

**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 # U282M150030**

**Grants.gov Tracking#: GRANT11962336**

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="07/15/2015"/>	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"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="West Denver Prep DBA STRIVE Preparatory Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="20-2562193"/>	* c. Organizational DUNS: <input type="text" value="7843907880000"/>

**d. Address:**

* Street1: <input type="text" value="1825 S. Federal Blvd."/>
Street2: <input type="text"/>
* City: <input type="text" value="Denver"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CO: Colorado"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="80219-4905"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Development Department"/>	Division Name: <input type="text" value="Central Office"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Camille"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Howells"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Senior Director of Development"/>
--

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

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

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

STRIVEAreasAffectedByProjectCSP2015.pdf

Add Attachment

Delete Attachment

View Attachment

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

STRIVE Prep CSP Project

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="6,774,089.70"/>
* b. Applicant	<input type="text" value="30,677,862.40"/>
* 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="37,451,952.10"/>

**\* 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:

STRIVE Prep CSP Project Application for Federal Assistance SF-424  
 FY 15 ED-GRANTS / CFDA NUMBER: 84.282M

<b>14. Areas Affected by Project</b>			
<b>School Name</b>	<b>County</b>	<b>City</b>	<b>Region (Neighborhoods)</b>
STRIVE Prep - Excel (HS) (Expansion)	Denver	Denver	Northwest (Sloan's Lake; Elyria; Swansea; Sunnyside; Highlands)
Far Northeast Elementary 1	Denver	Denver	Far Northeast (Montbello)
Far Northeast High School 1	Denver	Denver	Far Northeast (Montbello; Green Valley Ranch)
Southwest Kepner Middle School 3 (District Turnaround)	Denver	Denver	Southwest (Westwood; Mar Lee)
Southwest Elementary 2	Denver	Denver	Southwest (Westwood; Mar Lee)
Southwest High School 2	Denver	Denver	Southwest (Mar Lee)
Far Northeast Elementary 2	Denver	Denver	Far Northeast (Green Valley Ranch)
Northwest Elementary 1	Denver	Denver	Northwest (TBD)
Northwest Elementary 2	Denver	Denver	Northwest (TBD)

**STRIVE Prep CSP Project**  
 Application for Federal Assistance SF-424  
 FY 15 ED-GRANTS / 84.282M

**16. CONGRESSIONAL DISTRICT OF**

Name	Type	Address	Member of Congress
<b>STRIVE Preparatory Schools</b>	<b>CMO</b>	<b>1825 S. Federal Blvd., Denver, CO 80219</b>	<b>CO-001</b>
STRIVE Prep - Ruby Hill (ES)	Existing	2626 W. Evans, Denver, CO, 80219	CO-001
STRIVE Prep - Federal (MS)	Existing	2627 W. Evans, Denver, CO, 80219	CO-001
STRIVE Prep - Westwood (MS)	Existing	3201 W. Arizona Avenue, Denver, CO 80219	CO-001
STRIVE Prep - SMART Academy (HS)	Existing	3202 W. Arizona Avenue, Denver, CO 80219	CO-001
STRIVE Prep - Sunnyside (MS)	Existing	4735 Pecos Street, Denver, CO 80211	CO-001
STRIVE Prep - Lake (MS)	Existing	1820 Lowell Boulevard, Garden Level, Denver, CO 80204	CO-001
STRIVE Prep - Montbello (MS)	Existing	5000 Crown Blvd Denver, CO 80239	CO-001
STRIVE Prep - Green Valley Ranch (MS)	Existing	4800 Telluride Street, Building 5, Denver, CO 80249	CO-001
STRIVE Prep - Excel (HS) (Expansion)	Expansion	2960 N. Speer Blvd., Denver, CO 80220	CO-001
Far Northeast Elementary 1	New	TBD	CO-001
Southwest Kepner Middle School 3 (Turnaround)	New	911 S. Hazel Ct., Denver, CO 80219	CO-001
Southwest Elementary 2	New	TBD	CO-001
Southwest High School 2	New	TBD	CO-001
Far Northeast Elementary 2	New	TBD	CO-001
Northwest Elementary 1	New	TBD	CO-001
Northwest Elementary 2	New	TBD	CO-001

## 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><b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b></p> <p>Chris Gibbons</p>	<p><b>TITLE</b></p> <p>Chief Executive Officer</p>
<p><b>APPLICANT ORGANIZATION</b></p> <p>West Denver Prep DBA STRIVE Preparatory Schools</p>	<p><b>DATE SUBMITTED</b></p> <p>07/15/2015</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

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

\* Name: Chris Gibbons

\* Street 1: 1825 S. Federal Blvd.    \* Street 2: \_\_\_\_\_

\* City: Denver    \* State: CO: Colorado    \* Zip: 8019-4905

Congressional District, if known: CO-001

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

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

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

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

Prefix \_\_\_\_\_ \* First Name Not Applicable    Middle Name \_\_\_\_\_

\* Last Name Not Applicable    Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_    \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_    \* State \_\_\_\_\_    \* Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name Not Applicable    Middle Name \_\_\_\_\_

\* Last Name Not Applicable    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: Chris Gibbons

\* Name: Prefix \_\_\_\_\_ \* First Name Chris    Middle Name \_\_\_\_\_  
\* Last Name Gibbons    Suffix \_\_\_\_\_

Title: Chief Executive Officer    Telephone No.: \_\_\_\_\_    Date: 07/15/2015

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

PR/Award # U282M150030

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

STRIVEGEPAProvisions2015.pdf

Add Attachment

Delete Attachment

View Attachment

**Estimated Burden Statement for GEPA Requirements**  
CSP Grants Competition for Replication and  
Expansion 84.282M

STRIVE Preparatory Schools (STRIVE Prep) and each of its affiliated schools make every effort to ensure equitable access to, and participation in all of its educational programs. At the inception of development, STRIVE Prep and all of its affiliated schools have an extensive process of enrolling students and informing the community about its opening based upon guidance established by Denver Public Schools (DPS), its authorizing agency. Inclusion and recruitment efforts are led by STRIVE Prep and include the following practices: 1) door-to-door materials (informative materials, DPS SchoolChoice form and instructions) drop to every Pre-K, 5th grade, and 8th grade home within the regions served by STRIVE Prep (student and family information lists provided by DPS); 2) full participation in DPS SchoolChoice process rather than running independent lotteries; 3) participation in DPS school choice fairs to market schools to all interested families; 4) holding open houses and shadow days for all interested students and families, with broad community marketing efforts (website, neighborhood newspaper ads, partnering with community based organizations); 5) working with DPS to offer transportation to and from most STRIVE Prep schools such that students who do not live in the direct neighborhood may feasibly attend the school if desired; and 6) running multiple Center programs for students with severe special needs - these Centers are run, and students are placed in them, in collaboration with DPS. In addition, STRIVE Prep and each of its affiliated schools remove barriers that can impede equitable access or participation for its entire population of identified special needs students.

Each of the STRIVE Prep-affiliated schools participating in STRIVE Prep CSP Project is representative of the population of all of the STRIVE Prep-affiliated schools, and

**Estimated Burden Statement for GEPA Requirements**  
CSP Grants Competition for Replication and  
Expansion 84.282M

are representative of the populations in the communities they serve. Students in the participating STRIVE Prep CSP Project schools have access to the technology they need, so none are denied participation because of lack of access to the technology.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> West Denver Prep DBA STRIVE Preparatory Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Chris Middle Name:
* Last Name: Gibbons	Suffix:
* Title: Chief Executive Officer	
<b>* SIGNATURE:</b> Chris Gibbons	<b>* DATE:</b> 07/15/2015

## 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.]

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## 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:

## **STRIVE Preparatory Schools Charter School Replication and Expansion Project Abstract**

STRIVE Preparatory Schools (STRIVE Prep) is a successful public charter school network in Colorado serving predominately low-income students of color. STRIVE Prep, a non-profit charter management organization (CMO), opened its first middle school in 2006. As a result of excellent outcomes for students and significant demand from families, STRIVE Prep has replicated its Model and currently serves 3,000 students in nine high-quality elementary, middle, and high charter schools. The network's vision is that a high-quality K-12 education resulting in college readiness becomes the norm, not the exception, for all students in Denver, regardless of race, income, academic background, or other factors. STRIVE Preps schools are in three areas served by Denver Public Schools (DPS), and have among the highest poverty rates, lowest achievement scores, and fewest quality school options in DPS. Of the 3,000 students enrolled at STRIVE Prep in the 2014-2015 school year, 91% qualify for federal free/reduced price lunch (FRL), 97% are students of color (90% Latino), 66% qualify for services as English Language Learners (ELLs) and 12% qualify for special education (SPED) services. These rates surpass those of DPS and the State of Colorado. STRIVE Prep's accomplishments have gained them local, state and national recognition. This CSP project would allow STRIVE Prep to provide high quality services to 4,000 additional students in the areas of Denver in which they now operate. There is a large population increase in these areas and STRIVE Prep's schools are fully- or over-enrolled, with parent and community requests for expansion and replication.

STRIVE Prep schools are built on Core Beliefs that are operationalized in the STRIVE Prep Model for high quality charter schools. The Model includes seven dimensions: High Quality Staff; Parent and Community Engagement; Strong School Culture Driven by Our Six Core Values of Scholarship, Teamwork, Respect, Integrity, Virtue, and Excellence (S.T.R.I.V.E); Rigorous College-Preparatory Focus; Research-Based Instructional Approaches; Data Driven Instruction and Decision Making and Transparency and Accountability. This Project includes expanding STRIVE Prep Excel High School to include grades 11 and 12, and replicating the successful Model in opening eight new STRIVE Prep schools, including five elementary, one middle, and two high schools. The new STRIVE Prep charter middle school will be Kepner Middle School, a turnaround school designated for restructuring in partnership with DPS.

The Project has four objectives with performance measure to assess progress over the 5-years.

Objective 1: STRIVE Prep will expand 1 currently established STRIVE Prep charter school and establish 8 new STRIVE Prep charter schools to serve over 4,000 additional students by the end of the CSP Replication/Expansion grant's five-year grant period.

Objective 2: STRIVE Prep charter schools expanded and established through the CSP Replication/Expansion grant will implement policies and programs based on the successful STRIVE Prep High Quality Charter School Model.

Objective 3: Students at STRIVE Prep charter schools expanded or established through the CSP Replication/Expansion grant will progress and achieve to meet high standards.

Objective 4: All schools created with CSP Replication/Expansion grant will increase percentage of students successful in preparing for, enrolling and participating in post-secondary education.

This project addresses Absolute Priorities 1 and 2, Competitive Priorities 1, 2 and 3, and the Invitational Priority.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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## **Part A: Quality of the Eligible Applicant.**

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### **A1. Success in Significantly Increasing Academic Achievement and Attainment of All Students Served by STRIVE Prep Charter Schools.**

#### *Overview - Absolute Priority 1 – Operating or Managing High-Quality Charter Schools*

STRIVE Preparatory Schools (STRIVE Prep) is a successful public charter school network in Colorado serving predominately low-income students of color. The network's vision is that a high-quality K-12 education resulting in college readiness becomes the norm, not the exception, for all students in Denver, regardless of race, income, academic background, or other factors. Towards this end, STRIVE Prep non-profit charter management organization (CMO), opened its first middle school in 2006 (then named West Denver Prep). As a result of excellent outcomes for students and significant demand from families, STRIVE Prep has replicated its Model and currently serves 3,000 students across nine high-quality, tuition-free, open enrollment elementary, middle, and high schools located in three high need areas: the southwest, northwest, and far northeast regions of Denver. These three areas, served by Denver Public Schools (DPS), have among the highest poverty rates, lowest achievement scores, and fewest quality school options in DPS. Of the nearly 3,000 students enrolled at STRIVE Prep in the 2014-2015 school year, 91% qualify for federal free/reduced price lunch (FRL), 97% are students of color (90% Latino), 66% qualify for services as English Language Learners (ELLs) and 12% qualify for special education (SPED) services. These rates surpass those of DPS and the State of Colorado.

*Accomplishments and Recognition.* For almost a decade, STRIVE Prep has served a considerably higher percentage of students who qualify for FRL than the district average, and its students have demonstrated strong academic achievement, setting the network apart locally, and garnering local, statewide, and national attention. From STRIVE Prep's founding in 2006 until

2013, a STRIVE Prep middle school ranked #1 among all DPS middle schools for academic growth measured by the state's growth model. Every year since founding, one or more STRIVE Prep schools ranked among the top ten secondary schools in DPS on the School Performance Framework, even against schools with much higher income populations. STRIVE Prep - Federal has been named a Top 10 Title I School by the Colorado Department of Education (CDE), and CDE has named a number of STRIVE Prep schools have been named Centers of Excellence. STRIVE Prep – Westwood won a prestigious national EPIC award from New Leaders for driving achievement gains. This award resulted in an outside study of effective practice. STRIVE Prep is one of three Colorado operators in the Charter School Growth Fund portfolio, a distinction shared with the nation's highest performing CMOs and a strong vote of confidence in STRIVE Prep's commitment and ability to drive student achievement gains and contribute to K-12 reforms.

STRIVE Prep also stands out because of its commitment to enrollment equity. Since the first school was founded, STRIVE Prep has always admitted students without regard for academic performance, language proficiency, parental involvement, or any other competitive or differentiating factors. Since the district's SchoolChoice enrollment process was introduced, STRIVE Prep has always been a full participant, ensuring common enrollment systems for all schools in the district and common enrollment conditions between district-run and charter schools. There is no significant difference between the income status, race or entering academic skills of STRIVE Prep students and the average students of the nearest district schools. This commitment to serving all students stems from a deep belief by the network's leadership that greater collaboration and equity among all district schools, including charters, will lead to effective service and ultimately higher rates of achievement for all students.

In the past four years, STRIVE Prep has taken the lead on these equity issues in an even more significant way, providing great value to DPS. Chris Gibbons led in developing and supporting Denver’s district-charter collaboration compact – a national initiative of the Bill and Melinda Gates Foundation to increase partnership and accountability between urban districts and their charter schools. While STRIVE Prep has always served special education students with mild and moderate needs, in 2012, a district Center Program for students with severe needs opened at STRIVE Prep – Lake, two more have since opened at other STRIVE Prep schools, and three additional programs are planned in the next two years. These Center programs accept students from around the district, assigned to the programs by DPS. For these efforts, and the network’s overall thought-leadership and achievements, Gibbons has been named a “Game Changer” by 5280 Magazine (Denver’s foremost magazine) and the “Top Thinker in Education” by The Denver Post (Denver’s primary newspaper). More broadly, STRIVE Prep has strong indicators in areas of school demand, teacher retention, and leadership capacity. STRIVE Prep’s staff retention has been approximately 80% each year and the network has retained top leadership (School Leaders and Senior Team at the Central Office) at even more significant levels. Such retention continues to strengthen and stabilize the network. A strong and active Board of Trustees provides leadership, consistent oversight, and effective strategy.

*CSP-Funded STRIVE Prep Expansion and Replication Schools.* The city of Denver, and the three high-need regions that STRIVE Prep schools serve, have experienced high increases in population growth over the last decade, which are expected to continue. These areas contain many schools performing far below state and district performance levels. Recent analyses showed a critical need for roughly 2,000 high performing elementary seats in the Far Northeast area to

address the most serious performance issues. STRIVE Prep’s current schools are fully- or over-enrolled, with parent and community requests for expansion and replication.

*The long-term growth vision for STRIVE Prep is to build a pathway to college for nearly 7,500 students across 17 schools in the highest-need regions of the city. At full build-out in 2023, STRIVE PREP will dramatically increase the number of low-income Denver students receiving a college-preparatory education and who are prepared for college.* STRIVE Prep will accomplish this vision by expanding and creating high-quality charter schools in those three high need areas of the city, based on its high-quality STRIVE Prep Model (Model) described later in this section. The schools in the STRIVE Prep CPS Project will be open to all DPS students, and will enable students to reach challenging state performance standards. The STRIVE Prep CPS Project includes expanding Excel High School to include grades 11 and 12, and replicating the successful Model in opening eight new STRIVE Prep schools, including five elementary, one middle, and two high schools. The new STRIVE Prep charter middle school will be Kepner Middle School, a turnaround school designated for restructuring in partnership with DPS. STRIVE Prep has a commitment to running schools sustainable on the public dollar at full build-out. STRIVE Prep has been able to accomplish this at all existing middle schools, and we believe this makes the network an even stronger prospect for investment.

*Basis of the STRIVE Prep Model.* STRIVE Prep schools are built on three Core Beliefs:

Every child deserves a demanding, standards-based education; Accountable community develops character; and, Great teachers are essential for academic excellence. The Core Beliefs become operational through the seven dimensions of the STRIVE Prep Model:

1. High Quality Staff
2. Parent and Community Engagement
3. Strong School Culture Driven by Our Six Core Values of **S**cholarship, **T**eamwork, **R**espect,

**Integrity, Virtue, and Excellence (S.T.R.I.V.E)**

4. Rigorous College-Preparatory Focus
5. Research-Based Instructional Approaches
6. Data Driven Instruction and Decision Making
7. Transparency and Accountability

Each dimension has been carefully designed, based on research and proven results, for elementary, middle, and high schools, with common characteristics throughout the grade levels. This allows the schools in each area to develop a strong, safe learning community that students (“scholars”) and their families depend on, while preserving the autonomy and flexibility of each school. Using this Model since its inception, STRIVE Prep has provided an academic program and engendered a culture of learning to provide opportunities for their scholars including ELL, Latino and FRL scholars, to exceed expectations in achievement. A summary of their accomplishment on the Transitional Colorado Assessment Program (TCAP) Reading and Mathematics assessments compared to their counterparts at Similar Schools, DPS schools, and schools across the state are shown in charts on Pages 9-16.

Another true testament to the high quality of the STRIVE Prep schools is the proficiency growth rates of scholars who have attended the schools for two or more years. Additionally, scholars attending SMART Academy, the first STRIVE Prep high school, just completed their junior year, and took the ACT (a standardized test for high school achievement, college admissions and to assess college readiness) for the first time. Their mean score of 20.5 matched last year’s state average of 20.3 and surpassed the district average of 18.4. At the other end of the public education continuum, the K-1 scholars at the first STRIVE Prep elementary school have exceeded academic growth expectations on the STEP assessment (described in a later section).

Requirement (m): Current High-Quality Charter Schools

<b>STRIVE Prep Schools</b>	<b>Address</b>	<b>Year Founded</b>	<b>Grades Served</b>	<b>Current Enrollment</b>
STRIVE Prep–Federal MS	1825 S Federal Blvd. Denver, CO 80219	2006-07	6-8	359
STRIVE Prep–Westwood MS	3201 W. Arizona Avenue, Denver, CO 80219	2009-10	6-8	376
STRIVE Prep–Lake MS	1820 Lowell Blvd., Denver, CO 80204	2010-11	6-8	337
STRIVE Prep–Sunnyside MS	4735 Pecos Street, Denver, CO 80211	2010-11	6-8	340
STRIVE Prep–Green Valley Ranch MS	4800 Telluride Street, Denver, CO 80249	2012-13	6-8	359
STRIVE Prep – Montbello MS	11200 E. 45th Ave., Denver, CO 80239	2012-13	6-8	342
STRIVE Prep – SMART Academy HS	3201 W. Arizona Avenue, Denver, CO 80219	2012-13	9-11	450
STRIVE Prep – Excel HS	2960 N. Speer Blvd., Denver, CO 80211	2013-14	9-10	238
STRIVE Prep – Ruby Hill Elementary	2626 W. Evans, Denver, CO 80219	2014-15	K-1	164
<b>Total Enrollment</b>				<b>2964</b>

<b>School Year</b>		<b>Am. Ind. or AK Native</b>	<b>Asian</b>	<b>Afr. Amer.</b>	<b>Hisp. Latino</b>	<b>White</b>	<b>HA or Pac Islander</b>	<b>2 or More Races</b>	<b>Female</b>	<b>Male</b>	<b>ELL</b>	<b>FRL</b>	<b>SPED</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>2014 - 15</b>	<b>%</b>	1%	1%	6%	88%	3%	0%	1%	49%	51%	66%	91%	12%
	<b>#</b>	17	39	170	2,614	88	6	31	1,452	1,511	1,956	2,697	355
<b>2013 - 14</b>	<b>%</b>	1%	1%	6%	89%	2%	0%	1%	50%	50%	79%	91%	11%
	<b>#</b>	20	22	128	2,045	57	3	20	1,143	1,152	1,814	2,084	294
<b>2012 - 13</b>	<b>%</b>	0%	1%	5%	90%	3%	0%	1%	51%	49%	78%	91%	12%
	<b>#</b>	8	16	81	1,560	48	4	12	884	845	1,344	1,512	343

STRIVE Prep Schools	Table 3. 2014-15 STRIVE Prep School Enrollment By Subgroup											
	Am. Ind. or AK Native	Asian	Afr. Amer.	Hisp. Latino	White	HA or Pac Islander	2 or More Races	Female	Male	ELL	FRL	SPED
Federal MS	1%	1%	1%	97%	0%	0%	0%	50%	50%	81%	93%	14%
Westwood MS	1%	1%	1%	96%	2%	-	-	47%	53%	80%	94%	12%
Lake MS	1%	1%	3%	91%	3%	-	1%	47%	53%	64%	93%	18%
Sunnyside MS	1%	0%	3%	92%	3%	-	0%	49%	51%	60%	84%	12%
Green Valley Ranch MS	0%	4%	18%	67%	8%	-	3%	52%	48%	60%	82%	9%
Montbello MS	-	1%	21%	70%	4%	1%	4%	52%	48%	55%	83%	11%
SMART Academy HS	1%	1%	0%	97%	1%	0%	-	51%	49%	74%	85%	5%
Excel HS	1%	2%	3%	90%	3%	-	1%	46%	54%	64%	87%	15%
Ruby Hill Elementary	-	2%	1%	92%	5%	1%	-	50%	50%	38%	85%	9%

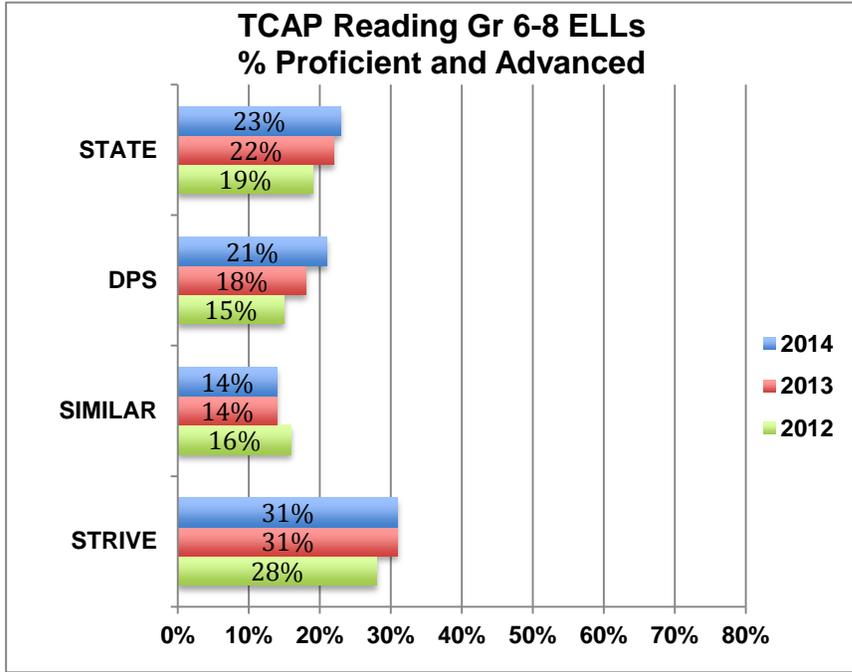
Table 4 below shows that each year STRIVE Prep consistently performs higher than the Similar Schools, and in most cases performs at or above DPS averages. There has been a decrease in individual school proficiency rates in some years, due to these factors:

1. Beginning implementation of the Colorado Common Core State Standards (CCCSS) a year ahead of the state, with a move toward PD, resources and instruction aligned with those standards versus older TCAP standards. We expected that this might affect our scores, but determined it was most important to begin this move early to best support our students in the coming years. It affected scores because of implementation challenges with new standards, and alignment issues between our curriculum and TCAP in 2014.
2. The high schools have yet to reach their full enrollment in grade levels and numbers of scholars enrolled. The sizes of their populations from year to year have varied greatly.
3. We consider scores within “+ or – 5” percentage points at the same level, due to possible measurement error of the TCAP (as is typical is many assessments).
4. STRIVE Prep’s increased commitment to equity, enrollment zone admissions, mid-year entry of students, backfilling policy, and serving students with severe special needs through the opening of three Center programs over the last three years.
5. With STRIVE Prep’s rapid growth over the past three years, and with expansion and model refinement at elementary, middle, and high school levels, we have learned many valuable lessons during, and are embarking on this next stage of growth with a new focus on priorities, a commitment to Data-Driven Instruction Model, and talent development.

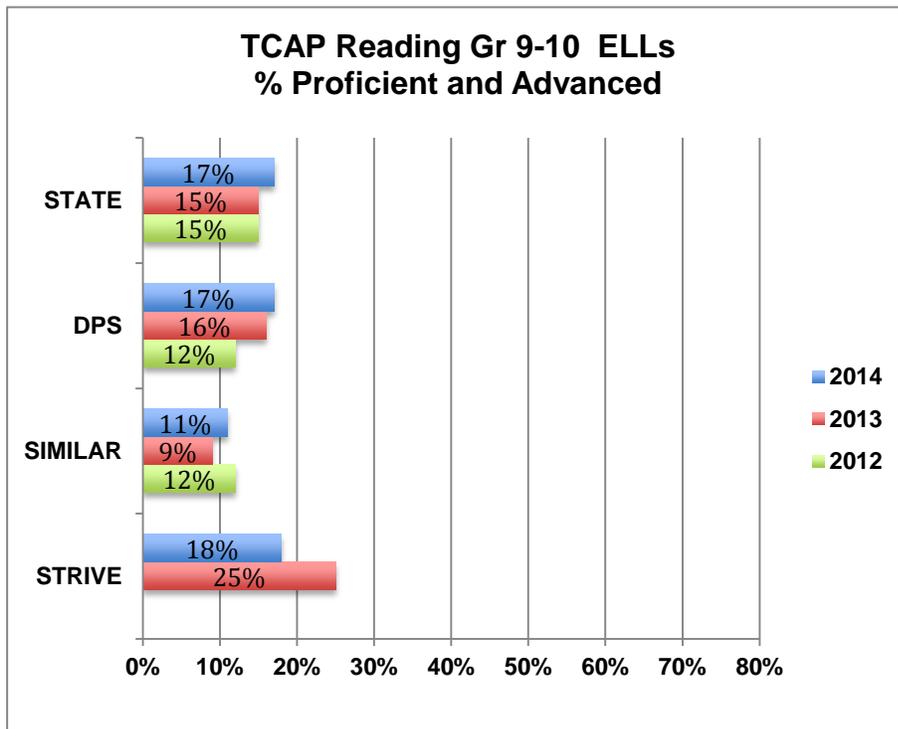
<b>Table 4. TCAP Reading and Mathematics Achievement for All Students, by Agency</b>									
<b>Agency</b>	<b>FRL Rate</b>	<b>Reading: % Proficient and Advanced</b>				<b>Mathematics: % Proficient and Advanced</b>			
		<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Mean</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Mean</b>
<b>State</b>	<b>42%</b>	74%	73%	72%	73%	56%	57%	56%	56%
<b>All DPS Schools</b>	<b>70%</b>	52%	54%	55%	54%	43%	46%	47%	45%
<b>Similar Schools</b>	<b>95%</b>	33%	36%	31%	33%	18%	18%	18%	18%
<b>All STRIVE Prep Schools</b>	<b>91%</b>	52%	53%	48%	51%	63%	56%	44%	52%

STRIVE Prep scholars have achieved a high level of proficiency in the last 3 years compared to students in Similar Schools, in all DPS school, and in all schools in the state, as shown below.

**TCAP ELL Reading Comparison Charts for Grades 6-8 and 9-12:**

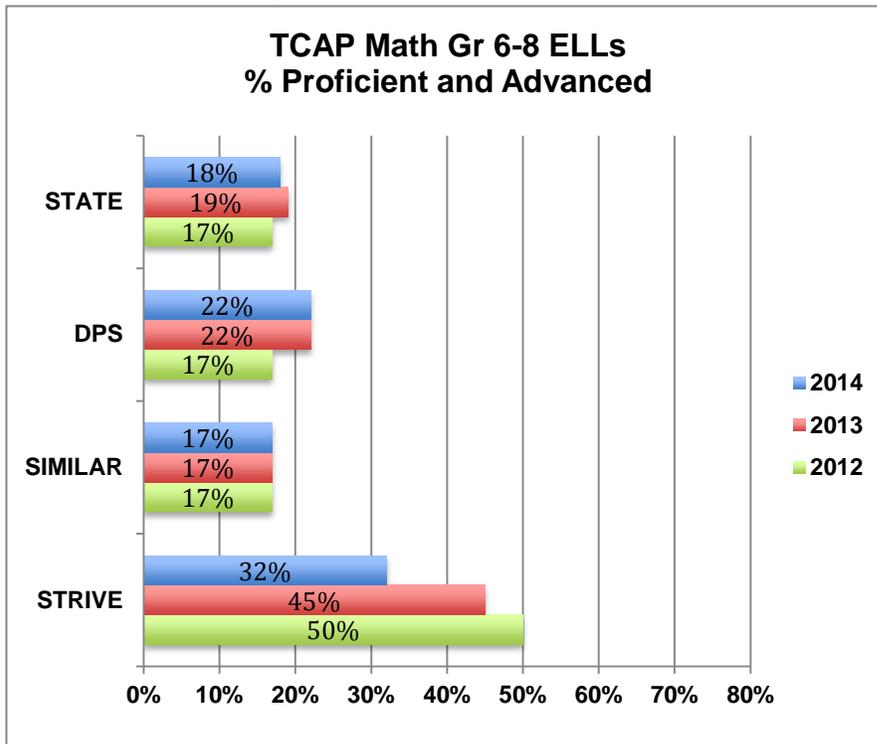


ELLs in Grades 6-8  
STRIVE Prep schools  
surpassed ELLs all  
comparison groups in  
Reading.

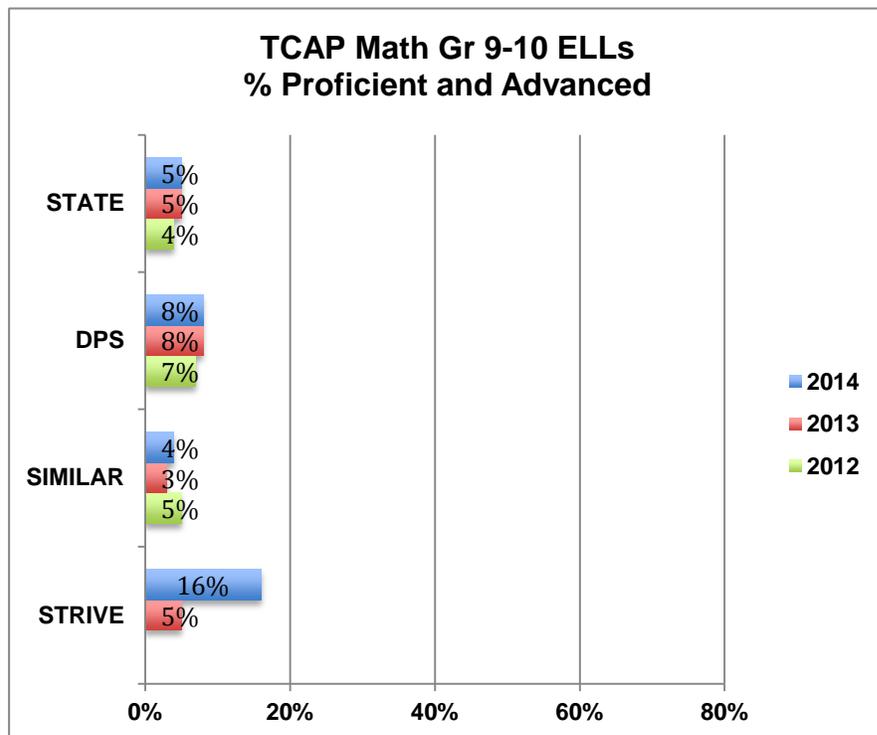


ELLs in Grades 9-10  
STRIVE Prep schools  
surpassed ELLs in all  
comparison groups in  
Reading.

**TCAP ELL Math Comparison Charts for Grades 6-8 and 9-12:**

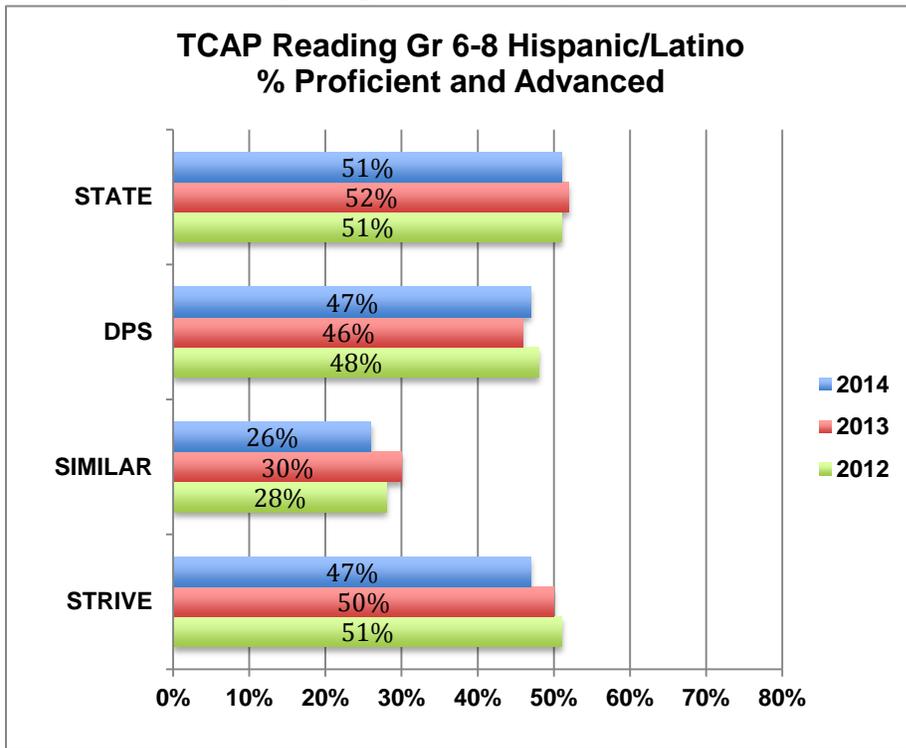


ELLs in Grades 6-8  
STRIVE Prep schools  
surpassed ELLs in all  
comparison groups in  
Math.

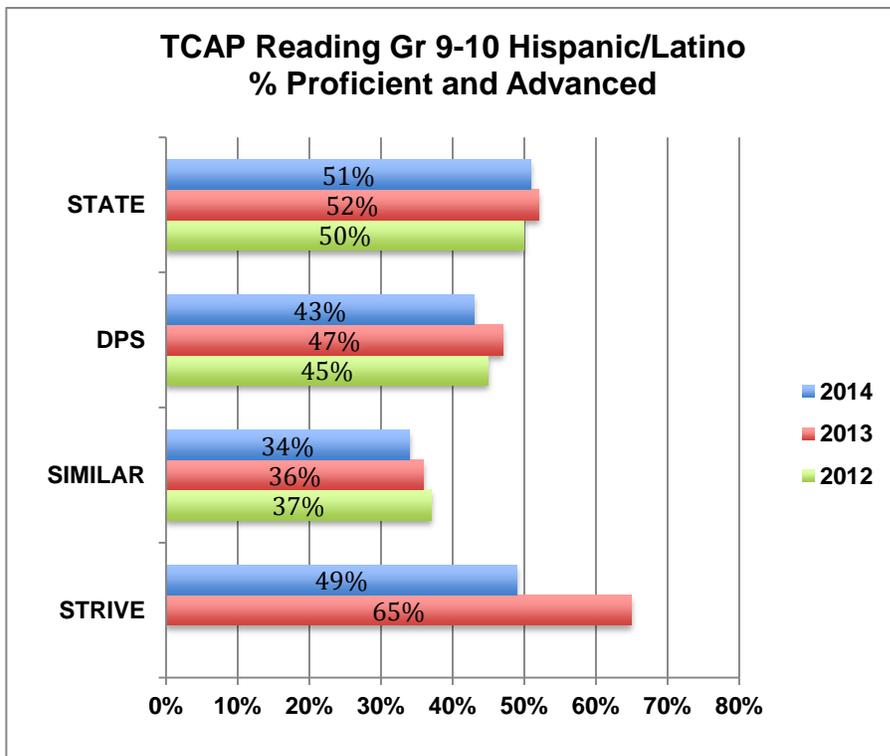


ELLs in Grades 9-10  
STRIVE Prep schools  
surpassed or equalled  
ELLs in Similar  
Schools and the state  
in Math.

