

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 # U282B130052

Grants.gov Tracking#: GRANT11448899

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1235-GEPA Statement)	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
Attachment - 1 (1234-Abstract)	e13
7. Project Narrative Form	e14
Attachment - 1 (1241-Narrative)	e15
8. Other Narrative Form	e54
Attachment - 1 (1237-Charter Contract)	e55
Attachment - 2 (1238-Proof of Non-Profit Status)	e66
Attachment - 3 (1239-Project Director Resume)	e67
Attachment - 4 (1240-Charter School Program Assurances)	e68
9. Budget Narrative Form	e69
Attachment - 1 (1236-THRIVE Budget Narrative)	e70
10. Form ED_524_Budget_1_2-V1.2.pdf	e72
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e74

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.).

There were problems converting one or more of the attachments. These are: 1238-Proof of Non-Profit Status.pdf

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="07/12/2013"/>	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="THRIVE Baton Rouge"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="27-5473721"/>	* c. Organizational DUNS: <input type="text" value="0714628740000"/>	
d. Address:		
* Street1: <input type="text" value="1120 Government Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Baton Rouge"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="LA: Louisiana"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="70802-4802"/>	
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="Ms ."/>	* First Name: <input type="text" value="Sarah"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Broome"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Executive Director"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="225-394-1503"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="sbroome@thrivebr.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-061113-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

13. Competition Identification Number:

84-282B2013-2

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Charter boarding school Implementation.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="200,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="200,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sarah Broome</p>	<p>* TITLE</p> <p>Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>THRIVE Baton Rouge</p>	<p>* DATE SUBMITTED</p> <p>07/12/2013</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input 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:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/>
	CFDA Number, if applicable: <input type="text" value="84.282"/>

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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 Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B130052

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

Optional - You may attach 1 file to this page.

GEPA Statement.pdf

Add Attachment

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View Attachment

GEPA Statement

As provided for in Section 427, THRIVE has identified one of the six types of barriers (gender, race, national origin, color, disability or age) that could prevent participation in the program and has taken necessary steps to negate this barrier.

Identified Barrier: Girls are less likely to enroll in the program than boys because girls are often expected to take on more responsibility at home (such as cooking and babysitting). Our first year experience showed us that families are less inclined to send their female children to a boarding school because they lose this help around the home.

Steps Taken to Overcome Barrier: THRIVE asks for specific referrals from guidance counselors and other stakeholders for girls because their families are less likely to reach out to the school. Once we have a girl who is interested, we work with the family to negate the hardship of losing her during the week. Most often, takes the form of helping them secure alternative childcare for their younger children.

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 THRIVE Baton Rouge	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Sarah"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Broome"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director"/>	
* SIGNATURE: <input type="text" value="Sarah Broome"/>	* DATE: <input type="text" value="07/12/2013"/>

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:

THRIVE Baton Rouge
1120 Government Street/Baton Rouge/LA/70802
Contact: Sarah Broome/ 225-239-7820/ sbroome@thrivebr.org

Project Title: THRIVE Baton Rouge

Founded in 2011, THRIVE is Louisiana's first charter boarding school serving high-poverty and educationally disadvantaged students. The mission of THRIVE is to empower students from high-poverty communities and prepare them academically and personally for success in college and beyond. The primary goal for the proposed project is for 90% of students to pass the end of year state test; thereby meeting the Charter School Programs absolute priority to improve achievement and high school graduation rates in high-poverty schools. The long-term goal of the school is for 95% of THRIVE students to enter college. During the project period, the school will serve 100-150 6th, 7th and 8th grade students.

THRIVE will prove to be a national model of a high quality charter school and demonstrate what is possible for high-poverty and educationally disadvantaged students when they are provided a stable and nurturing environment. For the first time, a school will demonstrate student's potential when negative environmental factors have been negated and positive ones have been introduced. These results will provide insights into behavior and learning for countless schools across the country who serve high-poverty and educationally disadvantaged students. By integrating the best educational methods with a 24-hour supportive environment, the THRIVE model can have a dramatic effect on educational policy and practice and increase the national understanding of the charter school program.

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

Table of Contents

Introduction.....3

Absolute and Competitive Preference Priorities.....5

 Absolute Priority.....5

 Competitive Priority 1b.....6

Application Requirements.....7

 Section A: Educational Program.....7

 Enabling students to meet challenging State student academic achievement standards..7

 Curriculum and Instructional Practices.....8

 Intensive Individualized Student Services.....10

 Innovative Boarding Program.....11

 Successful Results of Curriculum and Instructional Practices.....12

 Section B: Management and Personnel.....13

 Management Plan.....13

 Timeline, Milestones and Responsibilities.....15

 Highly Qualified Personnel.....19

 Section C: Objectives.....22

Section D: Authorizer Relationship.....25

 Authorized Public Charter Agency..... 25

 THRIVEs Charter Agreement.....25

 Flexibility and Autonomy Allowed by Louisiana State Charter Law.....26

Section E: Parent and Community Involvement.....27

 Involvement During Planning and Program Design.....27

 Involvement During Implementation.....29

Section F: Plans for After Funding Ends.....31

Section G: Waivers.....32

Section H: Use of Funds.....32

Section I: Enrollment

 Ensuring Equal Opportunity to Attend THRIVE.....34

 Providing Information to Parents and Members of the Community.....36

Selection Criteria.....39

Introduction

THRIVE is one of the most **unique** public schools currently operating in the Nation. Committed to **improving college enrollment rates for high poverty and educationally disadvantaged students**, THRIVE offers a **free, public, charter boarding school** which aims to accelerate learning and ensure a high quality education for students.

THRIVE offers an entirely unique school model – a residential charter school. Students stay overnight on campus five nights each week (Sunday evening through Friday afternoon) and return home on weekends. While students are at THRIVE, they have access to not only an exceptional academic environment, but also to every social and emotional support they need to be successful – not just in school, but for life.

THRIVE students live in family units of five students and one residential advisor. Within these family units, students perform normal tasks such as cooking dinner, cleaning and doing laundry. The levels of expectation for these tasks rise each year as the students grow older. In addition to these life skills, students also have access to comprehensive after-school programming, including individualized nightly tutoring, physical activities, sports, arts programs, service-learning opportunities and cultural programming. The residential component also provides students an individualized level of emotional support, depending on their unique needs. THRIVE offers occasional check-ins with a social worker, group counseling, individual counseling, individual counseling with a family counseling component and medication management as needed.

THRIVE is far more than a traditional school. By embracing not only a 24-hour learning environment but also a “to, through, and after” college philosophy, THRIVE offers one of the most comprehensive education programs available.

Absolute and Competitive Preference Priorities

Absolute Priority

Improving Achievement and High School Graduation Rates [High-Poverty].

Accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools.

THRIVE meets the absolute priority because 100% of THRIVE student are high poverty and the sole mission of the school is to send them to college.

THRIVE is a high-poverty school as defined in section 1113(a)(5) of the ESEA. 100% of THRIVEs students qualified for free and reduced lunch in the 2012-2013 school year. THRIVE expects to have at least 90% of students on free and reduced lunch for the entirety of the schools existence.

The sole mission of THRIVEs is to increase high school graduation rates and college enrollment rates for its high-poverty and educationally disadvantaged students. As will be described in detail below, THRIVE is able to do this by accelerating learning for students through a rigorous yet individualized educational program in a unique residential setting.

Competitive Preference Priority 1b

Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners]. Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students with disabilities.

During the 2012-2013 school year, THRIVE had tremendous success serving students with disabilities. THRIVE's individualized program allowed for more attention to the needs of students with disabilities. The small staff to student ratio ensured that all students – but in particular – those with disabilities, were able to get the one-on-one attention they needed to be successful. 2013 state test scores showed dramatic improvement for THRIVE's students with disabilities.

In 2013, for students with disabilities, passing rates from 5th grade to 6th grade changed as follows:

	English	Math	Science	Social Studies
5 th Grade (before THRIVE)	16%	16%	0%	0%
6 th Grade (at THRIVE)	83%	83%	67%	67%

This dramatic growth took place after just one year of instruction. By the time these students with disabilities are ready to graduate high school, there is no doubt that THRIVE will have dramatically accelerated their learning.

Application Requirements

Section A: Educational Program

The completely unique and high quality educational program THRIVE offers enables high-poverty and educationally disadvantaged students the opportunity to meet challenging State student academic achievement standards. During the 2012-2013 school year, THRIVE served only 6th grade students; in 2013-2014, the school will serve 6th and 7th graders and in 2014-2015, the school will serve 6th, 7th and 8th graders. THRIVE's eventual model will include boys and girls in grades 6-12; however, the school grows just one grade level at a time.

