

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND
IMPLEMENTATION**

CFDA # 84.282B

PR/Award # U282B100013

OMB No. 1894-0006, Expiration Date:

Closing Date: AUG 25, 2010

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

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
8/24/2010			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		Not Applicable	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Academy for Urban Leadership Charter School			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
271567450		832372655	
d. Address:			
* Street1:		612 Amboy Ave	
Street2:			
* City:		Perth Amboy	
County:		Middlesex	
State:		NJ	
Province:			
* Country:		USA	
* Zip / Postal Code:		08861	
e. Organizational Unit:			
Department Name:		Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		Mr. * First Name: Christopher	
Middle Name:		T	

* Last Name: Pringle

Suffix:

Title: Chief Administrator, CSA

Organizational Affiliation:

* Telephone Number: (732)324-2114 Fax Number: (732)324-1989

* Email: AULCS@AOL.COM

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

LEA - Charter School

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282B

CFDA Title:

Charter Schools Program Non-SEA Planning, Program Design, and Implementation

*** 12. Funding Opportunity Number:**

Not Applicable

Title:

Not Applicable

13. Competition Identification Number:

Title:

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

Perth Amboy, Middlesex County, New Jersey

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

Academy for Urban Leadership Charter School - Capacity Building and Planning

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 13-NJ

* b. Program/Project: 13-NJ

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 200000
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 200000

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

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

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

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

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

Yes No

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

IXI ** 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: Mr. * First Name: Christopher
Middle Name: T
* Last Name: Pringle
Suffix:

Title: Chief Administrator, CSA

* Telephone Number: (732)324-2114 Fax Number: (732)324-1989

* Email: AULCS@AOL.COM

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Academy for Urban Leadership Cha...

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	\$ 52,000	\$ 52,000	\$ 52,000	\$ 0	\$ 0	\$ 156,000
2. Fringe Benefits	\$ 6,575	\$ 6,575	\$ 6,575	\$ 0	\$ 0	\$ 19,725
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 69,425	\$ 69,425	\$ 69,425	\$ 0	\$ 0	\$ 208,275
5. Supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 15,000
6. Contractual	\$ 55,000	\$ 55,000	\$ 55,000	\$ 0	\$ 0	\$ 165,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 12,000	\$ 12,000	\$ 12,000	\$ 0	\$ 0	\$ 36,000
9. Total Direct Costs (lines 1-8)	\$ 200,000	\$ 200,000	\$ 200,000	\$ 0	\$ 0	\$ 600,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 200,000	\$ 200,000	\$ 200,000	\$ 0	\$ 0	\$ 600,000

***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 0%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Academy for Urban Leadership Cha...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Christopher Pringle

Title: Chief School Administrator

Date Submitted: 08/18/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Academy for Urban Leadership Charter Sch Address: 612 Amboy Ave City: Perth Amboy State: NJ Zip Code + 4: 08861-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: CFDA Number, if applicable: 84.282B	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Not Applicable Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Not Applicable Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Christopher T. Pringle Title: Chief Administrator, CSA Applicant: Academy for Urban Leadership Charter School Date: 08/20/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CHARTER SCHOOLS PROGRAM ASSURANCES

**NON-SEA APPLICANTS FOR
PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION**

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicant's DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

NAME OF AUTHORIZED OFFICIAL: Christopher Pringle

TITLE: Chief School Administrator

SIGNATURE OF AUTHORIZED OFFICIAL:

APPLICANT ORGANIZATION: Academy for Urban Leadership Charter School

DATE SUBMITTED: 08/18/2010

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Academy for Urban Leadership Charter School

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr First Name: Christopher Middle Name: T

Last Name: Pringle Suffix:

Title: Chief School Administrator

Signature:

Date:

08/18/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : AUL School GEPA 427 Plan

File : C:\fakepath\AUL School - CSP CFDA 84.282B - GEPA SECTION 427 PLAN.doc

Academy for Urban Leadership Charter School – Perth Amboy, NJ
General Education Provisions Act – Section 427 Plan

I. Academic Support Services for At-Risk Students

The AUL School will employ a diverse regimen of programming to address the academic, social and economic challenges facing our at-risk students. The following provides a description of our approach.

After-School Program

The School will establish a competitive Request for Proposal process to elicit qualified organizations to establish a school-based after-school program within the AUL School. At minimum, the after-school program will build the leadership skills and character of participating students while providing structured academic support programs. Academic support activities will reinforce and enhance the skills and knowledge young people learn at school through "high-yield" learning activities that supplement, however, not duplicate school-day classroom instruction. In addition, the after-school program will include comprehensive homework assistance and tutoring designed to address identified problem areas. Tutors, who must be certified Teachers, will expend great effort to improve our students' study skills, particularly to sharpen creative and critical thinking skills. Activities will be administered that allows students to exercise the higher level thinking skills of application, analysis, synthesis, and evaluation. After-school activities will also help our students learn helpful homework hints and how to analyze information to solve problems more successfully. The School will also seek a strong HSPA preparatory component into the after-school program where students engage in a full range of practice and mastery activities to not only improve comprehension in core subject areas, but also in test-taking skills. Minimum elements of the after-school program will include:

- Education Development – Educational supports to reinforce and strengthen classroom learning. This includes intensive tutoring, strategies, activities, and resources to address academic challenges.
- Career Development – Comprehensive career exploration program, including job search, externship/internship opportunities, and jobsite mentoring. This will also include various levels of technology instruction.
- The Arts – Exposure and development of various and diverse forms of art disciplines and expressions.
- Sports, Fitness and Recreation – Educational and physical activities that promote daily exercise and activity, good nutrition and fitness habits, and healthy relationships.
- Leadership and character development – Youth-driven, leadership and service activities that promote character building and enable students opportunity to contribute to their own community.
- Health and Life Skills – Comprehensive educational activities and strategies to provide youth with resistance and coping skills to avoid alcohol, tobacco, drug use and premature sexual activity.

Upward Bound Program

The AUL School will engage the Upward Bound program, administered by Rutgers University, to be incorporated into the after-school program and function as our primary pre-college mechanism. The Upward Bound program will allocate program slots for our students as participats of Upward Bound. Our students will join their peers from the neighboring school districts of Plainfield and New Brunswick (as well as other students who are residents of Perth Amboy).

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Established in 1967 on the Rutgers University New Brunswick campus, Rutgers Upward Bound (RUB) is a pre-college program designed to assist and motivate students to successfully graduate from high school, prepare for college admission, and to successfully complete their baccalaureate degree. Upward Bound is a year-round project that offers academic year workshops such as SAT& HSPA preparation, cultural activities, college tours, college planning as well as a host of other programs. Upward Bound also offers a mandatory summer institute on campus to prepare students for college life.

Rutgers Upward Bound is divided into two components. The academic year program consists of a series of specialized courses, workshops, and programs and a mandatory six-week summer institute in which students are exposed to college level classes and student life lead by highly trained faculty and staff. The following services are offered to Upward Bound students during the academic year and the summer institute:

- ✓ **Academic, Career and Personal Counseling** – Rutgers Upward Bound students will be assigned a counselor that will have the following responsibilities: academic preparation; advocates for student well being; college preparation; establishes relationships with school staff (*the AUL School will identify a liaison to work with RUB staff*); financial aid information; personal counseling; and works with parents.
- ✓ **College Visits** – Students will be invited to various colleges/universities through out the country. These visits will be offered on a student need basis and preference.
- ✓ **Tutoring** – All Upward Bound participants will have access to tutoring services offered by Rutgers University. This service is based on need as identified by the Upward Bound Counselor and High School Liaison designed to assist the students’ preparation to college as well as performance in high school courses.
- ✓ **Test Preparation** – Upward Bound will prepare students by providing supplemental instructions in the High School Proficiency Assessment (HSPA) test, SAT Reasoning Test, and for any other required test as needed.
- ✓ **Community Workshops** – Rutgers Upward Bound administration and staff will host workshops during the year for students, parents and the community on college planning and preparation, university resources, and information sessions.
- ✓ **Specialized Courses and Programming** – Students will be invited to participate in special courses and/or programs at Rutgers University and other host institutions in New Jersey such as University courses in writing and math, research, public speaking, and specialized SAT Classes. Overnight trips to select colleges are also organized for RUB participants. The AUL School will work with the RUB program to offer college credit-bearing courses for our students beginning in their junior year of enrollment.

In addition to the standard program stated here, the Upward Bound program will also conduct regular on-site support service activities, such as workshops on study skills. On-site activities will primarily focus on providing assistance and support in navigating the college enrollment process, including college placement tests, academic advising, financial aid, and registration.

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Study Center

The school will provide at-risk students, as identified through the school's assessment process, with tutoring and additional instruction during the Study Center which will operate four days per week. For instance, if a student is not reading at a level that would enable him/or to benefit from academic classes, or if there are deficits in mathematics skills, he/she will be assigned a tutor and scheduled into the Study Center as appropriate. In conjunction with the use of Individual Learning Contracts, this will provide students the necessary support and opportunity to gain, extend and reinforce their academic skills.

The AUL School will operate on a longer school day, which also provides additional opportunities for at-risk students to master academic skills. All students will have access to computer technology in the classroom. Instructional strategies will directly and substantively incorporate the use of computers into almost all coursework. The extensive access to this technology will be of considerable value to at-risk students who may not have access to such technology in their homes. The Study Center will allow students additional time to complete assignments on computers (research and development of products). This also enhances the opportunity for all students to increase their technological fluency, which has implications for how well they perform in their studies, how well they are prepared for community service placements, and how well they are prepared for the working world.

Social Support Services – School-Based Youth Services Program

The Board will seek to establish a School-Based Youth Services Program (SBYS), a well-integrated, centralized 'hub' providing our students with a comprehensive and well-structured system of supports and services – this 'hub' will operate as the chief provider of social support services for our students. Working from a highly defined and structured case assessment and management system and protocol, the menu of SBYS services include mental health counseling; employment counseling; substance abuse counseling; preventative health services; medical care; learning support services; pregnancy prevention education; violence prevention education; nutritional counseling and health education; teen parenting; and leadership development. Its entire staff, including the Program Director, will be physically based in the School, with its main operating hours coinciding with the daily school schedule, including after-school, evening and weekend hours. The AUL School will also commit additional classroom and multi-purpose space to conduct group counseling and other related educational sessions. As with the aforementioned after-school program, the Board will develop and employ a competitive selection process to identify the most qualified provider to plan and implement the SBYS program on-site. The AUL School will require that the selected SBYS provider employ at least one state-certified School Social Worker on staff, preferably a licensed clinical social worker (LCSW) in good standing.

The SBYS program will address the AUL School's objectives related to the necessary support services for students struggling with the emotional, social and career issues that often devolve through their mid and late teen years – issues that often adversely affect their academic performance. The developmental issues that students in this age group often struggle with include, but not limited to, low self-esteem, sexuality concerns, drug and alcohol use/abuse, interpersonal factors (i.e., dating and poor relationship with parents and peers), difficulty expressing anger as well as discipline and behavioral problems. It is essential that we address their psychological well-being in a supportive environment in order to build on the emotional tools necessary to empower themselves. The support services provided through SBYS will be twofold: (1) Student Centered – provide students with a supportive setting to deal with developmental issues tapping into resiliency factors, self-esteem enhancement and student empowerment will be crucial in this program; and (2) Family Centered – support groups/workshops will be provided for parents and guardians to deal with such issues as reward discipline techniques, communication skills, conflict

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mediation and student self-empowerment. As stated throughout the application, an emphasis on parental support will be an important part of the AUL School. In addition, as further noted below, the SBYS program will play a key role in addressing the broader family, social, and economic factors affecting students with special needs. Specific intervention methods and activities include:

Individual Counseling

Short-term individual counseling will be available to students focusing on behavioral/emotional and/or academic concerns. For example, students can focus on the following concerns: relationship/family problems, anxiety, depression, sexuality, low self-esteem, substance abuse, crisis situations, sexual abuse/incest and academic performance. If long-term counseling is necessary, students will be referred to a mental health provider. Individual counseling will be available for personal, academic, or vocational concerns. Referrals will be accepted by teachers, administration, family members, as well as self-referrals.

Group Counseling

Group counseling will be available based on the identified need. For example, the SBYS program will provide groups dealing with such topics as anger management (behavioral control), communication skills, sexuality, assertiveness training, self-esteem enhancement and substance abuse issues. Time limited, theme-oriented and non-theme oriented groups will be available to students who are self-referred or identified by the faculty member or family member as benefiting from a specific type of group.

Workshops

Personal growth workshops will be available on such topics as time management/note-taking, test taking, study skills, stress management, assertiveness timing, anger management, parenting skills, diversity, body image, relationships, communication skills and conflict mediation. These workshops will be available to the School community throughout the year.

Peer-Led Skill Development Program

The SBYS program will recruit and train Peer Educators (who are students of the AUL School or one of the local or area high schools or colleges) to lead a variety of interactive strategies including skits, small-group presentations, role-playing and games that involve the student's active participation focusing on a variety of social issues. Interactive workshops will be presented on such topics as substance abuse, AIDS, date/acquaintance rape, diversity and conflict mediation. The peer education program will have a heavy emphasis on skill development via social role- modeling approaches. Mentoring will be a major part of the program. Focusing on resiliency factors through self-empowerment and self-esteem enhancement will be crucial in this program.

Group Intervention for High-Risk Behaviors

Smaller, more individualized groups will be incorporated for those students who continually engage in high-risk behaviors, such as drug and alcohol use, premature sexual activity, fighting, and other similar behaviors. The AUL School takes a harm reduction approach in that the students are not assumed to be entirely abstinent from their high-risk behavior while participating in this group, however, are given a structured framework to address cognitive deficits that lead to their negative decisions and actions.

Gender Specific Interventions

The SBYS program will also operate two separate groups that are gender-specific, and allows young men and women to more openly discuss and address topics and behaviors germane to their gender. As with all of the interventions, these groups will be based upon social learning theories and social-cognitive skill development. Most sessions will be peer-led discussions and exercises organized around risk reduction behaviors and decision-making unique to the male and female gender.

Community-Based Services Account

The SBYS program will also establish a *Community-Based Services Account* that will be used to purchase wraparound services and supports that may not be readily available in the community. In some cases these services may be provided in the way of purchased slots when openings are not available through our assembled cadre of local community-based service providers and linkages. As an interim measure, these dollars can also be utilized as a ‘bridge’ to access or hold a service slot. These wraparound funds will only be accessed after SBYS personnel have exhausted all potential service or intervention options. These services will, at minimum, include transportation, housing assistance, and emergency and basic needs assistance.

It should also be noted that the School will expend great effort in providing in-service training and support systems to help our staff recognize when a child has a behavioral or emotional difficulty, and improve their ability to respond appropriately. Also, in-service training will be available to help them deal with the stressors that arise in working with inner city teens.

School-Based Health Clinic

A wide body of research confirms the correlation of poor health and poor school performance – students with physical and mental health problems do not learn well, and poor academic performance often discourages youth from attending school. Further, lack of access to community and social services that might address the needs of low-income youth further perpetuates the achievement gap between these students and those residing in more affluent communities. School-based health center (SBHC) programs increase access to services by helping children obtain free care and, for those children without health insurance, provide the assistance and advocacy to secure medical insurance. SBHCs reduce the need for transportation to appointments, thereby increasing the rate of kept appointments, minimizing missed class time and avoiding the need for parents to take time off work to accompany children to appointments. Providing medical and oral healthcare services in a school-based context maximizes accessibility, continuity of care, integration of services, and collaboration with parents and teachers. A Robert Wood Johnson Foundation study¹ found that school-based health care focusing on both physical and emotional needs is effective in addressing the needs of children and adolescents, especially those living in low-income communities who had previously gone without adequate medical and mental health attention.

With this stated, the AUL School will work in collaboration with the Jewish Renaissance Medical Center (JRMC), a Perth Amboy-based, federally qualified health center, to establish a school-based health center serving AUL School students. In the first year, the SBHC will operate within a *mobile medical command unit (MMCU)* that operates as a ‘moving clinic’, i.e., a fully fabricated modular unit (38-foot Winnebago) with an exam room with required refrigeration and clinical functions. The unit is also outfitted with two

¹ “To Improve Health and Health Care: The Robert Wood Johnson Foundation Anthology”. 1998.

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fully equipped dental chairs. JRMC has already secured funding from the New Jersey Department of Health and Senior Services to purchase, equip and outfit the vehicle.

Staffed with a Physician, Dentist, and Medical Assistant, the mobile clinic will provide full-service adolescent primary and preventative medical and oral healthcare – the provision and utilization of this care will be based strictly on a voluntary basis and with full parental consent. More specific health care services include, at minimum, sport/employment/camp physicals, nutritional counseling, and reproductive health care. The provision of care will be strictly on a voluntary basis. Students who require specialized care, radiological, hospitalization, surgery, or other higher-level care has direct access to an array of hospital-based and private specialists through JRMC’s existing referral agreements.

The SBHC program will also offer a full system of oral health services, inclusive of diagnostic, restorative, periodontic adjunctive general services, and emergency services. Our students will be referred for specialized oral health services, inclusive of endodontics, prosthodontics (removable and fixed), implant services, orthodontics, and oral and maxillofacial surgery.

As a federally qualified health center, it is important to note that, even if an student is already enrolled in an insurance or assistance program, JRMC does not have to be the primary care provider (PCP) in order to be reimbursed for the services it provides. This allows JRMC to cover its expenses without having to undergo any prolonged adjustments or approvals through the appropriate medical assistance program. This provision allows JRMC to continue to see and care for our students without our children having to miss school, or their parents having to miss any work time.

In the second year of operation, the AUL School will work with JRMC to identify appropriate space within the school building to establish a permanent SBHC clinic. The School and JRMC will work together to address state and federal ambulatory licensing requirements pertinent to operating a site-based SBHC program.

II. Meeting the Needs of Students with Disabilities

The AUL School will establish the policy, educational, and operational framework to ensure that students with disabilities are treated equitably and provided the same level and extent of educational resources and opportunities as with the full study body. The AUL School will, at minimum, comply with all appropriate federal and state requirements concerning the education of children with disabilities. The rights of students and their parents or guardians will be safeguarded.

The requirements of state special education rules and regulations will be administered, supervised and provided by appropriately certified school personnel, i.e. teacher of the handicapped, school social worker, and consulting members of independent child study teams. On a per case basis and as needed, the AUL School will engage the Middlesex County Educational Services Commission for the purposes of conducting re-evaluations, reviews of IEP, or diagnosis. Refer to Appendix E for the schedule of MCEC pricing. If a student is determined to be eligible for special education services, the AUL School will, at minimum, ensure the following provisions are built into our special education program:

- ✓ Activities coinciding with the form and degree of the disability, with a particular focus upon ensuring activities occur in the least restrictive environment with the most individualized attention. The AUL School will ensure, to the maximum extent appropriate, that a student with an educational disability is educated with the overall student population. This will involve, when and where appropriate, accessing supplementary aids and services to accommodate our students with special needs;

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- ✓ Provide appropriate integrated leisure time activities incorporating reasonable accommodations based on the student's disability and needs;
- ✓ Systematically evaluate the effectiveness of the educational program for students with disabilities, recognizing different learning styles, e.g. visual, auditory, tactile, and/or kinesthetic approach to teaching and learning which is student centered. A special education plan will be developed collaboratively with the student and his/her parent/guardian.
- ✓ Ensure that the individualized assessment procedures used for students with disabilities will be properly administered by the appropriate members of a multidisciplinary team of professionals consisting of the child study team (social worker, learning disability teacher consultant, psychologist), and, when needed appropriate specialists (neurologists, psychiatrists, orthopedists, etc.). Professionals consulted will be certified and trained in the administration and interpretation of specialized and individualized assessment procedures (further outlined below);
- ✓ Students' records will be maintained in accordance with state law; and
- ✓ Ensure that our school facility is accessible to disabled students in accordance with the American with Disabilities Act, Section 504 of the Rehabilitation Act, and applicable New Jersey statutes.

