

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



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B120064

Grants.gov Tracking#: GRANT11152612

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/06/2012"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="I-LEAD, Inc."/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="23-2821833"/>	* c. Organizational DUNS: <input type="text" value="134746960000"/>	
d. Address:		
* Street1: <input type="text" value="115 Petrie Avenue"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Rosemont"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="PA: Pennsylvania"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="19010-1510"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mr"/>	* First Name: <input type="text" value="David"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Castro"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="President & CEO"/>	
Organizational Affiliation: <input type="text" value="I-LEAD, Inc."/>		
* Telephone Number: <input type="text" value="424-432-5022"/>	Fax Number: <input type="text" value="877-427,7037"/>	
* Email: <input type="text" value="dc@i-leadusa.org"/>		

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-041312-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Planning, Program, Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2012-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

I-LEAD Charter School: A school to meet the educational needs of high-school drop-outs or students at-risk of dropping out.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="270,245.90"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="270,245.90"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL David Castro	* TITLE President & CEO
* APPLICANT ORGANIZATION I-LEAD, Inc.	* DATE SUBMITTED 06/06/2012

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: I-LEAD, Inc.
* Street 1: 115 Petrie Avenue Street 2:
* City: Rosemont State: PA: Pennsylvania Zip: 19010
Congressional District, if known: PA-7

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

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

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name
* Last Name Suffix
* Street 1 Street 2
* City State: PA: Pennsylvania Zip: NA

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

Prefix * First Name Middle Name
* Last Name Suffix
* Street 1 Street 2
* City State: PA: Pennsylvania Zip: NA

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

* Signature: David Castro
* Name: Prefix * First Name Middle Name
* Last Name Suffix
Title: President & CEO Telephone No.: 484-432-5022 Date: 06/06/2012

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

PR/Award # U282B120064

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.

Optional - You may attach 1 file to this page.

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

I-LEAD Charter School seeks to overcome all obstacles youth face to obtaining an education that will equip them with the academic knowledge, technology, and decision-making skills to be successful adults who can positively impact their local communities.

Poverty – Because the school is located in the city of Reading, Pennsylvania, a city recognized to have the largest number of individuals living in poverty in the U.S., poverty is a real threat to the success of our students. Many students are faced with having to choose between meeting their basic life needs and attending school.

Resolution: The school will assist students to connect with local social service programs that can meet their needs. Further, the school has partnered with the Berks County Food Bank to provide meals for our students on a daily basis. The school also has a part-time social worker on staff to work with students to ensure basic needs are met.

English Language Learners – Census data indicates that more than 58% of the city’s residents are of Hispanic descent.

Resolution - ILCS works to meet the specific learning needs of English Language Learners including providing intensive academic assistance and hiring staff who are bi-lingual.

Low-performing students – Many of the students who drop out of the public school system in Reading are low-performing students; they are students who read at least four years below grade level. For some of these students, they have learning disabilities and specific learning needs that have not been identified or recognized by the educational system.

Resolution – ILCS uses a combination of classroom-style and experiential learning strategies that seek to meet the specific learning needs of all students. In a small classroom environment, learning facilitators are able to work with learners on a one-on-one basis to meet specific learning needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION		
I-LEAD, Inc.		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: David	Middle Name:
* Last Name: Castro	Suffix:	
* Title: President & CEO		
* SIGNATURE: David Castro	* DATE: 06/06/2012	

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Mr. David Castro

Address:

* Street1: I-LEAD

Street2: 115 Petrie Avenue

* City: Rosemont

County:

* State: PA: Pennsylvania

* Zip Code: 19010

* Country: USA: UNITED STATES

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

484-432-5022

Email Address:

dc@i-leadusa.org

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment

Delete Attachment

View Attachment

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

I-LEAD Charter School

I-LEAD, Inc., a community-based nonprofit organization that works to improve local quality of life by helping to strengthen citizens as effective community leaders has formed a founding coalition to develop and implement a charter school. I-LEAD Charter School will serve the community of Reading, Pennsylvania. The school opened in September 2011 and, as such is a start-up charter school.

Reading has been identified by the U.S. Census as having the highest percentage of individuals living in poverty in America. Serving youth in grades 9 through 12, I-LEAD Charter School will focus on meeting the educational needs of those youth who have dropped out of high school or who are at-risk for doing so. Currently, less than 60% of high school students in Reading are graduating from high school. Using a unique approach of classroom and experiential learning strategies that are learner centered, the school seeks to equip students with the academic knowledge, technology and decision-making skills that they need to succeed as adults. All curricula used in the school will be aligned to the Pennsylvania state content standards.

ILCS will utilize a variety of tools to assess learner progress. Achieve and Acuity Assessments will provide baseline data and will provide benchmarks throughout the academic year. Students will also annually participate in the Keystone Assessments.

I-LEAD Charter School is a second chance option for some of the forgotten students of the school system to become reengaged in education and direct themselves toward a positive future.

Applying Organization: I-LEAD, Inc.

Contact Name: David Castro, President & CEO dc@i-leadusa.org

Phone Number: 877-427-7037

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

I-LEAD Charter School

CSP Grant for Planning, Program Design & Initial Implementation

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I-LEAD Charter School

- vi. Describe how the authorized public chartering agency will provide for continued operation of the charter school once the federal grant has expired, if that agency determines that the charter school has met its objectives18
- vii. Include a request and justification for any waivers18
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COMPETITIVE PREFERENCE PRIORITIES

I-LEAD Charter School is applying for competitive preference priority bonus points in the following priority areas:

- Improving Achievement and High School Graduation Rates (Competitive Preference 1)
- Promoting Diversity (Competitive Preference 2)
- Improving Productivity (Competitive Preference 3)

Improving Achievement and High School Graduation Rates: I-LEAD Charter School (ILCS)

provides a high school educational program to youth who are at-risk of dropping out of high school or who have already dropped out. It is our goal to provide a high school education for those we serve, leading them to the successful attainment of a high school diploma. Many of the youth served are **students with disabilities**. ILCS serves numerous students with IEPs (Individualized Educational Plans); currently approximately 20% of our students have an IEP. We have also found that many of the students served have undiagnosed learning disabilities. Further, instructional staff have also identified numerous students who are unable to learn in a traditional classroom environment where lectures and notetaking are the primary source of imparting knowledge to students. Instead, using a variety of educational strategies and experiential teaching techniques, ILCS will increase the number of students with disabilities who graduate.

Eighty-nine percent of the student body currently enrolled in ILCS is of Latino Descent. Of these, approximately 40 students have been identified as **English language learners** who need additional assistance to be successful in the academic classroom.

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Using the English Language Proficiency Standards developed by WIDA (World-Class Instructional Design Assessment), teachers are able to link the English Language Development Standards to state academic standards to equip students with the skills to learn the English language. The English Language Performance Standards describe English language proficiency on a scale of one to six. The graphic below defines the Performance Standards and documents the number of I-LEAD students in each performance area.

Performance Level	Definition	Number of Students
1 – Entering	Pictorial or graphic representation of the language of the content areas Words, phrases, or chunks of language when presented with one-step commands Oral language with phonological, syntactic or semantic errors that often impede meaning	7
2- Beginning	General language related to the content areas Phrases or short sentences Oral or written language with phonological, syntactic or semantic errors that often impede meaning	9
3- Developing	General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic	10

	or semantic errors that may impede the communication but retain much of its meaning	
4 – Expanding	<p>Specific and some technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse</p> <p>Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication</p>	5
5- Bridging	<p>Specialized or technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity</p> <p>Oral or written language approaching comparability to that of English proficient peers</p>	1
6 – Reaching	<p>Specialized or technical language reflective of the content areas at grade level</p> <p>A variety of sentence lengths of varying linguistic complexity</p> <p>Oral or written communication in English comparable to English-proficient peers</p>	0

Through an intensive instructional program, ILCS will increase the number of English language learners who graduate high school and enroll in college.

As defined in the Federal Register, December 15, 2010, **high need students** are those students at risk of educational failure, such as children who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college-or career-ready by graduation....who are at risk of not graduating with a diploma on time, who are homeless, in foster care, who are pregnant or parenting or who have disabilities. ILCS serves high need students. The school uses Acuity and Achieve 3000 Formative Assessments to establish baseline data for each student in core academic areas of reading and math. Acuity and Achieve 3000 is a research-based computerized reading program that teaches students one-on-one at their reading level. Between September 30 and October 24, 2011, 195 students were tested. Of the students tested, 79% were reading below the ninth grade reading level. 49% scored between the 6th and 8th grade reading level, 43% scored between the 2nd and 5th grade reading levels and 8% were at pre-or beginning reading levels. Clearly, students served by ILCS are at risk of not graduating on time. ILCS support and instructional staff work together with high need students to increase those that attain a high school diploma and enroll in college.

High Poverty Schools are those schools in which at least 50% of the students are eligible for free or reduced-price lunches or in which at least 50% of students are from low-income families. Ninety-nine percent of the current enrollment is eligible for free or reduced meals and are thus students living in poverty. ILCS is working to increase the number of students living in poverty who earn a high school diploma and enroll in college.

Accelerating learning and helping to improve high school graduation rates and college enrollment rates for all students in an inclusive manner that ensures that the specific needs of high-need students participating in the project are addressed. The definition of high-need students as defined in the Federal Register is stated above. ILCS seeks to serve students have not

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been successful in the traditional public school. Through its design, including small classroom environment and experiential learning strategies, ILCS seeks to address the specific needs of high-need students. Recognizing that our students also face many social needs including pregnancy, parenting, a lack of basic needs, school staff work to address needs as they arise so that they do not negatively impact the student's ability to learn and be successful in the classroom.

Promoting Diversity: According to the 2010 Census data, 58.2% of the residents of the city of Reading, Pennsylvania are Hispanic or of Latino descent; 28.7% are Caucasian and 13.2% are African American. Current school enrollment figures indicate that 78% of the students enrolled are Hispanic or of Latino descent. ILCS will make every effort to recruit and enroll students who are reflective of the city's demographics. Further, efforts are also made to recruit and retain school staff who are from diverse backgrounds.

Improving Productivity: Recognizing that to be successful, a charter school must operate as efficiently as possible while striving to meet the many needs of the students served, it is the goal of the proposed project to increase efficiency in the use of resources while also improving student learning outcomes. Through the proposed project, ILCS will integrate the use of SMART BOARDS into every classroom. Smart Boards have the capacity to transform learning and instruction. Research indicates their use as an effective instructional strategy for students who benefit from repetition, who need to see material presented again, for students who are absent from school, for struggling learners, and for review for examinations. Through a comprehensive training program for instructional staff and integration into core content areas, school efficiency will be improved. Through the proposed project, ILCS will also provide its

instructional staff with several on-going professional development opportunities to strengthen their work in the classroom with classroom management, effective teaching strategies, etc.

INVITATIONAL PRIORITY: SERVING STUDENTS FROM PERSISTENTLY LOW-PERFORMING SCHOOLS

The target population are those students who have previously attended Reading Senior High School (RSHS). Unfortunately, RSHS is known as a drop-out factory, providing students with a poor education in a dangerous, ineffective environment. The Reading School District is in “Corrective Action II-Year 4” based on the No Child Left Behind Law. According to the RSHS 2011-2016 Strategic Plan, “Student Performance at the high school level is of grave concern: 25% of 11th graders were proficient in Mathematics and 43% in Reading in 2009-2010; graduation rate is lower than 70% and Reading High School consistently ranked at or near the bottom when compared to other Pennsylvania high schools with similar student demographics. The same report indicates the “high school is not effective in supporting student learning. The bottom line is clear and disturbing: Reading’s high school students are not being well served by the quality of education they receive.”¹

APPLICATION REQUIREMENTS

Application Requirement i: Describe the educational program to be implemented by the proposed charter school

I-LEAD Charter School is a second chance option for some of the forgotten students of the school system to become reengaged in education and direct themselves toward a positive future.

¹ Performance Fact, Inc., *2011-2016 Strategic Plan for Reading School District*, July 2011.

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I-LEAD Charter School serves high school students in the Reading community who have dropped out of high school or who are at-risk for doing so. The school opened in September 2011 with an enrollment of 200 students and as of February 2012, has grown to serve over 300. In September 2013, enrollment will expand to serve 400 students. Over 90% of the students served by the school qualify for free or reduced meals. Reading was the subject of recent media articles for having the highest percentage of individuals living in poverty in America. Too many students are performing below proficiency levels on PSSAs in core subject areas. Reading High School has been identified as one of the nation's dropout factories due to the fact that for the last ten years, only 60% of its incoming ninth graders have actually graduated with a high school diploma.

The I-LEAD 21st Century Community Learning Center will serve 100 students during the first year of operation and will grow to serve 180 students during years 2 and 3. The goal of the program is to improve the academic achievement levels of participating students while also equipping them for a successful transition into adulthood. Using the Acuity Formative Assessment Tools, program staff will work with school staff to identify strengths and challenges faced by each student; then an individualized plan of action for the students will be developed to guide their work during the academic components of the program. Using an array of teaching strategies, including computer-assisted learning, small groups and individual tutoring, students will progress academically. Recognizing that many of the students we serve are faced with gaps in the number of academic credits, the program will also offer students a credit recovery program that has been developed to be in alignment with Pennsylvania State Standards and Common Core Standards.

Application Requirement ii: Describe how the charter school will be managed.

ILCS is governed by a committed board of trustees. The board has contracted with Dr. Yamil Sanchez to serve as Head of School and with Dr. Tamara Smith to serve as Dean of Academics. Dr. Sanchez will be responsible for the day-to-day operations of the school and will oversee the work of Dr. Smith. The board of trustees has worked to develop a set of policies that will be used by the Head of School to oversee the operation of the school. The board of trustees will meet on a quarterly basis; additional meetings may be scheduled on an as needed basis. The Head of School will function as the Chief Education Officer and will work as a team member with administrative personnel of the school to develop administrative practices and regulations, supervise and assume responsibility for the completion of administrative details and tasks, and maintain an efficient organization. The Head of School will have the following personnel responsibilities: recruit, interview, and provide orientation for new staff and evaluate all staff using established evaluations protocols.

The Dean of Academics is responsible for designing and or facilitating staff development programs for all staff. This individual will also be responsible for working closely with the Head of School to identify specific student needs in program areas; determine staff, equipment and material needs; monitor and review the implementation of curriculum and interpret the school philosophy to the staff.

All ILCS staff and volunteers will undergo thorough criminal background checks.

Application Requirement iii: Describe the objectives of the charter school and the methods by which the school will determine its progress toward achieving those objectives

Depending upon the unique journey of each learner, we anticipate a range of possible learner outcomes after a year in the school. ILCS has set terminal academic and non-academic goals

and objectives with meaningful performance indicators. Upon graduation, we are determined that our learners will meet these goals regardless of where they start at the time of their enrollment in ILCS. Baseline data for Academic Goals 1 and 2 and Non-Academic Goal 1 were obtained from the Reading School District website. Baseline data for other goals will be established during the first two years of the school's operation as we begin administering a set of internally-designed performance assessment rubrics. Because not all learners will start their academic work at the same point of progress, the school employs an academic counselor who works with the learners, faculty, mentors, and parents to determine intermediate academic achievement goals benchmarking progress toward completion/graduation.

Academic Goal #1: ILCS learners will develop competency in the content areas of literacy and mathematics.

Objectives and Performance Indicators:

- By the end of the school's fifth year of operation, 75% of exiting 12th grade learners will score as Proficient or Advanced on representative, internally administered sections of the reading comprehension and writing components of the Keystone Exams *or* will have increased their literacy skills by at least four functioning levels as measured by the Acuity and Achieve3000.
- By the end of the school's fifth year of operation, 75% of exiting 12th grade learners will score as Proficient or Advanced on representative, internally administered sections of the mathematical reasoning and computation components of the Keystone Exams *or* will have increased their literacy skills by at least four functioning leaves as measured by the Acuity and Achieve3000.

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- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will have successfully demonstrated reading, writing and mathematical reasoning and computational skills by completing all relevant aspects of their classroom and experiential learning activities.

Academic Goal #2: ILCS learners will develop competency in the content areas of science, technology and social studies.

