Joan T. McGill
Carroll D. Nordhoff
The Honorable Catherine Pugh
Robert Waldman

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: **SEP 16 2014**

Employer Identification Number:
52-1961406

BALTIMORE CURRICULUM PROJECT INC.
C/O LAURA DOHERTY
2702 E FAYETTE ST
BALTIMORE, MD 21224-1205



Form 990 Required:

Yes

Dear Sir or Madam:

On June 18, 2008, you notified the Internal Revenue Service of your intent to terminate your foundation status as a private foundation under section 507(b)(1)(B) of the Internal Revenue Code of 1986 and become a public charity. In our letter of August 22, 2008, we stated that you would be treated as a public charity until the expiration of your 60-month advance ruling period.

Based on the information you submitted at the end of the advance ruling period, we determined that you have terminated your private foundation status under the provisions of section 507(b)(1)(B) of the Code. Accordingly, as of July 1, 2008, you have been reclassified as a public charity described in section 509(a)(2) of the Code. Since your exempt status wasn't under consideration, you continue to be classified an organization exempt from Federal income tax under section 501(c)(3) of the Code.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, *Compliance Guide for 501(c)(3) Public Charities*, which describes your recordkeeping, reporting, and disclosure requirements.

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

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

Sincerely,



Director, Exempt Organizations

STATE OF MARYLAND
EXECUTIVE DEPARTMENT
LARRY HOGAN
GOVERNOR
BOYD K. RUTHERFORD
LT. GOVERNOR



OFFICE OF THE SECRETARY OF STATE
STATE HOUSE
ANNAPOLIS, MARYLAND 21401
TOLL FREE 888-874-0013

JOHN C. WOBENSMITH
SECRETARY OF STATE

June 25, 2015

Baltimore Curriculum Project, Inc.
2707 E. Favette Street
Baltimore, MD 21224

Dear Program Director:

Thank you for forwarding the materials required to maintain your charitable registration in the State of Maryland. The information received is in proper order, and your registration has been renewed.

Please retain this letter for your files, as it certifies that your registration is current with the Office of the Secretary of State until **12/31/2015**. At that time, your next financial report and the appropriate renewal information and fee should be filed with our office.

Your registration number is 3843. Please include your registration number in all communications with this office.

If you have any questions, please contact the Charities and Legal Services Division at (410)974-5534.

Sincerely Yours,

John C. Wobensmith
Secretary of State

CID 3843

STATE OF MARYLAND
Department of Assessments and Taxation

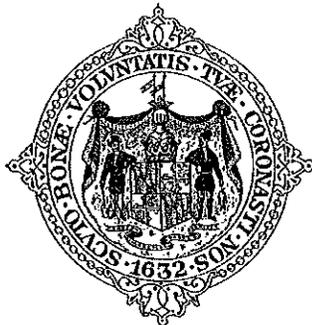
I, PAUL B. ANDERSON OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF THE STATE OF MARYLAND, DO HEREBY CERTIFY THAT THE DEPARTMENT, BY LAWS OF THE STATE, IS THE CUSTODIAN OF THE RECORDS OF THIS STATE RELATING TO THE FORFEITURE OR SUSPENSION OF CORPORATIONS, OR THE RIGHTS OF CORPORATIONS TO TRANSMIT BUSINESS IN THIS STATE, AND THAT I AM THE PROPER OFFICER TO EXECUTE THIS CERTIFICATE.

I FURTHER CERTIFY THAT BALTIMORE CURRICULUM PROJECT, INC., INCORPORATED FEBRUARY 07, 1996, IS A CORPORATION DULY INCORPORATED AND EXISTING UNDER AND BY VIRTUE OF THE LAWS OF MARYLAND AND THE CORPORATION HAS FILED ALL ANNUAL REPORTS REQUIRED, HAS NO OUTSTANDING LATE FILING PENALTIES ON THOSE REPORTS, AND HAS A RESIDENT AGENT. THEREFORE, THE CORPORATION IS AT THE TIME OF THIS CERTIFICATE IN GOOD STANDING WITH THIS DEPARTMENT AND DULY AUTHORIZED TO EXERCISE ALL THE POWERS RECITED IN ITS CHARTER OR CERTIFICATE OF INCORPORATION, AND TO TRANSMIT BUSINESS IN MARYLAND.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY SIGNATURE AND AFFIXED THE SEAL OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF MARYLAND AT BALTIMORE ON THIS AUGUST 29, 2014.



Paul B. Anderson
Charter Division



301 West Preston Street, Baltimore, Maryland 21201
Telephone Balto. Metro (410) 767-1340 / Outside Balto. Metro (888) 246-5941
MRS (Maryland Relay Service) (800) 735-2258 TT/Voice
Fax (410) 333-7097

BALTIMORE CURRICULUM PROJECT, INC.

(a non-stock corporation)

ARTICLES OF INCORPORATION

RECEIVED
96 FEB -7 P 1126

FIRST: THE UNDERSIGNED, Nancy D. O'Neil, whose address is 36 South Charles Street, Baltimore, Maryland 21201 being at least eighteen years of age, acting as incorporator, does hereby form a non-stock corporation under and by virtue of the General Laws of the State of Maryland.

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

Baltimore Curriculum Project, Inc.

THIRD: The Corporation is formed to further and promote exclusively charitable, religious, educational and scientific purposes and the business and objects to be carried on and promoted by it are:

(1) to write and implement a structured, challenging curriculum to be used in the Baltimore City Public School System in grades kindergarten through 8, in order to enable students to achieve a thorough grounding in reading, writing, mathematics, geography, history and science; and

(2) to perform other activities permitted corporations under the General Laws of the State of Maryland, to the extent such activities are permitted of organizations which are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law) and contributions to which are deductible under sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), including the making of distributions to organizations that qualify as exempt organizations

under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) and also including the making of distributions to states, territories, or possessions of the United States, any political subdivision of any of the foregoing, or to the United States or the District of Columbia, but only for charitable purposes. As used in the previous sentence, "charitable purposes" shall be limited to and shall include only religious, charitable, scientific, literary or educational purposes within the meaning of those terms as used in Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

FOURTH: The present address of the principal office of the Corporation in this State is 111 South Calvert Street, Suite 2300, Baltimore, Maryland 21202.

FIFTH: The name and address of the resident agent of the Corporation in this State are Catherine B. Walsh, 111 South Calvert Street, Suite 2300, Baltimore, Maryland 21202. Said resident agent is a citizen of the State of Maryland who resides there.

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

SEVENTH: The trustees of the Corporation also constitute the members of the Corporation and, when meeting as trustees, may exercise the rights and powers of members.

EIGHTH: The number of trustees of the Corporation shall be three (3), which number may be increased or decreased pursuant to the By-Laws of the Corporation but shall never be less than the minimum number permitted by the General Laws of the State of Maryland now or hereafter in force. The names of the trustees who will serve until the first annual meeting and until their successors are elected and qualify are Muriel V. Berkeley, Robert C. Embry, Jr. and Catherine B. Walsh. The trustees shall be elected in the manner provided in the By-Laws.

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

(1) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the

Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

(2) Upon dissolution of the Corporation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation (a) to an organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) contributions to which are deductible under sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), or (b) to states, territories, or possessions of the United States, any political subdivision of any of the foregoing, or to the United States or the District of Columbia, but only for charitable purposes. The Board of Trustees shall determine how the Corporation's assets will be distributed in accordance with the foregoing sentence. Any of the Corporation's assets not so disposed of shall be disposed of by the Circuit Court of Baltimore City or such other court sitting in equity in

the political subdivision in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

(3) The Corporation shall indemnify (a) its trustees to the full extent permitted by the General Laws of the State of Maryland now or hereafter in force, including the advance of expenses under the procedures provided by such laws; (b) its officers to the same extent it shall indemnify its trustees; and (c) its officers who are not trustees to such further extent as shall be authorized by the Board of Trustees and be consistent with law; provided, however, the foregoing shall not limit the authority of the Corporation to indemnify other employees and agents consistent with law and that indemnification shall only be to the extent permitted of organizations which are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law) and contributions to which are deductible under sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

(4) To the fullest extent permitted by Maryland statutory or decisional law, as amended or interpreted, no trustee or officer of this Corporation shall be personally liable to the Corporation or its members for money damages; provided, however, that the foregoing limitation of trustee and officer liability shall only be to the extent permitted of organizations which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law) and contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law). No amendment of the charter of the Corporation or repeal of any of its provisions shall limit or eliminate the benefits provided to trustees and officers under this provision with respect to any act or omission which occurred prior to such amendment or repeal.

(5) During any fiscal year of the Corporation that it is determined to be a private foundation as defined in section 509(a) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law):

(a) The Corporation shall distribute its income for such taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by section 4942 of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

(b) The Corporation shall not engage in any act of self-dealing as defined in section 4941(d) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

(c) The Corporation shall not retain any excess business holdings as defined in section 4943(c) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

(d) The Corporation shall not make any investments in such manner as to subject it to tax under section 4944 of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

(e) The Corporation shall not make any taxable expenditures as defined in section 4945(d) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

(6) The Corporation retains the right to further amend its corporate purposes so that they may embrace any activity which may properly be engaged in by any organization which is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law) and contributions to which are deductible under sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States

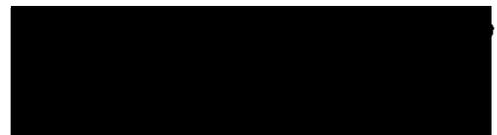
Internal Revenue Law), and all contributions to the Corporation are made subject to this provision unless otherwise specifically stated in writing at the time of making the contribution.

The enumeration and definition of particular powers of the Board of Trustees included in the foregoing shall in no way be limited or restricted by reference to or inference from the terms of any other clause of this or any other Article of the charter of the Corporation, or construed as or deemed by inference or otherwise in any manner to exclude or limit any powers conferred upon the Board of Trustees under the General Laws of the State of Maryland now or hereafter in force, except to the extent that the General Laws of the State of Maryland permit activities which are not permitted under Federal Law for any organization which is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) and contributions to which are deductible under sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions under any future United States Internal Revenue Law).

TENTH: The duration of the Corporation shall be perpetual.

IN WITNESS WHEREOF, I have signed these Articles of Incorporation, acknowledging the same to be my act, on February 7, 1996.

WITNESS:



Nancy D. O'Neil

BALTIMORE CURRICULUM PROJECT, INC.

BY-LAWS

ARTICLE I.

MEMBERS

SECTION 1.01. *Members.* The trustees of the Corporation also constitute the members of the Corporation and, when meeting as trustees, may exercise the rights and powers of members.

ARTICLE II.

BOARD OF TRUSTEES

SECTION 2.01. *Function of Trustees.* The business and affairs of the Corporation shall be managed under the direction of its Board of Trustees. All powers of the Corporation may be exercised by or under authority of the Board of Trustees.

SECTION 2.02. *Number of Trustees.* The Corporation shall have at least three trustees at all times. The Corporation shall have the number of trustees provided in the Charter until changed as herein provided. A majority of the entire Board of Trustees may alter the number of trustees set by the Charter to not exceeding 25 nor less than three trustees, but the action may not affect the tenure of office of any trustee, except as provided in Section 2.04.

SECTION 2.03. *Election and Tenure of Trustees.* At each annual meeting, the trustees shall elect trustees to hold office until the next annual meeting and until their successors are elected and qualify.

SECTION 2.04. *Removal of Trustee.* Unless statute or the Charter provides otherwise, the trustees may remove any trustee, with or without cause, by the affirmative vote of a majority of the entire Board of Trustees.

SECTION 2.05. *Vacancy on Board.* A majority of the remaining trustees, whether or not sufficient to constitute a quorum, may fill a vacancy on the Board of Trustees which results from any cause except an increase in the number of trustees and a majority of the entire Board of Trustees may fill a vacancy which results from an increase in the number of trustees. A trustee elected to fill a vacancy serves until the next annual meeting of trustees and until his successor is elected and qualifies.

SECTION 2.06. *Annual and Regular Meetings.* The Corporation shall hold an annual meeting of its trustees to elect trustees and transact any other business within its powers either at 4:00 p.m. on the twentieth (20th) of June in each year if not a legal holiday, or at such other time on such other day falling on or before the 30th day thereafter as shall be set by the Board of Trustees. Except as the Charter or statute provides otherwise, any business may be considered at an annual meeting without the purpose of the meeting having been specified in the notice. Failure to hold an annual meeting does not invalidate the Corporation's existence or affect any otherwise valid corporate acts. Any other regular meeting of the Board of Trustees shall be held on such date and at any place as may be designated from time to time by the Board of Trustees.

SECTION 2.07. *Special Meetings.* Special meetings of the Board of Trustees may be called at any time by the Chairman of the Board or the President or by a majority of the Board of Trustees by vote at a meeting, or in writing with or without a meeting. A special meeting of the Board of Trustees shall be held on such date and at any place as may be designated from time to time by the Board of Trustees. In the absence of such designation such meeting shall be held at such place as may be designated in the call.

SECTION 2.08. *Notice of Meeting.* Except as provided in Section 2.06, the Secretary shall give notice to each trustee of each annual, regular, and special meeting of the Board of Trustees. The notice shall state the time and place of the meeting. Notice is given to a trustee when it is delivered personally to him, left at his residence or usual place of business, or sent by telegraph or telephone, at least 24 hours before the time of the meeting or, in the alternative by mail to his address as it shall appear on the records of the Corporation, at least 72 hours before the time of the meeting. Unless the By-Laws or a resolution of the Board of Trustees provides otherwise, the notice need not state the business to be transacted at or the purposes of any annual, regular, or special meeting of the Board of Trustees. No notice of any meeting of the Board of Trustees need be given to any trustee who attends, or to any trustee who, in writing executed and files with the records of the meeting either before or after the holding thereof, waives such notice. Any meeting of the Board of Trustees, annual, regular, or special, may adjourn from time to time to reconvene at the same or some other place, and no notice need be given of any such adjourned meeting other than by announcement.

SECTION 2.09. *Action by Trustees.* Unless statute or the Charter or By-Laws requires a greater proportion, the action of a majority of the trustees present at a meeting at which a quorum is present is action of the Board of Trustees. A majority of the entire Board of Trustees shall constitute a quorum for the transaction of business. In the absence of a quorum, the trustees present by majority vote and without notice other than by announcement may adjourn the meeting from time to time until a quorum shall attend. At any such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally notified. Any action required or permitted to be taken at a meeting of the Board of Trustees may be taken without a meeting, if an unanimous written consent which sets forth the action is signed by each member of the Board and filed with the minutes of proceedings of the Board.

SECTION 2.10. Meeting by Conference Telephone. Members of the Board of Trustees may participate in a meeting by means of a conference telephone or similar communications equipment if all persons participating in the meeting can hear each other at the same time. Participation in a meeting by these means constitutes presence in person at a meeting.

SECTION 2.11. Compensation. A trustee may not receive any compensation or reimbursement for expenses for attendance at any annual, regular, or special meeting of the Board of Trustees or any committee thereof. A trustee who serves the Corporation in any other capacity may receive compensation for such other services, pursuant to a resolution of the trustees.

ARTICLE III.

COMMITTEES AND ADVISORY BOARD

SECTION 3.01. Committees. The Board of Trustees may appoint from among its members an Executive Committee and other committees composed of two or more trustees and delegate to these committees any of the powers of the Board of Trustees, except the power to elect or remove trustees, take any action where the trustees are acting as members, or amend the By-Laws. Each committee may fix rules of procedure for its business. A majority of the members of a committee shall constitute a quorum for the transaction of business and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee present at any meeting, whether or not they constitute a quorum, may appoint a trustee to act in the place of an absent member. Any action required or permitted to be taken at a meeting of a committee may be taken without a meeting, if an unanimous written consent which sets forth the action is signed by each member of the committee and filed with the minutes of the committee. The members of a committee may conduct any meeting thereof by conference telephone in accordance with the provisions of Section 2.10.

SECTION 3.02. Advisory Board. The Corporation may have an Advisory Board composed of up to 50 members of the community who collectively have experience and expertise in the fields of education, math, science, technology, and business and who are interested in assisting the Corporation in accomplishing its charitable and educational purposes. The Board of Trustees may appoint the individuals who shall serve as members of the Advisory Board for such term as may be determined by the Board of Trustees in their sole discretion. Members of the Advisory Board shall serve in an advisory capacity only at the pleasure of the Board of Trustees. Members of the Advisory Board may attend meetings of the Board of Trustees at the invitation of the Board of Trustees, but shall not have the authority to participate by vote in the transaction of business. All members of the Advisory Board shall serve without compensation, except that a member of the Advisory Board who serves the Corporation in any other capacity may receive compensation for such services, pursuant to a resolution of the Board of Trustees. Such individuals may be reimbursed, pursuant to a resolution of the Board of

Trustees, for reasonable expenses incurred in conjunction with the performance of their advisory role, including travel expenses for attendance at meetings of the Board of Trustees when their presence is requested.

ARTICLE IV.

OFFICERS

SECTION 4.01. *Executive and Other Officers.* The Corporation shall have a President, a Secretary, and a Treasurer who shall be the executive officers of the Corporation. It may also have a Chairman of the Board; the Chairman of the Board shall be an executive officer if he is designated as the chief executive officer of the Corporation. The Board of Trustees may designate who shall serve as chief executive officer, having general supervision of the business and affairs of the Corporation, or as chief operating officer, having supervision of the operations of the Corporation; in the absence of designation the President shall serve as chief executive officer and chief operating officer. It may also have one or more Vice-Presidents, assistant officers, and subordinate officers as may be established by the Board of Trustees. A person may hold more than one office in the Corporation but may not serve concurrently as both President and Vice-President of the Corporation. The Chairman of the Board shall be a trustee; the other officers may be trustees.

SECTION 4.02. *Chairman of the Board.* The Chairman of the Board, if one be elected, shall preside at all meetings of the Board of Trustees at which he shall be present; and, in general, he shall perform all such duties as are from time to time assigned to him by the Board of Trustees.

SECTION 4.03. *President.* The President, in the absence of the Chairman of the Board, shall preside at all meetings of the Board of Trustees at which he shall be present; he may sign and execute, in the name of the Corporation, all authorized deeds, mortgages, bonds, contracts or other instruments, except in cases in which the signing and execution thereof shall have been expressly delegated to some other officer or agent of the Corporation; and, in general, he shall perform all duties usually performed by a president of a corporation and such other duties as are from time to time assigned to him by the Board of Trustees or the chief executive officer of the Corporation.

SECTION 4.04. *Vice-Presidents.* The Vice-President or Vice-Presidents, at the request of the chief executive officer or the President, or in the President's absence or during his inability to act, shall perform the duties and exercise the functions of the President, and when so acting shall have the powers of the President. If there be more than one Vice-President, the Board of Trustees may determine which one or more of the Vice-Presidents shall perform any of such duties or exercise any of such functions, or if such determination is not made by the Board of Trustees, the chief executive officer, or the President may make such determination; otherwise any of the Vice-Presidents may perform any of such duties or exercise any of such functions. The Vice-President or Vice-Presidents shall have such other powers and perform such other

duties, and have such additional descriptive designations in their titles (if any), as are from time to time assigned to them by the Board of Trustees, the chief executive officer, or the President.

SECTION 4.05. Secretary. The Secretary shall keep the minutes of the meetings of the Board of Trustees and of any committees, in books provided for the purpose; he shall see that all notices are duly given in accordance with the provisions of the By-Laws or as required by law; he shall be custodian of the records of the Corporation; he may witness any document on behalf of the Corporation, the execution of which is duly authorized, see that the corporate seal is affixed where such document is required or desired to be under its seal, and, when so affixed, may attest the same; and, in general, he shall perform all duties incident to the office of a secretary of a corporation, and such other duties as are from time to time assigned to him by the Board of Trustees, the chief executive officer, or the President.

SECTION 4.06. Treasurer. The Treasurer shall have charge of and be responsible for all funds, securities, receipts and disbursements of the Corporation, and shall deposit, or cause to be deposited, in the name of the Corporation, all moneys or other valuable effects in such banks, trust companies or other depositories as shall, from time to time, be selected by the Board of Trustees; he shall render to the President and to the Board of Trustees, whenever requested, an account of the financial condition of the Corporation; and, in general, he shall perform all the duties incident to the office of a treasurer of a corporation, and such other duties as are from time to time assigned to him by the Board of Trustees, the chief executive officer, or the President.

SECTION 4.07. Assistant and Subordinate Officers. The assistant and subordinate officers of the Corporation are all officers below the office of Vice-President, Secretary, or Treasurer. The assistant or subordinate officers shall have such duties as are from time to time assigned to them by the Board of Trustees, the chief executive officer, or the President.

SECTION 4.08. Program Director. The day-to-day activities of the Corporation shall be conducted by a Program Director who shall be appointed by the Board of Trustees to serve in this position at the will of the Board. The Program Director shall be a paid employee of the Corporation whose duties shall include convening meetings of the Board of Trustees, reporting to the Board of Trustees on the finances of the Corporation and performing such other duties as are from time to time assigned to him or her by the Board of Trustees, the chief executive officer or the President.