As mandated by law, the AUL School will accommodate students with disabilities within the framework of the school and will comply with the Charter School Program Act regarding provision of services to handicapped students. The AUL School will comply with applicable State and federal anti-discrimination statutes.

The AUL School is committed to the implementation of structures that maximize student inclusion in regular classrooms. The Individualized Education Program for each student will consist of two core elements meeting and exceeding state mandate. First, the *Basic Plan* for each student with disabilities will, at minimum, include:

- ✓ A summary of the student's behavior and learning style, and rationale for eligibility for special education and/or related services.
- ✓ A description of the student's current performance level and adaptive behavior, including social, emotional, cognitive, and academic achievement, physical development, health, and any other needs, deficiencies and strengths.
- ✓ Annual achievement goals that include academic performance and other related skills.
- ✓ Clearly defined objectives that are specific and measurable and document steps to move the students from current functioning to those outlined in the annual goals.
- ✓ A justification for the selected program that ensures inclusion in the least restrictive environment for the student, integration into the regular education program where possible, alternative programs to replace exemptions, goals for employment and/or independent living, and the criteria, schedules, and procedures to determine achievements of goals and objectives.

Second, the Instructional Guide utilized by teachers for students with special needs will, at minimum, include descriptions of the following factors:

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- ✓ Student schedules for meeting with specialists and teachers.
- ✓ Alignment of instructional strategies with the student’s learning style.
- ✓ The scope and type of activities and techniques to support social and emotional development.
- ✓ Any special equipment, media, or materials required to support student learning.
- ✓ Teacher instructional responsibilities.

The School’s learning environment will meet a wide range of academic levels and variety of learning styles within, if necessary, the multi-age classroom setting. Low pupil to teacher ratio, individualized and group instruction, multi-sensory teaching approaches, and student-directed learning will be classroom features that help students meet their academic potential in the least restrictive educational environment. The School will offer all classified students an inclusive and holistic learning environment that provides ongoing support, remediation, modifications, and consultation services as designated within the multi-age classroom. The evaluation timeline and process will be set forth as follows:

Evaluation Process – A multidisciplinary evaluation team that includes the Child Study Team (including a specialist familiar with the suspected disability) and at least one teacher will conduct the evaluation. Evaluations are not racially or culturally biased and results are based on multiple assessment measures related to the suspected disability. These related areas typically include, as appropriate: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Evaluation Results – The team reviews assessment results to determine student eligibility for special education and related services. After eligibility is determined, parents or legal guardians meet with school personnel to discuss the results and the development of the IEP.

Individualized Education Program (IEP) – The IEP is an individualized written document that establishes learning goals for the child and specify the instruction and services the school will provide. The members of the evaluation team and the parents of the student are all involved in the formation of the IEP (collectively known as the IEP team). Specifically, in the development of an IEP, the IEP team will consider information and make decisions on the following components:

- ✓ Current educational performance: Staff completes multiple non-biased assessments to measure current educational performance.
- ✓ Specific special education and related services: The IEP team reviews available school resources to determine the scope of services to be provided, including details how, where, and by they will be provided.
- ✓ Special education placement options: If the Child Study Team agrees that all appropriate interventions and resources available in the school have been exhausted, the Child Study Team will serve as case manager and will arrange for necessary evaluations either on a contract basis with the sending district or through private vendors.
- ✓ Annual goals including short-term instructional objectives: Staff are assigned responsibilities for meeting goals and objectives determined by the IEP team. This provides accountability to ensure that IEP plans are fully implemented.

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- ✓ Starting date and duration of services: Implementation of the IEP begins as soon as possible after the IEP team makes its recommendations. The team meets annually to review and revise as necessary each student's IEP.
- ✓ Measuring the accomplishment of short-term objectives: The IEP outlines measurement plans to ensure that parents and guardians understand how student performance will be measured.
- ✓ Related services: The IEP team also develops plans to ensure students have access to any supportive services or technologies that can improve student outcomes. Related services may include the following: audiology; counseling services (including rehabilitation counseling); early identification and assessment of disabilities in children; medical services for diagnostic or evaluation purposes only; occupational therapy; parent counseling and training; physical therapy; psychological services; recreation (including therapeutic recreation); school health services; social work services in schools; speech and language services; and transportation.

Re-evaluation of Students with Disabilities – The IEP team completes an annual review of the IEP and develops a new IEP for the coming school year. If requested by the teacher, staff, or parents, or if conditions warrant, reviews can occur more frequently. The Team will share ideas, teaching strategies and classroom modifications and strategies to improve student outcomes. The Team will share written documentation of recommended interventions and their effects with the students' parents.

Intensive Case Management for Students with Disabilities and their Families

To augment the IEP process, the AUL School will engage the provider of the School-Based Youth Services Program to support and assist in addressing the behavioral, emotional, social, economic and educational determinants impacting students with special needs. The SBYS program will employ a screening process that considers a more intensive analysis of risk factors affecting not only the student, but also the full family unit. Risk factors consider interplay of static biological risk factors (e.g., family history) with psychosocial and economic risk factors (e.g., social supports, traumatic events, economic shifts, etc.) that are more malleable to change. The assessment also compiles an inventory of protective factors that are in place to buffer risk factors, such as a healthy and supportive extended family, and the existence of community supports. To the furthest extent, the intent here is to establish a 'construct of resilience' for each student with special needs and his/her family.

Parent Engagement and Support

The AUL School emphasizes a family-centered perspective that embraces children's caregivers as the principal influence in the child's health and well-being. The AUL School believes that a strong, positive parent-relationship is perhaps the most critical factor in promoting the child's mental health. This is even more profound and essential for students with special needs. From this, in employing this case management component, the AUL School will require the SBYS program to embrace the following case management principles: to *form relationships with caregivers aimed* at improving the conditions and quality of the child's life; *help caregivers identify and use resources* to support them in realizing case management objectives; *advocating with caregivers* for services and systems that are fair, responsive, and accountable to the children/caregivers served; and *mobilize formal and informal resources* to support case management objectives and overall child development.

Within this context, the SBYS program will institute a comprehensive parent education and engagement strategy relevant to building a system of support, mentorship, and networking for parents and caregivers

of students with special needs. This will also engage parents of students who are beginning to exhibit signs of potential disabilities. A well-structured parental support group will be designed and employed that will seek to build parental capacity, particularly with respect to the understanding, detection, and effective care-giving for children with special needs. Working from an educational framework established by the *New Jersey Mental Health Institute* (NJMHI) and within a Diffusion in Effective Behavioral Interventions (DEBI) based curriculum², this support group will enable our parents to build their own social-cognitive skills, including their own self-efficacy, to better understand their children's behaviors or standard signs symptomatic of prospective behavioral and/or development disorders, and ultimately to build their capacity as effective caregivers. Parents will discuss and develop new skills and behaviors by practicing and modeling these new skills within these small groups.

From the support group and individual engagement sessions, the AUL School will work hard with parents to foster nurturing, supportive environments and relationships both at home and in the program. This includes establishing a sound system to elicit and address concerns as expressed by parents. Parents are typically the first to detect their child's developmental concerns, particularly with respect to behavior, speech, and/or social development. Parents, however, are often apprehensive in sharing these concerns with the appropriate provider or professional. Research indicates that this apprehension is more pronounced amongst African-American and Latino parents. During the group session and the face-to-face visits, the SBYS program will seek to elicit such concerns in a non-threatening, non-stigmatizing manner. The SBYS program will develop and implement training activities for parents in how to assess their child's strengths and needs, and to plan developmentally appropriate activities that are based on valid findings. Through the SBYS program, the AUL School will also establish our school building as an informational 'hub' that allows our parents the ability to access current and appropriate information relevant to community-based services for their children with special needs.

III. Meeting the Needs of Limited English Proficient (LEP) Students

Linguistic research over the last twenty years has consistently demonstrated that full "native-like" comprehension in the increasingly sophisticated cognitive, academic and linguistic demands of NJCCCS normally requires as many as five to seven years to achieve. So both current and former English language learners (ELLs) will need significant and long-term support to equip them to meet NJCCCS objectives as well as their own individualized academic goals. Many ELL students in transition to general program instruction have demonstrated considerable surface conversational fluency. However, they still have significant linguistic needs, especially in the areas of prior knowledge and comprehension of the more sophisticated forms (i.e., idioms, abstract concepts content vocabulary, multiple meanings, word order, complex sentence and verb usage) that characterize the written expository text of content area materials. In addition, the linguistic and cognitive complexity that is required by the sorts of inferential and interpretive higher-order skills that are included in learning activities and on state assessments call for a degree of familiarity with language, literature, reasoning, and culture which even native speakers of English often find to be difficult. English as a Second Language (ESL), Bilingual *and* general program teachers must be prepared to recognize and accommodate these needs if this growing population of mainstreamed students is to achieve success.

With this said, students whose first language is not English and whose assessment results indicate that English language skills are a barrier to their academic progress will be provided with instruction and support through an English for Speakers of Other Languages (ESOL) approach. The AUL School will comply with and exceed all Federal and state requirements regarding how we educate our limited-English

² "DEBI" refers to Diffusion in Effective Behavioral Interventions, science-based interventions identified in the "[Compendium of Prevention Interventions with Evidence of Effectiveness](#)", developed and disseminated by the Center for Disease Control and Prevention.

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proficient (LEP) students. The key facet to our approach with LEP students (as it is for our students with special needs overall) – is *equity*, i.e., students from all language backgrounds will receive the same academic content and achieve the same high standards as those students who are native speakers.

This will also translate to a learning environment that fosters multi-language acquisition. LEP students will gain English skills in an environment where English speakers are also learning a second language. At the same time, LEP students will develop their native language skills and learn core content in their primary language wherever possible and appropriate. They will use both school and home-based technology to build their language proficiency.

If twenty (20) or more enrolled students speak the same language and qualify for a bilingual program, the School will implement an intensive ESL program developed in conjunction with NJDOE per state guidelines. English as a Second Language (ESL) teachers will provide a systematic and specialized English-language development curriculum and learning sequence based upon national TESOL standards as mandated by NJ state law and code and as measured by NCLB-required annual English Proficiency Testing.

Bilingual teachers will provide the identical core content curriculum as with our general program teachers. The critical difference, however, exists in the delivery of that curriculum not only through use of the two languages, but also through customized accommodations in lesson pacing and presentation, including the “sheltered” use of English materials at the instructional rather than grade level.

In order to accomplish the stated purpose of our Bilingual/ESL Education program, the School will engage in the following activities.

- ✓ Improve the quality and consistency of Native Language and English literacy instruction to enable English language learners to become fluent readers and to make a successful transition to general program instruction while developing their first language skills so they are fully prepared to meet the all Core Content Curriculum standards including the New Jersey State World Language Standards.
- ✓ Assist teachers to implement a systematic and coherent sequence of instruction appropriate for all English language learners as they make the transition through what has now been designated by new NJDOE and NCLB guidelines as the “Five Language Proficiency Tiers & States”. These five levels are: *Tier I - Beginning, Tier II - Low Intermediate, Tier III - High Intermediate, Tier IV - Advanced, and Tier V –Transitional.*
- ✓ Integrate a process to determine and meet the needs of administrators, Bilingual, ESL and general program teachers in the area of professional development as it relates to the most effective, research-based educational practices matching the variety of academic, linguistic and cultural needs of English language learners.
- ✓ Identify quality curriculum resources in ESL and in the content areas (both native language and adapted/sheltered English) so all educators are accountable for providing English language learners with appropriate and equitable access to these needed materials and instructional services.
- ✓ Adapt content instruction for current and former LEP Students.

ELL students who demonstrate they need additional assistance will receive specialized tutoring, and, when appropriate, matched up with a peer tutor on a “buddy system” to ensure that they maintain progress.

IV. Commitment to Cultural Competence

One of the School's most significant core values is the provision of culturally competent education and services. The overall scope of our educational and service delivery design and system has been customized to address the cultural and linguistic factors associated with our student base. The core elements of our commitment to a culturally competent educational and service delivery system are as follows.

Communication – for students and parents who primarily speak in their native tongue, from the initial engagement to all follow-up correspondence, the AUL School will facilitate the full protocol in their native language, inclusive of our written tools, materials and correspondence;

Diverse Personnel – the most vital aspect of our commitment to cultural competence is to ensure that we employ an adequate level of personnel who are bilingual and/or bicultural. Research has clearly cited that ethnic-minority families, particularly new immigrants and/or who speak only in their native tongue, tend to generate stronger outcomes when their educators and providers mirror their ethnic and cultural backgrounds.

Professional Development – the AUL School will organize a regular schedule of mandatory, in-service training for all staff with respect to cultural competence. The Board recognize that the ability to offer effective education and service delivery is severely affected if our staff, particularly our Teachers and front-line personnel, do not understand the unique cultural and linguistic factors and dynamics of our students and families. The AUL School will access training providers who specialize in cultural competence, particularly those who have industry-recognized and accredited curriculums. In addition, the AUL School will continually conduct extensive analysis and research of cultural factors related to child and youth development, including family history, values and perceptions. This research affects the scope of our training activities, and affects our extensive work and supervision to avoid cultural stereotyping in our work.

Promoting Tolernace

The AUL School will translate our values pertinent to tolerance in recruitment, programming, policies and overall governance. In addition to an inclusive curriculum, the School's Policy Council made up primarily of parents will organize a varied range of activities to promote acceptance of all races, cultures, and sexual orientation. This also includes the aforementioned "Home Away from Home" program where students and their parents to acknowledge and celebrate the many cultures and ethnicities of Perth Amboy.

During school orientation programs, and posted on the school's web page, there will be a detailed presentation to the students and parents describing all of the programs and activities promoting diversity and access for all students. The initial ability of the students to take advantage on all of the educational, cultural, and social programs depends on their having knowledge of the programs. Significant outreach and engagement activities will be set forth, including, as an example, designing brochures describing the programs and a schedule of activities. Most importantly, teachers will spend time with students and their families to learn their interests, to provide further information on the various programs, to help the students to go through enrollment and admissions processes as necessary to join programs. Staff will be available to discuss with students any problems or concerns they have prior to or during enrollment in any of the programs. Teachers will describe to the students the benefits of each program, and make special efforts to engage the interest and attention of ALL students who seem reluctant to join. Students will be

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encouraged to go to trial participation periods in programs and orientations so that they can acclimate themselves to new and unfamiliar kinds of activities.

Consistent with applicable laws, all students will have access to field trips and other activities which all students in the school will participate in, regardless of the ability of that student to pay for the field trip, or to purchase certain necessary equipment which the school is reasonably able to provide for the student.

Students who observe religious holidays will be able to observe those holidays, and reasonable accommodation will be made to schedule school and extra-curricular activities to ensure the maximum participation of all students. Handicapped students will have special provisions for transportation, etc., made for field trips. Reasonable efforts will be made for students not proficient in English to participate in a wide range of activities. Parent involvement in field trips and other cultural and extra-curricular activities will be encouraged. In cases where some students seem to evidence problems in participating with groups in various activities, staff will provide special support and counseling.

V. Home Instruction for Students Due to Temporary Illness or Injury

The AUL School will ensure that students who are afflicted with temporary illness or injury have full access to the same educational and service flow as the overall student population. The AUL School's Policy and Procedures for Home Instruction is as follows:

1. Teachers will take attendance, noting which students are absent. After one full day of absence, and on the second day of absence, the teacher will liaison with the designated school administrator, who will call the student's home to obtain information on the nature of the student's illness or problem, the duration of the absence from school, and on the parents' ability to obtain from the school a course of homework for the child.
2. If the parent is able to come to the school to pick up some additional assigned homework for the child, in a circumstance where the child is anticipated to be absent from school for a period of 5 days or less, the teacher will prepare a small portfolio of work for the student, using course materials which have recently been discussed in class. If the parent is not able to come to the school, the materials will be dropped off to the student's home by messenger, whenever practical. If practical, assignments will be made over the phone to the student by the teacher.
3. The student and/or the parent may call to speak to the teacher, or an instructional aide, at a designated time, to obtain additional brief instructions on the proper completion of the assignments.
4. Students will be instructed as a matter of school policy that when they are absent from school for a day, they are to complete their previous day's homework assignment, and work ahead for one additional chapter in the book and in the unit currently being studied.
5. At various parent meetings, and in the school policies published and provided to the parents, the policies for homework and home instruction for absences less than, and greater than, five days, will be discussed and clearly described in writing.
6. Teachers will call students each evening to discuss their progress and their questions with the assignment.
7. If the child will be absent from school for more than 5 days, due to illness, family emergency, or other reasons, the parents/guardians, as well as the students, will be instructed to:

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- a. Call the Chief School Administrator and provide information on the nature of the problem.
- b. Assess the ability of members of the family to obtain instructional assignments for the absent student.
- c. Determine the ability of the student to continue to do assignments, or assess the nature of the illness and the alternate means by which this student will be able to continue to function.
- d. Assess the degree to which the student will need homework, home instruction, and supplemental teaching support.
- e. Assess the ability of the family members to meet with the teacher at the school to provide some information for the family on home instruction.
- f. Assess the need for School personnel or a community based provider (inclusive of the SBYS program) to assist the school and the student's family in organizing a course of home instruction for the student.
- g. Arrange for telephone communication and teacher home visits where necessary and practical.
- h. Provide other instructional and support services, as required by law and school policy.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Dr. Joseph Conway Ph.D

Address:

* Street1: 612 Amboy Avenue
Street2:
* City: Perth Amboy
County: Middlesex
* State: NJ* Zip / Postal Code: 08861 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
(732)324-2114 (732)324-1989

Email Address:

AULCS@AOL.COM

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

ED Abstract

Attachment 1:

Title: **AUL School - CSP Program Abstract** Pages: **1** Uploaded File: **AUL School - CSP CFDA 84.282B - project abstract.doc**

Academy for Urban Leadership Charter School – Program Abstract

The AUL School is a parent and community-driven school developed with the institutional partnership and resources of Rutgers University, in collaboration with parents, youth, nonprofits, and other key stakeholders who share a common conviction for children and youth.

In January, 2008, a group of concerned individuals, parents, community organizers, business owners, and educators, including Rutgers University, came together to provide an alternative system of education for high school students in Perth Amboy. The result – ***the Academy for Urban Leadership Charter High School***. Our mission – *to employ an educational design and experience that merges the highest standards of academic excellence with fostering convictions and commitment to social and economic justice*. Serving 400 Perth Amboy students in grades 9-12, the Academy for Urban Leadership (AUL) Charter School is a **collaboration of Rutgers University, our state’s largest institution of higher learning with local stakeholders** who share the common goal of connecting the potential and aspirations of Perth Amboy’s high school aged-youth to the opportunity to excel and succeed. In July, 2010, our collective hard work and compassion for our youth led to securing **approval from the New Jersey Department of Education to open the AUL School for this upcoming school year – the AUL School will open its doors on September 8, 2010 with its initial 9th grade class of 100 students.**

The AUL School intends to be an option that provides a different educational alternative with the following core values: *educational approach that goes beyond the classroom; utilizing experiential and service-based learning; creative, student-centered, and team-oriented teaching methodology; promoting cross-cultural acceptance; employing a holistic approach; and establishing a collaborative spirit with parents, the community and all pertinent stakeholders.*

Our basis – the Perth Amboy community cannot continue to accept large class sizes and the warehousing of so many children in one high school building when studies have consistently shown that “**small**” equals “**big**” results – smaller classrooms; smaller teacher:student ratios; and smaller community schools. The AUL School will practice an educational approach that will center on each individual student assuring his or her academic success. In addition the school will establish a learning environment that encourages an enthusiasm for learning and for teaching.