Objectives and Performance Indicators:

- By the end of the school's fifth year of operation, 75% of exiting 12th grade learners will score as Proficient or Advanced on the social studies and science components of the Keystone Exams.
- By the end of the school's fifth year of operation, 85% of exiting 12th grade learners will demonstrate competence in the areas of word processing, spreadsheets, databases, multimedia and presentations, telecommunication, Internet systems and fundamentals, and critical thinking about social and ethical issues in technology as measured by success on the TechLiteracy Assessment and performance-based assessment rubrics as part of the learner's experiential learning activities.

Academic Goal #3: ILCS learners will demonstrate highly-developed leadership skills

Objectives and Performance Indicators:

- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will demonstrate mastery in the classroom of effective dialogue, negotiation, creative leadership, systems thinking, speaking as a leader, and ethical leadership skills as measured by internally-designed performance-based assessment rubrics and grade reports.

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- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will demonstrate mastery in their experiential learning activities of effective dialogue, negotiation, creative leadership, systems thinking, speaking as a leader, and ethical leadership skills as measured by internally-designed performance-based assessment rubrics and grade reports.

Academic Goal #4: ILCs learners will communicate powerfully and effectively with members of their own and others' cultures and communities.

Objectives and Performance Indicators:

- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will effectively use oral and written presentations to demonstrate their knowledge as measured by internally-designed rubrics and grade reports.
- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will effectively use computers to communicate their ideas to members of the school and outside communities as measured by internally-designed rubrics and grade reports.
- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will effectively engage in activities that demonstrate an understanding of their cultural heritage as measured by internally-designed rubrics and grade reports.

Academic Goal #5: ILCS learners will think critically about and constructively address problems and experiences in their lives and the life of their community.

Objectives and Performance Indicators:

- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will participate in the design and implementation of an annual service learning project that is rated Satisfactory or Exemplary according to nationally-validated rubrics and standards.

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- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will participate in surveys and focus groups that will contribute to the ongoing review and improvement of the school's integrated program of classroom study, experiential learning, and work experiences. Summaries of the findings of the surveys and focus groups and their impact on the school's program will be documented.
- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will demonstrate their abilities to effectively articulate, analyze, reflect on, and design and implement correctives for academic, social, and emotional challenges that arise in their daily lives as measured by internally-designed rubrics and grade reports.

Academic Goal #6: ILCS learners will develop school-to-career and 21st Century employment competencies.

Objectives and Performance Indicators:

- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will complete successfully an internship in one of the following areas: Leadership or Entrepreneurship as measured by employer standards-based evaluations of work performance.
- By the end of the school's fifth year of operation, 90% of exiting 12th grade learners will have developed and achieved a sustainable plan for continuing their work and education.

Non-Academic Goal #1: ILCS learners will attend regularly and punctually all classroom and experiential learning activities.

Objectives and Performance Indicators:

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- The average daily attendance rate will be at least 85% in the first year of the school's operation, will improve to 90% by the third year, and to 95% by the fifth year, according to daily records kept by learning facilitators, mentors, tutors, and/or employers.
- The average daily tardiness rate will be no greater than 10% in the first year of the school's operation, will be no greater than 7% in the third year and no greater than 5% in the fifth year, according to daily records kept by learning facilitators, mentors, tutors, and/or employers.

Non-Academic Goal #2: Learners will learn to collaborate and will demonstrate effective use of mediation and non-violent conflict resolution skills.

Objectives and Performance Indicators:

- All learners will participate successfully in mediation and non-violent conflict resolution sessions that build skills in reducing conflicts in social situations as measured by session logs.
- Learners will participate successfully in a peer-mediation program as measured by attendance and program grades.
- The number of discipline referrals for fighting will decrease by 10% annually over the life of the charter as measured by discipline logs.
- By the end of the school's fifth year of operation, 80% of exiting learners will receive a Satisfactory rating on service-learning project components that assess teamwork and cooperation, as measured by the rubric and grades cited above in Academic Goal #5.

Non-Academic Goal #3: Parents will be actively engaged in all aspects of the school -- as volunteers, mentors, work site hosts, and participants in planning and decision-making.

Objectives and Performance Indicators:

- In the first year of the school's operation, at least 20% of parents will attend at least one learner/parent/learning facilitator conference. In each of the following four years, the percentage of parents attending at least one learner/parent/learning facilitator conference will increase 5% as measured by attendance records.
- In the first year of the school's operation, at least 10% of parents will contribute five or more volunteer hours or its equivalent to school programs or activities (e.g., trip chaperone, tutor, mentor, or as an adult participant in comparable activities). In each of the following four years, the percentage of parents contributing five or more volunteer hours will increase 5%, growing to at least 30% by the fifth year. This goal will be measured by volunteer logs.
- In the first year of the school's operation, at least 5% of parents will participate in at least one school decision making structure (e.g., membership on the Board of Trustees, Parent and Family Council, School Council, Community Meeting). In each of the following four years, the rate of parent participation in one or more of these structures will increase 5%, growing to at least 25% by the fifth year. This goal will be measured by meeting attendance records.

Application Requirement iv: Describe the administrative relationship between the charter school and the authorized public chartering agency

The authorized public chartering agency is the Reading School District. They executed our charter agreement on January 5, 2011 and the school opened its doors in September 2011. Over the course of the academic year, ILCS has provided several oral presentations to the Board of the District and will continue to do so.

Application Requirement v: Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school

Since the founders initiated the vision of ILCS, parent input has been welcomed and valued.

Please see selection criteria iv for a description of the involvement of parents and other members of the community in the planning, program design and implementation of the charter school.

Application Requirement vi: Describe how the authorized public chartering agency will provide for continued operation of the charter school once the federal grant has expired, if that agency determines that the charter school has met its objectives

Once the request funds have expired, ILCS will continue to operate as it will continue to receive its per pupil allocation from the State. Further, during the time of the grant project, the school will be working to institutionalize the school into the community and will seek corporate, foundation and private donor financial support. ILCS will also seek public funding, state, local and federal grants to support the operations of the school.

Application Requirement vii: Include a request and justification for any waivers requested

ILCS is not requesting any waivers from the U.S. Department of Education.

Application Requirement viii: Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary

CSP Planning, Program Design, and Implementation funds will be used to obtain the necessary resources to successfully develop and implement ILCS. The funds will be used to meet the educational needs of educationally disadvantaged students including those students with special needs. We will also actively seek other monies which may become available to support drop-out

recovery programs and schools. Further information is provided in Selection Criteria viii and in the budget.

Application Requirement ix: Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school

I-LEAD has been working to educate the community about the charter school since 2009.

Students are reached through outreach efforts to school drop-outs as well as through advertising mediums geared to the population. In the event the school has more applicants than spots available, a lottery is used to determine which students are accepted. Full details are provided in Selection Criteria iv.

Application Requirement x: Describe how the charter school that is considered an LEA will comply with the Individuals with Disabilities Education Act

ILCS recognizes and is committed to the establishment and maintenance of policies and procedures which assure the provision of a Free Appropriate Public Education (FAPE) for all students with disabilities. School policies and procedures are in compliance with all federal and state mandates.

Public awareness of special education and program services available to students with disabilities has been created by including that information in all publications, notices, handbooks, and other printed materials made available to parents and the public. This will include a formal annual public notice as well as a statement regarding our commitment to accept all students regardless of disability. To ensure that this information is available to all, written procedures are being written in language and phraseology which will be understandable to parents regardless of ethnic, linguistic, or cultural background.

Application Requirement xi: If the eligible applicant desires to use grant funds for dissemination activities, describe those activities

ILCS is not seeking grant funds for dissemination activities.

SELECTION CRITERIA

i. Quality of the proposed curriculum and instructional practices

The core philosophy of I-LEAD Charter School is informed by the mission and experience of its developer, I-LEAD, a community-based nonprofit organization that works to improve local quality of life by helping to strengthen citizens as effective community leaders. Focusing on Pennsylvania's poorest and most under-educated, health-challenged, and dangerous communities, I-LEAD's work increases human capacity, enabling and empowering individuals to live up to their potential – and communities to benefit from their increased capacity.

I-LEAD's core philosophy is expressed at the charter school through a focus on four core principles for our learners:

- To master academic content required for effective leadership, creative entrepreneurship, and engaged citizenship, including an understanding of public and private systems, political leadership and modern technology.
- To build and practice a repertoire of important leadership skills, including skills for effective dialogue, negotiation, creative leadership, systems thinking, speaking as a leader, and ethical leadership.
- To envision and implement, along with our partners, leadership, service, and entrepreneurship initiatives in the community; and
- To understand and use the theory and practice of group process.

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The overarching vision of the school is to enable at-risk youth to transition seamlessly into adulthood, prepared to be productively engaged citizens in the 21st Century economy as community leaders and entrepreneurs through an educational model that integrates life skills and academic skills. The founders, I-LEAD envision the school to be a new model for community-based public education that explicitly teaches individuals to continue learning throughout their life time and to positively impact their world.

The success we envision for ILCS graduates is that they become innovative, compassionate, and globally savvy leaders in their workplaces and communities. This vision is based on emerging research in educational and youth development theory. As it relates to improved educational performance, this research tells us that young people learn and develop best through direct and directed experience *in a process* that includes reflection and application, an *in an environment* in which they are in rich relationships with responsible and caring adults and with their peers. This environment should:

- Engage them in individual reflection, integration, synthesis, and the wedding of thought to action;
 - Support them in building and practicing mediation, conflict management, leadership, communication, citizenship and character skills;
 - Align instruction to their learning needs;
 - Empower them to play a role in setting their own learning goals and developing their own career plans;
 - Afford multiple opportunities for them to demonstrate their learning and competence;
- and,

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- Provide structured avenues for them to experience success in the adult world before they leave school.

At ILCS, the learner is placed at the center of a rich and interconnected set of learning experiences in authentic settings both within and beyond the school walls. Young people at ILCS will develop partnerships with one another and with knowledgeable, caring adults as they plan and work toward realizing a promising future for themselves and their communities. They will engage in leadership, entrepreneurial, and service experiences in their communities. They will learn about group dynamics and will experience their power first-hand through these experiences. At ILCs, learners will gain the academic knowledge and the technological and decision-making skills that they need to succeed as adults and to impact their world. Learners will address real-world economic, political, and ethical challenges. ILCS will have an institutional responsibility for youth that is longer, broader, and deeper than is possible in traditional schools.

Consistent with the mission and overarching vision of ILCS, the approach to the design of the curriculum has been guided by two overarching principles:

1. The course of learning should be mindful, cooperative, and interdisciplinary, combining life experiences with reflection to spur personal and community development.
2. The academic program should interweave academic coursework-i.e., required literacy, science, math, social studies, and personal development – with real world issues, activities, and events.

Consequently, the founders of the school have chosen curriculum development and learning facilitation strategies that are constructivist, problem-based, and generative. The school will

engage learners through a variety of authentic structures and processes. In addition to formal courses of study, classroom curriculum and settings will reflect the variety of ways in which we actually live our lives and will include integrated and guided experiential learning components such as internships, mentorships, town meetings, conferences, and service-learning.

Formal Curriculum

The formal curriculum includes the following two-year sequences of study:

Mathematics: In teaching young people how to prosper in a mathematically literate society, classroom educators have become aware of a very valuable lesson: “If we give learners the answers, they will do well on a test; if we teach learners to solve problems, they will succeed for a lifetime.” (Gail Burrill, President, National Council of Learning Facilitators of Mathematics) It is important, therefore, that learners apply their mathematical abilities to solve problems both in the math classroom and in the broader world. Our program will create a foundation for the application of mathematical concepts through curriculum that balances inquiry strategies with skill and confidence building strategies.

The *College Preparatory Mathematics (CPM)* series will be used for mathematics. Taught at 31 schools in Pennsylvania, and widely used throughout California, CPM is a complete curriculum that includes mastering basic skills and procedures, understanding mathematical principles, and acquiring problem solving strategies. We chose *CPM*, which publishes materials aligned with the PA Core Content Standards in mathematics, because it presents mathematic ideas in contexts that help students make sense of otherwise abstract principles. Learners are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Each course is built around several core ideas that are used to

develop related topics, skills and procedures. Students master skills and come to understand ideas over several days and weeks. Much of their classroom time is spent doing guided investigations – much like a math lab – that develop ideas in concrete, visual ways. They also apply their learning to realistic problems that require more than merely mimicking examples of rules.

Learners will regularly be asked to apply mathematics to other disciplines. For instance, in conjunction with the leadership and entrepreneurship concentrations, each learner will go through an intensive financial literacy inquiry that emphasizes everything from broad economic principles to the principles of personal finance. Learners will also learn about statistics by examining data reports and articles through inquiry related to environmental conservation.

Before they begin their studies at ILCS, students' levels of mathematical competence will be assessed based on a careful analysis of their PSSA math scores. They will then be assigned to the appropriate mathematics course. Because we expect that our students will enter the school with a wide range of competence levels, we are mindful that we will need to offer *CPM* series math courses at the pre-algebra level for some of our students. Our aim is to develop competence as quickly as possible. Through regular PSSA Benchmark assessments, we will track student progress and move them into higher-level math courses as quickly as we judge that, with appropriate supports, they will be able to succeed.

Science: The science program will focus on inquiry, real world application, and science in a historical/community context. Projects in science will reflect authentic explorations and research, designed and carried out by learners as they confront problems through the sound scientific approach of systematic observation, prediction and testing. Learners will gain conceptual

knowledge in the life and physical sciences and apply that knowledge to problems across disciplines. Our cross-disciplinary curriculum will emphasize the role that science plays in world culture, and the effect that scientific innovation has had on the development of our modern world. They will gain an appreciation for how the scientific method of research applies to the social as well as the physical world.

Glencoe Biology and *Glencoe Physical Science* will form the core of the science curriculum.

Both are accompanied by Teacher Wraparound Editions that align the tests with PA Core Academic Standards and Assessment Anchors. We chose *Glencoe Biology* because of its organization around major Themes, Big Ideas, and Main Ideas of biology and its strong support for reading comprehension. This program's comprehensive content is made relevant to student through engaging real-world contexts. A vast array of lab experiences builds strong inquiry skills. Differentiated instructional strategies help teachers reach all learners and the text seamlessly integrates technology. We chose *Glencoe Physical Science* because it integrates accurate and comprehensive coverage of physics and chemistry with mathematics through accessible text, engaging features, and a variety of hands-on experiences. The critical-thinking opportunities, real-world applications and technology resources lead students to a deeper understanding of physical science, while building science process skills.

Because of the school's anchor in community development, science learning will be supported by *Glencoe Biology: A Community Context* and *ChemCom: Chemistry in the Community*.

Glencoe Biology: A Community Context is an inquiry-based curriculum for high school general biology classes. It was developed by a team of scientists, science-educators, and high school teachers coordinated by the Project Directors, Dr. William H. Leonard, and Dr. John E. Penick,

and the Project Manager, Dr. Barbara J. Speziale, under a grant from the National Science Foundation. The materials in the curriculum align with the National Science Education Standards developed by the National Research Council and Benchmarks for Science Literacy (developed by Project 2061 of the AAAS).

Developed by the American Chemical Association and published by John H. Freeman & Co., *ChemCom: Chemistry in the Community* features decision-making investigations and activities that give students practice applying their chemical knowledge in various problem-solving situations. Societal themes include water supply, resource conservation, petroleum usage, air quality, foods, nuclear energy and radiation, and the role of chemical industries in society. These themes will be integrated into the Humanities curriculum as well as the students' internships and service-learning experiences.

The Humanities – Language Arts and History: The integrated history and language arts courses have been developed according to themes that support our learners' leadership and entrepreneurship experiences. The central history texts have been developed by the Teacher's Curriculum Institute (TCI). The TCI approach is informed by principles of curriculum development consistent with those of ILCS:

1. The course of learning should be mindful, cooperative and interdisciplinary, combining life experiences with reflection to spur personal and community development.
2. The academic program should interweave academic coursework – i.e., required literacy, science, math, social studies, and personal development – with real-world issues, activities and events.

History Alive! Pursuing American Ideals centers on the five founding ideals from the Declaration of Independence: equality, rights, liberty, opportunity, and democracy. Each generation has struggled with these ideals. Some have made little progress toward achieving them. Others have made great progress. This program invites students to become engaged in this struggle, from establishing an American republic to the making of modern America. It is aligned with Pennsylvania Government Content Standards for Grades 11 and 12.

Government Alive! Power, Politics and You actively connects government to the everyday lives of high school students. With hands-on lessons and a concise, standards-based text, students become enthusiastically engaged in learning about government at the local, state and federal levels. *Doing Democracy: A Toolkit for Civic Action* and the resources from TCI's partnership with the National Constitution Center encourage students with real-life opportunities to do democracy. *Government Alive! Power, Politics and You* inspires and prepares students to become active citizens. It is aligned with Pennsylvania History Content Standards for Grade 12.