**TCAP Latino Reading Comparison Charts for Grades 6-8 and 9-12:**

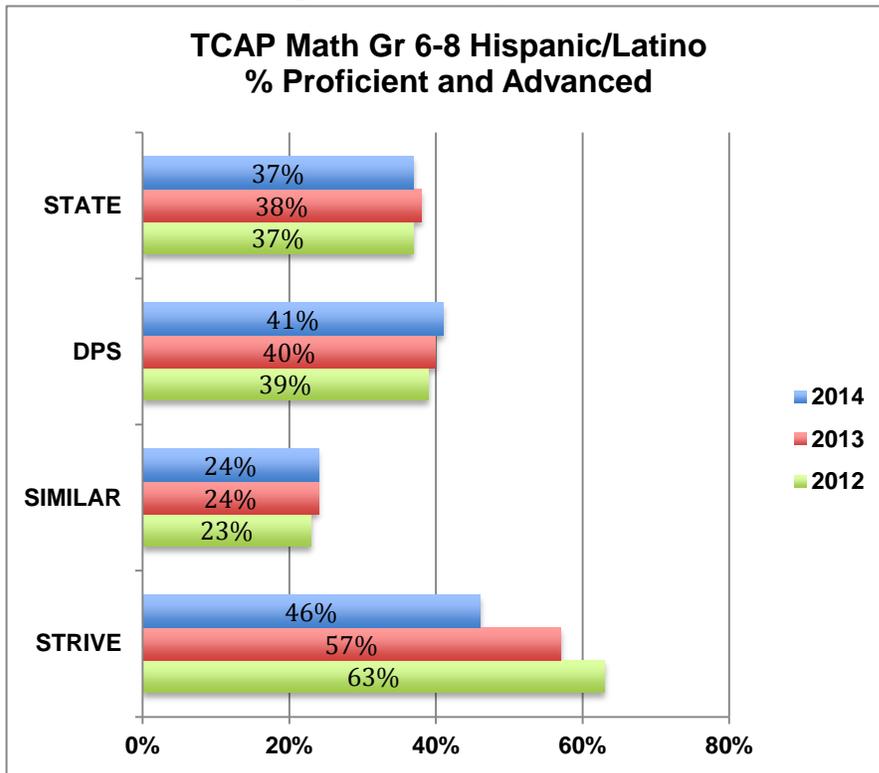


Latinos in Grades 6-8 STRIVE Prep schools surpassed Latinos in Similar Schools, and achieved similarly to those in all DPS schools and those across the state in Reading.

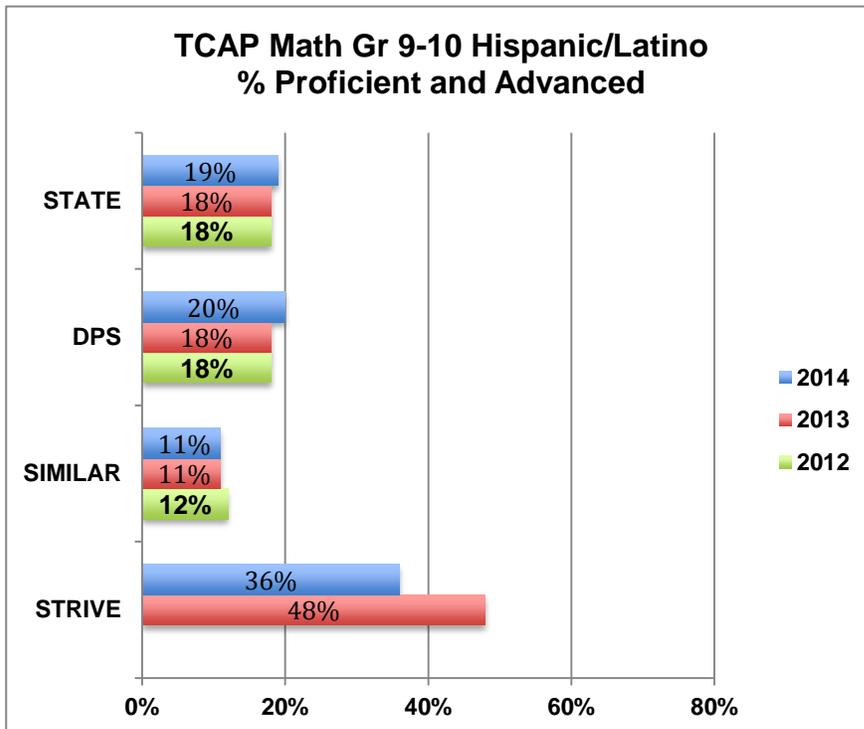


Latinos in Grades 9-10 STRIVE Prep schools surpassed Latinos in Similar Schools and those in all DPS schools, and exceeded or approximated those across the state in Reading.

**TCAP Latino Math Comparison Charts for Grades 6-8 and 9-12:**

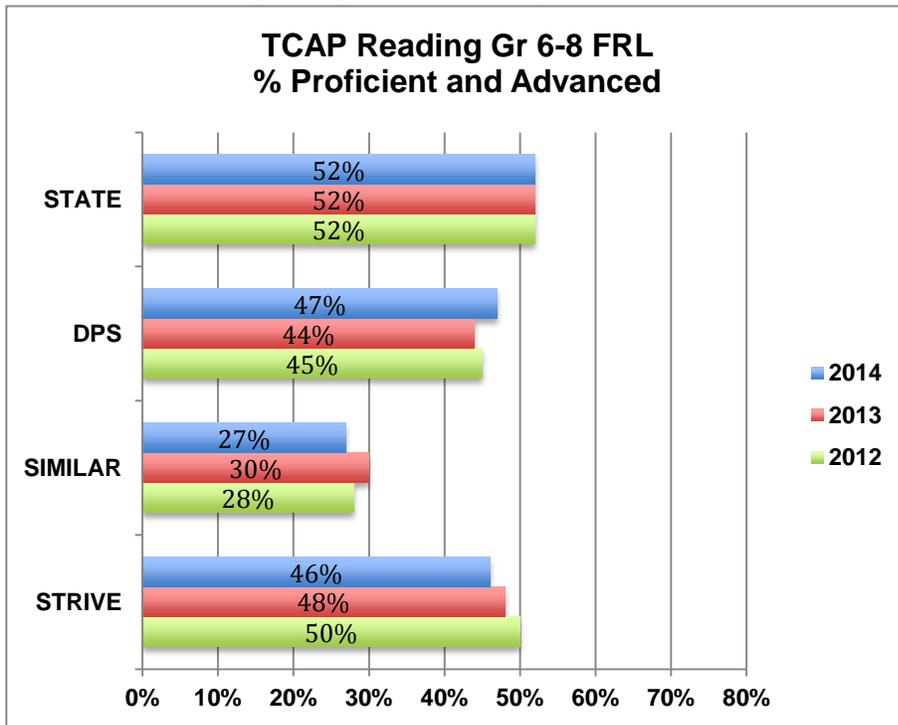


Latinos in Grades 6-8 STRIVE Prep schools surpassed Latinos in all comparison groups in Math.

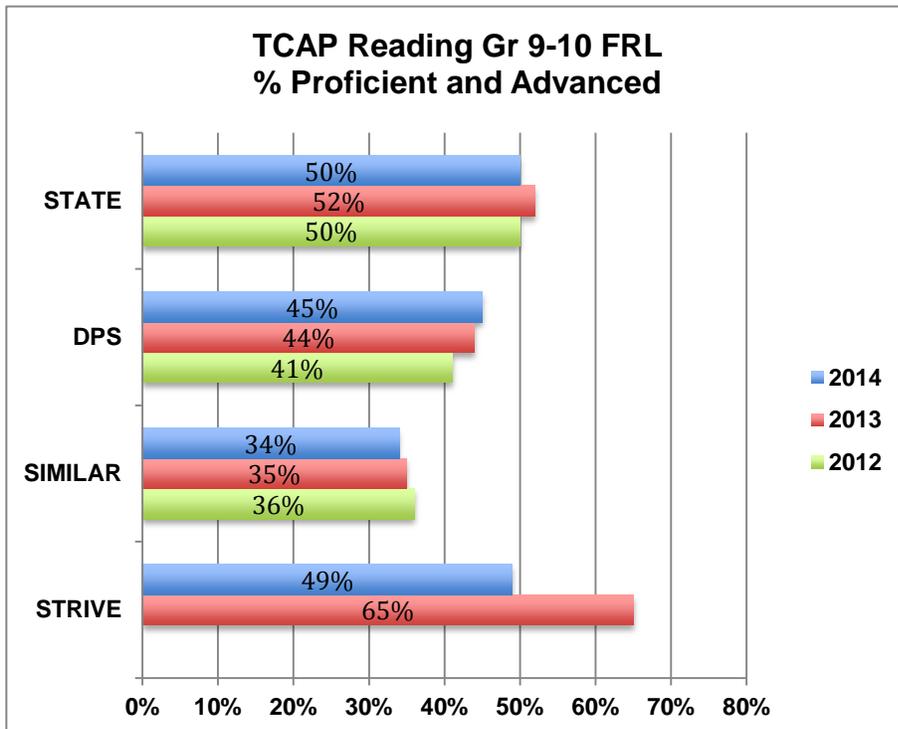


Latinos in Grades 9-10 STRIVE Prep schools surpassed Latinos in all comparison groups in Math.

**TCAP FRL Reading Comparison Charts for Grades 6-8 and 9-12:**

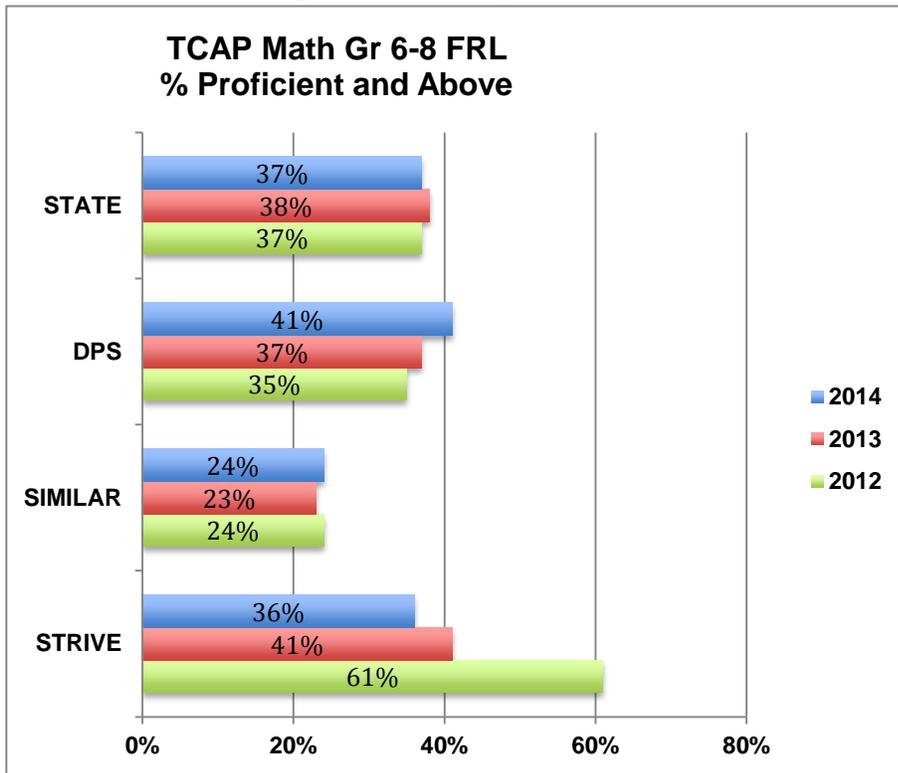


FRLs in Grades 6-8 STRIVE Prep schools surpassed or equalled FRLs in Similar Schools, approximated those in DPS, and those across the state in Reading.

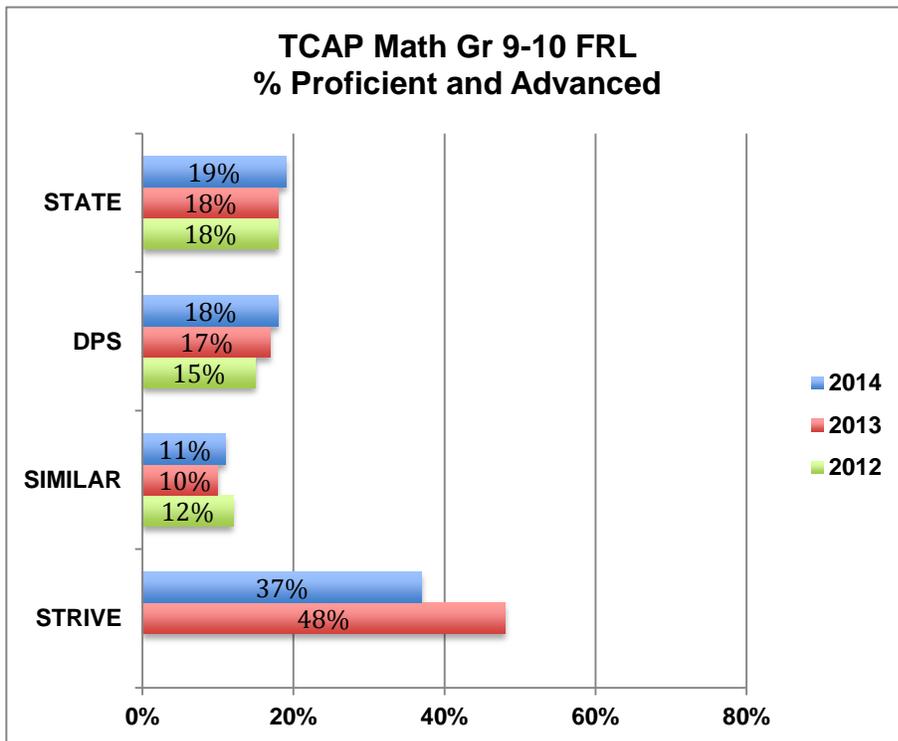


FRLs in Grades 9-10 STRIVE Prep schools surpassed or equalled FRLs in Similar Schools and those in DPS, and exceeded or approximated those across the state in Reading.

**TCAP FRL Math Comparison Charts for Grades 6-8 and 9-12:**

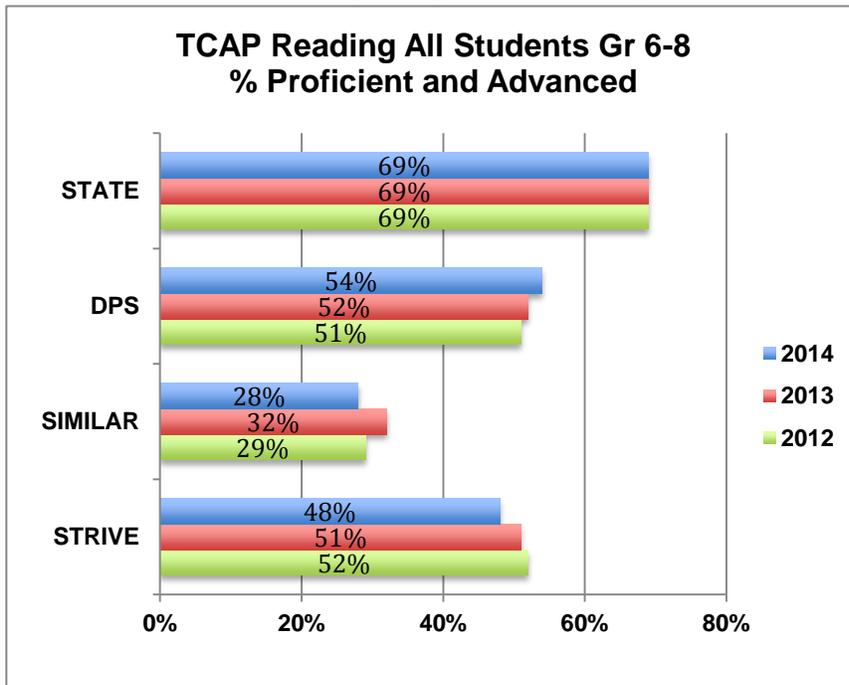


FRLs in Grades 6-8 STRIVE Prep schools surpassed or equalled Latinos in Similar Schools, and exceeded or approximated those in DPS and those across the state in Math.

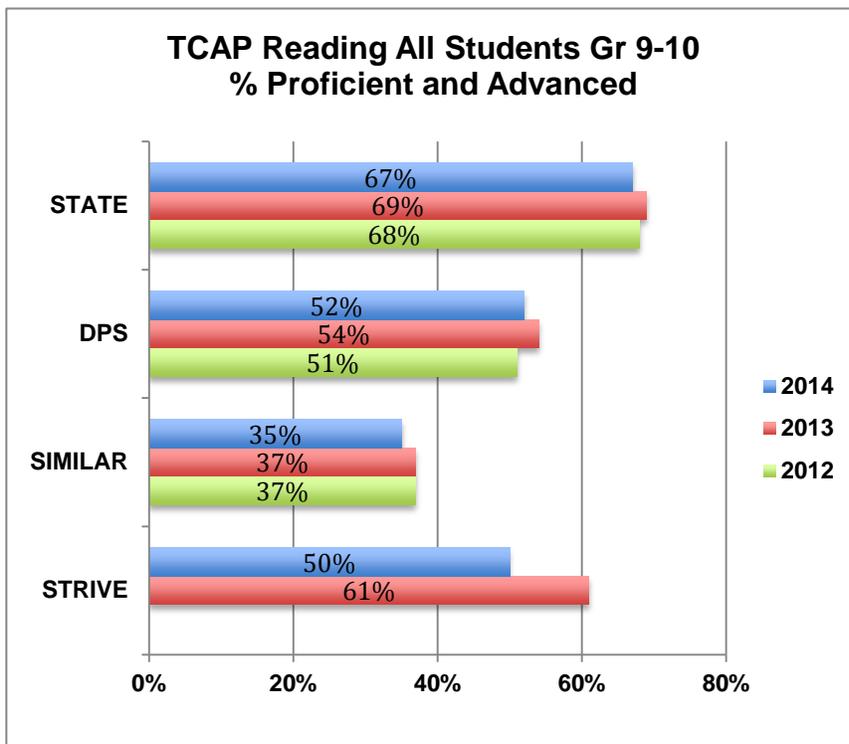


FRLs in Grades 9-10 STRIVE Prep schools exceeded FRLs in all comparison groups in Reading.

**TCAP All Students Reading Comparison Charts for Grades 6-8 and 9-12**

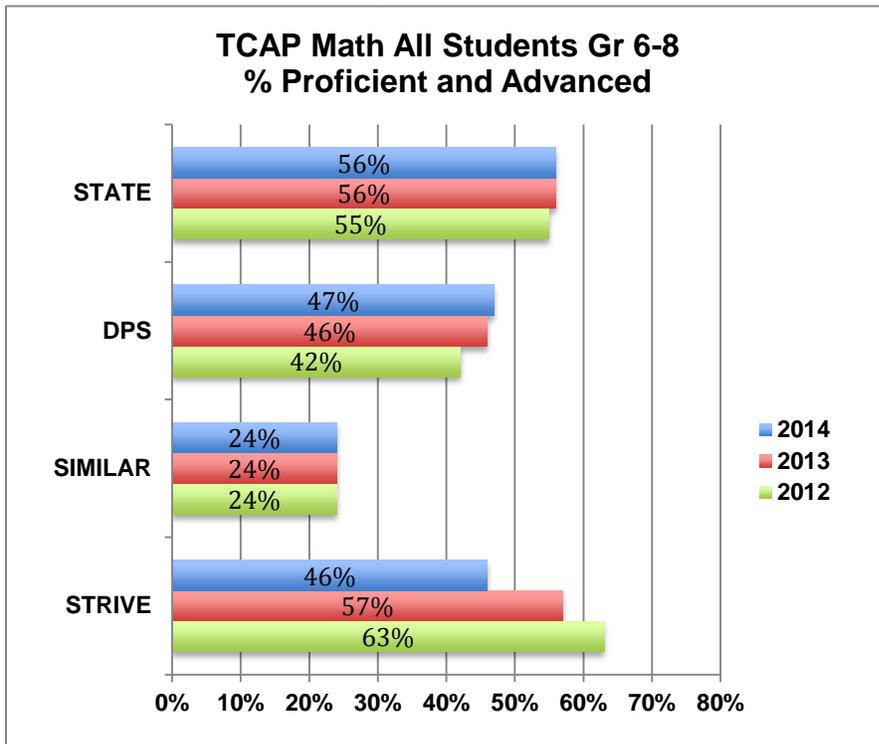


For All students in Grades 6-8, in Reading proficiency, STRIVE Prep students exceeded those in Similar Schools, are approximately the same all DPS students, and are below the proficiency of all students in the state.

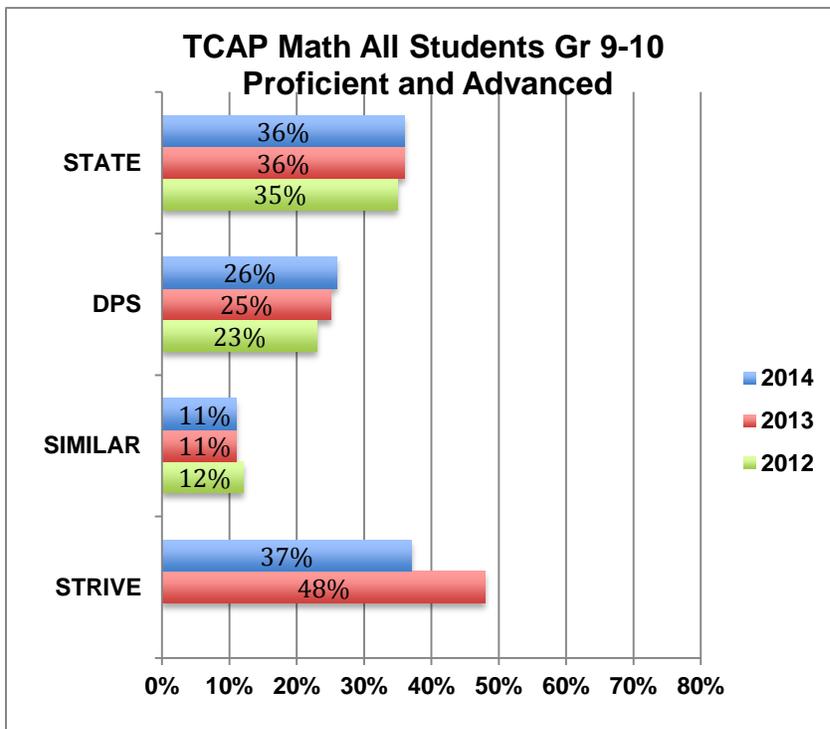


For All students in Grades 9-10, in Reading proficiency, STRIVE Prep students exceeded those in Similar Schools, are approximately the same as all DPS students, and are below proficiency levels of all students in the state.

**TCAP All Students Math Comparison Charts for Grades 6-8 and 9-12:**



For All students in Grades 6-8, in Math proficiency, STRIVE Prep students exceeded those in Similar Schools, mostly exceed DPS students, and mostly exceed students in the state.



For All Students in Grades 6-8, in Math , STRIVE Prep students exceeded those in Similar Schools, mostly exceed all comparison groups.

Tables 5 and 6 provide TCAP Reading and Math Achievement scores for each school:

<b>Table 5. STRIVE Prep – TCAP Reading Achievement</b>										
<b>By Subgroup: % Proficient and Above for Group Size &gt;20 each year</b>										
<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Reading: Federal MS</b>										
2013-14	354	47%		47%		56%	35%	26%	47%	0%
2012-13	351	52%		52%		59%	42%	35%	51%	4%
2011-12		52%		52%		56%	47%	32%	51%	
<b>Reading: Westwood MS</b>										
2013-14	371	51%		50%		59%	43%	38%	51%	2%
2012-13	352	54%		54%		62%	47%	35%	53%	7%
2011-12		55%		54%		58%	52%	19%	53%	
<b>Reading: Lake MS</b>										
2013-14	327	39%		38%		42%	36%	20%	37%	5%
2012-13	303	39%		37%		44%	34%	21%	38%	15%
2011-12		47%		45%		53%	43%	27%	47%	
<b>Reading: Sunnyside MS</b>										
2013-14	318	50%		49%		57%	43%	28%	49%	14%
2012-13	304	55%		53%		64%	46%	34%	52%	6%
2011-12		55%		52%		66%	44%	31%	52%	
<b>Reading: Green Valley Ranch MS</b>										
2013-14	240	57%	45%	58%	84%	61%	52%	39%	53%	5%
2012-13	129	61%		59%		66%	55%	35%	58%	
<b>Reading: Montbello MS</b>										
2013-14	219	45%	37%	44%		48%	41%	27%	43%	9%
2012-13	109	53%		50%		61%	43%	32%	51%	
<b>Reading: SMART Academy HS</b>										
2013-14	219	45%		44%		48%	41%	27%	43%	
2012-13	109	53%		50%		61%	43%	32%	51%	
<b>Reading: Excel HS</b>										
2013-14	124	47%		42%		46%	47%	27%	46%	

Shaded areas represent populations with 20 or fewer students enrolled at the school or tested, or unavailable from the CDE website data.

**Table 6. STRIVE Prep – TCAP Mathematics Achievement**

**By Subgroup: % Proficient and Above for Group Size >20 each year**

School Year	# Tested	All Students	African American	Hispanic Latino	White	Female	Male	English Learner	FRL	Special Education
<b>Mathematics: Federal MS</b>										
2013-14	354	47%		48%		53%	41%	32%	47%	
2012-13	351	65%		65%		73%	54%	53%	65%	
2011-12		64%		64%		67%	60%	54%	63%	
<b>Mathematics: Westwood MS</b>										
2013-14	371	56%		55%		60%	52%	44%	57%	
2012-13	352	63%		63%		66%	60%	50%	64%	
2011-12		73%		72%		75%	70%	50%	71%	
<b>Mathematics: Lake MS</b>										
2013-14	327	34%		35%		32%	36%	21%	33%	
2012-13	303	39%		38%		38%	41%	26%	38%	
2011-12		51%		51%		55%	48%	39%	51%	
<b>Mathematics: Sunnyside MS</b>										
2013-14	318	47%		47%		52%	43%	38%	48%	
2012-13	304	60%		60%		66%	55%	48%	59%	
2011-12		61%		60%		69%	54%	41%	61%	
<b>Mathematics: Green Valley Ranch MS</b>										
2013-14	240	51%	37%	51%	74%	52%	49%	30%	46%	
2012-13	129	57%		54%	82%	59%	53%	37%	52%	
<b>Mathematics: Montbello MS</b>										
2013-14	219	36%	31%	36%		36%	36%	21%	37%	
2012-13	109	52%		60%		53%	51%	49%	51%	
<b>Mathematics: SMART Academy HS</b>										
2013-14	312	39%		39%		36%	42%	14%	39%	5%
2012-13	163	48%		48%		47%	50%	5%	48%	
<b>Mathematics: Excel HS</b>										
2013-14	124	31%		28%		28%	36%	19%	33%	0%

Ruby Hill scholars were assessed in August 2014 and April 2015 on the STEP Assessment. STEP, designed by the University of Chicago, has high reliability in assessing early literacy skills. It also provides formative assessment data, early identification of scholars who need extra support in reading, intervention strategies attached to each "STEP™," and a data management system that informs teachers and school leaders about the strengths and weakness of scholars in literacy: at the district, school, grade, classroom, and individual student levels. Table 7 provides data of the 2014-15 assessment, and show scholars far exceeding expected growth.

<b>Table 7. STRIVE Prep - Ruby Hill Elementary Assessment Results 2015</b>	<b>% of Kindergarten Students at STEP 3</b>	<b>% of Grade 1 Students at STEP 6</b>
Beginning of the 2014-15 Year	0%	2.47%
End of 2014-15 Year	89.89%	61.44%
	<b>K Student Growth</b>	<b>Gr. 1 Student Growth</b>
Average Growth in Step Levels	4.22 Levels	4.76 Levels
Expected Average Growth	3 Levels	3 Levels

**Absolute Priority 2: Low-Income Demographic.** Each of the current STRIVE Prep schools have at least 60% of all its scholars who are individuals from low-income families. They range from 82% to 94%, as shown above in Table 3 (on page 7).

**Other Eligibility Information.**

**Requirement (e): Administrative Relationship with Authorizing Agency.** All of the STRIVE Prep’s replication and expansion schools will operate in accordance with the terms and conditions set-forth, and mutually agreed upon between DPS and STRIVE Prep, in a Charter School Contract for each school, which is developed and approved by DPS. Per the Charter School Contract, all STRIVE Prep schools comply with annual reviews, are evaluated by the DPS School Performance Framework, and participate in common, contractual agreements on such topics as special education services. Each STRIVE Prep school is housed in a district

facility and that facility commitment is contractual pending performance results. Yet, each STRIVE Prep school and its school's governing groups, the STRIVE Prep Board of Trustees (BOT) and each school's Family Councils (FC), operate independently from DPS with autonomy over such items, including but not limited to hiring, budget, curriculum, schedule, and fundraising. Each STRIVE Prep school, at the time of authorization or renewal, has applied and been approved for all automatic district and state waivers offered by DPS in that year. However, for all other charter operations and business components, STRIVE Prep in its entirety - the Central Office, all STRIVE Prep schools, and the governing board comply with all DPS requirements and requests, and communicates regularly with DPS officials.

Requirement (h): Request for Waivers of Federal Statutory or Regulatory Provisions. STRIVE Prep requests no waivers of Federal Statutory or Regulatory Provisions.

Requirement (l): No Significant Compliance Issues. STRIVE Prep has no significant compliance issues of any kind.

Project Budget. The STRIVE Prep budget for this project is based on:

- a maximum limit of grant funds per new school seat of \$3,000, including a maximum limit per new replication school created of \$800,000
- for the charter school that is substantially expanding its enrollment, \$1,500 per new seat, including a maximum limit per school of \$800,000.

We have used STRIVE Prep cost-guidelines to ensure reasonable costs. STRIVE Prep has not received 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.

## A.2. Elimination of Achievement Gaps

STRIVE Prep annual performance data has been compiled for STRIVE Prep schools and are compared to Similar Schools, all DPS schools, and statewide proficiency scores on the TCAP. Data is drawn from the CDE, which limits the availability of comparable data in instances of small sample size. Comparison data is available for STRIVE Prep’s Latino, ELL and FRL subgroups. The first comparison we use to determine if STRIVE Prep is closing achievement gaps, is with Similar Schools in DPS. That analysis is summarized in this section of this proposal, with comparisons to all DPS schools and statewide proficiency levels described in the next section. STRIVE Prep TCAP data (% Proficient and Advanced) for STRIVE Prep schools have been compared to Similar School data for Latino, ELL, and FRL, for reading and math in grades 6-8, and grades 9-10. STRIVE Prep has consistently outperformed Similar Schools in each of those categories every year, 2012, 2013, and 2014. On an average for the three years, STRIVE Prep has outperformed Similar Schools in proficiency rates of Proficient and Advanced, of Latinos by 11 to 35 percentage points, of ELLs by 4 to 25 percentage points, and of FRL by 11 to 35 percentage points, as shown below.

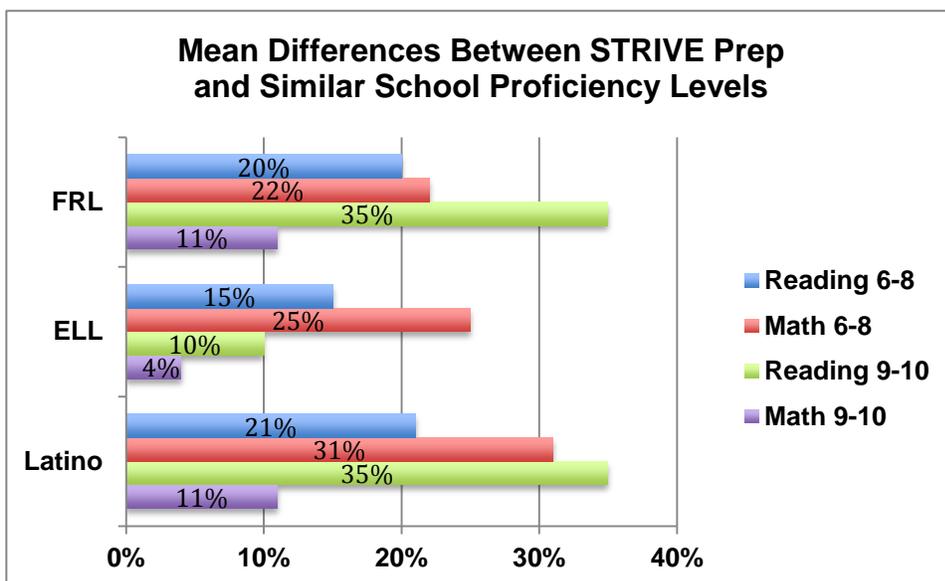


Table 8 provides the annual data used to compute information in the chart above.

<b>Table 8. Elimination of Achievement Gaps – Comparison of STRIVE Prep (SPrep) with Similar Schools (SS) on TCAP Reading and Mathematics, % Proficient and Advanced for Latino, ELL, FRL</b>									
<b>Subgroup and Test</b>	<b>2012</b>			<b>2013</b>			<b>2014</b>		
	<b>SPrep</b>	<b>*SS</b>	<b>SP Exceed SS by</b>	<b>SPrep</b>	<b>SS</b>	<b>SP Exceed SS by</b>	<b>SPrep</b>	<b>SS</b>	<b>SP Exceed SS by</b>
<b>Latino</b>									
Read 6-8	51%	28%	23%	50%	30%	20%	47%	26%	21%
Read 9-10	**	37%		65%	36%	29%	49%	34%	15%
Math 6-8	63%	23%	40%	57%	24%	33%	45%	24%	21%
Math 9-10	**	12%		48%	11%	37%	36%	11%	25%
<b>ELL</b>									
Read 6-8	28%	16%	12%	31%	14%	17%	31%	14%	17%
Read 9-10	**	12%		25%	9%	16%	18%	11%	7%
Math 6-8	50%	17%	33%	45%	17%	28%	32%	1%7	15%
Math 9-10	**	**		5%	3%	2%	16%	4%	12%
<b>FRL</b>									
Read 6-8	50%	28%	22%	48%	30%	18%	46%	27%	19%
Read 9-10	**	37%		65%	36%	29%	49%	34%	15%
Math 6-8	61%	24%	37%	41%	23%	18%	36%	24%	12%
Math 9-10	**	12%		48%	10%	38%	37%	11%	26%

\* Similar Schools      \*\* Data unavailable

As shown in the charts on pages 9 through 16, over the last three years:

- STRIVE Prep ELL scholars outperformed all comparison groups in Reading and Math for grades 6-8, in Reading for grades 9-10, and in Math for 9-10 in 2014
- STRIVE Prep Latino scholars outperformed most comparison groups in most instances for Reading and Math for grades 6-8 and 9-10
- STRIVE Prep FRL scholars frequently outperformed or equaled all of the comparison groups.

### **A.3. Achievement of Results Above State Averages for Low Income and Other Educationally Disadvantaged Students**

Requirement (n): Objective Data Showing Quality as Compared to State Schools. The charts on pages 9-16 provide comparisons of STRIVE Prep students (ELL, Latino, FRP and all students) on the TCAP for reading and math at grades 6-8 and grades 9-10, compared to students in Similar Schools, all DPS schools and schools across the state. These are the three subgroups for which we have necessary comparison data. (See data used for comparison in Appendix F.)

Over the last three years:

- STRIVE Prep ELL scholars outperformed ELL students in state schools in Reading and Math for grades 6-8, in Reading for grades 9-10, and in Math for 9-10 in 2014.
- STRIVE Prep Latino scholars achieved at the same levels as Latino students in state schools in Reading in grades 6-8 and 9-10, and exceeded them in Math in grades 6-8 and 9-10.
- STRIVE Prep FRL scholars exceeded FRL students in state schools in Math in grades 9-10, and performed comparably to them in Reading in grades 6-8 and 9-10, and Math in grades 6-8.

STRIVE Prep School Attendance and Attrition Rates. Table 9 provides the attendance, attrition, and retention rates of each STRIVE Prep school and the surrounding public schools. STRIVE Prep has no schools that yet operate a 12<sup>th</sup> grade.

Overall, the approximate STRIVE Prep attendance rate is 95%, with an approximate overall attrition rate of 11%, and an approximate overall retention rate of 88%. Surrounding public schools have an approximate overall attendance rate of 91%, an approximate overall attrition rate of 21%, and an average retention rate of 78%.

**Table 9. Attendance, Attrition, and Retention Rates of STRIVE Prep and Surrounding Public Schools, By Year**

	Attendance Rates			Attrition Rate				Retention Rate		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	
<b>STRIVE Prep</b>										
Federal MS	97%	96%	96%	8%	3%	5%	92%	97%	95%	
Westwood MS	96%	96%	98%	11%	4%	2%	84%	96%	98%	
Lake MS	91%	93%	94%	25%	8%	11%	75%	92%	89%	
Sunnyside MS	95%	95%	95%	18%	10%	8%	82%	90%	92%	
Green Valley MS	--	96%	95%	--	13%	13%	--	87%	87%	
Montbello MS	--	94%	96%	--	18%	22%	--	82%	78%	
SMART Acad. HS	--	96%	96%	--	3%	5%	--	97%	95%	
Excel HS	--	--	93%	--	--	10%	--	--	90%	
Ruby Hill Elem	--	--	--	--	--	--	--	--	--	
<b>Similar Public Schools Surrounding STRIVE Prep Schools</b>										
Abraham Lincoln HS	87%	87%	89%	29%	25%	19%	58%	75%	81%	
North HS	86%	87%	91%	34%	26%	21%	49%	74%	79%	
DCIS Montbello MS	94%	92%	89%	30%	18%	18%	70%	82%	82%	
Kepner MS	90%	94%	89%	26%	17%	17%	74%	83%	83%	
Lake Intl School MS	92%	92%	89%	23%	15%	21%	76%	85%	82%	
Amesse ES	94%	92%	93%	24%	15%	18%	76%	87%	87%	
Castro ES	94%	94%	93%	23%	13%	13%	73%	83%	86%	
Cheltenham ES	92%	91%	90%	27%	17%	14%	77%	85%	79%	

**Part B: Contribution in Assisting Educationally Disadvantaged Students.**

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**B.1 STRIVE Prep Prior Success in Improving Achievement and Outcomes for Educationally Disadvantaged Students**

Previous sections summarize STRIVE Prep’s success in improving achievement and outcomes for educationally disadvantaged students, including ELL, Latino and FRL. There are not large enough groups of scholars eligible for SPED services to compare their data, but now with current schools fully enrolled, expect to have data soon from 2014-15 that may be used to

evaluate successes. As previously stated, STRIVE Prep has made a major commitment to equity and serving all of our scholars eligible for SPED. Now, scholars with severe special needs are provided services through three severe-need Center programs opened over the last three years. It is a point of pride and distinction for the network. The previous section also demonstrated higher attendance and retention rates, and lower attrition rates than our Similar Schools.