SECTION 4.09. Election, Tenure and Removal of Officers. The Board of Trustees shall elect the officers. The Board of Trustees may from time to time authorize any committee or officer to appoint assistant and subordinate officers. The President serves for one year. All other officers shall be appointed to hold their offices, respectively, during the pleasure of the Board. The Board of Trustees (or, as to any assistant or subordinate officer, any committee or officer authorized by the Board) may remove an officer at any time. The removal of an officer does not prejudice any of his contract rights. The Board of Trustees (or, as to any assistant or subordinate officer, any committee or officer authorized by the Board) may fill a vacancy which occurs in any office for the unexpired portion of the term.

SECTION 4.10. Compensation. The Board of Trustees shall have power to fix the salaries and other compensation and remuneration, of whatever kind, of all officers of the Corporation. It may authorize any committee or officer, upon whom the power of appointing assistant and subordinate officers may have been conferred, to fix the salaries, compensation and remuneration of such assistant and subordinate officers.

ARTICLE V.

FINANCE

SECTION 5.01. Checks, Drafts, Etc. All checks, drafts and orders for the payment of money, notes and other evidences of indebtedness in amounts over \$5,000, issued in the name of the Corporation, shall, unless otherwise provided by resolution of the Board of Trustees, be signed by the President, a Vice-President or an Assistant Vice-President and countersigned by the Treasurer, an Assistant Treasurer, the Secretary or an Assistant Secretary. All checks, drafts and orders for the payment of money, notes and other evidences of indebtedness in amounts of \$5,000 or less, issued in the name of the Corporation, shall, unless otherwise provided by resolution of the Board of Trustees, be signed by the Program Director.

SECTION 5.02. Annual Statement of Affairs. There shall be prepared annually a full and correct statement of the affairs of the Corporation, to include a balance sheet and a financial statement of operations for the preceding fiscal year. The statement of affairs shall be submitted at the annual meeting of the Board of Trustees and, within twenty (20) days after the meeting, placed on file at the Corporation's principal office. Such statement shall be prepared or caused to be prepared by such executive officer of the Corporation as may be designated in an additional or supplementary by-law adopted by the Board of Trustees. If no other executive officer is so designated, it shall be the duty of the President to prepare or cause to be prepared such statement.

SECTION 5.03. Fiscal Year. The fiscal year of the Corporation shall be the twelve calendar months period ending June 30 in each year, unless otherwise provided by the Board of Trustees.

ARTICLE VI.

SUNDRY PROVISIONS

SECTION 6.01. Books and Records. The Corporation shall keep correct and complete books and records of its accounts and transactions and minutes of the proceedings of its Board of Trustees and of any executive or other committee when exercising any of the powers of the Board of Trustees. The books and records of the Corporation may be in written form or in any other form which can be converted within a reasonable time into written form for visual inspection. Minutes shall be recorded in written form but may be maintained in the form of a reproduction. The original or a certified copy of the By-Laws shall be kept at the principal office of the Corporation.

SECTION 6.02. Corporate Seal. The Board of Trustees shall provide a suitable seal, bearing the name of the Corporation, which shall be in the charge of the Secretary. The Board of Trustees may authorize one or more duplicate seals and provide for the custody thereof. If the Corporation is required to place its corporate seal to a document, it is sufficient to meet the requirement of any law, rule or regulation relating to a corporate seal to place the word "Seal" adjacent to the signature of the person authorized to sign the document on behalf of the Corporation.

SECTION 6.03. Bonds. The Board of Trustees may require any officer, agent or employee of the Corporation to give a bond to the Corporation, conditioned upon the faithful discharge of his duties, with one or more sureties and in such amount as may be satisfactory to the Board of Trustees.

SECTION 6.04. Voting Upon Shares in Other Corporations. Stock of other corporations or associations, registered in the name of the Corporation, may be voted by the President, a Vice-President, or a proxy appointed by either of them. The Board of Trustees, however, may by resolution appoint some other person to vote such shares, in which case such person shall be entitled to vote such shares upon the production of a certified copy of such resolution.

SECTION 6.05. Mail. Any notice or other document which is required by these By-Laws to be mailed shall be deposited in the United States mails, postage prepaid.

SECTION 6.06. Execution of Documents. A person who holds more than one office in the Corporation may not act in more than one capacity to execute, acknowledge, or verify an instrument required by law to be executed, acknowledged, or verified by more than one officer.

SECTION 6.07. Amendments. Subject to the special provisions of Section 2.02, the Board of Trustees shall have the power, at any regular or special meeting thereof, to make and adopt new by-laws, or to amend, alter or repeal any of the By-Laws of the Corporation.

BALTIMORE CITY PUBLIC SCHOOLS

Stephanie Rawlings-Blake
Mayor, City of Baltimore

Shanaysha M. Sauls, Ph.D.
*Chair, Baltimore City Board of
School Commissioners*

Gregory E. Thornton, Ed.D.
Chief Executive Officer

January 26, 2015

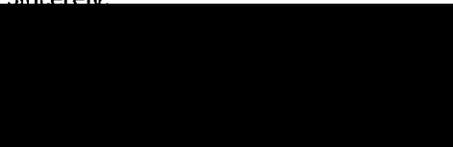
Ms. Laura Doherty
Baltimore Curriculum Project, Inc.
Wolfe Street Academy
245 S. Wolfe Street
Baltimore, Maryland 21231

Dear Ms. Doherty,

Congratulations! As a result of the Operator Renewal Process, on December 17, 2014, the Baltimore City Board of School Commissioners voted to renew the contract with the Baltimore Curriculum Project, Inc. to operate Wolfe Street Academy for five additional years. Accordingly, the new contract term will run from July 1, 2015 to June 30, 2020.

In the coming weeks, staff from the Office of New Initiatives and the district's Legal Office will be working with you to execute a new charter agreement to reflect the renewal period. Thank you for the time and commitment you have invested in this process and your commitment to continue serving the students of City Schools.

Sincerely,



Gregory E. Thornton, Ed.D.
Chief Executive Officer

CC: Shanaysha Sauls, Ph.D., Chair, Baltimore City Board of School Commissioners
Alison Perkins-Cohen, Executive Director of the Office of New Initiatives
Tammy L. Turner, Chief Legal Counsel

**CHARTER SCHOOL AGREEMENT
(AMENDED)**

Contract Control Number

Term July 1, 2015 to June 30, 2020

School Wolfe Street Academy

This Charter School Agreement (this “**Agreement**”) is entered into on this 1st day of July 2015, by Baltimore Curriculum Project (the “**School Operator**”) and the BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS (the “**School Board**”).

RECITALS

WHEREAS, pursuant to the Public Charter School Act of 2003, Title 9 of the Education Article of the Maryland Annotated Code (“*Maryland Public Charter School Program*”), and any regulations promulgated hereunder (as now and hereafter in effect, and as may be amended or modified, “**Title 9**”), the School Board has the authority to establish charter schools in Baltimore City, Maryland.

WHEREAS, the School Operator submitted a petition to the BALTIMORE CITY PUBLIC SCHOOL SYSTEM (hereafter, the “**School System**”) in accordance with Title 9, §9-104(A)(1) to establish a public charter school, Wolfe Street Academy (the “**School**”) currently located at 245 S. Wolfe Street as part of the Baltimore City Public School System. Such petition, as amended through the date hereof, is included as part of the Application (defined herein).

WHEREAS, the School Board has determined that the Application satisfies the requirements set forth in Title 9 and approved the Application on December 17, 2014, subject to the execution of this Agreement by the School Board and the School Operator; and

WHEREAS, pursuant to Title 9, a public charter school operates under the supervision of the School Board within the School System in conformance with all “Applicable Requirements (defined herein) unless waived by the appropriate party. The School Board has authority to waive policies and procedures and the Chief Executive Officer of the School Board (“the **CEO**”) has authority to waive guidance.

NOW THEREFORE, in consideration of the premises and agreements, provisions and covenants herein contained, the School Board and School Operator agree as follows:

**ARTICLE I. DEFINITIONS AND INTERPRETATION;
REPRESENTATIONS AND WARRANTIES**

1.1. **DEFINITIONS**. In addition to the terms defined in the Recitals to this Agreement and elsewhere herein, the following terms have the following meanings in this Agreement, unless the context otherwise requires.

“**Accountability Plan**” shall have the meaning set forth in Section 2.4.

“**Affiliate**” means, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and

IN WITNESS WHEREOF, the parties have signed and sealed this Charter School Agreement as of the day first written above.

BALTIMORE CITY BOARD
OF SCHOOL COMMISSIONERS



(Seal)

By: Dr. Gregory Thornton
Chief Executive Officer

Witness

OPERATOR



(Seal)

By: *Laura Doherty*
Title *President & Chief Executive Officer*

Witness

APPROVED AS TO FORM AND LEGAL
SUFFICIENCY THIS 12th DAY
OF May, 2015.



Office of Legal Counsel

APPROVAL OF DIRECTOR OF
MATERIALS MANAGEMENT



Director

Date

6/9/15

Approved
Board of School Commissioners

Secretary

**CHARTER SCHOOL AGREEMENT
(AMENDED)**

Contract Control Number: 0213
Term: July 1, 2015- June 30, 2020
School: Govans Elementary School

This Charter School Agreement (this "**Agreement**") is entered into on the 1st day of July 2015, by Baltimore Curriculum Project, Inc. (the "**School Operator**") and the BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS (the "**School Board**").

RECITALS

WHEREAS, pursuant to the Public Charter School Act of 2003, Title 9 of the Education Article of the Maryland Annotated Code ("*Maryland Public Charter School Program*"), and any regulations promulgated hereunder (as now and hereafter in effect, and as may be amended or modified, "**Title 9**"), the School Board has the authority to establish charter schools in Baltimore City, Maryland.

WHEREAS, the School Operator submitted a petition to the BALTIMORE CITY PUBLIC SCHOOL SYSTEM (hereafter, the "School System") in accordance with Title 9, §9-104(A)(1) to establish a public charter school, Govans Elementary School (the "School") currently located at 5801 York Road as part of the Baltimore City Public School System. Such petition, as amended through the date hereof, is included as part of the Application (defined herein).

WHEREAS, the School Board has determined that the Application satisfies the requirements set forth in Title 9 and approved the Application on May 27, 2014 subject to the execution of this Agreement by the School Board and the School Operator; and

WHEREAS, pursuant to Title 9, a public charter school operates under the supervision of the School Board within the School System in conformance with all "Applicable Requirements (defined herein) unless waived by the appropriate party. The School Board has authority to waive policies and procedures and the Chief Executive Officer of the School Board ("the **CEO**") has authority to waive guidance.

NOW THEREFORE, in consideration of the premises and agreements, provisions and covenants herein contained, the School Board and School Operator agree as follows:

**ARTICLE I. DEFINITIONS AND INTERPRETATION;
REPRESENTATIONS AND WARRANTIES**

1.1. **DEFINITIONS.** In addition to the terms defined in the Recitals to this Agreement and elsewhere herein, the following terms have the following meanings in this Agreement, unless the context otherwise requires.

"**Accountability Plan**" shall have the meaning set forth in Section 2.4.

"**Affiliate**" means, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and

IN WITNESS WHEREOF, the parties have signed and sealed this Charter School Agreement as of the day first written above.

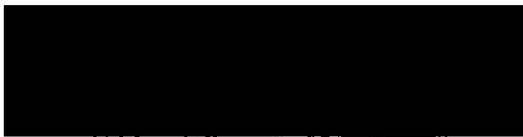
BALTIMORE CITY BOARD
OF SCHOOL COMMISSIONERS



(Seal)

By: Dr. Gregory Thornton
Chief Executive Officer

Witness



Witness

BALTIMORE CURRICULUM PROJECT, INC.



(Seal)

By: Laura Doherty
Title: President, Baltimore Curriculum Project

APPROVED AS TO FORM AND LEGAL
SUFFICIENCY THIS 19th DAY
OF November, 2014.



Office of Legal Counsel

APPROVAL OF DIRECTOR OF
MATERIALS MANAGEMENT



Director

Date

1/5/15

Approved
Board of School Commissioners

Secretary

Term of Contract is on Page 9

**CHARTER SCHOOL AGREEMENT
(AMENDED)**

Contract Control Number _____
SY 2013-14
School Hampstead Hill Academy

This Charter School Agreement (this "Agreement") is entered into on this ____ day of _____, 2013, by THE BALTIMORE CURRICULUM PROJECT, INC. (the "School Operator") and the BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS (the "School Board").

RECITALS

WHEREAS, pursuant to the Public Charter School Act of 2003, Title 9 of the Education Article of the Maryland Annotated Code ("*Maryland Public Charter School Program*"), and any regulations promulgated hereunder (as now and hereafter in effect, and as may be amended or modified, "Title 9"), the School Board has the authority to establish charter schools in Baltimore City, Maryland.

WHEREAS, the School Operator submitted a petition to the BALTIMORE CITY PUBLIC SCHOOL SYSTEM (hereafter, the "School System") in accordance with Title 9, §9-104(A)(1) to establish a public charter school, Hampstead Hill Academy (the "School") currently located at 500 S. Linwood Avenue, Baltimore, MD 21224 as part of the Baltimore City Public School System. Such petition, as amended through the date hereof, is included as part of the Application (defined herein).

WHEREAS, the School Board has determined that the Application satisfies the requirements set forth in Title 9 and approved the Application on February 12, 2013, subject to the execution of this Agreement by the School Board and the School Operator; and

WHEREAS, pursuant to Title 9, a public charter school operates under the supervision of the School Board within the School System in conformance with all "Applicable Requirements (defined herein) unless waived by the appropriate party. The School Board has authority to waive policies and procedures and the Chief Executive Officer of the School Board ("the CEO") has authority to waive guidance.

NOW THEREFORE, in consideration of the premises and agreements, provisions and covenants herein contained, the School Board and School Operator agree as follows:

**ARTICLE I. DEFINITIONS AND INTERPRETATION;
REPRESENTATIONS AND WARRANTIES**

1.1. **DEFINITIONS.** In addition to the terms defined in the Recitals to this Agreement and elsewhere herein, the following terms have the following meanings in this Agreement, unless the context otherwise requires.

"Accountability Plan" shall have the meaning set forth in Section 2.4.

"Affiliate" means, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any

WITH COPIES TO:

Matthew Hornbeck
500 S. Linwood Avenue
Baltimore, MD 21224
410.396.9146

SCHOOL OPERATOR ATTORNEY

ARTICLE II. CHARTER; RENEWAL; EVALUATION

2.1. CHARTER. This Agreement shall be effective upon complete execution by the School Board and the School Operator. Pursuant to this Agreement, the School Operator shall operate a public charter school in Baltimore City, Maryland in accordance with Title 9, this Agreement and the Application. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement shall constitute the School Operator's "Charter" for purposes of Section 9-102 of Title 9 and shall be binding on the School Operator and the School Board. For the sake of clarity, this Agreement shall include the School Operator Organizational Documents and a Certificate of Good Standing for the School Operator from the Maryland State Department of Assessments and Taxation, (which are attached hereto as Attachment 4 and incorporated into this Agreement) plus the Application.

2.2. TERM. This Agreement shall be effective upon complete execution by the School Board and the School Operator and shall be effective for a period of five (5) fiscal years (as it may be extended by the School Board pursuant to Section 2.3, the "Term"), subject to earlier Revocation pursuant to Article XI hereof. Unless renewed or extended pursuant to Section 2.3 hereof, this Agreement shall terminate at 11:59 p.m. on the last day of the Term.

2.3. RENEWAL.

A. The School Operator may apply to the School Board for an extension of this Agreement. Such renewal application should be sent at least one hundred twenty (120) days prior to the end of the then applicable Term of this Agreement; *provided, however*, the School Board may waive this requirement in its sole discretion. The renewal framework applicable on the date of this Agreement (the "**Renewal Framework**") is appended to this Agreement as Attachment 2; however, the Renewal Framework will be reviewed annually by the School Board. Any material changes to the Renewal Framework will be approved by the CEO with input from school operators. The School Board will make a decision on the application and communicate it to the School Operator at least sixty (60) days prior to the end of the Term.

B. If the renewal of this Agreement is granted by the School Board pursuant to Section 2.3 (A) above, the School Board and the School Operator shall renew this Agreement with any amendments satisfactory to both the School Board and the School Operator.

C. If the renewal is denied by the School Board, the School Operator may appeal the decision to the State Board in accordance with Applicable Requirements regarding charter schools and decisions by local boards.

{SIGNATURES ON PAGES FOLLOWING}

IN WITNESS WHEREOF, the parties have signed and sealed this Charter School Agreement as of the day first written above.

[Redacted]

Witness

BALTIMORE CITY BOARD
OF SCHOOL COMMISSIONERS

[Redacted]

(Seal)

By: Tisha S. Edwards
Interim Chief Executive Officer

[Redacted]

Witness

BALTIMORE CURRICULUM PROJECT

[Redacted]

(Seal)

By: Laura Doherty
President, Baltimore Curriculum Project

APPROVED AS TO FORM AND LEGAL
SUFFICIENCY THIS 14th DAY
OF August, 2013

[Redacted]

Office of Legal Counsel /

APPROVAL OF DIRECTOR OF
MATERIALS MANAGEMENT

[Redacted]

Director

9/5/13
Date

[Redacted]

Approved
Board of School Commissioners

Secretary

Term of Contract is on Page 9

**CHARTER SCHOOL AGREEMENT
(AMENDED)**

Contract Control Number _____
SY 2013-14
School City Springs Elementary/Middle School

This Charter School Agreement (this "**Agreement**") is entered into on this ____ day of _____, 2013, by THE BALTIMORE CURRICULUM PROJECT, INC. (the "**School Operator**") and the BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS (the "**School Board**").

RECITALS

WHEREAS, pursuant to the Public Charter School Act of 2003, Title 9 of the Education Article of the Maryland Annotated Code ("*Maryland Public Charter School Program*"), and any regulations promulgated hereunder (as now and hereafter in effect, and as may be amended or modified, "**Title 9**"), the School Board has the authority to establish charter schools in Baltimore City, Maryland.

WHEREAS, the School Operator submitted a petition to the BALTIMORE CITY PUBLIC SCHOOL SYSTEM (hereafter, the "**School System**") in accordance with Title 9, §9-104(A)(1) to establish a public charter school, City Springs Elementary/Middle School (the "**School**") currently located at 100 S. Caroline Street, Baltimore, MD 21231 as part of the Baltimore City Public School System. Such petition, as amended through the date hereof, is included as part of the Application (defined herein).

WHEREAS, the School Board has determined that the Application satisfies the requirements set forth in Title 9 and approved the Application on February 12, 2013, subject to the execution of this Agreement by the School Board and the School Operator; and

WHEREAS, pursuant to Title 9, a public charter school operates under the supervision of the School Board within the School System in conformance with all "Applicable Requirements (defined herein) unless waived by the appropriate party. The School Board has authority to waive policies and procedures and the Chief Executive Officer of the School Board ("the **CEO**") has authority to waive guidance.

NOW THEREFORE, in consideration of the premises and agreements, provisions and covenants herein contained, the School Board and School Operator agree as follows:

**ARTICLE I. DEFINITIONS AND INTERPRETATION;
REPRESENTATIONS AND WARRANTIES**

1.1. **DEFINITIONS**. In addition to the terms defined in the Recitals to this Agreement and elsewhere herein, the following terms have the following meanings in this Agreement, unless the context otherwise requires.

"**Accountability Plan**" shall have the meaning set forth in Section 2.4.

IF TO THE SCHOOL OPERATOR:

Laura Doherty
President and CEO
The Baltimore Curriculum Project, Inc.
2707 E. Fayette Street
Baltimore, MD 21224
410.675.7000

WITH COPIES TO:

Rhonda Richetta


SCHOOL OPERATOR ATTORNEY

ARTICLE II. CHARTER; RENEWAL; EVALUATION

2.1. **CHARTER.** This Agreement shall be effective upon complete execution by the School Board and the School Operator. Pursuant to this Agreement, the School Operator shall operate a public charter school in Baltimore City, Maryland in accordance with Title 9, this Agreement and the Application. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement shall constitute the School Operator's "Charter" for purposes of Section 9-102 of Title 9 and shall be binding on the School Operator and the School Board. For the sake of clarity, this Agreement shall include the School Operator Organizational Documents and a Certificate of Good Standing for the School Operator from the Maryland State Department of Assessments and Taxation, (which are attached hereto as Attachment 4 and incorporated into this Agreement) plus the Application.

2.2. **TERM.** This Agreement shall be effective upon complete execution by the School Board and the School Operator and shall be effective for a period of three (3) fiscal years (as it may be extended by the School Board pursuant to Section 2.3, the "Term"), subject to earlier Revocation pursuant to Article XI hereof. Unless renewed or extended pursuant to Section 2.3 hereof, this Agreement shall terminate at 11:59 p.m. on the last day of the Term.

2.3. **RENEWAL.**

A. The School Operator may apply to the School Board for an extension of this Agreement. Such renewal application should be sent at least one hundred twenty (120) days prior to the end of the then applicable Term of this Agreement; *provided, however*, the School Board may waive this requirement in its sole discretion. The renewal framework applicable on the date of this Agreement (the "**Renewal Framework**") is appended to this Agreement as Attachment 2; however, the Renewal Framework will be reviewed annually by the School Board. Any material changes to the Renewal Framework will be approved by the CEO with input from school operators. The School Board will make a decision on the application and communicate it to the School Operator at least sixty (60) days prior to the end of the Term.

B. If the renewal of this Agreement is granted by the School Board pursuant to Section 2.3 (A) above, the School Board and the School Operator shall renew this Agreement with any amendments satisfactory to both the School Board and the School Operator.