Important works of literature, cinema, and the visual arts to illustrate the themes and illuminate the Essential Questions of Humanities I and Humanities II will be explored in depth to support learner achievement of the Pennsylvania Core Academic Standards in Reading, Writing, Speaking and Listening. Literature will be chosen that is appropriate to individual student reading levels. Students will receive ongoing reading level assessments throughout their time at ILCS.

Humanities I: Innovation and Decision Making: The United States of America

This integrated language arts and history course will focus on the role of social and technological innovation in the US., particularly since the end of World War II. Major entrepreneurial figures

like Madam C.J. Walker, Thomas Edison, Bill Gates and Henry Ford will be analyzed for the impact they have had on the development and direction of American society and democracy. A key focus will be on the importance of technological development because the youth of today face an ever increasing impact of technology on everyday reality. Figures like Franklin Roosevelt, Susan B. Anthony, Cesar Chavez and Martin Luther King, Jr. will be studied as a lens for understanding the impact of social innovation in the progress of democracy. Learners will then read appropriate literature from the Great Depress, such as Steinbeck's *The Grapes of Wrath* and the women's and civil rights eras, such as Zora Neale Hurston's *Their Eyes Were Watching God*, to highlight the impact and limitations of social change on the American public. The function and effectiveness of the American government will be evaluated through a critical assessment of American democratic decision making structures. Learners will research the effect that major events have had on political leadership in the United States. Learners will also study the development of the media as an increasingly major influence on American society by analyzing advertisements, propaganda, and news from the nation's birth through the present day.

Examples of essential questions include:

- What are some common characteristics of American leaders?
- How would the United States be different if Thomas Jefferson had not sent Lewis and Clark to explore the west?
- How did the industrial revolution affect American society?
- How has the role of the media changed in the last century?

Humanities II: Poverty and World Markets

The integrated history and language arts course will provide learners with the opportunity to study poverty and the human condition through historical texts, literature, cinema and the visual

arts. America is often seen as a haven for people from poorer countries, like the two Haitians planning an escape to the US in *Tonight By Sea*. However, millions of American, particularly immigrants like the Mexican American family depicted in *The Parrot in the Oven*, continue to struggle in modern American culture. Poverty both at home and abroad will be addressed.

Learners will critically examine the role that the United States plays in the global war on poverty. They will also assess the role of nonprofit organizations in the struggle to curtail the effects of poverty, in collaboration with the Leadership and Entrepreneurship teaching staff.

Starvation, disease and war in Africa and other impoverished areas of the globe will be analyzed for causes and potential avenues for relief, including leveraging the strengths of traditional cultures as illustrated in such works of literature as Achebe's *Things Fall Apart*. While the Leadership and Entrepreneurial program teach micro and macroeconomic mechanisms in the context of entrepreneurship and markets, the Humanities curriculum will include economics from a more global perspective. This will include specifics about international trade policies, the work Bank and IMF, the transition to overseas manufacturing, and the role of capitalism, in democracies. The fundamentals of sound research will be covered in depth, culminating in a research paper that addresses one of the major themes of Humanities II.

Essential driving questions will include:

- Is capitalism more likely to flourish in a democracy?
- How can science contribute to the global war on poverty?
- What roles have literature and art had in the public recognition of poverty as a serious global problem?
- Why don't more people take action in support of social welfare and human rights?

Weekly Seminars: The core subjects of mathematics, science and the humanities (history and language arts), as well as the leadership and entrepreneurial programs will be supported by weekly interdisciplinary seminars. These seminars will build and reinforce connections between academic learning and daily individual, family and community life, thereby helping to create an integrated, holistic educational experience for the learners at ILCS. They will also provide another means to address relevant standards in the Pennsylvania Core Academic Content Areas of Reading, Writing, Speaking and Listening, Family and Consumer Science, History, and Technology.

- *Family Living Seminar* helps learners understand themselves and their family roles. It includes study in the area of psychology, personality, emotions, and life cycle from childhood to old age, and involves practice in applying successful decision making strategies to meet personal challenges.
- *Cyber Living Seminar* helps learners understand the depth and breadth of technology and its impact on modern life. It includes keyboarding, mastering, computer applications, and using the new software to research issues and problem solve and to use electronic applications in tandem with traditional classroom presentations.
- *Daily Living Seminar* helps learners understand personal history and its effect upon daily living, with an emphasis on what is needed in the present. It examines trends and patterns of family and individual life events and helps learners identify and learn skills needed for a happy, productive existence.
- *Living History Seminar* helps learners understand the genesis of wars, the corresponding rise of peace movements, the meaning of national responsibility, and different forms of conflict resolution employed throughout history and in the present. It explores the events

and policies that have resulted in on-going regional conflicts in the Middle East, Central Asia, East Asia, the Americas, and Africa, as well as the political and social behaviors exhibited by countries under stress and undergoing change, including the contemporary United States.

- *Global Living Seminar* helps to understand shifting boundaries and relationships between and among cultures. In it learners also learn a second language, experience a variety of cultures through literature, music, food and traditions, and explore their roles and responsibilities as world citizens.
- *Living Communication Seminar* helps develop public speaking and writing skills as a means for expressing and effectively communicating ideas and feelings.
- *Creative Work Life Seminar* supports ILCS learners in the development of leadership and entrepreneurial skills through examining the personal characteristics, habits, and beliefs of successful leaders and entrepreneurs, performing individual self-analysis of interests, skills, strengths, and challenges through individual projects that identify dream/ideal work, plan to achieve that dream/ideal, and develop strategies to make that dream/ideal a reality.

Internships: Learners will be engaged in an intensive internship program through which academic content is learned and applied. An internship is an unpaid supervised work period that is incorporated into a learner's school-day schedule. Eleventh graders will engage in internships four hours each week during afternoons and/or early evening hours of the school day. Twelfth grade internships will consist of six hours each week and may include Saturdays. Internship tracks include *Leadership* and *Entrepreneurship*; students will choose one or the other:

- *Leadership* (jobs in which the learner plays a leadership role rather than performs a routine task, such as organizing an effort to get people registered to vote by developing strategies, mobilizing resources and executing plans); and
- *Entrepreneurship* (experiences in which learners work one-on-one with an executive, such as an assistant job to understand what such an entrepreneur does and is thinking about in developing and/or running a for-profit or not-for-profit enterprise).

ii. **The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards**

The educational curriculum developed by ILCS is in alignment with the Pennsylvania State Academic Standards and will be used to assist educationally disadvantaged students to meet Pennsylvania student academic achievement standards.

iii. **The quality of the strategy for assessing achievement of the charter school's objectives**

A clear and consistent process of self-assessment that includes participation by all stakeholders is determinative of school success and is a core principle of ILCS. The self-assessment process will be informed by our foundational recognition that “we are in relationships with one another in a multiplicity of ways.” ILCS will draw upon our commitment to ongoing reflection as an essential component of the learning process. Just as individuals learn, so do institutions.

The annual assessment process will include:

- Learner Achievement as measured by grades, project and performance assessments, internship assessments, learner self-assessments and journals, and internally administered components of the PSSA.
- Leadership and Citizenship as measured by frequency and seriousness of disciplinary referrals, levels and quality of learner participation in service-learning and other activities in the community, learner self-assessments, and reports from learning facilitators, family, and community members.
- Family Participation as measured by attendance at school meetings and learner demonstrations, and the number of family members who serve as volunteers, experts, or in other roles. Data will be provided through surveys, focus groups, and interviews, as well.
- Community Participation as measured by attendance at school meetings, participation of community members as volunteers, experts, service-learning and internship sites, mentors, tutors, or those serving in other roles.
- Staff Performance as measured by attendance records, constituent learning gains, participation in staff development opportunities, record of parental and learner complaints, and effective participation in the life of the school and community.
- School Leadership as measured by the extent to which the school's administrator is able to articulate the ILCS mission, curriculum, program features, and policies to all stakeholders, provide the school with adequate resources for continued growth and development, achieve the academic and non-academic goals of the school as set forth in

the charter, work inclusively and effectively with representatives of all school constituencies, and maintain the school's day-to-day operation.

- School Governance as measured by the extent to which the Board is holding the administrator accountable for achieving the academic and non-academic goals of the school as set forth in the charter, approving any changes to the school's curriculum and textbooks, monitoring existing policies and developing new school policies as necessary, approving the annual budget, regularly monitoring the finances of the school to insure the school is operating within its budget, approving modifications to the annual budget, and arranging for an annual independent audit of the school.

This process will follow the steps outlined below. Small groups, representative of all school constituencies, including learners will carry out each step. The process includes an annual "village-wide" meeting and ongoing interviews, focus groups, and surveys for the collection of evidence data. The steps are:

- Review performance goals and action plan at the beginning of the year;
- Establish areas of responsibility and timelines for the Board of Trustees and administration;
- Assess implementation over time;
- Collect evidence and data;
- Create a school-wide improvement plan, in accordance with the regulations for school strategic planning as set forth in Chapter 5 of the Pennsylvania School Code;
- Submit school improvement plan to the Board of Trustees for revision and approval;
- Hold a Board of Trustees retreat with the administrator to devise an implementation plan.

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Teachers, or learning facilitators, will undergo an annual evaluation process to insure maximum effectiveness in the delivery of instruction that will lead to maximum learner performance in the classroom and in the experiential learning activities beyond the school walls. The evaluation process for learning facilitators will include the following components:

- A goal-setting meeting between the learning facilitator and the Head of School will be held at the beginning of the school year;
- Observations by the Head of School and the Dean of Academics will occur throughout the school year;
- Learning facilitator self-assessments and journals;
- Written evaluations from learners and parents;
- Learning facilitator contributions to helping meet the school's performance goals and improvement plans;
- Learning facilitator participation in staff development opportunities;
- Results of necessary learning facilitator certification and certification renewal examinations; and
- An end-of-year review by the Head of School and learning facilitator assessing the extent to which the mutually agreed upon annual goals have been achieved.

A similar process will be used by the Board of Trustees to evaluate the Head of School.

iv. The extent of community support for the application

I-LEAD has worked on the development of the ILCS since 2009. School leaders and administrators worked intensively to educate and inform the community while also seeking their support for the school. To effect learning recruitment, I-LEAD conducted wide-ranging

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community outreach efforts. All outreach materials are bilingual, insuring the all parents will be able to understand the philosophy and workings of the school. Public information sessions were held twice a month during the orientation period. During the charter application process, I-LEAD representatives made face-to-face contact with community groups to obtain community input that could be incorporated into the charter school application. Advertisements were placed in local papers and flyers were distributed throughout the community.

ILCS represents a significant step in the direction of educational reform and innovation. Support for educational innovation can be found in all sectors of the Reading community as demonstrated in recent community studies. The school's program appeals to many different sectors because of its potential for energizing community development, market-based job training, and enriched life opportunities. Signed petitions and letters of support express the community's early interest in and support for ILCS. A sampling of letters of support from various aspects of the community is attached in the appendix. It should be noted that these letters are dated during the time ILCS was applying for a charter. I-LEAD obtained more than 500 sworn affidavits confirming the need for the Charter School, expressing support for its mission and urging the School Board to approve the Charter application. These affidavits were received from parents of children eligible to be served by the School District.

During the application and planning process, community groups were invited to a planning and review session so that their input could be heard and considered prior to submitting the application. The planning and review group function will be an on-going part of the development process. The meetings have continued during this initial year of operation on a quarterly basis. Community groups are also invited to attend ILCS' town meetings. Also, as already stated, community groups will serve as internship opportunities for learners interested in

developing leadership skills, relationships that will serve to strengthen the bond between the school and the community.

ILCS does not discriminate against any age appropriate learner. If the number of applicants exceeds the number of available slots for any grade, ILCS will conduct a lottery to determine the order of admission. Applicants on the waiting list will be admitted according to the number drawn in the lottery. The application process will include the following activities:

- Informational meetings for applicants and their families;
- Question and answer sessions for parents and other family members;
- Completion of an application form and required documents;
- Group problem-solving sessions, such as renting an apartment;
- Reflection activities to be completed at home (e.g., what is their most significant personal work/family experience that month – describe their role in that experience, reflect on what they might do differently next time, etc.); and,
- Development of learner and parent understandings of roles and responsibilities.

This process is designed to familiarize applicants with the school concept and to build commitment to the kind of work they are expected to do at the school. The planned activities will allow the applicants and their families to decide if ILCS is the appropriate educational setting for them.

When the recruitment process is completed at the end of each May and parents have completed appropriate forms, the President of the Board of Trustees will conduct a lottery in early June if the number of applicants exceeds the number of available places. Names that have been entered

in the application process will be assigned a number as they are drawn. If all slots are filled for a particular grade, remaining candidates will be placed on a waiting list as needed.

Students residing within the boundaries of the Reading School District will be given the opportunity to enroll before those students who reside outside the District are included. Those students who reside outside of the district will only be enrolled if there are seats available for them. Reading School District candidates will only be denied a seat if the school is oversubscribed with city students and the lottery for the city students does not select them for enrollment. These city students will be placed on the waiting list before any non-city students are put on the list. Families will have two weeks after the lottery is held in which to return the commitment letter that enrolls their children. If the selected families do not return the commitment letter by that date, families on the waiting list will be contacted in the order in which their names were drawn and given an opportunity to enroll. The process will continue until enrollment is completed.

v. **The extent to which the proposed project encourages parental involvement**

ILCS is accountable to parents and encourages parental involvement in various aspects of the school. This is in keeping with the principles at the heart of the school. Parents are included as members of the School Advisory Council. The administration reports monthly to a Parent and Family Council, which is open to all parents and family members of currently enrolled learners and others whose purpose is to give voice to parent concerns and ideas. In addition, parents are invited to attend regularly scheduled parent/learning facilitator conferences, and be called by learning facilitators as necessary to discuss issues related to their children's progress in school. Parents can also function in a variety of volunteer roles including various school committees,

focus groups and planning retreats. Above all, parents are encouraged and welcomed to be an integral part of the educational process at ILCS.

vi. Quality of project personnel

The founders of ILCS have written hiring standards indicated in their state charter application. These standards include hiring staff members who are committed to the philosophy of teaching and learning entailed by the school's mission and vision. Successful candidates demonstrate an openness to participation in an egalitarian community of adults and youth and a willingness to do the work that is necessary to make that vision a reality. In addition, staff will have experience working with urban youth from a variety of backgrounds and be committed to the community development model that underlies the work of the school. Individuals of traditionally underrepresented groups are encouraged to apply.

An impressive number of individuals with experience in education and in building the capacity of struggling communities have come together to create the vision for I-LEAD Charter School. The founders are members of the I-LEAD Board of Directors or the Advisory Board or serve as I-LEAD staff and consultants. Collectively, they have experience in the areas of secondary and higher education, politics, business operations, facilities development and management, human resource management, financial and fiscal operations, and have legal expertise. Members of the I-LEAD, Inc. board of directors who worked to establish the school include:

- Lynne Abraham, Former District Attorney of Philadelphia
- David Castro, President & CEO, I-LEAD, Inc.
- Julia Chapman, Director of Legislative Affairs, City of Philadelphia
- Susan Herron, Director of the office of Student Conduct, University of Pennsylvania

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- Robert S. Natalini, Esq., Adjunct faculty for I-LEAD's Leadership Studies degree program
- Christopher Sample, Former Director of Government and Community Relations, Philadelphia District Attorney's Office
- Jeremia White, President, Osiris, Inc.

In addition, I-LEAD, Inc. used the services of Jay Guben, Ph.D., President of the Restaurant School, Inc. and the Principal Founder and Former Co-Director, Freire Charter School.

The Head of School is Dr. Yamil Sanchez. Dr. Sanchez holds a doctorate in education from LeHigh University; he is also instructional certification in secondary Chemistry. Prior to his position with ILCS, Dr. Sanchez served as Head of School for Kuumba Academy Charter School in Wilmington, Delaware. While there he oversaw and implemented the development of comprehensive policies, procedures and processes that addressed all aspects of the educational program and administrative functions of the school.