The specific theme of the charter school is the integration of service learning with the community school model. The service learning basis will serve as the fundamental theme driving the design and thrust of our academic and support activities, including structured service learning opportunities – in the AUL School, *the classroom and the community will be one in the same*. The theme of service will be fully reflected within our core curriculum, however, within well-structured and defined small learning communities that integrates this core theme while accomplishing well-conceived and planned academic objectives. Working from the community school model will allow the AUL School to maximize available resources and services for our students, their families, and the overall community – *our School, in great part, will mirror the operations of a community center.*

As further outlined herein, the Board seeks grant funds to support our continued post-award capacity building efforts to build the educational, operational, and personnel capacity of the AUL School. As our partner institution, Rutgers University will provide the professional and technical resources to guide the implementation of the AUL School vision. We have also engaged the state and region’s leading education leaders and experts to provide the research-based framework essential to realizing our student achievement goals and our overall vision.

The AUL School will operate as a long-term mini-community where our young people and their families will learn, grow, and excel together in a cohesive, supportive environment.

Project Narrative

Project Narrative

Attachment 1:

Title: **AUL School - CSP Program Narrative Pages: 49** Uploaded File: **AUL School - CSP - program narrative-2.pdf**

THE EDUCATIONAL PROGRAM

The mission statement of the Academy for Urban Leadership Charter School – *to employ an educational design and experience that merges the highest standards of academic excellence with fostering commitment to social and economic justice.* Serving a maximum of 400 students in grades 9-12 and the district of Perth Amboy, New Jersey, the Academy for Urban Leadership (AUL) Charter High School is a **collaboration of Rutgers University, our state’s largest institution of higher learning with Perth Amboy’s most prominent nonprofit providers, government agencies, educators, parents, youth, and stakeholders** who share the common goal of connecting the potential and aspirations of Perth Amboy’s high school aged-youth to the opportunity to excel and succeed. While building their academic aptitude and achievement, our chief focus is to utilize the intellectual and creative ‘capital’ of our youth to contribute to core solutions and strategies that address our community’s most compelling needs.

The specific theme of the charter school is the integration of service learning with the community school model. The service learning basis will serve as the fundamental theme driving the design and thrust of our academic, experiential, community service and support activities¹. The community school model speaks to the direct linkage between how effectively operated full-service schools can have an immense impact in revitalizing urban communities. Working from a collaborative context and intended to maximize available resources and services for our students, their families, and the overall community, the AUL School will assemble a school-based system of social supports and resources for our parents, students, and the community – *our School, in great part, will mirror the operations of a community center.* The AUL School will emerge as a safe haven for all students that promotes healthy minds and bodies through academic, recreational and cultural activities in collaboration with our families and community.

The AUL School will be a parent and community-driven school developed with the institutional partnership and resources of Rutgers University, in collaboration with parents, youth, nonprofits, and other key stakeholders who share a common conviction for children and youth.

Meeting State Academic Achievement Standards: The overarching objective of our approach to curriculum design and delivery is maximizing student achievement and exceeding state testing requirements while directing our students to higher education and training, particularly in coursework connected to viable and demand-driven professions. **Building urban leadership** – this is the thrust of the AUL School. While delivering rigorous and challenging coursework that prepares students to proceed into post-secondary education, the AUL School will not only foster the importance of “public service”, but also provide the academic and experiential framework to foster public service as a viable and

¹ Lickona, Tom; Eric Schaps; and Catherine Lewis. “CEP’s Eleven Principles of Effective Character Education”. Character Education Partnership, 2003.

rewarding career choice. The AUL School will combine this approach with proven pedagogical teaching methods as further discussed below.

Modular Course Scheduling: The AUL School will use a unique five-cycle school calendar that will enable us to offer modular courses and a more frequent system of student assessment. The curriculum will be offered in thematic modules which are designed to hook students into the curriculum. These modules will correspond to traditional secondary years of study, but will provide students who have different educational needs the flexibility to spend more or less time on particular themes to ensure a comprehensive understanding of the subject matter presented. Each mini-course will last eight weeks comprising one cycle of the annual curriculum. This unique feature will also expose students to several broader themes by examining numerous sub-themes and will more likely keep students engaged in their studies. The modular course schedule will also allow us to use Rutgers University faculty and experts from a variety of scientific and literary fields. In subsequent years, the modular program will allow us to offer students choices from a broad range of specialized one and two cycle courses. By the time the AUL School offers all four grades, students above the freshman level who have completed required prerequisites will be able to select upper level modular courses across grades. At the end of each eight-week cycle, students will join one of six Expedition Teams for a full week of field trips and special projects. Teams will be organized around the major curriculum clusters.

The AUL School will offer a six period day. Each period will run for a full hour that will allow for more instructional time. Courses will be arranged in two, 90-minute blocks to allow staff to combine periods for special lessons and programs. The AUL School will provide a longer school day, in order to fairly incorporate the field-based and classroom experiences inherent in the curriculum. The AUL School will also offer students the opportunity to use the after-school Study Center. This Center will be open four afternoons per week and will be staffed by a minimum of two teachers. The teachers will be prepared to assist students with homework, research assignments, community service and service learning projects and personal projects.

Students will have the opportunity to *take additional elective courses* above the scheduled and required 140 credits that will be offered during the regular day program. A number of these electives will be geared to students who wish to pursue advanced work in a given field. Other one-cycle classes are being offered to enable our students to explore a wide array of topics and fields of study.

Small Learning Communities: In the second and subsequent years, the School will employ well-structured and defined small learning communities that integrate the core theme of service learning while accomplishing well-conceived and planned academic objectives. It is also important to note that the content and subject areas within our small learning communities are purposely consistent with the demands of the local, regional, and international labor market. Working from this context, the individual

Academy for Urban Leadership Charter School

'academies' are structured within the following four (4) small learning communities: (1) *APPLIED SCIENCE* – minimum focus areas are Environmental Science, Forensics, and Health Careers; (2) *LAW/PUBLIC SAFETY* – minimum focus areas include Legal Careers, Paralegal, Police/Security, and Safety Careers (i.e., Firefighter, Rescue Services, etc.); (3) *TECHNOLOGY* – minimum focus areas include Computer Design and Applications (Hardware), Web Page Design (Software), Computer Repair, and Urban Design; and (4) *HUMAN DEVELOPMENT* – minimum focus areas include Education, Social Sciences, International Affairs, Helping Professions (i.e., Social Work, Psychologist, et al), and Public Administration. Working from the small learning communities model, the AUL School will foremost focus in employing an intensive, individualized educational program that ensures our students demonstrate developmental and aptitude gains by receiving stimulating, enriching, and developmentally appropriate experiences in a supportive, nurturing environment. Most of the research on small schools, as opposed to large school environments, supports the premise that smaller schools impact positively on student achievement. A wide body of research support the following advantages of smaller schools: (1) *small schools encourage teachers to innovate and "take ownership" of the curriculum;*(2) *small school size improves students' outcomes on grades and test score;* (3) *small school size greatly improves attendance rates and lowers drop-out rate;* (4) *female and non-white students, in particular, do better in smaller schools;*(5) *students with special needs, including so-called "at-risk," "exceptional," "disadvantaged," and "gifted" students, are better served by smaller school unit;* and (6) *in the small-school environment, security improves and violence decreases, as do student alcohol and drug abuse.*

Small, career-based learning academies such as Fremont High School, in Oakland, California, and technology-oriented high schools, such as Tallahassee's Florida University School, are further examples of successful alternative-school offerings for adolescents. The idea behind career-based small learning academies, which often follow a school-within-a-school format, is enabling students to visualize "more direct connections between education and their own futures" (Gehring 2000). Some experts believe constructing a system of meaningful credentials and applied-learning standards (as the basis of mastery certificates in academic foundations and industry-recognized skills) will more effectively prepare high-school students for both college and the workplace (Porter and others 2001). The small learning communities' model will directly address the factors affecting our target students given that our demographic base will be students who are primarily of Latino descent living in economic distress and exposed to the risk factors and byproducts of poor socioeconomic conditions, i.e., crime, drugs, housing blight, and other similar factors discussed further below.

Curriculum Content: The AUL School expects its graduates to demonstrate a mastery of specific subject competencies not to meet but exceed the requirements of the New Jersey Core Curriculum

Content Standards (NJCCCS). The following narrative offers the suggested subject matter competencies that will continue to be revised and improved on an ongoing basis:

Language Arts/Literacy – Language Arts Literacy will be integrated across the curriculum. Language literacy will be structured into each mini-course so that planned lessons address the aspects of reading, writing, speaking, listening, and viewing and media literacy within given lessons or units. Language skills will be taught directly when needed, but our goal is to teach language literacy skills within meaningful contexts so that every student may understand the applicability of what they are learning to their everyday experiences. At minimum, students will understand and appreciate literature and the arts as expressions of and ways to interpret the human experience; obtain meaning from a variety of complex texts; be well read as demonstrated by reading a variety of literary works representing different genres; make informed interpretations of the purpose and meaning of literary works; convey interpretations of personal experience gleaned from literature; explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions; and evaluate how the form and content of a literary work contributes to its message impact.

Mathematics – The curriculum will provide for instruction in mathematics beginning with a focus on basic mathematical processes and extending into advanced mathematical and statistical applications. In addition to being able to do mathematical computations, students will be required to select, apply, and analyze higher-level mathematics processes. The philosophy of the mathematics curriculum is based upon the idea that engagement in mathematics is essential if students are to become viable members of the workforce. The emphasis in the curriculum is on: (1) learning and applying, rather than memorizing; (2) on multiple performance-based assessments, rather than simple tests of discrete facts; (3) on posing and solving meaningful problems, rather than on passive rote computation; and (4) on writing, discussing, and reasoning about mathematical concepts, instead of on a progressive presentation of math equations to be solved without analysis. In the subject area of Math, students will construct mathematical models; use a variety of problem-solving strategies; use advanced computing procedures; understand and apply advanced properties of number; understand and apply advanced methods of measurement; understand and apply advanced concepts of geometry; understand and apply advanced of functions and algebra; understand and apply advanced concepts of probability and statistics; and understand and apply advanced concepts of data analysis.

Science – The curriculum will provide students with an expansive view of science as it is used in everyday activities. Students will be able to relate a broad set of scientific facts and theories, explain natural laws, and conduct scientific studies in relevant areas of the curriculum. While the courses students take will provide an understanding of fundamental scientific principles relevant to their lives, their studies will also develop critical thinking skills, enabling them to approach scientific conundrums with skills of a

researcher. Courses and classes will offer experiences in the usage and application of the scientific process, science and society, mathematical applications as they relate to science, nature and process of technology, life sciences, physical science and physics, earth science, astronomy and space science and environmental science. The science curriculum will offer and encourage the understanding of fundamental scientific principles and the development of science-related skills, so that students are not limited by gender, economic status, cultural background, or ability. In Science, students will analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems); use the scientific method to ask and answer questions about the real world; understand essential ideas about the composition and the structure of the universe and the motions of objects in it; know basic earth, biological, physical and chemical concepts; and understand basic concepts of matter and energy, motion and forces.

Social Studies – The curriculum will provide students with a comprehensive overview of national and world history, current events, and civics. Students will explore folk tales, myths, legends, poetry, music, art, drama, and biographies to gain a fuller understanding of the ideas and convictions that shape our world cultures. The curriculum specifically will address the shared history of our nation and of our planet, while also examining the diversity of the cultures that populate the national and global communities. In the area of Social Sciences and History, students will understand and apply civic, historical and geographical knowledge in order to become a citizen in a diverse world; apply information, concepts and perspectives from the history of our nation and the history and development of other nations; deliberate on public issues which arise in a representative democracy; use historical research to ask and answer questions about the past; recognize that regions can be defined in cultural, physical or political terms; accurately interpret and summarize information from maps, charts and graphs; understand the building blocks of representative government; understand the evolution of early civilizations and the development of new ideas, institutions and systems of thought; recognize that events in the past inform the present; and understand the rich and varied achievements of diverse peoples.

Technology Literacy – The curriculum will address technology readiness skills in a comprehensive manner. All of the curricular experiences will provide students with hands-on use of technology. As it relates to technology and computer use, students will use technology to increase learning; understand and use current word processing systems; understand and use current spreadsheet software; understand and use current database software; understand and use current presentation software; understand the uses of a networked system and the Internet; and understand how technology can be of service to the community.

Visual and Performing Arts – The curriculum will offer a comprehensive overview of the visual and performing arts as well as opportunities to explore particular areas of interest in significant depth. By

exploring aspects of the fine and performing arts, students will develop a wide range of skills, focusing on the aesthetic, creative, analytical, evaluative, historical and cultural elements of the arts. Additionally, the curriculum provides opportunities for students to learn about the form, function, and structure of the arts, thereby allowing them to develop a wide range of abilities that are pertinent of many aspects of life and work. In the arts, students will participate in artistic activities; make informed interpretations of the purpose and meaning of artistic works; convey interpretations of personal experiences in expressive forms; explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experience, struggles and contributions; explain how the form and content of an artistic work contributes to its message and impact; and explain the role of artist in providing service to the community and the World.

Health and Physical Education – The curriculum will provide for instruction in health and wellness studies and for experiences in a variety of leisure and recreation activities, from the traditional to the esoteric. The courses students will take will address the physical needs necessary for healthy lifestyles and for positive educational experiences. Our H&PE program will be designed to help young people to become healthy, active and learn new ways to handle stress, maintain a healthy body and form positive relationships. This comprehensive approach includes: (1) the educational component of our H&PE curriculum that will provide wide-ranging nutrition and fitness education utilizing informational and experiential learning activities for students to develop healthy attitudes and behaviors regarding nutritional eating and physical fitness; and (2) the ‘body-building’ component comprised of traditional physical and fitness activities for all youth. Daily fitness challenges give youth the chance to play longer and harder at different games – from jumping rope to basketball and creating games of their own. As it relates to H&PE, our students will improve their wellness, including their understanding and learning of personal health, growth and development, nutrition, diseases and health conditions, personal safety, and social and emotional health; develop integrated skills that help students learn and use health-enhancing personal, interpersonal, and life skills that support a healthy, active lifestyle. Students will also gain understanding of health services and careers; drug and medicine education, including understanding the risks, benefits and consequences of medicine and alcohol/tobacco/other drugs (ATOD). Students will also learn the physical, social, emotional, and physiological stages and indicators of dependency and addiction; human relationships and sexuality coursework; motor skill development, including movement skills and concepts; and fitness and physical activity.

World Languages – The curriculum will provide students with opportunities to explore one or more languages in depth. Students will become more skilled users of their own primary languages because knowledge of the structure, vocabulary, and syntax in a second language generally strengthens knowledge of students’ native languages. Additionally, the curriculum provides students with an

understanding of the cultures in which these languages are spoken and the geopolitical forces which strengthen or weaken the use of the languages in particular contexts. The curriculum will be intended to provide students with multicultural perspectives, thereby better preparing them to work in a pluralistic society and global economy. In the area of World Languages students will obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language; and understand and appreciate the culture underlying a foreign language.

Career Education and Consumer, Family and Life Skills – The career education and consumer, family, and life skills standards identify key career development and life skills that students must accomplish in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth. Members of the business and industry communities have been identified by the AUL School to provide critical advice in the reviewing the content of this curriculum component to provide a greater connection to workplace and industry standards. For the Career Education and Consumer, Family and Life Skills component, students will improve critical thinking by applying communications and data analysis to the problem-solving and decision making processes in a variety of life situations; improve self-management skills by revising and updating their personal growth plan to address multiple life roles; improve interpersonal skills by modeling and practicing effective conflict resolution and communication skills; build and develop character by analyzing how character and ethical standards influences work performance and life choices overall; improve consumer and personal finance skills to be better prepared and equipped to plan and manage one’s own finances, and to understand the interrelationship between the economic system and consumer actions; and improve understanding of safety as it relates to workplace safety, and for personal, school, and community purposes.

Educating and Promoting Cross-Cultural Tolerance: The Board is aware that words can wound as deeply as actions. Not a day will go by without some students facing teasing or slurs in the hallways, classrooms, or playgrounds. Left unchecked, such harassment can escalate and create an oppressive school climate where stress and fear overpower learning. *But words can also heal.* The staff at the AUL School will be trained to create a truly respectful environment that promotes positive interactions among staff and students. Teachers and staff will both protect and enlighten students through coordinated efforts such as learning effective intervention skills; modeling civility; developing student peer leader programs; working with student victims and their parents; creating comprehensive anti-harassment policies; confronting perpetrators and their crimes; and responding to the effects of terrorist acts and related prejudice. Teachers and staff will be urged to remember that we need to nurture the courage and compassion of young people to create supportive learning communities (Wessler and Preble, 2003). Within this context, the following is a sampling of courses that address multicultural education content

and practices: *Multicultural Education Content and Practices; African American History as part of U.S. History; Holocaust and Genocide; and Multiculturalism in Perth Amboy*. The School will also expend significant effort to foster cultural sensitivity and greater understanding of ethnic and cultural differences through a range of social, recreational and educational programs open for students, parents, and the full community.

Innovative Teachers and Teaching Strategies: A number of innovative teaching strategies and methods will be employed and customized to particular coursework. It should be noted that teaching strategies and methods associated with particular coursework and curriculum content are a starting point for instructors. Each of the faculty teaching at the AUL School is expected to bring with them a vast knowledge of innovative instructional methodologies. Broadly speaking, our Teachers will primarily employ an inquiry-based approach. To teach through questioning encourages a different form of thinking and learning on the part of students. It requires a level of listening, student involvement and commitment that often exceeds what is found in the traditional didactic classroom environment. Both teachers and students at AUL School will be trained in the art of asking questions. Classrooms will be organized around a discovery approach that will demand a high level of participation and interaction between student and teacher and student and student. By stressing the use of the inquiry method of instruction, our staff will be helping to build, in our students a natural curiosity. Knowing how to ask questions will be as important as knowing answers and AUL School staff will help our students to master that extremely important skill. The curriculum will be demanding, but designed to pique students' interests. The smaller class sizes will enable students to work in groups of varying sizes yet still receive individual attention as needed. The smaller class size will also promote a problem-solving environment in the classroom encouraging discussion and collaboration. In summary, the "innovative" teaching strategies used at AUL High School will, at minimum, include: (1) *Socratic Teaching method* – posing a perplexing problem, discrepancy, or question for the classroom group to resolve; (2) *Classroom Structuring* – small group structure in classroom tasking, tutorial activities, conferencing structure and class meeting; (3) *Discovery Based Learning* – strategies with an emphasis on determining the use of core subject areas in daily life situations; and (4) *Peer Collaboration* – working with fellow classmates to write and solve problems and collaborate on projects which establish connections to daily life situations.