14.10. CONSTRUCTION. This Agreement shall be construed without regard to any presumption or other rule of law requiring construction against the party who caused it to be drafted.

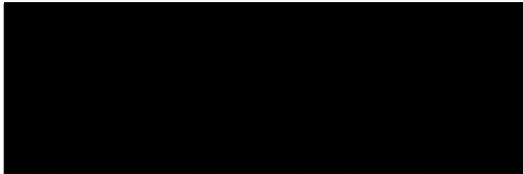
14.11. COUNTERPARTS. This Agreement may be signed in counterparts, each of which shall be an original, with the same effect as if the signatures thereto and hereto were upon the same instrument.

{SIGNATURES ON PAGES FOLLOWING}

IN WITNESS WHEREOF, the parties have signed and sealed this Charter School Agreement as of the day first written above.



Witness



Witness

BALTIMORE CITY BOARD
OF SCHOOL COMMISSIONERS



(Seal)

By: Tisha S. Edwards
Interim Chief Executive Officer

BALTIMORE CURRICULUM PROJECT



(Seal)

By: Laura Doherty
President, Baltimore Curriculum Project

APPROVED AS TO FORM AND LEGAL
SUFFICIENCY THIS 14th DAY
OF February, 2013.



Office of Legal Counsel

APPROVAL OF DIRECTOR OF
MATERIALS MANAGEMENT



Director

Date

9/5/13



Approved
Board of School Commissioners

Secretary

City Springs Elementary/Middle

School No. 8 School Profile

BALTIMORE CITY
PUBLIC SCHOOLS

Welcome

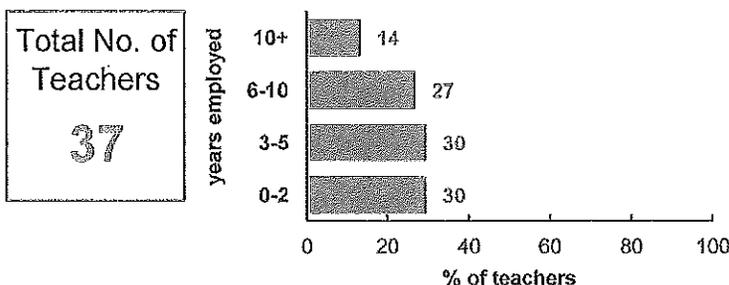
School profiles present a summary of up to three years of public schoolwide data on each school in the district. They include information on principal and teacher tenure, official enrollment, student demographics, attendance, suspensions, and the school survey. This profile also reports results from the Maryland School Assessments (MSAs) for Grades 3 through 8. For more information, visit www.baltimorecityschools.org

School Information

<i>Phone</i>	410-396-9165	<i>Management Type</i>	Charter
<i>Address</i>	100 S Caroline Street Baltimore, MD 21231	<i>Grades Served</i>	PK - 8
<i>Principal</i>	Rhonda Richetta	<i>Tenure with City Schools</i>	15 years

Teachers

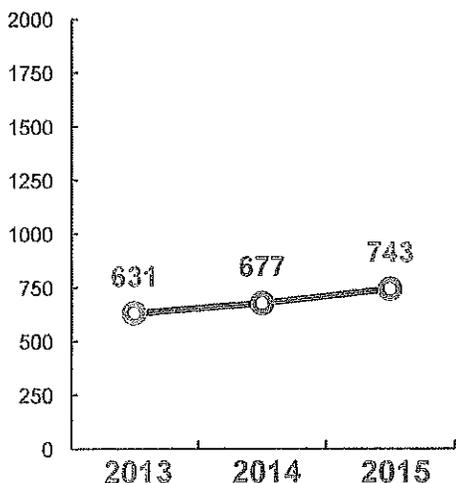
Official figures are based on full-time teachers as of 10/15/2014.



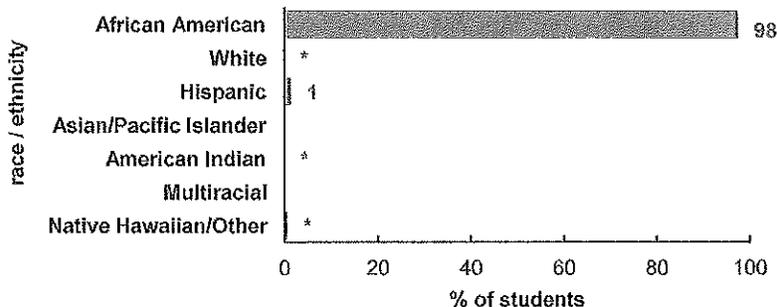
Enrollment

The official student enrollment is determined as of September 30 of the school year specified. (For example, enrollment for the "2015" school year that spans 2014-15 is determined on 9/30/2014). FARMs students are those who receive free/reduced price meals at school. ELL (English language learners) students are those whose primary or home language is not English and who have been assessed to have limited English proficiency. SWD (students with disabilities) are those who have current Individualized Education Programs (IEPs). An asterisk (*) indicates the percentage for the category is <1 and the data are not reported for confidentiality reasons.

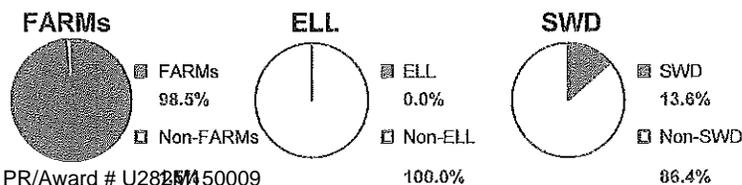
Total Student Enrollment



2015 Percentage of Enrollment by Demographic



2015 Percentage of Enrollment by Subgroup



PR/Award # U282M 50009

Hampstead Hill Academy

School No. 47 School Profile

BALTIMORE CITY
PUBLIC SCHOOLS

Welcome

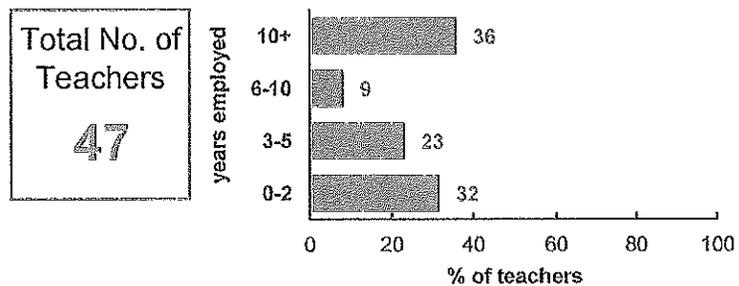
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School Information

<i>Phone</i>	410-396-9146	<i>Management Type</i>	Charter
<i>Address</i>	500 S Linwood Avenue Baltimore, MD 21224	<i>Grades Served</i>	PK - 8
<i>Principal</i>	Matthew Hornbeck	<i>Tenure with City Schools</i>	12 years

Teachers

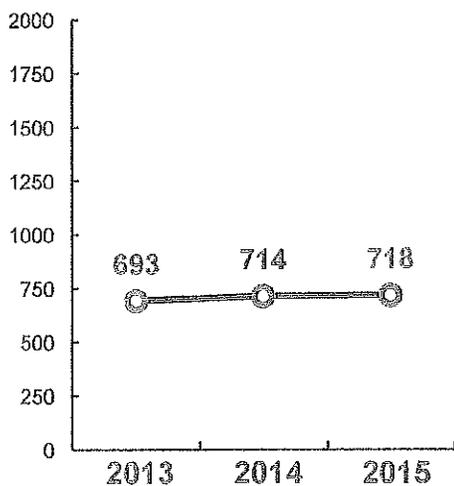
Official figures are based on full-time teachers as of 10/15/2014.



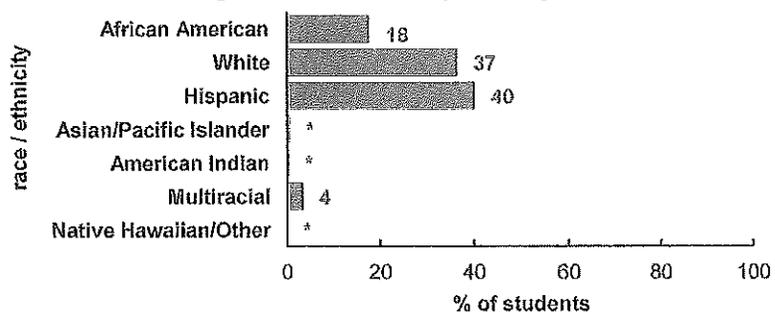
Enrollment

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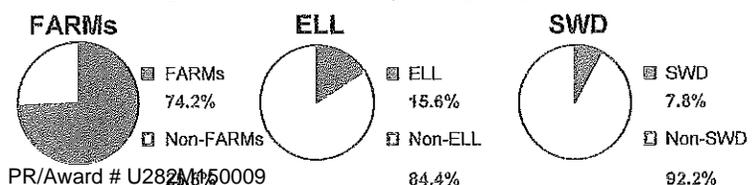
Total Student Enrollment



2015 Percentage of Enrollment by Demographic



2015 Percentage of Enrollment by Subgroup



PR/Award # U282M150009

Wolfe Street Academy

School No. 23

School Profile

BALTIMORE CITY
PUBLIC SCHOOLS

Welcome

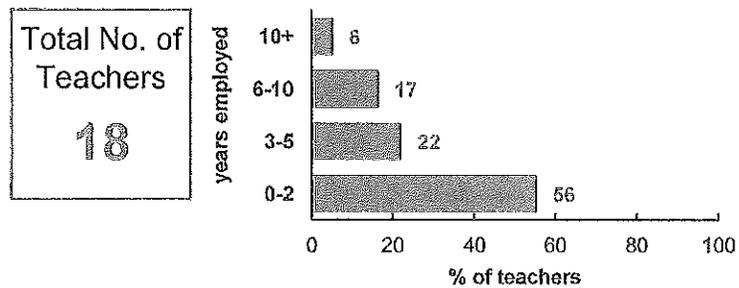
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School Information

<i>Phone</i>	410-396-9140	<i>Management Type</i>	Charter
<i>Address</i>	245 S Wolfe Street Baltimore, MD 21231	<i>Grades Served</i>	PK - 5
<i>Principal</i>	Mark Gaither	<i>Tenure with City Schools</i>	10 years

Teachers

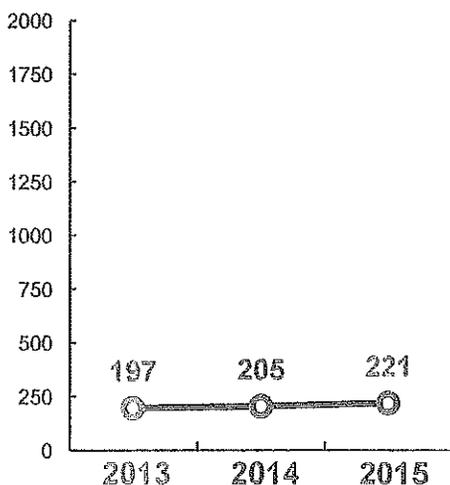
Official figures are based on full-time teachers as of 10/15/2014.



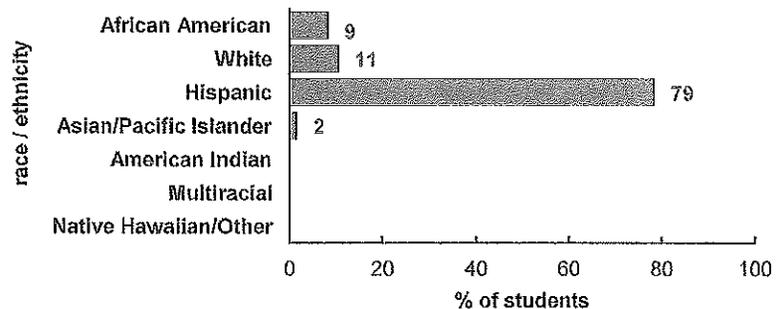
Enrollment

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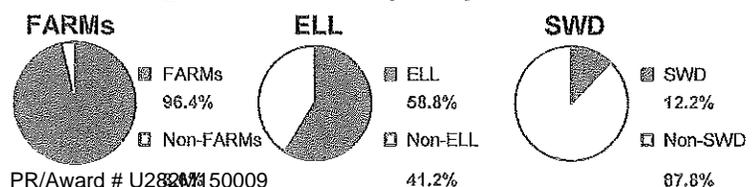
Total Student Enrollment



2015 Percentage of Enrollment by Demographic



2015 Percentage of Enrollment by Subgroup



PR/Award # U282014 50009

Govans Elementary

School No. 213

School Profile

BALTIMORE CITY
PUBLIC SCHOOLS

Welcome

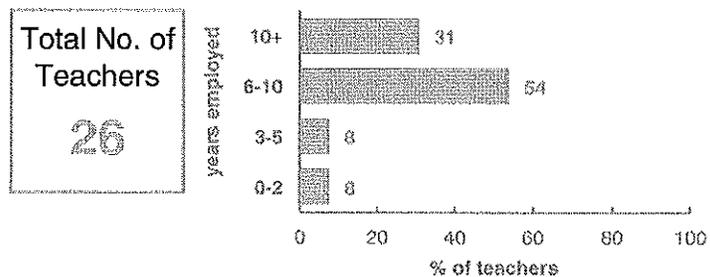
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School Information

<i>Phone</i>	410-396-6396	<i>Management Type</i>	Traditional
<i>Address</i>	5801 York Road Baltimore, MD 21212	<i>Grades Served</i>	PK - 5
<i>Principal</i>	Linda Taylor	<i>Tenure with City Schools</i>	22 years

Teachers

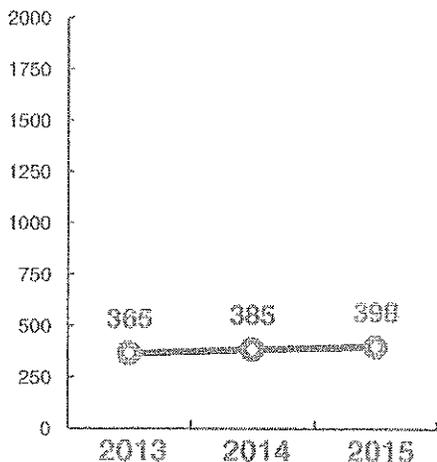
Official figures are based on full-time teachers as of 10/15/2014.



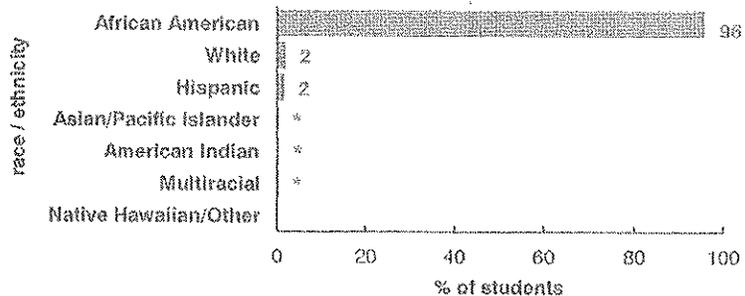
Enrollment

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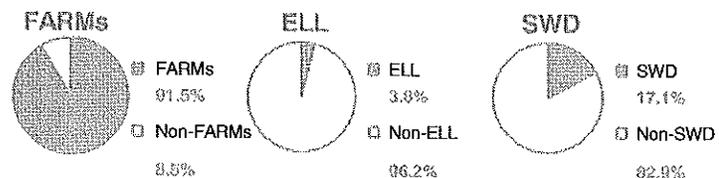
Total Student Enrollment



2015 Percentage of Enrollment by Demographic



2015 Percentage of Enrollment by Subgroup



BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of School Evaluation and Accountability

School Effectiveness Review
2014 - 2015

City Springs Elementary/Middle School
February 24-25, 2015

200 East North Avenue
Baltimore, Maryland 21202
www.baltimorecityschools.org

Part I: Introduction and School Background

Introduction to the School Effectiveness Review

Baltimore City Public Schools (City Schools) developed the School Effectiveness Framework and the School Effectiveness Review process in 2009. The School Effectiveness Review (SER) uses trained school reviewers to measure a school's effectiveness against City Schools' School Effectiveness Standards. The School Effectiveness Standards are aligned with City Schools' effectiveness frameworks for teachers and school leaders.

The SER provides an objective and evidence-based analysis of how well a school is working to educate its students. It generates a rich layer of qualitative data that may not be revealed when evaluating a school solely on student performance outcomes. It also provides district and school-level staff with objective and useful information when making strategic decisions that impact student achievement.

The SER team, comprised of representatives from City Schools who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two-day site visit. During the visit, the SER team observed classrooms, reviewed selected school documents, and conducted focus groups with school leadership, teachers, students, and parents. The SER team analyzed evidence collected over the course of the SER to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and related key actions, provides evidence to support the ratings, and – based on a rubric – allocates a performance level for each key action. More information about the SER process is detailed in the School Effectiveness Review protocol, located on the City Schools website and available upon request from the Office of Achievement and Accountability in City Schools.

School Background

City Springs Elementary/Middle School serves approximately 743 students in Pre-Kindergarten through eighth grades. The school is located on South Caroline Street in the Washington Hill neighborhood of Baltimore, Maryland. The principal, Dr. Rhonda Richetta, has been at the school for eight years. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

Part II: Summary of Performance Levels

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective
Domain 1: Highly Effective Instruction				
1.1 Teachers plan highly effective instruction.			Developing	
1.2 Teachers deliver highly effective instruction.			Developing	
1.3 Teachers use multiple data sources to adjust practice.		Effective		
1.4 School leadership supports highly effective instruction.		Effective		
1.5 Teachers establish a classroom environment in which teaching and learning can occur.				Highly Effective
Domain 2: Talented People				
2.1 The school implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.				Highly Effective
2.2 The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.				Highly Effective
Domain 3: Vision and Engagement				
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.				Highly Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.				Highly Effective
3.3 The culture of the school reflects and embraces student, staff, and community diversity.				Highly Effective
Domain 4: Strategic Leadership				
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.			Developing	
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.			Effective	
4.3 The school's board of trustees (or operator) provides component stewardship and oversight of the school (<i>For schools that are overseen by an autonomous board of trustees or operator</i>)				Highly Effective



**Office of Achievement and Accountability
Division of School Evaluation and Accountability**

**School Effectiveness Review
2013-2014**

Wolfe Street Academy

May 7-8, 2014



200 East North Avenue
Baltimore, Maryland 21202
www.baltimorecityschools.org

Part I: Introduction and School Background

Introduction to the School Effectiveness Review

The goal of the School Effectiveness Review (SER) is to provide an objective and research-based analysis of the work schools are doing to impact student achievement. Based on research and school-level best practices, four domains were identified for review: highly effective instruction, talented people, vision and engagement and strategic leadership. In addition, a rubric was created to determine the extent to which each domain and accompanying key actions are being implemented. Each of these domains closely aligns with domains held by City Schools for great school leaders and great teachers and is observable in a set of key actions. Together, these domains, key actions, and supporting indicators form the City Schools' School Effectiveness Standards.

An SER team, comprised of representatives from City Schools who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two-day site visit. During the visit, the SER team observed classrooms, reviewed selected school documents, and conducted focus groups and interviews with school leadership, teachers, students, and parents. The SER team analyzed evidence collected over the course of the SER to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and key actions, provides evidence to support the ratings, and – based on a rubric – allocates a performance level for each key action. More information about the SER process is detailed in the School Effectiveness Review protocol, available upon request from the Office of Achievement and Accountability in City Schools.

School Background

Wolfe Street Academy serves approximately 197 students in Pre-Kindergarten through fifth grades. The school is located on Wolfe Street in the Upper Fells Point neighborhood of Baltimore, Maryland. The principal, Mr. Mark Gaither, has been at the school for nine years. The following tables provide information about the school's student demographics and student achievement data.

Student Demographics

	Year		
	2012-2013	2011-2012	2010-2011
Student Race/Ethnicity (%)			
African American	9	11	16
American Indian	2	--	--
Asian American	3	--	--
Hispanic	75	71	65
White	12	13	15
Students Receiving Specialized Services			
Special Education	12	14	14
FARM	95	95	93
English Language Learners (ELL)	69	60	54

Student Achievement Data – Maryland School Assessment (MSA) Performance

	Year		
	2012-2013	2011-2012	2010-2011
MSA Reading (% Proficient/Advanced)	88	88	79
MSA Mathematics (% Proficient/Advanced)	85	84	81

Source: Baltimore City Schools' School Profile

Part II: Summary of Performance Levels

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.