The Dean of Academics is Dr. Tamara Smith. Dr. Smith holds a Ph.D. in Professional Studies and Education from Capella University. She also holds a Master's of Arts in Education from Marygrove College. In her role at ILCS, Dr. Smith is responsible for functioning as a liaison between students, staff and parents. She is also responsible for working with instructional staff to ensure classroom strategies and practices are effective with the student population. Both resumes are attached in the appendix.

Teachers, or learning facilitators, are required to maintain the highest standards of professional responsibility. They are expected to nurture the intellectual, physical, emotional, social, civic leadership, and career potential of each learner while creating, supporting, and maintaining a

challenging learning environment for all learners. Learning facilitators are expected to collaborate with colleagues and other professionals in “the best interest” of the learner, collaborate with parents and the community, build trust and respect confidentiality; and advance the intellectual and ethical foundation of the ILCS learning community.

All school staff under-go criminal background checks prior to being offered a contract. ILCS will seek qualified candidates for employment which include gender and minority candidates representative of the student body. Instructional staff are all highly qualified and or certified in their teaching field. As previously mentioned, all staff will be evaluated annually.

vii. Quality of the management plan

ILCS is locally governed by a board of trustees. The board has contracted with Dr. Yamil Sanchez to serve as the Head of School and with Dr. Tamara Smith to serve as the Dean of Academics. Dr. Sanchez will be responsible for the day-to-day operations of the school and will supervise Dr. Smith. The board of trustees has approved a set of administrative policies which are implemented by the Head of School.

The Board of Trustees will meet on a quarterly basis and on an as-needed basis and will act upon broad policies delineated in the school by-laws. These matters include, but are not limited to:

- Adopting a school calendar that contains at least the minimum number of instructional hours and days and adheres to the holidays mandated by the Pennsylvania School Code;
- Adopting courses of study;
- Adopting textbooks;
- Appointing, evaluating, as per the goals set forth in the school’s charter, and dismissing, if necessary, charter school administrators;

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- Adopting the annual budget;
- Reviewing monthly financial statements;
- Investing funds;
- Contracting with a firm for an annual independent audit;
- Approving school policies;
- Purchasing or selling of land;
- Locating new buildings or changing the locations of old ones;
- Creating or increasing any indebtedness;
- Designating depositories of school funds;
- Entering into contracts of any kind where the amount exceeds \$200;
- Fixing salaries or compensation of administrators, learning facilitators, or the employees of the charter school;
- Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for ILCS's proportionate share of the cost of services or to be provided by the foregoing entities.

The school has formal purchasing procedures that are overseen by the Chief Financial Officer of the school and implemented on a daily basis by the bookkeeper. The Chief Financial Officer works closely with the Board Treasurer and with the Head of School to develop an annual budget to meet the needs of the school while also being fiscally conservative.

ILCS has worked with the Reading School District to transport learners to and from school. The district will transport students using the same regulations that apply to transporting students who attend its schools. Communication is maintained with the District to establish workable

arrangements for safely transporting our students, and to make suggestions for improving student transportation when deficiencies are identified by parents, learners, or the school staff. ILCS will make arrangements and bear the cost of transporting learners to and from internship sites and other experiential learning activities.

Those learners who are eligible for free and reduced meals in accordance with the Reading School District receive meals through a Pennsylvania Department of Education approved provider. ILCS receives a reimbursement for the meals it provides to students. Meals are provided off-site each day and delivered to the school at the appropriate time.

ILCS will comply with all federal, state, and local health and safety laws and regulations.

Health services are received through a contract for services. A nurse is on site or easily accessible at all times during the academic day. The nurse is also responsible for required health screenings, maintaining learner health records, verifying student immunization records and communicating with parents/guardians about health concerns.

ILCS has identified specific needs that the proposed project will meet and thus strengthen the school's educational program as it works to meet the needs of the student learners. The following activities/services will be purchased:

- TI-84 Plus calculators
- Smart Boards for academic classrooms
- System 44 – a research-based phonics instructional program that uses adaptive technology and age-appropriate fiction and nonfiction text. System 44 is designed for older students who are struggling readers, including those with disabilities or English

language learners. Professional development for appropriate instructional staff will be provided.

- Professional Development activities including cultural competency, classroom management, reading instruction across content areas, and conference attendance at National Council of Teachers of Mathematics conference.
- Service Learning Project for senior class.

The chart below outlines the time frame for completing the proposed activities.

Project Timeline

Timeframe	Task/Activity	Responsibility
September 2011	School Opens	Board of Trustees Head of School
September 2011, January 2012, May 2012	Acuity Formative Assessment administered to all learners	Dean of Academics Instructional staff
April 2012	PSSA administered	Dean of Academics Instructional staff
July 2012	Lottery for vacancies in 2012-2013 academic year	Head of School
August 2012	2012-2013 Academic Year begins	Board of Trustees Head of School Instructional staff
Quarterly	Board of Trustee Meetings	Board of Trustees

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Tasks documented above are related to the operation of the school. Below are tasks associated with the requested project funding.

October 2012	Purchase classroom tools (scientific & graphing calculators)	Business Office for procurement
October 2012	Purchase System 44	Reading Specialist in partnership with Business Office
November – December 2012	Train staff to implement System 44 curriculum	Reading Specialist
November 2012	Solicit bids from vendors for SmartBoards	Business Office
December 2012	Purchase SmartBoards	Business Office
December 2012	Cultural Competency Professional Development	Dean of Academics
January 2013	SmartBoard Professional Development	Dean of Academics
February 2013	Classroom Management Professional Development	Dean of Academics
March 2013	Reading Instruction Across the Content Areas Professional Development	Dean of Academics

April 2013	Service Learning Project for 50 learners and staff chaperones	Head of School Dean of Academics
As requested	ILCS will provide program reports to the U.S. Department of Education	Head of School Dean of Academics
As scheduled	Attendance at the project required Charter School Conference	Head of School Designated staff

viii. The existence of a charter or performance contract between the charter school and its authorized public chartering agency

ILCS has a signed charter with the Reading School District which recognizes the school as an LEA. Incorporated into the charter is the application submitted by I-LEAD to the Pennsylvania Department of Education. The application details how student performance will be measured.

Pre-assessments to establish baseline data will include the PSSA (Pennsylvania System of School Assessment) for assessing content knowledge. Formative or learner progress assessments will including running records, retellings, cloze tests, reading logs, text responses, interest inventories, learning facilitator observations, oral presentations, responses to visual presentations, creation of visual presentations, role plays, performance-based assessment rubrics, and pen and pencil tests. Summative assessments will include internally-administered

components of the PSSA, along pre-and post-assessments, projects and portfolios associated with both classroom and experiential learning activities.

Individual learner assessment profiles will be compiled that include data from all assessments. These profiles will be updated three times each year. The school's progress in achieving overall learning goals will be determined through a comprehensive and detailed analysis of the learner assessment portfolios. Areas of success and failure will thus be identified for individual learners, classes/grades and the school as a whole. The Head of School convenes monthly meetings with the School Council to present the data analyses, compare it to the school's performance goals, determine how it should inform modifications to the curriculum or instructional program, when necessary, and define how it should impact the agenda for staff professional development activities. The data will also be presented to the Board of Trustees, along with any proposals or recommendations for major modifications to the school's program, which would require Board approval.

ix. **The degree of flexibility afforded by the SEA and, if applicable the LEA to the charter school**

Charter School legislation was passed in Pennsylvania on June 12, 1997 as Senate Bill 123. This bill allows for the establishment of charter schools in the state. A charter school is an independent public school established and operated under a charter from the local board of school directors. A charter school may enroll students who chose to apply and are residents of the school district or participating districts. Nonresident students may also be enrolled with first preference given to resident students. Capacity issues will be settled by the use of a lottery. Discrimination is prohibited in admission decisions; however, the charter school may limit

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admission to a particular grade level or area of concentration and may set reasonable criteria to evaluate prospective students, consistent with the charter. At least 75% of the professional staff of a charter school must hold appropriate Pennsylvania certification. The charter must list the general qualifications for non-certificated staff and additional criteria are established. The staff may bargain collectively, but not as part of the school district's bargaining unit. Protections are built into the bill to allow teachers to transfer to a charter school without penalty to employee rights: seniority, right of return, retirement, health benefits and tenure. Charter schools will receive funds for operation from both the state and local level. Funding is provided by removing allocations that are not part of the operating costs of a charter school from the total expenditures per average daily membership of the school district of residence. School districts are provided temporary funding for the transitional costs of a district's students enrolling in a charter school and are provided payments due to the transfer of private school students to a public charter school.

Transportation is provided for students in charter schools in the same manner as transportation is provided to other schools in the districts. The same provisions applying to the transportation of non-public students apply to non-resident students who attend charter schools. The bill provides a listing of school code regulations and statutes that directly apply to charter schools. Charter schools must comply with all other relevant regulations and statutes, not in the school code, that apply to all public schools.

The bill established requirements for on-going access to records and facilities of the charter school and for an evaluation of charter schools by an independent consultant after five years.

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Curriculum Vitae

Yamil Sanchez Rivera, Ed.D.



PROFESSIONAL QUALIFICATIONS

Instructional I Secondary Educational Certification
Chemistry

EDUCATION

Ed.D.– Curriculum and Instruction – May 2010
Lehigh University, Bethlehem, PA
Topic: *Promoting Motivation Through Mode of Instruction: The Relationship Between Use of Affective Teaching Techniques And Motivation To Learn Science*

Certification Secondary Education/Chemistry – July 2005
Kutztown University, Kutztown, PA

M.Ed. Secondary Education, Curriculum and Instruction – May 1998
Kutztown University, Kutztown, PA

B.S. in Chemistry – May 1995
Villanova University, Villanova, PA

EMPLOYMENT

7/2010 – present, Kuumba Academy Charter School, Wilmington, DE

7/2006 – 3/2007, Head of School

Ensure the development of comprehensive policies, procedures and processes which address all aspects of the educational program, such as but not limited to:

Curriculum design, content, and evaluation

Faculty certification and professional development

Hiring, retention and evaluation of teaching faculty, administrators, support staff, and other required personnel

Department of Education, Student, Faculty, Support Staff, Parent and Community Relations

Plant operation, health, safety and security

Provide professional support to the Board of Directors inclusive of the Finance, Facilities, Human Resources, Fund Development/Marketing Committees

Engage the organization in strategic planning for the purpose of reflection, review, analysis, and effecting changes that will promote and enrich the school's services to students, families and communities

Convert strategic goals contained in the school's charter into policies and implementation plans, action steps, ensuring their completion within identified time parameters

Seek and secure fiscal resources that support and augment programs including non-DOE funds and competitive grant applications

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Provide leadership in the development and management of the school's annual budget
Provide leadership in developing collaborative partnerships and relationships, with consumers, public and private organizations, networks, institutions and individuals, to promote and enhance the Academy's ability to meet its mission
Serve as an ambassador and public spokesperson for the Academy and seek opportunities to promote a positive image of the school and its program
Represent the school at local, regional and national meetings and conferences

3/2007 – 7/2010 United Way System

10/2008 – Present, **Director, Community Impact Alliances** - United Way of Delaware

Managed Community Impact Strategic Focus Area (SFA) efforts

Served as liaison and representative for UWD work related to the SFA efforts in the state

Convened community partners in support of SFA efforts

1/2008 – 10/2008, **Assistant Director, Community Impact** - United Way of Delaware

Coordinated Community Impact Strategic Focus Area (SFA) efforts

Managed volunteer facilitated efforts to identify community needs, gaps in services, effective/research proven strategies, and metric system to document progress

3/2007 – 12/2007, **Director of Community Research and Planning** - United Way of Berks County

Collected data and information needed to support the work of Community Impact Councils

Generated issue briefs to communicate collective work of the Community Impact Councils

Assisted with the development of Request for Proposals related to specific community outcomes

5/2005 – 3/2007, Committee for Hispanic Children & Families, Inc., New York, NY

7/2006 – 3/2007, **Director of Youth Development**

Managed and supervised After School, Attendance Improvement/Drop-Out Prevention, and Adolescent Pregnancy Prevention programs and staff

Cultivated and maintained relationships with school administrators, organization executives, board members, funders, and local and state government officials

Oversaw 1.5 million budget and adherence to program objectives

Worked in collaboration with Executive Team to create and maintain agency policies and created proposals for funding

Developed and maintained evaluation tools to measure effectiveness of youth programs

Provided programmatic advisement regarding age-appropriate use of curricula, implementation of activities, and outreach methods

5/2005 – 7/2006, **Site Coordinator/Director of After School Programs**

Coordinated after school programs in schools throughout Bronx, N.Y.

Responsible for the management of \$850 K in after school program budgets

Recruited, interviewed, hired, and supervised team of 30-35 program staff and two site coordinators

Regularly monitored and assessed program goals via attendance reports, weekly staff meetings and communication with day school administrators

Communicated with parents, staff, students, day school teachers/administrators, and funders

2004–2005, Assistant Director of Professional Development – Da Vinci Discovery Center - Allentown, PA

Coordinated professional development program for 50 elementary school in-service teachers

Served as the museum's representative for the American Association for the Advancement of Science funded projects in the community

2002–2004, Development/Marketing Director - Police Athletic League – Reading, PA

Designed agency's first Development and Marketing Plan

Created and maintained agency's first development database (26,000 records)

Y. Sanchez, 9

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Responsible for all grant writing, major fundraisers, and all marketing/PR efforts
Worked with the Board and Executive Director to secure agency's 1.2 million budget

2001–2002, Teacher - Mariana Bracetti Academy Charter School – Philadelphia, PA

Created and presented 9th grade Physics lessons
Member of MBA's Leadership Team, responsible for the development of school policies and procedures, curriculum, and extra-curricular activities

2000–2001, Recruitment Manager - Kutztown University of PA – Kutztown, PA

Facilitated faculty and administration search committees
Visited HBCU's and other universities across the country, resulting in the increased applicant pool of candidates having experience in working with diverse populations

1999–2000, Teacher - Allentown School District – Allentown, PA

Created and presented 9th and 12th grade General Science, Biology and Chemistry lessons
Coached William Allen High School's Drill Team

1997–1999, Mentoring and the Arts Program Coordinator - Police Athletic League, Reading, PA

Recruited and supervised program staff, artists, and student participants
Member of agency's Strategic Planning Team
Assisted with development of agency's budget, grant writing, and special events

1995–1997, Teacher - Reading School District - Reading, PA

Created and presented 9th and 11th grade General Science lessons
Organized 1st Annual Bilingual Program Basketball Tournament

PROFESSIONAL DEVELOPMENT

Project WILD – Project WILD Pennsylvania, 2004

Role of Computer Interfacing in Physics – American Association of Physics Teachers, 2004

Applied Biology/Chemistry for Beginners – Berks County Intermediate Unit, 1996

Principles of Technology – Berks County Intermediate Unit, 1995

PRESENTATIONS

School Science and Mathematics Association (invited) – *“Affective Teaching” to Learn Science: What is the Relationship between Practice and Motivation?*, Reno, NV - October, 2009

Lehigh University Research Symposium (invited) - *“Affective Teaching” to Learn Science: What is the Relationship between Practice and Achievement?*, Bethlehem, PA – April, 2009

Lehigh University College of Education Graduate Student Symposium (invited) -

Y. Sanchez, 9

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"Affective Teaching" to Learn Science: What is the Relationship between Practice and Achievement?, Bethlehem, PA – February, 2009

School Science and Mathematics Association (invited) – *"Affective Teaching" to Learn Science: What is the Relationship between Practice and Achievement?*, Raleigh-Durham, NC - November, 2008

Keynote Speaker - YWCA of Delaware's Building Bridges to Tomorrow's Leaders celebration (May 2008)

Keynote Speaker - Latin American Community Center's Annual Hispanic Student Recognition Program (April 2008)

Presenter - National Council de La Raza (NCLR) Conference on "Effectively Engaging Latino Families – Parents as keys to Student Success!" (July 2006)

Presenter - Association for Fundraising Professionals (AFP) annual conference on "Establishing Collaborative Efforts" (November 2003)

Presenter - Pennsylvania's Black Caucus on Higher Education – Annual Conference on "Effective Strategies for Recruiting and Retaining Faculty and Administrators of Color" (March 2001)

COURSES TAUGHT

Science in Elementary School Education (Lehigh University: Spring, 2004). Enrollment: 15 students. Web-enhanced course.