Enabling students to meet challenging State student academic achievement standards

THRIVE's ultimate goal is to improve college enrollment rates by ensuring college acceptance for every student. To that end, THRIVE's academic program was tailor made to ensure that high-poverty and educationally disadvantaged students are able to meet challenging State student academic achievement standards. **In order to support these students in their need for accelerated learning, THRIVE uses high-quality curriculum and instructional practices, intensive individualized student services and an innovative boarding program.**

Curriculum and Instructional Practices

In order for students to compete at the collegiate level THRIVE expects of its graduates, they must be prepared with high-quality and rigorous standards. Louisiana, like many other states, is currently in a transition to both the Common Core State Standards (CCSS) and a State assessment which will be aligned to these standards. This shift makes planning and implementing a middle-school curriculum a unique challenge. The school must meet the needs of a student population that is substantially below grade level while also preparing them for increasingly rigorous standards measured at higher levels.

For the 2013-2014 school year, Louisiana middle schools and THRIVE will continue their shift to CCSS with the Louisiana Transitional Curriculum for Math and English. This curriculum has been designed to incorporate both the traditional Louisiana standards that students will be tested on in 2014 as well as some of the CCSS, which they will be tested on in 2015. While Math and English are the most affected by CCSS, THRIVE works with teachers to add the non-fiction text element to both Science and Social Studies. In Science, THRIVE follows the Louisiana State standards, and, although the State has not yet adopted them, we add elements from The Next Generation Science Standards in the hope that the State will fully adopt them in the near future. In Social Studies, THRIVE continues to follow the Louisiana State standards, but teachers include a heavy use of non-fiction text aligned to the CCSS English standards. Beginning in 2014-2015, THRIVE will transition again and will use only the CCSS for Math and English while maintaining the Science and Social Studies standards.

The move to the CCSS is intensive and involves teachers in all content areas. To this end, THRIVE has substantial resources in place to support teachers to create classrooms that are the model of CCSS. THRIVE's school is currently led by a founding member of America Achieves, London Moore. Through her work with America Achieves, as well as with Student Achievement Partners, Ms. Moore has significant personal background in CCSS as well as access to national experts. Through her, each of THRIVE's teachers has been assigned a national Common Core coach. These coaches are teachers who have been implementing Common Core best practices for several years and are widely considered experts on implementation. Additionally, THRIVE has a Common Core school-wide coach who has extensive experience working with the Louisiana standards as well as CCSS. Finally, in order to support Common Core integration into the Social Studies classroom, THRIVE will become a Gilder Lehrman school this year. THRIVE aims to become a model school for Common Core implementation and results.

In addition to using a high-quality and rigorous curriculum, THRIVE teachers rely on instructional practices geared towards accelerating learning. All classes have 15 or fewer students and each teacher has access to a teacher's aide to pull students for individualized instruction. This uniquely low student to teacher ratio allows THRIVE to provide more individualized and interactive instruction. Classes are encouraged to be as interactive as possible and teachers are even provided specialized furniture which promotes small group work. Finally, classroom technology is utilized by all teachers to not only differentiate instruction, but also to prepare students for the upcoming changes in the State assessment.

Intensive Individualized Student Services

THRIVE serves the most high-poverty and educationally disadvantaged students in East Baton Rouge Parish. In addition to increased social and emotional issues, these students often come in significantly behind grade level. In order for students who are do far behind to meet challenging State student achievement standards, THRIVE must provide them with opportunities for accelerated learning.

In 2012, THRIVE's incoming class of 6th grade students had the following 5th grade passing rates on the State test:

- 12% in English
- 47% in Math
- 0% in Science
- 12% in Social Studies

Based on the substantial achievement gap of the target population, THRIVE's educational program includes an additional two hours of intervention each day of middle school. The intervention program is an individualized data-driven initiative designed to locate and address key missing pieces in students' basic skills. Students are tested in the beginning of the year to determine key gaps in both Math and English. They are then placed into small groups for targeted intervention on those specific skills. Testing is done every few weeks to determine when students have mastered one skill and are ready to move on to another. As an example, during the past school year, the Math diagnostic revealed huge gaps for many students in long-division skills. While long-division is a key skill for multiple standards in 6th grade, the Louisiana Curriculum

teaches it in the 4th grade and allows no time for remediation. With THRIVEs intervention program, that skill need was recognized and targeted. Students who lacked long-division skills were put into a small group everyday where their only goal was to master long division. Once the students mastered long division (as measured by weekly assessments), they moved on to a new skill with a new group and teacher. Through this program, THRIVE teachers are able to stay with the content they need to teach while students' individual needs are still being met. Student data for the intervention program is reviewed weekly; teachers work with that data as well as the standards to determine which groups students will be in for the next week and what skills will be taught.

Innovative Boarding Program

Finally, THRIVE offers something that no other school can: a residential program specifically designed to meet the needs of high-poverty and educationally disadvantaged students. THRIVEs boarding program serves to meet the emotional, physical and behavioral needs required for students to be successful in the classroom. For all students, THRIVE provides a safe place to sleep, guaranteed meals, access to health care and a supportive and nurturing environment. For many students, these additions alone result in an increase in achievement. However, to ensure that we meet the individual needs of all students, they are evaluated at the beginning of the year to determine their specific needs and an individualized program is created. Action steps on this program could include, additional individualized tutoring; group, family or

individualized counseling; medication management; health care needs such as glasses or contacts; individualized behavior management plans or relationship development with a community mentor.

Through this intense process of meeting individual needs, the school ensures that when students come to class they are prepared to learn to the best of their ability. During the course of the first year of operation, THRIVE's veteran teachers noticed significant increases in students' ability because of the residential environment. Some of their observations included students not falling asleep in class, having access to individualized tutors, increased social and emotional stability leading to fewer behavior problems and generally happier and better adjusted students.

Successful Results of Curriculum and Instructional Practices

While only in operation for one year, THRIVE has already demonstrated significant student gains. The following table shows the percentage of THRIVE's students who passed the State iLEAP test in 5th grade (before coming to THRIVE) and in 6th grade (after being at THRIVE for one year)

	English	Math	Science	Social Studies
5 th Grade (before THRIVE)	12%	47%	0%	12%
6 th Grade (at THRIVE)	67%	89%	50%	78%

This significant growth in just one year's time demonstrates the effectiveness of THRIVE's educational program.

Section B: Management and Personnel

Management Plan

A 501c3 organization, THRIVE is supported by an exceptional team of board members, staff and volunteers who all work toward the same mission. THRIVE is governed by a non-profit board consisting of nine members representing a variety of skill sets and backgrounds. These backgrounds include education, finance, business start-up, legal, health care and non-profit leadership. THRIVE's board president, Norisha Kirts, is currently a development director at Louisiana State University, however, prior to that, she worked for SEED, the only other public boarding school in the country serving high-poverty students. The board engages in monthly training during board meetings as well as yearly retreats to ensure the governing body has a deep understanding of academic, financial and residential issues. This board holds the fiduciary responsibility, oversees the budgeting and the Executive Director but takes great care not to micro-manage the day-to-day functions of the school.

THRIVE is led by Founder and Executive Director Sarah Broome. A Teach for America alum, Ms. Broome has extensive experience in charter schools. After founding THRIVE, she took the school from conception to approval in less than a year and has

raised more than \$1,000,000 to date to support the program. Ms. Broome is considered one of the top school leaders in Baton Rouge.

Ms. Broome reports directly to the governing board and oversees both the school and residential programs. In this role, she develops and maintains the school and residential budgets, oversees all facility and operational issues, works with the community to develop relationships for fundraising as well as service partnerships and sets the mission and vision for the school. THRIVE contracts with 4th Sector Solutions to provide “back office support” for Ms. Broome, including budgeting, payment and receipts and HR and federal funding compliance reporting.

The school program is directed by Principal London Moore. Formerly the highest performing teacher her school had ever seen and a founding member of America Achieves, Ms. Moore now runs THRIVEs academic program. She is responsible for day-to-day operations of the school, recruitment and management of teachers, school climate and student discipline, as well as parental relationships.

Finally, the residential program is led by Tamara Hall. Ms. Hall has a master’s degree in social work and is responsible for the day-to-day operations of the residential program, recruitment and management of the residential staff, climate and student discipline, adherence to residential health and safety standards and parental relationships.