Domains and Key Actions	Performance Levels			
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Domain 4: Strategic Leadership				
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.			Developing	
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.			Effective	
4.3 The school provides regular opportunities for teachers and staff to engage in job-embedded, collaborative planning and adjustment of practice.			Highly Effective	
4.4 The school's board of trustees (or operator) provides component stewardship and oversight of the school <i>(For schools that are overseen by an autonomous board of trustees or operator)</i>			Highly Effective	

Baltimore Curriculum Project Board of Directors

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Brown Advisory

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and Nominating
Expertise: Education

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Expertise: Finance

Heather L. Mitchell
Associate, Venable LLP
Committee: Finance
Expertise: Legal

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mniccolini@mcmcap.com
Committee: Chair, Finance

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Committees: Fundraising, Marketing and Nominating
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Partner, Brown, Goldstein & Levy, LLP
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Expertise: Legal

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Expertise: Education

Thiru Vignarajah, Division Chief
Major Investigations Unit
Office of the State's Attorney for Baltimore City
Committees: Education and Marketing
Expertise: Legal

City Springs Elementary/Middle

School No. 8

School Profile

BALTIMORE CITY
PUBLIC SCHOOLS

Welcome

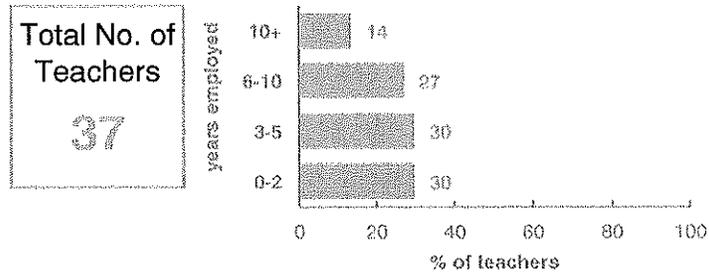
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School Information

<i>Phone</i>	410-396-9165	<i>Management Type</i>	Charter
<i>Address</i>	100 S Caroline Street Baltimore, MD 21231	<i>Grades Served</i>	PK - 8
<i>Principal</i>	Rhonda Richetta	<i>Tenure with City Schools</i>	15 years

Teachers

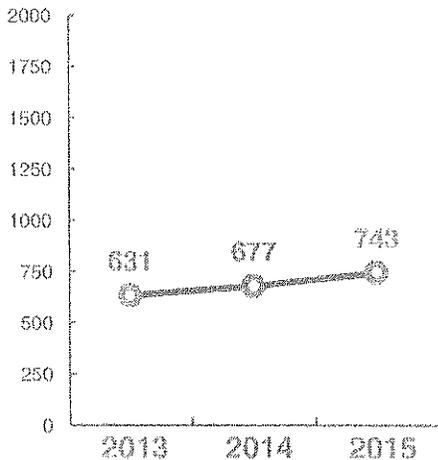
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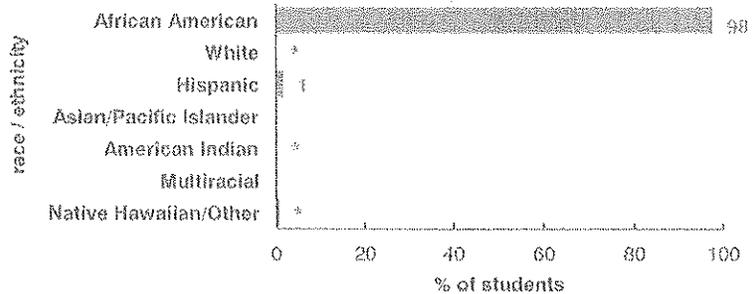
Enrollment

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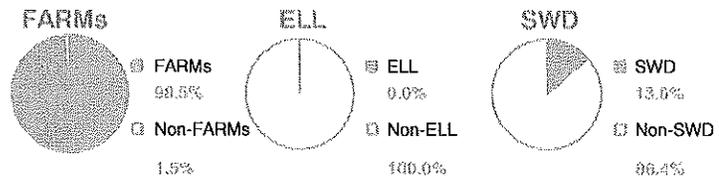
Total Student Enrollment



2015 Percentage of Enrollment by Demographic



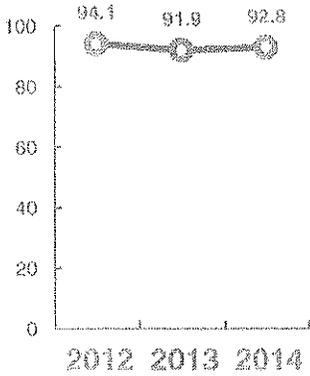
2015 Percentage of Enrollment by Subgroup



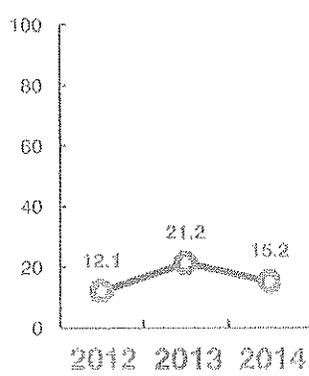
Attendance

Attendance rates are calculated by dividing the total number of days attended by the total number of days enrolled during the school year. Chronic absence rate is the percent of students who were absent more than 20 days, among students who were enrolled for at least 90 days during the school year. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).

Attendance Rate (%)



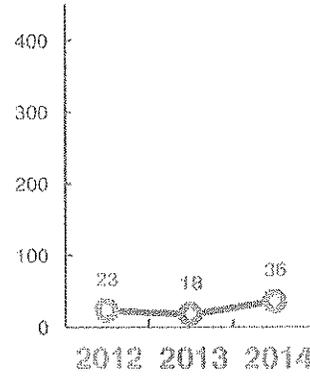
Chronic Absence Rate (%)



Suspensions

The number of suspensions in a school year includes all suspension incidents and expulsions.

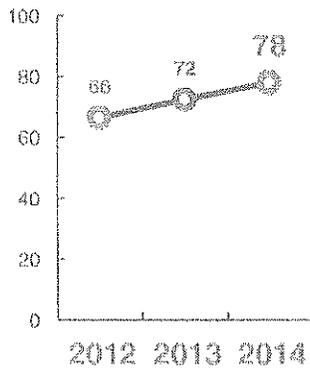
Number of Student Suspensions



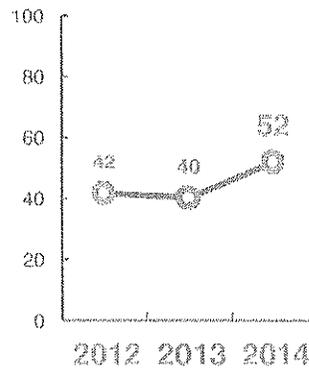
School Survey

The annual school survey is given to students in grades 3 to 12, all school-based staff, and parents of students in pre-K to grade 12. Three separate indices were calculated that represent a combination of student, staff, and parent reports. They reflect key measures of school climate as defined by the National School Climate Center. Data are not reported when any of the three groups had 5 or fewer respondents, or if the response rates for students or staff were less than 30%. The Physical Security Index measures the extent to which students and staff feel safe in a school building, parents feel that their child is safe, and students fighting and bringing weapons to school is NOT a problem. The Respectful Relationships Index measures the extent to which students and staff report that there are respectful relationships among students and between students and staff at their school. The School Connectedness Index, which was introduced in 2012-13, measures the extent to which students and staff feel they belong at the school, that parents feel welcome, that staff and parents work closely to meet students' needs, and that the administration is responsive to parent and staff concerns. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).

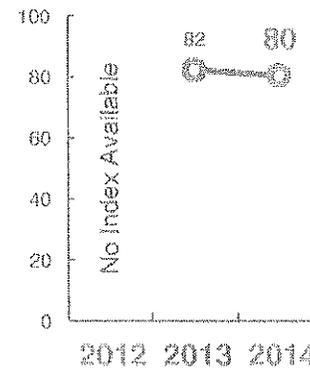
Physical Security Index



Respectful Relationships Index



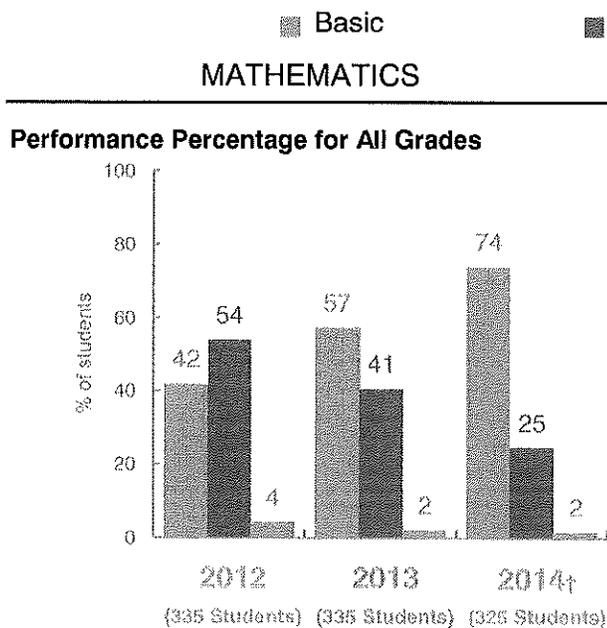
School Connectedness Index*



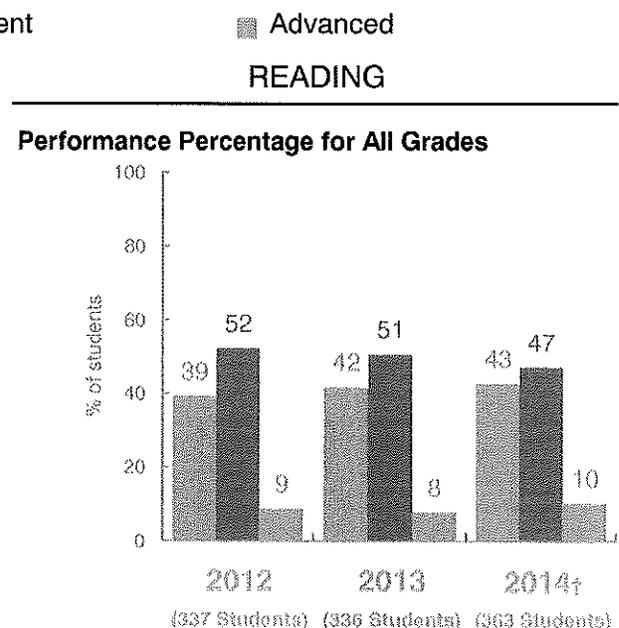
*New for 2013

MSA Results

Numbers in parentheses represent the number of students who took each test. Groups are color coded and categorized by basic, proficient, and advanced performance. "% proficient or advanced" indicates the total percentage of students scoring either proficient or advanced on the MSA. †In 2014-15 the MSA was replaced by the PARCC (Partnership for Assessment of Readiness for College and Careers) assessment, aligned to Maryland's College and Career-Ready Standards implemented in 2014. Until 2014, the Maryland School Assessment (MSA) was administered in the spring of each year to all students in grades 3 to 8. It assessed student achievement in both math and reading. By spring 2014, the MSAs did not align with the teaching and learning students experienced during the school year, as students transitioned to curricula aligned to new statewide standards. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).



% proficient or advanced	2012	2013	2014
	58%	43%	26%



% proficient or advanced	2012	2013	2014
	61%	58%	57%

Performance Percentage by Grade

	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
Grade 3	31	67	2	35	63	2	73	27	0
Grade 4	27	64	9	41	54	5	49	46	6
Grade 5	21	74	5	60	40	0	71	27	2
Grade 6	63	37	0	68	30	1	78	20	1
Grade 7	65	31	4	76	24	0	97	3	0
Grade 8	64	33	2	67	29	4	83	17	0

Performance Percentage by Grade

	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
Grade 3	52	48	0	37	57	6	49	51	0
Grade 4	37	60	3	34	61	5	39	47	14
Grade 5	18	61	21	44	39	17	36	48	16
Grade 6	54	47	0	41	54	6	44	46	10
Grade 7	40	54	6	58	40	3	43	45	12
Grade 8	47	36	17	41	53	6	44	44	11

* Denotes subgroup with fewer than 10 students who took the test. Blank entries indicate there are no data to report.

MSA Comparison (cont.)

■ Basic

■ Proficient

■ Advanced

MATHEMATICS

Performance Percentage by Subgroup									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMs	42	54	4	58	41	2	75	24	2
ELL	*	*	*						
SWD	61	40	0	83	15	2	87	13	0

Performance Percentage by Demographic									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
African American	42	54	4	57	41	2	75	24	2
White	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*			
Asian / Pacific Isl.									
American Indian	*	*	*	*	*	*			
Multiracial									
Native Hawaiian / Other	*	*	*	*	*	*			

READING

Performance Percentage by Subgroup									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMs	39	52	8	42	50	8	43	47	10
ELL	*	*	*						
SWD	58	34	8	60	40	0	60	40	0

Performance Percentage by Demographic									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
African American	39	52	9	42	51	8	43	47	10
White	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*			
Asian / Pacific Isl.									
American Indian	*	*	*	*	*	*			
Multiracial									
Native Hawaiian / Other	*	*	*	*	*	*			

* Denotes subgroup with fewer than 10 students who took the test. Blank entries indicate there are no data to report.

Govans Elementary

School No. 213

School Profile

Welcome

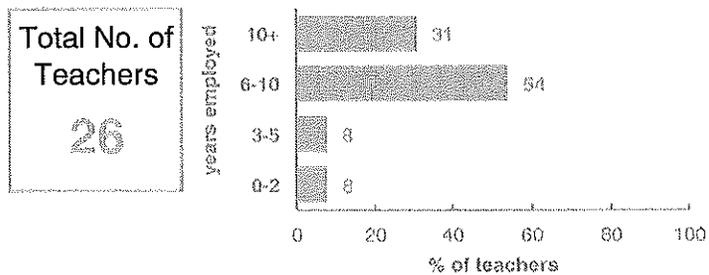
School profiles present a summary of up to three years of public schoolwide data on each school in the district. They include information on principal and teacher tenure, official enrollment, student demographics, attendance, suspensions, and the school survey. This profile also reports results from the Maryland School Assessments (MSAs) for Grades 3 through 5. For more information, visit www.baltimorecityschools.org.

School Information

<i>Phone</i>	410-396-6396	<i>Management Type</i>	Traditional
<i>Address</i>	5801 York Road Baltimore, MD 21212	<i>Grades Served</i>	PK - 5
<i>Principal</i>	Linda Taylor	<i>Tenure with City Schools</i>	22 years

Teachers

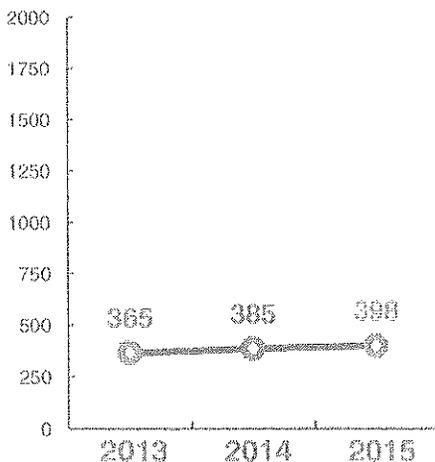
Official figures are based on full-time teachers as of 10/15/2014.



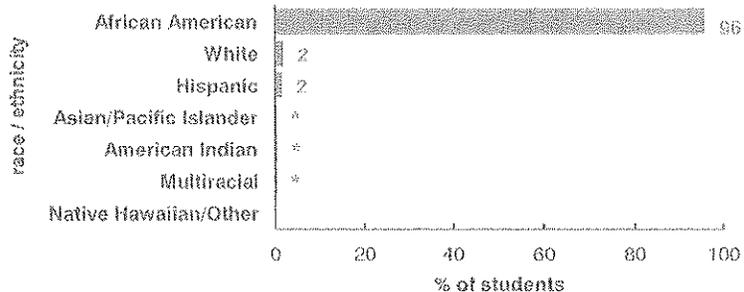
Enrollment

The official student enrollment is determined as of September 30 of the school year specified. (For example, enrollment for the "2015" school year that spans 2014-15 is determined on 9/30/2014). FARMs students are those who receive free/reduced price meals at school. ELL (English language learners) students are those whose primary or home language is not English and who have been assessed to have limited English proficiency. SWD (students with disabilities) are those who have current Individualized Education Programs (IEPs). An asterisk (*) indicates the percentage for the category is <1 and the data are not reported for confidentiality reasons.

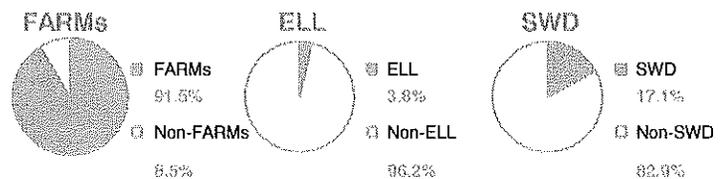
Total Student Enrollment



2015 Percentage of Enrollment by Demographic



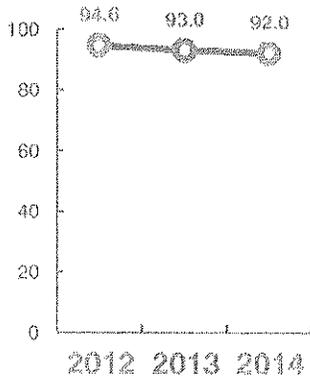
2015 Percentage of Enrollment by Subgroup



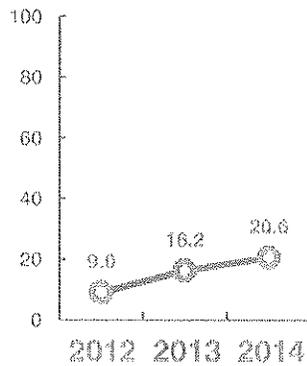
Attendance

Attendance rates are calculated by dividing the total number of days attended by the total number of days enrolled during the school year. Chronic absence rate is the percent of students who were absent more than 20 days, among students who were enrolled for at least 90 days during the school year. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).

Attendance Rate (%)



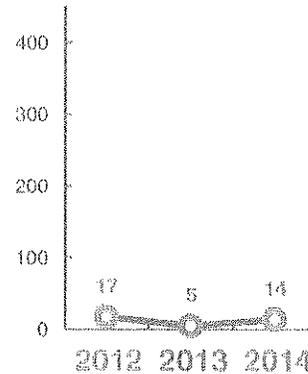
Chronic Absence Rate (%)



Suspensions

The number of suspensions in a school year includes all suspension incidents and expulsions.

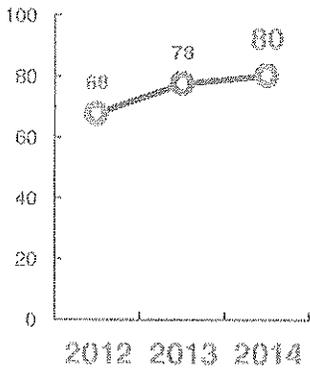
Number of Student Suspensions



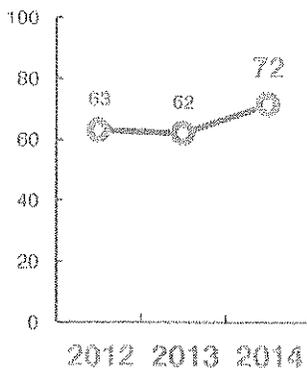
School Survey

The annual school survey is given to students in grades 3 to 12, all school-based staff, and parents of students in pre-K to grade 12. Three separate indices were calculated that represent a combination of student, staff, and parent reports. They reflect key measures of school climate as defined by the National School Climate Center. Data are not reported when any of the three groups had 5 or fewer respondents, or if the response rates for students or staff were less than 30%. The Physical Security Index measures the extent to which students and staff feel safe in a school building, parents feel that their child is safe, and students fighting and bringing weapons to school is NOT a problem. The Respectful Relationships Index measures the extent to which students and staff report that there are respectful relationships among students and between students and staff at their school. The School Connectedness Index, which was introduced in 2012-13, measures the extent to which students and staff feel they belong at the school, that parents feel welcome, that staff and parents work closely to meet students' needs, and that the administration is responsive to parent and staff concerns. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).