Community Service and Service Learning: The AUL School is located at the center of one of the state and nation's most concentrated urban infrastructures. The City of Perth Amboy will operate as our extended classroom – the City and its business leaders, educators, community and political leaders, parents, and all those who live, work, and/or invest in Perth Amboy will serve as our extended learning community. Field trips and fieldwork will be central to our teaching process. Our students will be involved in the community one day each week on a wide range of teams and projects designed to

encourage an understanding of the practical value of knowledge and the importance of personal commitment. Our five cycle calendar will include one week at the end of each cycle — known as the *Expeditions Week* – when teams of students and teachers will fan out over the Perth Amboy community using every available resource to do an in-depth exploration of a selected topic. Our modular scheduling program will allow us to offer an exciting array of courses and choices and will introduce our students to a wide range of disciplines.

All students will be offered the opportunity to serve on several community service teams. These teams will meet on Fridays for what we are calling *Fridays in the Field*. Their Friday schedules will include both instructional time, when students will be learning the skills needed in order to be of value to the team, and direct service time when they are using that knowledge to serve others. Our community service teams will be organized like small businesses. Each student on the team will have a job description and a clear set of responsibilities. Goals will be assigned and rewards will be based upon the team's success at meeting their objectives. Note that the majority of our students will be on community service teams, however, a select number of students may receive individual placements. In our first year of operation, we are planning to offer, at minimum, the following Community Service Teams: (1) *Health Services Team* – students on this team will be working as assistants at our local hospital, outpatient clinics, and at local senior citizen centers; (2) *Theater Team* – students work as actors, musicians and storytellers at the local museum and with the museum's traveling programs in schools and parks. This team will also work with the Health Services Team on providing performances at hospitals and senior centers; (3) *Publications Team* – students on this team will work as writers, graphic artists and desktop publishers on a variety of projects for partnering, non-profit organizations. This team will also help to produce the school newspaper and parents' newsletter; (4) *Carpentry Team* – students will work on special construction projects in the community focusing primarily, but not exclusively on housing; (5) *International Aid Team* – students on the IA Team will participate in several international youth programs, including the Youth Ambassador program described later; (6) *Municipal Government Team* – students on this team will be working at City Hall and on a number of municipally sponsored projects; and (7) *NJ Community Food Bank Team* – students on this team will study the issue of poverty and will work packing and sorting donated food at the Food Bank's main site in Hillside, NJ. We will also establish a *Special Projects Team* that will address new projects that are implemented each cycle as needed. The AUL School has formed alliances with a strong and extensive corps of local nonprofit, business, educational and other organizations and stakeholders who will allow their respective program and worksite locations to serve as part of our "*community classroom*", i.e., the community service placements where our students will apply the principles of service learning learned in the classroom into real-life experiences.

Academy for Urban Leadership Charter School

The AUL School will operate as a long-term mini-community where our young people and their families will learn, grow, and excel together in a cohesive, supportive environment.

MANAGEMENT STRUCTURE

The lead person of the AUL School will be the Chief School Administrator (CSA). The administrator (CSA) will possess a *New Jersey Principal or New Jersey School Administrator Certificate* and the minimum qualifications established by the Board – the full job description will be supplied upon request. The primary responsibility of the CSA is to ensure successful implementation of the charter of AUL. This individual will work closely with the school community and the board of trustees, and will be ultimately responsible for the success and academic progress of students. The CSA will also be responsible for the conceptual guidance, vision and direction to the work of all instructional staff. The CSA will be responsible for evaluating teachers and guiding curriculum work. The school will employ a team-based, shared decision-making model that will involve all professional staff in organizing and implementing the instructional processes of the school. It should be noted that in the third and subsequent years of operation, the School will recruit and hire a Director of Curriculum and Instruction who will assume the responsibility of curriculum design and oversight, teacher evaluation and monitoring, and administering the ongoing curriculum planning and decision-making model discussed above. His/her qualifications will be similar to that of the CSA, with the *New Jersey Principal or New Jersey School Administrator Certificate* as a preference.

The lifeblood of the AUL School will be our Teachers. The Board of the AUL School has determined that all of our Teachers will, at minimum: (1) possess appropriate New Jersey certification; (2) provide a supportive and community-oriented educational environment that emphasizes strong reasoning, problem-solving, technological, and communication skills, and that enables students to gain an understanding of their role in their communities; (3) provide strong academic programs in core subject areas; (4) provide all students with skills, knowledge, self-confidence and motivation to become active in their communities, to behave entrepreneurially, and to further their education beyond high school; (5) create an environment that will model, emphasize and promote high achievement and motivation for all students; (6) provide the students with positive, supportive, highly competent and highly motivated mentors who will model and promote personal and academic success through non-traditional approaches; (7) teach to the social, psychological and economic basis that provides upward mobility and success for the community; (8) be committed to the concept of team building, with fellow professionals, parents/family members, community members and students; and (9) possess a minimum of a Bachelor's degree, preferably a Master's degree. Given our demographics, the Board strongly prefers professionals

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who are bilingual or, at minimum, bicultural, in having prior experience working with diverse cultures, preferably in an urban setting.

During our planning period, the Board has recruited a team of teachers that have the diverse mix of appropriate certifications and academic disciplines, particularly in the core subject areas. There will be a continued strong preference for teachers who are dually certified, particularly ensuring that one of our Teachers has a certification as a Special Education Teacher, with a preference for the additional certification as a Teacher of the Handicapped. Other teachers who may have dual certification in content areas and as a Teacher of the Handicapped will be given hiring priority in the event the numbers of students with disabilities increases. The CSA will also present a staff or faculty member as a candidate for the position of Affirmative Action Officer to the Board for approval. The Board will establish a formal application process outlining the scope of responsibilities for the AAO position, and the minimum qualifications for the position. The AA Officer's main directive is to work with the CSA, Board and staff to ensure we create an all-inclusive School environment. The AA Officer will be responsible to work with the CSA to: (1) monitor the School's workforce for EEO compliance; (2) provide diversity/inclusion training; (3) to develop and manage the ADA Reasonable Accommodation Requests process; and (4) disseminate EEO/AA Information. The AA Officer will also work with staff to coordinate programs and initiatives that promote inclusion. The staff member appointed in the AAO position will also ensure the administrative channels related to reporting alleged violations of affirmation action, equal employment, and harassment policies are followed in accordance with the School's procedures.

The aforementioned Special Education Teacher will function as the School's Section 504 Officer. In addition to instructional duties, this individual will serve as the School's liaison with the Child Study Team to ensure the evaluation, educational and treatment activities for students who meet Section 504 criterion are appropriately administered. The Section 504 Officer will also ensure that the appropriate safeguards will be in place to ensure the rights of students with special needs. She will consult with the CSA in ensuring that the School's professional development activities adequately integrate training activities associated with teaching and serving children with special needs. The Health and Physical Education Teacher will serve as the Title IX Coordinator to ensure that the AUL School remains compliant with Title IX requirements, and sustains our commitment to gender equity in our athletic programs, as well as our efforts to connect all of our students to opportunities for athletics and sports. The table below provides a further outline of our staffing composition for the first four years of operation:

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Number of Positions				
Position	Year 1	Year 2	Year 3	Year 4
Chief School Administrator	1	1	1	1
Business Administrator	Contract	1*	1*	1*
Director of Curriculum and Instruction	-	-	1	1
Teachers	8	16	24	32
Instructional Aides (part-time)	4	8	12	16
Office Manager	1	1	1	2
Security Officers	1	1	2	2

NOTE: The School will contract the Business Administrator in the first year. In the second and subsequent years, we anticipate that we will be able to hire our own full-time BA as part of our senior staff.

SCHOOL OBJECTIVES AND METHODS TO MEASURE PROGRESS

As stated in our mission statement, building future leaders represents our core premise – future leaders who will excel in the classroom and transition well-prepared and equipped to withstand the rigors of post-secondary education, while developing their own principles and values associated with social and civic responsibility. Specific **academic** goal statements and objectives are:

Goal 1 – Each student will be empowered, through a rigorous academic program that surpasses NJCCCS’ minimum criteria, with the skills and tools they need to succeed in a four year college. Within Goal 1, our objectives are: (a) students will develop problem solving, critical thinking and writing skills; (b) students will become lifelong learners who know how to approach a problem, how to find necessary information, and how to use it; (c) students will become independent thinkers by learning how to ask critical questions, evaluating alternative explanations, not taking everything for granted and continuously seeking reasons beyond what is readily apparent; (d) students will receive a comprehensive education in math and science that exceeds NJCCCS’ minimum criteria; (e) students will receive a comprehensive education in the English language and the social sciences so that they will be able to clearly express their views in written and oral forms by the time they enter college; (f) the percentage of students passing the High School Proficiency Assessment (HSPA) test for language arts literacy, writing, and mathematics will be 10% higher than the average percentage received by the non-selective Perth Amboy High School based on the most recent State Proficiency Data; and (g) the average class size will not exceed 20 students per class. For Goal 1, *methods of measurement* will involve all students will be tested upon entry to the school to determine individual needs and overall school

performance. The results will be used by the teachers to individualize the classroom activities and by the administrative staff to modify the curriculum, if necessary. All students will be retested at the end of the academic year. All students will participate in all required statewide testing, such as the High School Proficiency Assessment (HSPA). Students will also be assessed through teacher tests, projects and individual portfolios. Regular class work and assignments will continuously challenge students to focus on critical thinking, inventiveness and independent reasoning. All students who are not meeting these goals on relevant tests and on selected predictor instruments will be enrolled in our supplementary, individualized tutorial program. Annual report data pertinent to class size and teacher:student ratio will be examined.

Goal 2 – Students will have the desire, discipline, and dedication to pursue a college education. Within Goal 2, our objectives are: (a) students will be motivated to pursue a four year college education; (b) students will be aware of the opportunities that a college education provides; © students will have sufficient information on and receive thorough and individualized guidance through the college admission process; and (d) the percentage of students entering post-secondary education will be 20% higher than the average percentage received by the non-selective Perth Amboy High School using most recent data. For Goal 2, *methods of measurement* will have students be followed through a rigorous guidance program and individual portfolios. Student attitudes will be tracked through questionnaires. Mock-SAT exams and college level coursework will be available.

Goal 3 – Students will have strong academic integrity and honesty, a sense of responsibility and honor, and respect for diversity. For Goal 3, the objectives are: (a) each student will be required to abide by the school's academic honor code; (b) students will be educated in an environment of mutual respect; (c) students will appreciate the value of teamwork and diversity; (d) less than 10% of our enrollment will be engaged in a disciplinary action; and (e) average daily attendance rate will exceed 95% for both students and teachers. For Goal 3, our *measurement methods* will involve students participating in projects and assignments as diverse teams benefiting from peer learning. Activities emphasizing conflict-resolution, group sharing, cooperative learning, peer support, self-esteem and problem solving will be part of teacher performance evaluation. Cultural and ethnic diversity will be encouraged subjects of study and discussion. Students and parents will be requested to fill out a satisfaction questionnaire about the atmosphere of mutual respect and diversity at the end of each academic year. Annual reports pertinent to the rate of disciplinary actions and attendance rates for teachers and staff will be considered.

Goal 4 – Each student will utilize tools of information technology. For Goal 4, our objectives are: (a) all students will access to computers and receive some form of computers instruction; (b) all students will be able to utilize computers for research through word processing, data collection and maintenance; © all students will be able to utilize the internet and other digital materials for research; and

(d) if necessary, teachers will receive training in utilizing computer technology and other electronic media prior to the school's opening. Teachers will be encouraged to implement such techniques in classroom teaching. For Goal 4, *measurement methods* will involve following students through individual portfolios, class and lab records. Frequent testing of technology competencies will be performed.

Goal 5 – Each student will develop self-confidence and a desire for self-development. Within Goal 5, our objectives are: (a) students will continuously be challenged academically and be encouraged to compete against their own personal best; (b) students will be presented with opportunities for academic competition in the classroom, as well as in national and international events; © students will be encouraged to develop on personal, physical, emotional, and social planes; and (d) various academic clubs and programs will be available for student membership and participation. With Goal 5, our *measurement methods* will follow students through standardized tests and individual portfolios. Participation and performance in physical education, health and sport programs will be assessed. Students' attendance rate and rate of disciplinary violations will be followed. Annual surveys of students' expectations and career plans will be conducted.

Goals 6 – Students will learn the connection between academic knowledge and its application in the real world. Within Goal 6, our objectives are: (a) students will learn how to use classroom knowledge to solve real life problems through projects, assignments and case studies; (b) students will design, implement and participate in community projects; © 90% of students will achieve the minimum number of required service learning encounter hours; and (d) the majority of students will be continually involved in community-based and civic initiatives, programs, and/or organizations. Within Goal 6, *measurement methods* will follow students through the outcome of various assignments and projects.

Non-academic goals are an important part of the school's mission to prepare all students for the challenges that await them after high school and to nurture the character traits that are necessary to be successful in college and beyond. Our non-academic goals are:

Goal 7 – The school will develop a collaborative community that will foster the development of students according to the school's mission. Within Goal 7, our objectives are: (a) community input will be obtained through close collaboration of parents and stakeholders. Parents will be expected to participate in school activities and planning; (b) the school will offer to parents educational programs and/or materials, in order to enhance their knowledge of children's health/development, and parenting skills, and also to meet parents' more specific needs, including, but not limited to, a range of educational, social, and economic services and support systems that foster independency and contribute to the permanency, well-being and stability of our student households; © the school will collaborate with community resources to enhance the educational program and faculty development; (d) Teachers will

communicate with parents regularly to discuss the students' progress in academic and non-academic areas. The school will help families create home environments that support learning; (e) the Board of Trustees will set aside a minimum of one and up to four (4) voting slots for parents of school-aged children, with a particular preference in recruiting parents of middle- and high school-aged children; (f) 80% of participating parents will achieve parental involvement objectives indicated in their children's individual academic plans; and (g) the AUL School will establish and maintain partnerships with educational institutions, community based youth services agencies and organizations throughout the city in order to maximize the educational resources available to our students. Within Goal 7, our *measurement methods* will involve board member lists, minutes and records of meetings and activities, records and agreements relating to community partnerships, school policy and meeting schedules, student records and telephone/meeting logs, outreach materials and individual records.

Goal 8 – The school will nurture character traits that are necessary for success in societal life and that are foundations of a lively community in a safe, clean and humane environment.

Within Goal 8, our objectives are: (a) students will be taught the value of character traits such as responsibility, integrity, fairness and respect; (b) the school will establish a clear School Code of Conduct and will actively use it to develop a normative culture; © the school will teach students how to solve conflicts fairly and respectfully, without resorting to violence or intimidation; (d) the facility will provide safe, clean and comfortable spaces for student learning; (e) the school will help to develop leadership skills and offer students opportunities to serve others through community service projects and other school activities; and (f) 80% of students will achieve learning objectives and core competencies associated with the leadership and character development components of curriculum. Within Goal 8, *measurement methods* will involve individual portfolios; formal and informal feedback from stakeholders through surveys, focus groups and discussion at board meetings; student attendance and dropout rate; conflict incidence and severity. Tracking of student participation on community service teams will be examined for retention and correlation to achievement.

Goal 9 – Students will appreciate multicultural and multiethnic diversity. Within Goal 9, our objectives are: (a) all students will be expected to think beyond cultural and ethnic boundaries; (b) the school will provide training options for the entire staff on issues of sensitivity to ethnic backgrounds; and © students will be informed about different races, ethnicities and cultures through the curriculum (e.g. World History and United States History) and non-academic activities (e.g. cultural fairs, projects, field trips, guest speakers and organizations). Within Goal 9, *measurement methods* involve the review of classroom activity plans, minutes of the Board of Trustees, records of meetings and activities, and feedback through surveys.

Goal 10 – Students will be encouraged to develop positive self-knowledge, physical health and hygiene, and self-care skills. Within Goal 10, the objectives are: (a) all students will be taught the importance of physical development for a healthy and successful life; (b) students will discover which self-care practices allow them to feel their best in terms of diet, bodily care, sleep requirements and physical activities; © students will be informed about the concerns relating to sexuality, STDs, drugs and violence; and (d) students will receive regular health exams, inoculations and health care referrals. For Goal 10, *measurement methods* will also involve review of individual portfolios, confidential health records, minutes of Board meetings, feedback through surveys.

Goal 11 – The AUL School will implement a comprehensive, student-centered staff development plan that directly correlates to student achievement. Within Goal 11, our objectives are: (a) the Chief School Administrator and teaching staff will together create a plan for staff development that is on-going and will be periodically evaluated to ensure that it comprehensively meets the needs of the teaching staff; (b) the staff development plan will permit teachers to meet the 100-hour state requirement for continued professional growth; and © the School will exceed the State rate in the amount of our administrators, teachers, and all staff with advanced education and training, particularly at the graduate and doctorate levels. Within Goal 11, *measurement methods* involve the review of administrative files, personnel files, meeting minutes and other related documentation tracking staff’s professional development and growth. Annual surveys of staff expectations and career plans will be conducted. Annual report data indicating staff’s education levels compared against the state rate will be considered.

THE SELF-EVALUATION PROCESS

The AUL School’s self-evaluation and accountability system will be clearly established within the frame of our mission and core values. Above all, given that the academic and operational framework of our School is driven by performance and the highest standards, the Board will ensure that our overall self-evaluation process establishes the parameters to achieve and sustain academic, governance, and management excellence. More specifically, the AUL School’s self-evaluation process will correlate to our goals and objectives by achieving the following: (1) ensuring an accountability system that motivates our Board, administration, teachers, parents and students to achieve and exceed NJCCCS standards and their overall academic goals; (2) promote an evaluative structure that ensures that the AUL School maintains its spirit of integrity, honesty, responsibility, and respect for each other, the School community, and the community of Perth Amboy; (3) establish an evaluation process that ensures instruction, programs, facility accessibility, and policies enable students of all cultures, ethnicities, languages spoken, physical and mental abilities, and income levels to learn and thrive in non-threatening, non-stigmatizing conditions; (4) employ a teacher evaluation system that enables our Teacher team to achieve the most effective teaching practices that, in turn, improve our students’ ability to excel academically and realize

their academic, career, and post-secondary goals; (5) sustains the AUL School's commitment to integrating service learning and community service within academic framework by measuring the impact and substance of the elements of service learning against our student achievement goals; and (6) fully incorporate evaluation activities to measure our parent engagement activities as it pertains to parental involvement in the education of their child, and in involvement with the School overall. The scope of Rutgers University's work includes providing technical support and guidance in forming the performance evaluation design and process for administration and staff. This, at minimum, will include determining data factors and collection systems, forming the peer review performance evaluation program, and conducting training sessions for the Board, administration and staff with respect to best practices in staff evaluation.

The Board will have as part of its responsibilities the review of faculty and staff performance contracts, and evaluation forms with weighted measures of the established criteria for judging job performance. The Board's Personnel Committee will work closely with the Chief School Administrator to set forth evaluation activities, and adherence to established policy and data collection factors. Review and evaluation procedures will involve an extensive board review of documents including, at minimum: (1) performance portfolios for faculty and staff, and for students; (2) review of the records including grades and test scores which will be part of the data base and substantive information included in the annual report; (3) interim review of progress reports; (4) discussion and analysis of policy issues effecting academic achievement and school operations; and (5) meetings as necessary with faculty, staff, students, parents, and consultants to assess attainment of academic and performance based goals and objectives. An important element of the evaluation process from the board's perspective is to ensure that our board development program includes training pertinent to understanding the form of the evaluation design, and the importance of the board's role. The board will make recommendations on and comment on the composition of the annual report, including a distinct session pertinent to board participation and performance.