The members of the leadership team, Ms. Broome, Ms. Moore and Ms. Hall, work together effectively to lead a dedicated staff in producing exceptionally high student achievement.

Timeline, Milestones and Responsibilities

The following timeline outlines the general milestones and responsibilities for operation of the school. It has been broken down into 2 timeframes: Summer-School Opening and During the School Year.

Summer- School Start (June 2014-August 2014 and June 2015-August 2015)

Educational Program	
Milestone	Person Responsible
Engage in high-quality professional development for teachers with emphasis on integrating CCSS and computer based assessment.	School Leader
Work with teachers to determine supply and material needs and order for the year.	Executive Director
Make homes visits to all incoming students and begin diagnostic testing	School Leader and Teachers
Create all internal progress monitoring assessments	Teachers
Ensure logistical success by developing detailed schedules with contingencies	School Leader
Residential Program	
Milestone	Person Responsible
Engage in high-quality professional development for Residential staff with emphasis on student safety, meeting emotional needs, behavior management and structure.	Residential Director
Work with staff to determine supply and material needs and order for the year.	Executive Director
Make homes visits to all incoming students and begin diagnostic testing	Residential Director and Residential Staff
Create all internal progress monitoring assessments	Residential Director
Ensure logistical success by developing detailed schedules with	Residential

contingencies	Director
Business/Legal/Operations	
Milestone	Person Responsible
Finalize budget and submit to THRIVE Board for approval. Submit approved budget to East Baton Rouge Parish.	Executive Director
Research and make all ordering decisions to ensure supplies arrive in time for the start of school.	Executive Director
Review and maintain accounting logs	Executive Director, THRIVE Board and 4 th Sector Staff
Set-up free school lunch partnership	Executive Director and 4 th Sector Staff
Set-up transportation partnership	Executive Director and 4 th Sector Staff
Community Development	
Milestone	Person Responsible
Create year long development plan based off of budget	Executive Director
Update materials and website with the previous year's test results	Executive Director
Cultivate new relationships within the community for specific needs	Executive Director
Research and apply for all applicable grants	Executive Director
Staffing	
Milestone	Person Responsible
Finalize all paperwork for new staff	Leadership Team and 4 th Sector
Give introductory PD to all new staff on HR policies, school history, expectations, evaluations and logistics	Leadership Team
Board	
Milestone	Person Responsible
Continue to run efficient board meetings	Board Chair and Executive Director
Provide board training on relevant topics	Board Chair and Executive Director

Cultivate new board member candidates	Board Chair and Executive Director
Facility	
Milestone	Person Responsible
Complete walk through of facility checking for safety hazards	Executive Director
Complete any renovations needed	Executive Director
Gain fire marshal and health and safety clearance for all spaces	Executive Director

During the School Year (August 2013-May 2014 and August 2014-May 2015)

Educational Program	
Milestone	Person Responsible
Continue weekly professional development with a focus on CCSS. Weekly sessions are also reflective of staff needs.	School Leader
Ensure teachers have all supplies and materials needed as well as training for those materials	Executive Director
Ensure all students have a minimum of 1 hour on the computer each day	School Leader
Administer progress monitoring tests and work with teachers to remediate as needed	School Leader and Teachers
Use weekly testing to inform intervention program needs	Teachers
Work within positive behavior system to ensure student needs are being met while simultaneously protecting student safety and learning time.	School Leader
Protect learning time by ensuring that schedules are followed exactly	School Leader
Residential Program	
Milestone	Person Responsible
Continue weekly professional development with a focus on areas where staff is struggling the most	Residential Director
Ensure staff members have all supplies and materials needed as well as training for those materials	Executive Director
Administer progress monitoring for physical and emotional health and react to results as needed.	Residential Director and Residential Staff

Work within positive behavior system to ensure student needs are being met while simultaneously protecting student safety and learning time.	Residential Director
Ensure logistical success by following the schedule in the strictest manner	Residential Director
Business/Legal/Operations	
Milestone	Person Responsible
Make timely reports on grants as necessary.	Executive Director
Review and maintain accounting logs	Executive Director, THRIVE Board and 4 th Sector Staff
Monitor free school lunch partnership	Executive Director and 4 th Sector Staff
Monitor transportation partnership	Executive Director and 4 th Sector Staff
Community Development	
Milestone	Person Responsible
Implement year long development plan based off of budget	Executive Director
Update materials and website with new pictures and activities	Executive Director
Ask for and respond to feedback from community partners	Executive Director
Research and apply for all applicable grants	Executive Director
Staffing	
Milestone	Person Responsible
Provide staff evaluations 4 times each year with action plans as needed	Leadership Team
Board	
Milestone	Person Responsible
Continue to run efficient board meetings	Board Chair and Executive Director
Provide board training on relevant topics	Board Chair and Executive Director
Cultivate new board member candidates	Board Chair

Facility	
Milestone	Person Responsible
Complete weekly walk through of facility checking for safety hazards	Executive Director
Maintain a safe and effective space by ensuring that all repairs are done in a timely manner	Executive Director
Ensure the building always meets the highest standards for fire and health safety	Executive Director

Hiring Quality Personnel

One of THRIVE's highest priorities is seeking out highly qualified personnel, whether for leadership positions, the classroom or residential roles. THRIVE's current leadership team members all bring unique skills and experiences that allow them to be extremely effective in their roles.

Executive Director Sarah Broome founded THRIVE as a non-profit 501c3 in 2011 with the aim of providing a school for students where nothing could get in the way of learning. A Teach for America Alum, Broome is a graduate of George Washington University where she studied political science and non-profit management. After teaching in a failing school, she was motivated to start THRIVE after a student at her school was killed in a fatal stabbing. Broome organized a team of people and lead them **to develop an innovative school design** specifically created to meet the needs of high-poverty and educationally disadvantaged students. Within just one year, she had **successfully launched the high-quality charter school – THRIVE**. During the first year, Broome not only oversaw the day-to-day activities in the school but also provided **sound non-profit leadership and management** for the organization. Ms. Broome has

raised more than \$1,000,000 at last count while simultaneously managing all other aspects of the organization. She has also demonstrated **strong fiscal management** by ending the fiscal year nearly 10% under budget. Finally, the results of THRIVE's **curriculum development and implementation** as enacted by Broome are evident by the overwhelming student gains made during the first year of operation. During THRIVE's first year of operation, students made record-breaking academic gains. Broome has proven to be a highly-qualified charter school operator.

Principal London Moore also comes to THRIVE with an impressive résumé. As a 2009 Teach for America corps member, Ms. Moore was one of the highest performing teachers her district had ever seen. In addition to her classroom skills, Ms. Moore also has tremendous skills in **non-profit organization, management and leadership, sound board governance** and **strong fiscal management**. In 2003, during a college trip to Ghana, she and a fellow student founded the Ghana Educational Collaborative – a non-profit dedicated to providing access to education for students in poverty. The organization continues to serve 12-20 students each year and has an annual budget of over \$150,000.

Based on her tremendous classroom skill, she was recruited to be a founding member of America Achieves, a national group of exceptional educators brought together to inform policy at the highest level. Through her experience with both America Achieves and Student Achievement Partners, Ms. Moore became an expert in Common Core State Standards. With the upcoming move to CCSS, THRIVE made expertise in this field one of the highest priorities in recruiting a school leader and with Ms. Moore, we could not have done better.

Director of Residential Life Tamara Hall, LMSW, has been with THRIVE from the beginning. She has **designed and implemented** a residential program which not only meets the social and emotional needs of the students, but also places student safety as the highest priority. Student and parent satisfaction with Ms. Hall is outstanding – families constantly say that she is one of their favorite parts of the program.

For the 2013-2014 school year, THRIVE recruited **top teachers from throughout the State**. Each of the four teachers comes to THRIVE with more than 5 years of incredibly successful teaching experience in high-poverty schools working with educationally disadvantaged students. All 4 teachers have a student achievement record that puts them in the **top 10% of teachers in the state**.