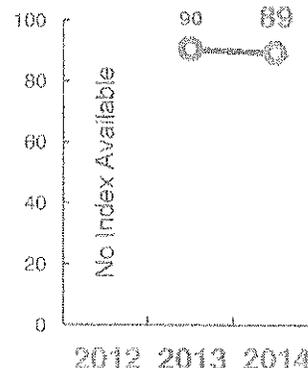
Physical Security Index



Respectful Relationships Index



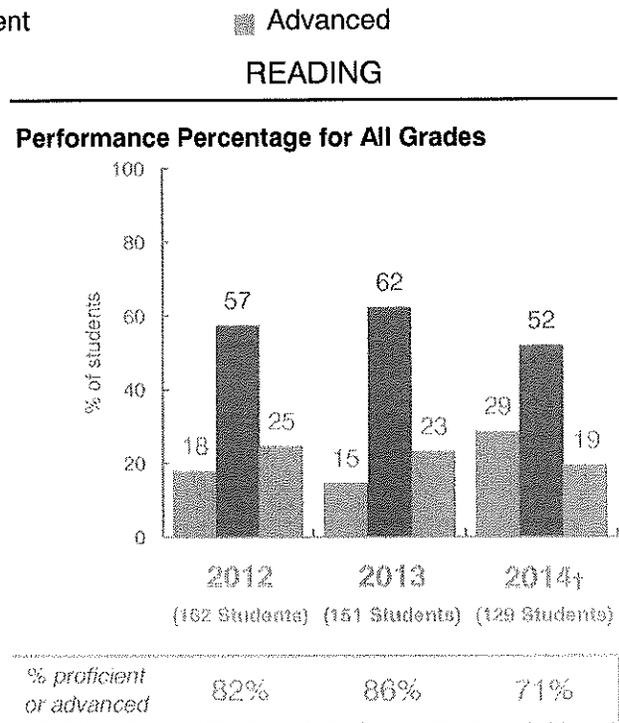
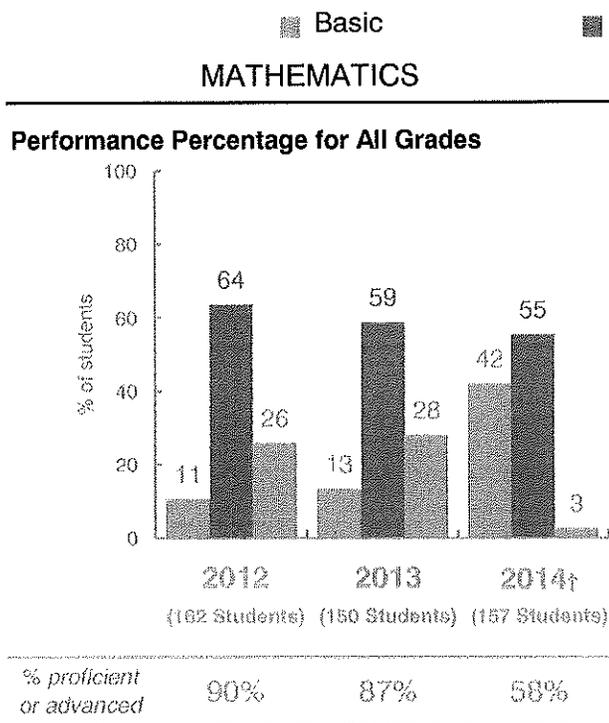
School Connectedness Index*



*New for 2013

MSA Results

Numbers in parentheses represent the number of students who took each test. Groups are color coded and categorized by basic, proficient, and advanced performance. "% proficient or advanced" indicates the total percentage of students scoring either proficient or advanced on the MSA. †In 2014-15 the MSA was replaced by the PARCC (Partnership for Assessment of Readiness for College and Careers) assessment, aligned to Maryland's College and Career-Ready Standards implemented in 2014. Until 2014, the Maryland School Assessment (MSA) was administered in the spring of each year to all students in grades 3 to 8. It assessed student achievement in both math and reading. By spring 2014, the MSAs did not align with the teaching and learning students experienced during the school year, as students transitioned to curricula aligned to new statewide standards. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).



Performance Percentage by Grade

	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
Grade 3	8	56	36	19	58	23	48	48	5
Grade 4	10	65	25	6	44	50	38	59	3
Grade 5	13	69	19	13	78	10	43	57	0
Grade 6									
Grade 7									
Grade 8									

Performance Percentage by Grade

	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
Grade 3	14	68	18	23	69	8	46	52	2
Grade 4	19	69	13	6	67	27	22	65	14
Grade 5	20	41	39	12	46	42	19	42	40
Grade 6									
Grade 7									
Grade 8									

* Denotes subgroup with fewer than 10 students who took the test. Blank entries indicate there are no data to report.

MSA Comparison (cont.)

■ Basic

■ Proficient

■ Advanced

MATHEMATICS

Performance Percentage by Subgroup									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
	FARMS	12	63	25	14	64	23	45	53
<i>ELL</i>	*	*	*	*	*	*	*	*	*
SWD	26	49	26	22	46	32	58	40	2

Performance Percentage by Demographic									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
	African American	10	64	26	14	59	27	42	55
<i>White</i>	*	*	*	*	*	*	*	*	*
<i>Hispanic</i>	*	*	*	*	*	*	*	*	*
<i>Asian / Pacific Isl.</i>									
<i>American Indian</i>							*	*	*
<i>Multiracial</i>				*	*	*			
<i>Native Hawaiian / Other</i>									

READING

Performance Percentage by Subgroup									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
	FARMS	19	58	23	14	66	20	30	52
<i>ELL</i>	*	*	*	*	*	*	*	*	*
SWD	33	33	33	21	66	13	41	43	17

Performance Percentage by Demographic									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
	African American	18	58	25	15	61	23	28	53
<i>White</i>	*	*	*	*	*	*	*	*	*
<i>Hispanic</i>	*	*	*	*	*	*	*	*	*
<i>Asian / Pacific Isl.</i>									
<i>American Indian</i>							*	*	*
<i>Multiracial</i>				*	*	*			
<i>Native Hawaiian / Other</i>									

* Denotes subgroup with fewer than 10 students who took the test. Blank entries indicate there are no data to report.

Hampstead Hill Academy

School No. 47 School Profile

BALTIMORE CITY
PUBLIC SCHOOLS

Welcome

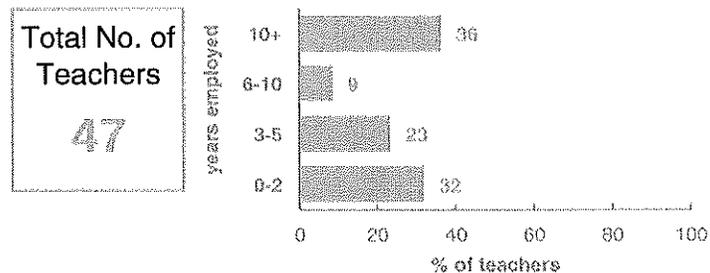
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School Information

<i>Phone</i> 410-396-9146	<i>Management Type</i> Charter
<i>Address</i> 500 S Linwood Avenue Baltimore, MD 21224	<i>Grades Served</i> PK - 8
<i>Principal</i> Matthew Hornbeck	<i>Tenure with City Schools</i> 12 years

Teachers

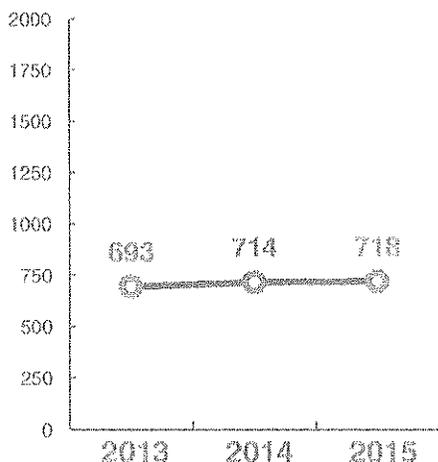
Official figures are based on full-time teachers as of 10/15/2014.



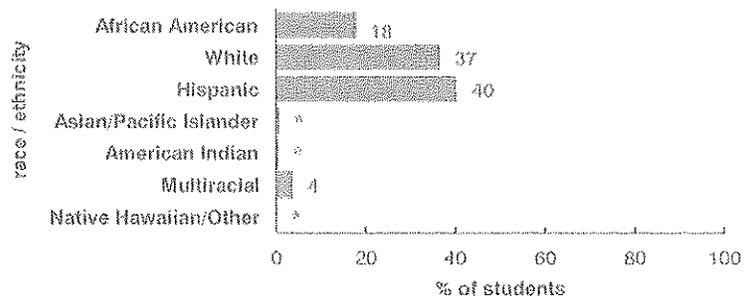
Enrollment

The official student enrollment is determined as of September 30 of the school year specified. (For example, enrollment for the "2015" school year that spans 2014-15 is determined on 9/30/2014). FARMs students are those who receive free/reduced price meals at school. ELL (English language learners) students are those whose primary or home language is not English and who have been assessed to have limited English proficiency. SWD (students with disabilities) are those who have current Individualized Education Programs (IEPs). An asterisk (*) indicates the percentage for the category is <1 and the data are not reported for confidentiality reasons.

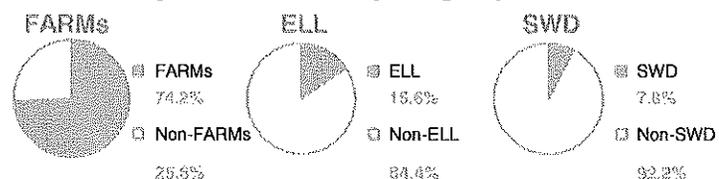
Total Student Enrollment



2015 Percentage of Enrollment by Demographic



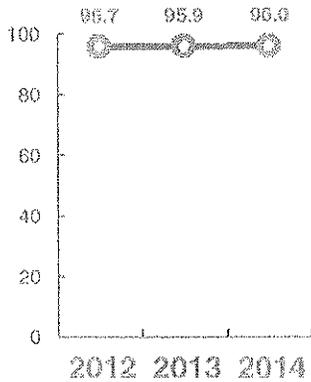
2015 Percentage of Enrollment by Subgroup



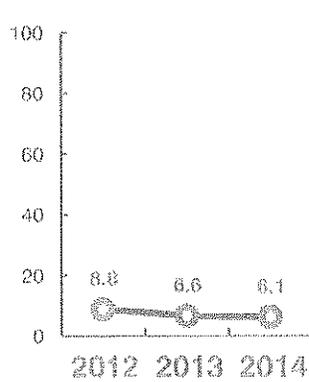
Attendance

Attendance rates are calculated by dividing the total number of days attended by the total number of days enrolled during the school year. Chronic absence rate is the percent of students who were absent more than 20 days, among students who were enrolled for at least 90 days during the school year. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).

Attendance Rate (%)



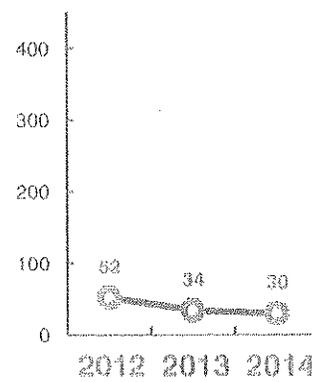
Chronic Absence Rate (%)



Suspensions

The number of suspensions in a school year includes all suspension incidents and expulsions.

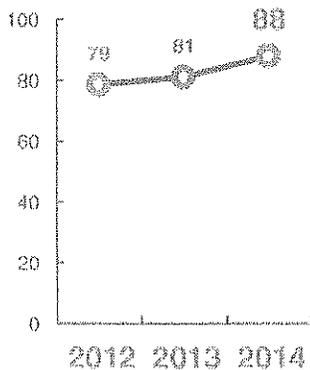
Number of Student Suspensions



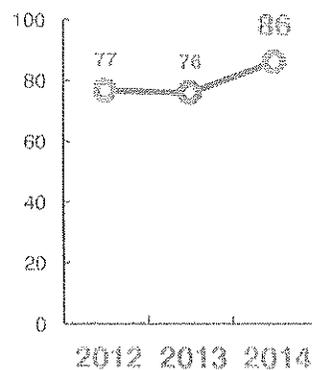
School Survey

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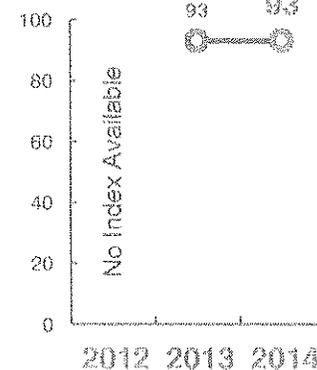
Physical Security Index



Respectful Relationships Index



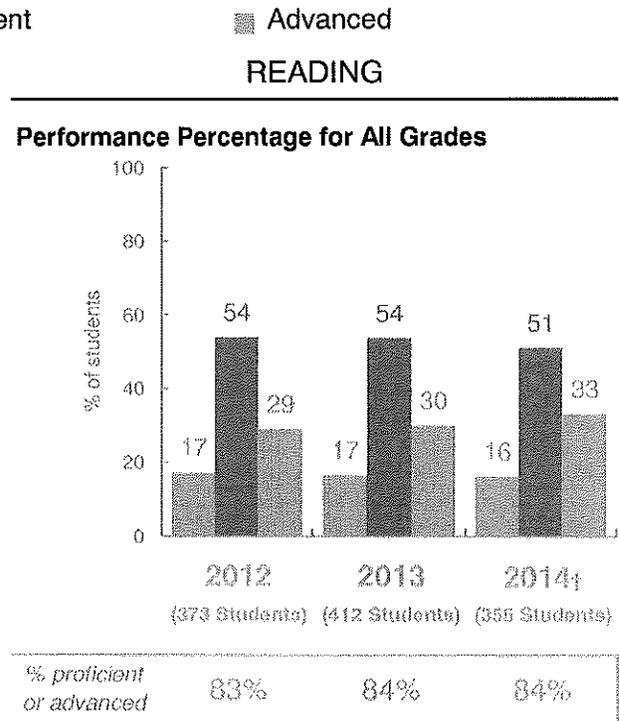
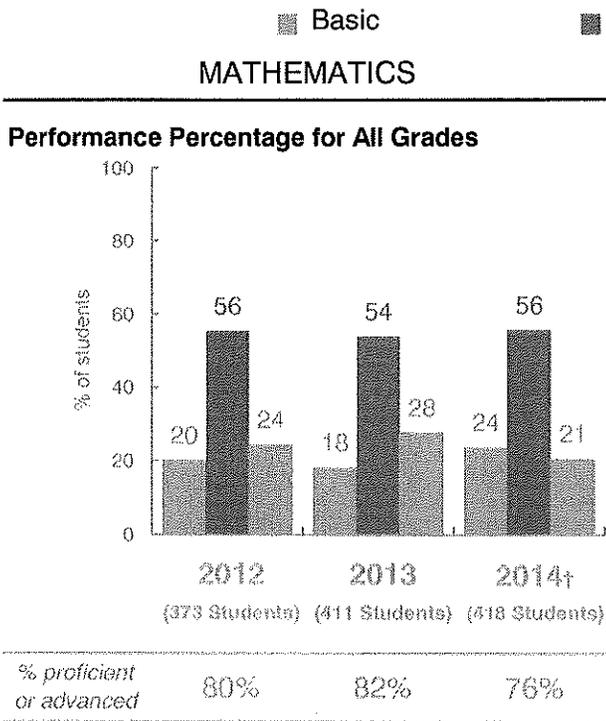
School Connectedness Index*



*New for 2013

MSA Results

Numbers in parentheses represent the number of students who took each test. Groups are color coded and categorized by basic, proficient, and advanced performance. "% proficient or advanced" indicates the total percentage of students scoring either proficient or advanced on the MSA. †In 2014-15 the MSA was replaced by the PARCC (Partnership for Assessment of Readiness for College and Careers) assessment, aligned to Maryland's College and Career-Ready Standards implemented in 2014. Until 2014, the Maryland School Assessment (MSA) was administered in the spring of each year to all students in grades 3 to 8. It assessed student achievement in both math and reading. By spring 2014, the MSAs did not align with the teaching and learning students experienced during the school year, as students transitioned to curricula aligned to new statewide standards. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).



Performance Percentage by Grade									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
Grade 3	16	70	15	22	61	17	24	71	5
Grade 4	12	56	32	24	62	14	22	57	21
Grade 5	23	58	19	8	66	27	22	66	12
Grade 6	18	57	25	6	44	50	28	53	18
Grade 7	9	46	46	15	48	37	11	42	48
Grade 8	49	38	13	35	39	26	37	40	23

Performance Percentage by Grade									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
Grade 3	26	66	8	21	67	12	22	71	8
Grade 4	11	67	23	18	71	12	16	65	20
Grade 5	10	42	48	8	43	49	10	55	35
Grade 6	22	50	28	17	42	41	4	42	54
Grade 7	18	42	40	19	48	32	20	26	54
Grade 8	15	53	32	16	43	41	20	42	38

* Denotes subgroup with fewer than 10 students who took the test. Blank entries indicate there are no data to report.

MSA Comparison (cont.)

■ Basic

■ Proficient

■ Advanced

MATHEMATICS

Performance Percentage by Subgroup									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMS	23	56	21	22	56	22	27	57	16
ELL	37	59	4	30	60	10	58	39	3
SWD	54	39	8	72	28	0	55	39	7

Performance Percentage by Demographic									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
African American	25	60	14	27	54	19	32	58	10
White	15	47	38	8	57	35	15	58	27
Hispanic	20	59	21	23	52	26	27	53	20
Asian / Pacific Isl.	*	*	*	*	*	*			
American Indian	*	*	*	*	*	*	*	*	*
Multiracial	36	59	5	30	52	17	24	52	24
Native Hawaiian / Other	*	*	*	*	*	*			

READING

Performance Percentage by Subgroup									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
FARMS	20	56	24	20	57	24	19	54	27
ELL	39	57	4	38	56	6	50	46	5
SWD	46	46	8	59	38	3	55	41	3

Performance Percentage by Demographic									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
African American	20	58	22	21	57	22	24	49	27
White	9	52	39	7	52	41	11	48	41
Hispanic	21	54	25	24	54	22	19	54	28
Asian / Pacific Isl.	*	*	*	*	*	*			
American Indian	*	*	*	*	*	*	*	*	*
Multiracial	41	46	14	17	61	22	10	62	29
Native Hawaiian / Other	*	*	*	*	*	*			

* Denotes subgroup with fewer than 10 students who took the test. Blank entries indicate there are no data to report.

Wolfe Street Academy

School No. 23

School Profile

BAITIMORE CITY
PUBLIC SCHOOLS

Welcome

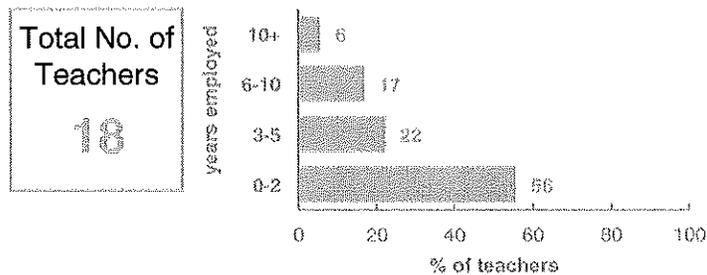
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School Information

<i>Phone</i>	410-396-9140	<i>Management Type</i>	Charter
<i>Address</i>	245 S Wolfe Street Baltimore, MD 21231	<i>Grades Served</i>	PK - 5
<i>Principal</i>	Mark Gaither	<i>Tenure with City Schools</i>	10 years

Teachers

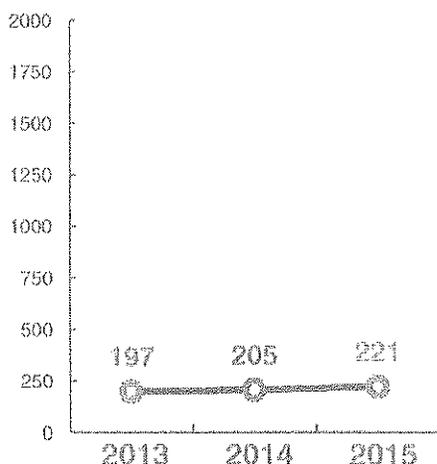
Official figures are based on full-time teachers as of 10/15/2014.



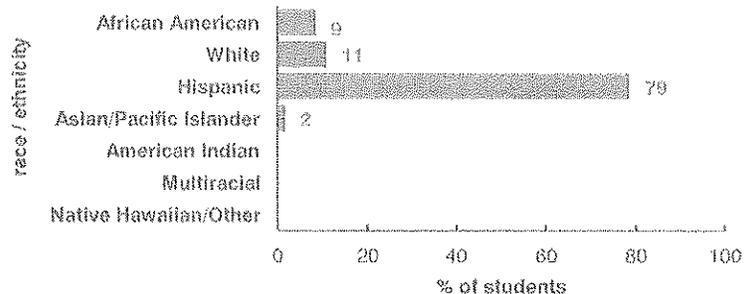
Enrollment

The official student enrollment is determined as of September 30 of the school year specified. (For example, enrollment for the "2015" school year that spans 2014-15 is determined on 9/30/2014). FARMs students are those who receive free/reduced price meals at school. ELL (English language learners) students are those whose primary or home language is not English and who have been assessed to have limited English proficiency. SWD (students with disabilities) are those who have current Individualized Education Programs (IEPs). An asterisk (*) indicates the percentage for the category is <1 and the data are not reported for confidentiality reasons.

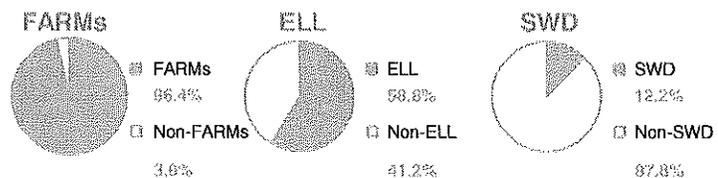
Total Student Enrollment



2015 Percentage of Enrollment by Demographic



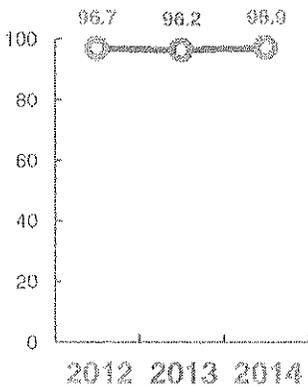
2015 Percentage of Enrollment by Subgroup



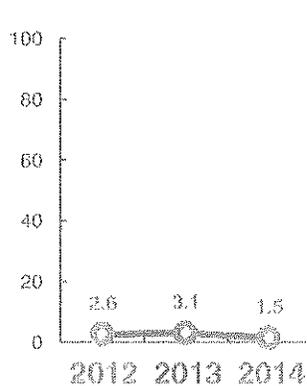
Attendance

Attendance rates are calculated by dividing the total number of days attended by the total number of days enrolled during the school year. Chronic absence rate is the percent of students who were absent more than 20 days, among students who were enrolled for at least 90 days during the school year. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).