Administrative and Teaching Staff – The Board will set forth a participatory process to enable administrative and teaching staff the opportunity to offer their input in forming performance evaluations. The Board and staff together will accomplish the following: (1) establish per person performance contracts based on job duties; (2) design of performance based weighted job evaluation forms; (3) implementation of peer and management based evaluations; and (4) establish schedule of staff and faculty meetings, to discuss school operations, staff performance, challenges, and issues that must be analyzed to improve school operations.

Parents – Pre-, intermediate- and post-school year surveys will be administered for all of our parents (as well as our students discussed below). The intermediate survey for parents will be distributed

during at least two of the parent meetings conducted during the course of the school year. The main intent of the survey will be to gauge parent perspectives in an open, constructive manner. The results of the surveys will be tabulated and presented to the Board. The School will also establish a secure, intranet-based link on the School's website that allows parents to complete the survey and offer open-ended feedback online. The CSA will be responsible for gathering and summarizing the online responses in writing to the Board. In conjunction with the School's Policy Advisory Council (comprised primarily of parents), the CSA will facilitate assessment sessions that allow parents to share concerns in small group meetings.

Students – Given the School's premise of fostering leadership, the Board will purposely set out to provide students with a tangible role in evaluating the overall performance and scope of the School. In great part, this will be structured within our Student Advisory Council, a leadership body who, as active participants in the School's evaluation process, will provide the Board and administration with valuable insight as to the School's performance. The CSA will initially engage the Student Advisory Council from the onset of our evaluation process. This includes securing their input as to the form and implementation of student evaluation activities, inclusive of written student evaluation forms to interactive methods. The CSA will facilitate a structured set of exercises that allows students to communicate their perspectives verbally (in the form of focus group sessions), and in writing (in the form of survey instruments). Meetings will be held that allows students to critique school operations, expound on their perceptions of their academic performance, describe their concerns, and make suggestions on improving the school. For our youth, an intermediate survey will, at minimum, be administered at quarterly intervals, in addition to the pre- and post-school year survey. Students' summarized input will be reported and communicated in writing to the Board, as well as allowing representatives of the Student Advisory Council the opportunity to present the findings of evaluation and survey activities to the Board.

Evaluation of the Lead Administrator – The Board of Trustees will evaluate the CSA annually based on her ability to help the school to realize its mission, goals, and objectives. Minimum performance indicators include: (1) *Strategic and Innovative Leadership* – the CSA's ability to provide the leadership in working with the Board to form and implement the School's strategic priorities; (2) *Advocacy and Fund-Raising* – ability to serve as a motivating and credible communicator who can effectively and passionately articulate the mission and impact of the School, and set forth an effective resource development strategy; (3) *Business Acumen* – ability to lead and manage a series of often complex and concurrent business related activities; (4) *Human Resources* – ability to attract and retain a highly energized staff who share a vision for the School's ability to serve children. Additional HR elements include establishing a policy culture that maintains integrity, high ethical standards, values, accountability, and performance; and developing and managing human resources policies and procedures

that foster professional development and growth, performance, and ethical conduct; (5) *Technology* – ability to leverage business practices and technology to improve the School’s effectiveness; and (6) *Financial Management* – ability to ensure that the School forms and sustains sound fiscal performance and compliance, including clearly defined fiscal management policies, systems, and reporting. Most importantly, the Board will measure the CSA’s overall impact in creating and executing tactical plans to improve the design and delivery of the School’s educational program, and the correlation of the CSA’s leadership to student achievement, growth, and retention.

Evaluating our Teachers – The evaluation criteria for our Teachers will include performance based on their respective job descriptions, including, at minimum, adherence to meeting the teaching obligations and student performance criteria established through the core curriculum; timely completion of lesson plans and learning modules; and student participation as feasible and necessary in extra-curricula activities, counseling and social support programs. In great part and stemming from the School’s core values discussed previously, teaching will be evaluated on the ability to present subject matter in a creative, stimulating manner, and in their ability to motivate and interest students in achieving academic prowess and social skills. The CSA will conduct formative evaluations continually and an annual summative evaluation of all teachers based on, at minimum, the following indicators: (1) teachers’ creative and effective teaching skills and analysis of beneficial learning environments and methodologies; (2) positive parent and student interactions; (3) meeting job performance criteria at high levels; (4) results in terms of student achievement in class and proficiency testing; and (5) students excelling and achieving respective individual academic goals. In general terms, teachers will be evaluated on an on-going basis through formal and informal observations, self-evaluation reports, student and parent evaluations, student achievement, and other information. The School will utilize varied approaches to employ direct monitoring activities of the implementation and quality of our teaching. These approaches include a regular review of lesson plans and other documentation of classroom activities. In-class observation will be regularly performed. Teacher evaluations will also include a cumulative analysis of the components of the core curriculum that teachers are responsible for, including course subjects, credits, lesson plans, student completion of assignments and learning modules. This will be presented in spreadsheet form, and compiled into analytical and quantitative computer based reports. Standardized test scores, applications of various standardized tests with performance results, and comparative analyses of student performance, will also be incorporated into these cumulative reports inclusive of quantitative and qualitative data. The full evaluation framework will be provided upon request².

² The standards and criteria for staff performance will be based on Danielson, Charlotte (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria Va.: Association for Supervision and Curriculum Development.

ADMINISTRATIVE RELATIONSHIP BETWEEN SCHOOL AND CHARTERING AGENCY

The New Jersey Department of Education serves as the administrative and regulatory agency overseeing the AUL School's compliance and performance. The School's required to submit a regular schedule of mandatory student enrollment, attendance, and achievement data to NJDOE. **The Board have secured approval from the New Jersey Department of Education to open the AUL School for this upcoming school – the AUL School will open its doors on September 8, 2010 with its initial 9th grade class of 100 students.** The initial approved charter must be approved in four-year increments. During the planning period of January 1, 2010 to June 30, 2010, the Board accomplished the following: (1) established mission statement and approved goals and objectives for the AUL school; (2) developed and submitted full educational program, including curriculum outline and schedule to adhere to NJCCCS requirements, educational strategies and methods to address special populations, and student assessment processes and methods; (3) formation of student discipline policy; (4) parental and community involvement plan and program; (5) facility assessment and improvements, including securing code compliance and long-term lease agreement with property owner; (6) formation of initial board and full governance structure and policy; (7) recruitment of Chief School Administrator and full staffing composition, including Teacher mix in all required subject areas and disciplines; (8) development and approval of personnel policy and procedures; (9) design and approval of self-evaluation and accountability plan; and (10) the financial plan, including budget summary and cash flow schedule.

PARENT AND COMMUNITY ENGAGEMENT

The synergy of service learning and the community school model also speaks to our commitment to ensuring that the AUL School is *Community-Driven and Community-Owned*. Our Board and our partners are parents, educators, resident leaders, community-based organizations, merchants and other relevant stakeholders who will work together to shape and form a resident-driven, shared vision to guide the educational and overall development of the students served by the AUL School. Our community stakeholders, particularly our parents, will assume full ownership of the School and play the chief role in forming, directing, and articulating our vision. The wide extent of our community support is reflected in the numerous support letters attached herein.

Parent Engagement – The AUL School will function as a parent-driven catalyst to drive and stimulate the intellectual and overall development of our youth. In developing the application, the Board from the onset established that the most valuable source of 'data' is our parents. When forming the application, the Board organized a series of parent meetings to elicit parent concerns and questions regarding the AUL School specifically, as well as to engage questions regarding charter schools in general. The Board also distributed a survey during this session to allow parents to share their assessment of the current public and private educational systems in Perth Amboy, and if and how the AUL School

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may be a mechanism to improve the quality of educational offerings for Perth Amboy teens. The summary of these meetings and survey results will be supplied upon request.

AUL School Policy Council – The Board will establish the AUL School Policy Council by recruiting a diverse, community-based body comprised primarily of parents along with additional stakeholders, including residents, community and business leaders, education, government, nonprofit providers, and other local stakeholders. The number of Policy Council members will be a maximum of 15 members. The School will establish a composition guideline that at least 51% of the Council’s membership must be current parents with school-aged children, again preferably with high school aged-children. At minimum, the Policy Council will have direct input into the following: (1) review and input into approval of annual budget, including significant budget modifications; (2) amendments to Policy Council procedures; (3) review and input into adoption and/or modification of School operating, fiscal and personnel policies; (4) participation in evaluation activities of School’s academic, programmatic, and operational performance; and (5) overall strategic planning and visioning. The Policy Council will also work hard to champion the core premise and philosophy of the AUL School, and participate in student and parent recruitment activities. The School will generate, with the Policy Council’s review and approval, written procedures that describe the decision-making authority and processes of the Policy Council.

Establishing Parent-Friendly Environment – Our overall approach, as stated throughout this proposal, is family-focused and founded on the belief that a young person’s developmental needs are best met when the needs of the family as a whole are addressed. The School will establish a fully operational parent engagement program that encompasses, at minimum, the following elements (*note – given that there will be significant parent representation on our Board plus the parent participation on the Policy Council, our parents will be directly involved in developing all the elements indicated below*):

<i>Factor</i>	<i>Elements</i>
<i>The School Climate</i>	<ul style="list-style-type: none"> ✓ There are signs and welcoming messages that say parents are welcome, and provided in languages of Spanish and English. ✓ Family members are welcomed as observers and/or volunteers in the classroom. ✓ The school will have a room where parents can meet with teachers. ✓ Teachers are given staff training in development of activities involving effective methods in family/parent engagement.
<i>Outreach</i>	<ul style="list-style-type: none"> ✓ Special efforts will be made to involve both women and men in parent activities. ✓ Links will be made with local organizations that serve the school’s families. ✓ The School building will be open for use by families, where appropriate.

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<i>Factor</i>	<i>Elements</i>
	<ul style="list-style-type: none"> ✓ Efforts will be made to reach families that are "hard-to-reach", particularly families of the new immigrant community.
<i>Communications</i>	<ul style="list-style-type: none"> ✓ All staff will make an effort to communicate regularly and positively with parents. ✓ There will be a regular school newsletter with information about the school and student activities. ✓ School expectations and procedures will be clearly communicated to parents at the beginning of each year or when children are enrolled, including our vision statement.
<i>Policy and Procedures</i>	<ul style="list-style-type: none"> ✓ Funds will be set aside to support parent involvement, including providing training for our volunteer parents as it relates to decision- and policy-making. ✓ Parental involvement will be an entrenched element of the School's overall evaluation design, as well integrated within the performance evaluation framework for all staff, particularly Teachers.
<i>Parent Activities</i>	<ul style="list-style-type: none"> ✓ There will be opportunities for working parents to attend meetings and activities. ✓ Parents will be involved in recommending family activities. ✓ There will be educational activities and training for parents that help them work with their children in the home. ✓ There will be social activities for families that promote interactions with school staff. ✓ There will be adult education classes for parents themselves. ✓ There will be an updated file of community service and resources for parents (health, financial aid, emergency assistance, etc.). ✓ There will be programs that recognize parents for service to the school.
<i>Reporting Children's Progress</i>	<ul style="list-style-type: none"> ✓ Teachers will make an effort to say positive things about children and mention the child's strengths in their progress reports to parents. ✓ Teacher concerns about a child's progress will be communicated clearly to parent. ✓ Parents will participate in decisions affecting their child's education. ✓ Educational programs and services for students will be explained clearly to parents. ✓ Meetings will be arranged at the parents' request to discuss concerns or questions regarding their child's progress. ✓ Parent-teacher conferences will be scheduled at times convenient for the parents.

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<i>Factor</i>	<i>Elements</i>
	✓ The School will make every effort to assist parents with transportation and/or child care arrangements for parent-teacher conferences, if needed.

As a further reflection to engaging our parents in leadership opportunities, the AUL School will set aside a minimum of one and up to four (4) voting slots comprised of parents of children attending the school, or local parents with school-aged children with a particular preference for parents with high school aged children. Once the school reaches full enrollment, the objective would be to have a parent representative on the Board from each grade.

Community Engagement – To maximize the service learning encounters for our students and our focus in engaging our students with the most meaningful community-based initiatives and the service activities, the AUL School will take advantage of the many relationships with local and area non-profit and government agencies, as well as the business and corporate community. The School will also employ a well-structured approach in ensuring that service learning encounters directly coincide with the learning academies identified. The following outlines the organizations that have been included within our inventory of service learning worksite providers (correlation to learning academies): (1) *Applied Science* – Raritan Bay Medical Center; Planned Parenthood of Central New Jersey; Jewish Renaissance Medical Center; and Catholic Charities-Diocese of Metuchen; (2) *Law/Public Safety* – Perth Amboy Police Department and Middlesex County Council of Children’s services (juvenile justice administrator); (3) *Technology* – Tropical Cheese; Middlesex County College; and Wachovia Bank; and (4) *Human Development* – Middlesex County Department of Human Services; Middlesex County Department of Workforce Development; and the Perth Amboy Housing Authority.

Perth Amboy Alliance for Community: While AUL School students will be engaged in array of community-based initiatives, the primary framework for student engagement will occur through the Perth Amboy Alliance for Community (“PAAC”) initiative. Administered by the Jewish Renaissance Foundation (JRF), a local, private nonprofit agency, PAAC is a growing group of community-based organizations, residents, and other relevant stakeholders working together to shape and form the “*PAAC Neighborhood Vision*”, a resident-driven framework to guide the 'human capital' development for the greater “*Budapest*” neighborhood, one of Perth Amboy’s more economically distressed communities. It should also be mentioned that the location of the AUL School is located right in the midst of the PAAC target area. There are an estimated 28 different organizations involved with PAAC. The overriding objective is to maximize ownership of the greater Budapest area and in the City of Perth Amboy that, in turn, translates to a widescale insular and external perception of neighborhood cohesion and unity. The *PAAC Leadership Academy* is one of PAAC’s key elements. The PAAC Leadership Academy will not

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only develop the character and overall leadership development capacity of young people who live in the PAAC area, but also provides youth an opportunity to contribute to improving the overall socioeconomic capacity of our target neighborhoods. For the first year, JRF will select up to 24 youth for PLA – at least half of which (or 12 youth) will be students of the AUL School. JRF will recruit youth, ages 14-21, who live in or near our PAAC area. The core elements of the PAAC Leadership Academy (PLA) are as follows.

Select youth will participate in “experiential” learning activities facilitated via PAAC. More specifically, under the supervision of JRF staff, our participants will assist with much of PAAC’s ongoing resident engagement activities including, at minimum, the following: (1) develop and disseminate informational materials relevant to existing programs, resources and services to local residents and merchants; (2) provide support in scheduling and implementing a set calendar of “community pride” activities, e.g., clean sweeps, park pick-up, graffiti removal, etc.; (3) assist in designing and distributing neighborhood-wide newsletter; (4) provide assistance in developing interactive website that will be used to promote activities, offer progress reports, recruit volunteers, etc.; and (5) provide assistance in organizing and promoting community engagement activities. To effectively augment the AUL School’s service learning activities, PLA will institute a cohesive series of training and technical assistance activities pertinent to community and leadership development. The training will provide guidance in how to translate leadership skill into action, i.e., participants will learn the process in effectively developing strategies and actions to address identified needs. AUL School students will participate in PLA educational activities designed to understand principles of building character and developing skills related to community development. The premise of this learning approach is grounded in the idealism that ethical leaders are those who influence others and make ethical decisions based on standards of good character. Structured sessions will, at minimum, cover the following factors: (1) participants will know who they are, where they want to be, and what it will take in order for them to get there; (2) participants will know that they as individuals and as members of a broader society can make a difference in a complex world; (3) participants will understand the issues that are facing the people of their community and their nation; (4) participants will understand their own individual strength and their strength when they become a part of a team; (5) participants will comprehend the democratic process and how it works both in groups and in society and how they can play an active role in that process; (6) participants will understand how to obtain, organize and utilize resources to solve problems; and (7) participants will be excited by learning and by sharing knowledge with others. Training activities will also cover the topics related to team building, ethical leadership, public speaking, debate training and more.

Upon completion of the training, participants will be divided into two (2) teams of twelve who will work together to address a particular need. Working with JRF staff, PLA participants will be learn

how to form an abbreviated strategic plan and correlating proposal to address the need – the participants will in fact develop the written proposal, inclusive of a needs assessment, project design, goals and objectives, management and implementation plan, evaluation process, and budget. This proposal will be presented to a subcommittee of the PAAC Neighborhood Council who will review and score the submitted proposal based on a predetermined evaluation format. The PAAC Neighborhood Council serves as the advisory body made up primarily of Perth Amboy residents (including youth) who oversee the PAAC initiative. JRF will set aside additional funding that will be utilized for our participant projects. In tandem with the PAAC Neighborhood Council and other relevant stakeholders, JRF and the AUL School will also employ an *annual “PLA” symposium* planned and organized by PLA participants that allows our youth and their peers an opportunity to voice their concerns in a structured, open forum. Targeting a minimum attendance of 100 youth, ages 12-21, who reside in this target area, this full-day forum will consist of structured panel discussions, workshops, and plenary sessions organized around topics identified by the participants of the PLA program. It should be noted that successful graduation from the PLA program described here will require participants to assist in the design and organizing of the symposium. It should also be stressed that the outcomes of this symposium will have an impact in how JRF and the AUL School move forward in the second and subsequent years with PLA activities, as well as the PAAC vision overall.

Perth Amboy Health and Human Services Consortium: The “*Perth Amboy Consortium for Health and Human Services*” is an inter-agency alliance of private, non-profit, and public sector organizations and community leaders that work collectively to address a wide range of community factors. The Consortium has addressed a broad range of a community-based, socio-economic challenges, and work towards a seamless coordination of services and resources. The main purpose of the Perth Amboy Health and Human Services Consortium is to function as a vehicle to promote needs-driven, inter-agency planning and development. Currently, there are over 80 local, county and statewide organizations who are active members. The Consortium also includes families, youth, community leaders and residents who offer invaluable civic, grassroots-based perspectives. The Consortium will serve as an important source to engage service learning opportunities for AUL School students.

International Connection: Based on a partnership with the United Nations, select students will be given the opportunity to apply as a “*Youth Ambassador*” through the UN’s “World Programme of Action for Youth”, an inter-governmental program that fosters cross-cultural tolerance and connects youth from all over the world through unique forums (including on-line forums). Select Youth Ambassadors participate in a regular schedule of UN activities that allow students from all over the world an opportunity to share and openly discuss issues and factors affecting their home communities and nations. This provides our young people a rich and unique perspective and understanding of how their peers in

other nations confront the same social and cultural influences and forces that affect them and their own peers within their home community.

Community School – To espouse our commitment to the community school model, the AUL School will function as a resource center for our school families to learn and access essential services, and participate in an array of support activities. This family-centered perspective is designed to assist the family in its own efforts to improve the condition and quality of their family life, and supports and enhances the parents’ role as the principal influence in their child’s education and development. Specific support activities include the following: (1) *educational activities* that address economic and social factors, such as citizenship classes, financial literacy, GED prep courses, ESL classes, basic skills and literacy development, and cultural activities; and (2) *parenting skills training* and support activities that enables our parents to self-discover the main factors and socio-emotional affects of their actions and behavior, and the impact upon their children.