In recruiting additional staff, THRIVE has extremely high expectations. The work we do is tremendously difficult. Only those who not only have the necessary skills but are also willing to go above and beyond for both their students and the school are accepted. THRIVE values the input of our current staff as well as community partners and asks for their recommendations for staff. In addition, THRIVE advertises both locally and nationally and makes a specific effort to target a diverse applicant pool. Once these recommendations are in, THRIVE conducts a phone interview. If a candidate meets all of THRIVE's basic qualifications, they are invited for a school visit. During the school visit, the candidate is given a tour, has the opportunity to engage informally with students and has a conversation with THRIVE staff. The purpose of this initial conversation is both to answer any questions the candidate has as well as ensure that they have a complete understanding of the work they will be asked to do. If after the school visit both THRIVE and the candidate are interested in moving forward, the

candidate will be given a formal interview. During this interview, the candidate will be asked questions by three members of THRIVE's staff. After the interview, the candidate will be asked to engage with THRIVE students. For teaching positions, this means teaching a lesson; for residential positions, candidates are asked to supervise and engage with the students while they prepare a meal. After the interview and student interaction is complete, THRIVE's staff gathers to discuss the candidate and come to a mutually agreed upon decision. This process, while lengthy, helps to ensure that only the most qualified and motivated staff members have the privilege of working with our students.

Without a high quality team, no school can function and this is especially true of THRIVE. From the beginning, recruiting a highly-qualified staff was one of THRIVE's main priorities and that will never change. Our unique structure makes it possible for students to achieve more than they had ever dreamed to but this dream is only made real when students are surrounded by the most qualified staff.

Section C: Objectives

THRIVE has developed the following specific objectives and methods of measurement:

Objective	Method of Measurement
Attendance	
Student completes a full day of school (8 hours) daily.	Attendance rate > 96%
Students return to campus school on time each Sunday night.	Tardiness < 2%
Student Retention	
Students in good standing behaviorally and academically will stay at THRIVE all	Retain 75% of the initial class through all seven years.

seven years	
State Assessments	
By the end of eighth grade > 90% score “basic” or above on eighth grade LEAP Test. *Or pass the new CCSS aligned assessment*	2013-2014: Sixth-grade students: > 80% score basic or above on the iLeap. Seventh-grade students: > 85% score basic or above on the iLeap. 2014-2015: Sixth-grade students: > 85% score basic or above on the iLeap. Seventh-grade students: > 90% score basic or above on the iLeap. Eighth-grade students: > 90% score basic or above on the LEAP.
By the end of senior year, full-time students pass at least three End of Course (EOC) Assessments in Algebra I, English II, Geometry, Biology, English III, and/or American History. *Or pass the new CCSS aligned assessment*	95% students pass at least 3 EOC Exams
Graduation/Promotion:	
Students meet the standards for grade promotion.	95% of students pass to the next grade
Students graduate from high school on time.	95% of students graduate from high school on time.
Matriculation and College	
Students enter post-secondary education upon graduation from THRIVE.	95% of students enter post-secondary education upon graduation from THRIVE.
Parent or Guardian Involvement	
Parents or guardians support their students’ learning by attending quarterly conferences.	75% of parents attend at least 2 quarterly conferences
Parents or guardians indicate satisfaction with THRIVE.	80% of parents or guardians rank 3 or higher on satisfaction survey (1-5 Likert scale, with 5 showing greatest satisfaction)
Student Discipline :	
Percentage of student population suspended.	Less than 4% of the student population is suspended during the year.
Percentage of student population expelled.	Less than 2% of the student population is expelled during the year.

THRIVE has created a successful foundation in its first year and will continue to build upon that year after year. The above objectives were created to ensure that THRIVE's vision - of helping prepare and lead high-poverty and educationally disadvantaged students to become self-sufficient college graduates - is realized. Objectives were also created to be measurable, relevant, time-bound and ambitious to ensure that THRIVE's teachers, administrators and students are held accountable for the efforts that they put forth. Although these objectives are ambitious, THRIVE's unique school model makes these objectives attainable for the school as well as for the students that it serves.

In addition to the yearly progress monitoring toward school-wide State assessment objectives, THRIVE uses Edusoft progress monitoring assessments at the end of each academic unit. These unit tests are taken across the EBR district and therefore allow THRIVE to not only compare student progress to past performance but also to schools with similar populations. Based on these test results, THRIVE's teachers make changes to the academic day as needed to ensure success on the final State assessment.

While ambitious, these objectives are clearly achievable. During the first year of operation, THRIVE exceeded every one of the objectives described above.

Section D: Authorizer Relationship

Authorized Public Charter Agency

THRIVE is a Louisiana Type 1 Charter School authorized by the local East Baton Rouge Parish School Board (EBRPS). THRIVE's charter was approved on February 16, 2012, allowing the school to open for the 2012-2013 school year. THRIVE maintains an **exceptionally strong administrative relationship** with EBRPS. Since approval, EBRPS has provided support to THRIVE when requested; however, the school maintains **complete autonomy** from the School Board. THRIVE has received exceptional service from EBRPS this year. On multiple occasions, after requesting support from the central office, staffers arrived at THRIVE within 10 minutes. EBRPS serves as the pass-through agency for all student funding as well as the administrator for all Federal programs, but **THRIVE maintains a separate and autonomous budget.**

THRIVE's Charter Agreement

THRIVE's charter agreement provides **exact details** for the relationship maintained by the two organizations. THRIVE's charter agreement with EBRPS **describes performance measures** for student performance on the State assessment – currently the iLEAP, LEAP and EOC tests. These measures are comprehensive and list gradually increasing goals for each year of operation; however, THRIVE's general long-term goals on high-stakes testing are as follows:

- By 8th grade, 90% of students will score "Basic" or above on the LEAP test

- By Year 7 of operation (when THRIVE has a 12th grade class), 95% of seniors will pass at least 3 EOC tests.
- By Year 7, 95% of seniors will graduate on time

*Note: These goals were based on Louisiana's current State test when the charter was submitted in 2011. As Louisiana moves towards a Common Core-aligned State assessment, adjustments will be made to fit the new system.

THRIVE and EBRPS have also agreed on the formerly listed objectives for attendance, student retention, graduation and promotion, student discipline and parental and family involvement. These objectives are referred to in the charter agreement and listed explicitly in the charter application.

Flexibility and Autonomy Allowed by Louisiana State Charter Law

Louisiana Charter Law allows **a great deal of flexibility and autonomy** for charter schools, and EBRPS respects this. Authorizing agencies are responsible for reviewing charter school student and financial records to ensure compliance with State and Federal law; however, the agency has **no authority** over the school's budget, purchases, operations or personnel. These duties are the sole responsibility of THRIVE's board and this autonomy is expressly stated in THRIVE's charter contract. In order to comply with their monitoring responsibilities, EBR requests a copy of charter school budgets by July 7 and audited financial statements by October 1. EBRPS is also responsible for administering and monitoring federal programs. To this end, they send a Title 1 monitor several times a year to support schools in their compliance.

Additionally, central office staff members make occasional visits to ensure that all student information (including that for students with special needs) is being kept in accordance with State and Federal law. When requested to by the school, EBRPS provides training on maintaining compliance standards.

Section E: Parent and Community Involvement

THRIVE firmly believes that parent and community engagement are key to the school's success. For THRIVE, this also means extending involvement not only to parents, but to whole families. THRIVE considers "parent" and "family" synonymous terms. Both stakeholder groups have been active during the initial design of the school and throughout the first year of implementation.

Involvement During Planning and Program Design

During the initial design process, the founding staff actively sought out family members in the community to contribute to the school design. The effects of those conversations had a lasting impact on such school elements as calendar, extra-curricular offerings, staffing ratios and discipline procedures. In addition to families in the community the school would serve, THRIVE reached out to the broader Baton Rouge and Louisiana community for support in creating this unique school design. THRIVE sought out design support from other residential schools, healthcare experts, mental health practitioners, community agencies and other charter schools. While not a

comprehensive list, the following community partners had the largest impact on THRIVE's initial design:

- Boys Hope Girls Hope of Baton Rouge
- Louisiana State University (Departments of Education and Social Work)
- The Big Buddy Program
- The Louisiana School for Math, Science and the Arts
- The Family Youth Services Center
- Health Care Centers in Schools
- Career Academy
- The Baton Rouge Area Foundation
- The Baton Rouge Area Chamber
- Teach for America
- The Baton Rouge District Attorney's Office
- The Truancy Assessment Services Center

The combination of families in the community giving input about the service most needed and community agencies using their experiences to detail the most effective ways to meet these needs led to the development of a unique charter that is community-responsive, innovative and impactful.

Involvement During Implementation

Following charter approval and opening, THRIVE sought to ensure that the voice of those who helped build the school would continue to play a major role in its operation. This meant opportunities for parental involvement and feedback as well as cost-saving partnerships with community agencies already excelling in their areas of expertise.