Y. Sanchez, 9
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SERVICE

- Kuumba Academy Charter School Board Member (July, 2008 – Present)
- Co-chair of 2009 Hispanic Student Recognition Program (January – April, 2009)
- Member of national conference planning committee for United Way of America Staff Leaders Conference held in Detroit, MI (October, 2008 – May, 2009)
- Member of conference planning committee for Asset Building Leadership Summit co-sponsored by United Way of Delaware, FDIC, YWCA Delaware, and Jessie Ball DuPont Fund (June – October, 2008)
- Member of conference planning committee for Economic Justice Symposium co-sponsored by United Way of Delaware, FDIC, and Nehemiah Gateway, CDC (February – May 2008)
- Member of national conference planning committee for United Way of America Inclusion Roundtable Conference held at San Francisco, CA (January – July 2008)
- Member of Latino Alliance of the Lehigh Valley (2004-2005)
- Organized Development/Marketing Directors round-table meetings for non-profits in the Reading/Berks community (2003)
- Organized Kutztown University Hispanic Caucus group of faculty, administrators, and staff (May 2001)
- Organized professional association of Latinos/Hispanics from the Lehigh Valley and Berks County area – “Latinos(as)/Hispanics In Higher Education” (January 2001)
- Police Athletic League of Greater Reading Board Member (2000-01) and Board Secretary (2001-2002)

REFERENCES

Charles (Pete) Coleman
Assistant Director Student Affairs
Penn State Berks
PO Box 7009 Tulpehocken Road
Reading, Pa. 19610
(610) 396 – 6072
Cfc3@psu.edu

Dr. H. Lynn Columba, Associate Professor
Teaching, Learning, & Technology Program
College of Education
Lehigh University
111 Research Dr
Bethlehem PA 18015
(610) 758 – 323 Fax (610) 758 - 3243
hlc0@lehigh.edu

Wanda Lopez, Executive Director
Governor's Advisory Council on Hispanic Affairs
1901 N DuPont Highway, Herman M. Holloway Sr., Campus
Charles Debnam Building
New Castle, Delaware 19720
(302) 530 - 0983 Fax (302) 255 – 4463
wandalopezWML@comcast.net

Sandra L. Wise
Vice President Berks/Schuylkill Division
Easter Seals Eastern PA
1040 Liggett Avenue
Reading, PA 19611
(610) 775-1431 Fax (484) 706-2181
Sandra.wise@easterseals-easternpa.org

Y. Sanchez, 9
1

SUMMARY OF QUALIFICATIONS

- The Foundation of my work has been solidly secured in obtaining key objectives as an administrator, research scholar, and master teacher.
- I work to improve the preparation of students, to make outcomes against which progress is judged achievable, and to create a learning environment that encourages everyone to contribute.
- I ensure school programs have accumulative, purposeful effects on student learning, faculty development and research, developing a quality leadership infrastructure that emphasizes the prevention of academia-related problems.

EDUCATION

Capella University
Ph.D. in Education/Professional Studies(2011) Minneapolis, Minnesota

Marygrove College
Master of Arts in Education, The Art of Teaching (2002) Detroit, Michigan

Rowan University
Teaching Certification (1999) Glassboro, New Jersey
Plan V Certification Dietetics (1993)

Oakwood University
Bachelor of Science, Family and Consumer Sciences Huntsville, Alabama
Minor: English (1982)

PROFESSIONAL EXPERIENCE

2003 –2011 Pine Forge Academy Pine Forge, Pennsylvania
Dean of Academic Affairs

- Supervisor of Curriculum and Professional Development. Chairman for all school-wide academic activities, teacher evaluations, professional workshops, academic grants, advanced placement course work and certifications, community programs, discipline committee, course evaluations and student-teacher-parent mediations.

1993 – 2006 Camden County College Blackwood, New Jersey
Professor –Allied Health/Nutrition

- Responsible for course curriculum, structure, content and lecture of various allied health coursework, both basic and advanced.

1999 – 2003 Woodbury High School Woodbury, New Jersey
Instructor – Family & Consumer Sciences

- Planned and instructed foods and nutrition courses using a variety of teaching aids, motivational, and implementation strategies to engage students in active learning.
- Served as Academic Advisor for the Culture League.
- Counseled junior and senior students on college placement.
- Served as Board Member of the Tripod Team, a Harvard University sponsored program developed to increase the academic success of black male teenagers.

1998– 1999 Clearview High School Mullica Hill, New Jersey
Instructor - Family & Consumer Sciences

- Designed and instructed foods and nutrition courses.
- Designed and instructed Consumer course work.

1993-1998 Tri-County Agency Bridgeton, New Jersey
Director - WIC Program

- Supervised Women, Infants and Children Program.
- Directed Hematological Testing.
- Developed Professional Workshops.
- Managed Fiscal Budget for three counties.

REFERENCES

Available Upon Request

CURRICULUM VITAE

EDUCATION

Doctorate of Philosophy in Education Capella University, Minneapolis, MN	2011
M.A.T Master's Degree in the Art of Teaching Marygrove College, Detroit, MI	2002
Plan V Certification, Nutrition Rowan University, Glassboro, NJ	1998
B.S. Family and Consumer Science Oakwood University, Huntsville, AL	1982

Relevant Coursework

- Curriculum and Instruction
- Theories in Adult Education
- Ethnic and Multicultural Teaching
- Classroom Assessment Techniques
- Educational Theory and Instruction
- Educational Philosophy
- Professionalism
- Research Methodology
- Tests and Measurements
- Teaching Diverse Populations
- Comprehensive Examination
- Educational Theorists

Related Teaching Experience/College Level

- College Writing
- College Reading
- Consumer Science
- Basic Nutrition
- Life Cycle Nutrition
- Quantity Food Production
- Health and Wellness
- Therapeutic Nutrition I and II
- Food Service Management
- Food Science
- Health and Safety

Related Administrative Experience

Chair-Curriculum Committee 2003-2010

- Ensure curriculum standards are maintained
- Supervise department chairs
- Evaluate syllabi and weekly lesson plans
- Direct monthly professional development
- Supervise advanced placement certifications, college preparatory, honors and general education coursework

Chair-Academic Committee 2003-2010

- Serve as chief academic policy advisor
- Updates, reviews and upholds strategic plan
- Assess and analyze statistical data for academic success
- Review academic fiscal budget
- Curriculum revision and development
- Faculty personnel standards
- Academic course standards
- Final review for graduation
- Collaborate and coordinate between schools, divisions and colleges

Chair-Admissions Committee 2003-2010

- Supervise admissions process
- Manage school and state law/policies

Administration 2003-2010

- Coordinate academic program
- Supervise faculty in teaching methodology, curriculum content, grading and assessment
- Provide the most effective support for the appointment, promotion and development of the faculty
- Stimulate the teaching potential of all faculty
- Supervise and review grade report data
- Assist in discipline evaluation
- Design master school schedule

Grant writing and awards 2003-2010

- Smart Board \$25,000
- Laura Bush Foundation for American Libraries \$6000
- National Trust for Historic Preservation \$100,000
- School Enhancement Program-Commonweal Foundation \$100,000
- Questia Online Library \$100,000
- Academy of Excellence \$25,000

Recognition, presentations and awards 2007-2011

- Distinguished Scholar Capella University 2011
- Capella University Ambassador 2011
- Cambridge Who's Who in Administration 2008
- Pine Forge Academy Service Award 2011
- Mayor's Breakfast Reading/Berks Conference of Churches 2011
- Visitor Magazine/Running in Education 2007
- "One" Magazine/Upcoming Sept Issue 2011-Trends in Education

Presentations and Workshops 2003-2011

- Annual Collegiate Workshops
Excellence in Academics
- Advancements in Technology
- Professional Development Standards
- Mastery Mentoring
- Current Issues in Education
- Reach Training
- Annual Instructor Workshops Pre/Post Weeks
- National Honor Society
- Student Performance/Methodology and Assessment
- Accurate Grading and Grading Systems
Hunter, Grade Quick, Renweb
- Standardized Testing
- Attendance and Academic Policies
- Advanced Placement Certifications
- Public and Private School Accreditation
- School To Work Portfolios
- Academic Improvement Plans
- New Teacher Orientation
- Instructional Support in Accommodations/Modifications
- Joining the Community in Academics
- Plagiarism Defined
- Dynamic Curriculum
- Alliances of Colleges-Duke, Harvard, Yale
- Understanding PA State Colleges and Universities
- Career Planning

Accreditation Work/ Academic Chair 2003-2010

- Middle States Commission on Secondary Schools
- The Accrediting Association of Seventh-Day Adventist Schools, Colleges and Universities

Professional Organizations 2003-2010

- Association of Curriculum and Development
- American Association of School Administrators
- Reading/Berks Conference of Churches Editorial Board for "One" Magazine

**THE PHILADELPHIA CENTER
FOR ORGANIZATIONAL DYNAMICS**
An Affiliate of the A. K. Rice Institute for the Study of Social Systems

The Leadership Institute
C/o I-Lead
525 Penn Street
Reading, PA

Dear Sir or Madam,

The Philadelphia Center for Organizational Dynamics (PCOD) is an affiliate of the A.K. Rice Institute, a national organization that has promoted group relations work for more than 50 years. PCOD has sponsored conferences and workshops, educating and training professionals in myriad fields – medicine, industry, and education, to name but a few – to use group process theory to improve relationships, leadership capacities, and performance within organizations.

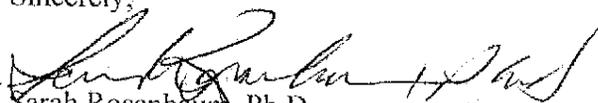
We applaud your effort to incorporate group relations training into secondary school education. The rise of a global society, and the expansion of increasingly complex and diverse social, political, and economic systems make it critical for young people to understand group process in order to hone their skills for working and leading effectively.

PCOD can provide support for the effort by helping with the following tasks as you develop your Group Relations curriculum:

1. Organize short conferences or workshops;
2. Prepare introductory material about group relations work;
3. Recommend and recruit individuals to provide onsite training for group relations work; and
4. Prepare school staff and the students' caregivers to draw upon group relations concepts in the learning environment.

This project represents a significant advancement in the application of group relations theory and in secondary education. We look forward to working with The Leadership Institute. We are also excited that this model might become a prototype that could be used at other schools.

Sincerely,


Sarah Rosenbaum, Ph.D.
Member, PCOD



READING BRANCH NAACP
529 Court St., Suite 207, Reading, PA 19601
PHONE (610) 373-4100

OFFICERS:
President
Robert Jefferson
1st Vice President
Nonnie Singleton
Secretary
Brenda Weaver
Treasurer
Patsy Jefferson

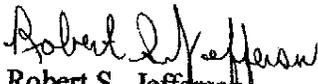
Honorable Members of the Reading School Board:

I am writing to express the enthusiastic support of the Reading Branch of the NAACP, for the charter school application to establish the Reading Leadership Institute Charter School, pending submission by I-LEAD, Inc. NAACP has served as a member of the advisory board as the design for the school has taken shape and engaged community members to support the initiative.

The proposed Reading Leadership Institute Charter School supports the mission of the NAACP, to ensure the political, educational, social and economic equality and rights of all persons. Educational opportunity for Reading youth has been decidedly unequal compared to their peers in Berks County at large. Alternative opportunities to educate our youth are necessary. We support the success of both the Reading High School, as it strives to serve a rapidly growing population of young people, and the success of alternative public educational options like the proposed charter school. Not only will the Reading Leadership Institute help to reduce the overcrowding of Reading High School without increasing costs to the public, but will provide an alternative that will teach our youth the leadership and civic skills needed to become full participants in our democracy.

Reading Leadership Institute Charter School promises to raise a new generation of civic leaders, committed to their own personal advancement and that of their community. Its plan to implement small class sizes, engage students in classroom and work-based learning experiences, and pair students with caring adult mentors is a powerful model that aims achieve the successful transition of youth into adulthood. Graduates will move into employment and postsecondary education prepared for the 21st century global economy.

Sincerely,


Robert S. Jefferson
President



HOUSE OF REPRESENTATIVES
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG

DISTRICT OFFICE

548 PENN STREET
SECOND FLOOR
READING PA 19601
PHONE (610) 378-1529
FAX (610) 378-4408

January 19, 2010

Dr. Thomas Chapman
800 Washington Street
Reading, PA 19601

COPY

Dear Dr. Chapman:

I am writing to express my enthusiastic support for the charter school application to establish the Reading Leadership Institute Charter School, pending submission by I-LEAD, Inc. Diverse organizations are serving as members of the advisory board as the design for the school has taken shape and engaged their community members to support the initiative.

The proposed Reading Leadership Institute Charter School supports the mission of diversity of these groups, to ensure the political, educational, social and economic equality and rights of all persons. Educational opportunity for Reading youth has been decidedly unequal compared to their peers in Berks County. Alternative opportunities to educate our youth are indispensable. I support the success of both the Reading High School, as it strives to serve a rapidly growing population of young people and the success of alternative public educational options like the proposed charter school. Not only will the Reading Leadership Institute help to reduce the overcrowding of Reading High School without increasing costs to the public, but will provide an alternative that will teach our youth the leadership and civic skills needed to become full participants in our democracy.

Reading Leadership Institute Charter School promises to elevate a new generation of civic leaders, committed to their personal advancement but more importantly that of their community. Its plan to implement small class sizes, engage students in classroom and work-based learning experiences, and pair students with caring adult mentors is a powerful model that aims achieve the successful transition of youth into adulthood. Graduates will move into employment and postsecondary education prepared for the 21st century global economy. I look forward to this becoming a reality and I am here to assist in any way I can. As always, I am

Don't have to help.

Respectfully,

Thomas R. Caltagirone

Thomas R. Caltagirone
State Representative
127th Legislative District

Cc: Board of Directors, Reading School District, Mr. Angel Figueroa
TRC:cmw

January 27, 2010

Mr. Angel Figueroa, Vice President
Resource Development
I-Lead
525 Penn Street (Suite 100)
Reading, PA 19602-3410



400 North Third Street
P.O. Box 1724
Harrisburg, PA 17105-1724
(717) 255-7000 • (800) 944-PSEA (7732)
Fax: (717) 255-7128 • (717) 255-7124
www.psea.org
James P. Testerman, *President*
Michael J. Crossey, *Vice President*
W. Gerard Oleksiak, *Treasurer*
John F. Springer, *Executive Director*

Dear Mr. Figueroa:

Thank you for contacting us with regard to your plans for a Charter School in the city of Reading. We appreciate I-Lead reaching out to both the Reading Education Association and the Pennsylvania State Education Association as you embark on this endeavor. It is our intention, pending the approval of your charter application by the Reading School Board of Directors and our review of such application and approval, to partner with I-Lead to ensure the charter school meets and hopefully exceeds its educational goals.

We look forward to partnering with you to build a common vision for a charter school that can serve as a model for other communities that seek to provide similar opportunities to their students.

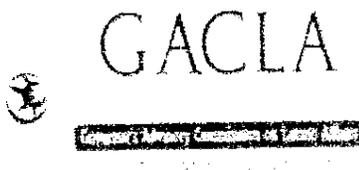
Sincerely,

A handwritten signature in black ink, appearing to read 'James P. Testerman', with a long horizontal flourish extending to the right.

James Testerman,
President
Pennsylvania State Education Association

A handwritten signature in black ink, appearing to read 'Robert Miller', with a large, stylized initial 'R' and a long horizontal flourish extending to the right.

Robert Miller,
President
Reading Education Association, PSEA



January 8, 2010

Distinguish Members of the Reading School Board:

I am writing to express the enthusiastic support of the Governor's Advisory Commission on Latino Affairs for the charter school application to establish the Reading Leadership Institute Charter School, pending submission by I-LEAD, Inc.

As a commissioner for Berks County my role is to advocate on behalf of the Latino residents and GACLA's mission is to ensure that the Latino community is afforded the opportunity to continue to prosper in Berks County, as well as the state of Pennsylvania. With this goal in mind, I'm confident that offering other educational opportunities to educate our youth are indispensable.

While GACLA support the great work being done by Reading School District; parents who home school their children, and other educational alternatives that support higher learning. A charter school is an additional choice, which facilitates increase options and supports other alternatives to our scholastic community; much in the same way colleges do. Additional options are necessary to ensure that we meet the needs of students who thrive in smaller educational environments. Moreover, by offering other strategies and programs that will enhance the social, economic, and educational status of our community, we all support an environment that best meet the needs our students.