## **B.2. Contribution the STRIVE Prep Model Will Make to Educationally Disadvantaged Students**

*Proposed Locations of CSP-Funded Schools and Populations to be Served.* The nine CSP-funded STRIVE Prep schools will be located in the rapidly-growing high-need neighborhoods of Denver, within the boundaries of DPS, and in the same neighborhoods of the current STRIVE Prep charter schools in order to serve more families. Students enrolling in the new schools will reflect similar demographics as current STRIVE Prep scholars. STRIVE Prep's strong relationships with its parents and communities provides a strong basis for enrolling new students and ensures the students from these low-income communities, with high percentages of ELLs, will succeed academically. STRIVE Prep scholars will complete a college/career-ready curriculum and graduate college-ready and workforce-ready, far exceeding the performance of educationally disadvantaged students in surrounding schools, DPS and the state.

The new schools will be based on the same Model as STRIVE Prep's current schools, and will use data for continual learning and improvement. Each school's curriculum and instructional program is built on research and best practices from across the nation, which accelerates and deepens learning, increasing the academic growth of all scholars. An extensive PD program for our School Leaders (also known as principals), teachers, school staff, Central Office staff and board members, focuses on implementing the STRIVE Prep Model to increase scholar learning.

English Language Learners. Ensuring that all of our scholars, including those who are in the early and intermediate stage of English language acquisition, are able to access the curriculum and excel academically is a critical part of STRIVE Prep’s model and school design, including

- Identifying ELL scholars and support parent communication and engagement
- Continuously assess ELLs to adapt instruction and programming to improve outcomes
- Implementing research-based curricular and instructional programs to ensure ELL scholars are able to a) access rigorous, grade-level core content, and b) increase their ability to speak, listen, read, and write in English
- Offering proven, on-going PD to teachers based upon research-based programs, pedagogies, and curricula aimed at supporting ELL scholars with particular emphasis on the SIOP (Sheltered Instruction Observation Protocol) Model.
- Monitoring ELL scholars, “exit” scholars from their ELL designation based upon proficiency demonstrated across a body of evidence, and provide ongoing monitoring and support following formal “exiting.”

STRIVE Prep serves its ELL scholars in accordance with all applicable Federal Laws and Regulations and in compliance with Section 22-24-105 of the Colorado Revised Statutes. Additionally, DPS is required to comply with the DPS ELA Consent Decree, establishing clear guidelines for supporting ELL students and preparing teachers. STRIVE Prep embraces this responsibility and intends to not only meet the requirements of all current legal dictates, but to exceed them. With 66% of our students qualifying as ELL, we believe this to be a critical component to our overall mission of ensuring that our students are on a path toward college. STRIVE Prep uses research-based approaches which have shown to increase academic improvement for ELLs. The research-based guidelines heavily on Goldenberg, C. & Coleman,

R. (2010), *Promoting Academic Achievement in English Learners: A Guide to the Research*, for specific elements of native language instruction as a component of a more comprehensive model, and, Krashin & Cummings, *Second Language Acquisition* for content related to the instructional strategies employed in a small-group instruction model. STRIVE Prep has a strong track record of results for English Language Learners. STRIVE Prep – Westwood, the school closest to Kepner Middle School, has achieved the following results: Students of all ACCESS levels posted a cumulative median growth percentile (MGP) of 223 on TCAP and an MGP on ACCESS of 64. These results demonstrate high growth in all subject areas. Students of ACCESS level 1 & 2 posted a cumulative MGP of 174 on TCAP and an MGP on ACCESS of 38. These outcomes represent significant increases over the performance of ELLs at neighborhood middle schools serving a similar population.

Requirement (k): Complying with IDEA. Leaders at all STRIVE Prep schools work collaboratively with Central Office staff to implement a Multi-Tiered Support System and rigorous process to identify scholar needs and support them through a variety of interventions differentiated by their level of need. STRIVE Prep campuses have unique systems of support to deliver these data-driven and researched based interventions for scholars. In addition to the Multi-Tiered Support System, the data-driven focus ensures that scholars with special needs as well as scholars who require academic acceleration receive appropriate instruction to excel in a four-year college and in a 21<sup>st</sup> century workforce. Weekly assessment cycle allows for immediate feedback on student comprehension and this data dictates the academic strategy for the week to come, with varied groupings and learning activities to challenge each scholar at his/her skill level.

In order to systematically close the achievement gap for all scholars, STRIVE Prep executes strong special services to ensure that they are supported to attend and graduate from college.

The SPED program maximizes inclusion to provide a level of support so that scholars with Individualized Education Programs (IEPs) achieve at levels expected from their peers in general education. Through the Multi-Tiered Support System, we provide a continuum of services of targeted specialized instruction, co-teaching, accommodations and modifications. All programs ensure compliance with all local, state, and federal guidelines and requirements. Each school targets skills gaps, through using an inclusion model, where scholars with special needs are integrated with their general education peers within the context of the structured school day.

These services, both mild/moderate programming and center programs for students with severe needs, have received regular, anecdotal recognition for our district for their best-in-class quality, and STRIVE Prep is regarded within DPS as a leader in the work of serving students with special needs.

STRIVE Prep Central Office staff and school staff, along with scholars and their families, contribute to the process to ensure careful identification, provision of services, monitoring, and communication to ensure scholars receive the individualized program that will best support their development. They work to ensure that cultural and linguistic diversity are considered throughout the process. After reviewing a variety of factors, ELL scholars being considered for SPED referrals will be referred to the Multilingual Assessment Team for assessment in their native language to avoid the misidentification of areas of needs.

All STRIVE Prep campuses meet the demand of the mild to moderate continuum of services, with select campuses serving severe and profound needs in center based programs. STRIVE Prep mild/moderate models are driven by the service needs of the campus' IEP caseload (typically leads to a 1:10 or 1:12 teacher/IEP ratio). Schools have a SPED Team Lead who supports the quality assurance of SPED practices at the school through practices such as:

- Monitoring campus IDEA and IEP compliance
- Facilitating campus case-management mentoring program
- Attending SPED Leadership PD workshops every quarter
- Disseminating SPED requirements and best practices during weekly meetings
- Communicating with campus Student Service Providers

IEPs are individually designed to ensure scholar access to a Free and Appropriate Education:

- All parts of scholars IEPs are implemented with fidelity
- A rigorous data collection process supports all IEP determinations and decisions
- Goals are specific, measurable, closely monitored, and address the identified needs
- Instructional access and removal (discipline procedures) are closely monitored to protect scholars and a process used to determine future discipline and programming procedures.
- Campuses and IEPs have clear systems for ensuring rigorous documentation of scholars needs, incidents, intervention, response to intervention, and other pertinent information.

STRIVE Prep campuses have service delivery structures that support scholar achievement of their unique caseloads using the following practices: Direct Specially Designed Root Cause Instruction; Co-Teaching and Integrated Services; Consultation; Social Emotional Learning; Behavior Intervention Planning; and Courses of Study made accessible to scholars with IEPs at STRIVE Prep high schools through small group instruction and other strategies.

SPED teachers, IEP team members, general education teachers, and school administration work as one team to collectively meet SPED needs. Parents are involved through positive profile interviewing, flexible scheduling for IEP meetings, providing input in designing services, and through consistent and culturally responsive communication. Scholars are engaged in the IEP

process through goal setting and investment in progress monitoring, running IEP meetings when applicable, self-advocacy, and guiding post-secondary planning.

***Competitive Preference Priority 1 – Serving High-Need Students.*** STRIVE Prep will serve high-need scholars through element (b) **School Improvement** by replicating one high-quality charter school in partnership and to assist DPS. We will implement academic and structural interventions to serve scholars attending Kepner Middle School (Turnaround) that have been identified for improvement, corrective action, closure, or restructuring according to the Federal laws and guidelines. In January of 2014, DPS designated Kepner Middle School for turnaround based on poor academic performance and declining enrollment.

After a competitive application process, STRIVE Prep was selected as a turnaround operator in June, 2014, based on STRIVE Prep’s strong track record of academic results for English Language Learners and very strong parent demand in the community. As of this writing, 240 students are on the waiting list at STRIVE Prep- Westwood, two blocks from Kepner, and many of those students currently attend Kepner. By the plan approved by the Denver school board in 2014, Kepner will be replaced with two turnaround operators, STRIVE Prep and a district-run school, replicating the successful turnaround structure at Lake, and STRIVE Prep’s Kepner school will open in 2016 with 120 6<sup>th</sup> grade students and grow to full capacity by year three. The program will replicate STRIVE Prep’s successful middle school model while adding additional supports for English Language Learners using the SIOP model and transitional native language instruction as needed.

***Competitive Preference Priority 2 – Promoting Diversity.*** The current STRIVE Prep schools promote student diversity, including racial and ethnic diversity, and avoid racial isolation partially through being a part of the DPS SchoolsChoice program, allowing *all* students from the

district an opportunity to attend. Like all STRIVE Prep schools, the proposed replication and expansion project will promote diversity by welcoming all students and reflecting the population of each regional community served. Although the majority of STRIVE Prep scholars are Latinos, we also serve African American scholars, a growing percentage of Asian scholars, a small percentage of white scholars, and very small group of American Indians and Hawaiian/Pacific Islanders. With the rapid increase in population in the three regions in which our schools are located, there could be growth in these subgroups. By bringing together scholars from diverse backgrounds, we ensure that they all engage with each other to become college and career ready. STRIVE Prep helps them succeed by preparing them in an environment that is sensitive to and optimizes their diverse backgrounds, skill levels, and development needs. Students learn to support one another and champion each other’s successes as peers and community members.

Current STRIVE Prep schools serve students with disabilities and ELLs at a rate that is comparable to the rate at which these students are served in surrounding public schools.

<b>Agency</b>	<b>Special Ed</b>	<b>ELL</b>
STRIVE Prep	12%	66%
STRIVE Prep Individual School Range	5%-18%	38%-81%
Surrounding School Range (all but one is below 17%)	7%-27%	21%-73%
DPS	11%	33%

We expect our ELL and SPED enrollment will continue to be comparable to the rate at which these students are served in surrounding public schools, as they are now. As STRIVE Prep adds additional Center programs for severe-needs students, it also expects its SPED enrollment to grow over time.

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Requirement (j): Informing All Students About the Proposed Expanded and New Schools.

Because STRIVE Prep plans to replicate and expand schools in in the same existing regions of Denver where our schools exist, students are primarily recruited through a door-to-door campaign. Teachers, administrators, and volunteers visit the homes of all families of 5<sup>th</sup> grade students who live close to middle schools and share basic enrollment information so every family has access to the school regardless of time to engage in community activities. Similarly, students are recruited through knowledge of families in the area who have siblings who are enrolled our middle or high school. STRIVE Prep’s marketing and recruitment materials are available in multiple languages. We actively encourage students with disabilities, English learners and all others to apply to our schools to continue promoting diversity, and have engaged in specific, targeted recruiting of these students through 5<sup>th</sup> grade classrooms in some regions

All students and families in DPS are asked to make an affirmative school choice during the district’s annual SchoolChoice process. This process utilizes a common one-page (front/back) enrollment form across the district with a supporting SchoolChoice booklet which outlines each school option by region, including school model specifics and performance information. On this form, students and families rank order their school preferences one to five. Students are then admitted to STRIVE Prep schools by random lottery run through DPS. This process occurs without regard for academic performance, language proficiency, parental involvement, or any other competitive or differentiating factors.

Preference to STRIVE Prep schools is granted only for residents of Denver, siblings of existing students and alumni, and children of board members (a very small group with only ten current board members). STRIVE Prep participates in district enrollment zones of various size, and students living within the zones have preference over those outside the zones. There is no

significant difference between the income status, race, or entering TCAP scores of STRIVE Prep students and the average students of the nearest district schools.

***Competitive Preference Priority 3 – Novice Applicant.*** STRIVE Prep meets the requirements for a Novice Applicant.

*Requirement (g): Parent and Community Involvement.* Before STRIVE Prep opens schools, we **administer strategic community outreach** to prospective parents, teachers and pupils, as well as community stakeholders, such as business and church leaders, community activist groups, and neighborhood and business associations. Before a new school opening, public meetings are hosted at locations within the communities of the future schools' sites. For new and expansion schools, informational flyers are mailed to households in the neighborhoods of the forthcoming schools and Central Office staff and School Leaders conduct door-to-door outreach to recruit and engage families and community stakeholders. Elected officials and other influencers, who impact the communities where the schools will reside, are also engaged.

*Family and Community Involvement:* Family and community engagement is crucial aspect of STRIVE Prep's program, as it is an instrumental element to scholars' academic success. STRIVE Prep prioritizes and integrates family and community member engagement into the life of each school that is maintained from year to year. Once the school is open, it incorporates several important means for continual communication, engagement, and involvement including:

- 1) home-visits to the home of every newly admitted scholar before the start of the school year to engage with families, answer any questions, discuss school policies, review the scholar handbook, and read and sign the Family Contract (a non-binding statement of understanding);
- 2) frequent communication to families including bi-weekly communication from an advisor (who oversees 15 scholars) regarding behavior and academic progress; as much as possible,

bilingual advisors are matched to Spanish-speaking families;

3) the opportunity to become involved in the Family Councils (FC), which support School Leaders in ensuring that STRIVE Prep’s vision and mission are fully and completely realized;

4) participation in community and school events that are hosted throughout the year such as registration, back-to-school night, parent conferences and workshops, award ceremonies, academic fairs, and concerts. School Leaders and Family Councils also host open forums for other community members not yet involved in our network;

5) attend and participate in the Board of Trustees meetings, open to the public, parents, and community stakeholders, and apply to become a Trustee representing the STRIVE Prep schools in their region of the city – ensuring that a wide-range of voices are heard and utilized across the network; and,

6) volunteer opportunities for parents and community members including: assisting in the office, helping with fundraising, and supervising scholars at out of school times and events.

## **Part C: Quality of the Project Design**

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**C.1. The Project Design.** STRIVE Prep’s expansion/replication plan shown below will allow us to accomplish our long-term growth vision for STRIVE Prep to to build a pathway to college for nearly 7,500 students across 17 schools in the highest-need regions of the city by 2023, dramatically increasing the number of low-income Denver students prepared for college.

Table 10. STRIVE Prep Replication and Expansion Project Design - by School and Grade Level									
School Name	2015-16	2016-17	2017-18	2018-19	2019-20	Post-Award Oct. 2020			# New Students
						2020-21	2021-22	2022-23	
<b>Expansion School</b>									
STRIVE Prep Excel HS	11	12							
Additional Students	125	125							250
<b>Replication Schools</b>									
Elementary 1		K-1	2	3	4	5			
Additional Students		180	90	90	90	90			540
Kepner MS Turnaround		6	7	8					
Additional Students		124	124	124					372
High School 1		9	10	11	12				
Additional Students		130	130	130	130				520
Elementary 2			K-1	2	3	4	5		
Additional Students			180	90	90	90	90		540
Elementary 3			K-1	2	3	4	5		
Additional Students			180	90	90	90	90		540
Elementary 4				K-1	2	3	4	5	
Additional Students				180	90	90	90	90	540
Elementary 5				K-1	2	3	4	5	
Additional Students				180	90	90	90	90	540
High School 2				9	10	11	12		
Additional Students				130	130	130	130		520
Annual # New Student	125	559	704	1014	710	580	490	180	4362
Annual Enrollment	125	684	1388	2402	3112	3692	4182	4362	

Our project design is also described by our logic model, below.

<b>Context</b>	<b>Input/Activities</b>	<b>Outputs</b>	<b>Short Term Outcomes</b>	<b>Impact</b>
<b>Processes for New Charter Contract; Facilities; Parent &amp; Community Involvement; and Financing New Schools</b>	STRIVE Prep develops Charter Contracts through DPS authorizing practices; meets with parents and community; develops facility and finance plan	Foundations for optimal functioning of new high-quality charter schools; sustainable budget and facility plan; use of standard accounting procedures	STRIVE Prep opens new schools with a high degree of flexibility, autonomy, and parent involvement	9 new or expanded charter schools are functioning at a high and sustainable level; educating over 4,000 new scholars annually
<b>Process to Operationalize High-Quality Charter School</b>	Checklist of activities for principal to work with CMO: school policies and procedures, budget, hiring, materials, and resources	Collaboration with DPS for successful operations; parents involvement in governance and implementation; and maintenance of necessary project records	Parent, scholars, and staff show high satisfaction with schools; DPS monitor indicates proper management	High-quality teachers continue to teach at CSP-funded STRIVE Prep charter schools; 9 CSP-funded schools operating at a high-level
<b>Enhanced Culture, Rigorous College-Bound Learning Environment; Extended Day; High-Quality Teachers</b>	Research-based instruction and PD for teachers, School Leaders, board members and administrators	CCCSS adoption; individualized instruction and PD; enhanced culture; interventions and programs for low SES scholars, ELLs and SPED	New charter schools assist all scholars to achieve higher than similar schools	Scholars achieve at college-ready level; increase number of college-ready scholars who persist in college
<b>Data, Accountability, and Evaluation</b>	Provide data system and use data consistently to inform instruction and other actions; monitor and evaluate scholars progress	Use data to identify scholars at risk, improve instruction, school-wide planning, and PD; provides improvement, progress and outcome data	Staff use data to identify barriers to meeting scholar and project outcomes; schools meet annual targets	Scholars stay on track; scholars and project meets performance measures; augment internal processes for evolving promising practices

## **C.2. Our Rigorous College Preparatory Program and Enhanced School Culture**

*Requirement (d): Educational Program to be Implemented.* Our STRIVE Prep’s Core Beliefs

and Values structure our program around our seven dimensional Model, which will also be

used for all of the CSP-funded STRIVE Prep charter schools. This Model creates a learning environment with an academic program and culture that supports scholars at all grade levels, teachers, and families so scholars reach state standards and advance to postsecondary success.

1. *High-Quality Staff*: enhanced through rigorous recruitment, hiring, and evaluation practices, and exceptional PD and support
2. *Parent and Community Engagement*: developed through recruitment and engagement related to their children, school leadership, and governance
3. *A Strong School Culture*: driven by six Core Values - **S**cholarship, **T**eamwork, **R**espect, **I**ntegrity, **V**irtue, and **E**xcellence (S.T.R.I.V.E), and incorporating behavior expectations
4. *Rigorous College –Preparatory Focus*: Detailed, specific, thoroughly backwards-planned instruction aligned to college acceptance and readiness criteria; increased school time to accelerate learning, and deepen understanding through adoption of CCCSS
5. *Research-Based Curriculum and Instructional Approaches*: exceptional approaches to provide effective/proven programs and interventions for all scholar subgroups
6. *Data Driven Decision-Making*: use of data systems and staff collaboration to make meaning of data - for improved instruction and continuous improvement
7. *Transparency and Accountability*: sharing of information to improve STRIVE Prep and build knowledge, so that all are accountable for scholar growth, as well as sharing lessons learned and promising practices with others outside of STRIVE Prep

Each level of school (elementary, middle, and high school) has program characteristics that relate to the seven dimensions of our Model and are developmentally appropriate for the grade level. The Model has proven effective at our middle and high schools. We believe and are seeing evidence that our elementary program built around the same Model is exactly what is needed in

the three high-need areas we serve, and will compliment our current secondary program. The elementary program based on research and best practices for students with the same demographics as our STRIVE Prep scholars. Besides the research basis of our elementary program, parents and community members see the value and impact of our program on early grades and are requesting its replication. This also provides a stronger foundation for our elementary scholars to advance to middle and high school, and postsecondary options.

The STRIVE Prep **middle school program**, first implemented in 2006, is now replicated in six schools, with a set of common qualities:

- A longer school day and longer school year, allowing for 10 more instructional days at approximately 25% more time in the classroom than a traditional district school.
- A discipline system with clear rewards and consequences based on the S.T.R.I.V.E. values, scholar uniform policy, and an insistence on scholar safety to maximize learning.
- A rigorous academic program with an emphasis on skill building and college readiness. Scholars take 150 minutes of Literacy daily and 100 minutes of Math daily, in addition to Science, World Studies, and enrichment classes such as arts, sports, and technology.
- Two hours of nightly homework that clearly reinforces scholar classroom learning.
- A system of regular assessment including six-week internal assessments, and other assessments for instructional decisions and evaluating scholar progress.
- A system of regular, systematic, and data-driven interventions. Four tiers of academic intervention are implemented based on academic data, past and present, and are evaluated on a three- and six-week basis. Scholars can receive up to three hours of academic support daily in addition to the core academic program, and summer school if necessary.
- A clear, consistent, and rigorous promotion policy.

In addition to preserving many of the practices listed above, **the high school design** being used at STRIVE Prep’s two high schools places emphasis on social agency and a rigorous engagement in learning for all scholars. STRIVE Prep high school scholars benefit from a challenging and modern liberal arts college-preparatory learning community that fosters disciplined inquiry, as well as critical, innovative, and socially-just thinking and action. As expected, scholars also benefit from a purposefully longer school day and academic year, a one-week summer freshman orientation (Colloquium), a three-week summer academic intervention program (Summer Academy), and the daily completion of meaningful homework assignments. Scholars wear a professional school uniform, and they adhere to a fully transparent and equitable system for promoting a firm code of conduct. The schools hold weekly Community Meetings and daily Morning Meetings at which scholars are accountable for communicating their learning with their peers and developing exemplary speaking and self-advocacy skills. At all times, scholars live up to the school’s S.T.R.I.V.E. Values. STRIVE Prep’s high school educators develop and revise instruction based on aligned DPS Curriculum Standards and CCCSS along with their own item analysis of test items on which our scholars need to demonstrate success. STRIVE Prep’s high school graduates possess a broad appreciation and knowledge of diverse cultures that make up western and non-western civilizations, and benefit from a seamless and purposeful integration of the visual and musical arts.

Where necessary for college preparation, STRIVE Prep’s high school curricula exceed standards in a manner that is age-appropriate and simultaneously ensures the extension of basic skills. . A rigorous offering of AP courses is available to all scholars. More instructional time and a focused, accountable school culture allow for this intensified pace. From freshman to

senior year, scholars benefit from meaningful college-preparatory and grade-level appropriate activities that support their admission into four-year colleges, and scholarship opportunities.

Responding to strong community demand and the urgent need for a K-12 pipeline, STRIVE Prep applied for its first **elementary** Charter School Contract in 2013. In August 2012, the STRIVE Prep network had formed an Elementary Task Force comprised of STRIVE Prep teachers and administrators charged with identifying local and national elementary school best practices for students with demographics similar to our communities. The task force visited local schools to observe their methodology and classroom structure. In addition, the team reached out to some of the most successful CMOs in the country serving primary grade levels.

The first STRIVE Prep elementary school became operational in 2014-15 and provides high academic expectations, instructional rigor, character development, and cultural enrichment to establish an environment that promotes the joy of learning and drive for success that will be the foundation for a lifelong successful academic career. As shown in Part A, there is strong evidence of greater than expected progress in K and 1 grades on the STEP Assessment. STRIVE Prep relies heavily on frequent data assessments to guide individualized instruction and PD for our elementary schools, just as for our middle and high schools. Proven curricula is used to provide staff with ongoing coaching and PD to maximize these resources. STRIVE Prep's elementary program provides for a longer school day and year, giving our scholars more time to master literacy and math and content based on the CCCSS. In addition to the academic focus, character development cultural enrichment, and Spanish instruction is emphasized. STRIVE Prep's services for economically disadvantaged students, ELLs and Special Education have been described in Part B of this proposal.

One of the key dimensions of the STRIVE Prep Model is High Quality Staff. In order to support their educators in continual growth and excellence, STRIVE Prep engages them in a variety of differentiated professional development (PD) opportunities that are structured around research-based principles and address best practices in instruction related directly to STRIVE Prep’s rigorous curriculum.

### C3. Project Objectives and Performance Measures

Requirement (a): Project Objectives for Replicating or Substantially Expanding STRIVE-Prep High-Quality Charter Schools. The STRIVE Prep CSP Project focuses on four objectives to replicate and substantially expand high-quality charter schools. The charts below provide objectives along with our performance measures and targets that we will use to gauge annually progress and five-year accomplishments.

<i>GPR</i> A Measures	
Performance Measures	Performance Targets
<b>GPR</b> A 1A: <b>Expansion.</b> Expand 1 high school, STRIVE Prep – Excel to grades 11-12 and by September 30, 2016	Expansion Schools- 2016: total of 1, adding grades 11 and 12
<b>GPR</b> A 1B: <b>Replication.</b> Replicate STRIVE Prep charter schools during the grant period, annually by September 30.	Replication Schools 2016 – 3 schools 2017 – 5 2018 - 8
<b>GPR</b> A 2A: <b>Student Achievement in Reading.</b> The percentage of eighth-grade charter school students at CSP-funded STRIVE Prep middle schools who achieve at or above the proficient level on State examinations in reading by June annually.	Data for 1 school available in 2017, 2018, 2019, and 2020
<b>GPR</b> A 2B: <b>Student Achievement in Mathematics.</b> The percentage of eighth-grade CSP-funded charter school students, at STRIVE Prep schools who achieve at or above the proficient level on State examinations in mathematics by June annually.	Data for 1 school available in 2017, 2018, 2019, and 2020
<b>GPR</b> A 3. For the 6 CSP-funded schools that are in existence for at least 3 years, the Federal cost per student in implementing a successful school (a school in operation for three or more years).	By September 30, 2020: Cost per students for the 6 CSP-funded expansion and replication schools

**Objective 1: STRIVE Prep will expand 1 currently established STRIVE Prep charter school and establish 8 new STRIVE Prep charter schools to serve over 4,000 additional students by the end of the CSP Replication/Expansion grant's five-year grant period.**

Performance Measure	Performance Targets
<b>1A. Charter Approvals.</b> Charter approval verification: 5 new Charter School Agreements for CSP-funded STRIVE Prep schools will be approved during the grant period, annually by September 30, for a total of 8 charter petitions (as 3 are already approved).	New Charter School Agreements 2016: 5 including 3 already approved 2017: total of 5 2018: total of 7 2019: total of 8
<b>1B. Opening/Operation.</b> Each CSP-funded STRIVE Prep charter school will verify enrollment as shown in Table 10 By November of each year.	2015-2019: each CSP-funded school has a verified enrollment as in Table 10
<b>1C. Sustainable CSP Schools.</b> CSP-funded STRIVE Prep charter schools-are designated-at Meet Expectations or Distinguished levels based on the DPS School Performance Framework.	September 30, 2020: 8 replication schools and 1 expansion school are rated as Meet Expectations or Distinguished
<b>1D. Sustainable CSP Schools.</b> CSP-funded STRIVE Prep charter schools will have a sustainable financial plan, based on the DPS Financial Performance Framework.	By September 30, 2020: 9 schools meet the criteria of the DPS Financial Performance Framework

**Objective 2: STRIVE Prep charter schools expanded and established through the CSP Replication/ Expansion grant will implement policies and programs based on the successful STRIVE Prep High Quality Charter School Model.**

Performance Measure	Performance Targets
<b>2A. Highly Qualified Teachers.</b> Percent of highly-qualified teachers at CSP-funded STRIVE Prep charter schools based on Colorado State certification criteria.	100% of teachers by fall 2016, 2017, 2018, 2019, and 2020
<b>2B. Professional Development.</b> Percent of teachers assigned to each CSP-funded STRIVE Prep charter schools will complete a minimum of 3 weeks of PD to implement the STRIVE Prep Model, annually by July 31.	At least 90% of teachers complete a minimum of 3 weeks of PD by August 2016, 2017, 2018, 2019, and 2020
<b>2C. Teacher Retention.</b> Percent of teachers at each CSP-funded STRIVE Prep charter school are invited to return, and return to teach at a CSP-funded school, annually by July 31.	At least 70% of teachers invited back will return by July 2016, 2017, 2018, 2019, and 2020
<b>2D. Family Satisfaction.</b> Average score on all Annual Parent Survey items for each CSP-funded STRIVE Prep charter school, annually by June 30.	Average score is 3.5 on a 4.0 scale by June 2016, 2017, 2018, 2019, and 2020

<b>2E. School Climate.</b> Average score on school climate items for the Annual Student Surveys, administered to grades 4 through 12, at each CSP-funded STRIVE Prep charter school, annually.	Average score is 3.5 on a 4.0 scale by June 30, 2016, 2017, 2018, 2019, and 2020
<b>2F. Learning Approaches.</b> Average score on learning approach items for the Annual Student Surveys, administered to grades 4 through 12, at each CSP-funded STRIVE Prep charter school	Average score is 3.0 on a 4.0 scale by June 30, 2016, 2017, 2018, 2019, and 2020
<b>2G. Fidelity to the STRIVE Prep Model.</b> CSP-funded STRIVE Prep charter schools operating with fidelity to the STRIVE Prep Model for high quality charter schools, annually	All established and expanded schools meet fidelity criteria by May 30, 2016, 2017, 2018, 2019, and 2020

**Objective 3: Students at STRIVE Prep charter schools expanded or established through the CSP Replication/Expansion grant will progress and achieve to meet high standards.**

<b>Performance Measure</b>	<b>Performance Targets</b>
<b>3A. Attendance.</b> The average annual daily student attendance rate for each CSP-funded STRIVE Prep charter school, annually by June 30.	At least 95% by June 2016, 2017, 2018, 2019, and 2020
<b>3B. Early Learning.</b> Percent of students in grades K and grade 1 who progress 3 levels (1-3 in K and 4-6 in grade 1) on the STEP, annually by June 30.	90% of students progress 3 levels by June 2017, 2018, and 2019
<b>3C. Early Learning – Math.</b> Percent of students in grades K and 1 scoring at or above the 50th percentile	75% or more of K and 1 students by June 2017, 2018 and 2019
<b>3D. Student Achievement: Reading.</b> Number of CSP-funded STRIVE Prep charter school, that increase the percentage of students in grades 3-10 that are at Proficient or Above in reading on the PARCC annually by June 30 (in the second year that school is expanded or replicated, with baseline data collected during the first year)	Increase of 2 percentage points above previous year, at each school beginning their second year of operation, by June 2017, 2018, 2019 and 2020
<b>3E. Student Achievement: Mathematics.</b> Same as for reading, except in mathematics.	Same as above
<b>3F. Student Achievement: Writing.</b> Same as for reading, except in writing.	Same as above
<b>3G. Student Achievement: Science.</b> Same as for reading, except in science.	Same as above
<b>3H. Outperforming Similar Schools.</b> Number of CSP-funded STRIVE Prep charter schools that outperform surrounding DPS schools on reading and math PARCC scores, annually	By June 30, 2016, 2017, 2018, 2019, and 2020
<b>3I. Adequate Yearly Progress.</b> Number of CSP-funded STRIVE Prep charter schools meeting their NCLB AYP school-wide and subgroup criteria (dependent on available state assessment data and AYP criteria).	Set when criteria is available

*Objective 4: All schools created with CSP Replication/Expansion grant will increase percentage of students successful in preparing for, enrolling and participating in post-secondary education.*

<b>Performance Measure</b>	<b>Performance Targets</b>
<b>4A. On-time Graduation with Diploma.</b> Percent of seniors, in CSP-funded STRIVE Prep charter schools, who graduate from high school with a diploma in 4 years, annually by September 30.	90% of students by September 2017, 2018, 2019, and 2020
<b>4B. College Readiness – Reading.</b> Number of CSP-funded STRIVE Prep charter schools that meet the ACT college-readiness indicator score in reading, annually by June 30.	1 school by June 2017, 2018, 2019, and 2020
<b>4C. College Readiness – Math.</b> Number of CSP-funded STRIVE Prep charter schools that meet the ACT college-readiness indicator score in math, annually by June 30	1 school by June 2017, 2018, 2019, and 2020
<b>4D. College Acceptance.</b> Percent of students who graduate from CSP-funded STRIVE Prep charter schools and are accepted into a 2- year or 4-year colleges, annually by June 30.	At Least 2017: 80% 2018: 85% 2019: 90% 2020: 95%
<b>4E. College Enrollment.</b> Percent of students who graduate from CSP-funded STRIVE Prep schools and enroll in 2- or 4-year colleges, annually by September 30	2017: Baseline data collected 2018-20: Targets to be set on baseline
<b>4F. College Persistence.</b> Percent of students from CSP-funded STRIVE Prep charter schools and enrolled in 2- or 4-year colleges, complete their first year of college.	2018: Baseline data collected 2019-20: Targets to be set on baseline

**Part D: Quality of the Management Plan and Personnel. (20 Points)**

**D.1. Project Management Plan**

The STRIVE Prep management plan is designed to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Requirement (b): How the Applicant Currently Operates or Manages the Charter Schools.

Central Office Functions: STRIVE Prep manages all nine schools in our network and has overseen the successful startup of each one. The C- Team, comprised of five Chief Officers

(Executive, Financial, Operating, External Affairs, and Academic), is the management tier of the organization, overseeing the Central Offices’ day-to-day operations. The STRIVE Prep network Central Office team of Chief Officers and support staff provides human capital for the founding and support of all operating STRIVE Prep schools.

In order for Schools Leaders focus their resources on students and staff to provide a high-quality public educational program that is aimed at ensuring college readiness for every student, the Central Office delivers a range of back office support services. Each school receives daily support from the Central Office to ensure annual Milestones are reached and are done so within budget, as will *all* schools opened or expanded with funding from the STRIVE Prep CSP Project. Areas of specialization such as curriculum and instructional support, financial services, development activities, IT support, hiring/talent support, and human resource management are coordinated at the Central Office with great expertise and a leaner allocation of resources than would be possible if these positions were replicated at each school-site. In return, each school site pays a fee for back office support services. All services delivered to schools by the Central Office have specific business processes defined with clear deliverables and service-level agreements.

**Table 11. Central Office Daily Operations - Key Services (partial list)**

Range of Services	Service Providers	Decision Making
<p><b><u>Financial Services</u></b></p> <ul style="list-style-type: none"> <li>• Apply for all state funding</li> <li>• Record and track all revenue</li> <li>• Receive, process, and pay all invoices</li> <li>• Prepare annual and monthly budgets</li> <li>• Forecast cash needs for future periods</li> <li>• Safeguard all financial assets</li> <li>• Prepare and submit all required financial reporting</li> <li>• Provide annual fiscal management training</li> </ul>	<p>CFO, Business Manager, Bookkeeper</p>	<p>BOT, CEO, CFO, School Leaders, FC</p>

Range of Services	Service Providers	Decision Making
<p><b><u>Academic</u></b></p> <ul style="list-style-type: none"> <li>• Support design, adoption, and implementation of standards-based <i>curriculum</i>, provide support for teacher-led <i>instructional</i> practices</li> <li>• Provide <i>Special Education</i> services to identify and refer students for assessment, developing IEPs, maintaining records and collaborating in the delivery of these services</li> <li>• Provide <i>Mental Health</i> services including social-emotional a</li> <li>• Provide services to <i>English Language Learners</i> so they are able to access the curriculum and excel academically</li> <li>• Lead <i>College Preparatory &amp; Workforce Readiness</i> efforts to ensure college readiness and readiness for a vocational or two-year college</li> <li>• Oversee and provide professional development services</li> <li>• Administer surveys; organize data; generate and analyze reports</li> </ul>	Managing Directors (3), Dir. of College Advising, Senior Dir. of Data/IT team, Network Specialist for SPED, Instructional team	BOT, CEO, CAO, School Leaders, FC
<p><b><u>Human Resources</u></b></p> <ul style="list-style-type: none"> <li>• Recruitment and hiring of highly-qualified staff</li> <li>• Monitor employment practices</li> <li>• Oversee performance reviews</li> <li>• Manage payroll services and employee benefits</li> </ul>	Dir. of HR, HR Manager, and Talent Team	BOT, CEO, COO, School Leaders, FC
<p><b><u>Development</u></b></p> <ul style="list-style-type: none"> <li>• Develop and submit grant applications and reports</li> <li>• Grow donor base via prospect identification and stewardship practices</li> <li>• Run major fundraising events</li> <li>• Get new BOT members and external volunteers involved in fundraising activities</li> </ul>	Sr. Dir. of Development and team	BOT, CEO
<p><b><u>Communication and Enrollment</u></b></p> <ul style="list-style-type: none"> <li>• Develop and implement the family and community engagement outreach, and lead student recruitment</li> <li>• Create all collateral materials, including the website</li> <li>• Develop and deliver message points to all stakeholders</li> <li>• Manage waitlist from DPS SchoolChoice program</li> </ul>	Dir. of Communications, Enrollment Manager	BOT, CEO, CEAO, FC
<p><b><u>IT Support</u></b></p> <ul style="list-style-type: none"> <li>• Engineer technical layout for all schools and new sites</li> <li>• Maintain the network infrastructure</li> <li>• Secure all data</li> <li>• Provide technical, software, and hardware for educational technology and testing support</li> </ul>	Sr. Dir. of Technology and IT team	BOT, COO, School Leaders
<p><b><u>Operations and Facilities</u></b></p> <ul style="list-style-type: none"> <li>• Support schools and provide training in key areas of day-to-day operations, including: attendance monitoring/reporting, the National School Lunch Program, and insurance and risk management services</li> </ul>	Dir. Of Operations, Procurement & Facilities Ass. Dir. Operations team	BOT, COO, School Leaders, FC

Successfully opening eight new school sites and expanding one during the 5-year grant period will rely on the coordinated efforts of the Central Office (listed in Table 11) and Schools Leaders at each new school site. STRIVE Prep anticipates opening two or more new schools annually starting in August 2016; each school will be planned and rolled out independently. STRIVE Prep identifies locations based the educational needs of Denver’s low-income students and alignment with the organization’s mission and vision and in conjunction with DPS. The table below details the activities, department responsible, and milestones associated with each phase.