Due to the unique residential nature of THRIVE, substantial avenues for parental involvement are all the more critical. THRIVE communicates with and asks for feedback from parents in a number of ways. Students take home weekly progress reports that update parents on everything from a child's academic progress to food they ate for dinner to their behavior. The update includes a section for parental feedback and this year, 60% of parents gave comments on a regular basis. Often the comments were merely reinforcing the activities at the school they saw as beneficial, however, in many instances, they were concerns parents had. After receiving a concern of any kind, the school leader (during the first year, the Executive Director) immediately followed up with the parent. If the concern was a miscommunication, it was quickly resolved. If it was a more severe issue, the parent was invited in for a conference to discuss options. Several times throughout the year, THRIVE made adjustments based on this feedback. In addition to the written communication, THRIVE staff members make weekly phone calls home to update parents on students' progress – both the positive and the challenges. Finally, THRIVE hosts monthly parent nights where families come together to engage with their children in an academic project as well as a social program. In addition to the formal methods of parental involvement, THRIVE

encourages all staff members to build strong relationships with parents. These informal relationships often result in the most parental influence on the school. Finally, during THRIVE's second year, a parental advisory council will be added to actively seek out ways parents can support the school. While students may stay at school five nights each week, THRIVE's ultimate goal is that parents continue to be an integral part of their child's education and that parents feel they are needed and appreciated at their child's school.

Once the initial development was over and the school model had received approval, THRIVE continued to work with many of the original partners to provide support services for both the school and students. The following is a list of THRIVE's current community partnerships:

- *The Junior League of Baton Rouge*: Provides twice-weekly tutoring and cooking support.
- *Louisiana State University Psychology Department*: Provides bi-weekly individual counseling for 10 students and bi-weekly group counseling for 30 students.
- *Louisiana Outdoor Outreach Program*: Provides weekly outdoor education for all students as well as monthly field trips including hiking, canoeing and camping.
- *Louisiana Delta Service Corporation*: Provides AmeriCorps direct service volunteers who support students academically during the day
- *The Big Buddy Program*: Provides transportation and mentors for students.
- *Episcopal High School*: Provides 20 after-school tutors twice a week.
- *Alternative Therapeutic Solutions*: Provides intensive mental health counseling for students and families in need.

- *The Baton Rouge Youth Coalition*: Provides high school-aged mentors and service learning opportunities for students.

This combination of family involvement and community support allows THRIVE to deliver the most effective programming possible.

Section F: Plans for After Funding Ends

THRIVE's start-up funding presented an additional challenge to those faced by most charter schools. In addition to the expenses involved with equipping the academic program with desks and other classroom needs, THRIVE's all-important residential component had significant needs. This initial capital outlay included everything from beds to kitchen equipment. Now, in addition to acquiring the needed equipment to move to a permanent location, THRIVE must obtain one-time funding to provide computers for students to take the upcoming computer-based Common Core assessment.

When funding from the US DOE ends, THRIVE will be able to use Title 1 funds to replace the computers as they outlive their effectiveness and yearly furniture and appliance replacements have been written into the long-term budget.

THRIVE will use these funds exactly as intended – for start-up – both of a fully integrated computer program and to furnish a permanent campus. While the school will always need these items and will be able to replace them using Title I funds as they deteriorate, a large one time allotment of funds are needed for this start-up phase.

Section G: Waivers

THRIVE is not requesting any waivers for this grant.

Section H: Use of Funds

THRIVE will use the grant funds to prepare for the implementation of a Common Core aligned State assessment that is computer based and to provide capital items needed for both the school and the residential program when the school moves to a permanent location during the third year of operation.

THRIVE has fully embraced Common Core and has integrated the new standards into every subject students take. Our staff, school model and curriculum have demonstrated tremendous potential to serve high-poverty and educationally disadvantaged students at a rigorous level. As we move into a computer based assessment, we want to ensure that a lack of familiarity with computers for our students does not impair their ability to demonstrate their knowledge. In order for students to be secure with computer based tests, this technology has to become fully integrated into their daily lives. For this reason, the bulk of our grant funding will go to purchase computers – both classroom desktops and laptop carts. Due to THRIVE's residential nature, these computers will get more use than traditional school computers because students will have access to them in the evening as well as the school day. At the end of this year, we conducted a survey with our students about their computer use. Only 40% had access to computers in their homes and of those who did have computer

access, only 30% often used it for educational purposes. For our students, simple skills like controlling a mouse and typing are non-existent and yet these are the very skills a computer based assessment takes for granted. We must ensure that our students not only have enough computers for testing, but also have enough access to them that a computer based test is no longer a barrier. Without access to funding for a large number of computers, our students may achieve at incredibly high rates – and yet no one will ever know because they will not be able to pass a computer based test.

One of THRIVEs greatest strengths – the residential program – is also one of the greatest challenges. In addition to traditional capital expenses such as desks and chairs, THRIVE must also provide beds, mattresses and ovens. During the first several years of operation, THRIVE has been using temporary space, however, the school will move to a permanent location during the third year of operation and the final year of this grant. At this final location, THRIVE will need to set-up both the living spaces and the classroom spaces. Funds will be used to buy desks, chairs, beds, mattresses, ovens, refrigerators and dishwashers.

Section I: Enrollment

THRIVE seeks to enroll students whose potential may not be realized in their current environment. THRIVE utilizes the structure and support afforded by its residency program to ensure that the students it serves will realize this potential. THRIVE's structure may be especially beneficial for students who may not be currently meeting their academic potential because of truancy issues. THRIVE works hard to

ensure that all students have an equal opportunity to attend the school. Admission of students is not limited on the basis of intellectual ability, measures of achievement or aptitude, status as a handicapped person, gender, creed, national origin, religion, ancestry or any other basis that would not be permitted in any public school or school district.

Ensuring Equal Opportunity to attend THRIVE

As a public school, THRIVE is open to all Louisiana students in East Baton Rouge Parish on a space-available basis. This includes both the incoming 6th grade class as well as any spaces that may be open in upper grades. The school does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special needs, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students. Moreover, the school does not set admission criteria that are intended to discriminate or that have the effect of discriminating based on any of these characteristics. THRIVE relies heavily on parents and community members to recommend students for the school. During the first year, 100% of THRIVE students became interested in the school after conversations with school guidance counselors, 5th grade teachers, staff at community non-profits or other parents who had learned about the school. THRIVE aims to continue this trend of exceptionally high parental and community involvement during recruitment every year.

THRIVE does, however, have an interest in ensuring that students and families understand this unique model. For that reason, the school has the following admission criteria.

The school requires:

- Candidates for admission to apply for the grade immediately following their current grade and to successfully complete their current grade to be admitted;
- Students to be residents of Louisiana at the time that they submit a Lottery Enrollment Form (attached) and at the time that they are offered admission; and
- Students to be from the East Baton Rouge Parish School District.

The school strongly advises and requests:

- Parents/guardians and students to attend an information session and orientation session prior to enrollment; and
- Parents/guardians and students to sign compacts that demonstrate their agreement with and understanding of the school's mission, vision, educational philosophy and design principles, including the PBS system and the Commitment to THRIVE's Core Values.

The school does not:

- Give preference to children of staff members or board members;
- Give preference to siblings of students accepted to the school but not yet attending; or

- Make statements in meetings intended to discourage, or that have the effect of discouraging, parents/guardians of students with disabilities, students with limited English proficiency, or any other protected group of students from submitting an enrollment form to the school.

Providing Information to Parents and Members of the Community

THRIVE provides information about the school throughout the year to those who are interested. This includes providing application packets at information sessions, mailing out information to potential families and providing information on the school website.

THRIVE also works with the staffs of local elementary schools and with local stakeholders in recruiting students. Special emphasis is placed on attracting high-poverty and educationally disadvantaged students, particularly students with high truancy rates.

Strategies to implement recruitment:

- Brochures will be readily available for interested families. Materials will be translated into relevant languages.
- THRIVE's website, www.thriveb.org, will provide information.
- Events will be held at the school to give information to students and parents to help with recruitment.

- The school will participate in strategic community events as a way of broadening exposure.
- THRIVE's staff will hold community events at recreation centers, churches, other middle schools, and in partnership with other local community centers and organizations to disseminate information and field questions from the public.
- Referrals from the Truancy Assessment Services Center
- Open houses and tours will give prospective students the ability to see THRIVE's campus, meet faculty and staff, and get a sense of what it would be like to attend the school.

For any given school year, the school publicizes its information sessions and invites families to attend and to complete an application for enrollment. Families who are unable to attend any of these sessions are sent an application packet by mail. Returning students are required to complete a retention form at the beginning of second semester.

