

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr**

**CFDA # 84.282B**

**PR/Award # U282B140033**

**Grants.gov Tracking#: GRANT11701200**

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/11/2014"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text" value="94-3092447"/>	5b. Federal Award Identifier: <input type="text" value="N/A"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="First Place Scholars"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-3092447"/>	* c. Organizational DUNS: <input type="text" value="6030553440000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="172 20th Avenue"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Seattle"/>	County/Parish: <input type="text" value="King"/>	
* State: <input type="text" value="WA: Washington"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="98122-5862"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Education"/>	Division Name: <input type="text" value="N/A"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Sheri"/>	
Middle Name: <input type="text" value="L."/>		
* Last Name: <input type="text" value="Day"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Acting Executive Director"/>		
Organizational Affiliation: <input type="text" value="First Place"/>		
* Telephone Number: <input type="text" value="206-271-6195"/>	Fax Number: <input type="text" value="206-3230-3709"/>	
* Email: <input type="text" value="sday@firstplaceschool.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:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Charter School

**\* 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-052714-001

\* Title:

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

**13. Competition Identification Number:**

84-282B2014-1

Title:

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

APPENDIX B City of Seattle Map.pdf

Add Attachment

Delete Attachment

View Attachment

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

First Place Scholars Charter School rcvd auth under Washington State RCW Chapter 28A.710 serving children impacted by trauma related to extreme poverty, displacement and multiple risk factors.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="400,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="1,742,207.00"/>
* e. Other	<input type="text" value="176,677.00"/>
* f. Program Income	<input type="text" value="1,690,356.00"/>
* g. TOTAL	<input type="text" value="4,009,240.00"/>

**\* 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

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
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>Sheri Day</p>	<p>TITLE</p> <p>Acting Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>First Place Scholars</p>	<p>DATE SUBMITTED</p> <p>07/11/2014</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

**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:**

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

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

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

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

Add Attachment

Delete Attachment

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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> First Place Scholars		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Ms.	* First Name: Sheri	Middle Name: L.
* Last Name: Day	Suffix:	
* Title: Acting Executive Director		
<b>* SIGNATURE:</b> Sheri Day	<b>* DATE:</b> 07/11/2014	

## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## ABSTRACT

**Program:** First Place Scholars Charter School P O Box 22536, Seattle, WA 98122-0536

**Contact:** Evie Livingston Taylor, School Leaders, P O Box 22537, Seattle WA 98122-0536  
206-271-6195

**Proposed Initiative:** First Place School is applying for U.S. Department of Education funding under the Charter Schools Program – in the amount of \$200,000 per each year for a 24 month period (October 1, 2014 to September 30, 2016) – to support the first two years of its implementation.

**Target Population:** This proposal meets the absolute priority for preparing students living in poverty for success in high school and beyond; and the competitive preference priority addressing serving children with special needs and English Language Learners. The target population for First Place Scholars Charter School is K-5 children who have experienced trauma as a result of extreme poverty, are living in transition or who are in danger of becoming homeless, and/or who are performing below grade level.

**Overall School Mission:** To educate and support K-5 students – who are living in poverty and with multiple traumas – to rise above their personal circumstances, accelerate academically, commit to continuous learning, display strength of character, and prepare for college and career readiness. Students learn through a 21st-Century curriculum aligned with internationally-benchmarked standards, instruction, materials, and assessments and in a culturally-relevant, technology-enhanced, data-rich, student-centered, and small-school environment.

**Goals:** For our \$200,000 per year, two-year (October 1, 2014 – September 30, 2016) US ED Charter School Program request, we will build our organizational capacity to deliver on these key elements of our program: 1) Implement a vertically and horizontally aligned curriculum based on core content (Common Core State Standards in math and English Language Arts, Next Generation Science Standards, and National Curriculum Standards for Social Studies) and 21st Century skills; 2) Implement a *Coordination of Services Team* (COST) model to address social and emotional and behavioral challenges coupled with a Positive Behavioral Intervention Supports (PBIS) practices; 3) Deliver year-round workshop-based and embedded professional development for teachers and the newly hired School Leader – using internal and external resources – to support the above-mentioned EdModel throughout the 2014-15 and 2015-16 academic year and over the 2015 and 2016 summers; and 4) Enhance technology applications in and outside of the classroom to facilitate data use, analysis, performance management, and skills acceleration, and provide teachers and students with relevant resources, tools, and skills to support implementation of the above-mentioned EdModel and to support enriched academic acceleration, social-emotional supports, and STEAM activities during extended day 5 days/week.