Reading Leadership Institute Charter School promises to raise a new generation of civic leaders, committed to their own personal advancement and that of their community. Its plan to implement small class sizes, engage students in classroom and work-based learning experiences, and pair students with caring adult mentors is a powerful model that aims achieve the successful transition of youth into adulthood. Graduates will move into employment and postsecondary education prepared for the 21st century global economy.

Sincerely,
Olga I. Perez-Rosa
Olga I. Perez-Rosa - Electronic Signature 1/8/09
Berks County Commissioner
Governor's Advisory Commission on Latino Affairs



Additional support for the charter school includes Norman Bristol Colón Executive Director Governor's Advisory Commission on Latino Affairs Office of Governor Edward G. Rendell



United Way of Berks County

501 Washington Street
P.O. Box 707
Reading, PA 19602-0707

610-398-1111
(Fax) 610-398-1111

postmaster@unitedway.org
www.unitedway.org

December 11, 2009

Dear Reading School District Board Members:

I commend the efforts of I-LEAD, Inc. for their continued commitment to our community and for their work in focusing on the issue of education, specifically relating to their efforts around boosting academic success and preparing students to serve as productive members in the future work force.

United Way has a proud history of working with I-LEAD through its community leadership training program, a key component of the Berks County Weed & Seed Strategy. As part of the strategy's revitalization plan, I-LEAD's training program centered on leadership skills and personal development, and its curriculum focused on public speaking, effective dialogue techniques, system thinking and the workings of governmental systems and processes. Throughout the program, more than fifty participants gained knowledge, skills and expertise necessary to play a key role in the future of our community. Graduates have used this training to earn college degrees, open business, advance careers, serve on Weed & Seed leadership positions, and lead other residential groups. Some of our Weed & Seed volunteers have moved on to elected/appointed officials such as City Council, Reading School Board, and the Reading Housing Authority.

United Way as well as many other community organizations and businesses, recognize that education is the cornerstone of individual and community success. We value the work of the Reading School District and other community partners in establishing programs to prepare students to serve as productive members in the future work force. Everyone benefits when the Greater Reading Area is positioned to have a well-educated workforce that attracts stable and well-paying jobs.

Sincerely,

Marcelino Colon
Director, Community Development



Democracia USA-Pennsylvania
www.demcraciausa.org
www.LatinoGoGreen.org



Philadelphia Office:

2702 N. 5th Street,
 Philadelphia, Pennsylvania, 19133
 Telephone: (215) 425-7540
 Fax: (267) 519-9732

Reading Office:

502 Walnut Street
 Reading, Pennsylvania 19601
 Telephone: 610.373.7890
 Fax: (610) 373-7894

February 4, 2010

Honorable Members of the Reading School Board:

I am writing to express support of Democracia USA for the charter school application to establish the Reading Leadership Institute Charter School, pending submission by LEAD, Inc.

Educational opportunity for Reading youth has been decidedly unequal compared to their peers in Berks County at large. Alternative opportunities to educate our youth are necessary. We support the success of both the Reading High School, as it strives to serve a rapidly growing population of young people and the success of alternative public educational options like the proposed charter school. Not only will the Reading leadership Institute help to reduce the overcrowding of Reading High School without increasing costs to the public, but will provide an alternative that will teach our youth the leadership and civic skills needed to become full participants in our democracy.

Reading Leadership Institute Charter School promises to rise a new generation of civic leaders, committed to their own personal advancement and that of their community. Its plan to implement small class sizes, engage students in classroom and work-based learning experiences, and pair students with caring adult mentors is a powerful model that aims to achieve the successful transition of youth into adulthood. Graduates will move into employment and postsecondary education prepared for the 21st century global economy.

Sincerely,

Miguel A. Concepción Thomas
 Pennsylvania State Director

Operations in other States:

*Orlando, Florida
 *Las Vegas, Nevada

* Miami, Florida (Headquarter)*
 *Tampa, Florida
 *Pennsauken, New Jersey
 Houston, Texas

*Tucson, Arizona
 * Puebla, Colorado

January 25, 2010

Reading School District Board Members

Reading School District

8th and Washington Street

Reading, PA 19601

Dear Board Members,

On behalf of Congreso de Latinos Unidos and Latino Juvenile Justice Network, I would like to express my support for the creation of the Reading Leadership Institute Charter School in Reading, Pennsylvania.

Congreso's mission is to strengthen Latino communities through social, economic, education, and health services; leadership development; and advocacy. All across the nation, Latinos are presented with challenges that result in disparities in the area of children services, health services and education. The creation of this charter school will be an alternative for parents that are now being forced to enroll their students in Reading High School.

In addition to the creation of this charter school and for the benefit of all the children of the Reading School District, I would like to encourage school board members to follow the recommendations of the Pennsylvania Department of Education regarding collaborating with neighboring school districts with the goal of providing families with a school option for students in grades 9th to 12th given Reading High Schools' failure to meet AYP and its' status of correction action under NCLB.

Best regards,



Janice Paulino

Berks County Coordinator



Holy Cross United Methodist Church

329 North Fifth Street, Reading, PA 19601
610-373-7260 (Office) 610-373-6466 (Fax)
churchoffice@memholycross.org

Loving God ... Loving People

Steward E. Warner, Senior Pastor
stuwarner@aol.com

February 3, 2010

Honorable Members of the Reading School Board:

I am writing to express my enthusiastic support for the charter school application to establish the Reading Leadership Institute Charter School, pending submission by I-LEAD, Inc. I have met with Angel Figuero to learn about this endeavor. I support this initiative.

The proposed Reading Leadership Institute Charter School supports the mission to ensure the political, educational, social and economic equality and rights of all persons. Educational opportunity for Reading youth has been decidedly unequal compared to their peers in Berks County at large. Alternative opportunities to educate our youth are necessary. I support the success of both the Reading High School, as it strives to serve a rapidly growing population of young people, and the success of alternative public educational options like the proposed charter school. Not only will the Reading Leadership Institute help to reduce the overcrowding of Reading High School without increasing costs to the public, but will provide an alternative that will teach our youth the leadership and civic skills needed to become full participants in our democracy.

The Reading Leadership Institute Charter School promises to raise a new generation of civic leaders, committed to their own personal advancement and that of their community. Its plan to implement small class sizes, engage students in classroom and work-based learning experiences, and pair students with caring adult mentors is a powerful model that aims achieve the successful transition of youth into adulthood. My hope is that graduates will move into employment and postsecondary education prepared for the 21st century global economy.

Sincerely,

Steward E. Warner
Senior Pastor
Holy Cross United Methodist Church



"Transforming the Lives of Youth"

January 6, 2010

Dr. Thomas R. Chapman, Jr.
Reading School District
800 Washington Street
Reading, PA 19601

Dear Dr. Chapman:

I am writing this letter to offer my support for the I-LEAD initiative to operate a charter school to serve the students in our community.

The initiative will provide Reading with a school of choice, help manage the overcrowding in our schools, and improve the standards for the education of our youth.

I believe that the I-LEAD initiative is critical to helping the city of Reading advance toward the goal of academic excellence whose students not only graduate but are also college-ready with knowledge, skills and values necessary for leading in a global community.

It is my privilege to offer my support of this initiative, and to help spread its impact across the city of Reading for years to come.

Sincerely,

Dorian L. Smith

Dorian L. Smith, MSW, MBA
Principal/CEO



Puerto Rican Latin Association
Of Reading and Berks County

*"Our children are our future...
...Let's show them the way."*

February 1, 2010

Reading School District
Attn: Superintendent
800 Washington Street
Reading, PA 19601

Dear Superintendent,

On behalf of the Puerto Rican Latin Association, it is my pleasure to write in support of I-LEAD for The Reading Leadership Institute Charter School (RLICS). The Puerto Rican Latin Association has been involved in our community, in particularly with the youth, for more than 20 years. We have established two youth programs that benefit Reading youth significantly. We understand the importance of education and effective leadership in making a better community.

In the past years, I-LEAD has assisted the Puerto Rican Latin Association with our LEAP Summer Youth Camp and the ELYTE Youth Group. This organization provided outstanding educational workshops for high school students participating in our programs. RLICS will give our youth and community an opportunity to take advantage of I-LEAD's empowering tools for effective leadership. RLICS will focus on the importance of education and prepare students for successful life endeavors. RLICS will also allow the current minimal parent involvement of our school district to prosper into a renovated major component of our youth's education. The increased student-parent-school involvement will also increase community involvement in different organizations which benefit our city.

The Puerto Rican Latin Association believes RLICS will bring great success to the Reading community. RLICS will help develop our youth into outstanding educated leaders who will in turn give back to the community the tools which were taught in their very own classroom.

Sincerely, .

Jennifer Vega
Youth Programs Director

Charles L. and R. Denise Lee

22 Hessian Boulevard
Reading, PA 19607

January 25, 2010

Honorable Members of the Reading School Board:

We are writing to express our absolute support of the charter school application, submitted by I-LEAD, Inc., to establish the Reading Leadership Institute Charter School.

The proposed Reading Leadership Institute Charter School will provide services very much needed in Berks County. It is critical that we provide education and leadership training to those individuals that may have faced some barriers in their life but are willing to pursue education as a means to work towards becoming a contributing member of our society.

Alternative opportunities to educate our youth by providing workplace competencies, leadership and civic skills, and non-violent conflict resolution techniques, are very much needed to help our youth become full contributing participants in their community. Providing an opportunity to learn in a virtual online environment and in real world situations via work experience and internships will prepare them for careers in the 21st century economy.

Reading Leadership Institute Charter School promises to produce a new generation of civic leaders committed to their own personal advancement and that of their community. Its plan to implement small class sizes, engage students in classroom and work-based learning experiences, and pair students with caring adult mentors is a powerful model that aims to achieve the successful transition of youth into adulthood. This transition of our youth is possible through life skills training and academic development. Therefore, we strongly support I-LEAD, Inc., in establishing the Reading Leadership Institute Charter School.

Should you have any questions or wish to discuss this in more detail, you may contact us at 610.207.9580 or via E-mail at denise.lee@ruvilla.com. Thank you for your consideration.

Sincerely,

Charles (Chick Lee, Jr.

Denise Lee

Donald L. Martin
606 Main Street
Oley, PA 19547

Home: 610.987.6859

don@dangoldberg.com

Cell: 484.949.1718

January 18, 2010

Reading School Board Members
c/o the Reading School District
800 Washington Street
Reading, PA 19601

Honorable Members of the Reading School Board:

I am writing to express my enthusiastic support for the charter school application to establish the Reading Leadership Institute Charter School. As a founder of one of the first Alternative High Schools in Eastern Pennsylvania, I speak from experience about the value of a Charter High School to the City of Reading. At this critical moment in the long history of Reading School District, approving the charter high school application will go a long way in creating positive and constructive change.

Based on my experience, the proposed Reading Leadership Institute Charter School will help both Reading High School faculty, students and their parents as well as those attending and working in the new Charter School. This new learning and educational opportunity for Reading 11th and 12th graders will provide the kind of opportunities that their peers in Berks County at large already have. Alternative learning opportunities to educate our youth are necessary in the current environment and becoming a trend in many urban school districts. I support the success of both the Reading High School and the new charter high school, as they will both strive to serve a rapidly growing population of young people in this new decade. By cutting the current Reading High School student population, teachers and administrators will have more time to focus on the remaining students. This will remove stress on all the learning resources at the current high school. Not only will the Reading Leadership Institute help to reduce the overcrowding of Reading High School **without increasing costs to the public in these difficult economic times**, but also will provide a learning alternative that will teach our youth the leadership and civic skills needed to become full participants in our democracy.

Reading Leadership Institute Charter School will raise a new generation of civic leaders committed to their own personal advancement and that of their community. This can only have positive results for the city and the school district. There is very little risk and so much to be gained. The Charter School will implement small class sizes, engage students in classroom and work-based learning experiences, and pair students with caring adult mentors. This is a powerful model that aims to achieve the successful transition of youth into adulthood. Graduates will move into employment, entrepreneurship and post-secondary education prepared for the 21st century global economy. In addition, the lessons learned can be shared throughout the school district through a continual process improvement plan.

Sincerely,

Donald L. Martin
Senior Consultant
Dan Goldberg Consulting, L.L.C.

Jeffrey H. Axelbank, Psy.D.

727 Raritan Avenue
Highland Park, NJ 08904-2952
732-572-8848
Fax: 732-572-7002
NJ Lic No.: SI003252

June 17, 2009

Attn: Jay K. Guben, Ph.D.
I-Lead School Application
525 Penn St.
Reading Pa 19602-3410

Dear Dr. Guben,

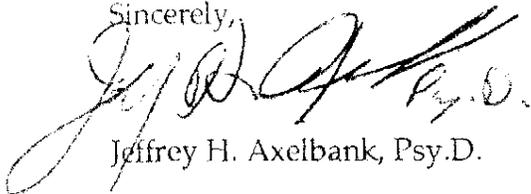
I am writing in support of the application for the Reading Leadership Institute Charter School. As a psychologist, organizational and management consultant, and parent of former students at a charter school (Greater Brunswick Charter School, New Brunswick, NJ), I can enthusiastically endorse the approach taken by the founders of this school.

The Reading Leadership Institute's emphasis on group relations concepts and techniques to teach the fundamentals of leadership and organizational dynamics is unique and powerful. Too often our schools neglect this important aspect of civic life. Learning how to take up roles and authority, the ability to lead and follow, and skills at organizing work in groups would give the Leadership Institute's students a significant advantage over traditionally trained students. Further, the experiential mode of learning championed by the Leadership Institute is very likely to result in knowledge that is "in the bones" as well as in the mind. You don't forget what you learn experientially!

The team that is developing the Reading Leadership Institute is well-qualified to create this type of school. Jay Guben has assembled a team experienced in education as well as group relations and experiential learning. I am confident that they will design and implement a first-class school.

If I can be of any assistance, please do not hesitate to contact me.

Sincerely,



Jeffrey H. Axelbank, Psy.D.



To: Reading School Board
 FROM: Parents, Students, and Community Leaders
 RE: Support for Reading Leadership Institute Charter School
 Application pending submission by I-LEAD, Inc.

We have been presented with, reviewed, and participated in a discussion regarding the Reading Leadership Institute Charter School and communicate our support for the school to be founded as an alternative for Reading youth to realize a quality education. We therefore urge the Reading School Board to approve the application. We have confidence in I-LEAD as the lead organization for the Reading Charter School and support its goal to make college accessible for Reading residents.

(Nombre / Print (Padre, Estudiante, community) (# telefono y dirección si desea)

NAME	ORGANIZATION	CONTACT
Deysi Collado	Padre (Parent)	927 Robinson St Reading PA
DELFIN VASQUEZ	UNION DOMINICANA	1504 N. Front St
Genoveva Rodriguez	Union Dom	1142 Berke
Rafael Pardo	UNION DOMINICANA	927 Madison Ave
Julio C Rosarib	union Dom.	
Berdis Rosario	union Dom.	
Marie Vasquez		1504 N. Front St
Rafael Fenech	UNION DOM.	845 CHESTNUT 19602
SENIOR ACOSTA	UNION DOM	555 PERRY ST 19601
MENEA PEREZ	UNION DOM	472 WALNUT ST 19601
Rafael Hernandez	" "	P.O. Box 1041 RPA. 19415
Genoveva Acevedo		610-978-5807
Maria Jimenez	NAACP	610-927-9830
Sheila Carraway		610-927-8021
John J. ...	B.R.A.T.S	610-372-4560
Julia ...	B. R. A. T. S	300 South 4th street is (610) 463-5882 collective Ap. 70 610-624-3712

I-LEAD, Inc.