Attendance Rate (%)



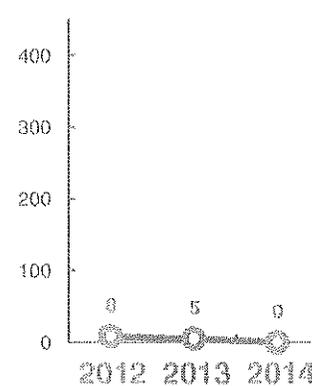
Chronic Absence Rate (%)



Suspensions

The number of suspensions in a school year includes all suspension incidents and expulsions.

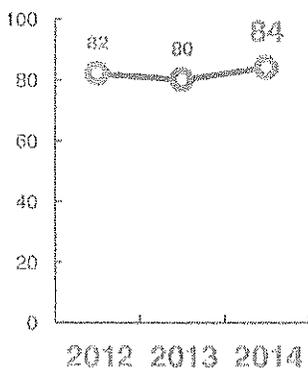
Number of Student Suspensions



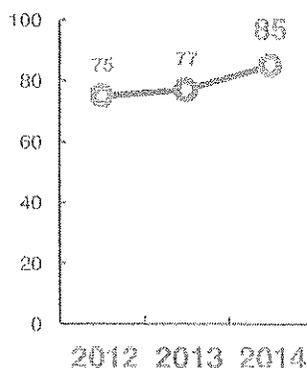
School Survey

The annual school survey is given to students in grades 3 to 12, all school-based staff, and parents of students in pre-K to grade 12. Three separate indices were calculated that represent a combination of student, staff, and parent reports. They reflect key measures of school climate as defined by the National School Climate Center. Data are not reported when any of the three groups had 5 or fewer respondents, or if the response rates for students or staff were less than 30%. The Physical Security Index measures the extent to which students and staff feel safe in a school building, parents feel that their child is safe, and students fighting and bringing weapons to school is NOT a problem. The Respectful Relationships Index measures the extent to which students and staff report that there are respectful relationships among students and between students and staff at their school. The School Connectedness Index, which was introduced in 2012-13, measures the extent to which students and staff feel they belong at the school, that parents feel welcome, that staff and parents work closely to meet students' needs, and that the administration is responsive to parent and staff concerns. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).

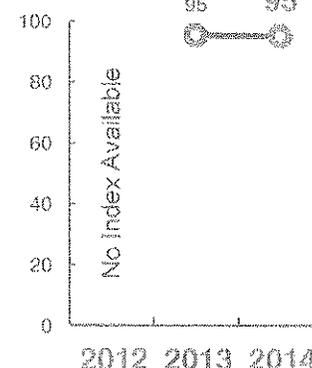
Physical Security Index



Respectful Relationships Index



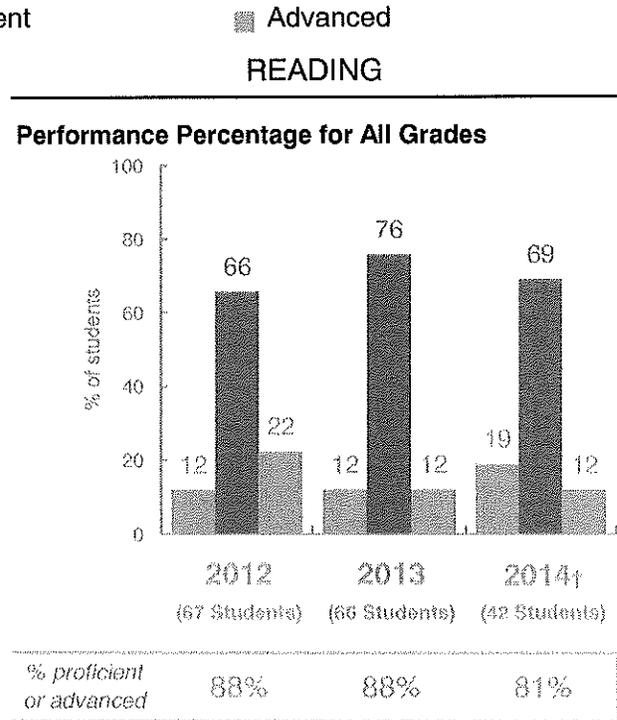
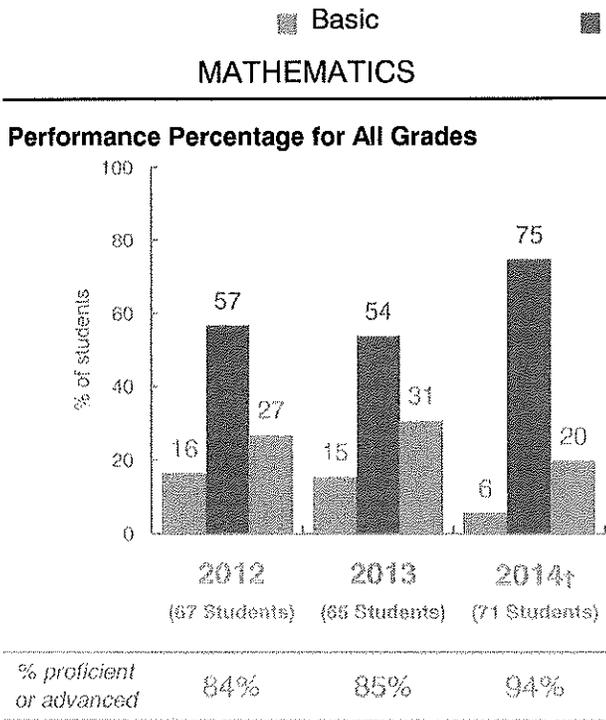
School Connectedness Index*



*New for 2013

MSA Results

Numbers in parentheses represent the number of students who took each test. Groups are color coded and categorized by basic, proficient, and advanced performance. "% proficient or advanced" indicates the total percentage of students scoring either proficient or advanced on the MSA. †In 2014-15 the MSA was replaced by the PARCC (Partnership for Assessment of Readiness for College and Careers) assessment, aligned to Maryland's College and Career-Ready Standards implemented in 2014. Until 2014, the Maryland School Assessment (MSA) was administered in the spring of each year to all students in grades 3 to 8. It assessed student achievement in both math and reading. By spring 2014, the MSAs did not align with the teaching and learning students experienced during the school year, as students transitioned to curricula aligned to new statewide standards. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).



	Performance Percentage by Grade								
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
Grade 3	25	33	42	4	63	33	3	77	20
Grade 4	14	67	19	6	44	50	12	73	15
Grade 5	9	73	18	40	50	10	0	73	27
Grade 6									
Grade 7									
Grade 8									

	Performance Percentage by Grade								
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
Grade 3	17	79	4	19	82	0	*	*	*
Grade 4	19	81	0	11	79	11	31	65	4
Grade 5	0	36	64	5	65	30	0	75	25
Grade 6									
Grade 7									
Grade 8									

* Denotes subgroup with fewer than 10 students who took the test. Blank entries indicate there are no data to report.

MSA Comparison (cont.)

■ Basic

■ Proficient

■ Advanced

MATHEMATICS

Performance Percentage by Subgroup									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
	FARMs	17	58	25	16	56	29	6	79
ELL	15	54	31	11	65	24	6	86	9
SWD	31	56	13	32	42	26	8	83	8

Performance Percentage by Demographic									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
	African American	33	50	17	*	*	*	*	*
White	*	*	*	*	*	*	0	50	50
Hispanic	11	60	29	14	59	27	4	81	15
Asian / Pacific Isl.				*	*	*			
American Indian	*	*	*	*	*	*	*	*	*
Multiracial									
Native Hawaiian / Other									

READING

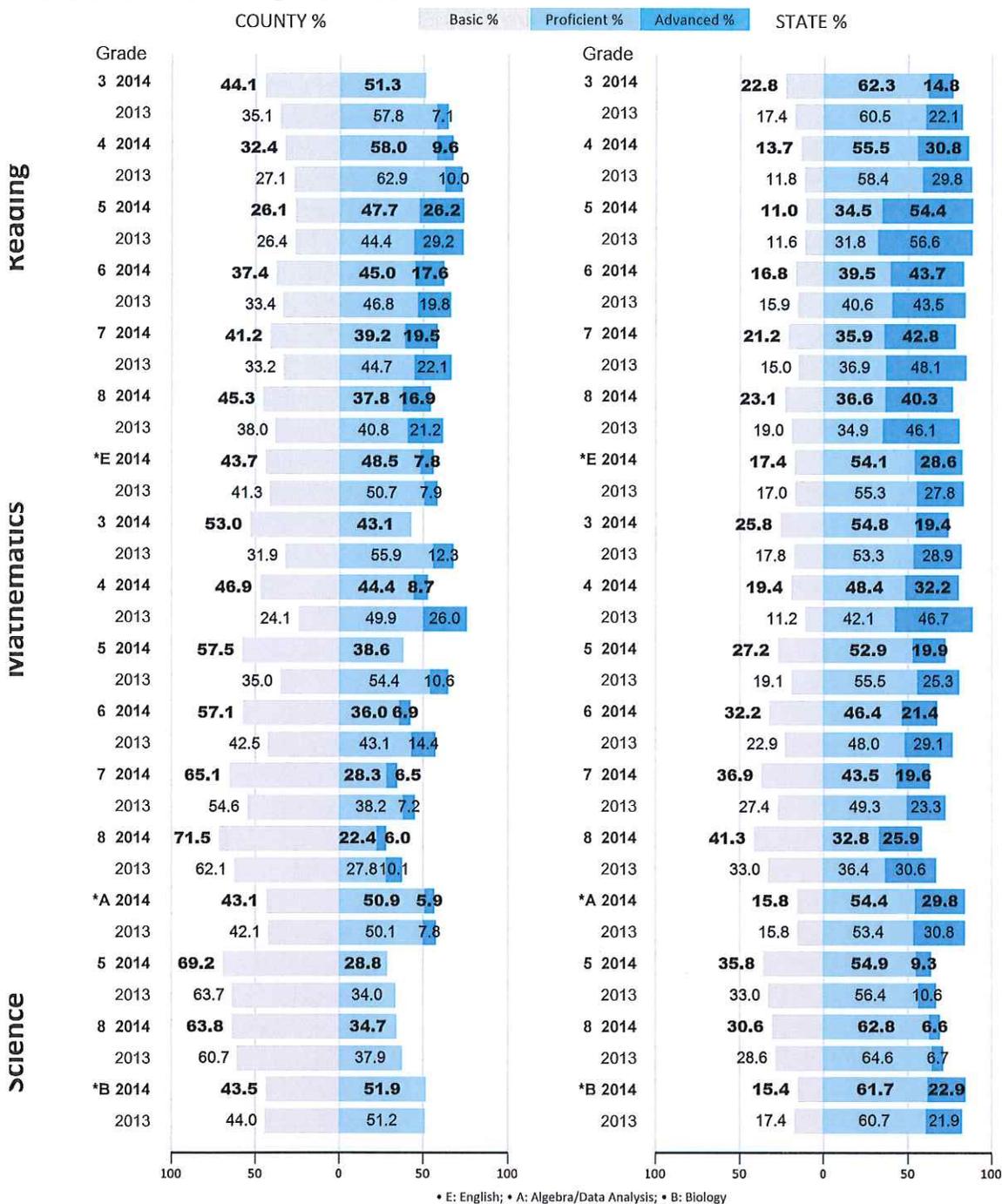
Performance Percentage by Subgroup									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
	FARMs	13	67	20	13	77	11	21	72
ELL	12	89	0	19	73	8	47	53	0
SWD	19	81	0	21	74	5	27	73	0

Performance Percentage by Demographic									
	2012			2013			2014		
	B	P	A	B	P	A	B	P	A
	African American	42	25	33	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*
Hispanic	7	73	20	16	73	11	30	67	4
Asian / Pacific Isl.				*	*	*			
American Indian	*	*	*	*	*	*	*	*	*
Multiracial									
Native Hawaiian / Other									

* Denotes subgroup with fewer than 10 students who took the test. Blank entries indicate there are no data to report.

Baltimore City MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic level is below the goal set for all students.



Maryland School Assessment (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2012. Science is not part of School Progress. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

Description of MSA Proficiency Levels

Proficiency Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Baltimore City

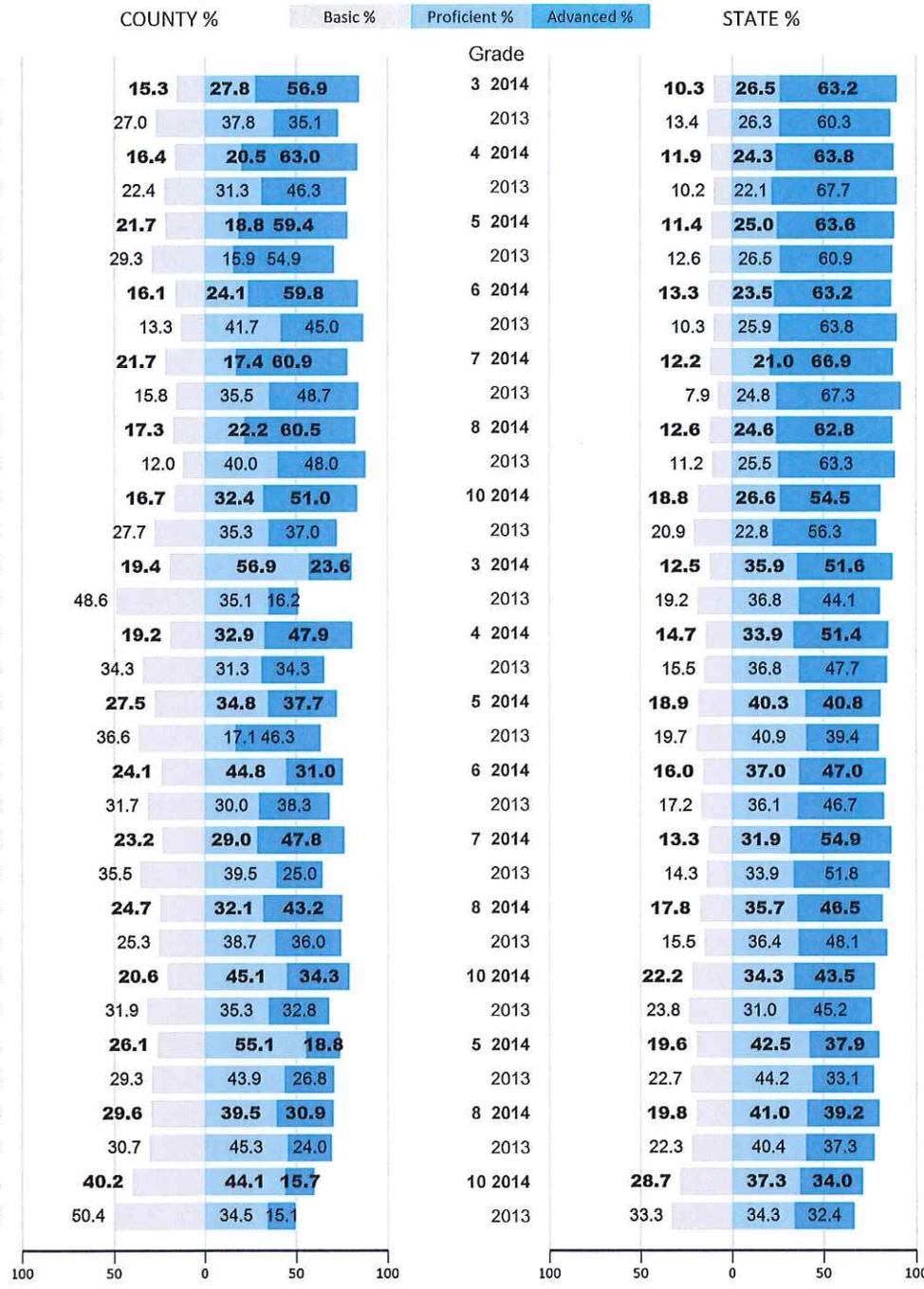
Alt-MSA Proficiency Levels

Approximately 10% of students take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science

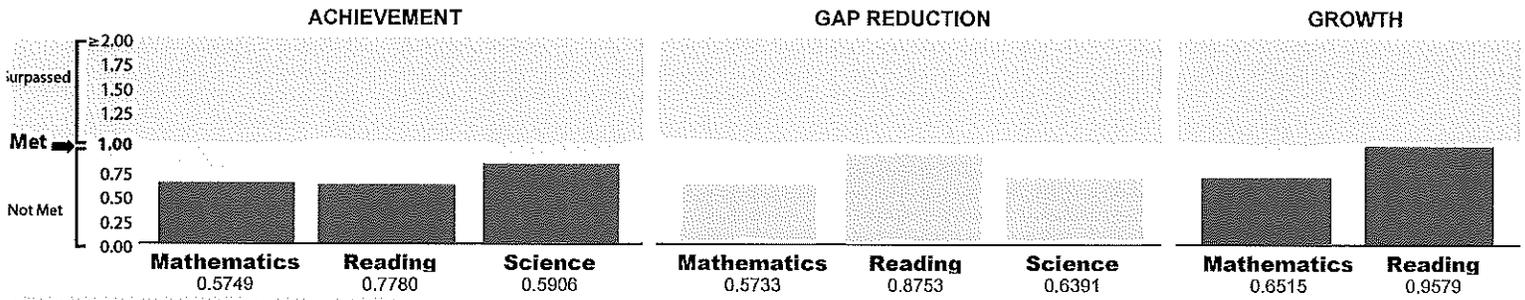


**E: English; *A: Algebra/Data Analysis; *B: Biology

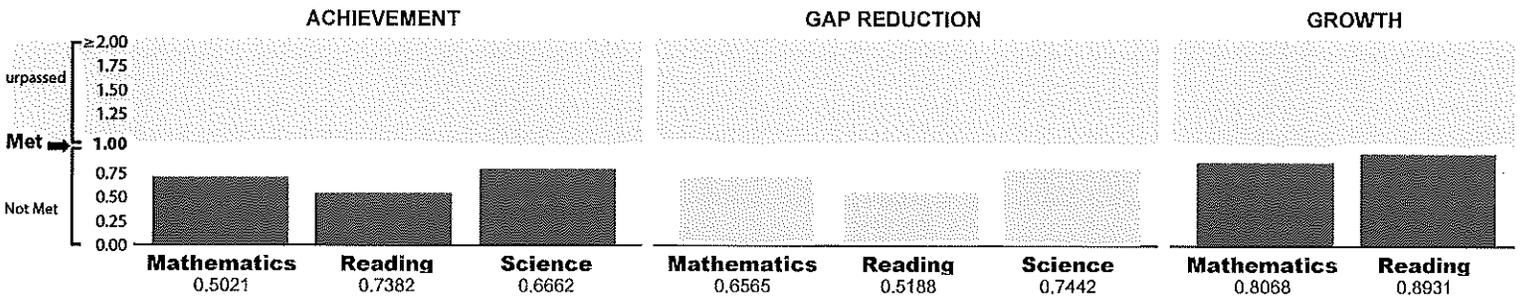
Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

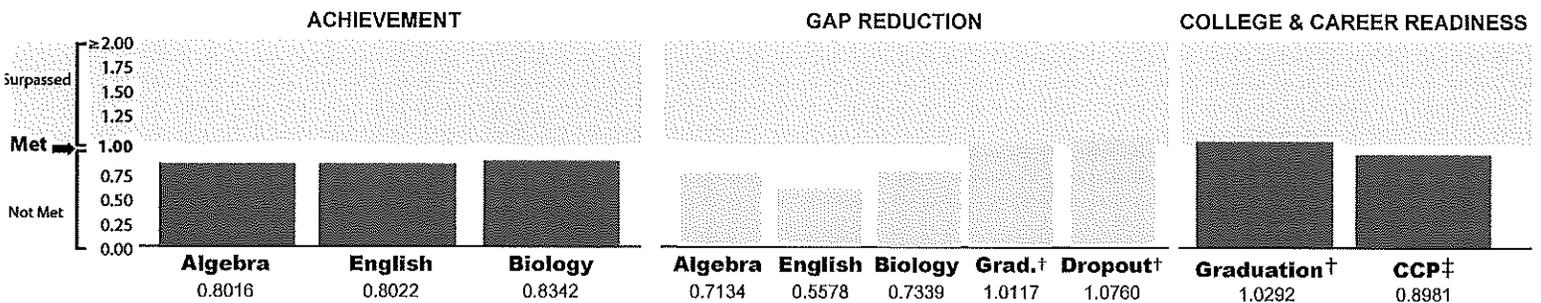
Elementary School Indicators (Grades 3-5)



Middle School Indicators (Grades 6-8)



High School Indicators (Grades 9-12)



School Progress Index (SPI)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest-achieving subgroup in Mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower-performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

Achievement: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Md-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

Growth: Growth represents a student's progress from one year to the next. The Growth Indicator represents students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

Gap Reduction: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest-achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four-year adjusted cohort dropout rate for high schools.