Community Ownership – As a further reflection to parent and community engagement, the Board have established board composition requirements to ensure parent and community involvement in the oversight and imlementation of the AUL vision. In addition to the parent representation discussed above, such requirements include: (1) set aside one voting slot for a youth representative, age 18-24, with a strong preference in an alumnus of Perth Amboy’s public schools. In year five and thereafter, the main priority will be to target alumnus of the AUL School specifically to fill this slot; (2) set aside one non-voting, ex-officio slot for a parent representative of the aforementioned Policy Advisory Council; and (3) set aside one non-voting ex officio slot for a student representative currently attending AUL School. The School will establish a voting procedure to have the student body determine what student will function as the Board representative. The balance of board membership will seek to achieve sector-based representation inclusive of, at minimum, the following sectors: non-profit agencies, houses of worship, education, businesses, government, health care, media, and corporate organizations and entities that provide services and/or conduct business in Perth Amboy. The Board will ensure that no single entity as having primary authority or powers over Board operations and governance. As such, the Board will ensure that no organization, company, or any entity has more than 50 percent representation on the Board. As indicated, in addition to direct service delivery, our community-based partners will be engaged to take a leadership and policy-making role.

RELATIONSHIP BETWEEN SCHOOL & NJDOE BEYOND GRANT PERIOD

Based on an annual assessment and review of the AUL’s School’s educational, operational and fiscal compliance and performance coupled with meeting minimum student enrollment requirements, the New Jersey Department of Education, as the State’s chartering agency, will determine if the School’s charter should be approved beyond the grant period.

HOW GRANT FUNDS WILL BE USED

The Board submits this proposal to build its capacity to articulate and drive the implementation of the AUL School, and to ensure that refinement and employment of our educational, operational, and fiscal design. The following narrative provides an overview of capacity building activities beyond the initial planning period of January 1, 2010 to June 30, 2010.

Build Governance Capacity – Key factors include:

Planning and Development – The School will engage professional services to continue providing the professional and technical resources pertinent to the procedural and operational design of the AUL School;

Continue Board Training – The AUL School will continue the elements of the training program for our Board that, at minimum, will address the following factors: (1) *Governance structure and system* – this component looks at improving the activity level and substance of the Board overall, including the importance of meeting attendance, achieving quorum, and timeliness of certain required processes (such as annual budget approval, completion of audit, and other similar activities; the activity level and substance of the standing committee structure; and board composition; and (2) *Financial management* – ensuring that our Board understands effective financial controls and accountability systems that the Board needs to to assure fiscal integrity; and

Board Self Evaluation and Governance – Twofold focus including: (1) developing a self assessment process to measure the performance and effectiveness of the Board as a collective body and as individual board members; and (2) engage general legal counsel for various business matters, including, at minimum, contract review, personnel matters, policy review, and other similar corporate work.

Refining and Improving the Educational Plan – In establishing the educational design of the School, the Board realized the synergy of three interrelated models, i.e., the *Service-Based Learning*; *Small Learning Communities*; and *Community School* models. Working from these learning and operational models, the Board will set forth a process to continue refining and improving the substance and scope of our curriculum design. The Board will engage professional services to: (1) provide technical support and guidance in the overall educational design, including curriculum structure, content, and sequence; teaching methodology; learning resources; and other pertinent factors; and (2) providing technical support in establishing student assessment process that meets state and federal guidelines to test and determine learning disabilities, developmental delays, behavioral challenges or other pertinent factors as established by Title I. The Curriculum Committee – one of the Board’s standing committees – will continue to oversee and provide advice on the implementation of our curriculum, including reviewing scientifically proven best practices. Working with Rutgers University and any additional appropriate professional services providers, the Committee will use and analyze data on best practices to ensure

alignment with state curricular standards, while working within the aforementioned models – and, most importantly, an unwavering commitment to ensuring the high quality and relevance of our students' educational experiences.

This Committee will also work with Rutgers University and the additional professional services providers to design the professional development and in-service training program for our in-house teaching staff and other personnel. The design of the training program will be, at minimum, twofold: (1) *student-centered* teaching methodology inclusive of cooperative learning, objective driven, direct instruction, discovery, scientific method, learning circles, peer learning, teachers learning together, collaborative planning, cross-academy articulation, usage of data interpretation, and field experiences/live event learning; and (2) *staff-centered* where support resources and mechanisms for teachers, administration and staff, will address broader factors that affect teachers, such as avoiding burn-out and balancing work and family life. All training will have a strong infusion of technology skill development. Given that cultural competence is at the core of the School's philosophy as an educational provider and as an organization overall, the Board will ensure that our training includes cultural competent approaches to teaching and youth development. The Board firmly contends that our teachers and staff need to understand the unique cultural and linguistic factors and dynamics of our student base.

Acquisition of Instructional Equipment – During the continuation period and based on the outcomes of the final curriculum design, the Board will seek to acquire the following items: (1) instructional technology for student and teacher use. The school will implement an internet-connected computer classroom (PCs, printers, scanners, software site licenses, computer accessories, and other pertinent hardware and technical services) as well as PCs and laptops for both classroom and office purposes and science lab related material; and (2) computer workstations (PCs, printers, scanner) for full-time personnel.

Development of Financial, Operational and Facility Capacity – Key factors include:

Facility Capacity – The Board will ensure facility planning and space allocation realizes a 1:20 student ratio with classrooms divided within the individual learning academies consistent with our educational program and our technological capacity as a school. Grant funds will: (1) continue the engagement of an architectural and facility planning firm to update, refine, and improve the program of spaces for subsequent phases of operation; (2) develop corresponding schematic floor plans that takes into account expansion into the remaining building space in the second and subsequent years; (3) facilitate the process of securing pertinent approvals for expansion; and (4) determine appropriate modifications and cost estimates consistent with NJDOE requirements, and ensure required technological renovations to meet the expanded needs of the school program.

Building Student Database Management Capacity – To ensure accuracy in the student database, food systems, and accounting of funds, the School will identify and acquire the most cost-effective and quality software and systems. This system will also be used to properly record all assets, liabilities, net assets, budgets, revenues and expenditures.

Community Outreach – The board will institute an outreach and recruitment strategy to sustain our full enrollment capacity. In accordance with New Jersey and federal laws, we will ensure that the School shall be open to all students on a space available basis and comply with all applicable state and federal anti-discrimination statutes. The Board's Recruitment and Outreach Committee (further discussed below) will continue to work to design and employ our outreach and marketing efforts. In addition to recruitment activities, this Committee will also monitor enrollment changes and waiting list priorities. Grant funds will, at minimum, cover the following activities: (1) mailing and follow-up telephone campaign directed to target prospective parents; (2) participate in numerous community events such as health fairs, cultural events, community festivals, and other family-oriented events; (3) establish interactive website, including an on-line capability where parents can request additional information or complete a preliminary enrollment form; and (4) build from existing media connections to post cost-free public service announcements, and targeted advertising placements in local daily and weekly newspapers.

HOW STUDENTS IN THE COMMUNITY WILL BE INFORMED

The AUL School will be open to all students on a space available basis and will not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a disabled person, proficiency in the English language, or any other basis that would be illegal if used by a school district (i.e. discrimination on the basis of race, color, creed, sex, or national origin). This is directly consistent with our core values associated with diversity. The AUL School will also comply with applicable state and federal anti-discrimination statutes (e.g. NJ Law Against Discrimination, Section 504 of Rehabilitation Act, Americans with Disabilities Act, Individuals with Disabilities in Education Act, and other pertinent laws).

Recruitment Plan: The Board embraces a corporate approach as it relates to marketing activities, and in embracing the significance of a sound marketing strategy to not only expand awareness, but also for image enhancement purposes to communicate the School as the most competitive and viable options for parents and their children. The Board and the School's Policy Advisory Council will form a Recruitment and Outreach Committee working to design and employ our outreach and marketing efforts. The School will utilize the Committee to primarily employ a grassroots-based approach to connecting with families. The Committee will be trained to undertake an array of community-based outreach activities, including conducting small and large group presentations; distribution of outreach materials; speaking engagements in various venues (e.g., houses of worship, block group meetings, tenant

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association meetings, etc.), and other similar activities. The Committee will function as our main champions. The School will ensure that the full scope of our outreach efforts are communicated in multiple languages, including, at minimum, in the Spanish and English languages, inclusive of written materials and oral presentations. The School will also elicit various community-based organizations, particularly those of a civic nature (block groups, tenant associations, interfaith associations, etc.) to assist with our outreach efforts, such as allowing presentations during their meetings, distribution of outreach materials to their constituents, and additional similar activities. This grassroots approach will augment the aforementioned communication activities that the grant funds will pay for.

Connection with Youth Providers and Service Delivery Systems: The School will reach out to those providers and agencies that provide local parents with information and referral with respect to education and youth development. At minimum, the School will integrate the School into United Way of Central Jersey's "211" system, an automated and internet-based directory of social, youth, and family services. The School will also connect with Catholic Charities (Diocese of Metuchen), as the administrator of the County's Unified Child Care Delivery System and manager of state-funded child care vouchers for eligible families, who has extensive access to Perth Amboy-based parents. The School has the added advantage to work from established referral agreements with the many providers who are active participants of the aforementioned Perth Amboy Health and Human Services Consortium and the Perth Amboy Alliance for Community. The School will work with this network of providers to organize a set weekly schedule where members of our outreach team are deployed at the various service centers and offices of our providers, particularly in locations with high foot traffic. The AUL School will also work with the *Middlesex County Regional Chamber of Commerce (MCRCC)* to connect with the many City residents working within the industrial sector. The industrial sector in and surrounding Perth Amboy is a dominant economic force – many of the employees of these industrial sites are Perth Amboy parents with eligible children. Through MCRCC as the intermediary, the School intends to connect with these families. In addition, this approach will also enable the School to connect with non-resident students as well.

Recruitment and Application Period: For resident students only, the School has established the following schedule for recruitment and enrollment: (1) *Recruitment Period* – October 1 to April 14; (2) *Resident Application Period* – November 1 to April 14; and (3) *Resident Enrollment Period* – April 15 to May 31. The Board has decided to conduct a lottery on the second Wednesday of every other month beginning January 15th of each year. The School will accept applications throughout the year. If necessary, the School will establish additional recruitment periods, timelines, and notification of acceptance if we are not able to fill all of our slots. Admission in the first year of operation of the AUL School has been limited to the 9th grade only.

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Consistent with the affirmative action and anti-discrimination policies developed by the Board, the AUL School will, to the maximum extent practical, seek the enrollment of a cross section of Perth Amboy's high school age population including racial and academic factors. Located in the district of Perth Amboy, the School will primarily serve students residing in the district of Perth Amboy (i.e. the student must be registered with the district board of education in which the student resides). The School will maintain a waiting list for the admission of grade-eligible students that begins with the close of the annual recruitment period and first random selection process and ends with the close of the subsequent school year. The recruitment period in the second and subsequent years will begin in October preceding the enrollment period (upcoming school year). The list will be divided into two groups: students residing within the Perth Amboy School District and students from non-resident districts. During the recruitment period, the School will notify parents that their children's names will remain on the waiting list for enrollment for the subsequent school year only. Preference will be established for resident students on the waiting list.

Priority will be given to a sibling of a student already enrolled in the school by family card, i.e. sibling preference will apply to families seeking to enroll more than one child in the AUL School. The admissions lottery will be conducted by family card, with any and all students applying for admission from a single family listed on a single drawing card. If a family's card is selected in the lottery, all eligible students named on the card will be admitted or placed in the next available slot on the waiting list for his/her grade. In the initial year of the School's operation, all siblings will be considered as a single applicant within the lottery and accepted or assigned to the waiting list together. In subsequent years, siblings of students currently enrolled in the school will be given first right of refusal for admissions. Siblings applying at the same time will be considered as a single applicant within the lottery.

To recruit non-residents, the School will also reach out to the individual school systems, government agencies (particularly the New Jersey Division of Youth and Family Services), other youth and family providers, the public housing authorities, and other relevant stakeholders who have access to a broad range of families and non-resident students outside of Perth Amboy. This includes connecting with well-established County-wide and regional consortiums that focus specifically on youth development, such as the Middlesex County Youth Services Commission and the Central Jersey Inter-Agency Council for Children. The School will also establish an outreach schedule with public agencies who have access to non-resident parents, such as the Middlesex County Division of Social Services (County Welfare Agency), Middlesex County Department of Employment and Training, and other similar agencies. Applications from non-residents will be considered on the basis of the same criteria as considered for Perth Amboy applicants. The recruitment, application and lottery process for non-residents will run concurrently with the resident process, however, administered distinctly and apart from Perth Amboy

applicants. In the event of a shortage of applicants from Perth Amboy, the School will enroll non-resident students who have completed the application process and entered into the lottery. As stated above, the School will extend the recruitment period for non-residents as well – again, concurrent with the resident recruitment process. As also stated above, the School will keep a separate waiting list for non-resident students. The waiting list procedures for resident applicants will be the same for non-resident applicants, inclusive of the sibling priority.

COMPLIANCE WITH INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Meeting the Needs of Students with Disabilities: The AUL School will establish the policy, educational, and operational framework to ensure that students with disabilities are treated equitably and provided the same level and extent of educational resources and opportunities as with the full study body. The AUL School will, at minimum, comply with all appropriate federal and state requirements concerning the education of children with disabilities. The rights of students and their parents or guardians will be safeguarded. The requirements of state special education rules and regulations will be administered, supervised and provided by appropriately certified school personnel, i.e. teacher of the handicapped, school social worker, and consulting members of independent child study teams. On a per case basis and as needed, the AUL School will engage the Middlesex County Regional Educational Services Commission (MCRESC) for the purposes of conducting re-evaluations, reviews of IEP, or diagnosis. MCRESC is the most prominent and effective educational and special needs providers for children with disabilities in our County and region. If a student is determined to be eligible for special education services, the AUL School will, at minimum, ensure the following provisions are built into our special education program:

- ✓ Activities coinciding with the form and degree of the disability, with a particular focus upon ensuring activities occur in the least restrictive environment with the most individualized attention. The AUL School will ensure, to the maximum extent appropriate, that a student with an educational disability is educated with the overall student population. This will involve, when and where appropriate, accessing supplementary aids and services to accommodate our students with special needs;
- ✓ Provide appropriate integrated leisure time activities incorporating reasonable accommodations based on the student’s disability and needs;
- ✓ Systematically evaluate the effectiveness of the educational program for students with disabilities, recognizing different learning styles, e.g. visual, auditory, tactile, and/or kinesthetic approach to teaching and learning which is student centered;
- ✓ Ensure that the individualized assessment procedures used for students with disabilities will be properly administered by the appropriate members of a multidisciplinary team of professionals consisting of the child study team (social worker, learning disability teacher consultant, psychologist),

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and, when needed appropriate specialists (neurologists, psychiatrists, orthopedists, etc.). Professionals consulted will be certified and trained in the administration and interpretation of specialized and individualized assessment procedures (further outlined below);

- ✓ Students' records will be maintained in accordance with state law; and
- ✓ Ensure that our school facility is accessible to disabled students in accordance with the American with Disabilities Act, Section 504 of the Rehabilitation Act, and applicable New Jersey statutes.

The AUL School is committed to the implementation of structures that maximize student inclusion in regular classrooms. The Individualized Education Program (IEP) for each student will consist of two core elements meeting and exceeding state mandate. First, the Basic Plan for each student with disabilities will, at minimum, include:

- ✓ Summary of the student's behavior and learning style, and rationale for eligibility for special education and/or related services;
- ✓ Description of the student's current performance level and adaptive behavior, including social, emotional, cognitive, and academic achievement, physical development, health, and any other needs, deficiencies and strengths;
- ✓ Annual achievement goals that include academic performance and other related skills;
- ✓ Clearly defined objectives that are specific and measurable and document steps to move the students from current functioning to those outlined in the annual goals; and
- ✓ A justification for the selected program that ensures inclusion in the least restrictive environment for the student, integration into the regular education program where possible, alternative programs to replace exemptions, schedules, and procedures to determine achievements of goals and objectives.

Second, the Instructional Guide utilized by teachers for students with special needs will, at minimum, include descriptions of the following factors: (1) student schedules for meeting with specialists and teachers; (2) alignment of instructional strategies with the student's learning style; (3) the scope and type of activities and techniques to support social and emotional development; (4) any special equipment, media, or materials required to support student learning; and (5) teacher instructional responsibilities. The School's learning environment will meet a wide range of academic levels and variety of learning styles within, if necessary, the multi-age classroom setting. Low pupil to teacher ratio, individualized and group instruction, multi-sensory teaching approaches, and student-directed learning will be classroom features that help students meet their academic potential in the least restrictive educational environment. The School will offer all classified students an inclusive and holistic learning environment that provides ongoing support, remediation, modifications, and consultation services as designated within the multi-age classroom.

IEP Evaluation Process and Timeline: A multidisciplinary evaluation team that includes the Child Study Team (including a specialist familiar with the suspected disability) and at least one teacher will conduct the evaluation. Evaluations are not racially or culturally biased and results are based on multiple assessment measures related to the suspected disability. These related areas typically include, as appropriate: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. The team reviews assessment results to determine student eligibility for special education and related services. After eligibility is determined, parents or legal guardians meet with school personnel to discuss the results and the development of the IEP. The IEP is an individualized written document that establishes learning goals for the child and specify the instruction and services the school will provide. The members of the evaluation team and the parents of the student are all involved in the formation of the IEP (collectively known as the IEP team).

Specifically, in the development of an IEP, the IEP team will consider information and make decisions on the following components: (1) current educational performance – staff completes multiple non-biased assessments to measure current educational performance; (2) specific special education and related services – the IEP team reviews available school resources to determine the scope of services to be provided, including details how, where, and by they will be provided; (3) special education placement options – if the Child Study Team agrees that all appropriate interventions and resources available in the school have been exhausted, the Child Study Team will serve as case manager and will arrange for necessary evaluations either on a contract basis with the sending district or through private vendors; (4) annual goals including short-term instructional objectives – staff are assigned responsibilities for meeting goals and objectives determined by the IEP team. This provides accountability to ensure that IEP plans are fully implemented; (5) starting date and duration of services – implementation of the IEP begins as soon as possible after the IEP team makes its recommendations. The team meets annually to review and revise as necessary each student’s IEP; (6) measuring the accomplishment of short-term objectives – the IEP outlines measurement plans to ensure that parents and guardians understand how student performance will be measured; and (7) related services – the IEP team also develops plans to ensure students have access to any supportive services or technologies that can improve student outcomes. Related services may include the following: audiology; counseling services (including rehabilitation counseling); early identification and assessment of disabilities in children; medical services for diagnostic or evaluation purposes only; occupational therapy; parent counseling and training; physical therapy; psychological services; recreation (including therapeutic recreation); school health services; social work services in schools; speech and language services; and transportation. The IEP team’s annual review develops a new IEP for the coming school year. If requested by the teacher, staff, or parents, or if conditions warrant, reviews can occur more frequently. The Team will share ideas, teaching strategies and classroom

modifications and strategies to improve student outcomes. The Team will share written documentation of recommended interventions and their effects with the students' parents.