525 Penn St., Reading, PA 19602-3410



Reading Leadership Institute Charter School
Community Support Petition cont'd

NAME	ORGANIZATION	CONTACT
Roberto Burke	B.R.A.T	610 376 8213
Don Zeger	AIM	610-376-0010
De Ocho	Aim	
Felix Colon	AIM	610-376-0010
Joseph [unclear]	MHA	484 226 8824
Juanita Li Amier	MHA	610-775-1573
Joe Conway	MNA	610-775-3000
Jan P. Palomares	MEP	610 987 8483
Judith Omelette	BCIU	610-987-9240
Ruth Herrera	BCIU	610-987-8237
Loetta Bailey	MHA	610-775-3000
Tae H	MHA	610-775-3000
Bonnie Buhl	MHA	610 779 1185
Suzana Sastre	BUNA	610-378-0481
Mar [unclear]	BUNA	610-378-0481 ext 3450
Ana Garcia	BCIU	610-376-1245
Ellen [unclear]	MHA	610-823-3552
Alicia V. Nafar	529 Court st.	610 208 0205
Rosa [unclear]	" " "	(610) 373-2073
Patricia Colon	" " "	484-334-5859
Elisa Vega	" " "	610-507-9985

PARENTS

SUPPORTING RLI

Parent's Name	Phone Number	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Address	City	State
Ada Alamo	(484) 332-1106															1338 Scott St.	Reading	PA
Adan Uriel Gonzalez	(610) 372-0581	1														1116 North 16th St.	Reading	PA
Adela Ortiz	(610) 376-3859										1					216 W. Douglass St.	Reading	PA
Adela Rodriguez	(347) 266-3119								1							PO Box 1354	Reading	PA
Adelaida Zamudio	(610) 375-8206	1														322 Mulberry St.	Reading	PA
Aines			1													405 Walnut St.	Reading	PA
Alberto Ayals	(484) 955-0380										8					1525 North 12th St.	Reading	PA
Alicides Lizardo	(484) 794-4630										1					466 Spring Garden St.	Reading	PA
Alejandra Almero	(484) 638-2101				1						1					340 North 12th St.	Reading	PA
Alex Heredia	(484) 400-5547	1				1										1744 N. 3rd St.	Reading	PA
Alexangelo Roman	(610) 468-3345															2237 Raymond Ave.	Reading	PA
Alfonso Taveras	(610) 371-0789							1								1143 Birch St.	Reading	PA
Alfredo Vargas	(610) 375-4810		1								1					611 Weiser St.	Reading	PA
Alice Valle	(610) 375-3321							1								1034 Moss St.	Reading	PA
	610-375-3458																	
Alicia Esquivel	or 484-333-															235 W. Douglass St.	Reading	PA
Alicia Gallardo	(610) 373-7517				1						1					421 North 10th St.	Reading	PA
Amador Martinez	(610) 401-4379												1			822 Master Street	Reading	PA
Amanda Vazquez	(610) 371-9218			1												1225 Pike St.	Reading	PA
Amarillis Calderon	(610) 790-3378												1			533 Pike St.	Reading	PA
Ana Aquino	(610) 468-2803													1		523 McKnight St.	Reading	PA
Ana Iris Santana	(484) 824-9725															1 437 Cedar Street	Reading	PA
Ana Peralla	(610) 468-2528															624 Moss St.	Reading	PA
Ana Polanco	(347) 399-5665					1										1127 Burtonwood St.	Reading	PA
Ana Polanco	(484) 269-9192									1						928 Madison Avenue	Reading	PA
																1101 Greenwich St. Apt. 4	Reading	PA
Ana Rodriguez	(610) 373-3013			1												719 Gordon St.	Reading	PA
Ana Rosas	(610) 375-3253						1									1219 Avenue D.	Reading	PA
Ana Santiago	(610) 236-0638															1155 Church St.	Reading	PA
Anastasis Polanco	(646) 662-2819				1											344 Pear St.	Reading	PA
Andres Negron	(610) 478-8675												1			308 S. 6th St.	Reading	PA
Angel Pujols	(484) 797-9858															329 Pine Street	Reading	PA
Angel Velez	(484) 388-6703									1						220 w. Douglass St.	Reading	PA
Angela Alvarez	(610) 374-0651																Reading	PA

Ely R. Ortiz	(610) 750-6544		1		1					1221 Green St.	Reading PA
Emilia Ovalles	(484) 824-7094		1	1						1 North 9th St.	Reading PA
Eneida Nieves	(610) 413-2288									722 Pear St.	Reading PA
Enrique Gonzalez	(484) 375-7811		1							331 South 8th St.	Reading PA
Eric Serrano	(484) 769-9544									1334 N. Front St.	Reading PA
	484-338-0196										
	or 610-375-										
Erica DeJesus	(484) 794-6876		1	1						425 North 10th St.	Reading PA
Erik S. Crawl	(484) 638-4961									1333 N. 14th St.	Reading PA
Essence Lewis	(484) 529-6684		1	1	1	1	1	1	1	819 Master St.	Reading PA
Eugene Farley Jr.	(610) 372-3602									1 377 Schuykill Ave.	Reading PA
Eusebia Plasencia	(610) 378-1425		1	1	1	1	1	1	1	1227 Chestnut St.	Reading PA
Eva Mateo	(610) 376-3878									228 North 9th St.	Reading PA
Ezquiel Martinez	(215) 416-8274									1204 N. Front St.	Reading PA
Felipe Soto										429 Tulpehocken St.	Reading PA
Felix Colon											
Sotomayor	(484) 794-0095									21 North 10th St.	Reading PA
Felix Mercado	(484) 784-2499									205 North 5th St.	Reading PA
Fernando Ocasio	(914) 290-3899									657 Mulberrt St.	Reading PA
Flavio Panjon	(610) 334-8004										
Flore Flora	(610) 373-8415									207 Community Drive	Reading PA
Frances Torres										411 North 5th St.	Reading PA
Francesca Mull										320 Cedar St.	Reading PA
Francisca Hernandez	(610) 637-7469		1							135 Moss St.	Reading PA
Francisca Ruiz	(610) 478-1303									338 Spring Garden St.	Reading PA
Francisco	(727) 656-6759									547 McKnight St.	Reading PA
Gabriel Planeto	(610) 568-2516									Muhlenberg St.	Reading PA
Gabriellina Polanco	(610) 346-1863		1							340 N. 12th St.	Reading PA
Galo Tacuri	(610) 375-7169									1 1056 North 6th St.	Reading PA
Garry Joseph	(610) 371-0808									1506 North 13th St.	Reading PA
Gary Mistela	(610) 374-0121									416 Moss St.	Reading PA
Gaspar Mora	(484) 955-3079									1 811 North 11th St.	Reading PA
George Retequiz Jr.	(610) 236-9264		1							1236 Pike Street	Reading PA
George Tanis	(484) 794-7587									603A Fern Avenue	Reading PA
Gerardo Osorio	(484) 400-0445									636 Weiser St.	Reading PA
Giannina Reyes	(610) 468-4705									1010 Moss St.	Reading PA
Gilda Herrarte	(610) 371-9729									1450 North Front St.	Reading PA
Glady's Huembes										1 208 North 9th St.	Reading PA

Gladys Munoz	(484) 338-0988	1							1	423 Gordon St.	Reading PA
Gladys Torres	(610) 376-9711			1					1	245 North Front St.	Reading PA
Gladys Torres	(646) 515-7618									928 Pear St.	Reading PA
Glenda Rodriguez	(484) 797-6107					1				1508 North 13th St.	Reading PA
Glenda Vega										2221 Downing St.	Reading PA
Gloria Lebron Garcia	(610) 741-5610	1		1					1	510 Brookline Plaza	Reading PA
										1600 Perkiomen Ave	
Gloria Maldonado	(610) 375-1274								1	Apt 3	Reading PA
Gloria Martinez	(484) 818-2101		1							431 Walnut St. 1st Flr	Reading PA
Gloria Romero	(610) 376-1805					1				1215 Avenue D	Reading PA
Gregoria Elder	(610) 621-9385									519 South 6th St.	Reading PA
Gregoria Rodriguez	(484) 794-3107									843 Chestnut St.	Reading PA
Gricelda Albaran	(484) 529-3428							1		208 W. Greenwich St.	Reading PA
Guadalupe Medina	(610) 208-0174				1				1	1434 North 10th St.	Reading PA
Guadalupe Sanchez	(610) 478-1903		1						1	639 Tulpehocken St.	Reading PA
H. Manuel Candelario										Chestnut Street	Reading PA
										323 North 6th St. 1st	
										Floor	
Hector Cabrera	(484) 335-3101									200 North 9th St.	Reading PA
Hector Torres	(484) 824-9828									446 Schuykill Avenue	Reading PA
Helson Miranda	(610) 374-6379									412 Rosenthal St.	Reading PA
Herules Mateo	(610) 375-3263									514 S. 16 1/2 St.	Reading PA
Hillary Schumann	(610) 741-9084						1			715 Gordon St.	Reading PA
Hortensia Martinez	(610) 743-4812	1								508 Brookline Plaza	Reading PA
Iddis Williams	(484) 769-3226			1					1	934 Church St.	Reading PA
Ilda Alfonso	(610) 451-3420									28 Croydon Terrace	Reading PA
Impicia Peres	(610) 376-1443			1						954 Scott Street	Reading PA
Indiana Hernandez	(484) 345-0559				1					1040 Oley St.	Reading PA
Ingrid Escarran	(610) 496-4854							1		810 N. Front St. Apt. 3	Reading PA
Iris Diaz	(484) 818-9336								1		
Iris Hernandez	(610) 373-6793										
Iris Medina											
Iris Pacheco	(484) 334-5914									1012 Pike St.	Reading PA
Irma Serrano										153 South 4th St.	Reading PA
Isabel Torres	(610) 248-2644	1								406 South 5th St.	Reading PA
Ivelis Torres	(610) 898-4283		1							245 North Front St.	Reading PA
Ivelisse Castillo									1	1141 North 12th St.	Reading PA

Ivelisse Franceschi	(610) 208-0594								424 Schuylkill Avenue 1st Floor	Reading PA
Ivelisse Nunez	(610) 223-4268								12 Birchwood Road	Reading PA
Ivette Torres	(484) 335-7991								768 Schuylkill Ave.	Reading PA
Ivia Bones	(484) 794-7299								531 Tulpehocken St.	Reading PA
Ivonne Sanchez	(484) 797-6406								610 Weiser St.	Reading PA
	610-376-0010									
	Ext. 104									
Jaclyn Kratzer									37 Aldine Avenue	Reading PA
Jacqueline Mouscorchy	(610) 898-4800								2 Shillington Commons	Shillingto PA
Jaleyra Pizzaro	(484) 638-5143								Community Drive Apt. A	n PA
James Armour	(484) 638-9137								133 Elm St.	Reading PA
James Hubbard									416 Reading Avenue	Reading PA
Jamilla Workman									335 Douglass St.	Reading PA
Janet Rivera	(484) 769-6090								1125 Robeson St.	Reading PA
Janice Paulino	(267) 467-4327								1063 Liggett Avenue	Reading PA
Jarrad Minggia	(610) 468-1612								340 N. 12th St.	Reading PA
Jasetta Vallejo	(484) 336-3704								2526 Kutztown Road	Reading PA
Javier Plancarte	(610) 478-9916								727 McKnight St.	Reading PA
Jayson Rivera									828 Greenwich St.	Reading PA
Jean Gift	(610) 371-0103								113 LaFayette St.	Reading PA
Jeanette Cinton	(610) 376-0512								602 S. 18 1/2 St.	Reading PA
Jeannette Hernandez	(610) 750-5173								210 N. 6th St.	Reading PA
Jeannette Santiago	(484) 529-8522								1438 Liggett Ave.	Reading PA
Jennifer Buerenger	(610) 372-1238								1 208 W. Oley St.	Reading PA
Jennifer Gonzalez	(610) 780-6998								632 Brookline St.	Reading PA
Jennifer Nicholas	(610) 373-1106								451 Spring Garden St.	Reading PA
Jennifer Palm	(484) 641-3356								1131 North 10th St.	Reading PA
Jennifer Vega									554 Lancaster Ave; Fl 2	Reading PA
Jenny Taylor	(610) 678-3697								1610 Mineral Spring Rd.	Reading PA
Jerard Davis	(610) 790-5263								238 Pear St.	Reading PA
Jessica Guadalupe	(610) 406-5093								454 Spring Garden St.	Reading PA
Jessica Perez	(484) 818-3236								423 Green Terrace St.	Reading PA

Jessica Rivera	(610) 374-3916	1	1	1				832 N. 6th St.	Reading PA
Jessica Teo	(484) 794-7499				1			513 McClellan St.	Reading PA
Jesus M. Rodriguez	(610) 685-6696		1	1				600 Tulpehocken St.	Reading PA
Jim Marte	(610) 401-3737							814 Summit Chase Dr.	Reading PA
Jimmy Pena	(484) 769-4640				1			202 S. 3rd St.	Reading PA
Joe Ayala								428 Chestnut St.	Reading PA
Joel Rivera	(610) 750-7143			1				5696 Allentown Pike	Reading PA
Johana Claudio	(484) 338-6276			1	1			423 McClellan St.	Reading PA
Johana Espinoza	(610) 802-7603					1		905 Greenwich St. 2nd Front	Reading PA
Johanny Cepeda	(610) 375-1161							307 Reading Avenue	Reading PA
Jorge Aviles	(484) 630-5466							436 Spring Garden St.	Reading PA
Jorge Medina			1	1				124 South 8th St.	Reading PA
Jorky Romero	(610) 587-5076							1219 Douglass St.	Reading PA
Jose Coriano	(484) 400-2925							624 Willow St.	Reading PA
Jose Manuel Lopez	(610) 375-6046				1			924 North 9th St.	Reading PA
Jose R. Munoz		1						1044 Chestnut St.	Reading PA
Jose Rio	(484) 400-0055							903 Liggett Ave	Reading PA
Jose Roblez	(850) 843-7383		1					133 Elm St.	Reading PA
Joselina Collado	(610) 372-5973	1				1		1015 Douglass St.	Reading PA
Josephine Torres-Boykns	(610) 451-3239							2237 Raymond Ave.	Reading PA
Joshua Quinones	(484) 818-2952	1						2159B Elder St.	Reading PA
Joyce Morales	(484) 638-5873		1					1526 Mineral Spring	Reading PA
Juan Alt.	(917) 348-7994							427 Rosenthal St.	Reading PA
Juan Baez						1		405 Rehr St.	Reading PA
Juan Cortoreal	(610) 373-3470							301 Chestnut St.	Reading PA
Juan Cubelito	(917) 400-6567						1	914 Union St.	Reading PA
Juan Figueroa	(484) 706-0823							235 South 5th Street	Reading PA
Juan Garcia	(484) 797-3759						1	Buttwood St.	Reading PA
Juan Pena Guerrero	(610) 376-0978			1	1			15 Wedgewood Terrace	Reading PA
Juan Tejada	(484) 340-9755					1		843 Chestnut Street	Reading PA
Juan Yufert	(484) 335-7756		1		1			312 Brookline Plaza	Reading PA
Juana Castillo									
Juana Lluberas	(610) 736-0689		1					818 Walnut St.	Reading PA
Juana Rodriguez	(610) 478-7918						1	232 Greenwich St.	Reading PA

Juana Rosale	(610) 533-0232									1	342 Pine St.	Reading PA
Juana Sosa	(610) 750-5558		1								439 Minor St.	Reading PA
Juana Zavala	(484) 769-7086			1							633 Schuykill Ave.	Reading PA
Juanita Gonzalez	(610) 372-6523										418 S. 8th St. 1st Flr	Reading PA
Judith DeJesus	(610) 781-0366	1									328 North 2nd St.	Reading PA
Julia Chimelis	(610) 375-4751										770 Schuykill Ave.	Reading PA
Julia Gonzalez	(484) 818-2079										957 North 9th St.	Reading PA
Julia Morales	(610) 372-8963										933 Franklin St.	Reading PA
Julie Rodriguez	(610) 320-0247	1									525 Tulpehocken St.	Reading PA
											525 Greenwich St. Apt.	
Julio A. Arroyo	(610) 236-0441		1								1	Reading PA
Julio Pagan	(610) 383-1022			1							932 Moss Street	Reading PA
Justiniano Castillo	(610) 750-3953										436 North St.	Reading PA
Karini Gil	(484) 818-8887				1						1122 Oley St.	Reading PA
Katrina Guldin	(610) 374-1659		1								425 Spring Garden St.	Reading PA
Katrina Kent	(610) 208-0793			1							354 McKnight St.	Reading PA
Katy Peralta	(484) 400-4100		1								133 Douglass St.	Reading PA
Kendra Wright	(610) 750-7892										2245 Cleveland Ave.	West PA
Kenneth Cleveland	(610) 288-4886										428 Walnut St.	Reading PA
Kiana Rodriguez		1									Linden St.	Reading PA
Kyara Rosario												
Leida Zabala	(610) 236-0365										913 N 11th St	Reading PA
Leonel Contrera	(484) 201-6521										1151 N 11th St.	Reading PA
Lercida Martinez	(484) 336-3586										1 559 Perry St.	Reading PA
Leslie Vega	(610) 376-6488										1 624 Avenue A	Reading PA
Leticia Barrera	(610) 378-9015										1149 North 10th St.	Reading PA
Leticia Gonzalez	(610) 376-8982	1									1344 Greenwich St.	Reading PA
Leticia Olivares	(610) 396-9747		1								1145 Green St.	Reading PA
Lila Lemus	(610) 376-0334										851 Buttonwood Street	Reading PA
Linda Lozada	(610) 802-5722										339 N. 10th St.	Reading PA
											Sinking	
Lindsay Bates	(610) 670-1186										1 3505 Penn Avenue	Spring PA
Lissette Echevarria	(610) 376-4017										1 133 South 3rd St.	Reading PA
											300 Lackawanna St.	
											Apt. 25	
Lorena Rivera	(484) 794-1032	1									1 328 N. 13th St.	Reading PA
Loretta Slaughter	(610) 208-0154										543 N. 12th St.	Reading PA
Lucia Nolasco	(610) 698-2630											Reading PA