All application deadlines are given public notice at least one month in advance of the deadline for the initial and any subsequent lotteries. Applications are accepted until the deadline at the end of the annual primary enrollment period. If at that time there are more applicants than there are spaces available:

- Prospective full-time students who have a sibling enrolled in the school for at least one year will be given preference for any seats available.

- The remainder of prospective students will be separated by grade and then gender. The school will hold gender specific lotteries for any available openings by grade to be conducted by an individual who is not connected with the school.
- Students who are offered enrollment will have 10 days from the date of the mailing of the school's notification to accept the offer of enrollment.
- Wait-listed students who are subsequently offered admission will be telephoned and a mailing of a formal offer will take place the same day.
- All students who decline an offer of enrollment will be asked to use the form provided in their mailing or to otherwise record their declination in writing. If they refuse, a note to that effect will be entered into the record.
- All accepted students and families will attend a parent orientation session prior to the beginning of the school year.

Preference for admission is given first to applicants in the "siblings" category. The school will either extend an offer of admission to all applicants within a group who meet the lottery enrollment deadline or select applicants randomly using a lottery. The school will not offer admission to applicants on a first-come, first-served basis.

THRIVE has an exceptional relationship with both current parents and stakeholders in the community. This relationship ensures that families who may not have otherwise heard about THRIVE have an opportunity to learn more.

Selection Criteria

Selection Criteria	Cross-Reference Page Number
Quality of the proposed curriculum and instructional practices (15 points).	7-13
The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards (3 points)	7-12
The quality of the strategy for assessing achievement of the charter school's objectives (15 points)	22-24
The extent of community support and parental and community involvement (8 points)	27-31 and 33-36
Quality of project personnel (22 points)	19-22
Quality of the management plan (18 points)	13-22
Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (16 points)	25-27
The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (3 points)	25-27

Other Attachment File(s)

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CHARTER SCHOOL CONTRACT

THIS CHARTER SCHOOL CONTRACT, dated this 21st day of June, 2012, is made and entered by and between EAST BATON ROUGE PARISH SCHOOL SYSTEM (“EBRP”) and THRIVE BATON ROUGE (the “School”), by its Board of Directors (the “Board”) pursuant to Charter School Demonstrations Programs Law, La. R.S. 17:3971 *et seq.* (the “Contract”).

RECITALS

WHEREAS, the School is organized as a non-profit corporation under the Louisiana Charter School Demonstrations Programs Law, La. R.S. 17:3971 *et seq.* (the “Statute”); and

WHEREAS, EBRP received a charter school application (the “Application”) which is incorporated by reference, from the Board, for the establishment of the School as an EBRP Type I charter school and finds that the Application is valid and complete and offers potential for fulfilling the purposes of the Statute; and

WHEREAS, EBRP desires to approve the Application and this Contract in accordance with the terms stated herein; and

WHEREAS, the School seeks approval of its Application and issuance of a Charter from EBRP in order to implement its mission, including, but not limited to, serving at-risk pupils; and

WHEREAS, both parties have authority under applicable law to enter into such a Contract,

NOW, THEREFORE, in consideration of the foregoing Recitals and their mutual covenants contained herein, the parties agree as follows:

AGREEMENT

SECTION 1: OPERATION OF SCHOOL

1.0 Mission Statement. The mission statement contained in the Application is approved by EBRP. The mission statement may be modified from time to time by the Board, provided that any change in the mission statement which is inconsistent with the Application or this Contract shall require approval of EBRP.

1.1 Governance. The Governance, Leadership, and Management section described in the Application concerning the nature and extent of the Board composition and training, School leadership and personnel management, and operations management is acceptable to EBRP to the extent permissible under applicable federal and state law and subject to all conditions of this Contract.

1.1.1 Authority and Powers. The Board shall have authority to exercise independently, consistent with federal and state law, the following powers (including such other powers as provided for elsewhere in this Contract or as otherwise permitted under applicable law) to the extent consistent with this Contract and within its adopted budget: contract for goods and services; lease facilities for school purposes; prepare a proposed budget; select, hire, evaluate and terminate personnel, and determine their compensation; contract for professional services; contract for personnel services; procure insurance; purchase, lease, or rent furniture, equipment, and supplies; retain fees collected from students in accordance with law; and accept and expend gifts, donations, or grants of any kind in accordance with the conditions prescribed by the donor, as consistent with law and not contrary to any of the terms of this Contract. The Board is responsible for complying with and carrying out the provisions of this Contract. The Board has final authority over and is responsible for the education program, staffing and the fiscal management and obligations of the School. The Board may contract with a third party for that third party to provide educational, business administration and management services for the School. This provision shall not be construed to give rise to personal liability of individual Board members in instances where the law would not impose such personal liability.

1.1.2 Ethics and Conflict of Interest. The Board shall abide by a conflict of interest policy that is consistent with applicable law, including but not limited to, the Louisiana Code of Governmental Ethics.

1.1.3 Open Meetings Act. Meetings of the Board shall be conducted in accordance with the Louisiana Open Meetings Act.

1.1.4 Applicable Law. In exercising its powers, the School shall comply with all applicable law, subject to exemptions and requirements as enumerated in R.S. 17:3996 as amended. Notwithstanding the foregoing, the provisions of any collective bargaining agreement entered into by EBRP shall not apply to the School or an educational service provider that the School enters into an agreement with.

1.2 Education Program. The education program set forth in the Application is accepted by EBRP. The School shall have the authority and responsibility to implement its educational program, subject to the conditions of this Contract, in a manner consistent with state law, including, without limitation, requirements regarding content standards.

1.2.1 Nonreligious, Nonsectarian Status. The educational program of the School shall be nonreligious, nonsectarian, and, consistent with applicable law, and shall not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal under applicable federal or state law. The School shall be subject to any court-ordered desegregation plan in effect for EBRP.

1.2.2 Identification of Academically Low-Achieving and At-Risk Students. The School shall identify academically low-achieving, at-risk students and "exceptional children," and shall provide its educational program to these students in a manner that best serves their needs as set forth in the Application and this Contract.

1.2.3 NCLB Accountability. The School agrees and understands that it has a duty to comply with the applicable provisions of the No Child Left Behind Act, 20 U.S.C. §§ 6301 et seq. ("NCLB"), as amended, and its implementing regulations.

1.2.4 Curriculum and Student Evaluation. The pupil performance standards and curriculum designed and implemented by the School shall align with and meet or exceed any state standards and shall be designed to enable each pupil to achieve such standards. The student evaluation program described in the Application will meet any state or EBRP requirements.

1.2.5 Student Welfare and Safety. The School shall comply with all applicable federal and state laws concerning student welfare, safety, and health, and any state regulations governing the operation of middle and high schools.

1.2.6 Student Conduct and Discipline. The School's students shall comply with a code of conduct to be developed by the School consistent in all material respects with the principles set forth in the Application and implemented in compliance with all applicable federal and state law.

1.2.7 Age; Grades; Number of Students. The School will offer Sixth grade for the 2012-2013 school year, Sixth and Seventh grade for the 2013-2014 school year and Sixth through Eighth grade for the 2014-2015 school year. Enrollment in any given year will not exceed 120% of the projected enrollment as submitted in the Application, unless otherwise agreed to in writing by EBRP and the Board.

1.2.8 Enrollment. Only those pupils eligible to attend a public school operated by EBRP will be eligible to attend the School. The number of pupils enrolled in the school that are eligible to participate in the federal free and reduced lunch program will be in compliance with R.S. 17:3991(B), i.e., at a percentage not less than 85% of EBRP's percentage of enrolled

students eligible to participate in the federal free and reduced lunch program. The School's shall enroll students in a manner consistent with the process set forth in the Application.

1.2.9 School Calendar. The School shall comply with the minimum number of days and hours required by law and as set forth by Louisiana Department of Education Bulletin 741, §909 Length of School Day Requirements.

1.2.10 Student Records. The School agrees to comply with all applicable federal or state law and reasonable record-keeping requirements of EBRP as it relates to student records. The School shall comply with all applicable federal and state law concerning the maintenance, retention, and disclosure of student records, including, without limitation, requirements under R.S. 44:1 et seq. and the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g. EBRP and their designees (whom EBRP has determined to have legitimate educational interests) shall have access to all student records of the School in the same manner as they would have access to the records of any other public school in the parish. The School will provide the student information from the School's ESchool system to EBRP's student information data processing system. EBRP will collect and transfer student data to the LDOE as required by applicable law.