College- and Career-Readiness (CCR):

College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary institution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools (Not applicable for LEAs). Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

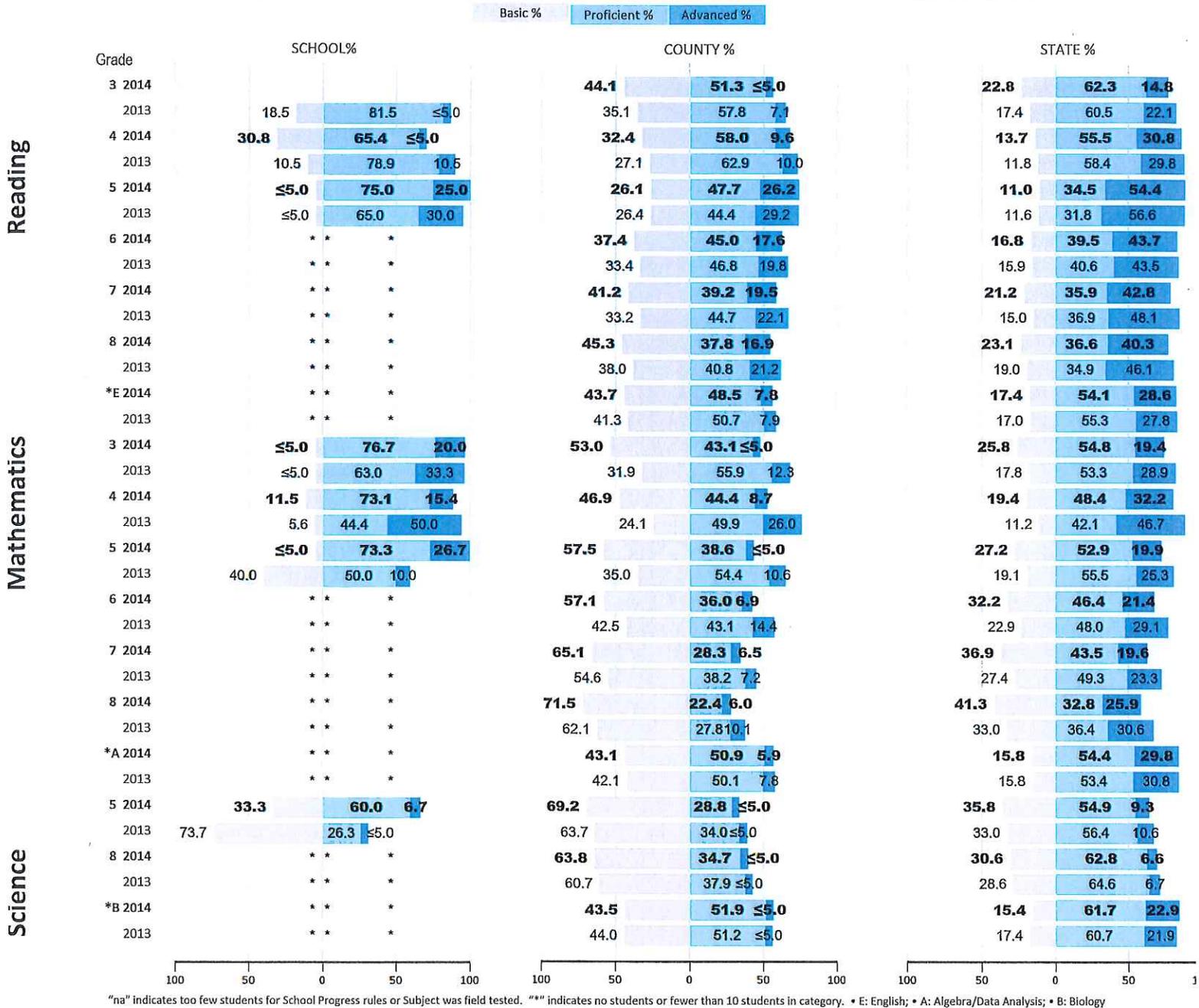
Please note, for school year 2013-2014, SPI was only calculated for the State, LEA, High Schools and Schools that double tested (took the MSA and the PARCC field test). The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, SPI can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

†College and Career Preparation (CCP) – 2012
‡Data from 2013

Wolfe Street Academy

MSA Proficiency Levels

students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.



Description of MSA Proficiency Levels

Proficiency Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / that is generally complete with some data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Hampstead Hill Academy

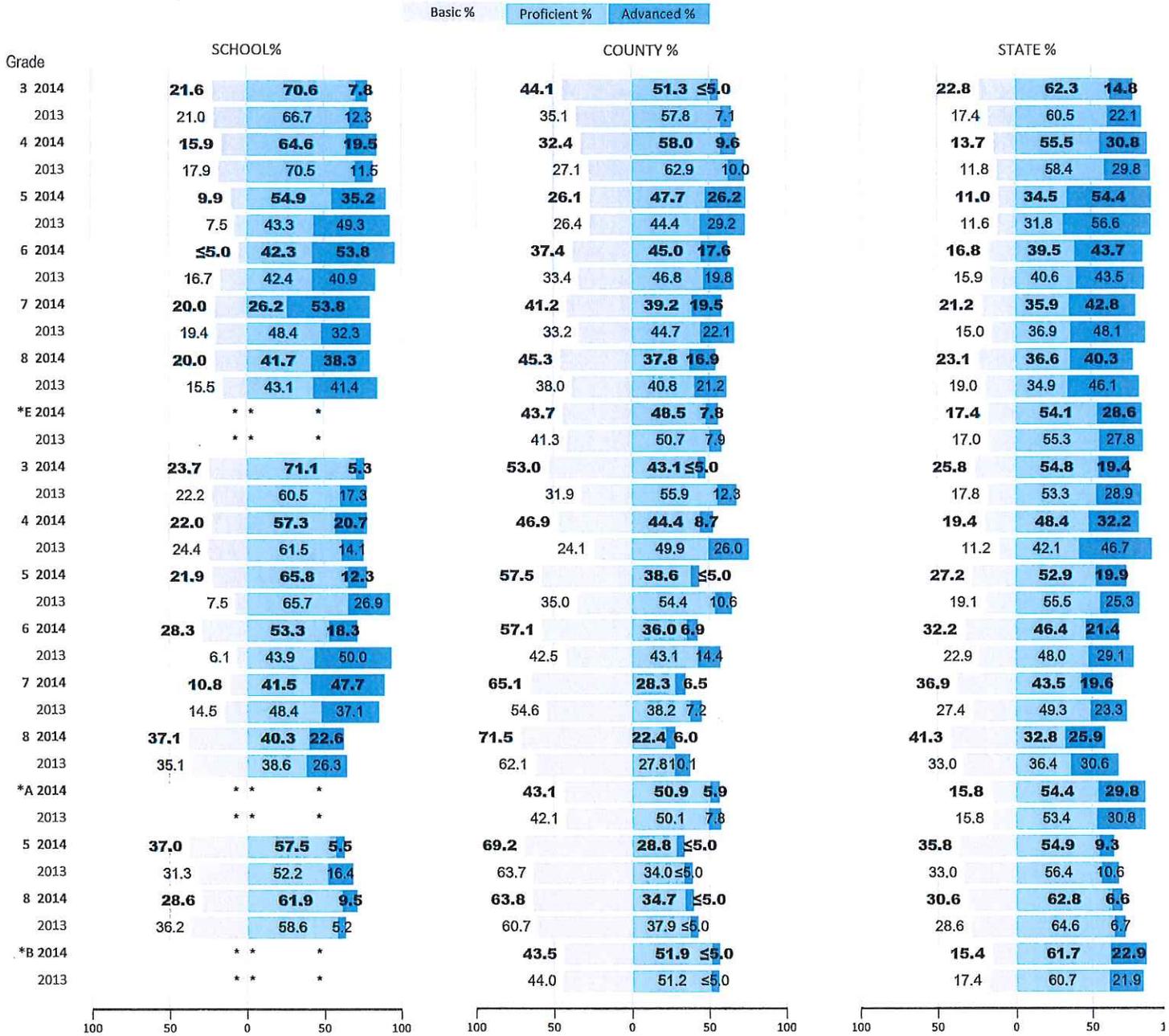
MSA Proficiency Levels

students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science



"na" indicates too few students for School Progress rules or Subject was field tested. "**" indicates no students or fewer than 10 students in category. * E: English; * A: Algebra/Data Analysis; * B: Biology

Description of MSA Proficiency Levels

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City Springs Elementary

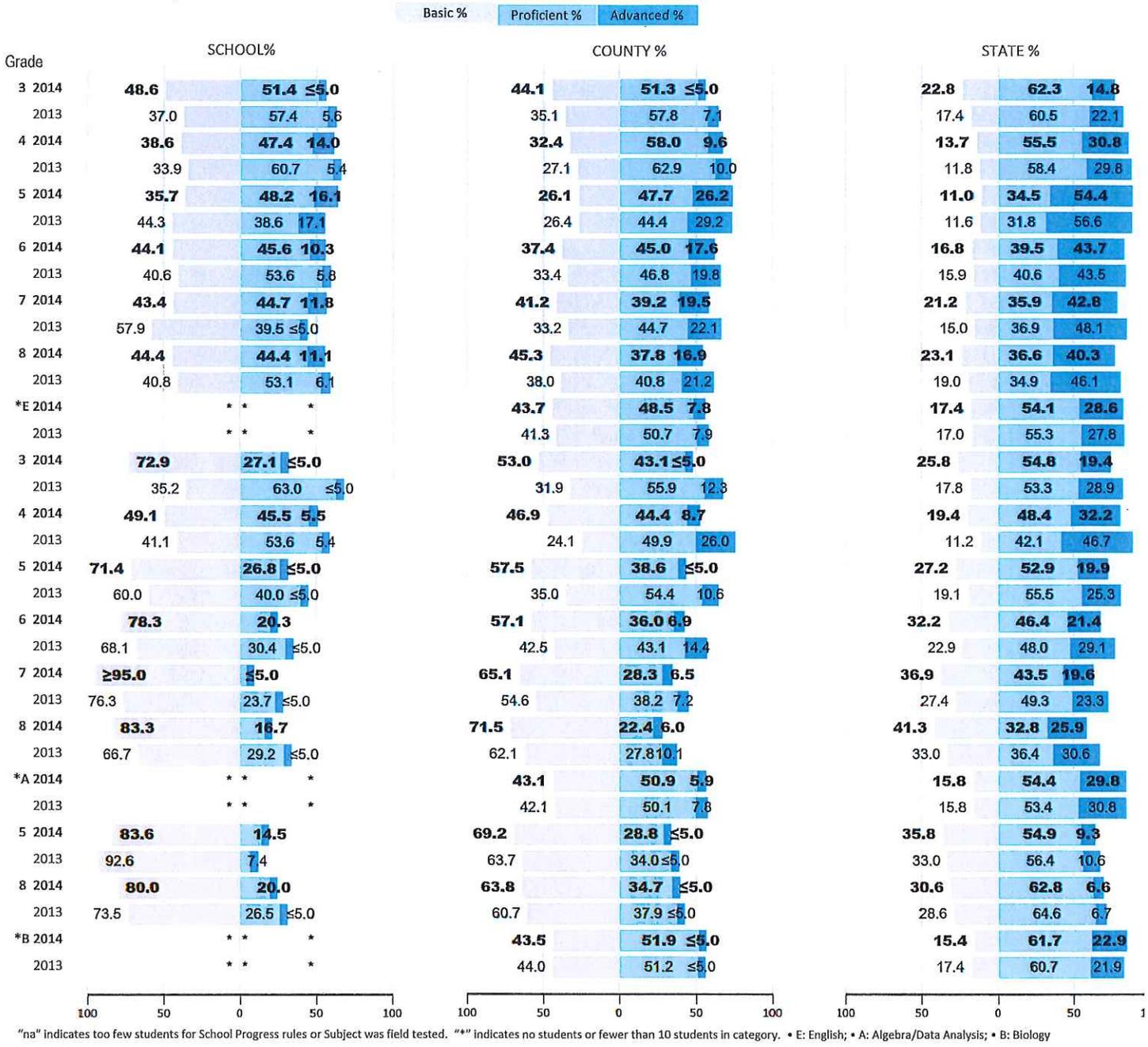
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Mathematics

Science



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Govans Elementary

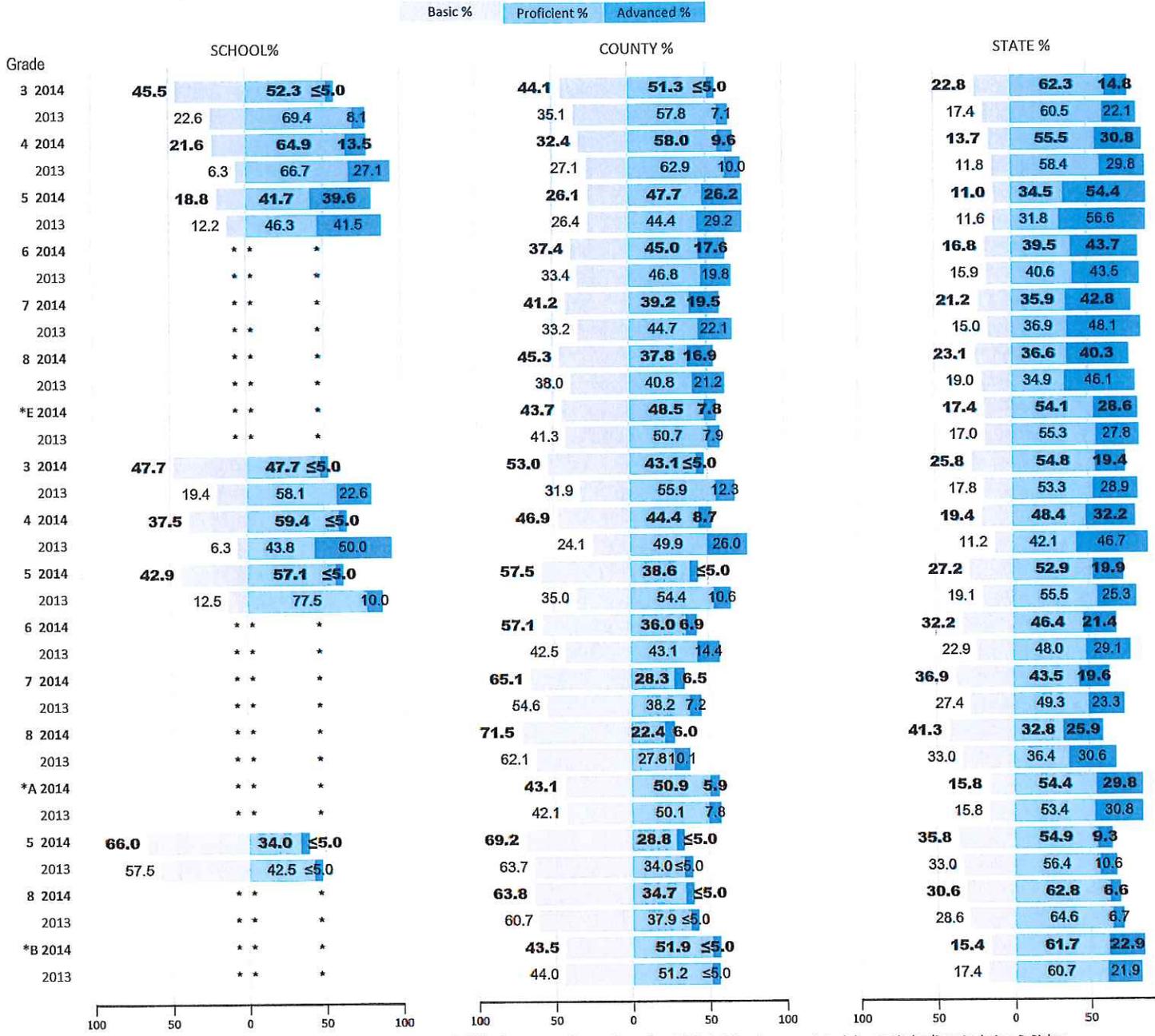
MSA Proficiency Levels

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Mathematics

Science



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BCP Base Expense Budget

Students K-8
Building Square Ft
inflation index

	ACTL FY13	ACTL FY14	FCST FY15	Budget FY16	FCST FY17	FCST FY18	FCST FY19
	1,979	1,477	1,558	1,906	1,958	2,008	2,058
	2,996	2,996	2,996	2,996	2,996	2,996	2,996
	1.030	1.030	1.030	1.030	1.030	1.030	1.030
							Fayette St Office
Occupancy	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Custodial	\$5,400	\$5,300	\$5,356	\$5,517	\$5,682	\$5,853	\$6,028
Lease	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$50,999	\$55,820	\$57,457	\$59,173	\$60,948	\$62,776	\$64,660
Moving	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Repairs/Maintenance/Security	\$25,711	\$13,911	\$4,076	\$4,076	\$4,198	\$4,324	\$4,454
Utilities	\$3,435	\$4,097	\$4,267	\$4,395	\$4,527	\$4,663	\$4,803
Total	\$85,545	\$79,129	\$71,156	\$73,161	\$75,356	\$77,616	\$79,945

Support Services & Supplies

	ACTL FY13	ACTL FY14	FCST FY15	Budget FY16	FCST FY17	FCST FY18	FCST FY19
Advertising/Marketing/Recruitment	\$15,328	\$17,505	\$18,191	\$18,737	\$19,299	\$19,878	\$20,474
Copy Charges	\$8,837	\$6,369	\$7,220	\$7,437	\$7,660	\$7,889	\$8,126
Fundraising	\$5,880	\$11,966	\$11,639	\$11,988	\$12,348	\$12,718	\$13,100
Office Supplies	\$5,413	\$6,428	\$6,523	\$6,718	\$6,920	\$7,127	\$7,341
Printing/Processing	\$17,016	\$15,864	\$16,290	\$16,351	\$16,841	\$17,346	\$17,867
Postage/Shipping	\$2,310	\$2,263	\$2,617	\$2,695	\$2,776	\$2,859	\$2,945
Service Fees	\$60,721	\$61,225	\$66,850	\$75,776	\$78,049	\$80,391	\$82,803
Teacher Recog/Luncheons	\$1,757	\$2,624	\$2,152	\$2,216	\$2,283	\$2,351	\$2,422
Telephone	\$5,132	\$4,967	\$5,136	\$5,290	\$5,449	\$5,612	\$5,781
Travel/Parking	\$1,429	\$137	\$323	\$333	\$343	\$353	\$364
Total	\$123,823	\$129,349	\$136,940	\$147,541	\$151,967	\$156,526	\$161,222

Instructional

	ACTL FY13	ACTL FY14	FCST FY15	Budget FY16	FCST FY17	FCST FY18	FCST FY19
BCP Consulting/Training	\$116,224	\$226,224	\$215,754	\$246,398	\$256,254	\$266,504	\$277,164
Conferences	\$7,159	\$0	\$7,000	\$7,000	\$7,210	\$7,426	\$7,649
Curriculum Development	\$2,953	\$26,202	\$17,000	\$17,000	\$17,510	\$18,035	\$18,576
Instructional Materials	\$1,087	\$177	\$754	\$777	\$800	\$824	\$849
Professional Development	\$136,464	\$7,802	\$20,500	\$20,500	\$21,115	\$21,748	\$22,401
Total	\$263,887	\$260,405	\$261,008	\$291,675	\$302,889	\$314,539	\$326,640

Furniture and Equipment

	ACTL FY13	ACTL FY14	FCST FY15	Budget FY16	FCST FY17	FCST FY18	FCST FY19
Equipment	\$6,603	\$3,275	\$7,733	\$7,965	\$8,204	\$8,450	\$8,703
Furniture	\$81	\$2,443	\$0	\$0	\$0	\$0	\$0
Total	\$6,684	\$5,718	\$7,733	\$7,965	\$8,204	\$8,450	\$8,703

BCP Budget Rates/Methodologies - FY16

	inflation= various		Conferences	Staff	Cost
	FY15 Cost	FY16 Cost			
Insurance					
Liability	\$24,982	\$24,982	1	Various	\$7,000
Liability/Umbrella	\$9,044	\$9,948	2	open	\$0
Workers Comp	\$11,881	\$11,881	3	open	\$0
D & O	\$4,499	\$4,949	4	open	\$0
E & O	\$0	\$0			\$7,000
Business Income	\$0	\$0			
Crime	\$5,169	\$5,531			
Student Accident	\$1,882	\$1,882			
Total	\$57,457	\$59,173			
Payroll Process	Cost			BCP Cost	SES Cost
Cost per Pay Period	\$593			\$7,863	\$0
Pay Periods	26			\$0	\$0
Sub Total	\$15,410			\$42,429	\$0
Install	\$0			\$74,361	\$0
W2 Cost	\$1,500			\$124,653	\$0
Total	\$16,910				
Lease	Monthly	Annual		BCP Base	SES
Main	\$0	\$0		\$42,450	\$0
Other	\$0	\$0		\$10,266	\$0
Total	---	\$0		\$52,715	\$0
Security Guard Offset Costs	\$0	\$0			
Net Lease Payments	---	\$0			
Sq Ft	---	2,996			
Cost/Sq Ft	---	\$0.00			
Repairs/Maintenance					
Security Guard Costs	\$0	\$0		0.0765	0.0765
Alarm (quarterly)	\$419	\$1,676		0.0185	0.0185
Other Misc Costs	\$200	\$2,400		0.0950	
		\$4,076			
Service Fees	FY15 Cost	FY16 Est	Prof.Devel	Cost	Curr.Devel
Tax/Audit	\$14,784	\$15,000	NIFDI	\$0	Writers \$12,000
Accounting	\$24,000	\$24,000	Fall/Winter Assemblies	\$10,500	Consultants \$5,000
Memberships	\$13,574	\$13,000	Summer Training	\$10,000	\$0
Bank/Other Fees	\$193	\$400			
Legal Fees	\$0	\$5,000	Total	\$20,500	Total \$17,000
Sub Total	\$52,550	\$57,400			
System Support:					
Open	\$0	\$0			
System Maintenance	\$13,922	\$15,800			
Web Host	\$0	\$0			
On-Line Services	\$2,526	\$2,576			
Sub Total	\$16,448	\$18,376			
Grand Total	\$68,998	\$75,776			

BALTIMORE CURRICULUM PROJECT, INC.
FINANCIAL STATEMENTS
WITH ACCOMPANYING INFORMATION
YEARS ENDED JUNE 30, 2014 AND 2013
WITH INDEPENDENT AUDITORS' REPORT THEREON

BALTIMORE CURRICULUM PROJECT, INC.