**Table 12. Implementation Timeline for a New and Expanded\* Schools**

<b>Timeframe</b>	<b>Activity</b>	<b>Department(s)</b>	<b>Milestone</b>
<b>Preparation and Initiation (prior to school opening)</b>			
18 months	Conduct community outreach*	External Affairs: Communication and Enrollment	Letters of Intent to Enroll constitute at least 50% of first year enrollment
18 months	Financing to supplement opening costs	Finance and Development	Secure sufficient loan financing and donations
812-18 months	Recruit School Leaders	Human Resources	Hire School Leader
12- 18 months	Secure a facility	Procurement & Facilities	Execute lease and complete renovations as needed
12 – 18 months	Develop Charter School Application	External Affairs	Charter submitted and approved
6-9 Months	Develop Charter School Contract	External Affairs	Charter contract approved and executed
<b>Installation and Implementation (prior to school year)</b>			
<b>Timeframe</b>	<b>Activity</b>	<b>Department(s)</b>	<b>Milestone</b>
<b>Preparation and Initiation (prior to school opening)</b>			
By June	Hire staff, including teachers, support staff and administration*	Human Capital Team, Human Resources and School Leader	All staff hired by June 30
By August	Train incoming staff*	Academic Team	Provide Teacher and Staff Trainings and PD sessions
By May	Create School Budget and Fiscal System*	Finance	Set annual budgets (drafts in February, approved in May) and conduct monthly budget reviews to ensure solvency

Timeframe	Activity	Department(s)	Milestone
October through January	Outreach to prospective scholars*	External Affairs: Communication, Enrollment, and School Leader	Receive DPS SchoolChoice Program waitlist and have scholars rate STRIVE Prep as first and second choice
February through July	Enrollment of incoming scholars*		Operate annual Summer Orientation program
By June	Procure educational and administrative materials*	Procurement & Facilities	Purchase equipment, hardware and software licenses
By June	Create and set-up IT infrastructure and support system(s)*	Information Technology	Establish learning systems and data collection tools

Governance: STRIVE Prep has a multi-tiered governance structure in place to ensure the quality and performance of our schools – at the individual school and network levels. At the individual school level there are two tiers. Each school is governed by a Family Council (FC), which consists of the School Leader, one elected teacher representative, two appointed community members, and three elected parent representatives. The FCs meet monthly, advise School Leaders, handle concerns raised by parents, oversee parent volunteer efforts, plan special events, and support the school staff in meeting specific parent needs. One FC representative from each region is elected to the STRIVE Prep Board of Trustees as a full voting member to provide a critical parent voice. Additionally, School Leaders support teacher and staff to promote scholar achievement, learning, and well-being. School Leaders work directly at the school level and maintain autonomy, in conjunction with support from key Central Office staff, over the hiring and managing staff, overseeing budgets, implementing curriculum and instruction. School Leaders coordinate services with, provide feedback to, and make key decisions with member of the Senior Team (Chief Officers, Senior Directors, and Managing Directors) at the Central Office. Combined, this large team makes up the network’s Leadership Team, a management tier which gathers every six weeks for a full-day strategic retreat. Also at the network level, STRIVE Prep has one formal governing tier, the Board of Trustees.

The Board of Trustees (BOT) is the governing tier that guides the overall direction of STRIVE Prep educational Model and financial health of the organization, as well as approves the annual Milestones. It is comprised of 12 members, including a parent representative from each of the three Denver regions served, the CEO, and seven members with various types of expertise.

## **D.2. Business Plan**

The STRIVE Prep business plan provides for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under this grant beyond the initial period of Federal funding.

Operations. The Central Office staff operates with guidance from the BOT, School Leaders, FC (via the School Leaders), and Senior Team, and each tier works collaboratively and in sync with one another. All tiers were specifically designed to ensure that the schools are an educational and operational success. Each member was selected to support the mission and vision of STRIVE Prep. Please refer to Table 11.

Human Resources & Talent Team: The Human Capital Team at the Central Office is responsible for recruiting, effective School Leaders at the beginning of the Planning Year for each school, who are then evaluated, promoted, and hired by the Managing Directors, CAO, and CEO. The Human Capital Team supports the School Leaders in hiring effective administrators, teachers and support staff, as well as retaining staff members – hiring within and outside the network. STRIVE Prep has historically retained above 80% of its staff each year. The Human Capital Team, in conjunction with the Human Resources department, a function of the Operations Team, both continue to invest in the significant refinement of staffing systems, procedures, and structures.

Instructional Management: Each school's curriculum and instructional practices are overseen by

their respective School Leaders, and are supported by the Central Office via the Chief Academic Officer (CAO), Managing Directors, and Instructional team. The CAO ensures a consistent implementation of the STRIVE Prep Model. Managing Directors, themselves veteran, high-performing principals, supervise 4-6 school leaders with intensive observation, support, and a personalized professional development plan. PD opportunities provided by the Central Office that help strengthen instructional capacities are offered throughout the school year: daily, weekly, and every six weeks. Curriculum and Instruction provided from the Central Office facilitates the identification, collection, and distribution of best practices in education throughout the network. Moreover, scholar performance data is a primary component of professional assessment and drives instruction. Teachers use two-week data assessment cycles: week one scholar tests are administered to monitor proficiency levels, and week two involves a built-in review and re-teach. This format allows for immediate instructional development or modification depending on the *performance* of the scholars. These instructional management efforts ensure STRIVE Prep schools sustain the culture of high expectations and excellence in instruction.

Funding: The launch of each new school requires \$850K in start-up grants and/or private donations for the first three years in operation. Since most STRIVE Prep schools open one grade at a time and state ADA funding does not support start-up costs or fully cover operating costs in the first years of operations, support from CSP is critical to STRIVE Prep's replication and expansion growth plan. Approximately \$16.3 million in new operational funding is needed over the next five years to open and operate eight new schools and expand one; this request will provide for part of that amount. The STRIVE Prep CSP Project will also leverage over \$234 million in foundation, state, and federal funds, as described in the Budget Narrative.

Requirement (f): Sustainability of Expanded and New STRIVE Prep Charter Schools. STRIVE Prep uses a combination of funding sources to ensure continued operation of the proposed new schools. STRIVE Prep has recently developed an 8 year budget. This model projects revenue, and expenditures for eight fiscal years, beginning with 2014-2015 and ending with the 2021-2022 school year, which is the year fifteen of the seventeen schools are enrolled to capacity. The model demonstrates sustainability without private fundraising in the 2021-2022 school year. Primary assumptions for revenues and expenses, and facility needs, will be described in the Budget Narrative. To raise the remaining start-up funds and to support continued operations of the proposed new CSP-funded schools in our network, once the Federal grant has expired, STRIVE Prep is in the process of leveraging contributions from current partners and actively cultivating new private and public sector funding opportunities. STRIVE Prep has a successful history of fundraising from diverse sources – including state funding, foundation grants and major gifts from individuals – for the expansion and long-term sustainability of its educational and capital programs. Recent state funded projects include: Charter School start-up grants at all six of our middle schools and our elementary schools, which total approximated \$1.4 million.

Requirement (c): Commensurate Share of Federal Formula Funds. STRIVE Prep’s CFO will work with its authorizer DPS to ensure that each proposed new or substantially expanded CSP-funded charter school receives its commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and any year in which the school’s enrollment substantially expands. Our budgets are developed with DPS at a school level for Title I, II, and III funds at each school. STRIVE Prep is reimbursed for these expenses after we submit invoices for the budgeted expenses, so there is a double check on how funds are expended.

Requirement (i): Use of Grant Funds. Use of the funds is described fully in the Budget and Budget Narrative. CSP funds are being used for equipment, materials, limited mileage and travel, external evaluation, and other items such as printing. Title funds, with other funding, will pay for teachers and administrator personnel expenses, and additional equipment and materials.

### D.3. Financial and Operating Model

STRIVE Prep has adopted a prudent financial policies and procedures manual, which is reviewed by independent auditors annually, to ensure the quality and sustainability of all of our schools. Current policies include role assignments, review procedures, and timelines/frequency for: procurement, payroll expenses, reconciliations, and financial review. A five-year projected budget was developed by the CFO and the BOT (see below).

<b>STRIVE Prep Network Budget</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>Total</b>
Total Number of STRIVE Prep Schools including CSP	9	12	14	16	17	
Total Enrollment	3,303	3,945	4,705	5,615	6,290	
<b>REVENUES</b>						
State Per Pupil Funding	25.4M	31.0M	37.6M	45.9M	53.2M	\$193.0M
Other State Funding	3.8M	4.5M	5.7M	7.1M	8.2M	\$29.4M
Federal Funding (Title 1, etc)	1.7M	1.9M	2.3M	2.8M	3.2M	\$12.0M
CSP Replication Grant	1.0M	1.4M	1.8M	1.4M	1.2M	\$6.8M
Other Philanthropy	2.8M	2.5M	1.8M	1.8M	0.6M	\$9.5M
<b>TOTAL REVENUE</b>	<b>34.7M</b>	<b>41.3M</b>	<b>49.2M</b>	<b>59.0M</b>	<b>66.2M</b>	<b>\$250.4M</b>
<b>EXPENSES</b>						
Personnel (Salary + Benefits)	██████	██████	██████	██████	██████	██████
Instructional	3.7M	4.6M	5.1M	5.7M	6.3M	\$25.3M
Transportation	0.3M	0.4M	0.4M	0.5M	0.6M	\$2.3M
Facilities	2.5M	3.0M	3.8M	4.7M	5.7M	\$20.0M
Communication & Data	0.1M	0.2M	0.2M	0.2M	0.3M	\$1.1M
Office & Administration	3.1M	3.6M	4.4M	5.7M	6.2M	\$22.7M
<b>TOTAL EXPENSES</b>	██████	██████	██████	██████	██████	██████
Operating Surplus (Deficit)	0.0M	0.0M	0.0M	0.0M	0.0M	0.0M

Assumptions for budgeted expenses are based on a three-year trends analysis. Additionally, the BOT utilizes a cash-flow spreadsheet monthly to analyze and project the financial standing of all schools. Primary assumptions for revenues and expenses, and facility needs, are in the Budget Narrative.

STRIVE Prep has attracted many local and national educational funders, including: Charter School Growth Fund, The Walton Family Foundation, Daniels Fund, The Anschutz Foundation, The Piton Foundation, and the Gates Family Foundation. STRIVE Prep has commitments from its base foundation and individual funders to support the CSP-funded and other STRIVE Prep schools. It has a strong base of community support, which generates resources and supports school operations. As detailed in the letters of support, key community leaders and a variety of stakeholders have indicated their support for this important expansion effort.

#### **D.4. Plan for Closing Charter Schools**

Should circumstances bring to light unforeseeable factors that might make closure a possibility at any STRIVE Prep schools, the STRIVE Prep BOT would respond immediately, with the Senior Team, to create an action plan to improve and remedy the problem, including changes in staff, programs, and resources. If the situation cannot be remedied, the STRIVE Prep BOT would likely relinquish the charter agreement to DPS ahead of a closure decision. In the event of a closure action, the following steps would be implemented:

- Written notification to parents/guardians/caregivers of enrolled scholars will be issued within 72 hours, including information on transferring scholars to another appropriate school and a process for transfer of scholar records. Parents will also be provided with scholar information that includes the closure notice, grade reports, discipline records, immunization records, completed coursework, and for high schools, credits that meet graduation requirements.

- Within 72 hours, provide written notification, and the list of scholars needing to return to DPS schools, to DPS and their home schools.
- Transfer of scholars' records would be completed in seven days.
- Written notification of closure to the CDE within 72 hours.
- Provide DPS access to all school records upon written request.
- Complete a financial closeout audit within six months to determine disposition of all assets and liabilities. Submit any required year-end financial reports to the CDE and DPS.
- Maintain sufficient staff, for 6 months, to complete all necessary tasks required for a smooth closing of the school and scholar transfers.

#### **D.5. Qualifications of Key Personnel**

Chris Gibbons, Chief Executive Officer. In preparing to open the original campus, Mr. Gibbons completed the Building Excellent Schools Fellowship, a nationally recognized program for training charter school leaders to design schools that implement best practices for low-income urban scholars. Mr. Gibbons is directly involved in the implementation and oversight of all STRIVE Prep schools, and serves as the supervisor of principals-in-training. He oversees the Senior Team of five Chief Officers and two Senior Directors. These leaders oversee all members of the Central Office, which provides fiscal, operations, curriculum, and other support throughout the planning, start-up and implementation phases of new school development. He holds a Bachelors degree from Yale University and a M.Ed. from Regis University.

Joshua Smith, Chief Academic Officer. Prior to becoming the Chief Academic Officer, Mr. Smith successfully led STRIVE Prep's Westwood Campus for three years. Currently, Mr. Smith supervises three Managing Directors who oversee all STRIVE Prep School Leaders, oversees the academic team including curriculum and instruction, and coordinates leadership PD-and

leadership evaluation systems. He holds a Bachelors degree from the University of Colorado and a Master's degree from Georgetown University. He has served at STRIVE Prep since 2008.

Whitney Bride, Chief Operating Officer. Ms. Bride previously served as a TFA Corps Member, and was a corps liaison to the Teach for America Regional Board of Directors in Houston, Texas. She holds a B.S. in Human & Organizational Development with an emphasis on Leadership and Organizational Effectiveness from Vanderbilt University. Ms. Bride, who has been with STRIVE Prep since its founding in 2006, oversees operational leadership, including establishing the budget, procurement, and training and overseeing operations staff across the network.

Josh Devon, Chief Financial Officer. Mr. Devon holds Bachelors from the University of Pennsylvania and an MBA in finance from the Stern School of Business at New York University. Mr. Devon has spent his career working for a number of start-up to large organizations in a variety of financial capacities, including Denver Public Schools. Mr. Devon oversees financial compliance for STRIVE Prep.

Lindsay Neil, Chief External Affairs Officer. Ms. Neil holds a Bachelor's from the University of Northern Colorado. She has significant parent-organizing, advocacy, legislative, and executive experience across a range of Colorado organizations, including the Mayor's Office, Colorado Children's Campaign, and more. She oversees enrollment, communications, public relations and parent involvement for STRIVE Prep.

The Senior Team has both significant instructional and business experience and shared experience in working for nationally recognized programs that have succeeded in increasing proficiency among low-income scholars of color to prepare them for postsecondary success. Ms. Bride and Mr. Smith are alumni of the Teach for America Corps (TFA), a nationally renowned program of educator development and training. Mr. Gibbons and Mr. Smith, have administrative

experience within high-performing educational programs, and have been very active in college preparatory, and workforce readiness educational models for low-income scholars in the same neighborhoods where STRIVE Prep operates. The Senior Team has the benefit of this extensive experience, and established connections to BES, Breakthrough, and TFA, three national networks for collaboration across schools and excellent recruiting opportunities.

Camille Howells, CSP Project Director (.5 FTE), and Senior Director of Development, will be responsible for the leading and managing the CSP project, including budgeting, staffing, implementation, and working collaboratively with the external evaluators. She will also oversee continued fundraising and development activities for the STRIVE Prep CSP Project and schools. Ms. Howells is an AmeriCorps alumna and holds a Bachelors degree from John Brown University and a MPA from the School of Public Affairs at the University of Colorado Denver. She has been with STRIVE Prep since 2009.

## **Part E. Quality of the Evaluation Plan**

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The independent evaluation provides both formative and summative data for project decision-making (continuous improvement), and to assess progress in meeting objectives and performance measures annually and at the end of the project. The evaluation design for our CSP project is focused by the evaluation questions (shown in Table 13) related to the four phases of development of each new charter school established through CSP funding:

- Preparation Phase
- Initiation Phase
- Installation Phase
- Implementation Phase

**Table 13. Phases and Evaluation Questions**

<b>PHASE</b>	<b>DESCRIPTION</b>	<b>RELATED QUESTIONS</b>
<b>Preparation Phase</b>	From inception until one year before a new STRIVE Prep CSP-funded Charter School is scheduled to open	<ul style="list-style-type: none"> <li>• What is the status of Charter application, real estate and financing for the new school?</li> <li>• What are specific plans related to preparation for the new school?</li> </ul>
<b>Initiation Phase</b>	From one year before a new STRIVE Prep CSP-funded Charter School is established until July before it opens	<ul style="list-style-type: none"> <li>• What staffing has been hired?</li> <li>• What is the status of the tasks on the Checklist for Opening New Schools?</li> </ul>
<b>Installation Phase</b>	School Year 1 of a new STRIVE Prep CSP-funded Charter School	<ul style="list-style-type: none"> <li>• How has the new school implemented the STRIVE Prep High-Quality Charter School Model?</li> <li>• Are the governance, parent, professional development (PD), and the data analysis and planning components of the school program functioning as planned?</li> <li>• Is the school meeting the performance measures (PMs) including PMs for all scholars, and disaggregated by student subgroups?</li> </ul>
<b>Implementation Phase</b>	School Year 2 of a STRIVE Prep CSP-funded Charter School and each year thereafter	<ul style="list-style-type: none"> <li>• What are the strengths of the new school?</li> <li>• Which PMs is it meeting?</li> <li>• What areas that could be improved? Which PMs is it not meeting, and why?</li> <li>• Is each school meeting the proposed plan for operation and sustainability?</li> </ul>

Coordinating the Evaluation, Feedback and Reporting. Wexford Institute will provide external evaluation services for the project. Wexford has almost 20 years of experience in evaluating federal projects with a focus on serving students from low-income communities and English Learners. STRIVE Prep will work closely with Wexford to fine-tune the evaluation design to increase the effectiveness of the evaluation plan, to support efforts in collection of high-quality data, and refine the evaluation strategies as needed. Wexford will coordinate evaluation services with the Project Director and staff through conference calls or meetings held at least monthly, and more frequent as necessary. Informal feedback will be provided during these calls/meetings. Formal reports will be provided twice a year:

- 1) for the Annual Performance Report (APR); and

2) for an update when data is available that was not available at the time of the APR.

Following is a description of the methods to be used to collect data and provide the necessary information to answer the evaluation questions and report annual progress.

Methodology. The STRIVE Prep CSP Evaluation Plan uses mixed methods to answer the evaluation questions. It includes the use of objective PMs that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data (see PMs in Project Design section of this proposal). The evaluation uses methods from four-types of evaluation: 1) descriptive evaluation; 2) implementation analysis; 3) assessment of progress toward goals, objectives and PMs; and, 4) outcome evaluation.

- Descriptive evaluation: Twice each year, the evaluation will provide:
  - Descriptive data on the status of the creation of new schools with the CSP funding
  - Descriptive data related to new schools that have been established through CSP funding, including students being served, staffing, and teacher and administrator quality. This data will be collected from STRIVE Prep Central Office staff through a review of documents.
- Implementation analysis: Wexford will work with STRIVE Prep staff to develop fidelity criteria for the implementation of the components of the project, based on this proposal. Each year, the evaluation will provide an analysis of to what degree the new CSP-funded charter schools are implementing the Model. This data will be collected from the STRIVE Prep Central Office staff, from each replication or expansion school site through observations and interviews, and from data reported by DPS.
- Assessment of progress: Twice each year, the evaluation will provide: a summary of progress to date on PMs for all schools; and, an analysis by school, as appropriate for

each PM. This data will be collected from STRIVE Prep Central Office staff through interviews and review of documents, as well as from school principals, as appropriate.

- **Outcome evaluation:** Once a year, the evaluation will provide a report on: major outcomes; progress on goals, objectives and PMs, with student PMs disaggregated by subgroups; any delays in reaching planned outcomes; and, recommendations for the following year.

Data Collection and Analysis Summary. The following table details the annual data collection activities.

**Table 14. Data Collected Annually**

<b>Data</b>	<b>Data Collection/ Instrumentation</b>	<b>Timeline</b>	<b>Data Summary/ Analysis</b>
Status on preparation for new schools – charter applications, real estate, facility development, and financing	Review of preparation with STRIVE Prep Central Office staff	Quarterly, and more often as necessary	Summary of accomplishments and comparison to planned schedule
Opening of new schools and related student, staff, teacher and administrator data	School schedules, student enrollment data, teacher and principal quality data from STRIVE Prep educator effectiveness initiative	Fall and Spring annually	Compare to Performance Measure targets
Fidelity and quality of implementation	DPS oversight report; school and classroom observations; STRIVE Prep Central Office, school and classroom document and data review; interviews with staff; Teachers, student and parent surveys; PD participation data and outcome surveys	September - January annually (once schools are established)	Comparison of what is being implemented to fidelity criteria
Student achievement and college-readiness	STRIVE Prep school and student data as appropriate for each related PM and the annual targets, for all schools and individual schools as indicated in the PM	Spring and Fall annually	Comparison to PM annual targets, with analysis by school or overall project or both, as indicated

In addition to addressing the evaluation questions, evaluators will address these research questions:

1. Is there a correlation between the amount of time a teacher participates in STRIVE Prep PD in a given year, or in the types of PD in which she/PD participates, or a combination of the two, related to the teacher's effectiveness rating?
2. Do the students of teachers who participate in PD that is specifically focused on the 7 areas of teacher behavior and interaction identified by the MET study of effective teachers (funded by the Bill and Melinda Gates Foundation) score higher on tests in math and reading than those students whose teachers do not participate?

**Invitational Priority:** We plan to use question #2 or a similar question as the basis for conducting a quasi-experimental design that will, when well implemented, meet What Works Clearinghouse Evidence Standards. We will use a comparative interrupted time series design (CITS; Bloom, 2003), one of the most rigorous methods when a randomized controlled trial is not possible. It compares the change in student outcomes for participating Treatment schools/teachers in relation to the change in the same outcomes for a set of statistically comparable Comparison schools/teachers. In addition to matching Treatment students to Comparison students based on background characteristics, this design has an added component of comparing *trends* in outcomes over time to estimate a program's effects. This approach gives increased confidence that the intervention causes a genuine change over time. We will use propensity scores to identify a strong Comparison group – a key feature of this approach.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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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.

Chris Gibbons  
NAME OF AUTHORIZED OFFICIAL

  
SIGNATURE OF AUTHORIZED OFFICIAL

STRIVE Preparatory Schools  
APPLICANT ORGANIZATION

Chief Executive Officer  
TITLE

July 13, 2015  
DATE

July 15, 2015  
DATE SUBMITTED

**STRIVE Prep CSP Project**  
 FY 15 ED-GRANTS / 84.282M

<b>APPENDIX B: Resumes/Curriculum Vitae</b>		
<b>Page</b>	<b>Name</b>	<b>Title</b>
1	Board of Trustees Bios	-
4	Chris Gibbons	Chief Executive Officer
5	Joshua Smith	Chief Academic Officer
7	Whitney Bride	Chief Operating Officer
9	Josh Devon	Chief Financial Officer
12	Lindsay Neil	Chief External Affairs Officer
16	Camille Howells	Senior Director of Development and CSP Project Director
18	Rachel Ksenyak	Senior Director of Human Capital
20	Betsy Peterson	Managing Director, Middle and Elementary Schools
22	Rebecca Utton	Managing Director, Middle Schools
24	Dianne Hardcastle	Managing Director, High Schools
26	Kate Berger	Principal, STRIVE Prep - Excel (Expansion school)
28	Tomi Amos	Principal Fellow: Far Northeast Elementary 1 (Replication school)
31	Elisha Roberts	Principal Fellow: Far Northeast High School 1 (Replication school)
33	Kaci Coats	Director of Student Services
34	Job Description	Director, Data and Assessment
35	Job Description	Grants Program Coordinator

## STRIVE Preparatory Schools 2014-2015 Board of Trustees

### **John Aragon, Retired Cable Industry Executive, Secretary**

John retired in 2011 as vice president of Government Affairs for Comcast Cable. During his career spanning more than four decades, John served in senior leadership roles for U S West, MediaOne and Comcast, with responsibilities for legislative, regulatory, public relations, community affairs and philanthropic initiatives. A Vietnam veteran and former newspaper reporter, John has also served on numerous industry and community boards throughout his career, with special emphasis on organizations dedicated to promoting educational opportunities for at-risk youth and diversity in the workplace.

### **Michael Barkin, Vail Resorts**

Michael joined Vail Resorts in 2012 and currently serves at the Executive Vice President and Chief Financial Officer. Prior, Michael worked at KRG Capital and Bain Capital, where he worked on new investment opportunities, acquisitions, strategic initiatives, and strategy consulting. Michael received his MBA from the Stanford Graduate School of Business and graduated from Williams College with a BA in economics.

### **Brooke Brown, Carson Foundation, Vice-Chair**

Brooke is the Executive Director of the Carson Foundation, a family foundation focused on education granting in the Denver area. Brooke began her career in education at Thayer

Academy, in Braintree, MA, where she was a teacher, coach and Dean over 6 years. She also taught at East High School in Denver (2004-05), and co-founded and served as Associate Director of Project VOYCE (Voices of Youth Changing Education, 2005-07). Brooke served as the board chair at Urban Peak (2007-08) and is the current board chair at the Denver Public Schools Foundation. She holds a B.A. in Spanish and political science from Boston College, a master's degree from the Harvard Graduate School of Education in the School Leadership Program, and a PhD. in Educational Leadership and Innovation from the University of Colorado Denver.

### **Moira Cullen, The Capstone Group**

As a partner at The Capstone Group, a public affairs firm, Moira advocates for education reform, higher education issues, non-profit advocacy, mental health and human services, and children's policy issues at the Colorado State Capitol. She also spent 4 years at the Colorado Children's Campaign as the Director of Public Affairs, where she lobbied on child health, early childhood education, and education reform legislation. Moira moved to Colorado after graduating from the University of Virginia. She earned her Master of Social Work at Colorado State University and worked with at-risk youth, leading to a decision to enter the government relations field in order to impact change at a statewide level.

### **Dietz Fry, Endeavor Capital, Treasurer**

Dietz is a Principal at Endeavour Capital, a firm that he joined in 2004 and opened a Denver office for in 2009. Previously, Dietz worked at Green Manning and Bunch, attended the United State Air Force Academy and graduated from

the University of Colorado with a degree in Biochemistry. He lives in Denver with wife and boys.

### **Chris Gibbons, STRIVE Preparatory Schools, *ex officio***

Chris is the lead founder and Chief Executive Officer at STRIVE Preparatory Schools. Recently named the *Top Thinker in Education* by *The Denver Post* and a Game Changer by *5280 Magazine*, Chris is a graduate of the Broad Academy and the Building Excellent Schools Fellowship. He serves as the Co-Chair of the Denver Public Schools Collaborative Council, formerly directed Denver Summerbridge (now part of the Breakthrough Collaborative), was a charter school teacher, and is fluent in Spanish. He holds a B.S. in Biology from Yale University and a M.Ed. from Regis University.

### **Ethan Gray, Education Cities (formerly CEE-Trust)**

Ethan Gray serves as Executive Director of the Cities for Education Entrepreneurship Trust (CEE-Trust). CEE-Trust is a national network of 33 city-based non-profits, foundations, and mayors offices across the country that work together to accelerate the pace of education innovation and reform. Mr. Gray previously served as Vice-President of The Mind Trust, where he led the organization's policy work and helped create the "Opportunity Schools Plan" for Indianapolis Public Schools – one of the nation's boldest urban district transformation blueprints. Mr. Gray is an honors graduate of Harvard College and holds a master's degree from the Harvard Graduate School of Education in education policy and management. He serves on the Advisory Board of Innovative Schools in Wilmington, DE and was a Special Advisor to the Kauffman Foundation's Education Ventures Lab. Mr. Gray is an accomplished cellist and serves

as the president of the board of trustees for the Harvard Radcliffe Orchestra.

### **Darlene Ortiz, Southwest Parent Council Representative**

Darlene currently serves as an Executive Assistant 1 with Solid Waste Management, City & County of Denver. She has an BA degree in Management from the College of St. Scholastica in Duluth MN. Her daughter attended Denver Public Schools for 7 years, and she and her husband were very active in her school. Their daughter was accepted into STRIVE Prep – Federal in 2010-11 through the lottery system. She transitioned to STRIVE Prep – SMART High School in 2013 school year. She has always been concerned about her education is very happy with the STRIVE Preparatory School network and what they are trying to achieve. She is proud to serve on the STRIVE Prep Board of Trustees and be a part of the growing success.

### **Astrid Ruiz, Teach For America**

Astrid Ruiz grew up in Colombia and received a dual degree in Public Administration and International Relations from *Universidad Externado* in Bogota, Colombia and the the *Institut de Science Politiques* in Paris, France. She started her career as a journalist with *Semana*, the leading policy and current affairs publishing group in Colombia. Her pioneering coverage on the importance of corporate social responsibility in underdeveloped regions was recognized by key governmental organizations and led to the creation of a specialized group at *Semana* focused on the progressing of this cause. Astrid then worked as the Marketing, Communications and Recruitment Director for *Sapientis*, a start-up Leadership Development organization focused on empowering educators and low income communities in Puerto Rico. Astrid is currently

the Director of Community Engagement for Teach For America-Colorado where she is responsible for increasing the diversity and inclusion of the teacher corps. Astrid lives in Denver with her husband and 5 year old son and enjoys cooking, traveling and biking.

**Teena Shepperson-Turner, Far**  
*Northeast Parent Council Representative*

Teena is currently the Asst. Director of Finance & Administration with the University of Colorado in the Risk Management Department which assists the university's operating units, faculty, and staff with managing and balancing risk created by programs and activities. She is a member of the university's Staff Council, Jack & Jill of America, Alpha Kappa Alpha Sorority, and DPS Superintendent Parent Forum. Teena believes in being involved and being a voice for all children. Her strengths include being committed, as well as having the ability to build positive relationships. Teena received her Bachelor's degree from Metropolitan State University. She is married to Christopher and they have a daughter, Anjelique, who attends Strive Prep – Green Valley Ranch.

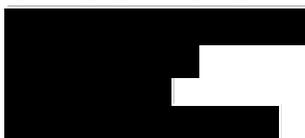
**Maria Sierra, Northwest Parent Council**  
*Representative*

Maria grew up in Northwest Denver and attended Catholic schools her whole life. After high school graduation, she became a mother, and worked hard as a single mother. She learned what it takes to succeed with the help of her community. She lived in a transitional housing program for single parents and soon began working for the program. She has been working in low-income housing for about 18 years. Through the struggles she witnessed in her family and community, she has been given a unique perspective on others with the same struggle.

**Keith Trammell, Hogan Lovells, Chair**

A partner at Hogan Lovells, Keith concentrates in the areas of securities and corporate law, as well as international transactions. Keith's practice involves a full range of corporate transactions. He represents buyers and sellers, both private and public, in acquisitions, mergers, reorganizations, and sales of stock and assets. Keith also represents clients in connection with public and private securities offerings, as well as entrepreneurs in the formation of various businesses. He has experience assisting public companies with respect to corporate governance and compliance matters, as well as experience representing companies with respect to business process outsourcing and managed service agreements.

## CHRIS GIBBONS



### EDUCATION

#### **YALE UNIVERSITY**

##### **Bachelor of Sciences**

*(Phi Beta Kappa)*

Ecology & Evolutionary Biology  
May 2000

#### **REGIS UNIVERSITY**

##### **Master of Education**

Professional Leadership, Curriculum  
& Instruction  
December 2004

### SKILLS

Fluent in Spoken and Written Spanish

Two summers of public health service  
in La Colmena, Paraguay, 1998-1999

Microsoft Word; Excel; PowerPoint;  
Access; Power School, Database.

### INTERESTS

Mountain climbing, marathon  
running, skiing, reading, anything with  
my wife and two young daughters

#### **STRIVE Preparatory Schools**

##### **CEO, 2009-Present**

##### **Head of School/Principal, 2006-2009**

##### **Founder, 2004-2006**

STRIVE Prep is a network of open-enrollment, public charter schools  
preparing middle school students for college success. [www.striveprep.org](http://www.striveprep.org).

- Designed, led, and built one of Denver's highest-performing network of charter schools from a single school of 100 students to a network of 9 schools, 3,000 students, 350 employees, and a \$30M budget
- For seven consecutive years, STRIVE Prep housed Denver's #1 middle school for academic growth
- 91% of STRIVE Prep students qualify for free/reduced lunch; 97% are students of color; 42% are English Language Learners; 12% have special needs
- EPIC award winner in 2008 and 2010 for exceptional student value-added gains
- STRIVE Prep commits deeply to building neighborhood schools with open enrollment practices for all students; STRIVE Prep – Lake was the first charter in Denver to accept an enrollment boundary
- STRIVE Prep believes in equity and houses three center programs for students with severe needs
- Primary charter lead on the Gates District/Charter Compact, signed by 100% of Denver charter schools, December, 2010
- In this role, named "Top Thinker in Education" by The Denver Post and a "Game Changer" by 5280 Magazine.

#### **BUILDING EXCELLENT SCHOOLS**

##### **Boston, MA Fellow, 2004-2005**

Building Excellent Schools is an acknowledged leader in the national charter school movement that prepares leaders to design, lead, and found urban charter schools of uncompromising excellence.

[www.buildingexcellentschools.org](http://www.buildingexcellentschools.org)

#### **DENVER SUMMERBRIDGE (now BREAKTHROUGH KENT DENVER)**

##### **Director of Programs, 2001-2004**

The Breakthrough Collaborative launches high-potential, low-income middle school students on a path to college and inspires high school and college students to pursue careers in education.

- Leader of college-preparatory summer enrichment program of 100 students, 32 staff, \$300K budget and over 1000 alumni.
- 12<sup>th</sup> grade biology teacher

#### **CITY ON A HILL**

##### **Teaching Fellow, Biology & Chemistry, 2000-2001**

One of Massachusetts' original charter schools, CITY ON A HILL graduates responsible, resourceful, and respectful democratic citizens prepared to advance community, culture, and commerce, and to compete in the 21st century.

# JOSHUA G. SMITH

## EDUCATION

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### GEORGETOWN UNIVERSITY, School of Foreign Service

Washington, DC

#### Master of Arts (with Honors)

Security Studies (Concentration: International Security/Political Science), GPA 3.88

December 2005

Masters Thesis: *Post-Conflict Justice and the Prospects for Peace* (Advisor: Dr. Natalie Goldring)

Received 'Certificate for Academic Excellence.'

### UNIVERSITY OF COLORADO

Boulder, CO

#### Bachelor of Arts (with Honors- *Summa Cum Laude*)

Majors: International Affairs (Concentration: Latin America) / Anthropology, GPA (in majors) 3.73/3.80

May 2001

Honors Thesis: *A Force For Peace: Internal Conflict, the Security Dilemma and the Implications for Enhancing UN Peacekeeping* (Advisors: Dr. Roland Paris, Vicki Ash Hunter, and Keith Jagers)

Awarded "Most Outstanding Thesis in International Affairs 2000-2001" (\$500 prize)

## EDUCATION-RELATED EXPERIENCE

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### STRIVE Preparatory Schools

Denver, CO

Chief Academic Officer, July 2015 – Present

Chief Schools Officer, July 2012 – June 2015

Oversee Managing Directors who supervise schools across the STRIVE Prep network, managing and coaching Principals in building strong and successful schools that prepare students for college and career success. Oversee Curriculum Directors in implementation of strong curricular and instructional vision. Oversee Student Support team in ensuring students with special needs are well-served.

- In 2014, seven of nine schools achieved "Distinguished" or "Meets Expectations" status on DPS School Performance Framework despite all being over 90% FRL.
- Oversaw design and implementation of network-wide comprehensive evaluation and compensation system incorporating performance evaluation, culture and values assessment, and academic data.
- Served as Co-Chair of ELA District-Charter Working Group tasked with designing a district-wide training program for supporting English Language Learners in charter schools throughout Denver.

### STRIVE Prep (Formally West Denver Prep) – HARVEY PARK CAMPUS (now Westwood)

Denver, CO

Principal, July 2009 – June 2012

Founding principal of West Denver Prep's 2<sup>nd</sup> campus, responsible for leading students, teachers, and broader community in pursuit of excellent academic growth and student achievement.

- STRIVE Prep's Harvey Park Campus was designated #1 on the DPS School Performance Framework for 2009-2010 and #3 for 2010-11.
- Highest academic growth of any middle school in Colorado, 2009-10 and 2010-11.
- STRIVE Prep's Harvey Park Campus was designated as a CDE Center of Excellence, and received the prestigious gold-level EPIC Award from New Leaders for New Schools (one of 3 schools nation-wide to receive the honor).

### STRIVE Prep (Formally West Denver Prep) – FEDERAL CAMPUS

Denver, CO

Principal-in-Training, July 2008-June 2009

Served as an instructional leader to staff of approximately 25 and worked to build student culture centered on preparing all students for success in middle school, high school, and eventually a 4 year college or university of their choice.

### TEACH FOR AMERICA / MILLER JORDAN MIDDLE SCHOOL

San Benito, TX

Educator (Social Studies) / Academic Coach / Sports Coach, June 2001-May 2004

Taught 8th grade Social Studies under the auspices of Teach For America, an organization devoted to closing the academic achievement gap between under-privileged schools/communities and their wealthier counterparts.

- Worked tirelessly to develop innovative and creative strategies to engage, inspire, and educate students, including working with families, utilizing technology and interactive methods, and organizing after-hours tutoring.

- Fostered dramatic student achievement as demonstrated by passing rates on the state-standardized Texas Assessment of Knowledge and Skills (2001-2002: 86%; 2002-2003: 99%; 2003-2004: 97%; compared to previous school record of 64%).

**TEACH FOR AMERICA, Teacher Training Institute**

**Houston, TX**

**Corps Member Advisor / Learning Team Leader, Summer, 2003 and 2004**

Mentored and instructed 15 student teachers at Teach For America’s teacher training program for incoming corps members

- Provided observation, feedback, critical reflection, facilitation of discussions, as well as organization and delivery of educational seminars/workshops.
- Assisted in design and implementation of a variety of administrative and logistical tasks regarding the successful functioning of the training Institute and the summer school programs of two Houston middle school.