1.2.11 Support Services. The School shall have available to it EBRP support services as negotiated and set forth in a written agreement. No support services are required to be contracted by the School. All support services will be agreed to in writing between EBRP and the School. Support services, if provided, will be provided to the School in the same manner as to other schools in the parish. If expressly agreed in writing between the parties, EBRP shall be reimbursed the cost of all such support services through a deduction from the funding provided in Section 2 of this Contract. Support services shall be applicable to state and federal statutory guidelines.

1.2.12 Transportation. The School may provide transportation on Sunday and Friday afternoon. If any other transportation is required to and from school during the week, parents of students will be responsible for making arrangements through carpool, use of private carriers or public transportation.

1.2.13 Extra-Curricular Activities. Students may have access to a residential program Sunday through Friday afternoon during the School calendar year as further detailed in the Student Handbook.

1.3 Monitoring. EBRP has the responsibility to oversee the School's compliance with this Contract and applicable law. The School shall allow EBRP officials full access to its financial and educational records, reports, files and documents of any kind.

1.3.1 Reports. The School shall provide any reports as necessary to meet EBRP's reporting obligations to the Louisiana Department of Education ("LDE") and the U.S. Department of Education. The parties understand that the records of the School do not include records of third party contractors of the School, even though such records may be pertinent to the School, except to the extent that applicable law requires that such records be treated as records of the School.

1.3.2 Financial Reports. The School shall annually submit a budget to EBRP no later than July 1. Any modifications to the budget shall be submitted to EBRP no later than fourteen (14) days after modification. The School shall submit audited financial statements to EBRP and the Legislative Auditors Office no later than October 1 for the fiscal year ending June 30. The School shall submit quarterly financial statements to EBRP no later than 45 days after the end of each quarter.

1.3.3 Site Visits. The School shall permit representatives from EBRP to visit the School to inspect its records, operations and performance to ensure compliance with all applicable laws and regulations and the terms of this Contract. Such inspections and requests for records and documentation shall be during the School's hours of operation and shall provide reasonable advance notice to the School.

1.3.4 Minutes. The School shall provide copies of approved Board minutes upon written request.

1.3.5 Notice of Litigation. Within ten (10) days of receipt, the School shall report to EBRP any litigation or formal proceedings alleging violation of applicable law against the School.

1.3.6 Fee. The School shall pay EBRP an administrative fee as determined by state law to compensate EBRP for overseeing the School's compliance with this Contract and applicable law.

SECTION 2: SCHOOL FINANCIAL MATTERS

2.0 Funding. The School will be issued monthly per pupil Minimum Foundation Program ("MFP") distributions as determined by the LDOE and as based on the official October 1 membership count of the School as reported in accordance with R.S. 17:3995 et seq. The distributions will be reduced by the cost of any support services provided by EBRP and agreed to in writing by the School under Section 1.2.11 of this Contract. Distributions will be adjusted accordingly for any LDOE audit adjustments. For each pupil enrolled in the School who is entitled to special education services, any state special education funding beyond that provided in

the MFP, any IDEA funding and any federal special education funds shall be allocated to the School in conformance with applicable law. The School shall be eligible for any other federal, state, and local funding for which it or its pupils qualify now or in the future, including but not limited to, Title I, facility acquisition and construction grants, sales and property taxes, and federal, state and local grant programs. Funding shall be afforded to the School as for any other public school located in the parish. Distributions will be available for use by the School no later than five (5) business days after EBRP's receipt of any state, local, or other funding for the School is entitled.

2.1 Budget. The School is responsible for the preparation of a budget. The budget may be modified each year as necessary to provide the educational program of the School.

2.2 Records. The School shall establish, maintain, and retain appropriate financial records in accordance with all applicable federal, state, and local laws, rules, and regulations.

2.3 Tuition and Fees. The School will not charge tuition or fees to students, except for School-administered extra-curricular activities such as before/after school programs, intercession programs, pre-school programs, summer programs, extended kindergarten programs, and athletic programs. Where such participation requires the payment of a fee, the student shall be responsible for payment of any such fee.

2.4 Insurance. The School shall secure and maintain the following insurance coverage:

- a) Property insurance covering all of the School's real and personal property. Property coverage on the Board's policy shall cover all contents purchased by the Board; and
- b) Comprehensive general liability of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate; and
- c) A Comprehensive auto liability of one million dollars (\$1,000,000) combined single limit; and
- d) Workers' compensation of one-hundred thousand dollars (\$100,000); and
- e) Errors & omissions insurance of one million dollars (\$1,000,000) per wrongful act and three million dollars (\$3,000,000) aggregate.

Upon request of EBRP, the School will provide a copy of its insurance certificate that meets these requirements. The School shall designate EBRP as an additional insured on all such policies. In no event shall EBRP, its directors, officers, employees, or agents be responsible or liable for the acts or omissions of the School, its directors, officers, employees, or agents, except to the extent attributable to the action or inaction of EBRP or its employees or other agents.

SECTION 3: PERSONNEL

3.1 Employment. The parties acknowledge that all personnel assigned to the School will be employees of the School and not EBRP. No person employed by the School shall be considered an employee of EBRP by virtue of such employment, and EBRP shall have no liability or responsibility for such persons. The School will select and hire qualified personnel to perform services. The School shall have the responsibility and authority to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the School's budget and applicable law.

3.2 Hiring of Personnel. Only individuals who are credentialed in accordance with applicable federal and state law, rules, regulations, including NCLB shall be employed. A criminal history review through the Louisiana Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification shall be administered. Any candidate or employee, or any contracted candidate or employee who has more than limited contact with students, and who has been convicted of or has plead nolo contendere to a crime listed in R.S. 15:587.1(C) shall not be employed in the School. All persons who perform services as an employee for the School shall be considered "at-will" employees of the School, unless expressly agreed otherwise by the Board in writing.

3.3 Benefits. Benefits for employees will be provided according to the School policies and regulations, consistent with applicable federal and state law. Persons employed by the School shall not be required by the state or EBRP to participate nor shall they participate in the state's Teachers Retirement System, health plans, or other offered benefits.

3.4 Conflicts of Interest. The School shall comply with applicable law including the Louisiana Code of Ethics concerning employee conflicts of interest.

SECTION 4. TERM, REVOCATION AND TERMINATION

4.0 Term. This Contract shall be effective as of July 1, 2012 and expire on June 30, 2015 contingent upon the results of the reporting requirements at the end of the third year as provided in R.S. 17:3998 (A)(2). Upon expiration, this Contract will be renewed for successive

periods of ten (10) years subject to the review by EBRP of the School's operations and compliance with requirements.

4.1 Revocation. This Contract may be revoked by EBRP for any of the grounds provided by the Statute and/or for any material breach of this Contract. The process for revocation of the Contract shall be as set forth by Louisiana law.

4.1.1 Notice of Intent to Revoke. EBRP, upon reasonable belief that such grounds for revocation of the Contract exist, shall notify the Board of such grounds by issuing the Board a Notice of Intent to Revoke for non-compliance with the Contract or applicable law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

4.2 Termination. At anytime and for any reason, the Board may terminate this Contract. The Board shall notify EBRP in writing of its intent to terminate no less than one-hundred eighty (180) days in advance of the effective date of termination. EBRP, in its sole discretion, may waive the one-hundred eighty (180) days requirement.

4.3 Disposition of Assets. In the event of revocation or termination, all assets purchased with public funds including facilities and equipment not requiring return or transfer to donors or grantors or required for discharge of existing liabilities and operations of the School shall be delivered and turned over to EBRP. Leased facilities and equipment are not property of the School and are not subject to this paragraph.

SECTION 5. GENERAL TERMS

5.1 Entire Contract. This Contract, with schedules, contains all terms, conditions, and provisions hereof and the entire understandings and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings, and discussions are merged herein and superseded and canceled by this Contract. All provisions of this Contract shall supersede and control over any conflicting or inconsistent language contained in the Application. For purposes of all references in this Contract and the Application or state law or any understanding any party hereto may have, the charter of the School shall be this Contract and the Application (the "Charter"), to the extent the Application is not superseded or modified by this Contract.

5.2 Amendment. This Contract may only be modified or amended by further written agreement executed by the parties hereto. Changes to the Contract that constitute the need for an amendment are:

- a) Changes in legal status or structure of the Board
- b) Material changes in the School's mission
- c) Changes in grade levels served
- d) Changes in school location
- e) Material changes in curriculum or assessment methodology
- f) Changes in applicable federal or state law causing provisions of the Contract to be in violation of applicable federal or state law.