Meeting the Needs of Limited English Proficient (LEP) Students: Linguistic research over the last twenty years has consistently demonstrated that full "native-like" comprehension in the increasingly sophisticated cognitive, academic and linguistic demands of the New Jersey Core Curriculum Content Standards (NJCCCS) normally requires as many as five to seven years to achieve. So both current and former English language learners (ELLs) will need significant and long-term support to equip them to meet NJCCCS objectives as well as their own individualized academic goals. Many ELL students in transition to general program instruction have demonstrated considerable surface conversational fluency. However, they still have significant linguistic needs, especially in the areas of prior knowledge and comprehension of the more sophisticated forms (i.e., idioms, abstract concepts content vocabulary, multiple meanings, word order, complex sentence and verb usage) that characterize the written expository text of content area materials. In addition, the linguistic and cognitive complexity that is required by the sorts of inferential and interpretive higher-order skills that are included in learning activities and on state assessments call for a degree of familiarity with language, literature, reasoning, and culture which even native speakers of English often find to be difficult. English as a Second Language (ESL), Bilingual *and* general program teachers must be prepared to recognize and accommodate these needs if this growing population of mainstreamed students is to achieve success.

With this said, students whose first language is not English and whose assessment results indicate that English language skills are a barrier to their academic progress will be provided with instruction and support through the English for Speakers of Other Languages (TESOL) approach. The AUL School will comply with and exceed all Federal and state requirements regarding how we educate our limited-English proficient (LEP) students. The key facet to our approach with LEP students (as it is for our students with special needs overall) – is *equity*, i.e., students from all language backgrounds will receive the same academic content and achieve the same high standards as those students who are native speakers. This will also translate to a learning environment that fosters multi-language acquisition. LEP students will gain English skills in an environment where English speakers are also learning a second language. At the same time, LEP students will develop their native language skills and learn core content in their primary language wherever possible and appropriate. They will use both school and home-based technology to build their language proficiency.

If twenty (20) or more enrolled students speak the same language and qualify for a bilingual program, the School will implement an intensive ESL program developed in conjunction with NJDOE per state guidelines. English as a Second Language (ESL) teachers will provide a systematic and specialized English-language development curriculum and learning sequence based upon national TESOL standards

as mandated by NJ state law and code and as measured by NCLB-required annual English Proficiency Testing. Bilingual teachers will provide the identical core content curriculum as with our general program teachers. The critical difference, however, exists in the delivery of that curriculum not only through use of the two languages, but also through customized accommodations in lesson pacing and presentation, including the “sheltered” use of English materials at the instructional rather than grade level. In order to accomplish the stated purpose of our Bilingual/ESL Education program, the School will engage in the following activities.

- ✓ Improve the quality and consistency of Native Language and English literacy instruction to enable English language learners to become fluent readers and to make a successful transition to general program instruction while developing their first language skills so they are fully prepared to meet the all Core Content Curriculum standards including the New Jersey State World Language Standards;
- ✓ Assist teachers to implement a systematic and coherent sequence of instruction appropriate for all English language learners as they make the transition through what has now been designated by new NJDOE and NCLB guidelines as the “Five Language Proficiency Tiers & States”. These five levels are: *Tier I - Beginning, Tier II - Low Intermediate, Tier III - High Intermediate, Tier IV - Advanced, and Tier V –Transitional*;
- ✓ Integrate a process to determine and meet the needs of administrators, Bilingual, ESL and general program teachers in the area of professional development as it relates to the most effective, research-based educational practices matching the variety of academic, linguistic and cultural needs of English language learners;
- ✓ Identify quality curriculum resources in ESL and in the content areas (both native language and adapted/sheltered English) so all educators are accountable for providing English language learners with appropriate and equitable access to these needed materials and instructional services; and
- ✓ Adapt content instruction for current and former LEP Students.

ELL students who demonstrate they need additional assistance will receive specialized tutoring, and, when appropriate, matched up with a peer tutor on a “buddy system” to ensure that they maintain progress.

QUALITY OF LEADERSHIP PERSONNEL

The Board has engaged our state and region’s leading educators who are well-established, doctorate- and masters-level professionals in diverse disciplines to shape and navigate our School vision. Our key leaders include:

Dr. Deborah A. Egan, Ed.D, Chief School Administrator: We have recruited and hired an experienced education leader as our lead person who brings over 30 years experience in urban education. Holding a doctorate degree in Educational Leadership from Seton Hall University coupled with graduate

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degrees in Administration and Education from Caldwell College and St. Joseph's College (Yonkers, NY) and several post-graduate degrees, Dr. Egan has effectively planned, developed and implemented a diverse and extensive range of global education, SAT preparation, student transition, and teacher mentoring programs. Starting her career in 1976 as an elementary and middle school Teacher in the Bronx for ten years, she has spent her full academic career teaching and working with urban youth who are products of economically challenged communities. After 14 years as a Teacher for St. Dominic Academy (based in Jersey City, NJ) then as Assistant Principal for Academics for four years, Dr. Egan moved into the Principal position in 2006. For an urban high school with an enrollment of over 500 students, her creativity and enthusiasm led to the following key accomplishments (*only representative sample*): (1) instituted a Freshman Transition Program (known as the "Link Crew" program) that reduced the failure rate for incoming 9th graders from 18% to 2%; (2) added "Real Solutions", a SAT preparation program, to the sophomore curriculum and the "Revolution" program, a SAT and ACT preparation program offered during the summer session for rising juniors and seniors; (3) administered the complete overhaul of all of the School's core documents, including progress reports and report card delivery into electronic, on-line format; (4) created and facilitated the International Baccalaureate program as an advanced academic program for students interested in international relations; and (5) negotiated an on-line pilot program for college credit with St. Peter's College and Caldwell College. With a current New Jersey Principal Certification and Supervisor Certification, Dr. Egan has been widely recognized for her work and commitment as a Teacher and administrator.

Dr. Joseph Conway, Mentor and Project Director: The Board has engaged one of the region's most prominent and accomplished education leaders who has been at the forefront of New Jersey's charter school movement from the inception. Established in 1997, the Camden's Promise Charter School, founded and still led by Dr. Conway, is comprised of the full grade continuum of K-12 in three separate school buildings and an enrollment of over 1,000 students (with a growing waiting list of more than 350 youth). Based in and serving the district of Camden, NJ, the Camden's Promise family of charter schools consists of the Camden Academy Charter High School with 400 students in grades 9-12; Camden's Promise Charter School (originating entity) with 400 students in grades 5-8; and the Camden's Pride Charter School, the most recent addition of 210 students in grades K-4. In addition to administering a \$12 million operating budget and a staff of over 120 Teachers, professional and support staff, Dr. Conway's many achievements include:

- ✓ Leading the architectural design expansion and building project of a \$4.5 million gymnasium and library for the Camden Academy Charter High School, and a \$6.5 million building acquisition and construction project for the new Camden's Pride Charter School opening this September, 2010;

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- ✓ Between the years of 2005-2009, of the 340 graduates of the Camden Academy Charter High School, 316 students (or 93%) moved onto post-secondary education. This is in Camden City where less than 20% of its high school students graduating public high schools move into the post-secondary level;
- ✓ Established an innovative children's museum within the Camden's Pride Charter School as the centerpiece of its curriculum; and
- ✓ Founder and administrator of Allied Resources for Children Inc., a fundraising mechanism for Camden's Promise. In over seven years, Dr. Conway and the Allied Resources Board have secured support to establish after-school programming that presently serve 270 Camden's Promise students and provides for \$150,000 in scholarships.

For the last two years, Dr. Conway has been appointed by the New Jersey Department of Education as a Principal Mentor as part of the State's "Leaders to Leader" program. In this capacity, he has served as a mentor for five chief school administrators for separate charter schools throughout the state. This includes evaluating and recommending applications for New Jersey Principal or New Jersey Supervisor applications. With a doctorate in Educational Administration from Columbia University (with the dissertation topic as the '*School Climate in New Jersey Charter Schools*'), Dr. Conway has graduate degrees in Educational Administration from Columbia and Secondary Science Education (Biotechnology focus) from the City College of New York. As an Adjunct Professor for Holy Family University (Philadelphia, PA), Dr. Conway teaches undergraduate and graduate coursework in Teachers and the Law, Research and Evaluation, and Seminar in Curriculum Development. Starting his academic career as a junior high school science Teacher in the Bronx, Dr. Conway was one of the original *Teach for America* placements. In addition to Teach for America, his additional continuing education includes the NASA Aerospace Leadership Institute; Science in the 21st Century Program, the Principals Center for the Garden State, Dodge Foundation Fellow Recipient, and the New Jersey Association of Supervision and Administration Mentor training program. Active certifications held include the New York State Permanent Teacher's Certification; General and Biological Sciences; New Jersey Supervisor Standard Certificate; New Jersey Principal Standard Certificate; and New Jersey School Administrator Standard Certificate.

Dr. Conway has been engaged to function as the Project Director to oversee the capacity building activities discussed above, and to serve as mentor for Dr. Egan, our CSA. The full curriculum vitae for Dr. Conway and Dr. Egan will be supplied upon request. In addition, upon request, the Board will also furnish the agreement with Dr. Conway that outlines his scope of work.

Rutgers University: Rutgers University – our State's largest institution of higher education – will function as our key institutional partner who will provide the professional and technical resources to

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guide the planning and design of the AUL School. Rutgers will assemble a team of experienced professionals to provide the technical and expert guidance in the planning, design, and implementation of the AUL School – the Memorandum of Understanding between the AUL School and Rutgers University is provided herein. Particular functions include, but not limited to the following: (1) provide technical support in the personnel and teaching composition and structure of the School, including guidance in overall personnel policies and employee protections; (2) provide technical support and guidance in the overall educational design, including curriculum structure, content, and sequence; teaching methodology; learning resources; and other pertinent factors; (3) provide technical support in establishing student assessment process that meets state and federal guidelines to test and determine learning disabilities, developmental delays, behavioral challenges or other pertinent factors; (4) develop a research-based evaluation design and self-assessment process, including quality assurance program, data indicators and collection requirements, and other pertinent factors; (5) provide additional human resources in the form of undergraduate and graduate students from various RU schools and programs who will provide research support and other administrative responsibilities; and (6) provide support in defining overall governance and management structure and hierarchy. RU's Graduate School of Education (GSE) will play the critical role with respect to the School's overall educational design and teaching methodology, particularly in designing and facilitating the professional development and training activities for our Teachers and staff, and providing the School with a consistent pool of graduate student teachers. GSE's main function is to support the continuous improvement in the School's instructional process. Through GSE, the AUL School will have access to education trainers with extensive background in urban education, secondary education, and the charter school system who will be engaged in the design and employment of our training program. The AUL School will also engage the Community Action and Service Education (CASE) program, also administered by Rutgers University, that will provide training and professional development for our Teachers and pertinent personnel as it relates to the design and delivery of the service learning curriculum and pertinent service learning encounters.

Upward Bound Program – A significant byproduct of our partnership with Rutgers University is engaging the Upward Bound program. As indicated by the attached letter of commitment, the Upward Bound program, administered by RU, will function as our primary pre-college mechanism. Established in 1967 on the Rutgers University-New Brunswick campus, Rutgers Upward Bound (RUB) is a pre-college program designed to assist and motivate students to successfully graduate from high school, prepare for college admission, and to successfully complete their baccalaureate degree. Rutgers Upward Bound is divided into two components. The academic year program consists of a series of specialized courses, workshops, and programs and a mandatory six-week summer institute in which students are exposed to

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college level classes and student life lead by highly trained faculty and staff. A more specific outline of their services includes:

- ✓ Academic, Career and Personal Counseling – Rutgers Upward Bound students will be assigned a counselor that will have the following responsibilities: academic preparation; advocates for student well being; college preparation; establishes relationships with school staff (*the AUL School will identify a liaison to work with RUB staff*); financial aid information; personal counseling; and works with parents;
- ✓ College Visits – Students will be invited to various colleges/universities through out the country. These visits will be offered on a student need basis and preference;
- ✓ Tutoring – All Upward Bound participants will have access to tutoring services offered by Rutgers University. This service is based on need as identified by the Upward Bound Counselor and High School Liaison designed to assist the students’ preparation to college as well as performance in high school courses;
- ✓ Test Preparation – Upward Bound will prepare students by providing supplemental instructions in the High School Proficiency Assessment (HSPA) test, SAT Reasoning Test, and for any other required test as needed;
- ✓ Community Workshops – Rutgers Upward Bound administration and staff will host workshops during the year for students, parents and the community on college planning and preparation, university resources, and information sessions; and
- ✓ Specialized Courses and Programming – Students will be invited to participate in special courses and/or programs at Rutgers University and other host institutions in New Jersey such as University courses in writing and math, research, public speaking, and specialized SAT Classes. The AUL School will work with the RUB program to offer college credit-bearing courses for our students beginning in their junior year of enrollment.

In addition to the standard program stated here, the Upward Bound program will also conduct regular on-site support service activities, such as workshops on study skills. On-site activities will primarily focus on providing assistance and support in navigating the college enrollment process, including college placement tests, academic advising, financial aid, and registration.

ADDRESSING THE NEEDS OF A DISADVANTAGED COMMUNITY

Established in pre-revolutionary times³, the City of Perth Amboy, located in the central portion of New Jersey, is a community rich in history and heritage. However, severe economic and labor market shifts, particularly in moving economic demand from the industrial sector to the services industry, resulted in the steady exodus of the City’s prominent factory base – and its main source of employment.

³ The historic data indicated here is derived from the City of Perth Amboy’s “Five-Year Local Strategic Urban Enterprise Zone” Plan, June, 2005.

Accordingly, the familiar ‘urban context’ of abandoned industrial sites, obsolete physical landscape and economic decline, form the overall civic and socioeconomic well being of the City. Prior to analyzing current economic conditions, it is important to note that the City continues to serve as a point of destination, particularly for new immigrants. While the State overall and many of its communities continue to realize population losses, the City saw its population grow nearly 13% from 1990 to 2000 - from 41,670 to 47,303 respectively⁴, the current population. Census projections indicate that the population growth will continue. Post World War II migration patterns saw a tremendous influx of the Puerto Rican community. By 1990, over 70% of the City’s population was of Latino origin – predominantly of Puerto Rican descent. Since 1990, however, the main thrust of the City’s population growth has been the dramatic influx of new immigrants, particularly the significant incline of migration from Central and South America. While the Latino community remains the City’s predominant ethnic group, the Puerto Rican community has rapidly become the ‘minority’ Latino subgroup – only 28% of the City’s current Latino population. Over 40% of documented Latino residents are products of Central and South American countries, particularly the Dominican Republic, Columbia, Peru, Cuba and Mexico. Anecdotal data indicates that there may be as many as an additional 10,000 to 12,000 undocumented resident aliens who call Perth Amboy their home. Census data indicates that one-fourth of the community is foreign-born. Nearly 70% of the community speaks a non-English language as their primary language.

The growth of the new immigrant community has, in some measure also impacted our community’s stagnant economic levels. As products of agriculture-based labor markets and substandard educational systems, our new immigrant families have difficulty in adapting to a services and technology-based market that require higher educational levels and skill sets. This points to the need to provide ongoing outreach to engage our new immigrant community in what is clearly a very transient population. The City’s immigration patterns by so many different cultures has left neighborhoods fragmented. This increases problems associated with cultural and physical isolation. Recent data and findings from various studies indicate that New Jersey children of immigrant families are far more likely to live in conditions of extreme poverty, even against national rates. Consider the following excerpt from the “New Jersey Kids Count 2006” report⁵: *“In 2003, nearly half of low-income New Jersey children had at least one parent who was born outside the United States. That compares to the national average of 29 percent”*. This same report indicates that there are an estimated 609,000 children of immigrant families – nearly one in three of New Jersey’s children is a child of an immigrant family.

Economic Profile:⁶ With commercial stability and steady job growth as a result of continued commercial and industrial development and expansion, economic indicators find a significant portion of

⁴ Unless otherwise indicated, all the data referenced here is derived from 2010 US Census projections - www.census.gov.
⁵ “New Jersey Kids Count 2006 – The State of Children in our State”. Association for Children for New Jersey.
⁶ Unless otherwise indicated, the data indicated in this section comes from most recent census data via www.census.gov.

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the Middlesex County’s population is relatively stable. This stability is reflected in the comparatively higher income levels of our County’s individual households, plus an unemployment rate that, for the last ten years, has been substantially lower than state and national unemployment rates. However, despite private sector growth and increasing affluence of many of our suburban communities, a more in-depth analysis finds that the City of Perth Amboy is among the most economically distressed communities in New Jersey. Between 1950 and 1997, the private sector job base in Perth Amboy declined approximately 49%. There appears to be a growing chasm between local and regional labor market demands with the skills sets and work readiness of City residents. In particular, children and poverty are very much intertwined in Perth Amboy. Consider the following table:

Data Indicator	Perth Amboy	Middlesex County	New Jersey
<i>Poverty rate</i>	18%	7.5%	9%
<i>Families with children in poverty⁷</i>	22.5%	4.4%	6.5%
<i>Median household income</i>	\$28,377	\$61,446	\$55,146
<i>Per capita income</i>	\$14,989	\$30,005	\$30,485
<i>Unemployment rate</i>	16%	3.4%	5.8%

As with most urban communities, Perth Amboy has not been immune to the he economic downturn affecting our regional and global markets. **The unemployment rate increased twofold in the last three years – from 9% in 2007 to nearly doubling to the current 16%.** In addition to the indicators above, an estimated 79% of Perth Amboy’s population meets the federal definition of low- to moderate-income⁸. Over one-fourth of the Perth Amboy community (26.1%) is considered *extremely low-income* with a median household income of less than \$15,000. Of the County’s 25 municipalities that live at or below the federal poverty level, an estimated 22% currently reside in Perth Amboy.

Educational Attainment and Performance:⁹ Perth Amboy residents lag significantly behind both the state and county in terms of educational achievement. One-fourth of Perth Amboy’s population over the age of 25 has less than a ninth grade education – this is four times greater than that of Middlesex County or the state. What is particularly compelling is the drastically low number of Perth Amboy adults who have proceeded into higher education. Most recent Census data indicates that only 5% of City adults has a college degree – far less than the State rate of 19%. With growing ethnic and language diversity, coupled with the social challenges of an economically distressed district, Perth Amboy public schools are

⁷ This data set includes families with children 18 years of age or younger.

⁸ As defined by the U.S. Department of Housing and Urban Development, low- to moderate-income is defined as a median household income that is 80% or less of the regional MHI. This is adjusted to family size.

⁹ Unless otherwise indicated, academic data in this section is derived from the 2008-2009 New Jersey School Report Card, New Jersey Department of Education.

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faced with an increasing student enrollment that have greater demands for bilingual education, special education and other support programs. A look at the most recent performance indicators for Perth Amboy Public Schools indicate a district that, for the most part, struggles to meet testing and aptitude standards established by state and federal mandate, particularly those governed by the No Child Left Behind Act. While Perth Amboy public schools have made significant strides with early childhood development and with some of its elementary schools, the performance of the middle schools and of the high school has lagged somewhat. Refer to the following analysis.

Profile of Middle Schools: It is noteworthy to discuss the growing concern of our students' academic performance transitioning from the middle school to the high school level. Our two middle schools – *William C. McGinnis and Samuel E. Shull Middle Schools* – are Title I schools. Refer to the following table (most recent NJASK8 scores):

Subject Area	Proficiency Rates		State Rate
	Perth Amboy Rate		
	Shull School	McGinnis School	
Language Arts Literacy	50.7%	43.9%	62.4%
Mathematics	41.2%	32.6%	45.9%
Science	41.6%	37.6%	54.3%

The rate of school-based disciplinary and behavioral problems, including more frequent acts of aggression and violence, is escalating at an excessive rate, particularly at the middle school level. As indicated by the two tables here, the pattern of student suspensions continues to significantly outpace the state rate. Disciplinary records find a rapid incline in school fighting (including a drastic increase in the number of female students engaged in physical altercations); and vandalism and larceny on school grounds.