**EDUCATION-RELATED HONORS AND INVITED PRESENTATIONS**

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- “Never Quite There: Strategies and Systems for Continuous School Improvement,” Presented Session at Colorado League of Charter Schools Conference, February 22, 2013, Broomfield, CO
- Served as Co-Chair of District-Charter ELL Working Group, 2012-13
- Elected member of Denver Public Schools SchoolChoice Transparency Committee, Spring 2012
- Member of DPS delegation Study-Tour to San Diego to prepare for bond initiative, Spring 2012
- “Creating a Data-Driven School: Promise to Practice,” Presented Session at Colorado League of Charter Schools Conference, February 23, 2012, Broomfield, CO
- “Using Data to Drive Student Learning: From Good Idea to Good Practice,” Presented as part of Get Smart Schools Fellowship, September 8, 2011
- Member of DPS Special Education Working Group, 2011-12
- Awarded “Commissions Choice Award for Leader in Data Driven Innovation” by the Colorado Legacy Foundation (February 2011)
- Get Smart Schools Presentations
- Get Smart Schools Principal Fellowship, 2008 - 2009
- Selected for Presidential Management Fellowship, 2006 (declined due to professional commitment)
- Awarded Campus “Teacher of the Year 2003-2004”
- Awarded Wal-Mart “Community Teacher of the Year 2003-2004”
- Nominated for Sue Lehman “Excellence in Teaching” Award
- Recipient of Jordan Fundamentals Education Grant to organize oral history project of San Benito, Texas
- Nominated to serve as Representative on Campus Improvement Team, charged with task of school reform
- Served as Academic Pentathlon Coach and led team to 3rd Place in Texas State Finals
- Selected as Teach For America Social Studies Learning Team Leader

**HOBBIES/PERSONAL**

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**Foreign Language:** Verbal and Written Spanish Proficiency

**Computer:** Microsoft Word; Excel; PowerPoint; Web Site Development and Maintenance; Desktop Publishing; and Database

**Interests:** Writing and performing music; camping; travel in Europe, Central America/Mexico, South Korea, and Africa

# WHITNEY A. BRIDE



## Profile

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Strategically focused, versatile leader of finance and operations within a rapidly expanding non-profit environment. Demonstrated success developing an effective business model, organizational systems, building budgets and forecasts, applying governmental standard (GASB) accounting practices, managing annual fiscal audits, administering federal and local grant awards, and leading a growing team of multi-site based employees. Resourceful and innovative problem-solver, highly respected and effective negotiator, analytic thinker, persuasive written communication, trusted intuition.

## Highlighted Expertise

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- Multi-fund Budgeting
- GASB Accounting
- Financial Audit Mgt
- Grant Writing & Tracking
- Org. Effectiveness
- Facility planning
- Negotiated services
- Procurement logistics
- Colorado Chart of Accounts
- Quickbooks Pro
- Sage MIP Accounting
- Microsoft Excel

## Professional Experience

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STRIVE PREPARATORY CHARTER SCHOOLS, Denver, CO 2006-present  
Top-performing, non-profit Charter Management Organization (CMO) authorized by Denver Public Schools to independently establish and operate public schools in low-income communities throughout the Denver-area. High rate of academic success has driven rapid expansion of the program from 100 students in one building to 3,000 students across 9 schools by August 2014 to meet enrollment demands.

### Chief Operating Officer (2012-present)

Design .

- Design & implement operational infrastructure to increase network enrollment capacity by 1,000 seats over a two-year period; Provide comprehensive project management and negotiation to coordinate logistics, budgeting, and procurement for expansion:
  - Open 40 new classrooms across 5 facilities; total procurement in excess of \$1.2Million (2012)
  - Open 25 new classrooms across 3 facilities; total procurement in excess of \$1Million (2010 & 2011)
- Negotiate District-funded facility redesigns and facility-use contracts for lease arrangements with Denver Public Schools.
- Re-define progressive District/Charter shared service opportunities and efficiencies within Denver Public School District through developed relationships and persistent advocacy.
- Interface with all Denver Public Schools' departments on behalf of school Principals to represent interests and manage state and federal compliance to preserve school administrators' focus on instructional leadership.
- Negotiate and execute cost-effective external service contracts with aggressive Service Level Agreements to support network operations with minimal down-time.

### Chief Financial Officer (2010-2012)

Led strategic planning and implementation of business operations, budgeting, and financial management across 4 schools serving 1,100 students while coordinating logistics of network expansion.

- Develop and manage \$13Million network budget comprised of 8 distinct, program-specific budgets with independent public operating revenues; strategically coordinate allocations of restricted grant funds.
- Supervise all functions of accounting across a multi-fund system to properly maintain discrete transaction records and financial reports for 8 independent funds within network operating budget.
- Manage grant allocations and expense records related to Federal Grants funded by reimbursement to ensure 100% recognition of receivables across all schools; Network reimbursable funding in excess of \$1.6Million.
- Communicate financial standing and forecast to Board of Directors' Finance Committee through monthly financial reports and analysis.
- Collaborate with external auditors to support independent, annual review of financial documentation; close general ledger, prepare year-end financial reports and documentation, issue Management's Discussion and Analysis, and present findings and recommendations to Board of Directors.

### **Director of Finance & Operations** (2008-2010)

Replicated effective systems of flagship middle school and piloted new, shared campus facility structure to expand enrollment opportunities from 320 to 640 seats across two campuses.

- Expanded internal controls, accounting systems, budgets, and financial reporting from a singular model to bridge multiple divisions/schools within the organization; managed increasing operating budgets up to \$4.7Million.
- Mediated shared campus agreements and ongoing relationships between school programs in shared space.
- Guided development of long range financial model and business plan to secure \$2.25M grant from the Charter School Growth Fund
- Secured over \$1M in private grant donations and Federal grant awards in excess of \$1.2Million over a two-year period through successful written proposals.
- Designed Title I Targeted Assistance Plans for all new schools to secure Year 1 funding and establish eligibility for universal Title I funding at each campus; total revenue of \$540,000 across 4 schools.

### **Director of Operations** (2006-2008)

School administrator for start-up, charter school with responsibility for implementing all aspects of organizational systems, contracts, budgeting, accounting, federal grant compliance, and facility management.

- Defined and implemented operational & financial structures to support non-profit, start-up charter school with growing enrollment from 100 to 320 students and 11 to 30 employees.
- Built and managed increasing annual operating budgets from \$1.2M to \$2.4M.
- Independently learned and implemented standard governmental accounting (GASB) practices and Colorado Chart of Accounts system for compliance with school finance regulations and annual independent audit.
- Wrote successful proposals to secure \$300,000 in Federal start-up school grant awards over a 2-year period.
- Produced Annual Report copy and worked with contracted graphic design firm to establish theme and layout; distributed to 250 stakeholders and community supporters.
- Coordinated all aspects of facility management including contracted services and renovation projects totaling \$2.6 Million.
- Represented school leadership at all Denver Public School District Principal, Site Assessment Leader, and Business Manager meetings.

TEACH FOR AMERICA/THOMAS JEFFERSON ELEMENTARY SCHOOL – Houston, TX 2003-2006

Highly selective national service corps of teachers dedicated to eliminating the academic achievement gap that persists in public education relative to economic status and providing opportunities for all students to obtain an excellent education.

### **Corps Member/3<sup>rd</sup>-4<sup>th</sup> Grade Teacher**

- Employed creative solutions to inspire comprehension and retention of material despite limited resources.
- Represented 2003 Corps as Corps Member Liaison on the Teach for America Board of Directors and coordinated informational events for community interest groups with both Corps and Board Members.
- Elected 3<sup>rd</sup> grade teaching team Chairperson with responsibilities for facilitating planning meetings and representing team among school administration.

### **Leadership**

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- Guest presenter for GetSmart Schools Business Management Fellowship program:
  - *Quickbooks for Charters*: Utilizing advanced functions to support governmental, fund accounting
  - *Reports that Matter*: Transforming financial data efficiently & effectively for reporting to stakeholders
  - *Relationship with Board of Directors*: Establishing fiscal accountability with Board Treasurer and Board Members through meaningful, concise financial presentations
- Advise new charter school leaders on business model design and implementation for start-up schools:
  - Rocky Mountain Prep
  - University Prep
  - SOAR
  - AXL Academy

### **Education**

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VANDERBILT UNIVERSITY – Nashville, TN, *cum laude*

B.S. Human & Organizational Development (*Concentration: Leadership & Organizational Effectiveness*)



**Profile**

Senior financial leader with over 15 years of proven experience in financial strategy, budgeting, forecasting, long range planning, mergers and acquisitions, accounting, treasury, integration analysis, and employee development. Proven track record of adding value to dynamic organizations through improved systems, operational efficiencies, and financial modeling. Considered a quick learner, creative problem solver, team player, and effective negotiator.

**Demonstrated Experiences**

Financial Planning & Analysis  
Accounting  
Treasury

Employee Development  
Mergers and Acquisitions  
Financial Modeling

Adv. Excel & Access Skills  
Forecasting, Budgeting  
Long Range Planning

**Employment History**

Strive Preparatory Schools

2011 - Present

**Chief Financial Officer**

Responsible for all Finance, Accounting, and Treasury functions at Strive Preparatory Schools, a network of nine charter schools

Financial Strategy

- Develop and lead budget process for all schools and central office
- Created a monthly financial analysis and forecasting tool to identify risks and opportunities for each school’s respective budget
- Created and maintain multi-year long range planning financial model to forecast required annual fundraising
- Develop and present monthly financial results to the Board of Trustees
- Negotiated service agreement with Denver Public Schools
- Ensure that Strive Prep’s records are in compliance with the Financial Transparency Act
- Negotiated and managed the implementation of the payroll migration from Infnisource to Paylocity
- Trained staff to assume all payroll responsibilities

Accounting

- Developed all finance and accounting policies and procedures
- Trained staff to assume all transactional accounting responsibilities (payroll, a/p, bank reconciliations, B/S reconciliations, etc.)
- Ensure accurate and timely preparation of ten annual audits and form 990

Treasury

- Renegotiated \$2.1M loan for Strive Prep’s Federal campus
- Negotiated a \$1.0M line of credit for Strive Prep
- Negotiated the \$3.5M sale of Strive Prep’s Federal campus
- Manage relationship with Strive Prep’s commercial bank

Denver Public Schools, Denver, CO

2010-2011

**Manager of Academic Finance**

Hired by the CFO to establish the Financial Planning and Analysis functions for the CAO, COO and Superintendent organization.

- Developed and presented internal financial reporting tools to monitor budget to actual variances for the Superintendent, the CFO, and the Chief Academic Officer.

- Created a monthly forecasting tool to project how much of the District's \$1.5M operating budget would be unspent in the fiscal year.
- Built a multi-year long range planning model to forecast budget surplus/(shortfall) for the District's \$800 Million general fund budget.
- Hired, trained and managed a team of three financial analysts.

Local Insight Media, Englewood, CO

2006-2009

The fourth-largest Print and Internet directory publisher in the United States.

### **Senior Director of Financial Planning & Analysis**

Ground – floor leader of a company comprised of Dex Media executives to execute on a roll-up strategy of yellow page print and on-line media companies financed by the private equity company, Welsh Carson Anderson and Stowe. Hired by the CEO to establish the Financial Planning and Analysis functions.

- Led financial due diligence on multiple acquisitions which were financed with debt and equity capital totaling \$1.9 billion.
- Developed all financial planning (short and long-term), budgeting decisions, M&A and integration analysis.
- Transformed Financial Planning and Analysis department from single person operation to an eleven-person group supporting domestic and international operations.
- Reported directly to the CFO and in that role prepared presentations to the Board of Directors, Rating Agencies, senior lenders, bond-holder's and principal shareholders.
- Directed implementation of a consolidated internal financial reporting system (Essbase) that consolidated six disparate systems into one scalable solution.

R.H. Donnelley (predecessor Dex Media), Englewood, CO

2003 – 2006

The third-largest Print and Internet directory publisher in the United States.

### **Director of Financial Planning & Analysis**

Managed a team responsible for the budgeting, forecasting, and analysis of corporate and operations functions (IT, Operations, Customer Care, Credit & Collections, Finance, HR, and Executive).

- Built all long-range planning models and forecasts for Dex's \$9.8 billion sale to R.H. Donnelley.
- Conducted extensive financial and accounting due diligence on R.H. Donnelley, including reconciliation of accounting methods, evaluation of their income statement and provided recommendations to Dex leadership regarding valuation.

### **Sr. Finance Manager, Strategy**

Responsible for developing the company's five-year long range planning model and digital operating model.

- Created a highly flexible operating model that forecasted the company's performance which was used on Board Presentations.
- Presented long range planning model to executive leadership

Comcast Cable (predecessor AT&T Broadband), Littleton, CO

2001 – 2003

The leading provider of cable, entertainment and communications products and services the United States

### **Sr. Finance Manager, Video Services – Digital Media Center**

Responsible for the reporting, budgeting, and forecasting of the division's revenue, expense, and capital. Created pricing models for the division's sales team.

- Created product profitability models for all lines of Video Service's business.
- Developed annual budget for \$170 million business unit.

QWEST Inc. (PREDECESSOR US WEST COMMUNICATIONS), Englewood, CO

1997-2001

A provider of voice, video and data services across the United States.

### **Finance Manager, Decision Support**

Responsible for the development of business cases.

- Led cross-functional team focused on moving 50,000 monthly client bills from a third-party vendor back into in-house billing.
- Provided strategic support for long range planning.
- Prepared pricing analysis of Dex's Internet products for senior management using statistical modeling
- Developed multiple presentations for the company's Board of Directors

### **Operations Manager, Extended Workplace Solutions – Telecommuting**

Responsible for critical product development issues including, billing, legal, regulatory, financial recognition and reporting for the Extended Workplace Solution business team.

- Created the financial model of the Extended Workplace Solution business to initiate funding of the offering.
- Led product management of internal telecommuting offering.

### **Financial Analyst, Retail Markets**

Responsible for developing the financial model of US WEST's carrier business.

- Applied statistical modeling to contribute to the development of a company-wide strategic planning tool.
- Analyzed key drivers of revenue and capital/expense of the U S WEST carrier business that were used in the company-wide strategic planning tool.

**Education:** M.B.A. New York University (Finance)  
B.A. University of Pennsylvania (Political Science)

**Lindsay R. Neil**  
**Chief External Affairs Officer**  
**STRIVE Preparatory Schools**



**Professional Experience:**

**STRIVE Preparatory Schools**

July 2014 - Present

Chief External Affairs Officer

- Oversees all aspects of communication and marketing as well as student enrollment, family engagement, and advocacy.

**City and County of Denver**

November 2011 - June 2014

Director of Children's Affairs

- Set the vision for children and youth in the City and County of Denver - including meeting basic needs, preparing children for kindergarten, and preparing children for academic and professional success.
- Developed and executed the strategic plan for the Office of Children's Affairs.
- Managed a team of 17 using performance based metrics driven by child outcomes.
- Managed an overall agency budget of \$12 million, including federal, state, and private grants (national and local) as well as City general fund monies.
- Chaired and staffed the Denver Children's Cabinet charged with aligning city agencies that fund or provide direct programs and services to Denver children and youth around a common set of goals (align publicly funded ECE programs, reduce childhood obesity and reduce the number of disconnected youth) in order to improve the lives of kids.
- Oversaw the Denver Education Compact which was focused on closing the achievement gap by increasing the number of third grades students who can read at grade level and increasing the number of students who access and complete a postsecondary pathway prepared for a career.
- Served as Mayor Hancock's advisor on education matters in Denver.
- Administered Denver Great Kids Head Start, the 5 by 5 Program, the Denver Afterschool Alliance, the Mayor's Youth Commission, the Summer Food Service Program and the At-Risk Afterschool Meals Program.
- Served on the Mayor's Cabinet and as his "kids" representative on the Peak Performance (performance management) agency strategic plan management committee.

**Highlights in this role:**

- Led the development of the "kids" package that was part of Denver's Initiative 2A which made recreation centers free for all school aged children, increased library hours, restored reimbursement rates for child care providers, eligibility rates for child care assistance, and secured program money for out of school time programming.
- Led the development and launch of the first phase of the MY Denver Card Program, creating a single card that can be used as library card and recreation center membership. Denver will be recognized in June 2013 as a U.S. Livable City by the U.S. Conference of Mayors for the MY Denver Program.

## **Stand for Children Colorado**

August 2009 – October 2011

### **Executive Director**

- Lead all aspects of the Colorado affiliate including –personnel management and development, state and local organizational strategy development and execution to dramatically improve public schools (policy and political), fundraising and budget management, and communications.
- Responsible for working with national teams to maximize efficiencies at the local level – HR, Finance, Recruitment and Training, Marketing and IT.
- Play an key role in the organizational restructure in order to meet national growth and impact goals.
- Manage and develop a staff of 11 with six month goal setting and reviews, weekly check-ins, mentoring and coaching in the field.
- Manage and fundraise for a \$1.9 million budget that spans a 501c3 and a 501c4 organization.
- Develop and maintain strategic relationships with key stakeholders in the education community including foundations, education associations – teachers, superintendents and school boards, advocacy organizations, policy makers and the media.

### **Highlights in this role:**

- Played a key role in the strategy development and execution that led to the passage of Colorado’s Great Teachers and Leaders Law (SB 191) in 2010.
- Developed advocacy strategy to help the Denver Public Schools Board turn around six chronically underperforming schools in Northeast Denver.
- Helped elect 15 of 18 legislative candidates supported by Stand for Children in 2010.
- Served as lead on developing, fundraising and executing the “One Chance Colorado” public engagement campaign.

## **Colorado Children’s Campaign**

October 2005 – May 2009

### **Government Affairs and Network Development Director**

- Developed and moved the organization’s policy agenda in conjunction with the policy team – including policies related to children’s health, early childhood education, K-12 education, child welfare and fiscal reform.
- Advocated for school choice and public school reform at the legislature and with community stakeholders.
- Established and maintained relationships with elected officials across multiple levels of government – Governor’s Office, State Legislature, State Board of Education, and County Commissioners.
- Utilized effective strategies to communicate the organization’s mission and policy agenda with external stakeholders, policy makers and media.
- Directed a statewide grassroots advocacy network covering 12 communities across 18 counties in rural Colorado – including capacity building, advocacy training, grant management and support of community based initiatives.
- Worked with a diverse group of stakeholders across multiple issues in order to improve the lives of Colorado’s children.

**City and County of Denver: Safe City Office**

January 2005 – October 2005

Bilingual Diversion Case Manager

- Administered risk and resiliency assessments on youth under eighteen who had municipal court charges against them and developed diversion plans based on the assessment finding.
- Provided case management for clients through the completion of the plan.
- Managed two school based diversion programs that kept kids out of the court room and cleared their records upon program completion.
- Staffed Court Room 191J and the Cole Community Court in Denver.
- Collaborated with community based organizations and state agencies to ensure appropriate service provision to clients.
- Developed and taught life skills classes for monolingual, Spanish speaking youth in the diversion program.

**Roaring Fork Family Resource Centers**

August 2001 – May 2004

Program Director

- Coordinated health related services for at-risk students at a school based family resource center program housed within three schools in Glenwood Springs, Colorado – including an elementary school, a high school and an alternative school.
- Collaborated with community providers to remove barriers to services for children so they could be healthy and therefore, ready to learn.
- Provided translation, transportation, coordination and payment of services when necessary.
- Developed a district-wide Spanish language curriculum on communication and life skills that empowered immigrant students to make good decisions about their health and education.
- Created a summer mobile book program to deliver books to children in low-income neighborhoods who did not have access to libraries.

**Education:**

University of Northern Colorado

September 1995 – December 1998

B.A., Spanish and Speech Communications

**Special skills:**

- Fluent in Spanish - verbal and written

**Community Engagement:**

- Alumni of Leadership Denver Class of 2014
- Advisory Board Member of Democrats for Education Reform Colorado
- Board of Directors for Friendship City Exchange
- Member of Holy Rosary Catholic Church

**Special Recognitions and Personal Accomplishments:**

- 2010 Champion for Children Award: I was nominated by my colleagues at Stand for Children for my leadership, skills and courage that were key to passing Colorado's Great Teachers and Leaders Law.

- Seventeen Magazine – Cover Girl Volunteerism Award – 1998 National Volunteer of the Year Award: This award was bestowed upon me for my efforts to raise money to build a school in rural Nicaragua. Not only did I raise enough money to build the school, but also participated in its construction, negotiated terms of the school with the Ministry of Education and gave its first commencement address. I continue to be involved with the school and help fundraise to provide college scholarships for its graduates.

# CAMILLE C. HOWELLS

## EDUCATION

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- |   |                           |
|---|---------------------------|
| <b>University of Colorado Denver, School of Public Affairs</b>                                    | <b>Denver, CO</b>         |
| <i>Master of Public Administration (MPA)</i>  | August 2010 – May 2013    |
| • Courses on policy process, education policy, research methods, budgeting, leadership and ethics |                           |
| <b>John Brown University</b>  | <b>Siloam Springs, AR</b> |
| <i>Bachelor of Science, Human Services</i>  | August 1999 – May 2003    |
| • Minors in Psychology and Leadership/Management  |                           |
| • Resident Assistant; Leadership Scholar; Trustee's Academic Award                                |                           |

## EXPERIENCE

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- |  |                           |
|--|---------------------------|
| <b>STRIVE Preparatory Schools</b>  | <b>Denver, CO</b>         |
| <i>Senior Director of Development</i>  | July 2014 – Current       |
| <i>Director of Development and Communications</i>  | March 2009 – June 2014    |
| • Lead all fund development strategy and activities to support expansion and achievement of successful 6-12 public charter school network serving high-need Denver neighborhoods   |                           |
| ○ Currently leading \$12M growth campaign to further grow to 15 schools serving 7,500 students; \$9.6M currently pledged   |                           |
| ○ Raise, track and report on local, state, and national philanthropic dollars to support growth from 1 school serving 325 students to 9 schools serving 3,000 students over five years                                   |                           |
| ○ Oversee Colorado CSP grants for existing elementary and middle schools; work closely with finance team to ensure compliance with state guidelines  |                           |
| ○ Lead volunteer Development Committee comprised of community leaders  |                           |
| ○ Cultivate and steward relationships with state, district, foundations, individuals, corporations, and nonprofit partners   |                           |
| • Oversaw strategic communications, including branding, website, annual report, newsletters, human capital/student enrollment collateral, media relations, and tours for hundreds of visitors annually from 2009 – 2013. |                           |
| • Member of leadership team, the internal decision-making body for the network   |                           |
| • Report directly to CEO and actively engaged with Board of Trustees   |                           |
| • Hired and manage team of two   |                           |
| <b>Colorado State University</b>   | <b>Fort Collins, CO</b>   |
| <i>Volunteer and Community Programs Coordinator,</i>   | August 2007 – August 2008 |
| <i>Office of Student Leadership, Involvement, and Community Engagement</i>   |                           |
| • Responsible for all program planning, recruitment, implementation, recognition, evaluation, and budgeting for a wide range of co-curricular volunteer service programs   |                           |
| ○ Collaborated with community partners to execute 250 service projects in one day  |                           |
| ○ Mobilized 1,700 students to volunteer on one day, an increase of 300 over prior year   |                           |

- Mobilized 180 student and community groups to collect 125,000 pounds of food in one day to benefit local food bank, the second most successful campaign in 20 year history
- Hired and managed team of eight undergraduate students

**El Pomar Foundation**

**Colorado Springs, CO**

*Fellow/Program Associate*

July 2005 – July 2007

- Directed San Juan Region of Colorado; responsible for all Foundation’s community relations and program operations within six-county region on Colorado’s western slope
  - Recruited and managed volunteer regional council of six community leaders including college president, former state legislator, and foundation CEO, with mission of identifying and problem-solving community issues
  - Collaborated with regional council, school district, and community to launch school-based health clinic in Montrose, CO
  - Directed full-day conference on community issues with over 200 attendees
  - Led youth philanthropy initiatives in 14 high schools
- Served as associate grants officer, reviewing grant proposals and making recommendations to El Pomar Trustees and senior staff; completed compliance visits to fund recipients
- Served as member of Empty Stocking Fund team, an annual community fundraising campaign raising and distributing approximately \$1M annually to 14 social service organizations in greater Colorado Springs; oversaw development of campaign print collateral; directed campaign-closing reception
- Directed four-week orientation program for new Fellows

**Eagle Lake Camps**

**Colorado Springs, CO**

*Leadership Staff*

May 2003 – August 2005 (Summers)

- Collaborated with leadership team in successful planning and execution of all summer programs and operations for residential skill-based camp serving 2,000 youth annually
- Trained and managed ongoing development for counseling staff of over 50 undergraduate students

**AmeriCorps**

**Denver, CO**

*Volunteer, Loretto Volunteer Program*

August 2004 – May 2005

- Served as full-time volunteer at Project WISE, a women’s self-sufficiency organization
- Co-coordinated and managed mentoring program; managed local and federal grants; supported community organizing; designed and published communications

**COMMUNITY ENGAGEMENT and LEADERSHIP**

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Board Secretary, <b>Edgewater Collective</b> , Edgewater, CO	Current
Graduate, <b>Institute for Leaders in Development</b> , University of Denver, Denver, CO	2011– 2012
Graduate, <b>Leadership Arts</b> , Colorado Business Committee for the Arts, Colorado Springs, CO	2006- 2007
Organizer and Host, <b>American Council of Young Political Leaders</b> , Colorado Springs, CO	2005 -2006



## EXPERIENCE

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### **Freelance Educational Management Consultant, Chicago, IL**

**September 2011 – Present**

- Lead program evaluations, new school application evaluations, leadership trainings, and product development; recent clients include 4.0 Schools, the Illinois State Charter Schools Commission, and the National Association of Charter School Authorizers (for clients in Cleveland, New Orleans, New York City, and Phoenix)
- Provided pro-bono support to three start-up charter schools, each of which was approved to open Fall 2013

### **National Association of Charter School Authorizers, Chicago, IL**

**September 2010 – September 2011**

*Director, Authorizer Development*

- Provided organizational leadership, design, and delivery for client services
- Developed and refined model policies, programs, and resources for national dissemination
- Evaluated and provided strategic direction to authorizers in the areas of Application Decision-Making, Performance Contracting, Monitoring, Accountability, and School Autonomy, most notably in Arizona, Hawaii, Louisiana, Minnesota, Nevada, and New York

### **Chicago Public Schools, Office of New Schools, Chicago, IL**

**February 2007 – September 2010**

*Senior Director, Recruitment and Selection*

*June 2010 – September 2010*

*Deputy Director, Recruitment and Selection*

*November 2009 – June 2010*

- Refined and executed model new school creation process under Secretary of Education Arne Duncan's Renaissance 2010 school reform initiative; 67 new schools authorized during my tenure
- Built and maintained relationships with school designers and entrepreneurs to ensure robust applicant pool
- Piloted new initiatives including a new CPS accountability system for schools serving at-risk and dropout youth

*Manager of Residential Strategy and Special Projects*

*October 2008 – November 2009*

- Designed study and led team of University of Chicago MBA students to investigate the feasibility for public boarding schools in Chicago, a priority directive from the CPS CEO
- Managed strategic and emergency projects at the direction of New Schools Executive Officer, such as closure of a fiscally insolvent charter school

*Interim Director, Recruitment and Selection*

*July 2008 – October 2008*

- Managed team of four professionals through most critical period of annual new school authorization process
- Presented new school recommendations to key stakeholders (CPS CEO, Board members, community members, applicants)

*Request for Proposals (RFP) Coordinator*

*February 2007 – July 2008*

- Produced two annual RFPs which provide policies, guidelines, district priorities, and questions for applicants
- Authored the nation's first RFP for Turnaround Schools and developed corresponding evaluation process
- Facilitated new school selection process by evaluating proposals, leading interviews with industry experts, creating assessment tools, coaching applicants, and leading community meetings and public hearings

### **Kaplan Test Prep and Admissions, Chicago, IL**

**June 2006 – February 2007**

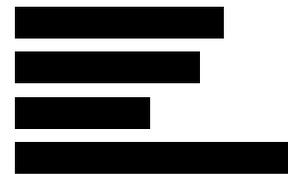
*Academics Coordinator*

*October 2006 - February 2007*

*Student Advisor*

*June 2006 – October 2007*

- Managed test-prep faculty, including teacher recruitment, interviews, hiring, observations, and scheduling
- Provided positive student experience by delivering orientations, facilitating tutoring, and addressing concerns



## EDUCATION

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- The University of Chicago, Chicago, IL** **June 2006**  
Master of Arts in the Social Sciences, Concentration in Cultural Anthropology, 3.95 GPA
- Ohio University, Athens, OH** **June 2005**  
Bachelor of Fine Arts in Dance Performance and Choreography, Honors Tutorial College, Cum Laude
- Macquarie University, Sydney, Australia** **February – June 2004**  
Study Abroad and grant-funded independent research, Anthropology and Indigenous Studies

## VOLUNTEER AND COMMUNITY ENGAGEMENT

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- Centro de Educación Creativa / The Cloud Forest School, Monteverde, Costa Rica** **January – June 2012**  
*Classroom Intern and Volunteer*
- Developed eight-week lesson plan and taught English Language Arts to local middle and high school students
  - Provided critical assessment and support to School Director regarding school culture, teacher observations and exit surveys, and volunteer programming
- Christopher House, Chicago, IL** **April – September 2010**  
*Youth Tutor*
- Tutored eighth grade student on reading skills, comprehension, vocabulary, and preparation for high school
- Chicago High School for the Arts, Chicago, IL** **February 2008 & 2009**  
*Adjudicator*
- Auditioned hundreds of applicants for 30 available seats in the freshman dance major at ChiArts, Chicago's only public high school for the arts, and presented recommendations to Executive Director
- Chicago Public Schools, Chicago, IL** **April 2007 – August 2009**  
*Transition Advisory Council Liaison*
- Served as liaison between CPS and Englewood and South Chicago residents to select a new school to replace an underutilized or poor performing school in their respective communities
  - Led weekly meetings to discuss local educational needs / assets; visit successful school models; review new school proposals; host community forums; and prepare recommendations for the CPS CEO

## TRAINING

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- Kellogg School of Management, Northwestern University, Chicago, IL** **February 2011**  
Critical Issues in Non-profit Board Governance
- Certified Yoga Instructor** **December 2011**  
200 hour Certification, Yogaview Chicago

# • Betsy Peterson •

## PROFESSIONAL EXPERIENCE

**STRIVE Preparatory Charter Schools (formerly West Denver Prep), Denver, Colorado**

***Managing Director of STRIVE Prep Network June, 2015-present***

- Supervisor and Coach of principals at two middle schools, and growing elementary school portfolio.
- Manage new teacher development.
- Director of programming for Principal Fellows—a leadership pipeline for rising principals.

***Founding Principal, STRIVE Prep – Sunnyside (formerly West Denver Prep – Highland) July 2010 – present***

- Lead a team of 36 staff members with 88% staff retention in 2014.
- Directly coach and evaluate 8 administrators and 4 teachers through regular check-ins, observations, feedback, and co-planning.
- Lead the Instructional Leadership Team (total of 5 Teacher Coaches/Evaluators) through best practices in teacher coaching and evaluation.
- Wrote and implemented a Teacher Incentive Fund grant to promote distributive leadership through Teacher Team Leads.
- Lead the Teacher Team Leads and their Admin Supporters (total of 7 teachers/admin) through best practices in team management and adult/student culture development.
- Lead and manage staff training, student enrollment, staff hiring, staff professional development and coaching, Voices (cultural competence), data-driven practices, school culture, and collaboration with Central Staff.

*Results:*

- *In 2011, Highland students demonstrated the greatest CSAP growth of any middle school in Denver Public Schools.*
- *In 2012, Highland was the #1 6<sup>th</sup>-8<sup>th</sup> grade middle school in Denver Public Schools according to the 2012 School Performance Framework.*

***Founding Assistant Principal/Principal-in-Training, West Denver Prep – Harvey Park July 2009-June 2010***

- Served as a Founding Assistant Principal of the second West Denver Prep campus, coaching and evaluating teachers, setting school culture, and engaging families.
- Participated in the year-long Get Smart Schools Fellowship
- Observed high performing charter schools across the country to inform the design of West Denver Prep – Highland

*Results: Harvey Park was the #1 School in Denver Public Schools according to the 2010 School Performance Framework.*

***Founding 7<sup>th</sup> Grade Pre-Algebra Teacher & Math Department Chair, Federal Campus July 2007 – June 2009***

- Designed a comprehensive curriculum emphasizing procedural and problem solving applications
- Supported the curriculum development process of the math department through formal and informal meetings
- Observed math department teachers on a regular basis and provided written and verbal feedback in order to refine teaching practices
- Fostered a collaborative work environment hinged upon constant cooperation and communication

*Results: Student achievement on 7<sup>th</sup> grade math CSAP ranked second among all Denver schools (72% scored proficient or advanced, exceeding the state average by 26% and the district average by 45%), and first among middle schools serving more than 50% reduced/free lunch students*

***Founding 6<sup>th</sup> Grade Math Problem Solving Teacher, Federal Campus July 2006 – June 2007***

- Designed and modified a curriculum that reinforces math literacy and problem solving processes in conjunction with applying basic skills
- Developed a tutoring program for struggling students to bolster foundational and critical thinking skills

*Results: Student achievement on 6<sup>th</sup> grade math CSAP among highest in Denver (66% proficient or advanced as compared to a district average of 40% and a state average of 60%); Achieved 29% increase in the number students scoring proficient or advanced*

## EDUCATION

### **University of Denver**

Sept 2002 - June 2006

Bachelor of Arts (with Honors – *Magna Cum Laude*), Cumulative GPA: 3.94

*Major:* International Studies (Honors Thesis: *Bolstering US/Mexico Relations through the Education of Mexican Immigrants*)

*Minors:* Leadership Studies and Business Administration

### **University of Malta**, Msida, Malta

*Studied abroad Sept 2004 – Feb 2005*

### **London School of Economics**, London, United Kingdom

*Studied abroad June 2003*

### **Cambridge University**, Cambridge, United Kingdom

*Studied abroad July 2003*

## INTERESTS

Young-adult fiction, cooking, swimming, gardening, golfing, card games, the Sunday *New York Times*, and *The West Wing*.