5.3 Indemnification. To the extent not prohibited by the Contract or applicable law, each party to this Contract does hereby agree to indemnify and hold the other party (the "Indemnified Party"), harmless from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Contract. As used in this section, Indemnified Party shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

5.4 Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

5.5 Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

5.6 No Third Party Rights. This Contract is made for the sole benefit of the School and EBRP. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

5.7 Non-agency. It is understood that the School is not the agent of EBRP.

5.8 Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of

any local, state or federal law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

5.9 Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute consent to, waiver of, or excuse for any different or subsequent breach or default.

5.10 Assignment. This Contract is not assignable by either party without the prior written approval of the other, which approval may be withheld for any reason or no reason.

5.11 Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

5.12 Notices. Any and all notices permitted or required to be given hereunder shall be in writing and deemed duly given upon (a) actual delivery, if delivery is by hand; or (b) receipt by the transmitting party of confirmation or answer back if deliver is by facsimile or electronic mail; or (c) delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to Board: Board President
 1120 Government Street
 Baton Rouge LA 70802

If to EBRP: East Baton Rouge Parish
 Charter School Office
 1050 S. Foster Drive
 Baton Rouge, LA 70806

5.13 Governing Law. This Contract shall be governed and controlled by the laws of the State of Louisiana as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

5.14 Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

As the designated representative of the East Baton Rouge Parish School Board, I hereby issue this Contract to the School on the date set forth above.

EAST BATON ROUGE PARISH SCHOOL SYSTEM

By: Bernard Taylor
Superintendent, East Baton Rouge Parish Public Schools

Barbara Freiberg
President, East Baton Rouge Parish School Board

THRIVE Baton Rouge

As the authorized representative of THRIVE Baton Rouge, I hereby certify that the School, through its Board, has approved and agreed to comply with and be bound by the terms and conditions of this Contract.

By: Nousha Kutz
President, THRIVE Baton Rouge Board

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

EDUCATION

- September 2004-
May 2008 **THE GEORGE WASHINGTON UNIVERSITY** **WASHINGTON, DC**
Bachelor of Arts in Political Science and Human Services, Magna Cum Laude, May 2008
- July 2008 **THE NEW TEACHER PROJECT** **BATON ROUGE, LA**
Participated in a state-approved Practitioner Teacher Program and now considered "Highly Qualified." by the State of Louisiana.
- July 2010-
July 2011 **ADVANCE INNOVATIVE EDUCATION** **BATON ROUGE, LA**
Successfully completed a state-approved alternative pathway to school leader certification and will be fully certified upon the completion of paperwork.

EXPERIENCE

- May 2011-Current **THRIVE BATON ROUGE** **BATON ROUGE, LA**
Founder and Executive Director. Founded THRIVE Baton Rouge with the mission to empower students from underserved Baton Rouge communities and prepare them for success in college and beyond through a residential charter school.
- Founded and now leads THRIVE
 - Fully funded the start-up year through donations and grants
 - Led a team of 20 educators in writing a charter application which was approved on February 16th, 2012
 - Worked with community leaders to establish a network of support for the school and residential component.
 - Has raised more than \$1,000,000 to date.
- August 2008-May 2011 **TEACH FOR AMERICA/PRESCOTT MIDDLE SCHOOL** **BATON ROUGE, LA**
6th, 7th and 8th grade Math Teacher.
Serving as an alumni member of a highly selective national service corps of recent college graduates of all academic majors who commit two years to teach in under-resourced public schools and become lifelong leaders in a wide range of careers.
- Led math classes to attain highest math scores in school (08-09 school year), as measured by state end-of-grade assessment.
 - Developed and implemented an intervention program for at-risk 6th-8th grade boys (09-10 school year) that decreased suspension rates among participants by 30%.
 - Selected out of 24 teachers to be a member of school leadership team tasked with being the liaison between the teachers and the administration (09-10 and 10-11 school year).
- January 2005-
December 2007 **THE NATIONAL NETWORK TO END DOMESTIC VIOLENCE** **WASHINGTON, DC**
Intern. Active participant in many aspects of public policy indicatives including legislation drafting, lobby visits, material creation and event planning. (Excluding summers and August-November 2006).
- August 2006-
November 2006 **DEFEND YOURSELF: SELF-DEFENSE IN KHAYELITISHA** **CAPE TOWN, SOUTH AFRICA**
Developed and taught a self-defense class for high school girls in the Cape Town Township of Khayelitisha.

AWARDS AND RECOGNITION

Baton Rouge Business Report 2012 "40 Under 40" winner
225 Magazine 2013 "People to Watch" honoree
NBC33 Everyday Woman July 2013
Lady Godiva National Semi-Finalist

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.

Sarah Broome
NAME OF AUTHORIZED OFFICIAL

Executive Director
TITLE

[Signature]
SIGNATURE OF AUTHORIZED OFFICIAL

7-12-13
DATE

Thrive Baton Rouge
APPLICANT ORGANIZATION

7-12-13
DATE SUBMITTED

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

THRIVE Budget Narrative

THRIVE plans to use the grant funds for 2 purposes:

1. Provide computers for student use to prepare for computer based assessment.
2. Furnish the new campus the school will move to during the third year.

Budget Summary

	Number	Unit Cost	2013-2014	Number	Unit Cost	2014-2015
Equipment						
Computers	13	1000	12000	15	1000	14000
Laptop Carts	1	25000	25000	2	25000	50000
Bed				50	150	7500
Mattresses				50	150	7500
Ovens	1	500	500	14	500	7000
Refrigerators	1	350	350	14	350	4900
Washers	4	500	2000			0
Dryers	4	500	2000			0
Desks				100	110	11000
Chairs				140	35	4900
Dishwashers	3	700	2100	14	700	9800
Smartboards				10	3500	35000
Travel						
Travel	1	2200	1200	1	1200	2200
			46150			153800

* The budget takes into account furniture and appliances the school has already purchased which will be moved to the new facility.

Budget Descriptions

Equipment:

Computers: THRIVE will use Dell All-in-One Desktop models. Including Microsoft Office, anti-virus, technical support and accident insurance, these cost roughly \$1,000 each. Each classroom will have 3 desktops and will be used during the school day as well as during the residential program.

Laptop Carts: THRIVE will purchase laptop carts with 20 computers and 1 printer which has wireless printing capacity. Including Microsoft Office, anti-virus, technical support and accident insurance, these cost roughly \$1,000 each with additional funds for the cart, printer and wireless routing. All classrooms will have access to this cart and it will be used during the school day as well as the residential program.

Beds: THRIVE purchases institutional grade beds to ensure they can take the use middle school students put them through. Each student is provided a twin bed.

Mattresses: THRIVE is very health conscious about mattresses and therefore uses University Sleep Products to supply mattresses which are bed bug and water proof as well as fire resistant. Each student is provided a twin mattress.

Ovens, Refrigerators and Dishwashers: In addition to academic skills, THRIVE also trains students on life skills. Through this program, they cook their own dinners with their family unit. For this reason, each family unit is provided a kitchen. All kitchens meet health and safety standards and therefore some kitchen is more expensive.

Washers and Dryers: In addition to academic skills, THRIVE also trains students on life skills. Through this program, students do their own laundry every week. Each student is assigned a laundry day, meaning that the washers and dryers are used every day. Because of this large amount of use, THRIVE purchases heavy duty equipment.

Desks and Chairs: While THRIVE utilizes community donations for many things, one thing that is always purchased are student desks. THRIVE uses trapezoid desks in all classrooms. Our experience has shown us that these special desks are incredibly effective at encouraging group work.

Travel:

Travel: THRIVE has estimated the cost of a 2 day conference in DC at \$1,200. Airfare is estimated at \$600, hotel accommodations at \$400, other transportation and meals at \$200.

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

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

Name of Institution/Organization

THRIVE Baton Rouge

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

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	2,200.00	2,200.00				4,400.00
4. Equipment	43,950.00	151,650.00				195,600.00
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	46,150.00	153,850.00				200,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	46,150.00	153,850.00				200,000.00

***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 THRIVE Baton Rouge	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Sarah	<input type="text"/>	Broome	<input type="text"/>

Address:

Street1:	1120 Government Street
Street2:	<input type="text"/>
City:	Baton Rouge
County:	<input type="text"/>
State:	LA: Louisiana
Zip Code:	70802
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
225-394-1503	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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