Student Suspensions		
<i>Middle Schools – Perth Amboy Public Schools</i>		
	School	State Average
2008-09	18.2%	4.8%
2007-08	46.0%	4.3%
2006-07	24.1%	4.0%

Secondary Level Students & Young Adults: The following table outlines how our high school students fared in the most recent HSPA testing and SAT scores:

	Language Arts	Mathematics	Science	SAT Scores
Perth Amboy High School	60.2%	41.8%	38.8%	Total – 1232
State	66%	50.2%	61.9%	Total - 1489

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While the reported drop-out rates are comparable to state rates, a close look at the reduction in class sizes over a four-year period indicates a sustained trend of low graduation rates. Refer to the following table:

Class	9 th Grade Enrollment	Graduating Class	Class Reduction
2009	615	430	31%
2008	594	432	27%
2007	625	434	31%

Profile of 16-24 Year Old Population:¹⁰ An analysis of Perth Amboy’s 16-24 year old cohort is one of the more compelling indicators of educational attainment levels as well as a predictor of current and projected economic well-being. As indicated by the following table, this cohort not only shows diminishing educational attainment levels, but also an extremely low number of this age group that proceeds into post-secondary education.

Indicator	Perth Amboy 16-24 age group	Perth Amboy Total Population	New Jersey
<i>No High School Diploma</i>	29.2%	20.6%	8.4%
<i>College Degree</i>	1.3%	6.3%	21.7%

Student Demand: The School Report Card enrollment figures for the Perth Amboy Public Schools, shows that, there has been a dramatic decrease in the student enrollment in every Perth Amboy public school **except** the two high schools, i.e., Perth Amboy High School and the Middlesex County Vocational High School based in Perth Amboy. Even though the two high schools increased their combined enrollments by 204 students during this period, 337 other students, who at one time attended the PAPS, have not re-enrolled in the public school system. Refer to the following table:

	2005-06	2002-03	plus or minus	%
Elementary Schools Total	3475	3677	-202	-5.8%
Middle Schools Total	2620	2874	-254	-8.8
Elementary & Middle Schools Combined	6095	6551	-456	-7.5%
High Schools				
Perth Amboy High School (PAHS)	2120	1990	+130	6.5
Middlesex County Vocational High School	271	197	+74	37.6
High Schools Total	2391	2187	+204	+9.3

¹⁰ Unless otherwise indicated, data in the "Profile of 16-24 Year Old Population" comes from the 2010 Census estimates.

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Most recent Census data indicates that there are an estimated 7,740 young people in Perth Amboy between the ages of 5 to 14. If you superimpose that number over the elementary school age population who attend the Perth Amboy Public Schools, there is still a difference of minus 804 students. If you use the population age figures from the 2010 Census estimates as a baseline, the diminution of the elementary school aged population within the Perth Amboy Public Schools becomes even more glaring. There are over 1,300 young people of elementary school age, who reside in this city, but who did not attend the Perth Amboy Public Schools during the 2008-09 school year. Additionally, according to the 2010 Census estimates, there were 3,609 teens between the ages of 15 to 19 years of age in Perth Amboy. Again, if you assume that those are the age groups that attend high school, even with the increase in enrolment in the two city high schools, there are still an estimated 1,218 high school aged students unaccounted for. This figure is more than five times the enrollment of the Middlesex County Vocational High School in Perth Amboy, and more than one half as large as the enrollment of Perth Amboy High School. The demand will continue to increase if you correlate the numbers stated here with the City's overall population growth. Census projections indicate that the City's population will grow to an estimated 50,376 in the year 2012 – this is a 20% increase from 1990 Census estimates. The population increase will be primarily driven by the larger numbers of younger people. Between the years 2000 and 2012, the number of young people under the age of 20 is expected to grow approximately to 15,563 persons. Very few Perth Amboy students, primarily due to economic constraints, are attending private or parochial high schools in the area. In addition, the private and parochial high schools near the Perth Amboy area have limited student slots.

Public Safety:¹¹ Despite reductions in the overall crime index for Perth Amboy, the extent of juvenile crime remains pervasive – as a result, *Perth Amboy meets the state designation as a high-crime community*¹². Of the over 3,500 total juvenile crimes currently reported by all 25 Middlesex County municipalities, an estimated one in four are committed by Perth Amboy youth. Recent Middlesex County Juvenile Detention Center data¹³ found that nearly one-third of all of its juvenile detainees were residents of Perth Amboy. Most recent municipal and statewide data¹⁴ indicate an estimated 12 known gangs active throughout Perth Amboy, particularly where public housing is most prominent. The most problematic and notorious gangs are the DDP (aka “*Dominicans Don't Play*”), MS-13, and the *Trinitarios*, primarily consisting of young teen Latinos who engage in narcotics and weapons distribution. Additional gangs range from local ‘affiliates’ or cells of larger gang networks, such as the Bloods, Crips, and La Mugre, to smaller home-grown, neighborhood-based gangs. These gangs share many common characteristics, i.e., their members are primarily Latino or African-American whose age range begin as

¹¹ Unless otherwise indicated, data in the “Public Safety” section comes from the “2006 Uniform Crime Report”, New Jersey State Police.

¹² The State of New Jersey Strategy For Safe Streets and Neighborhoods, 2007.

¹³ Snapshot report from Middlesex County Juvenile Detention Center dated April 15, 2005.

¹⁴ Gang analysis, in part, derived from “Gangs in New Jersey: Municipal Law Enforcement to the 2007 NJSP Gang Survey”. New Jersey State Police, October 15, 2007.

young as 10 years of age to as old as the early to mid 40s (predominantly in the teenage and early 20s, i.e., 16-21). The 2007 New Jersey State Police Gang Survey also found Perth Amboy as among the 13 New Jersey communities where the Bloods are most actively recruiting. Based on the US Department of Justice's "SMART" system¹⁵, Perth Amboy's "Community Disadvantage Index" rated at 9 (based on 1 to 10 scale). This index rating, coupled with the data above, speaks to risk factors that directly correlate to the constant presence of juvenile crime.

Health Conditions¹⁶: Given the correlation between health conditions with academic performance and overall development, it is important to discuss the state of health of our Perth Amboy youth. This discussion of the health conditions of our community, particularly among our youth, speak to the additional risk factors affecting Perth Amboy children – specifically as it relates to their ability to effectively move into the appropriate developmental stage as they grow, particularly as they proceed into the pre-adolescent and adolescent years. As byproducts of poor economics and poor access, and as a medically underserved area (MUA)¹⁷, the City of Perth Amboy continues to lag well behind its suburban counterparts in all primary health indicators. Children in particular and substandard health conditions are very much intertwined¹⁸. The limited access or utilization of prenatal and early pediatric care and the environmental affects associated with poverty severely impede the healthy development and growth of infants and toddlers, and adversely affect the consistent detection and monitoring of risk factors, developmental delays, and other signs symptomatic of chronic or acute illness, mental illness or behavioral disorders, and/or learning disabilities – factors that affect Perth Amboy children as they grow and move into their adolescent years. In addition to impoverishment, a Middlesex County Department of Public Health¹⁹ study found a predominance of the most potent risk factors affecting Perth Amboy children, including biological and family factors. Most recent state data finds that one in five (21%) Perth Amboy families do not have medical insurance²⁰.

The Middlesex County study²¹ cited above also found that *the most significant public health* issue for Perth Amboy is obesity. A recent study commissioned by the New Jersey Health Initiative (Robert Wood Johnson Foundation) to determine eating habits and the extent of physical activity among children and youth in Perth Amboy found disturbing results²². The bulk of the respondents primarily consume food and liquids high in sugar and fat. The majority of our respondents reported having little or no consistent cardiovascular or physical activity. In addition, over half of our respondents were severely overweight or obese. The study also found that the supply of weight reduction programs targeted for

¹⁵ The US Department of Justice's "SMART" Community Disadvantage Index is based on a combined analysis of primary risk factors for delinquency that fall into four categories: individual, family, community and environmental.

¹⁶ Unless otherwise indicated, the data in this section comes from the Center for Health Statistics, NJDHSS. Most recent data provides year-end up until 2003.

¹⁷ As defined by the Bureau of Primary Health Care, US Department of Health and Human Services.

¹⁸ "New Jersey Kids Count 2006 – The State of Children in our State". Association for Children for New Jersey.

¹⁹ "Community Health Needs Assessment – Comprehensive Report on the Health of the Residents of Middlesex County, New Jersey". Middlesex County Public Health Department. March, 2001.

²⁰ Community Health Needs Assessment – Comprehensive Report on the Health of the Residents of Middlesex County, New Jersey". Middlesex County Public Health Department. March, 2001.

²¹ Ibid.

²² Shoskes, Dr. Ellen. "Project Lean Teen: A Study of Dietary and Exercise Patterns of Perth Amboy Teens". Commissioned by the Jewish Renaissance Foundation, as reported to the New Jersey Health Initiative, Robert Wood Johnson Foundation, December, 2005.

youth is severely deficient. With this interplay of socioeconomic, environmental and genetic factors leading to the increasing rates of obesity, the result is a growing number of Perth Amboy families and children afflicted with acute or chronic illness or co-morbidity factors associated with obesity, particularly the diabetes disease. Nearly 6% of the Perth Amboy population has been diagnosed with diabetes – twice the state rate.

Profile of Teen Pregnancy: Most recent data²³ indicates that 12% of Perth Amboy's new births were given by teens, ages 10-19. Of this amount, 37% of teens giving birth are under the age of 17. This rate is more than three times the county rate and six times the state rate. The above mentioned MCDPH study²⁴ found that teen mothers in Perth Amboy were far more likely to drop out of high school, encounter significant economic challenges, and/or enter the public welfare system. The study found that only 64% of teen mothers graduated high school, or earned an equivalency diploma, versus 94% of the overall teen female population of Middlesex County. Nearly 75% of unmarried teen mothers entered the welfare system within five years of the birth of their first child. This trend contributes to the significant extent of single-mother households. Most recent Census data indicates that 30% of Perth Amboy family households are headed by an unmarried mother, who typically lives at or below poverty levels, or in low-income conditions. It is well-documented that unmarried mothers in socioeconomic distress are in far greater risk of having low-birthweight babies, and have limited access to pre- and post-natal care, including proper nutrition.

Mental Health Conditions: Based on most recent state data, there is a significant concentration of mental health cases throughout Middlesex County²⁵, inclusive of Perth Amboy. Currently, the estimated caseload of mental health cases is 16,159. Nearly one-third of the cases (30.6%) are children and youth 18 years of age or younger. Most recent Census data indicates that 7% of the County's total population in the age range of 5-20 reported having a disability, or roughly 10,750 persons. A significant body of research has found that certain cultural attitudes and characteristics of Latino communities adversely impede the pursuit of treatment. Ample evidence suggests that Latino persons are far less likely to seek out mental health treatment than Whites²⁶. Latino persons have more of a tendency to deny the threat of mental illness, and, based upon extensive surveys and interviews, cite 'self-reliance' and 'self-determination' as their rationale to avoid clinical support. From a systemic standpoint, the continuum of service delivery to prevent and treat children with mental disorders is overwhelmed and disjointed, particularly for children of new immigrant households²⁷. Within the Perth Amboy Public Schools, most children with mental health needs, in great part, are identified by their respective schools only after their

²³ The data here comes from the Center for Health Statistics, NJDHSS. The most recent reports provide municipal-level data up to the end of 2009.

²⁴ Community Health Needs Assessment for Perth Amboy – Comprehensive Report on the Health of the Residents of Middlesex County, New Jersey". Middlesex County Public Health Department. March, 2001.

²⁵ "Utilization Data Reports". New Jersey Department of Human Services, FY 2008.

²⁶ Sussman et al., 1987; Gallo et al., 1995; Leong & Lau, 1998; Snowden, 1998; Vega et al., 1998a, 1998b; Zhang et al., 1998 – research cited in "Mental Health: A Report of the Surgeon General". March, 2001.

²⁷ "Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda." US Department of Health and Human Services, September, 2000.

regular classroom teacher can no longer manage their behavior. From there, working under the Individuals with Disabilities Education Act (IDEA) requirements and a protracted bureaucracy, overwhelmed Child Study personnel administers an evaluation process that can take an average of 1-2 years – in some cases, even longer²⁸. A recent statewide study performed by the Hispanic Directors Association of New Jersey and the New Jersey Mental Health Institute cited the following: “*Mental health services in New Jersey for the Latino community are still inadequate and culturally insensitive*”.²⁹ One of the study’s primary recommendations is to expand funding for the development and implementation of targeted public education and media campaigns geared to the Latino community.

Resident Engagement: The Jewish Renaissance Foundation (one of the AUL School’s principal partners) recently instituted an intensive series of diverse “community design” activities that utilizes the input and perspectives of residents and stakeholders as the chief mode of community needs assessment and prioritization. This process enabled JRF to form the “*Perth Amboy Alliance for Community*” (PAAC) initiative, a \$22 million resident-driven strategy to guide the ‘human capital’ development of the City’s most economically challenged neighborhoods. Based primarily on this resident-driven input, JRF developed the “*PAAC Neighborhood Strategic Plan*” (a copy of the full plan and outcomes of resident engagement activities will be supplied upon request). **The overwhelming concern expressed in PAAC’s planning process centered on providing neighborhood youth with improved opportunities for quality education, development and growth.** Many of our residents and stakeholders involved with this process persistently expressed the need to better coordinate and maximize existing programs for youth, while looking at expanding more resources that addresses the root challenges affecting our young people. With the high school and one of the middle schools physically situated within PAAC’s target area, the substandard performance of these two schools were of particular concern. Located in an aging, thirty-year old facility that is severely overcrowded (capacity for 1,400 students with growing enrollment now approaching 2,700), the high school facility poses significant safety and security risks, as evidenced by the increasing rate of school-based disciplinary actions and fighting stated above.

PAAC also elicited the input of young people through three distinct focus group sessions that engaged children as young as six years old to separate sessions involving older, out-of-school youth and young adults as old as 21. In many ways, the opinions expressed by young people in the focus groups were similar to those shared by adults, however, with an emphasis on different issues. In particular, young people were a little more concerned about public safety. The main concerns expressed by youth in these sessions included: (1) young participants saw gangs and drugs as problems; (2) pointed to racial tension between ethnic groups as a root cause of their concerns about public safety; and (3) mirrored adult desires

²⁸ Ibid.

²⁹ “Latino Mental Health – One Year Later: Creeping Towards Progress”. Hispanic Directors Association of New Jersey in Collaboration with New Jersey Mental Health Institute, December, 2006 (follow up to September, 2005 report).

about keeping the neighborhood clean; providing more recreational and organized activities for young people; and taking steps to enhance the educational system.

Parental Demand: As discussed above, significant effort was set forth to collect and interpret parent perspectives in a structured, meaningful manner. Specific methods included focus group sessions and larger community meetings. From these sessions, our parents not only shared similar demographic factors, i.e, age, ethnic, racial and economic indicators, our parents also shared many commonalities with regard to their perspectives of our public schools and dynamics affecting our teens. In summary, parents expressed significant concern regarding the lack of school safety and security; substandard student achievement; and low teacher expectations of students. The summary of our parent meetings and focus group sessions will be furnished upon request.

Project Narrative

Other

Budget Narrative

Budget Narrative

Attachment 1:

Title: **AUL School - CSP Budget Narrative Pages: 2** Uploaded File: **AUL School - CSP CFDA 84.282B - Budget Narrative.doc**

Application for CSP Program Grant – CFDA Number 84.282B
Academy for Urban Leadership Charter School – Perth Amboy, NJ

Budget Category	Justification
Personnel	<p>(1) To cover the additional salary expenses for the Chief School Administrator as it relates to performing duties beyond the scope of regular contracted duties. The amount allocated here is \$4,000 for the first year.</p> <p>(2) To cover the salary expenses of a newly created part-time position of “Coordinator of Technology”, i.e., a state-certified Teacher who will perform the dual function of delivering computer science instruction while also working with the CSA to coordinate the School’s technology plan. The amount allocated is \$30,000 for a 0.50 full-time equivalent, or a half-time position.</p> <p>(3) To cover the salary expenses for curriculum/professional development beyond the scope of the regular duties for eight (8) of our Teachers. Based on 8 Teachers x \$20 per hour rate x 100 hours per year (\$2,000 per Teacher), the amount allocated is \$18,000.</p> <p>Sub-total = \$52,000</p>
Fringe Benefits	The School requests the federal portion to cover the School’s contribution to FICA (7.65%) and the state pension system (5.5%) for the personnel cited above. Based on a combined 12.65%, this calculates to \$6,575.
Travel	Not applicable.
Equipment	<p>(1) Purchase instructional computers for student use and software. The amount allocated is \$30,000. This is based on \$1200 per computer and 25 computes.</p> <p>(2) Purchase classroom manipulative resources for service learning program. The amount allocated is \$5,000. This is based on a \$1,000 per classroom cost and 5 classrooms.</p> <p>(3) Purchase Smart board set up for each classroom with six classes (w/DVD, VCR, and LCD). The amount allocated is \$18,000 based on purchasing 6 Smart boards at \$3,000 per unit.</p> <p>(4) Purchase instructional computers for staff use and software. The amount allocated is \$6,000 based on purchasing 5 computers at \$1,200 per unit.</p> <p>(5) Purchase printers for teacher use and administrative function. Amount allocated is \$3,200 based on purchasing 8 printers at \$800 apiece.</p> <p>(6) Purchase student database system. Costs for a server-based system are estimated at \$7,225.</p> <p>Sub-Total - \$69,425.00</p>
Supplies	Costs to cover printing and publication expenses associated with marketing and outreach activities. The amount allocated here is \$5,000.

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Contractual	<p>(1) To cover the contract for our Project Director who will also serve as the mentor for our CSA. This includes working with our CSA to refine, improve and provide technical support with the School’s curriculum design and content. This includes the design of in-service training for our Teachers as it relates to the curriculum design and associated teaching methodologies and learning strategies. The amount allocated is \$25,000. This is based on anticipated 250 hours of work at an hourly rate not to exceed \$100 per hour.</p> <p>(2) To engage architectural services for the professional and technical guidance in addressing essential facility approvals and improvements. The amount allocated is \$15,000. This is based on anticipated 120 hours of work at an hourly rate not to exceed \$125 per hour.</p> <p>(3) To engage general legal counsel for various business matters, including, at minimum, contract review, personnel matters, policy review, board governance, and other associated matters. The amount allocated is \$15,000. This is based on anticipated 75 hours of work at an hourly rate not to exceed \$200 per hour.</p> <p>Sub-Total - \$55,000.00</p>
Construction	Not applicable.
Other	Lease an additional 1,200 square feet of our facility to withstand additional educational and operational demands that exceed the scope of the current lease agreement. The amount allocated is \$12,000.
Indirect Costs	Not applicable.
Training Stipends	Not applicable.

Note that the amounts indicated here are for year one only, however, the Board anticipates that the line item allocations will remain fixed in the second and third years of the grant period as well. The Board’s comprehensive resource development and sustainability plan will be furnished upon request.