Education and Licensure

**RELAY Graduate School of Education**  
**National Principal Academy Fellowship**

June, 2015

**Colorado State Principal License**

June, 2013

**Harvard Graduate School of Education**

Masters in Education in School Leadership, Principal Licensure Strand

Cambridge, Massachusetts  
 May, 2010

**Pace University**

Masters of Science in Teaching

New York, New York  
 May, 2006

**Barnard College, Columbia University**

B.A. *magna cum laude* in Pan-African Studies with departmental honors

New York, New York  
 February, 2001

School Leadership

**Strive Preparatory Charter Schools**

Managing Director

Denver, Colorado  
 June, 2015-present

- Supervisor and Coach of principals at four middle schools
- Manage new teacher development
- Director of programming for Principal Fellows—a leadership pipeline for rising principals

**Strive Preparatory Charter Schools**

Lead Principal

Denver, Colorado  
 July, 2014-present

- Supervisor and Coach of principal at Strive Prep Green Valley Ranch Campus

**Strive Preparatory Charter Schools—Lake Campus**

Principal

Denver, Colorado  
 July, 2013-present

- Assumed leadership of Lake campus after school was determined to not meet Strive Prep standards for academic excellence and student culture
- Led whole school transformation resulting in significantly safer school including dramatic decrease in suspensions, in-school incidents and send outs from classes
- Coached Affective Needs Center Director, a center program for scholars with severe emotional disability that is based on a level system that includes both self-contained and inclusion programming
- Created Instructional Leadership Team to lead whole school instructional improvement
- Responsible for all aspects of school leadership including mentoring other administrators, hiring, budget, discipline, coaching and evaluation, and strategic planning

**Strive Preparatory Charter School—Federal Campus**

Principal

Denver, Colorado  
 July, 2012-June 2013

Assistant Principal

July, 2010-June, 2012

- Led school to be “Distinguished” on the Denver Public Schools Performance Framework, 2010-2013
- Led school to rank 8<sup>th</sup> among middle schools in Denver Public Schools District, 2012-13
- Responsible for all aspects of school leadership including mentoring other administrators, hiring, budget, discipline, coaching and evaluation, and strategic planning
- Served on the Evaluation and Compensation Taskforce to rewrite Strive Prep’s evaluation and compensation system
- Tracked student data to ensure all students are making significant gains, including determining which students need academic interventions and monitoring their progress with interventions
- Managed state standardized testing and accommodations, including CSAP proctoring
- Coached Multiple-Intensive Center Director during planning year, a center program for scholars with intellectual disabilities and physical disabilities, which opened the 2013-14 school year
- Reorganized schedule in order to create a physical education teacher position and hired the first special teachers in the Strive Prep network

**Edison School K-8**

Principal Intern

Boston, Massachusetts  
 August, 2009-May, 2010

- Conducted a year-long science team project to improve instruction aimed at higher order thinking skills
- Developed teacher leadership as a member of the Instructional Leadership Team
- Improved staff data skills by working with faculty teams and individuals to use data to improve instruction

## Teaching Experience

### **MS 88 Peter Rouget School**

Brooklyn, New York

Science Teacher

September, 2007—June, 2009

- Developed and taught 7<sup>th</sup> grade science curriculum in a Title I school to English Language learners, honors classes, and collaborative team teaching classes.
- Served as Team Leader and Data Team Representative
- Led department team in creating 7<sup>th</sup> grade school-wide science assessments based on state standards
- Led students to achieve 75% average on standards-based assessments, outpacing school average of 65%
- Initiated Parent Language Nights to increase communication with parents who do not speak English
- Mentored first-year science teachers including weekly observations and conferences as part of the New York City Department of Education Mentoring Program
- Collaborated with a graduate student from Columbia University to integrate research into the science classroom as a Center for Environmental Research and Conservation Teacher Fellow
- Established the Respect for All Committee to prevent bullying school wide and teach tolerance to students and teachers

### **Explore Charter School**

Brooklyn, New York

Upper School Science Teacher

July, 2006—July, 2007

- Founded upper school science department including selecting physical, curricular, and laboratory resources
- Created the 5<sup>th</sup>-8<sup>th</sup> grade science scope and sequence with benchmarks, interim and final assessments
- Developed and taught 6<sup>th</sup> and 7<sup>th</sup> grade science curriculum in a Title I school

### **Teach for America**

New York, New York

Corps Member

2004 - 2006

### **PS 308 Clara Cardwell School**

Brooklyn, New York

Science Teacher

August, 2004 – June, 2006

- Developed and taught 6<sup>th</sup> and 7<sup>th</sup> grade science curriculum in a Title I school
- Initiated and chaired Discipline Committee to standardize school-wide discipline procedures and policies
- Wrote and received mini-grants from DonorsChoose.org for science classroom supplies worth over \$3000

## PROFESSIONAL EXPERIENCE

### LIGHTHOUSE ACADEMIES

2010 – Present

**Bronx Lighthouse Charter School, Bronx, New York**

**Principal, Bronx Lighthouse College Prep Academy (2011-2015)**

**Director of Instruction (2010-2011)**

- Founding principal of College Prep Academy (grades 7-12), graduating first senior class in 2015. Currently on track for 100% college acceptance; early acceptances include Cornell University, top-ranked liberal arts colleges, and SUNY
- Recruited and trained Director of College Transitions and high school leadership team; 100% leadership retention
- Averaged staff retention of over 95% including 100% staff retention in the 2013-14 academic year
- Increased student achievement on NYS Regents Examinations to perform in the 90<sup>th</sup> percentile or above for all NYC high schools, exceeding average pass rates for New York State across all required exams
- Oversaw high school curriculum and course catalogue development, offering 6 Advanced Placement Courses, robust arts, and foreign language programs in a small school model (9-12 enrollment of only 220, instructional staff of 23)
- Achieved a 100% pass rate for 8<sup>th</sup> grade scholars taking Regents-Common Core Examinations in Algebra. Averaged 82% of 8<sup>th</sup> grade scholars passing at least one Regents Examination before beginning high school
- Leveraged faculty input and feedback to drive strategic planning and school development, implementing summer professional development institutes informed by data on school performance and student achievement
- Developed and trained instructional leaders and department chairs in data driven coaching; ensured over 90% of faculty achieved proficient and distinguished ratings using the Danielson Framework
- Increased the number of students earning sufficient credits for promotion in their first year from 68% to 92% while accepting student transfers from the waitlist at all grade levels; sustained student re-enrollment of 90% or better
- Served as a consultant for the college prep academy model to Lighthouse Academies; authored site visit reports and recommendations specializing in data analysis, school culture, student engagement, and strategic planning

### UNCOMMON SCHOOLS

2008 – 2010

**NORTH STAR ACADEMY CHARTER SCHOOL, Newark, New Jersey (2009-2010)**

**Director of College Placement**

- Ensured 100% 4-year college acceptance and enrollment for the class of 2010, including the very first NSA student enrollment in an Ivy-League institution, via intensive student support with testing plans, applications and financial aid
- Executed parent meetings and workshops, leading to 100% FAFSA and CSS profile completion before February 1 and an average student financial aid award including \$18,909 in gift aid
- Developed and implemented a college access curriculum for grades 9-12, including college visit framework/process
- Collaborated with admission staff at top colleges and universities to visit North Star, interview, and recruit students
- Supported student placement in summer programs including Pre-College, International travel, and Internships, including raising funds in excess of \$17,000, and facilitated informational meetings for parents/community partners

**EXCELLENCE CHARTER SCHOOL, Brooklyn, New York (2008-2009)**

**Mathematics Department Leader**

- Achieved student performance of 100% proficient and advanced on state assessments and directed mathematics instruction strategy, including development and implementation of a middle school mathematics curriculum
- Designed and developed instructional materials and train staff to increase efficacy in supporting student critical thinking and problem solving skills. Implemented ongoing professional development using results analysis tools
- Created strategic plans for instructional initiatives and interventions, leading weekly math faculty meetings
- Planned, authored and revised school wide interim student assessments and implemented analysis program
- Taught small group math lessons daily for grades 3 - 5, working with students with Individualized Education Plans

### TEACH FOR AMERICA•GREATER PHILADELPHIA-CAMDEN

2007 – 2008

**Manager of Professional Development**

- Responsible for training and professional development experiences for a corps of 300, including university partnerships, and certification compliance
- Led strategy planning for 2008 summer orientation and developed professional development and training calendar
- Managed the Planning of the Mid-Atlantic Corps Member and Alumni Summit, overseeing over 100 professional development offerings for educators, as well as securing participation of over 50 external organizations and speakers including the Mayor of Philadelphia and Governor of Pennsylvania
- Executed matriculation campaign, authored training manuals, and conducted project analysis to increase success rate

PR/Award # U282M150030

**GEORGE CLYMER ELEMENTARY SCHOOL Philadelphia, PA**

**2005 - 2007**

**Special Education Liaison and Middle School Teacher**

- Represented national corps of education professionals as Teach For America corps member
- Led school wide efforts as a part of the School Leadership Team and Student Assessment Team while serving as a self-contained middle school learning support teacher; served as school union representative, successfully nominating colleagues for citywide teacher and leader recognition in 2007
- Designed and facilitated professional developments on differentiated instruction and special education and I.D.E.A
- Managed instructional interventions for student Individualized Education Plans (IEP), coordinating communication with school psychologists, and offices of specialized services, establishing and maintaining 100% compliance
- Guided students to master 94% of IEP goals in English/Language Arts and 100% of IEP goals for Mathematics annually
- Managed, monitored and authored Individualized Education Plans and special education documentation

**EDUCATION**

**Master of Education**

**Elementary and Special Education (K-12)**

Chestnut Hill College, Philadelphia, PA

*2005 Teach For America Special Education Cohort*

**B.A, Political Science**

**Concentration: American Economics**

California Polytechnic State University, San Luis Obispo

*Who's Who in American Colleges and Universities*

*Land Family Quest for the Best University-Wide Winner*

# Kate Berger

## EDUCATIONAL LEADERSHIP EXPERIENCE

### **Founding Principal**

**July 2012-Present**

*STRIVE Preparatory Schools – Excel Campus / Denver, CO*

- Designed and founded STRIVE Prep's eighth campus and second high school.
- Recruited, hired, and manage a dynamic team of 39 full and part time teachers, administrators, and service providers.
- Continuously create culture of academic success with results that include meeting or exceeding Denver Public Schools scores on all subjects of the TCAP tests, as well as expected growth in all subjects on ACT Explore test.
- Manage Student Intervention Team to develop system of rigorous, research-based interventions for students struggling with academics and behavior.

### **Dean of Academics**

**July 2010-June 2012**

*Maya Angelou Academy at New Beginnings Youth Development Facility / Laurel, MD*

- Supervised curriculum development and delivery at the charter school located inside of New Beginnings, Washington DC's secure facility for young men adjudicated delinquent.
- Lead faculty of 14 subject-area teachers and 7 teaching assistants to measurable student gains (1.5 years growth in both math and English as measured by the Woodcock Johnson III; greater than 80% content mastery for 4 out of 5 standards-based unit assessments).
- Observe and provide targeted feedback to all teachers on a weekly basis.

### **Professional Development Specialist**

**August 2009-July 2010**

*District of Columbia Public Schools / Washington, DC*

- Designed and delivered research-based training modules, aligned to the DCPS Teaching and Learning Framework, which were delivered to over 1,000 DCPS teachers on each of four professional development days, as well as at additional workshops throughout the year.
- Managed a cohort of 17 instructional coaches to successful coaching and mentoring of DCPS teachers.

### **Regional Recruitment Director**

**July 2005-June 2006**

*Teach For America / Lansing, MI*

- Directed recruitment campaigns at the University of Michigan and Michigan State University, which yielded the most applications from one school (240) in the history of Teach For America as of 2006.

### **Corps Member Advisor**

**Summer 2005, 2006**

*Teach For America Summer Institute / Houston, TX*

- Implemented rigorous training curriculum, providing instruction, observation, and constructive feedback on basic and advanced teaching techniques to 12 first-year teachers meeting goals for corps member proficiency.

# Kate Berger

## TEACHING EXPERIENCE

**Teacher, Grades 9-12, Biology, Physics** **July 2007-July 2009**

*Maya Angelou Public Charter School / Washington, DC*

- Led students to 16 percentage point growth on DC-CAS Biology subject test, outperformed District of Columbia Public Schools by 18 percentage points.
- Developed and implemented project based biology and physics curricula based on district standards.
- Taught biology and physics to students with a variety of emotional and learning differences.

**Teacher, 7<sup>th</sup> Grade Life Science** **August 2006-June 2007**

*View Park Preparatory Accelerated Charter Middle School / Los Angeles, CA*

- Led 100 7<sup>th</sup> grade students to 80% mastery of rigorous California science curriculum.
- Volunteered after school four days per week to remediate students not meeting 80% mastery of state objectives.
- Created model website including downloadable homework and study guides.

**Teacher, Grades 9-12, Science** **June 2003-May 2005**

*Teach For America – Leland High School / Leland, MS*

- Participated in highly selective national service corps of outstanding college graduates who commit two years to teach in public schools in low-income communities.
- Developed and coordinated objective mastery program in classroom to guide students to personal accountability for 80% mastery of state mandated Biology objectives and independent science research.

## EDUCATION

**Relay Graduate School of Education** **June 2015**

*National Principal's Academy Fellowship, Graduated with Distinction*

**American University, Washington, DC** **December 2009**

*Master of Arts in Teaching 3.9 GPA*

**Occidental College, Los Angeles, CA** **May 2003**

*Bachelor of Science, Biology with Marine Emphasis 3.5 GPA*

## **EDUCATION**

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<b>COLUMBIA UNIVERSITY, Teachers College</b> – New Orleans, LA <i>Ed.M. in Education Leadership – Summer Principals Academy, Southern Cohort</i>	July 2014
<b>UNIVERSITY OF DENVER, Sturm College of Law</b> – Denver, CO <i>Juris Doctor</i>	May 2012
<b>PACE UNIVERSITY</b> – New York, NY <i>Childhood Education Certification</i>	May 2009
<b>TRINITY UNIVERSITY</b> – San Antonio, TX <i>B.A. in Political Science and International Studies</i>	May 2007

## **EXPERIENCE**

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**STRIVE Preparatory Elementary School, Ruby Hill Campus** – Denver, CO July 2013 – Present  
*Principal Fellow & Elementary School Designer*

- Design and implement high quality professional development workshops around establishing strong classroom management, rigorous instruction, time and task management, family communication and engagement, and data-driven instruction using the “Living the Learning” framework and best practices from Teach Like a Champion, Driven by Data, and Practice Perfect.
- Supervise, coach, and evaluate nine (9) general education and special education teachers and provide consistent and concrete feedback regarding instruction, behavior management, and professionalism.
- Develop and draft math curriculum and interim assessments aligned to Common Core State Standards used to instruct 164 kindergarten and first grade students, and 80 future second graders.
- Oversee student discipline issues and ensure consistent implementation of school-wide behavior management systems.

**STRIVE Preparatory Middle School, Montbello & GVR Campuses** – Denver, CO Oct 2013 – Jan 2015  
*Principal Fellow & 8<sup>th</sup> Grade High School Placement Coordinator*

- Assisted 232 Montbello and GVR scholars and parents with the preparation of high school applications and financial aid documents in a timely and high-quality manner.
- Planned and conducted a series of parent meetings to teach about high school options, the high school application process, including the necessary steps for admission to public and private schools, and financial literacy.
- Obtained \$60,000 in scholarship funds for 8<sup>th</sup> grade scholars seeking to apply to private high schools in Colorado.
- Coordinated with private school admissions staff to arranged high school visits for scholars and parents.
- Monitored the completion and quality of teacher recommendation letters.
- Created a series of informational powerpoint presentations, highlighting the programmatic features of 14 of the top performing public and private high schools in Denver, for teachers to present to scholars during advisory time.

**STRIVE Preparatory Middle School, Montbello Campus** – Denver, CO

July 2012 – June 2014

*Assistant Principal*

- Developed strong school culture and provided targeted instructional support and development that resulted in being ranked #1 amongst all Denver Public Schools for academic growth and #4 for overall for academic performance, as measured by student academic progress on the state TCAP assessment and the DPS School Performance Framework, respectively.
- Supervised, coached, and evaluated eight (8) teachers and provided consistent and concrete feedback regarding instruction, behavior management, and professionalism.
- Compiled and analyzed academic and behavioral data for all students to determine potential needs and to advise teachers on curricular, instructional, and behavioral decisions.
- Led the Student Intervention Team (SIT) and created SIT plans and Behavior Intervention Plans (BIPs) to support the academic and behavioral needs of struggling students.
- Planned, coordinated, and administered statewide testing modules, including the Transitional Colorado Assessment Program (TCAP); the Colorado Measure of Academic Success (CMAS) for social studies and science; and, the Assessing Comprehension and Communication in English for English Language Learners (ACCESS).
- Built a school culture that set the tone for academic and behavioral excellence and established a cohesive community through leading daily morning meetings, weekly community meetings, and school wide activities and events.

**STRIVE Preparatory Middle School, Lake Campus** – Denver, CO

June 2011 – June 2012

*Assistant Director of Programs & 6<sup>th</sup> Grade Math Procedures Teacher*

- Provided rigorous, differentiated, standards-based math instruction for 33 6<sup>th</sup> grade students, resulting in 88% of students achieving proficient or advanced scores on network-wide interim assessments, surpassing network average of 73%.
- Modified and implemented a schoolwide student behavior system to address the behavioral needs of struggling students.
- Managed the school budget and provided financial oversight for all purchases.
- Oversaw operational logistics including procurement of supplies, materials, equipment and inventory management.

**Colorado General Assembly, Senator Mike Johnston** – Denver, CO

December 2010 – May 2011

*Policy Director – Education Committee*

- Authored advisory memoranda for the Senator and other legislators on education issues.
- Researched and analyzed legislative issues and pending legislation for the Education Committee and the Colorado Senate.
- Supervised work flow of education legislation by delegating research and constituent correspondence tasks.
- Analyzed and evaluated the short and long term implications of proposed legislation on constituents and the state.

**Fannie Lou Hamer Middle School, Teach for America** – South Bronx, NY

July

2007 – July 2009

*7<sup>th</sup> Grade English Language Arts, Math, & Social Studies Teacher*

- Managed individual learning and behavioral needs of 50 students in an under-resourced school.
- Developed, designed, and implemented engaging, differentiated long term, unit, and lesson plans that aligned with New York State Standards.
- Actively supported students to manage anger, resolve conflict, overcome challenges, and cope with crises.

## LEADERSHIP EXPERIENCE & AWARDS

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- *Leader*, TFA-Colorado Black and Latino Leadership Summit November 2014
- *Elementary Math Curriculum Developer*, STRIVE Preparatory Schools 2013 – present
- *STRIVE Prep Leadership Team Member*, STRIVE Preparatory Schools 2013 – present
- *Robert B. Yegge Full Scholarship Recipient*, University of Denver 2009 – 2012
- *Mentor*, Senator Johnston’s Urban Leaders Summer Fellowship Summer 2011
- *Scholastic Excellence Award Recipient*, University of Denver May 2011
- *Teaching Assistant*, Lawyering Process (First Year Legal Research and Writing Course) 2010 – 2011
- *Secretary*, Black Law Student Association 2010 – 2011
- *7<sup>th</sup> Grade Team Leader*, Fannie Lou Hamer Middle School 2008 – 2009
- *Founder & President*, Women and Minorities in Action 2005 – 2007
- *Vice President*, Black Student Union 2005 – 2007

**EDUCATION****Boston College**, Chestnut Hill, MA

Masters of Education; Curriculum and Instruction (Secondary History)

May 2010

Teaching ELLs Certificate &amp; Qualified Massachusetts English Language Assessment – Oral, Donovan Urban Scholars Program; Selective merit-based scholarship for urban educators

**Occidental College**, Los Angeles, CA

Bachelor of Arts, Politics. Minor in Education

May 2005

Semester abroad through Occidental College (University of Botswana; Gaborone, Botswana)

Spring 2004

**ADMINISTRATION EXPERIENCE****Principal Fellow**, Strive Prep – Excel; Denver, CO

August 2014- present

Developing mission, vision, and program offering for Strive Prep’s third high school. Created high school assessments while interning with Strive’s curriculum team. Coached social studies teachers at Strive Prep Excel before taking over as interim principal at Strive Prep Montbello campus for 3 months in the spring of 2015. Pursuing further development opportunities inside and out of the network.

**Assistant Principal**, Strive Prep – Excel; Denver, CO

7/13 – 8/14

Currently oversee the Student Intervention Team, testing students in MCOMP, MCAP, ORF, and NWEA and creating implementing systems for school discipline in order to establish fair and consistent procedures to create a strong school culture. Consult with parents over academic and discipline related issues. Coordinate with SPED lead to ensure accommodations are provided across grade level. Coach our school culture fellow as well as the World Geography, Music, and SPED teachers. Coaching emphasizes rigor, relevance, and relationships as a means to engage students vs. simply have compliance in classes. Oversee Student Council and began a Constitution Club.

**TEACHING EXPERIENCE****Classroom Teacher**, Martin Luther King Jr. Early College; Denver, CO

8/10 – 6/13

Provided instruction in note taking, writing techniques, and emphasizing “doing history” strategies which push students to think about sourcing, contextualization, corroboration, and presentism in learning Civics, History, AP Gov’t & Politics, and a course I designed entitled Contemporary American Issues. Accommodating students with IEPs to the advantage of each student in the classroom by utilizing Universal Design for Learning strategies in all Understanding By Design lesson plan development and execution. Chaired the High School Student Council and grew the program from 11 to 33 members. Founded the “We the People” program at the HS competitive level, and conducted mock congressional hearings for 8<sup>th</sup> grade students. Founded the Marshall Brennan Moot Court Competition partnering with CU Law School. Facilitated the School Governing Board. Participated in DPS Literacy Design Collaborative pilot team familiarizing and utilizing common core in lesson planning.

**Student Teacher/ Pre & Full Practicum**, Brighton High School; Boston, MA

9/09 – 5/10

Co-planned and co-taught 10<sup>th</sup> grade history lessons, assisted in development of the common writing assessment for 10<sup>th</sup> grade students. Collaborated with fellow history teachers weekly regarding curriculum, homework, lesson planning, and assessments. Assumed full responsibility for teaching, planning, and implementation for 14 weeks.

**Assistant Language Teacher**, Ota English School; Ota City, Japan

9/06 - 12/06

Planned, implemented, and evaluated adult English lessons for adult learners. Taught basic English grammar, and intermediate discussion incorporating world affairs, Japanese society and culture. Led advanced seminars for business associates at the Sanyo and Samsung Corporations. Prepared elementary school lessons for 4<sup>th</sup> - 6<sup>th</sup> graders (9-12 year olds), and directed multicultural and “international education” program at the junior high level.

**Assistant Language Teacher**, Japan Exchange and Teaching Program; Wakayama, Japan

7/05 - 8/06

Instructed English at elementary and junior high schools by creating lesson plans using theater, art, music, and virtual media as a means of expression. Led English elective course, organized activities including a pen pal program with students in Botswana, as well as activities involving music from around the world.

**CERTIFICATIONS**

Colorado Professional License (Social Studies 7- 12)	August 2013
University of Colorado at Denver, ELA-E certified by Denver Public Schools	June 2012
Massachusetts Initial License (History 8-12)	June 2010

**HONORS, AWARDS & PUBLICATIONS**

Boston College Dean's Award (2009)  
*James Madison Fellowship* (\$24,000 graduate scholarship to study Constitutional Law and Theory 2009)  
 Daniels Fund Scholarship (Full Scholarship for undergraduate educational expenses 2001- 2005)  
 Richter ASP Research Grant & Anderson Research Grant (\$5,000 grant to study for senior thesis 2004)  
 "Type O Positive" (article) JET Program 40<sup>th</sup> Year Anniversary Journal 2006

**RELATED WORK EXPERIENCE**

**Youth Education Curriculum Program Assistant**; The Spirituals Project; Denver, CO 2/07 - 5/07  
 Developed accessible educational materials for children ages 5- 17 to learn about songs that came out of the slave experience and their significance to today's music. Co- facilitated curriculum taught in school and community settings ranging from 15 - 350 students across Metro Denver.

**Office Assistant**; Dean of Students Office, Occidental College, Los Angeles, CA 8/03 - 5/05  
 Supported the Dean of Students by performing administrative tasks and addressing student, parent, and professor inquiries.

**Program Assistant**, Office of Student Support, Occidental College, Los Angeles, CA 8/04 - 5/05  
 Developed mediation services/programs to assist students with conflict resolutions. Recruited and trained Judicial Council members, and scheduled judicial review meetings. Supported the Dean of Students in managing crisis situations.

# KACI COATS



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<b>EDUCATION</b>	<b>B.A., May 2004</b> <b>Major:</b> Biology	<b>OUACHITA BAPTIST UNIVERSITY</b> <b>Minor:</b> Math	Arkadelphia, AR
	<b>Alternative License, December 2007</b> Professional License as Special Education Generalist K-12 Teacher; Linguistically Diverse Education Endorsement; Highly Qualified in Math (PLACE 2006)	<b>Teachers Institute at La Academia</b>	Denver, CO
<b>WORK EXPERIENCE</b>	<b>STRIVE PREP</b> <i>Network Director of Student Services</i>		Denver, CO
<i>July 2014 to present</i>	<ul style="list-style-type: none"><li>• Participate in network visioning in order to incorporate special education best practices at all 9 schools. Lead professional development on coteaching, inclusive practices, IEP process, creating specially designed instruction based on by a data driven process.</li><li>• Onboard new special education hires.</li><li>• Support with maintaining district compliance at 9 schools through campus visits, individual teacher support and case management coaching, attending IEP meetings to provide guidance to new teachers or guidance regarding particularly difficult situations to veteran teachers.</li><li>• Lead student problem solving discussions with campus leaders and teachers.</li><li>• Act as district liaison for the network regarding any student services concerns as well as the increased inclusion of low incidence students in STRIVE schools.</li><li>• Provide professional development for the Special Education leads of each campus.</li></ul>		
<i>July 2010 to July 2014</i>	<i>Special Education Teacher</i> <ul style="list-style-type: none"><li>• Managed a caseload of students from multiple grades and with varying disabilities.</li><li>• Wrote and implemented effective IEPs that identify student's areas of need and aligned those needs to Specially Designed Instruction that will support student growth.</li><li>• Collaborated with General Education teachers to strategically provide integrated student supports within the classroom.</li><li>• Consulted with the SIT lead and grade level teachers about identifying and supporting students who were in the RTI process through data analysis, student observations, and providing interventions.</li><li>• <i>Team Lead (2012-2014)</i> Ran weekly Special Education team meetings. Provided Special Education professional development to all staff. Provided ongoing case management support to team members and supported the team with maintaining compliance.</li><li>• <i>Instructional Coach (2013-2014)</i> Conducted formal and informal observations. Provided effective feedback. Acted as a thought-partner. Trained new teachers how to manage their case loads, design pullouts, and to utilize data to drive their daily instruction. Completed formal evaluations using the TalentEd software.</li></ul>		
<i>August 2006 to June 2010</i>	<b>RITE OF PASSAGE – BETTY MARLER YOUTH SERVICES CENTER</b> <i>Special Education/Math/Science Teacher</i>		Denver, CO
	<ul style="list-style-type: none"><li>• Taught Math (Pre-Algebra, Algebra I, Geometry) and Science (Biology, Earth Science, Anatomy &amp; Physiology) as well as maintain a Special Education caseload at a residential treatment facility of forty-one female juveniles.</li><li>• Utilized data to group math students and drive math instruction.</li><li>• Performed Special Education required duties such as schedule and hold IEP meetings, write IEPs, complete FBA's, write behavioral support plans, update students/parents of students' progress quarterly, modify assignments and provide accommodations for students based on the IEP requirements.</li><li>• Assist Post-secondary students with college work and career research.</li><li>• <i>Lead Teacher</i> Assumed the role of lead when Assistant Principal is unavailable. Represent the education department in site meetings and multi-disciplinary team meetings, facilitate teacher meetings, for guests or other departments, and assist other teachers as needed.</li></ul>		



## Director of Data and Assessment

### *Our Mission and Core Beliefs:*

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STRIVE Prep believes in success for every student. Through a demanding education of high standards, structure, and accountability, we prepare students for educational success from kindergarten through college. In support of our students, we are passionately committed to three Core Beliefs: every child deserves a demanding, standards-based education; accountable community develops character; and great teachers are essential for academic excellence.

### *Our Students and Results:*

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- STRIVE Prep is a growing network of nine schools (one elementary, six middle, and two high schools) serving 3,000 students in three regions across the Denver metro area.
- Approximately 97% of STRIVE Prep students identify as students of color, 91% of students qualify for free or reduced lunch, 42% are English Language Learners receiving services and 12% receive Special Education services.
- STRIVE Prep has a track record of academic achievement. A STRIVE Prep school led all Denver Public School middle schools in academic growth for seven consecutive years from our opening in 2006 until 2013. STRIVE Prep led all DPS schools at any level in academic growth in 2011 and 2013.
- We believe in equity. Therefore, admission is open to all students in the communities we serve; academic proficiency, socioeconomic status, and prior performance are *not* considered for enrollment.

### *Essential Duties and Responsibilities:*

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The Director of Data and Assessment will work with the network curriculum team, teachers, and campus administrators to ensure that all data and assessment needs are being met. This is a network administrative position that directly supports each STRIVE Prep campus. The Director of Data and Assessments reports to the Managing Director.

### *Data Collection, Management, and Reporting:*

- Design and implement systems and protocols for collecting and reporting of key academic, discipline, attendance, and enrollment data in timely and dynamic manner, and provide training and guidance to campus-based staff as needed to ensure high-quality and efficient data collection.
- Coordinate with Leadership Team, Central Curriculum Team, teachers, and campus administrators to identify all data that should be tracked and analyzed in systematic fashion.



## Grants Program Coordinator

### *Our Mission and Core Beliefs:*

---

STRIVE Prep believes in success for every student. Through a demanding education of high standards, structure, and accountability, we prepare students for educational success from kindergarten through college. In support of our students, we are passionately committed to three Core Beliefs: every child deserves a demanding, standards-based education; accountable community develops character; and great teachers are essential for academic excellence.

### *Our Students and Results:*

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- We believe in equity. Therefore, admission is open to all students in the communities we serve; academic proficiency, socioeconomic status, and prior performance are *not* considered for enrollment.

### *Essential Duties and Responsibilities:*

---

Under the direction of the Senior Director of Development, the Grants Program Manager is responsible for managing the State and Federal Grant process from pre-Grant activities through final production and closeout processes. This position oversees the pursuing, planning, organizing, evaluating, submitting, and managing winning state and federal grants matched to STRIVE Prep organizational priorities. It also oversees the writing of STRIVE Prep's technical applications, including new charters and renewal applications.

#### Skills/Requirements

For consideration for this position, candidates must meet all of the job requirements as listed below:

#### Minimum Requirements:

##### Education/Licensure/Certification:

- Bachelor's Degree; or equivalent combination of education and relevant experience
- Master's degree, preferred

#### Experience:

- Two years in Educational field experience
- One year grant experience with demonstrated success

- Experience working with State and/or Federal education accountability and compliance requirements
- Two years working cross-collaboratively to indirectly or directly manage individuals or assigned projects/programs

Knowledge, abilities and skills:

- Ability to work with and through people to establish goals, objectives, and action plans
- Strong analytical, writing, and presentation skills
- Above average proficiency in data analysis and management
- Detail-oriented and results-driven
- Strong project management and organizational skills
- Strong financial management skills
- Excellent communication and interpersonal skills
- Demonstrated success working in fast-paced, rapidly changing environment

Responsibilities

Primary responsibilities for this position include, but are not limited to:

Essential Position Functions:

- In collaboration with the Senior Director of Development, develop and stay accountable for the kick-off, overall proposal schedule, outlines, compliance metrics, proposal development plan, and writing assignment affiliated with the grant and applications process.
- Responsible for assembling, organizing and overseeing cross-functional grant assistance teams that may include Information Technology, Legal, Sales, Marketing, Instruction, Finance, Human Resources, Professional Learning, and/or other STRIVE Prep business areas
- Support the management of STRIVE Prep's CSP grants if awarded.
- Aggressively seek state and federal grant opportunities matched to STRIVE Prep's organizational priorities
- Develop and coordinate win strategies with appropriate business area management
- Identify, monitor, and analyze all active grant requirements and expenditures
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others

***What we Offer our Network Staff:***

- Competitive compensation package
- Annual performance based raises
- Participation on the Colorado PERA retirement program including a PERA 401k contribution option
- Funding of 100% of individual medical benefits and a wide range of insurance plans

The position will start October 1, 2015

STRIVE Prep is an equal opportunity employer

To apply, visit our website at [www.striveprep.org/careers](http://www.striveprep.org/careers)

- Serve as “in-house expert” on current STRIVE Prep data storage systems, providing training to staff as needed to maximize these systems.
- Oversee collection and consolidation of all data related to staff evaluations, including academic data and evaluative data.
- Manage all data related to staff, family, and student surveys.
- Develop regular (i.e. monthly), as well as custom reports and/or dashboards that allow immediate access to key data indicators at the student-, teacher-, school-, and network-level.
- Respond to unique or specific data requests focused on particular priority areas or areas of focus, (e.g. teacher retention data, ELL, etc.).
- Continually seek to refine systems and procedures for collection of data based on changing needs and access to new technology.
- Support completion of Unified Improvement Plans for all schools.
- Complete data requests from donors and/or external evaluators, (e.g. Building Excellent Schools, Teach 360, CSSI, Lumicore, NAATE, etc.).

Assessments:

- Serve as “in-house expert” on all network-wide assessments (ACT Aspire, STAR, ACCESS, PARCC, CMAS, etc.) and network-wide data systems (Infinite Campus, Illuminate, Aimsweb, LiveSchool etc.), overseeing implementation, training staff as needed, and liaising with providers.
- Develop effective reporting systems to synthesize results from network-wide assessments and ensure that teachers and administrators have access to assessment results in timely manner.
- Provide professional development to staff as needed to ensure thorough understanding of how best to use assessment results to drive decision-making.
- Manage assessment partnerships, current and future.
- Create annual network assessment calendar.
- Ensure elementary through high school assessments are vertically aligned to ensure optimal progress-monitoring of student growth over time.
- Oversee network Assessments and serve as Network Site Assessment Leader (SAL).
- Provide assessment scope and sequence to campus SALs, (including internal and external assessments).
- Provide a summer training overview of SAL responsibilities and available resources.
- Attend district training throughout the year for the following:
  - READ ACT
  - ACCESS
  - CMAS (Social Studies and Science)
  - CoALT and W-APT
  - PARCC
- Manage district communication related to these assessments and ensure that campus SALs have the resources, information, and training they need to successfully administer these tests.
- Meets with SALs at least once a trimester to ensure they have the resources they need to successfully fulfill their SAL duties.

### ***Our Aspiring Director of Data and Assessment:***

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- Is passionate about urban education and holds a bachelor's degree from an accredited college or university (required).
- Has experience with K-12 assessment and data systems, technical sophistication, and experience with the following: querying relational databases, SQL, and business intelligence analysis tools like Tableau.(highly preferred).
- Demonstrates exceptional communication skills, problem-solving skills, and professionalism with a variety of stakeholders.
- Has a high attention to detail and the ability to manage numerous tasks and competing demand.
- Is dedicated to educational success for all urban students of color.
- Is fired up about social justice, eager to work in a fast-paced environment, and committed to being a change-maker.
- Brings enthusiasm, professionalism, and positivity to the role and the network.
- Is committed to constant growth and reflection through regular coaching and professional development.
- Is hard-working and views challenges as opportunities for improvement.
- Assumes the best in others and is willing to have courageous conversations in order to do what is best for the team.

### ***What we Offer our Network Staff:***

---

- Competitive compensation package.
- Annual performance based raises.
- Participation on the Colorado PERA retirement program including a PERA 401k contribution option.
- Funding of 100% of individual medical benefits and a wide range of insurance plans.

The position will start July 1, 2015  
STRIVE Prep is an equal opportunity employer  
To apply, visit our website at [www.striveprep.org/careers](http://www.striveprep.org/careers)

**STRIVE Prep CSP Project**  
FY 15 ED-GRANTS / 84.282M

<b>APPENDIX C: Letters of Support</b>		
<b>Page</b>	<b>Organization</b>	<b>Signature</b>
1	United States Senate	Michael F. Bennet, Senator
3	Denver Public Schools	Alyssa Whitehead-Bust, Chief Academic and Innovation Officer
4	City and County of Denver	Michael B. Hancock, Mayor
6	Colorado State Senate	Mike Johnston, Senator
7	Charter School Growth Fund	Kevin Hall, Chief Executive Officer
8	STRIVE Preparatory Schools	Ismael and Judith Garcia, Parents
9	STRIVE Preparatory Schools Board of Trustees	Darlene Ortiz, Maria Sierra, Teena Shepperson-Turner, Parent Representatives
10	STRIVE Preparatory Schools Board of Trustees	Keith Trammell, Chairman

MICHAEL F. BENNET  
COLORADO

COMMITTEES:  
AGRICULTURE, NUTRITION, AND FORESTRY  
FINANCE  
HEALTH, EDUCATION, LABOR,  
AND PENSIONS

United States Senate  
WASHINGTON, DC 20510-0609

WASHINGTON, DC:  
458 RUSSELL SENATE OFFICE BUILDING  
WASHINGTON, DC 20510  
(202) 224-5852

COLORADO:  
1127 SHERMAN STREET  
SUITE 150  
DENVER, CO 80203-2398  
(303) 455-7600  
<http://www.bennet.senate.gov>

July 10, 2015

Stefan Huh  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202

Dear Mr. Huh:

I am pleased to support the STRIVE Prep's application for the U.S. Department of Education's Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools. If approved, funding will be used to allow the STRIVE Prep network to grow from nine schools serving 3,000 students to 17 schools serving 7,500 students by 2023.

Across their network, 92% of students qualify for free/reduced price lunch, 98% are students of color, 42% are English language learners receiving services, and 12% are students receiving Special Education services (including a number of students attending four severe-needs center programs across the STRIVE Prep network). Since their founding, STRIVE Prep schools have consistently ranked among the highest performing schools in Denver in academic growth and progress. The network also has other strong success indicators in terms of consistent leadership, strong financials, parent demand, parent and student satisfaction, and teacher retention.

STRIVE Prep needs to be a lasting, self-sustaining institution in the Denver community. Its expansion and outstanding results have impacted the entire district. Its presence in the city creates a more accountable environment for student achievement across all types of schools.

Moreover, STRIVE Prep is considered a key collaborator for the district. Their leaders are open to sharing best practices, mentoring other school leaders, and sharing data and research on certain projects. Their multiple severe needs center programs are one example of how they have collaborated with the district in order to serve all students. Their upcoming middle school turnaround in Southwest Denver is yet another example of how they are willing to collaborate and help improve outcomes at the district level. Their network is preparing students to be successful in today's 21st century global economy.

I encourage you to give STRIVE Prep's application every appropriate consideration consistent with all applicable laws and regulations. Thank you for your consideration, and please notify my office if any funds are awarded.

Sincerely,



Michael F. Bennet  
United States Senator

U.S. Department of Education  
Office of Innovation and Improvement  
Washington, DC 20202-5970

To Whom It May Concern,

As the Chief Academic and Innovation Officer for Denver Public Schools, I would like to express my wholehearted support for STRIVE Preparatory Schools in receiving the Replication and Expansion of High-Quality Charter Schools Grant. I have worked with Chris Gibbons and STRIVE Prep for many years, in order to ensure that more high quality schools are available in Denver's underserved neighborhoods.

STRIVE Prep has demonstrated that high performing schools with high standards *are* possible, even in historically under-resourced communities. In the past, this concept was not readily accepted. Your zip code was the most important factor when predicting your future. Now, schools like STRIVE Prep have inspired the entire community to hold all schools accountable, and truly believe that postsecondary success is possible for *all* Denver students.

STRIVE Prep has consistently had a positive and collaborative relationship with Denver Public Schools, its authorizer. The growth of this network would mean that more Denver students will be prepared for college, starting in kindergarten, and into 12th grade. I am confident that this expansion will significantly increase the percentage of low-income students that attend a high-performing school in Denver, as well as increase Denver Public Schools' overall graduation and college-readiness rates.

Regards,



Alyssa Whitehead-Bust

*Michael B. Hancock*  
Mayor



*City and County of Denver*

OFFICE OF THE MAYOR  
CITY AND COUNTY BUILDING  
DENVER, CO 80202-5390  
TELEPHONE: (720) 865-9090 • FAX: (720) 865-8787  
TTY/ TTD: (720) 865-9010

June 22, 2015

U.S. Department of Education  
Office of Innovation and Improvement  
400 Maryland Ave. SW  
Washington, D.C. 20202

RE: Support of STRIVE application for CSP Grant for Replication and Expansion

Dear CSP Grant review panel,

I am writing to express my support for STRIVE Preparatory Schools' application for a Charter School Program Grant for Replication and Expansion of High-Quality Charter Schools. Not long ago, my wife and I, along with many other Denver families, struggled with the decision to send our children to a low-performing school down the street or drive across town to a high-performing public school. Not every family has the capacity to drive a student across town, nor should they have to. This is why, as Mayor, I have worked toward eliminating the achievement gap in Denver. A thriving economy and sustained quality of life depend on a thriving public school system that prepares all Denver students to compete and succeed in the 21<sup>st</sup> century.

STRIVE Prep is working to provide families with a high-quality public school option in their own neighborhood. Their network of schools has proven its ability to work with the communities it serves by establishing roots in those neighborhoods and maintaining a relentless focus on student achievement. STRIVE Prep schools have shown strong academic gains during its many years. STRIVE Prep - Green Valley Ranch, for example, was a distinguished school on the 2014 Denver Public Schools' performance framework.

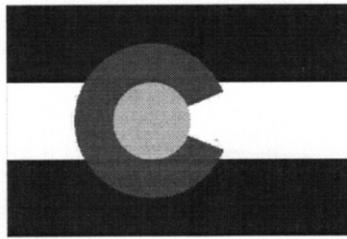
Families in the Denver communities of greatest need should have the option and opportunity to send their children to high-quality schools from kindergarten through high school graduation right where they live. This grant would provide an unprecedented means of eliminating the opportunity gap that exists in Denver. It would also provide the resources necessary to support STRIVE Prep in completing its growth plan. STRIVE Prep's plan to serve 7,500 students in 17 schools over the next five years will make a difference for STRIVE Prep's future students and families across Denver.

I firmly believe that the entire community – the city, schools, businesses and families – must work together to ensure all children are school-ready, college-ready, and career-ready to compete and succeed in a 21st century global economy. The demand from and need for the Denver community to open high-performing elementary schools and high schools make STRIVE Prep a strong partner to address this public challenge.