**FINANCIAL STATEMENTS
WITH ACCOMPANYING INFORMATION**

YEARS ENDED JUNE 30, 2014 AND 2013

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Baltimore Curriculum Project, Inc.
Baltimore, Maryland

Report on the Financial Statements

We have audited the accompanying financial statements of Baltimore Curriculum Project, Inc., which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities and change in net assets and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in "Government Auditing Standards," issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

Members

American Institute of Certified Public Accountants

Maryland Association of Certified Public Accountants

PR/Award # U282M150009

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Auditors' Responsibility, continued

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

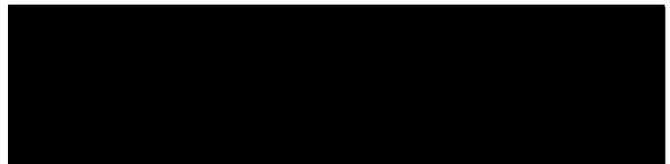
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Baltimore Curriculum Project, Inc., as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of expenses funded by Baltimore City Board of School Commissioners shown on page 14 is presented for purposes of additional analysis, and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by "Government Auditing Standards"

In accordance with Government Auditing Standards, we have also issued our report dated January 20, 2015 on our consideration of Baltimore Curriculum Project, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Baltimore Curriculum Project, Inc.'s internal control over financial reporting and compliance.



CERTIFIED PUBLIC ACCOUNTANTS

January 20, 2015

BALTIMORE CURRICULUM PROJECT, INC.

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2014 AND 2013

	<u>2014</u>	<u>2013</u>
ASSETS		
Cash and cash equivalents	\$ 438,245	\$ 432,184
Accounts receivable	117,118	257,790
Contributions receivable	200,500	500
Prepaid expenses and deposits	92,294	4,684
Restricted cash	2,648,076	3,031,352
Furniture and equipment, net	<u>145,372</u>	<u>154,559</u>
Total assets	<u>3,641,605</u>	<u>3,881,069</u>
LIABILITIES AND NET ASSETS		
Accounts payable	57,418	119,594
Accrued payroll	86,004	89,205
Payable to schools	<u>2,648,076</u>	<u>3,031,352</u>
Total liabilities	<u>2,791,498</u>	<u>3,240,151</u>
Net Assets:		
Unrestricted - available for general activities	551,920	550,326
Temporarily restricted	<u>298,187</u>	<u>90,592</u>
Total net assets	<u>850,107</u>	<u>640,918</u>
Total liabilities and net assets	<u>\$ 3,641,605</u>	<u>\$ 3,881,069</u>

BALTIMORE CURRICULUM PROJECT, INC.

STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS

	YEAR ENDED JUNE 30, 2014			YEAR ENDED JUNE 30, 2013		
	Unrestricted	Temporarily		Unrestricted	Temporarily	
		Restricted	Total		Restricted	Total
Revenues, gains, and other support:						
Public support -						
Received directly -						
Contributions and grants	\$ 77,328	\$ 207,595	\$ 284,923	\$ 35,246	\$ 21,625	\$ 56,871
Lessons sales, net of costs of \$ 3,021 in 2014 and \$ 3,557 in 2013	6,019	-	6,019	9,153	-	9,153
Special event revenue	34,959	-	34,959	16,731	-	16,731
Other revenue:						
Management fees	1,046,112	-	1,046,112	1,363,775	-	1,363,775
Interest and other	5,968	-	5,968	20,995	-	20,995
Total other revenue	1,052,080	-	1,052,080	1,384,770	-	1,384,770
Total revenues, gains, and other support	1,170,386	207,595	1,377,981	1,445,900	21,625	1,467,525
Expenses:						
Payroll and payroll related, including tutors	939,987	-	939,987	916,510	-	916,510
Professional fees	70,386	-	70,386	73,483	-	73,483
Supplies	14,890	-	14,890	12,653	-	12,653
Occupancy	78,796	-	78,796	85,277	-	85,277
Professional development	7,979	-	7,979	144,710	-	144,710
Other	47,567	-	47,567	42,747	-	42,747
Depreciation	9,187	-	9,187	9,752	-	9,752
Total expenses	1,168,792	-	1,168,792	1,285,132	-	1,285,132
Change in net assets	1,594	207,595	209,189	160,768	21,625	182,393
Net assets - beginning of year	550,326	90,592	640,918	389,558	68,967	458,525
Net assets - end of year	\$ 551,920	\$ 298,187	\$ 850,107	\$ 550,326	\$ 90,592	\$ 640,918

The accompanying notes are an integral part of these financial statements.

BALTIMORE CURRICULUM PROJECT, INC.

STATEMENTS OF CASH FLOWS

YEARS ENDED JUNE 30, 2014 AND 2013

	<u>2014</u>	<u>2013</u>
Cash flows from operating activities:		
Change in net assets	\$ 209,189	\$ 182,393
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	9,187	9,752
(Increase) decrease in assets:		
Accounts receivable	140,672	(257,240)
Contribution receivable	(200,000)	-
Prepaid expenses and deposits	(87,610)	45,570
Restricted cash	383,276	(64,056)
Increase (decrease) in liabilities:		
Accounts payable	(62,176)	54,400
Accrued payroll	(3,201)	(12,179)
Payable to schools	(383,276)	64,056
Net cash provided by operating activities	<u>6,061</u>	<u>22,696</u>
Net increase in cash and cash equivalents	6,061	22,696
Cash and cash equivalents - beginning of year	<u>432,184</u>	<u>409,488</u>
Cash and cash equivalents - end of year	<u>\$ 438,245</u>	<u>\$ 432,184</u>

The accompanying notes are an integral part of these financial statements.

PR/Award # 0282M150009

BALTIMORE CURRICULUM PROJECT, INC.

NOTES TO FINANCIAL STATEMENTS

1 - Summary of Significant Accounting Policies

Nature of Organization

In January of 1996, Abell Foundation President Robert C. Embry, Jr., and Muriel Berkeley, Vice President of the Calvert School Board, jointly agreed to found the Baltimore Curriculum Project, Inc. (BCP), a nonprofit organization. The purpose of BCP was to make available to all interested Baltimore City public schools an effective and efficient curriculum that was detailed and incorporated high standards. In addition, BCP would provide school personnel with the training necessary to implement the curriculum correctly. It was thought that a highly structured, interrelated curriculum could help teachers present skills and materials consistently and thoroughly. No longer required to write lessons, teachers would have more time and energy to perfect their presentation skills, monitor students' progress, and keep parents informed of their children's progress and advised of their own role in the children's academic development. BCP has offered technical assistance to 21 Baltimore City Public School System schools that implement Direct Instruction/Core Knowledge reforms.

In addition, BCP has become a more direct participant in the education of Baltimore City students through the operation of charter schools. In 1996, BCP became the operator of City Springs Elementary School, when the school became one of Baltimore's first New Schools Initiative (NSI) schools. BCP became the operator of Collington Square School and Hampstead Hill Academy in 2002 when these schools also joined the New Schools Initiative. All three of these schools began operating as charter schools in September 2005. In 2009, BCP also became the operator of Wolfe Street Academy, a charter school. While other Charter School operators create new schools by picking students through a lottery system, BCP converts existing public schools to charter schools. By maintaining services to the existing student body and community, BCP has helped develop an important model for school reform that is more widely replicable and more inclusive than the creation of wholly new schools. This model is important as the City creates new charter schools; especially for a school system budget that is already strapped for resources. BCP continues to manage the City Springs Elementary Middle School, Hampstead Hill Academy and Wolfe Street Academy. As of July 1, 2013, Collington Square School is no longer operated by BCP.

BALTIMORE CURRICULUM PROJECT, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

1 - Summary of Significant Accounting Policies (continued)

Nature of Organization (continued)

BCP is funded by management fees from the schools it operates, sales of teaching lessons, and contributions.

Contributions and Revenue

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions.

Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and change in net assets as net assets released from restrictions. Governmental grant awards are classified as refundable advances until expended for the purpose of the grants since they are conditional promises to give.

Accounts Receivable

Receivables are reported at the amount management expects to collect on balances outstanding at year-end. Management closely monitors outstanding balances and writes off, as of year-end, all balances that are believed to be uncollectible by the time the financial statements are issued. Accounting principles generally accepted in the United States of America (GAAP) requires the allowance method for accounting for bad debts, but the differences between the two methods are immaterial.

Donated Services

BCP recognizes donated services that create or enhance nonfinancial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation.

BALTIMORE CURRICULUM PROJECT, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

1 - Summary of Significant Accounting Policies (continued)

Cash Equivalents

For purposes of the statement of cash flows, BCP considers cash equivalents to include all highly liquid debt instruments purchased with maturities of three (3) months or less.

Promises to Give

Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. When material, the discounts on those amounts are computed using rates applicable to the facts and circumstances of each of the promises to give. Amortization of the discounts is included in contribution revenue. Conditional promises to give are not included as support until the conditions are substantially met.

Property and Equipment

BCP capitalizes substantial expenditures for property and equipment having a useful life of two (2) or more years. Expenditures for repairs, maintenance, renewals, and betterments that materially prolong the useful lives of assets are capitalized. Property and equipment are carried at cost or, if donated, at the approximate fair value at the date of donation. Depreciation is computed over the estimated useful lives of three (3) – thirty-nine (39) years using the straight-line method. BCP uses the direct expensing method to account for planned major maintenance activity.

2 - Income Taxes

BCP is exempt from income tax under Section 501(c)(3) of the U.S. Internal Revenue Code (Code) and comparable State law, and contributions to it are tax deductible within the limitations prescribed by the Code. BCP had been classified as a private foundation under Section 509(a)(2) of the Code. The Code imposes an excise tax of 2% (reduced to 1% if certain requirements are met) on net investment income of private foundations.

BALTIMORE CURRICULUM PROJECT, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

2 - Income Taxes (continued)

BCP was in a 60-month termination under section 507(6)(1)(7) of the Code with a determination letter dated September 4, 2008. Under this ruling BCP is not subject to excise tax. If, at the end of the 60-month period, BCP is determined to be a private foundation, all taxes based on investment income incurred during the period would become payable. Effective September 16, 2014, BCP completed its 60-month termination. As such, BCP has been classified as a publicly-supported organization which is not a private foundation under section 509(a) of the code.

The Internal Revenue Service has not examined (audited) any income tax return of BCP thus the previous three (3) years are subject to examination. BCP has not taken any questionable tax positions with respect to unrelated business income tax or anything that would jeopardize its 501(c)(3) status.

3 - Revenue Concentration

BCP received approximately 76% and 93% of its revenue in management fees from the three (3) and four (4) schools it operated for the years ended June 30, 2014 and 2013, respectively.

Wolfe Street Academy's charter was renewed through June 30, 2015; while City Springs' charter was renewed through June 30, 2016. Hampstead Hill's charter was renewed through June 30, 2018.

4 - Functional Expenses

Total expenses are allocated as follows for the years ended June 30,:

	2014	2013
Program services	\$ 842,664	\$ 968,500
Management and general	219,005	271,616
Fund raising	107,123	45,016
	<u>\$ 1,168,792</u>	<u>\$ 1,285,132</u>

(Continued)

PR/Award #U282M150009

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BALTIMORE CURRICULUM PROJECT, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

5 - Agency Transactions

BCP contracted with the Baltimore City Public School System (BCPSS) to manage direct and pass-through funds for three (3) schools in 2014 and four (4) schools in 2013. If BCP spends less than the amount allocated for a particular school, the money will be carried forward for the school's benefit to the next fiscal year and is included in the payable to schools liability and the corresponding cash is included in restricted assets. If BCP spends more than the amount allocated for a particular school, BCP must absorb the costs. BCP had to absorb \$ 0 in costs for the years ended June 30, 2014 and 2013.

BCP received funds from private foundations to be spent for the schools. If BCP spends less than the amount received for a particular school, the money will be carried forward to the school's benefit to the next fiscal year and is included in the payable to schools liability and the corresponding cash is included in restricted assets.

Payable to schools liability and Restricted cash consisted of the following at June 30,:

	<u>2014</u>	<u>2013</u>
Baltimore City Public School System	\$ 2,581,504	\$ 2,989,936
Governmental funds	7,928	24,000
Private foundations funds	<u>58,644</u>	<u>17,416</u>
	<u>\$ 2,648,076</u>	<u>\$ 3,031,352</u>

6 - Retirement Plan

BCP established a 401(k) retirement plan covering substantially all employees. Salaried employees are eligible to participate in the plan after being employed for one (1) year. BCP matches employee contributions up to 3.5% of salary which vests immediately. Retirement plan expense was \$ 10,457 and \$ 10,553 for the years ended June 30, 2014 and 2013, respectively.

(Continued)

PR/Award #11282M150009

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BALTIMORE CURRICULUM PROJECT, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

7 - Property and Equipment

Property and equipment consisted of the following at June 30,:

	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 4,777	\$ 4,777
Equipment	44,200	44,200
Building	<u>156,592</u>	<u>156,592</u>
	205,569	205,569
Less accumulated depreciation	<u>60,197</u>	<u>51,010</u>
	<u><u>145,372</u></u>	<u><u>154,559</u></u>

8 - Temporarily Restricted Net Assets

Temporarily restricted net assets consisted of the following at June 30,:

	<u>2014</u>	<u>2013</u>
City Springs Sports Complex	271,650	71,650
Purchase computer equipment - City Springs	12,342	12,342
Muriel Berkeley Fund	6,800	6,600
Computer equipment - Govans	<u>7,395</u>	<u>-</u>
	<u>\$ 298,187</u>	<u>\$ 90,592</u>

9 - Use of Estimates in Financial Statements

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

BALTIMORE CURRICULUM PROJECT, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

10 - Concentration of Risks

Financial instruments that potentially subject the Organization to concentrations of credit risk are principally cash and cash equivalent accounts in financial institutions, which often exceed the Federal Depository Insurance (FDIC) limit. The Organization places its cash with high quality financial institutions and believes it is not exposed to any significant credit risk.

11 - Student Activities Fund

Revenues and expenses of the student activities fund were as follows for the year ended June 30, 2014:

	<u>HHA</u>	<u>City Springs</u>	<u>Total</u>
Fees	<u>\$ 136,228</u>	<u>\$ 80,124</u>	<u>\$ 216,352</u>
School supplies	35,229	12,320	47,549
School events	14,076	21,329	35,405
Field trips	54,045	17,975	72,020
Travel	5,475	11,183	16,658
Building	10,320	4,640	14,960
Sports	-	3,860	3,860
	<u>119,145</u>	<u>71,307</u>	<u>190,452</u>
	<u>\$ 17,083</u>	<u>\$ 8,817</u>	<u>\$ 25,900</u>

12 - Subsequent Events

BCP has evaluated subsequent events through the date the financial statements were available to be issued on January 20, 2015 and determined the following required disclosure:

As of July 1, 2015, Govans Elementary School will be operated by BCP as a charter school.

ACCOMPANYING INFORMATION

BALTIMORE CURRICULUM PROJECT, INC.
SCHEDULE OF EXPENSES FUNDED BY
BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

YEAR ENDED JUNE 30, 2014

	City Springs	Hampstead Hill	Wolfe Street	Total
Expenses:				
Payroll and payroll related				
Supplies	228,388	266,827	55,935	551,150
Occupancy	406,953	300,645	110,921	818,519
Professional development	26,861	12,613	18,945	58,417
Travel	76,785	47,072	5,008	128,865
Management fees	441,959	474,540	129,613	1,046,112
Furniture and equipment	65,125	55,496	7,674	128,295
Other	268,335	124,495	50,734	443,564
Total expenses	\$ 5,856,561	\$ 5,875,918	\$ 1,858,188	\$ 13,588,667

Summary of Significant Accounting Policies

The expenses funded by the Baltimore City Board of School Commissioners include expenses that are paid directly by the schools as well as expenses paid directly by the Baltimore City Board of School Commissioners, and are presented on the accrual basis of accounting. In addition, capital expenditures are expensed as incurred, which differs from accounting principles generally accepted in the United States of America (GAAP). GAAP requires capital expenditures to be depreciated over the useful life of the asset.

See independent auditors' report.

Baltimore Curriculum Project Board of Directors

Victor Abiamiri

Brown Advisory

Muriel Berkeley, Ph.D.

Committees: Education, Fundraising (Chair)
and Nominating

Expertise: Education

Jacquelyn Duval-Harvey, Ph.D.

Deputy Commissioner for Youth and Families
Baltimore City Health Department

Committee: Education

Expertise: Social Services

Matthew Facchine

Systems / RF Antenna Engineer
Northrup Grumman Electronic Systems

Committee: Education

Expertise: Education

Bailey Evans Fine

Committee: Fundraising and Marketing

Expertise: Education, Community Development

Ryan Galloway, CPA

Management Analyst
U.S. Dept. of Health & Human Services
The Centers for Medicare and Medicaid
Innovation

Committee: Finance

Expertise: Accounting & Financial Management

George Hess

Chairman of the Board

Committee: Acting Chair, Fundraising

Expertise: Business Management

Bernarda Kwaw

Assistant Principal, Collington Square School

Committee: Curriculum

Expertise: Education

Larry Matlack

Committee: Finance

Expertise: Finance

Heather L. Mitchell

Associate, Venable LLP

Committee: Finance

Expertise: Legal

Michael Niccolini, President

MCM Capital Partners, LLC

Committee: Chair, Finance

Anne S. Perkins

Committees: Fundraising, Marketing and Nominating

Expertise: Politics and Community Outreach

Rachel Y. Pfeifer, Ph.D.

President

Collegiate Directions, Inc

Committee: Chair, Education

Expertise: Education

H. Canfield (Toby) Pitts (Treasurer)

Princeton Capital Management

Committee: Finance

Expertise: Financial Management

Stuart O. Simms, Esq. (Secretary)

Partner, Brown, Goldstein & Levy, LLP

Committee: Chair, Nominating

Expertise: Legal

Georgie Smith

Expertise: Education

Thiru Vignarajah, Division Chief

Major Investigations Unit

Office of the State's Attorney for Baltimore City

Committees: Education and Marketing

Expertise: Legal

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Expansion Grant Budget Narrative:

We are seeking Federal funds for four years for the expansion of Govans Elementary School.

Section A: Narrative for Federal Funds

1. Personnel: Federal funds will be used to support a portion of the salaries of the President, Director of Academic Affairs, and the Director of Marketing and Development. Base salaries for these positions are as follows: [REDACTED]; [REDACTED]; and [REDACTED] respectively. We have budgeted for [REDACTED] of the salary of each of the above mentioned positions for the first two years of operation, as we anticipate the most intense support needs during these first two years. Although each of these individuals anticipates spending more than [REDACTED] of their time on the start-up work at Govans, we are limiting the grant request to [REDACTED].
2. Fringe Benefits: Fringe benefits will be calculated at the same percentage rates described above. Fringe benefits include health insurance and a 401K match.
3. Travel: Travel expenses are included for attendance at the mandatory national conference for all 4 years of the grant.
4. Equipment: \$5,000 has been allotted for signage and banners for the school during the first year of the grant.
5. Supplies: Grant funds will be used to purchase/contract all necessary marketing and community engagement activities as described in the narrative section of the application. These expenses are highest in the first year of the grant (\$20,000), then taper off during the life of the grant (\$400 in year 4).
6. Contractual: [REDACTED] has been budgeted for each of the first three years of the grant to retain the professional services of Linda Frost, Project Director for the National Institute for Direct

Instruction. This line item tapers down to [REDACTED] in the final year of the grant, as the school budget will be in a position to pay for services needed beyond the [REDACTED]

7. Construction: NA

8. Other: NA

Section B: Narrative for Non-Federal Funds: This section does not apply as this grant does not require matching funds.

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Mrs.	First Name: Laura	Middle Name:	Last Name: Doherty	Suffix:
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Address:

Street1:	2707 E. Fayette Street
Street2:	
City:	Baltimore
County:	
State:	MD: Maryland
Zip Code:	21224
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
 _____	 _____

Email Address:
 _____

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Baltimore Curriculum Project

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						
2. Fringe Benefits						
3. Travel	500.00	500.00	500.00	500.00		2,000.00
4. Equipment	5,000.00					5,000.00
5. Supplies	20,000.00	15,000.00	7,600.00	400.00		43,000.00
6. Contractual	55,000.00	55,000.00	55,000.00	10,000.00		175,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization Baltimore Curriculum Project	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.	
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**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						
2. Fringe Benefits						
3. Travel	500.00	500.00	500.00	500.00		2,000.00
4. Equipment	5,000.00					5,000.00
5. Supplies	20,000.00	15,000.00	7,600.00	400.00		43,000.00
6. Contractual	55,000.00	55,000.00	55,000.00	10,000.00		175,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)