Maria Morales	(484) 651-7669		1							1052 Patton Ave.	Reading	PA
Maria Nieves	(610) 375-2840									650 Pear St.	Reading	PA
Maria Ortiz	(484) 794-5041	1								243 Washington St.	Reading	PA
Maria Pereira	(610) 374-0581	1		1						340 W. Greenwch St.	Reading	PA
Maria Ramos	(610) 375-2818		1							529 Tulpehocken St.	Reading	PA
Maria Rodriguez	(484) 794-8997						1			1143 Green St.	Reading	PA
Maria Rosa	(610) 373-2590									824 Madison Ave.	Reading	PA
Maria Santiago	(610) 468-2255									1416 Chester St	Reading	PA
Maria Toledo	(610) 373-4831									1 237 Orange St.	Reading	PA
										300 Lackawanna St.		
Maria Vicens		1								Apt. 14-R	Reading	PA
Mariana DeLaCruz	(484) 794-6615							1		1427 Linden St.	Reading	PA
Mariano Tavez	(610) 372-5973									1015 Douglass St.	Reading	PA
Maribel Polonia	(610) 301-5816									1209 N. 13th St.	Reading	PA
Maribel Vasquez	(484) 769-8510							1		1421 CHORL	Reading	Pa
Marichel Rodriguez	(484) 794-3606									231 South 3rd St.	Reading	PA
Marie Sylvain Tannis	(610) 236-9264									603A Fern Avenue	Reading	PA
Mariel Cardona	(484) 529-2072	1						1		552 Tulpehocken St.	Reading	PA
Mariel DeJesus	(610) 374-0179		1					1		1102 Douglass St.	Reading	PA
Marilyn Singlor	(610) 507-1455									834 Madison Avenue	Reading	PA
Marina Brito	(610) 376-3607									644 Mulberry St.	Reading	PA
Marsela Vicente Alejo	(484) 651-4596							1		521 Tulpehocken St.	Reading	PA
Marisol Reyes	(347) 258-3996									1213 Windsor St.	Reading	PA
Marissa Ann												
Hyneman	(610) 236-0167		1							606 Tulpehocken St.	Reading	PA
Maritza Vega	(610) 777-6315		1							1053 Pershing Blvd.	Reading	PA
Marizol Zaquier	(484) 400-0454			1						1204 Marion St.	Reading	PA
Marleny Hernandez	(484) 794-3556				1					347 S. 3rd St.	Reading	PA
Martha Gonzalez	(610) 750-6571									358 Spring St.	Reading	PA
Martha Tirado	(610) 779-7137									1206 Hollywood Drive	Reading	PA
Mary Rodriguez	(484) 797-1049							1		237 S. 11th St.	Reading	PA
Maxima Perez	(610) 927-6153									114 Orange St.	Reading	PA
Mayra Alcantara	(610) 208-0714									223 N Front St.	Reading	PA
Mayra Crique	(610) 374-4420									915 Franklin St.	Reading	PA
Mayra Vega		1								1539 Schuykill Avenue	Reading	PA
Melanie Webster	(610) 927-5692			1						423 Wunder St.	Reading	PA

Norma Coriano	(610) 802-7042	1		1				1	623 Cedar St.	Reading PA
Nydia Nieves	(610) 375-1876							1	622 Greenwich St.	Reading PA
Otelia Garcia	(610) 372-3725	1							138 Hudson St.	Reading PA
Olesia Wright	(484) 333-7775								2237 Raymond Ave.	Reading PA
Orlando Portterson									451 South 7th Street	Reading PA
Ozias Batista	(484) 529-7709	1		1					319 High St.	Reading PA
Pablo Lebron	(610) 376-1640				1				366 N Front St.	Reading PA
Pascaline Joseph	(610) 373-0401				1				1304 N 10th St.	Reading PA
Patricia Galindo									1224 Schuykill Ave.	Reading PA
Patricia Olivares	(267) 262-3216	1			1				640 Tulpethocken St.	Reading PA
Patricia Vasquez	(610) 568-4918		1		1				1516 N. Front St.	Reading PA
Patricia Zavala	(484) 955-0565		1		1				423 North 11th St.	Reading PA
Patricio Sanches	(610) 790-3535				1				233 South 2nd St.	Reading PA
Paul Tanis	(610) 472-4179								1 409 Rose St.	Reading PA
									300 Lackawannt St.	
Paulita Ortiz	(610) 374-1185		1		1				Apt. 5D	Reading PA
Pedro Estevez									1 10th Street	Reading PA
Pedro Liriano									1 Sheffell #4	Reading PA
Pedro Perez	(484) 336-7771	1		1					1531 Cotton St.	Reading PA
Pedro Rivera									1110 Pershing Blvd.	Reading PA
Pedro Vega	(484) 818-2818								2221 Downing St.	Reading PA
Peggi Toledo	(484) 333-3380								754 N 10th St.	Reading PA
Prondencia Munoz									1 423 Gordon St.	Reading PA
Prondencia Padero										
Torres	(610) 621-8397								731 McKnight St.	Reading PA
Rafael Maduro	(610) 451-5839								1 837 N. 2nd St.	Reading PA
Rafael Perdomo	(484) 332-5432								727 Madison Avenue	Reading PA
Ramon Capois-King	(610) 750-7080								1 1610 Mulberry St.	Reading PA
Ramon L. Rolon	(610) 373-6902								813 Kenhorst Blvd.	Reading PA
Ramona Bueno	(484) 529-1092								1 258 S. 13th St.	Reading PA
Ramona Lopez	(610) 373-1906								1311 Church St.	Reading PA
Raquel Corniel	(610) 373-0363								620 S. 7th St. 2nd Flr	Reading PA
Raul Guerrero	(610) 750-2381								615 Pine St.	Reading PA
Raymond Hernandez	(610) 741-5610		1						510 Brookline Plaza	Reading PA
Ricardo Mora	(610) 376-7657								1121 Mulberry St.	Reading PA
Richard Martinez	(484) 794-9505								521 Cedar St.	Reading PA
Ritesha Rauch	(610) 372-4509	1							548 Avenue B 2nd Flr	Reading PA

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 applicants' 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.

David Castro

NAME OF AUTHORIZED OFFICIAL



SIGNATURE OF AUTHORIZED OFFICIAL

I-LEAD, Inc.

APPLICANT ORGANIZATION

President and CEO

TITLE

6/2/2012

DATE

6/6/2012

DATE SUBMITTED

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
31 HOPKINS PLAZA
BALTIMORE, MD 21201

DEPARTMENT OF THE TREASURY

Date: APR 4 1996

THE INSTITUTE FOR LEADERSHIP,
EDUCATION, ADVANCEMENT, AND
DEVELOPMENT INC
C/O DAVID CASTRO
1936.5 LOMBARD STREET
PHILADELPHIA, PA 19146

Employer Identification Number:
23-2821833
Case Number:
526036006
Contact Person:
EP/EO CUSTOMER SERVICE UNIT
Contact Telephone Number:
(410) 962-6058

Accounting Period Ending:
December 31
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Begins:
june 29, 1995
Advance Ruling Period Ends:
December 31, 1999
Addendum Applies:
Yes

Dear Applicant:

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

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

THE INSTITUTE FOR LEADERSHIP,

If we publish a notice in the Internal Revenue Bulletin stating that we will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

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

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

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

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

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If you are required to file a return you must file it by the 15th day of

THE INSTITUTE FOR LEADERSHIP,

the fifth month after the end of your annual accounting period. We charge a penalty of \$10 a day when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty we charge cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. We may also charge this penalty if a return is not complete. So, please be sure your return is complete before you file it.

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

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

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are spent only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence that the funds will remain dedicated to the required purposes and that the recipient will use the funds for those purposes.

If you distribute funds to individuals, you should keep case histories showing the recipients' names, addresses, purposes of awards, manner of selection, and relationship (if any) to members, officers, trustees or donors of funds to you, so that you can substantiate upon request by the Internal Revenue Service any and all distributions you made to individuals. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

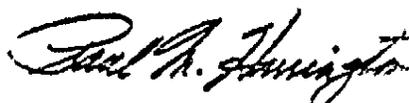
If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

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

THE INSTITUTE FOR LEADERSHIP,

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

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Paul A. Huntington".

District Director

Enclosure(s):
Addendum
Form 872-C

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

I-LEAD Charter School

Budget Narrative

CSP Planning, Design, and Implementation Grant

*Note: I-LEAD Charter School is applying for two years of funding. Because the school has been operating for one year (2011-2012), we will be a charter school start-up only for two years.

Year 1

1. Personnel:

I-LEAD Charter School is not requesting funding for personnel costs.

2. Travel:

National Charter School Conference. The Head of School and one additional staff member will attend the National Charter School Conference in Washington, DC.

Estimated costs for travel, lodging, and expenses: approximately \$1600 per person x 2 people = \$3200

National Council of Teachers of Mathematics. Two mathematics instructional facilitators will attend the NCTM conference in Denver, Colorado.

Estimated costs for travel, lodging, and expenses: approximately \$1500 per person x 2 people = \$3000

3. Equipment

Instructional Equipment – ILCS is requesting funds to purchase equipment that will be used in the classroom as instructional tools.

I-LEAD Charter School

- SmartBoards: 8 SmartBoards @ \$7126 = \$57,008. SmartBoards will be installed in academic classrooms. These interactive instructional tools have been found to be particularly effective in engaging learners in the classroom setting. Further, the tool also provides an opportunity for instructional facilitators to save lessons so that further assistance can be provided to those learners who need it.
- Graphing Calculators: 30 TI-84 Plus calculators and carriers for students and teachers @ \$117.06 = \$3511.90. These calculators are used in math classrooms to provide instruction in advanced math classes.
- Computer Software:
Achieve 3000 Licensing Software for 300,400, 500 @ \$10,200 per year = \$10,200
Achieve 3000 is an on-line educational program that provides differentiated instruction for students.
Acuity Licensing for 300,400, 500 @ \$6000 per year = \$6,000
Acuity is an online software designed to help teachers gauge student performance and deliver targeted classroom instruction. In addition to diagnostic and predictive assessments with immediate scoring and reporting, Acuity provides instructional resources such as extra practice and homework for all students.
TechLiteracy Licensing for 300,400, 500 @ \$1500 per year = \$1500
TechLiteracy is an online assessment tool that measures student technology skills.
System 44 \$20,450. System 44 is a research-based educational curriculum that provides reading instruction to struggling readers and English language learners.

4. Supplies

I-LEAD Charter School is not requesting funds for supplies.

5. Contractual

I-LEAD Charter School recognizes and values the importance of providing quality professional development opportunities—both for our instructional facilitators and our learners.

SmartBoard Professional Development-I-LEAD Charter School will contract with a professional development vendor to provide full day trainings in the effective use of SmartBoards as well as half-days over the next two years. \$125 per hour x 96 hours of professional development = \$12,000

Cultural Competency Professional Development – 3 hour sessions x 6 sessions x \$200 per hour = \$3600. I-LEAD Charter School is attracting a diverse student population. To adequately prepare instructional staff to work with our students, cultural competency professional development activities will be provided.

Service Learning Project – 50 learners and 10 staff - \$21,000. Recognizing the value of service learning for at-risk learners and to provide educational opportunities for youth outside their local communities, I-LEAD will provide an intensive service-learning project for seniors. Throughout the academic year, instructional staff will engage learners in preparatory activities that will culminate in a senior service-learning project for all seniors.

National Council of Teachers of Mathematics – Membership for 3 learning facilitators x \$78 per year = \$234

Total Year 1 Budget = \$141,703.90

Year 2

1 Personnel:

I-LEAD Charter School is not requesting funding for personnel costs.

2. Travel:

National Charter School Conference. The Head of School and one additional staff member will attend the National Charter School Conference in Washington, DC.

Estimated costs for travel, lodging, and expenses: approximately \$1600 per person x 2 people = \$3200

National Council of Teachers of Mathematics. Two mathematics instructional facilitators will attend the NCTM conference in Denver, Colorado.

Estimated costs for travel, lodging, and expenses: approximately \$1500 per person x 2 people = \$3000

3. Equipment

Instructional Equipment – ILCS is requesting funds to purchase equipment that will be used in the classroom as instructional tools.

- SmartBoards: 8 SmartBoards @ \$7126 = \$57,008. SmartBoards will be installed in academic classrooms. These interactive instructional tools have been found to be particularly effective in engaging learners in the classroom setting. Further, the tool also provides an opportunity for instructional facilitators to save lessons so that further assistance can be provided to those learners who need it.

- Computer Software:

Achieve 3000 Licensing Software for 300,400, 500 @ \$10,200 per year = \$10,200

Achieve 3000 is an on-line educational program that provides differentiated instruction for students.

Acuity Licensing for 300,400, 500 @ \$6000 per year = \$6,000

Acuity is an online software designed to help teachers gauge student performance and deliver targeted classroom instruction. In addition to diagnostic and predictive assessments with immediate scoring and reporting, Acuity provides instructional resources such as extra practice and homework for all students.

TechLiteracy Licensing for 300,400, 500 @ \$1500 per year = \$1500

TechLiteracy is an online assessment tool that measures student technology skills.

4. Supplies

I-LEAD Charter School is not requesting funds for supplies.

5. Contractual

I-LEAD Charter School recognizes and values the importance of providing quality professional development opportunities—both for our instructional facilitators and our learners.

SmartBoard Professional Development-I-LEAD Charter School will contract with a professional development vendor to provide full day trainings in the effective use of SmartBoards as well as half-days over the next two years. \$125 per hour x 96 hours of professional development = \$12,000

Cultural Competency Professional Development – 3 hour sessions x 6 sessions x \$200 per hour = \$3600. I-LEAD Charter School is attracting a diverse student population. To adequately prepare instructional staff to work with our students, cultural competency professional development activities will be provided.

Classroom Management Professional Development - \$3600. Many of our students present challenging behaviors in the classroom. Instructional facilitators need to know how to effectively manage these students so that they can learn and not impede the progress of the rest of the students. ILCS will contract with a vendor to provide classroom management professional development to the staff.

Reading Instruction across the content areas Professional Development - \$7200.

Reading is a foundational skill and one where many of our students are weak. Less than 5% of our students are currently reading on or above grade level. To effectively integrate reading into all content areas, ILCS will provide professional development for its instructional staff.

Service Learning Project – 50 learners and 10 staff - \$21,000. Recognizing the value of service learning for at-risk learners and to provide educational opportunities for youth outside their local communities, I-LEAD will provide an intensive service-learning project for seniors. Throughout the academic year, instructional staff will engage learners in preparatory activities that will culminate in a senior service-learning project for all seniors.

National Council of Teachers of Mathematics – Membership for 3 learning facilitators x \$78 per year = \$234

I-LEAD Charter School

Total Year 2 Budget = \$128,542

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	I-LEAD, Inc.
Applicant's DUNS Name:	1347469600000
Federal Program:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
CFDA Number:	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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: The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

I-LEAD, Inc.

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	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	6,200.00	6,200.00	0.00			12,400.00
4. Equipment	98,669.90	74,708.00	0.00			173,377.90
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	36,834.00	47,634.00	0.00			84,468.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	141,703.90	128,542.00	0.00			270,245.90
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	141,703.90	128,542.00	0.00			270,245.90

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization I-LEAD, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00				0.00
3. Travel	0.00	0.00				0.00
4. Equipment	0.00	0.00				0.00
5. Supplies	0.00	0.00				0.00
6. Contractual	0.00	0.00				0.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00				0.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)