Respectfully,



Michael B. Hancock  
Mayor



**MICHAEL JOHNSTON**  
**State Senator**  
200 E. Colfax Avenue  
Denver, Colorado 80203  
Capitol: 303-866-4864  
FAX: 303-866-4543  
Email: [mike@mikejohnston.org](mailto:mike@mikejohnston.org)  
Senate District 33

## Senate Chamber State of Colorado

### COMMITTEES

Member: Finance Committee

Member: Education Committee

June 22, 2015

Department of Education:

I have worked closely in support of STRIVE Prep for the past several years, as it has grown from one school in 2006 to the nine schools it currently operates. I was thrilled to see the network recently expand into the elementary sphere, so that it can more thoroughly prepare students for college from kindergarten through 12th grade.

As a former school principal myself, I believe that there is a critical and urgent need for more high performing schools in Colorado. Simply put, Colorado has the single largest college completion gap of any state in the country. Schools that thoroughly prepare students regardless of their academic background, family income, race, or ethnicity for success in a four-year college or university are greatly needed in this state.

I have continually been impressed by STRIVE Prep. Their schools work with students from the most underserved communities in Denver, and yet they are among the top performing schools in the city.

The mission, vision, and proven impact of STRIVE Prep gives hope to our city and state: Policy makers, parents, community members, business leaders - everyone sees and believes that *anyone* has the potential and ability to succeed in school, and be thoroughly prepared for success at a 4-year college. The success of STRIVE Prep has proven that we can deliver incredible results for kids no matter what they walk into the door with or what set of needs they arrive with. As STRIVE Prep proves that this is a reality and is possible, our community will begin to expect these higher standards and goals from all our schools in the state.

I offer my highest recommendation of STRIVE Prep for funding in this important competition.

Sincerely,

  
Mike Johnston



June 25, 2015

Charter Schools Program  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC

Dear Grants Committee:

The Charter School Growth Fund is a non-profit that invests philanthropic capital in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. We have been investing in STRIVE Prep since 2010 and are impressed with their ability to scale with academic quality.

The Charter School Growth Fund (CSGF) has made two meaningful, multi-year investment commitments in STRIVE Preparatory Schools since their founding. CSGF makes very selective philanthropic investments in charter school management organizations (CMOs) that deliver outstanding academic results while achieving sustainability on public revenues.

STRIVE Prep is one of just three Colorado CMO's in our portfolio. This network has made a significant impact in Denver and Colorado by demonstrating what is possible, not just in one classroom and one school, but in multiple schools. STRIVE Prep fulfills a distinct and critical need in Denver by serving low-income students of color through K-12 programs that create pathways to college. In Southwest Denver for example, where there was once very little opportunity to attend a high-quality, college-preparatory school before STRIVE Prep opened; there is now an elementary school, two middle schools, and a high school operated by STRIVE Prep. Together, these schools give significant educational opportunities to over 1,000 scholars (and growing every year), and STRIVE will serve over 3,000 students across Denver this fall.

I believe that STRIVE Prep is setting a powerful example for how to successfully replicate high-quality schools for the communities that need it most. We support STRIVE Prep's plan to create more opportunities for the children of Denver.

Please support STRIVE Prep's application and feel free to contact me directly at [REDACTED] with any follow-up questions.

Sincerely,

[REDACTED]  
Chief Executive Officer

June 22, 2015

Ismael & Judith Garcia

6/22/15

Attention Funders:

My wife and I proudly submit a letter of support on behalf of STRIVE Preparatory Schools in Denver, CO. We strongly believe and support the vision of this charter school network. We first moved to Denver's Southwest neighborhood in 2002 after buying a home in order to begin raising our three boys. Like many families in our community, we assumed our neighborhood would be safe. But three months into buying our home it was ransacked and broken into by thieves. Our sense of security and wellbeing was shattered. When it was time to enroll our first child in school we assumed every neighborhood school would be safe, rigorous and offer a quality education. We were devastated to realize that even our neighborhood schools were not safe for our kids. I recall stopping a fist fight between two middle school kids right outside my son's elementary school. I also heard stories and rumors about gangs and bullying in the feeder middle school and high schools in my district. Yet I came to realize that the greater tragedy was how poor the quality and performance of our neighborhood schools were offering our entire community.

In 2004 I met Chris Gibbons who invited me to join the founding board of what was then called West Denver Prep. He introduced me to the idea that we could offer our children a better educational future. I figured that if our community had any hope of sending our kids to great schools in our neighborhood that I should be involved in building one. My wife and I have since both served on the board and have been highly involved in parent councils, events and advocacy for STRIVE Prep. We currently [REDACTED] at STRIVE Prep schools. My [REDACTED] is at SMART Academy high school and our [REDACTED] is at Westwood middle school. One more year and my [REDACTED] at STRIVE Prep as well. I firmly believe that STRIVE Prep is offering [REDACTED] the best public quality education that will prepare them to succeed in college and in the career of their choice.

I have also spoken to countless parents of STRIVE Prep students in our neighborhood about the difference the schools are making for their children. Everyone talks about three things: after attending STRIVE Prep their kids are happy, excited and love learning and going to school. They talk about seeing higher academic achievements in their kids and are confident that they will be prepared to graduate from college. I believe Denver needs more STRIVE Prep schools because they have proven with academic results that kids can and will succeed when offered a rigorous, quality education. For many families who cannot afford to pay private school, a quality high performing public charter option like STRIVE Prep will make a world of [REDACTED]

Sincerely,

Ismael & Judith Garcia



U.S. Department of Education  
Office of Innovation and Improvement  
Washington, DC 20202-5970

Dear Stefan Huh,

We are writing to express our complete support of STRIVE Preparatory Schools, as the network applies for federal funding to support its growth plan. As parents, we have served on STRIVE Prep's Board of Trustees over the past few years. A parent representative is selected to represent each of the three Denver communities in which STRIVE Prep serves.

Our children have attended STRIVE Prep middle schools and high schools in northwest, southwest, and far northeast Denver. Collectively, we have agreed that our children would have been even more prepared for the rigorous curriculum and high expectations of STRIVE Prep schools if they had attended a STRIVE Prep elementary school.

There is great need in our three separate Denver communities for more high performing elementary schools and secondary schools. Together, we have continually advocated and pushed the STRIVE Prep Board of Trustees to open additional schools, so that the needs of our neighbors and their children can be met.

If STRIVE Prep were to receive this funding, it would make a significant and lasting difference in our respective communities. It would mean that more families could send their children to the *same* network, with the same expectations, culture, and academic rigor from kindergarten through high school graduation. It is clear that when preparing students for success in college, you need to start early. With the additional elementary schools, less students would enter sixth grade already behind, and needing significant remediation. Moreover, students would already know, understand, and thrive in the safe and structured college-prep culture that STRIVE Prep schools offer.

Sincerely,

[Redacted Signature]  
Darlene Ortiz, Southwest Parent Representative, Board of Trustees

[Redacted Signature]  
Maria Sierra, Northwest Parent Representative, Board of Trustees

[Redacted Signature]  
Tee [Redacted], Far Northeast Parent Representative, Board of Trustees

U.S. Department of Education  
Office of Innovation and Improvement  
Washington, DC 20202-5970

July 1, 2015

Dear Grants Committee:

I am pleased to offer my enthusiastic support of STRIVE Preparatory Schools as they apply for funding to scale their network of college preparatory schools. I have served on their Board of Trustees for six years and served as the Chair for two of those years. The Board of Trustees has unanimously supported STRIVE Prep's plan to grow from a network of middle and high schools into a network that provides a continual college preparatory pathway from kindergarten through 12th grade in three of Denver's most educationally disadvantaged communities.

Throughout my tenure, I have been incredibly impressed by the commitment, resolve, and consistency of STRIVE Prep's leaders in putting students and families first. The network leadership believes and invests in quality teachers, boasts meaningful academic outcomes, offers rich supplemental programming for student engagement and character development, has strong indicators in student demand and parent satisfaction, and has good parent engagement practices.

The network also boasts strong indicators in terms of business performance and scalability, with good governance, a well-respected CEO, a high-performing leadership team, consistently strong financials, and broad support from the local funding community.

Since joining the work of STRIVE Prep six years ago, I have already observed significant transformation in the communities we serve in terms of giving all students access to a high-quality public school in their own neighborhood. At scale, I expect to see even greater, lasting transformation. I urge you to support STRIVE Prep's application as a powerful investment in Denver's kids and communities. Please reach out to me at [REDACTED] if I can provide any additional information. Thank you for your consideration.

Sincerely,

[REDACTED]  
Keith Trammell  
Chair, STRIVE Prep Board of Trustees



Department of the Treasury  
Internal Revenue Service

P.O. Box 2508  
Cincinnati OH 45201

In reply refer to: 0248132325  
June 10, 2013 LTR 4168C E0  
20-2562193 000000 00

00024216  
BODC: TE

WEST DENVER PREPARATORY CHARTER  
SCHOOL  
DBA STRIVE PREP  
1825 S FEDERAL BLVD  
DENVER CO 80219-4905



042190

Employer Identification Number: 20-2562193  
Person to Contact: Paul M Perry  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your May 30, 2013, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in March 2006.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

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

Please refer to our website [www.irs.gov/eo](http://www.irs.gov/eo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

0248132325  
June 10, 2013 LTR 4168C E0  
20-2562193 000000 00  
00024217

WEST DENVER PREPARATORY CHARTER  
SCHOOL  
DBA STRIVE PREP  
1825 S FEDERAL BLVD  
DENVER CO 80219-4905

If you have any questions, please call us at the telephone number  
shown in the heading of this letter.

Sincerely yours,

  
Richard McKee, Department Manager  
Accounts Management Operations

**STRIVE Prep CSP Project**  
**FY 15 ED-GRANTS / 84.282M**

<b>APPENDIX E: SCHOOLS OPERATED BY APPLICANT</b>				
<b>School Name</b>	<b>Grade Levels</b>	<b>Address</b>	<b>Separate Charter</b>	<b>Charter Authorizer</b>
<b>STRIVE Prep- Ruby Hill</b>	K-5	2626 W. Evans, Denver, CO, 80219	Yes	Denver Public Schools
<b>STRIVE Prep- Federal</b>	6-8	2627 W. Evans, Denver, CO, 80219	Yes	Denver Public Schools
<b>STRIVE Prep- Westwood</b>	6-8	3201 W. Arizona Avenue, Denver, CO 80219	Yes	Denver Public Schools
<b>STRIVE Prep - SMART</b>	9-12	3202 W. Arizona Avenue, Denver, CO 80219	Yes	Denver Public Schools
<b>STRIVE Prep - Sunnyside</b>	6-8	4735 Pecos Street, Denver, CO 80211	Yes	Denver Public Schools
<b>STRIVE Prep - Lake</b>	6-8	1820 Lowell Boulevard, Garden Level, Denver, CO 80204	Yes	Denver Public Schools
<b>STRIVE Prep - Excel</b>	9-12	2960 N. Speer Boulevard, Building 1913, Denver, CO 80211	Yes	Denver Public Schools
<b>STRIVE Prep - Montbello</b>	6-8	5000 Crown Blvd Denver, CO 80239	Yes	Denver Public Schools
<b>STRIVE Prep - Green Valley Ranch</b>	6-8	4800 Telluride Street, Building 5, Denver, CO 80249	Yes	Denver Public Schools

**APPENDIX F: Student Academic Achievement**

<b>Table 1. STRIVE Prep – TCAP Reading Achievement</b>										
<b>By Subgroup: % Proficient and Above for Group Size &gt;20 each year</b>										
<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Reading: Federal MS</b>										
<b>2013-14</b>	354	47%		47%		56%	35%	26%	47%	0%
<b>2012-13</b>	351	52%		52%		59%	42%	35%	51%	4%
<b>2011-12</b>		52%		52%		56%	47%	32%	51%	
<b>Reading: Westwood MS</b>										
<b>2013-14</b>	371	51%		50%		59%	43%	38%	51%	2%
<b>2012-13</b>	352	54%		54%		62%	47%	35%	53%	7%
<b>2011-12</b>		55%		54%		58%	52%	19%	53%	
<b>Reading: Lake MS</b>										
<b>2013-14</b>	327	39%		38%		42%	36%	20%	37%	5%
<b>2012-13</b>	303	39%		37%		44%	34%	21%	38%	15%
<b>2011-12</b>		47%		45%		53%	43%	27%	47%	
<b>Reading: Sunnyside MS</b>										
<b>2013-14</b>	318	50%		49%		57%	43%	28%	49%	14%
<b>2012-13</b>	304	55%		53%		64%	46%	34%	52%	6%
<b>2011-12</b>		55%		52%		66%	44%	31%	52%	
<b>Reading: Green Valley Ranch MS</b>										
<b>2013-14</b>	240	57%	45%	58%	84%	61%	52%	39%	53%	5%
<b>2012-13</b>	129	61%		59%		66%	55%	35%	58%	
<b>Reading: Montbello MS</b>										
<b>2013-14</b>	219	45%	37%	44%		48%	41%	27%	43%	9%
<b>2012-13</b>	109	53%		50%		61%	43%	32%	51%	
<b>Reading: SMART Academy HS</b>										
<b>2013-14</b>	219	45%		44%		48%	41%	27%	43%	
<b>2012-13</b>	109	53%		50%		61%	43%	32%	51%	
<b>Reading: Excel HS</b>										
<b>2013-14</b>	124	47%		42%		46%	47%	27%	46%	

*Shaded areas represent populations with 20 or fewer students enrolled at the school or tested, or unavailable from the CDE website data.*

<b>Table 2. STRIVE Prep – TCAP Mathematics Achievement</b>										
<b>By Subgroup: % Proficient and Above for Group Size &gt;20 each year</b>										
<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Mathematics: Federal MS</b>										
<b>2013-14</b>	354	47%		48%		53%	41%	32%	47%	
<b>2012-13</b>	351	65%		65%		73%	54%	53%	65%	
<b>2011-12</b>		64%		64%		67%	60%	54%	63%	
<b>Mathematics: Westwood MS</b>										
<b>2013-14</b>	371	56%		55%		60%	52%	44%	57%	
<b>2012-13</b>	352	63%		63%		66%	60%	50%	64%	
<b>2011-12</b>		73%		72%		75%	70%	50%	71%	
<b>Mathematics: Lake MS</b>										
<b>2013-14</b>	327	34%		35%		32%	36%	21%	33%	
<b>2012-13</b>	303	39%		38%		38%	41%	26%	38%	
<b>2011-12</b>		51%		51%		55%	48%	39%	51%	
<b>Mathematics: Sunnyside MS</b>										
<b>2013-14</b>	318	47%		47%		52%	43%	38%	48%	
<b>2012-13</b>	304	60%		60%		66%	55%	48%	59%	
<b>2011-12</b>		61%		60%		69%	54%	41%	61%	
<b>Mathematics: Green Valley Ranch MS</b>										
<b>2013-14</b>	240	51%	37%	51%	74%	52%	49%	30%	46%	
<b>2012-13</b>	129	57%		54%	82%	59%	53%	37%	52%	
<b>Mathematics: Montbello MS</b>										
<b>2013-14</b>	219	36%	31%	36%		36%	36%	21%	37%	
<b>2012-13</b>	109	52%		60%		53%	51%	49%	51%	
<b>Mathematics: SMART Academy HS</b>										
<b>2013-14</b>	312	39%		39%		36%	42%	14%	39%	5%
<b>2012-13</b>	163	48%		48%		47%	50%	5%	48%	
<b>Mathematics: Excel HS</b>										
<b>2013-14</b>	124	31%		28%		28%	36%	19%	33%	0%

<b>Table 3. STRIVE Prep – GRADES 6-8 – Reading and Mathematics Achievement By Subgroup: % Proficient and Above for Group Size &gt;20</b>										
<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Reading</b>										
<b>2013-14</b>	1829	48%	42%	47%	<20			31%	46%	5%
<b>2012-13</b>	1548	51%	57%	50%	<20			31%	48%	11%
<b>2011-12</b>	1100	52%	<20	51%	<20			28%	50%	<20
<b>2013-14</b>	1829	46%	32%	46%	63%			32%	36%	<20
<b>2012-13</b>	1548	57%	46%	57%	65%			45%	41%	<20
<b>2011-12</b>	1100	63%	<20	63%	<20			50%	61%	<20

<b>Table 4. STRIVE Prep – GRADES 9-10 – Reading and Mathematics Achievement By Subgroup: % Proficient and Above for Group Size &gt;20</b>										
<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Reading</b>										
<b>2013-14</b>	436	50%	<20	49%	<20			18%	49%	<20
<b>2012-13</b>	163	61%	*a	65%	<20			25%	65%	<20
<b>2011-12</b>	--	--	--	--	--	--	--	--	--	--
<b>Mathematics</b>										
<b>2013-14</b>	436	37%	*a	36%	<20			16%	37%	3%
<b>2012-13</b>	163	48%	<20	48%	<20			5%	48%	<20
<b>2011-12</b>	--	--	--	--	--	--	--	--	--	--

<b>Table 5. State Grades 6-8 – Reading and Mathematics Achievement By Subgroup: % Proficient and Above for Group Size &gt;20</b>										
<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Reading</b>										
<b>2013-14</b>	189709	69%	50%	51%	80%	74%	64%	23%	52%	20%
<b>2012-13</b>	186520	69%	50%	52%	80%	74%	64%	22%	52%	20%
<b>2011-12</b>	182890	69%	52%	51%	81%	74%	65%	19%	52%	21%
<b>Mathematics</b>										
<b>2013-14</b>	189715	56%	33%	37%	68%	56%	56%	18%	37%	13%
<b>2012-13</b>	186523	56%	34%	38%	67%	57%	56%	19%	38%	14%
<b>2011-12</b>	182903	55%	33%	37%	67%	55%	55%	17%	37%	14%

**Table 6. State Grades 9-10 – Reading and Mathematics Achievement  
By Subgroup: % Proficient and Above for Group Size >20**

<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Reading</b>										
<b>2013-14</b>	123029	67%	50%	51%	78%	73%	62%	17%	50%	19%
<b>2012-13</b>	120233	69%	52%	52%	78%	74%	63%	15%	52%	19%
<b>2011-12</b>	117785	68%	49%	50%	78%	73%	62%	15%	50%	19%
<b>Mathematics</b>										
<b>2013-14</b>	123025	36%	17%	19%	47%	36%	37%	5%	19%	5%
<b>2012-13</b>	120225	36%	17%	18%	46%	35%	38%	5%	18%	5%
<b>2011-12</b>	117793	35%	16%	18%	44%	34%	36%	4%	18%	5%

<b>Table 7. Denver Public Schools Grades 6-8 – Reading and Mathematics Achievement By Subgroup: % Proficient and Above for Group Size &gt;20</b>										
<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Reading</b>										
<b>2013-14</b>	17307	54%	48%	47%	85%	66%	56%	21%	47%	15%
<b>2012-13</b>	16674	52%	43%	46%	84%	65%	54%	18%	44%	12%
<b>2011-12</b>	16049	51%	47%	48%	85%	65%	56%	15%	45%	15%
<b>Mathematics</b>										
<b>2013-14</b>	17309	47%	32%	41%	81%	56%	54%	22%	41%	12%
<b>2012-13</b>	16673	46%	29%	40%	78%	55%	51%	22%	37%	10%
<b>2011-12</b>	16044	42%	30%	39%	77%	51%	51%	17%	35%	10%

**Table 8. Denver Public Schools Grades 9-10 – Reading and Mathematics Achievement  
By Subgroup: % Proficient and Above for Group Size >20**

School Year	# Tested	All Students	African American	Hispanic Latino	White	Female	Male	English Learner	FRL	Special Education
<b>Reading</b>										
2013-14	10860	52%	43%	80%	89%	66%	54%	17%	45%	12%
2012-13	10162	54%	45%	47%	87%	65%	65%	16%	44%	12%
2011-12	9414	51%	42%	45%	87%	62%	50%	12%	41%	14%
<b>Mathematics</b>										
2013-14	10854	26%	15%	20%	67%	35%	33%	8%	18%	3%
2012-13	10153	25%	15%	18%	63%	32%	31%	8%	17%	3%
2011-12	9418	23%	12%	18%	60%	30%	29%	7%	15%	3%

<b>Table 9. SIMILAR Schools Grades 6-8 – Reading and Mathematics Achievement By Subgroup: % Proficient and Above for Group Size &gt;20</b>										
<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Reading</b>										
<b>2013-14</b>	1499	28%	47%	26%	<20			14%	27%	4%
<b>2012-13</b>	1526	32%	52%	30%	<20			14%	30%	3%
<b>2011-12</b>	1547	29%	39%	28%	<20			16%	28%	3%
<b>Mathematics</b>										
<b>2013-14</b>	1499	24%	11%	24%	<20			17%	24%	4%
<b>2012-13</b>	1526	24%	16%	24%	<20			17%	23%	2%
<b>2011-12</b>	1547	24%	33%	23%	<20			17%	24%	3%

<b>Table 10. SIMILAR Schools Grades 9-10 – Reading and Mathematics Achievement By Subgroup: % Proficient and Above for Group Size &gt;20</b>										
<b>School Year</b>	<b># Tested</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>English Learner</b>	<b>FRL</b>	<b>Special Education</b>
<b>Reading</b>										
<b>2013-14</b>	1407	35%	<20	34%	71%			11%	34%	7%
<b>2012-13</b>	1503	37%	<20	36%	<20			9%	35%	7%
<b>2011-12</b>	1511	37%	<20	37%	65%			12%	36%	10%
<b>Mathematics</b>										
<b>2013-14</b>	1407	11%	<20	11%	33%			4%	11%	1%
<b>2012-13</b>	1503	11%	<20	11%	<20			3%	10%	1%
<b>2011-12</b>	1511	12%	<20	12%	32%			5%	12%	2%

**STRIVE PREPARATORY SCHOOLS**  
**Denver, Colorado**

**FINANCIAL STATEMENTS**

**June 30, 2014**

## **STRIVE PREPARATORY SCHOOLS**

**June 30, 2014**

### **BOARD OF TRUSTEES**

President	Moira Cullen
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### **SCHOOL MANAGEMENT**

Chris Gibbons, Chief Executive Officer  
Whitney Bride, Chief Operations Officer  
Joshua Devon, Chief Financial Officer



Board of Trustees  
STRIVE Preparatory Schools  
Denver, Colorado

### INDEPENDENT AUDITORS' REPORT

We have audited the accompanying financial statements of the governmental activities and the major fund of the STRIVE Preparatory Schools, component unit of Denver School District, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the basic financial statements of the STRIVE Preparatory Schools, as listed in the table of contents.

#### 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 opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgement, 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 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 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 opinions.

#### Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the STRIVE Preparatory Schools as of June 30, 2014, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matters (Required Supplementary Information)**

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.



September 11, 2014

# **STRIVE Preparatory Schools**

Management's Discussion and Analysis  
Fiscal Year Ending June 30, 2014

As management of Strive Preparatory Schools, we offer readers of Strive Preparatory Schools' basic financial statements this narrative and analysis of the financial activities of the schools for the year ended June 30, 2014. We encourage readers to consider the information presented here in conjunction with additional information provided in the accompanying financial statements.

## **Financial Highlights**

The year ending June 30, 2014 was the eighth year of operations for Strive Preparatory Schools. The general fund balance increased from \$1,611,575 to \$3,977,575 in the year ending June 30, 2014.

The operations of Strive Preparatory Schools for the year ending June 30, 2014 were funded both by tax revenue received under the State School Finance Act (the Act) and private contributions. Tax revenue for the year from Per Pupil Revenue was \$16,503,315. However, individual gifts and foundation grants supplemented the tax revenue received in order to finance operations.

The assets of Strive Preparatory Schools exceeded its liabilities at the close of the most recent fiscal year by \$4,687,039 (net position).

## **Overview of Financial Statements**

This discussion and analysis are intended to serve as an introduction to Strive Preparatory Schools' basic financial statements. The basic statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

### ***Government-Wide Financial Statements***

The government-wide financial statements are designed to provide readers with a broad overview of Strive Preparatory Schools' finances in a manner similar to a private-sector business.

The statement of net position presents information on all of Strive Preparatory Schools' assets and liabilities, with the difference between the two being reported as net position. Over time, the increases or decreases in net position may serve as a useful indicator of whether the financial position of Strive Preparatory Schools is improving or deteriorating.

The statement of activities presents information showing how Strive Preparatory Schools' net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of the related cash flows. Thus, revenues and expenses are reported in the statement for some items that will only result in cash flows in future periods.

### ***Fund Financial Statements***

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Strive Preparatory Schools keeps track of these monies to ensure and demonstrate compliance with finance-related legal requirements. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements.

### ***Notes to Financial Statements***

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements.

## **Government-Wide Financial Analysis**

As noted previously, net position may serve over time as a useful indicator of Strive Preparatory Schools' financial position. For the year ending June 30, 2014, Strive Preparatory Schools' assets exceeded liabilities by \$4,687,039. Approximately \$688,000 of these funds are restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR Amendment. Accordingly, these funds are not available to satisfy general operating expenses of Strive Preparatory Schools. In addition, the School has reported \$709,464 of net investment in capital assets. The remaining \$3,289,575 is unrestricted and available to meet ongoing financial obligations.

**Statement of Net Position**

	<b>2014</b>	<b>2013</b>
<b>Assets</b>		
Cash and Investments	\$3,163,264	\$1,685,568
Accounts Receivable	\$0	\$118,278
Grants Receivable	\$698,620	\$379,098
Inventory	\$149,213	\$30,402
Prepaid Expenses	\$89,497	\$53,530
Emergency Reserve	\$479,688	\$306,776
Capital Assets, Net	\$2,791,092	\$3,008,112
<b>Total Assets</b>	<b>\$7,371,374</b>	<b>\$5,581,764</b>
<b>Liabilities</b>		
Accounts Payable	\$449,936	\$460,218
Accrued Liabilities	\$152,771	\$133,581
Deferred Revenues	\$0	\$250,000
Noncurrent Liabilities		
Due Within One Year	\$59,244	\$55,217
Due in More Than One Year	\$2,022,384	\$2,086,529
<b>Total Liabilities</b>	<b>\$2,684,335</b>	<b>\$2,985,545</b>
<b>Net Position</b>		
Net Investment in Capital Assets	\$709,464	\$866,366
Restricted for Emergencies	\$688,000	\$396,000
Unrestricted	\$3,289,575	\$1,333,853
<b>Total Net Position</b>	<b>\$4,687,039</b>	<b>\$2,596,219</b>
<b>Statement of Activities</b>		
<b>Revenues</b>		
Operating Grants and Contributions	\$1,543,792	\$1,149,664
Per Pupil Operating Revenue	\$16,503,315	\$12,130,728
Mill Levy	\$2,052,187	\$1,084,564
Capital Construction	\$114,689	\$91,001
Grants & Contributions (Unrestricted)	\$4,677,498	\$3,997,841
Investment Income	\$617	\$486
Miscellaneous	\$49,703	\$0
<b>Total Revenue</b>	<b>\$24,941,801</b>	<b>\$18,454,284</b>
<b>Expenses</b>		
Instruction	\$11,189,163	\$8,954,349
Support Services	\$11,529,131	\$8,666,148
Interest on Long-Term Debt	\$132,687	\$132,773
<b>Total Expenses</b>	<b>\$22,850,981</b>	<b>\$17,753,270</b>
<b>Change in Net Position</b>	<b>\$2,090,820</b>	<b>\$701,014</b>
<b>Net Position, Beginning of Year</b>	<b>\$2,596,219</b>	<b>\$1,895,205</b>
<b>Net Position, End of Year</b>	<b>\$4,687,039</b>	<b>\$2,596,219</b>

Significant increases in revenue and expenditures between 2013 and 2014 are primarily related to the growth of the Strive Preparatory School network. In 2014, Strive Preparatory Schools opened one new campus, Excel and added 7<sup>th</sup> grade at both the Montbello and Green Valley Ranch campuses, respectively, and 10<sup>th</sup> grade at the SMART Campus. As such, the network enrollment increased from 1,726 students to 2,292 students.

## **Financial Analysis of Strive Preparatory Schools Funds**

**Governmental funds.** The focus of Strive Preparatory Schools' governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing Strive Preparatory Schools' financing requirements. In particular, unrestricted, unassigned fund balance may serve as a useful measure of Strive Preparatory Schools' net resources available for spending at the end of the fiscal year.

As of the end of the eighth fiscal year, Strive Preparatory Schools reported a governmental fund balance of \$3,977,575, which represents an increase of \$2,366,000 over the previous fiscal year.

## **General Fund Budgetary Highlights**

Strive Preparatory Schools budgeted for expenditures of \$23,788,776 for the year ended June 30, 2014. Actual expenditures were \$22,694,079. The difference between budgeted versus actual expenditures in the general fund is due to primarily lower personnel, supplies, and technology expenses. The ending fund balance as of June 30, 2014 was \$3,977,575.

## **Capital Asset and Debt Administration**

**Capital assets.** Strive Preparatory Schools' investment in capital assets as of June 30, 2014, amounts to \$2,791,092 (net of accumulated depreciation). This investment in capital assets includes the property and building for one campus. There were no capital additions in the 2014 fiscal year.

**Long-term debt.** As of June 30, 2014, Strive Preparatory Schools' had outstanding debt of \$2,081,628. From 2006 through 2008, the School obtained four loans from Raza Development Fund, Inc., to purchase, remodel, and expand an educational facility. On March 22, 2013, the loans were refinanced by West Denver Preparatory Building Corporation (the "Corporation"), a non-profit Colorado corporation that owns and manages the building occupied by Strive Prep – Federal. The Corporation has no financial balances or transactions outside of those reported by the School, and therefore, is not reported separately in the financial statements. Long-term debt is detailed in Note 4 to the financial statements.

## **Economic Factors and Next Year's Budget**

The primary factor driving the budget for Strive Preparatory Schools is student enrollment. Enrollment for the 2013-2014 school year was 2,292. The enrollment for the 2014-2015 school year is projected to be 3,006 students.

## **Requests for Information**

The financial report is designed to provide a general overview of Strive Preparatory Schools' finances for all those with an interest in Strive Preparatory Schools. Questions concerning any of the information provided in this report or requests for additional information should be addressed to:

Strive Preparatory Schools  
1825 S. Federal Boulevard  
Denver, CO 80219



May 2015 - It's hard to believe we've come to the end of another exciting and successful school year.

With the help of families, educators and community supporters, we've helped our students grow in the classroom, in their activities, and as leaders of our school community. As the school year draws to a close, we would like to share some of the year's most compelling stories, stories that boldly and humbly paint a vivid picture of who we are at STRIVE Prep.

Thanks to all those who have contributed to another successful years in network history!

## Academic Growth

**College-bound Seniors** - Our rising seniors at STRIVE Prep - SMART recently took the ACT for the first time, and we're thrilled to report they achieved an average score of 20.5, with more than half of scholars meeting or exceeding the college-ready benchmark of a 21. While there's more to be done as we work toward college readiness for every student, our scholars exceeded last year's state average of 20.3 as well as last year's district average of 18.4.

**Gap-defying Kindergartners** - Our kindergarten and 1st-grade scholars are off to a terrific start at our first elementary school, STRIVE Prep - Ruby Hill. While only 36 percent of kindergartners and 20 percent of 1st-graders began the year at grade level on the STEP assessment, their hard work has led to 90 percent of kindergartners and 61 percent of 1st-graders now performing at grade level. Additionally, the average student grew 4.5 STEP levels, equating to 1.5 years of progress in a single year's time.



## Community Impact

**Thiry-O’Leary Foundation Provides Largest Individual Financial Gift in STRIVE History** - DaVita HealthCare Partners, CEO, Kent Thiry and his wife Denise O’Leary generously committed \$500,000 from the Thiry-O’Leary Foundation to STRIVE Prep. The gift will help to establish the Thiry-O’Leary Educational Leadership Program at STRIVE Prep in support of a principal fellowship program and network leadership academy. [The announcement](#) came during STRIVE Prep’s annual community breakfast event, which gathered more than 350 community leaders and featured Dr. Howard Fuller, a nationally renowned education reform advocate.

Funding from the Thiry-O’Leary Foundation will be used to prepare future principals at STRIVE Prep’s campuses in Denver for the demands of school leadership, providing opportunities to learn, internalize, and practice implementing the skills and knowledge required of a successful principal. The gift will also support STRIVE Prep’s Leadership Academy, a one-year program designed to provide an introduction and overview to key components of leadership within school settings to teachers, campus-based administrators, and central staff.

We’re incredibly thankful to the Thiry-O’Leary Foundation and DaVita HealthCare Partners, Inc., which also partnered with us in providing a matching contribution through Colorado Gives Day 2015.

**Inspirational Student Leaders** - STRIVE Prep 9<sup>th</sup>-grader, Emery Vela inspired many of us to embrace our individuality by bravely sharing her coming out story with our community and thousands of households across the country on *Nick News with Linda Ellerbee*, the longest-running kids’ news show in television history. Vela, also a young ambassador for GLSEN (Gay, Lesbian & Straight Education Network), an organization aimed at preventing bullying against members of the LGBT community in schools, got the chance to share her story with Julia Roberts, just before Roberts accepted GLSEN’s Humanitarian Award for 2015. [ABC News](#) featured Roberts, Vela and other GLSEN ambassadors at the iconic Regent Beverly Wilshire Hotel in Los Angeles.

**Mile High Scholars** - Join us in congratulating the STRIVE Prep students who received Mayor [Michael Hancock’s](#) annual [Mile High Scholars](#) award! Principals and faculty nominated students from each campus who exemplified leadership, respect for self, others and the environment, as well as general support for their peers. Students were honored at a special ceremony at Denver’s famed Buell



Theater, where they also received a certificate, a Mile High Scholar bumper sticker, and various tickets to city cultural and sporting events.

Big thanks to Mayor Hancock for supporting the growth and development of Denver's youth!

## Active Engagement

**College Aspirations** - Congratulations to STRIVE Prep - SMART scholar, Aislinn Vences, who is attending a weeklong college prep program at Stanford University. Stanford awarded Vences with its [Questbridge Scholarship](#), granting her acceptance into the workshop as well as full-ride scholarship at any one of Stanford's partner colleges, pending college acceptance.

**Voices in Unison** - Three STRIVE Prep - Excel high school students, Lizeth Calderon, Raul Nava, and Brenda Pena, auditioned and received invitations to sing in the Denver Public Schools Citywide Choir.

### STRIVE Prep Attends TEDx Youth@MileHigh

- In an effort to expand scholars' creativity and out-of-the box thinking, STRIVE Prep provides a variety of out-of-classroom learning experiences for all students. Middle school students at STRIVE Prep - Federal learned what it means to have "ideas worth spreading" at Denver's [TEDx Youth@MileHigh](#) event. Attending the event gave students the opportunity to gain exposure to a dozen big ideas from Colorado's most brilliant thinkers and accomplished doers. Students were challenged to think critically about their lives, communities and leadership development.



### STRIVE Prep in the News

- [DPS Wants Charter Schools as Neighborhood Schools](#) - 9News
- [DPS Shifting More Special Education Duties to Charter Schools](#) - Chalkbeat Colorado
- [Luis Robles Keeps Big Dreams Alive, Despite Family's Struggles](#) - Colorado Public Radio
- [Choice Matters: A Latino Parent Speaks](#) - Ed Post
- [The American Teenager in 2015](#) - TIME Magazine



**We were thrilled to host our second annual Community Breakfast this morning!**

Thank you to all the guests, speakers, hosts, and donors who made the breakfast an event to remember! The breakfast kicked off with a fantastic musical performance from the STRIVE Prep - Excel Freshman Choir. Keynote speaker, Dr. Howard Fuller, delivered a remarkable speech about eliminating educational inequity, and Mayor Michael B. Hancock spoke about why great schools are vital in Denver's neighborhoods. We also heard from Kent Thiry of DaVita HealthCare Partners, Inc., who made a \$500,000 gift from the Thiry-O'Leary Foundation.

More than 350 guests attended, each representing various sectors within Denver, including education, business, policy, and energy. We could not have held this event without the generous gifts our many sponsors, or without the support of our table hosts. We, at STRIVE Prep, are incredibly grateful. Thank you.

Did you miss out on the breakfast this morning, but still want to be involved in our work?

- Watch the new video, *STRIVE Prep Community Transformation*, [here](#).
- Make a donation to join us in our efforts to eliminate educational inequity [here](#).

Are you interested in touring a school and/or learning more about the network? E-mail Samantha Tobia at [REDACTED].

Thank you again to our wonderful community of supporters.

Warm Regards,



Chris Gibbons, Chief Executive Officer

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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# **STRIVE Preparatory Schools (STRIVE Prep)**

## **Budget Narrative**

### **Part 1 – Overall Budget Explanation**

The STRIVE Prep budget will be used according to requirements: for

a. Post-award planning and design of the educational program, which may include: (i) refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and (ii) professional development of teachers and other staff who will work in the charter school; and

b. Initial implementation of the charter school, which may include: (i) informing the community about the school; (ii) acquiring necessary equipment and educational materials and supplies; (iii) acquiring or developing curriculum materials; and (iv) other initial operational costs that cannot be met from State or local sources.

20% of grant funds have been allocated for initial operational costs associated with the expansion or improvement STRIVE Prep oversight or management of its schools since: (i) the specific schools being created or expanded under this grant are beneficiaries of this expansion or improvement, and (ii) this expansion or improvement is intended to improve the applicant's ability to manage or oversee the charter schools created under this grant.

This Budget Narrative contains three additional sections:

Part 2: Budget explanation for Federal Funds for the Lead Agency

Part 3: Detail of Federal Funds to be Allocated to Each Type of School

High School Expansion  
Elementary Replication  
Middle School Replication  
High School Replication

Part 4: Detail of Total Non-Federal Funds and Non-Federal Funds to be Allocated to Each Type of Agency

High School Expansion  
Elementary Replication  
Middle School Replication  
High School Replication  
High School Expansion

The overall budget was computed on the basis of these numbers of replication and expansion sites and the projected enrollments shown below.

<b>Five-Year Total Federal Funds Budget Request</b>						
School Level	Type of Schools	Number of Schools	Total Enrollment Per School	Budget Per Seat	Cap or Total Per School	Total Budget All Schools
Elementary Schools	Replication	5	540	\$3,000	\$800,000	\$4,000,000
Middle School	Replication	1	372	\$3,000	\$800,000	\$800,000
High School	Replication	2	520	\$3,000	\$800,000	\$1,600,000
High School	Expansion	2	250	\$1,500	\$375,000	\$375,000
<b>Total Five Year: Federal Funds</b>						<b>\$6,775,000</b>

**Lead Agency Budget Items: Line Item Descriptions**

Following is a description of the Lead Agency Budget Items – all specific detail is found in the following sections.

Personnel: Each Project Staff member, including Project Director, Project Coordinator, Data Specialist, and Project Assistant, is funded for .5 FTE for Yrs. 1-5. This time allotment has been determined to be what is necessary and sufficient to carry out the scope of the project.

Fringe Benefits: The rate used for calculations is [REDACTED]

Travel: Travel costs include

- a. Local mileage, computed at \$.56 per mile, for project staff to travel to the replication and expansion sites each year they are in operation
- b. Site Visits and Meetings for Site Leaders to learn about promising practices and research-based programs at other charter schools
- c. Project Meetings including DC Meeting
- d. Attending Conferences: disseminating and learning about promising practices, researched principles and evidence – based programs

Equipment: None

Supplies: Supply costs include:

- a. Office Supplies: for recruitment, communications and other operations
- b. Supplies for Professional Development provided by the CMO for School Leaders, teachers, Central Office, board members and support staff
- c. Laptop computers purchased in Year 1 for Project Staff.

Contractual: Contractual costs include:

- a. Contract for the expansion/replication budget for each new charter school
- b. Contract with external evaluator, Wexford Inc., for each year of the Grant to provide formative and summative evaluation and research studies as described in the proposal

Construction: Not applicable.

Other: Other costs include:

- a. Conference Registration
- b. Printing costs, which include duplication and printing services when needed.

Indirect Costs: Indirect Costs are charged at the rate of 7.59%.

Training Stipends: None.

### **New and Expansion School Budgets**

Each school budget (shown under contractual on the section of the Lead Agency budget and on the budget for each school Level/Type) is: \$300,360 for the High School Expansion site; and \$639,944 for each of the other schools.

Personnel: Non-Federal Funds will provide Personnel and Fringe Benefit costs for each of the schools.

Travel: Travel Costs include

- a. Local mileage, computed at \$.56 per mile school staff to travel to the district office and other school sites for meetings
- b. Site Visits and Meetings for Site Leaders to learn about promising practices and research-based programs at other charter schools

Equipment: Equipment costs, to be incurred during the first year for each school site, include:

- a. Switches,
- b. ISR
- c. Iron Port
- d. Iron Port Licenses
- e. UCS Server
- f. Wireless Access Points
- g. Wireless Controller
- h. Battery Backup

Supplies: Supply costs include:

- a. Office Supplies: for recruitment, communications and other operations
- b. Textbooks
- c. Paper
- d. Licenses
- e. Classroom Furniture
- f. Classroom Supplies
- g. Chromebooks purchased for students
- h. Laptop computers purchased for Staff

Contractual: Contractual costs include:

1. Evaluator: Contract with external evaluator, Wexford Inc., for each year of the Grant to provide formative and summative evaluation and research studies as described in the proposal.

Construction: Not Applicable

Other: Other costs include:

- a. Telephone/Internet services
- b. Dues/Fees
- c. Printing costs, which include duplication and printing services when needed.

Indirect Costs: Indirect Costs are charged at the rate of 7.59%.

Training Stipends: None.

**Five-Year Summary of Federal and Non-Federal Funds**

**STRIVE Prep CSP Grant Budget**  
STRIVE Preparatory Schools Network

**SECTION A - BUDGET SUMMARY (Non-Construction)**  
**U.S. Department of Education Funds**

Budget Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel						
2. Fringe Benefits						
3. Travel	\$ 17,948.00	\$ 18,396.00	\$ 18,844.00	\$ 18,844.00	\$ 18,396.00	\$ 92,428.00
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 8,800.00	\$ 7,400.00	\$ 6,800.00	\$ 6,800.00	\$ 7,200.00	\$ 37,000.00
6. Contractual	\$ 817,346.82	\$ 1,845,678.74	\$ 1,297,887.09	\$ 1,122,891.58	\$ 426,073.81	\$ 5,509,878.04
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 2,300.00	\$ 3,300.00	\$ 3,300.00	\$ 3,300.00	\$ 3,300.00	\$ 15,500.00
<b>9. Total Direct Costs (lines 1-8)</b>						
10. Indirect Costs*	\$ 19,111.47	\$ 19,115.11	\$ 19,103.57	\$ 19,103.57	\$ 19,099.93	\$ 95,533.66
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>12. Total Costs (lines 9-11)</b>						

**SECTION B - BUDGET SUMMARY (Non-Construction)**  
**Non-Federal Funds**

Budget Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel						
2. Fringe Benefits						
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 167,947.50	\$ 487,777.92	\$ 1,097,561.10	\$ -	\$ 179,402.48	\$ 1,932,689.00
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (lines 1-8)</b>						
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>12. Total Costs (lines 9-11)</b>						

**Allocation of Federal Funds for the Lead Agency**

	LEAD AGENCY - YEAR 1				LEAD AGENCY - YEAR 2			
	Federal Funds				Federal Funds			
	Unit Cost	# of Units	Subtotal	Indirect Eligible	Unit Cost	# of Units	Subtotal	Indirect Eligible
<b>1. Personnel</b>								
Project Director								
Project Coordinator								
Data Specialist								
Project Assistant								
<b>Subtotal Person</b>								
<b>2. Benefits</b>								
<b>Subtotal Benefi</b>								
<b>3. Travel</b>								
Mileage	\$ 0.56	800	\$ 448.00	\$ 448	\$ 0.56	1600	\$ 896.00	\$ 896
Site Visits/Meetings	\$ 2,500	2	\$ 5,000.00	\$ 5,000	\$ 2,500	2	\$ 5,000.00	\$ 5,000
Project Meetings	\$ 2,500	3	\$ 7,500	\$ 7,500	\$ 2,500	3	\$ 7,500	\$ 7,500
Conference Attendance	\$ 2,500	2	\$ 5,000	\$ 5,000	\$ 2,500	2	\$ 5,000	\$ 5,000
<b>Subtotal Travel</b>			<b>\$ 17,948</b>	<b>\$ 17,948</b>			<b>\$ 18,396</b>	<b>\$ 18,396</b>
<b>4. Equipment</b>								
	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Equipment</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>5. Supplies</b>								
Office Supplies	\$ 800	\$ 4	\$ 3,200	\$ 3,200	\$ 800	4	\$ 3,200	\$ 3,200
Professional Development Supplie	\$ 400	\$ 4	\$ 1,600	\$ 1,600	\$ 700	6	\$ 4,200	\$ 4,200
Laptops	\$ 1,000	\$ 4	\$ 4,000	\$ 4,000	\$ -	0	\$ -	\$ -
<b>Subtotal Supplies</b>			<b>\$ 8,800</b>	<b>\$ 8,800</b>			<b>\$ 7,400</b>	<b>\$ 7,400</b>
<b>6. Contractual</b>								
Expansion School 1: Excel HS			\$ 149,631.18	\$ -			\$ 150,728.60	\$ -
Elementary Replication 1			\$ 203,440.16	\$ -			\$ 436,503.39	\$ -
Middle School Replication 1			\$ 214,390.67	\$ -			\$ 425,492.63	\$ -
High School Replication 1			\$ 231,884.81	\$ -			\$ 408,073.81	\$ -
Elementary Replication 2			\$ -	\$ -			\$ 203,440.16	\$ -
Elementary Replication 3			\$ -	\$ -			\$ 203,440.16	\$ -
Elementary Replication 4			\$ -	\$ -			\$ -	\$ -
Elementary Replication 5			\$ -	\$ -			\$ -	\$ -
High School Replication 2			\$ -	\$ -			\$ -	\$ -
Evaluator			\$ 18,000.00	\$ 18,000			\$ 18,000.00	\$ 18,000
<b>Subtotal Contractual</b>			<b>\$ 817,346.82</b>	<b>\$ 18,000</b>			<b>\$ 1,845,678.74</b>	<b>\$ 18,000</b>
<b>7. Construction</b>								
<b>Subtotal Construction</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>8. Other</b>								
Conference Registraton	\$ 400	2	\$ 800	\$ 800	\$ 400	2	\$ 800	\$ 800
Printing	\$ 500	3	\$ 1,500	\$ 1,500	\$ 500	5	\$ 2,500	\$ 2,500
<b>Subtotal Other</b>			<b>\$ 2,300</b>	<b>\$ 2,300</b>			<b>\$ 3,300</b>	<b>\$ 3,300</b>
<b>9. Total Direct Costs (Lines 1-8)</b>								
<i>Direct Costs Eligible for Indirect Costs</i>				\$ 251,798				\$ 251,846
<b>10. Indirect Costs @ 7.59%</b>			\$ 19,111.47	\$ -			\$ 19,115.11	\$ -
<b>11. Training Stipends</b>	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>12. Total Costs</b>								

	LEAD AGENCY - YEAR 3				LEAD AGENCY - YEAR 4			
	Federal Funds				Federal Funds			
	Unit Cost	# of Units	Subtotal	Indirect Eligible	Unit Cost	# of Units	Subtotal	Indirect Eligible
<b>1. Personnel</b>								
Project Director								
Project Coordinator								
Data Specialist								
Project Assistant								
<b>Subtotal Person</b>								
<b>2. Benefits</b>								
<b>Subtotal Benefit</b>								
<b>3. Travel</b>								
Mileage	\$ 0.56	2400	\$ 1,344.00	\$ 1,344	\$ 0.56	2400	\$ 1,344.00	\$ 1,344
Site Visits/Meetings	\$ 2,500	2	\$ 5,000.00	\$ 5,000	\$ 2,500	2	\$ 5,000	\$ 5,000
Project Meetings	\$ 2,500	3	\$ 7,500	\$ 7,500	\$ 2,500	3	\$ 7,500	\$ 7,500
Conference Attendance	\$ 2,500	2	\$ 5,000	\$ 5,000	\$ 2,500	2	\$ 5,000	\$ 5,000
<b>Subtotal Travel</b>			<b>\$ 18,844</b>	<b>\$ 18,844</b>			<b>\$ 18,844</b>	<b>\$ 18,844</b>
<b>4. Equipment</b>								
	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Equipment</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>5. Supplies</b>								
Office Supplies	\$ 800	4	\$ 3,200	\$ 3,200	\$ 800	4	\$ 3,200	\$ 3,200
Professional Development Supplies	\$ 900	4	\$ 3,600	\$ 3,600	\$ 1,200	3	\$ 3,600	\$ 3,600
Laptops	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Supplies</b>			<b>\$ 6,800</b>	<b>\$ 6,800</b>			<b>\$ 6,800</b>	<b>\$ 6,800</b>
<b>6. Contractual</b>								
Expansion School 1: Excel HS			\$ -	\$ -			\$ -	\$ -
Elementary Replication 1			\$ -	\$ -			\$ -	\$ -
Middle School Replication 1			\$ -	\$ -			\$ -	\$ -
High School Replication 1			\$ -	\$ -			\$ -	\$ -
Elementary Replication 2			\$ 436,503.39	\$ -			\$ -	\$ -
Elementary Replication 3			\$ 436,503.39	\$ -			\$ -	\$ -
Elementary Replication 4			\$ 203,440.16	\$ -			\$ 436,503.39	\$ -
Elementary Replication 5			\$ 203,440.16	\$ -			\$ 436,503.39	\$ -
High School Replication 2			\$ -	\$ -			\$ 231,884.81	\$ -
Evaluator			\$ 18,000.00	\$ 18,000			\$ 18,000.00	\$ 18,000
<b>Subtotal Contractual</b>			<b>\$ 1,297,887.09</b>	<b>\$ 18,000</b>			<b>\$ 1,122,891.58</b>	<b>\$ 18,000</b>
<b>7. Construction</b>								
<b>Subtotal Construction</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>8. Other</b>								
Conference Registraton	\$ 400	2	\$ 800	\$ 800	\$ 400	2	\$ 800	\$ 800
Printing	\$ 500	5	\$ 2,500	\$ 2,500	\$ 500	5	\$ 2,500	\$ 2,500
<b>Subtotal Other</b>			<b>\$ 3,300</b>	<b>\$ 3,300</b>			<b>\$ 3,300</b>	<b>\$ 3,300</b>
<b>9. Total Direct Costs (Lines 1-8)</b>								
<i>Direct Costs Eligible for Indirect Costs</i>				\$ 251,694				\$ 251,694
<b>10. Indirect Costs @ 7.59%</b>			<b>\$ 19,103.57</b>	\$ -			<b>\$ 19,103.57</b>	\$ -
<b>11. Training Stipends</b>	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>12. Total Costs</b>								

LEAD AGENCY - YEAR 5				
Federal Funds				
	Unit Cost	# of Units	Subtotal	Indirect Eligible
<b>1. Personnel</b>				
Project Director				
Project Coordinator				
Data Specialist				
Project Assistant				
<b>Subtotal Personnel</b>				
<b>2. Benefits</b>				
<b>Subtotal Benefits</b>				
<b>3. Travel</b>				
Mileage	\$ 0.56	1600	\$ 896.00	\$ 896
Site Visits/Meetings	\$ 2,500	2	\$ 5,000.00	\$ 5,000
Project Meetings	\$ 2,500	3	\$ 7,500	\$ 7,500
Conference Attendance	\$ 2,500	2	\$ 5,000	\$ 5,000
<b>Subtotal Travel</b>			<b>\$ 18,396</b>	<b>\$ 18,396</b>
<b>4. Equipment</b>				
	\$ -	0	\$ -	\$ -
<b>Subtotal Equipment</b>			<b>\$ -</b>	<b>\$ -</b>
<b>5. Supplies</b>				
Office Supplies	\$ 800	4	\$ 3,200	\$ 3,200
Professional Development Supplies	\$ 4,000	1	\$ 4,000	\$ 4,000
Laptops	\$ -	0	\$ -	\$ -
<b>Subtotal Supplies</b>			<b>\$ 7,200</b>	<b>\$ 7,200</b>
<b>6. Contractual</b>				
Expansion School 1: Excel HS			\$ -	\$ -
Elementary Replication 1			\$ -	\$ -
Middle School Replication 1			\$ -	\$ -
High School Replication 1			\$ -	\$ -
Elementary Replication 2			\$ -	\$ -
Elementary Replication 3			\$ -	\$ -
Elementary Replication 4			\$ -	\$ -
Elementary Replication 5			\$ -	\$ -
High School Replication 2			\$ 408,073.81	\$ -
Evaluator			\$ 18,000.00	\$ 18,000
<b>Subtotal Contractual</b>			<b>\$ 426,073.81</b>	<b>\$ 18,000</b>
<b>7. Construction</b>				
<b>Subtotal Construction</b>			<b>\$ -</b>	<b>\$ -</b>
<b>8. Other</b>				
Conference Registraton	\$ 400	2	\$ 800	\$ 800
Printing	\$ 500	5	\$ 2,500	\$ 2,500
<b>Subtotal Other</b>			<b>\$ 3,300</b>	<b>\$ 3,300</b>
<b>9. Total Direct Costs (Lines 1-8)</b>				
<i>Direct Costs Eligible for Indirect Costs</i>				<b>\$ 251,646</b>
<b>10. Indirect Costs @ 7.59%</b>				
			<b>\$ 19,099.93</b>	<b>\$ -</b>
<b>11. Training Stipends</b>				
	\$ -	0	\$ -	\$ -
<b>12. Total Costs</b>				

## **Federal Funds by Type of School**

**STRIVE Prep CSP Grant Budget**  
 STRIVE Preparatory Schools Network  
 Excel High School - Expansion

	PREPARATION YEAR				FIRST YEAR OF OPERATION			
	Federal Funds				Federal Funds			
	Unit Cost	# of Units	Subtotal	Indirect Eligible	Unit Cost	# of Units	Subtotal	Indirect Eligible
<b>1. Personnel</b>								
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Personnel</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>2. Benefits @ .30</b>								
<b>Subtotal Benefits</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>3. Travel</b>								
Mileage	\$ 0.56	200	\$ 112.00	\$ 112	\$ 0.56	200	\$ 112.00	\$ 112
Site Visits	\$ 2,500	2	\$ 5,000	\$ 5,000	\$ 2,500	2	\$ 5,000	\$ 5,000
Project Meetings	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Conference Presentations	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Travel</b>			<b>\$ 5,112</b>	<b>\$ 5,112</b>			<b>\$ 5,112</b>	<b>\$ 5,112</b>
<b>4. Equipment</b>								
Switches	\$ 5,000	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
ISR	\$ 10,000	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
IronPort	\$ 200	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Iron Port Licences	\$ 35	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
UCS Server	\$ 8,600	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Wireless Access Points	\$ 625	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Wireless Controller	\$ 4,250	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Battery Backup	\$ 900	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Equipment</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>5. Supplies</b>								
Office Supplies	\$ 600	41	\$ 24,600	\$ 24,600	\$ 600	46.7	\$ 28,020	\$ 28,020
Textbooks	\$ 100	125	\$ 12,500	\$ 12,500	\$ 100	125	\$ 12,500	\$ 12,500
Paper	\$ 50	125	\$ 6,250	\$ 6,250	\$ 50	125	\$ 6,250	\$ 6,250
Licenses	\$ 75	125	\$ 9,375	\$ 9,375	\$ 75	125	\$ 9,375	\$ 9,375
Classroom Furniture	\$ 875	4	\$ 3,500	\$ 3,500	\$ 875	4	\$ 3,500	\$ 3,500
Classroom Supplies	\$ 2,100	8	\$ 16,800	\$ 16,800	\$ 2,100	8	\$ 16,800	\$ 16,800
Student Chromebooks	\$ 350	125	\$ 43,750	\$ 43,750	\$ 350	125	\$ 43,750	\$ 43,750
Staff Laptops	\$ 1,000	12	\$ 12,000	\$ 12,000	\$ 1,000	6	\$ 6,000	\$ 6,000
<b>Subtotal Supplies</b>		<b>0</b>	<b>\$ 128,775</b>	<b>\$ 128,775</b>			<b>\$ 126,195</b>	<b>\$ 126,195</b>
<b>6. Contractual</b>								
Evaluator	\$ 3,000	1	\$ 3,000	\$ -	\$ 3,000	1	\$ 3,000	\$ -
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Subcontract 2	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Subcontract 3	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Contractual</b>			<b>\$ 3,000</b>	<b>\$ -</b>			<b>\$ 3,000</b>	<b>\$ -</b>
<b>7. Construction</b>								
<b>Subtotal Construction</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>8. Other</b>								
Telephone/Internet	\$ 3,600	0	\$ -	\$ -	\$ 3,600	1	\$ 3,600	\$ 3,600
Dues / Fees	\$ 1,200	1	\$ 1,200	\$ 1,200	\$ 1,200	1	\$ 1,200	\$ 1,200
Printing	\$ 300	4	\$ 1,200	\$ 1,200	\$ 300	4	\$ 1,200	\$ 1,200
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Other</b>			<b>\$ 2,400</b>	<b>\$ 2,400</b>			<b>\$ 6,000</b>	<b>\$ 6,000</b>
<b>9. Total Direct Costs (Lines 1-8)</b>			<b>\$ 139,287</b>				<b>\$ 140,307</b>	
<i>Direct Costs Eligible for Indirect Costs</i>				<b>\$ 136,287</b>				<b>\$ 137,307</b>
<b>10. Indirect Costs @ 7.59%</b>			<b>\$ 10,344.18</b>	<b>\$ -</b>			<b>\$ 10,421.60</b>	<b>\$ -</b>
<b>11. Training Stipends</b>	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>12. Total Costs</b>			<b>\$ 149,631.18</b>				<b>\$ 150,728.60</b>	

**STRIVE Prep CSP Grant Budget**  
 STRIVE Preparatory Schools Network  
 Elementary Schools

	PREPARATION YEAR				FIRST YEAR OF OPERATION			
	Federal Funds				Federal Funds			
	Unit Cost	# of Units	Subtotal	Indirect Eligible	Unit Cost	# of Units	Subtotal	Indirect Eligible
<b>1. Personnel</b>								
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Personnel</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>2. Benefits @ .30</b>								
<b>Subtotal Benefits</b>			<b>\$ -</b>	<b>\$ -</b>			<b>-</b>	<b>\$ -</b>
<b>3. Travel</b>								
Mileage	\$ 0.56	200	\$ 112.00	\$ 112	\$ 0.56	400	\$ 224	\$ 224
Site Visits	\$ 2,500	2	\$ 5,000	\$ 5,000	\$ 2,500	4	\$ 10,000	\$ 10,000
Project Meetings	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Conference Presentations	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Travel</b>			<b>\$ 5,112</b>	<b>\$ 5,112</b>			<b>\$ 10,224</b>	<b>\$ 10,224</b>
<b>4. Equipment</b>								
Switches	\$ 5,000	3	\$ 15,000	\$ -	\$ -	0	\$ -	\$ -
ISR	\$ 10,000	1	\$ 10,000	\$ -	\$ -	0	\$ -	\$ -
IronPort	\$ 2,000	1	\$ 2,000	\$ -	\$ -	0	\$ -	\$ -
Iron Port Licences	\$ 35	150	\$ 5,250	\$ -	\$ -	0	\$ -	\$ -
UCS Server	\$ 8,600	1	\$ 8,600	\$ -	\$ -	0	\$ -	\$ -
Wireless Access Points	\$ 625	6	\$ 3,750	\$ -	\$ -	0	\$ -	\$ -
Wireless Controller	\$ 4,250	1	\$ 4,250	\$ -	\$ -	0	\$ -	\$ -
Battery Backup	\$ 900	1	\$ 900	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Equipment</b>			<b>\$ 49,750</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>5. Supplies</b>								
Office Supplies	\$ 600	1	\$ 600	\$ 600	\$ 600	47	\$ 28,200	\$ 28,200
Textbooks	\$ 100	170	\$ 17,000	\$ 17,000	\$ 100	595	\$ 59,500	\$ 59,500
Paper	\$ 25	10	\$ 250	\$ 250	\$ 25	220	\$ 5,500	\$ 5,500
Licenses	\$ 280	0	\$ -	\$ -	\$ 280	425	\$ 119,000	\$ 119,000
Classroom Furniture	\$ 10,000	6	\$ 60,000	\$ 60,000	\$ 10,000	6	\$ 60,000	\$ 60,000
Classroom Supplies	\$ 2,000	6	\$ 12,000	\$ 12,000	\$ 2,000	21	\$ 42,000	\$ 42,000
Student Chromebooks	\$ 350	85	\$ 29,750	\$ 29,750	\$ 350	85	\$ 29,750	\$ 29,750
Staff Laptops	\$ 1,000	1	\$ 1,000	\$ 1,000	\$ 1,000	26	\$ 26,000	\$ 26,000
<b>Subtotal Supplies</b>			<b>\$ 120,600</b>	<b>\$ 120,600</b>			<b>\$ 369,950</b>	<b>\$ 369,950</b>
<b>6. Contractual</b>								
Evaluator	\$ 16,500	1	\$ 16,500	\$ -	\$ 16,500	1	\$ 16,500	\$ -
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Contractual</b>			<b>\$ 16,500</b>	<b>\$ -</b>			<b>\$ 16,500</b>	<b>\$ -</b>
<b>7. Construction</b>								
<b>Subtotal Construction</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>8. Other</b>								
Telephone/Internet	\$ 3,600	0	\$ -	\$ -	\$ 3,600	2	\$ 7,200	\$ 7,200
Dues / Fees	\$ 1,200	1	\$ 1,200	\$ 1,200	\$ 1,200	2	\$ 2,400	\$ 2,400
Printing	\$ 300	2	\$ 600	\$ 600	\$ 300	2	\$ 600	\$ 600
<b>Subtotal Other</b>			<b>\$ 1,800</b>	<b>\$ 1,800</b>			<b>\$ 10,200</b>	<b>\$ 10,200</b>
<b>9. Total Direct Costs (Lines 1-8)</b>			<b>\$ 193,762.00</b>				<b>\$ 406,874.00</b>	
Direct Costs Eligible for Indirect Costs				<b>\$ 127,512</b>				<b>\$ 390,374</b>
<b>10. Indirect Costs @ 7.59%</b>			<b>\$ 9,678.16</b>	<b>\$ -</b>			<b>\$ 29,629.39</b>	<b>\$ -</b>
<b>11. Training Stipends</b>	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>12. Total Costs</b>			<b>\$ 203,440.16</b>				<b>\$ 436,503.39</b>	

**STRIVE Prep CSP Grant Budget**  
 STRIVE Preparatory Schools Network  
 Middle School

	PREPARATION YEAR				FIRST YEAR OF OPERATION			
	Federal Funds				Federal Funds			
	Unit Cost	# of Units	Subtotal	Indirect Eligible	Unit Cost	# of Units	Subtotal	Indirect Eligible
<b>1. Personnel</b>								
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Personnel</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>2. Benefits @ .30</b>								
<b>Subtotal Benefits</b>			<b>\$ -</b>	<b>\$ -</b>			<b>-</b>	<b>\$ -</b>
<b>3. Travel</b>								
Mileage	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Site Visits	\$ 2,500	2	\$ 5,000	\$ 5,000	\$ 2,500	4	\$ 10,000	\$ 10,000
Project Meetings	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Conference Presentations	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Travel</b>			<b>5000</b>	<b>5000</b>			<b>\$ 10,000</b>	<b>\$ 10,000</b>
<b>4. Equipment</b>								
Switches	\$ 5,000	3	\$ 15,000	\$ -	\$ -	0	\$ -	\$ -
ISR	\$ 10,000	1	\$ 10,000	\$ -	\$ -	0	\$ -	\$ -
IronPort	\$ 2,000	1	\$ 2,000	\$ -	\$ -	0	\$ -	\$ -
Iron Port Licences	\$ 35	150	\$ 5,250	\$ -	\$ -	0	\$ -	\$ -
UCS Server	\$ 8,600	1	\$ 8,600	\$ -	\$ -	0	\$ -	\$ -
Wireless Access Points	\$ 625	6	\$ 3,750	\$ -	\$ -	0	\$ -	\$ -
Wireless Controller	\$ 4,250	1	\$ 4,250	\$ -	\$ -	0	\$ -	\$ -
Battery Backup	\$ 900	1	\$ 900	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Equipment</b>			<b>\$ 49,750</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>5. Supplies</b>								
Office Supplies	\$ 350	1	\$ 350	\$ 350	\$ 350	38	\$ 13,300	\$ 13,300
Textbooks	\$ 100	130	\$ 13,000	\$ 13,000	\$ 100	610	\$ 61,000	\$ 61,000
Paper	\$ 25	20	\$ 500	\$ 500	\$ 25	400	\$ 10,000	\$ 10,000
Licenses	\$ 200	0	\$ -	\$ -	\$ 200	380	\$ 76,000	\$ 76,000
Classroom Furniture	\$ 7,500	8	\$ 60,000	\$ 60,000	\$ 7,500	8	\$ 60,000	\$ 60,000
Classroom Supplies	\$ 1,280	8	\$ 10,240	\$ 10,240	\$ 1,280	28	\$ 35,840	\$ 35,840
Student Chromebooks	\$ 350	130	\$ 45,500	\$ 45,500	\$ 350	230	\$ 80,500	\$ 80,500
Staff Laptops	\$ 1,000	1	\$ 1,000	\$ 1,000	\$ 1,000	23	\$ 23,000	\$ 23,000
<b>Subtotal Supplies</b>			<b>\$ 130,590</b>	<b>\$ 130,590</b>			<b>\$ 359,640</b>	<b>\$ 359,640</b>
<b>6. Contractual</b>								
Evaluator	\$ 16,500	1	\$ 16,500	\$ -	\$ 16,500	1	\$ 16,500	\$ -
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Contractual</b>			<b>\$ 16,500</b>	<b>\$ -</b>			<b>\$ 16,500</b>	<b>\$ -</b>
<b>7. Construction</b>								
<b>Subtotal Construction</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>8. Other</b>								
Telephone/Internet	\$ 3,600	0	\$ -	\$ -	\$ 3,600	2	\$ 7,200	\$ 7,200
Dues / Fees	\$ 1,200	1	\$ 1,200	\$ 1,200	\$ 1,200	2	\$ 2,400	\$ 2,400
Printing	\$ 300	3	\$ 900	\$ 900	\$ 300	3	\$ 900	\$ 900
<b>Subtotal Other</b>			<b>\$ 2,100</b>	<b>\$ 2,100</b>			<b>\$ 10,500</b>	<b>\$ 10,500</b>
<b>9. Total Direct Costs (Lines 1-8)</b>			<b>\$ 203,940.00</b>				<b>\$ 396,640.00</b>	
<i>Direct Costs Eligible for Indirect Costs</i>				<b>\$ 137,690</b>				<b>\$ 380,140</b>
<b>10. Indirect Costs @ 7.59%</b>			<b>\$ 10,450.67</b>	<b>\$ -</b>			<b>\$ 28,852.63</b>	<b>\$ -</b>
<b>11. Training Stipends</b>	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>12. Total Costs</b>			<b>\$ 214,390.67</b>				<b>\$ 425,492.63</b>	

**STRIVE Prep CSP Grant Budget**  
 STRIVE Preparatory Schools Network  
 High School

	PREPARATION YEAR				FIRST YEAR OF OPERATION			
	Federal Funds				Federal Funds			
	Unit Cost	# of Units	Subtotal	Indirect Eligible	Unit Cost	# of Units	Subtotal	Indirect Eligible
<b>1. Personnel</b>								
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Personnel</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>2. Benefits @ .30</b>								
<b>Subtotal Benefits</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>3. Travel</b>								
Mileage	\$ -	0.00	\$ -	\$ -	\$ -	0	\$ -	\$ -
Site Visits	\$ 2,500	2.00	\$ 5,000	\$ 5,000	\$ 2,500	3	\$ 7,500	\$ 7,500
Project Meetings	\$ -	0.00	\$ -	\$ -	\$ -	0	\$ -	\$ -
Conference Presentations	\$ -	0.00	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Travel</b>			<b>\$ 5,000</b>	<b>\$ 5,000</b>			<b>\$ 7,500</b>	<b>\$ 7,500</b>
<b>4. Equipment</b>								
Switches	\$ 5,000	3.00	\$ 15,000	\$ -	\$ -	0	\$ -	\$ -
ISR	\$ 10,000	1.00	\$ 10,000	\$ -	\$ -	0	\$ -	\$ -
IronPort	\$ 2,000	1.00	\$ 2,000	\$ -	\$ -	0	\$ -	\$ -
Iron Port Licences	\$ 35	150.00	\$ 5,250	\$ -	\$ -	0	\$ -	\$ -
UCS Server	\$ 8,600	1.00	\$ 8,600	\$ -	\$ -	0	\$ -	\$ -
Wireless Access Points	\$ 625	6.00	\$ 3,750	\$ -	\$ -	0	\$ -	\$ -
Wireless Controller	\$ 4,250	1.00	\$ 4,250	\$ -	\$ -	0	\$ -	\$ -
Battery Backup	\$ 900	1.00	\$ 900	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Equipment</b>			<b>\$ 49,750</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>5. Supplies</b>								
Office Supplies	\$ 600	1	\$ 600	\$ 600	\$ 600	41	\$ 24,600	\$ 24,600
Textbooks	\$ 200	140	\$ 28,000	\$ 28,000	\$ 200	660	\$ 132,000	\$ 132,000
Paper	\$ 25	410	\$ 10,250	\$ 10,250	\$ 25	410	\$ 10,250	\$ 10,250
Licenses	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
Classroom Furniture	\$ 6,000	8	\$ 48,000	\$ 48,000	\$ 6,000	8	\$ 48,000	\$ 48,000
Classroom Supplies	\$ 800	8	\$ 6,400	\$ 6,400	\$ 800	28	\$ 22,400	\$ 22,400
Student Chromebooks	\$ 350	140	\$ 49,000	\$ 49,000	\$ 350	250	\$ 87,500	\$ 87,500
Staff Laptops	\$ 1,000	1	\$ 1,000	\$ 1,000	\$ 1,000	26	\$ 26,000	\$ 26,000
<b>Subtotal Supplies</b>			<b>\$ 143,250</b>	<b>\$ 143,250</b>			<b>\$ 350,750</b>	<b>\$ 350,750</b>
<b>6. Contractual</b>								
Evaluator	\$ 16,500	1	\$ 16,500	\$ -	\$ 16,500	1	\$ 16,500	\$ -
Other	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>Subtotal Contractual</b>			<b>\$ 16,500</b>	<b>\$ -</b>			<b>\$ 16,500</b>	<b>\$ -</b>
<b>7. Construction</b>								
<b>Subtotal Construction</b>			<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>	<b>\$ -</b>
<b>8. Other</b>								
Telephone/Internet	\$ 3,600	1	\$ 3,600	\$ 3,600	\$ 3,600	1	\$ 3,600	\$ 3,600
Dues / Fees	\$ 1,200	1	\$ 1,200	\$ 1,200	\$ 1,200	1	\$ 1,200	\$ 1,200
Printing	\$ 300	3	\$ 900	\$ 900	\$ 300	3	\$ 900	\$ 900
<b>Subtotal Other</b>			<b>\$ 5,700</b>	<b>\$ 5,700</b>			<b>\$ 5,700</b>	<b>\$ 5,700</b>
<b>9. Total Direct Costs (Lines 1-8)</b>			<b>\$ 220,200</b>				<b>\$ 380,450.00</b>	
<i>Direct Costs Eligible for Indirect Costs</i>				<b>\$ 153,950</b>				<b>\$ 363,950.00</b>
<b>10. Indirect Costs @ 7.59%</b>			<b>\$ 11,684.81</b>	\$ -			<b>\$ 27,623.81</b>	\$ -
<b>11. Training Stipends</b>	\$ -	0	\$ -	\$ -	\$ -	0	\$ -	\$ -
<b>12. Total Costs</b>			<b>\$ 231,884.81</b>				<b>\$ 408,073.81</b>	

## **Non-Federal Funds by Type of School**

**STRIVE Prep CSP Grant Budget**  
STRIVE Preparatory Schools Network

**High School Expansion**

**SECTION B - BUDGET SUMMARY (Non-Construction)**  
**Non-Federal Funds**

<b>Budget Categories</b>	<b>Preparation Year</b>	<b>Operation Year 1</b>	<b>Operation Year 2</b>	<b>Total</b>
1. Personnel	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
2. Fringe Benefits	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
3. Travel	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 167,947.50	\$ 172,985.93	\$ 356,351.01	\$ 697,284.44
7. Construction	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (lines 1-8)</b>	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -	\$ -
<b>12. Total Costs (lines 9-11)</b>	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]

**STRIVE Prep CSP Grant Budget**  
STRIVE Preparatory Schools Network

**Elementary Schools**

**SECTION B - BUDGET SUMMARY (Non-Construction)**  
**Non-Federal Funds**

<b>Budget Categories</b>	<b>Preparation Year</b>	<b>Operation Year 1</b>	<b>Total</b>
1. Personnel	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
2. Fringe Benefits	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
3. Travel	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -
7. Construction	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (lines 1-8)</b>	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
10. Indirect Costs*	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -
<b>12. Total Costs (lines 9-11)</b>	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]

**STRIVE Prep CSP Grant Budget**  
STRIVE Preparatory Schools Network

**Middle School**

**SECTION B - BUDGET SUMMARY (Non-Construction)**  
**Non-Federal Funds**

Budget Categories	Preparation Year	Operation Year 1	Total
1. Personnel	█	█	█
2. Fringe Benefits	█	█	█
3. Travel	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -
6. Contractual	\$ 135,389.51	\$ 356,351.01	\$ 491,740.52
7. Construction	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (lines 1-8)</b>	█	█	█
10. Indirect Costs*	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -
<b>12. Total Costs (lines 9-11)</b>	█	█	█

**STRIVE Prep CSP Grant Budget**  
STRIVE Preparatory Schools Network

**High School**

**SECTION B - BUDGET SUMMARY (Non-Construction)  
Non-Federal Funds**

<b>Budget Categories</b>	<b>Preparation Year</b>	<b>Operation Year 1</b>	<b>Total</b>
1. Personnel			
2. Fringe Benefits			
3. Travel	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -
6. Contractual	\$ 179,402.48	\$ 384,859.09	\$ 564,261.57
7. Construction	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (lines 1-8)</b>			
10. Indirect Costs*	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -
<b>12. Total Costs (lines 9-11)</b>			

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

**1. Project Director:**

Prefix: Ms.	First Name: Camille	Middle Name:	Last Name: Howells	Suffix:
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Address:

Street1:	1825 S. Federal Blvd.
Street2:	
City:	Denver
County:	
State:	CO: Colorado
Zip Code:	80219-4905
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:

Research conducted in established/commonly accepted educational settings, involving normal educ. practices, such as research on regular and SPED instructional strategies, or the effectiveness of instructional techniques, curricula or classroom management.

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.

STRIVEHumanSubTesting2015.pdf	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

West Denver Prep DBA STRIVE Preparatory Schools

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	17,948.00	18,396.00	18,844.00	18,844.00	18,396.00	92,428.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	8,800.00	7,400.00	6,800.00	6,800.00	7,200.00	37,000.00
6. Contractual	817,346.82	1,845,678.74	1,297,887.09	1,122,891.58	426,073.81	5,509,878.04
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	2,300.00	3,300.00	3,300.00	3,300.00	3,300.00	15,500.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*	19,111.47	19,115.12	19,103.57	19,103.57	19,099.93	95,533.66
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
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 West Denver Prep DBA STRIVE Preparatory Schools	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	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2. Fringe Benefits	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	167,947.50	487,777.92	1,097,561.10	0.00	179,402.48	1,932,689.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**SECTION C - BUDGET NARRATIVE (see instructions)**



**Exempt Research Narrative**  
CSP Grants Competition for Replication and  
Expansion 84.282M

The research on STRIVE Prep CSP Project will be conducted within the structure of participants' regular school day. The research involves collecting data from participants that falls within the purview of documenting instructional strategies for example the observations of classrooms in elementary, middle, and high schools and determining the outcomes of those strategies, for example using STEP and PARCC. No undue burden is placed on participants as it relates to data collected or the time required to provide the data. All student data collected by evaluators and provided by the schools will be coded to maintain their confidentiality.