**Partners:** Antioch University, Technology Access Foundation (TAF), The A Plus Youth Program, which will provide fitness and physical education to students, Puget Sound Education Service District (PSESD), Inspire Youth Project, Washington State Charter Schools Association, Seneca Family of Services, Charter Board Partners, and numerous mentors and tutors.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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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](#)



# First Place Scholars Charter School

P O Box 22536, Seattle, WA 98122-0536

**U S Department of Education**  
**CFDA Number: 84.282B**  
**Charter School Program**  
**OMB no. 1894-0006**

July 2014

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<b>PROGRAM NARRATIVE .....</b>	<b>1</b>
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## FORMS

# Program Narrative

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## Project Overview

First Place Elementary School was, for 25 years, a non-tuition private school that educated children living in extreme poverty. Now, having closed its doors as a private school, First Place Scholars Charter School will open in September 2014 as Washington state's first public charter school; its charter contract with the Washington State Charter School Commission is effective starting September 1, 2014. The National Association of Charter School Authorizers was under contract by the state commission to review and recommend Washington's first cohort of eight public charter schools. First Place Scholars is accountable for meeting the targets established as part of its School Performance Framework and charter contract objectives (see Appendix A) for Social-Emotional Growth, Academic Growth, and Organizational Growth.

**As discussed below, awarding a federal start-up grant under the federal Charter School Program to First Place will fulfill the Education Department's Absolute Priority and its Competitive Preference Priorities for Students With Disabilities and English Language Learners.**

The target population for First Place Scholars is primarily elementary school children living within the City of Seattle (see Appendix B map), who have experienced trauma as a result of extreme poverty, homelessness or the danger of becoming homeless, and who, in most cases, are performing below grade level. Children targeted to attend First Place Scholars are in a socio-economic class that is directly correlated with future high school dropout rates. Within the City of Seattle, First Place Scholars fulfills an unmet need for students of color, students living in poverty, and students experiencing multiple traumas.

## **First Place Scholars Charter School, Seattle, WA Narrative**

Many of our charter school families, often as a result of their circumstances, have not been able to engage positively in traditional public schools. The school climate at our charter school – building on the former private elementary school’s experience – will continue as one in which parents are regarded as experts about their children, welcomed, and supported. First Place Scholars serves as an education home to our students and as a place of encouragement, support, and academic success.

Based on 25 years of experience teaching students in poverty, and consistent with research on teaching students in poverty, we believe that essential systems of student support cannot be separated from academics. Our public charter school’s curriculum and instructional design choices employ the former non-tuition based private First Place elementary school’s experience in developing and delivering an integrated system of education, mental health, and family support to best meet the needs of elementary school children who have experienced trauma as a result of extreme poverty, living in crisis or are in danger of becoming homeless, and who may be performing below grade level.

Our integrated academic and social and emotional support model is designed to stabilize students within the first year of enrollment, foster strong successful engagement in the schooling process, allow students to grow in academic achievement at an accelerated pace, and then to prepare students for transition to the variety of options available for middle school, and to place students on a path for reaching college and career readiness.

The table on the following page illustrates the relationship between our mission, commitments, strategies, and goals.

## First Place Scholars Charter School, Seattle, WA Narrative

<u>Mission</u>	<u>Commitments</u>	<u>Strategies</u>	<u>High-Level Goals</u>
<p>To educate and support K-5 students – who are living in poverty and with multiple traumas – to rise above their personal circumstances, accelerate academically, commit to continuous learning, display strength of character, and prepare for college and career readiness.</p> <p>Students learn through a 21st-Century curriculum aligned with internationally-benchmarked standards, instruction, materials, and assessments and in a culturally-relevant, technology-enhanced, data-rich, student-centered, and small-school environment.</p>	<ul style="list-style-type: none"> <li>• <b>Recognize</b> and respond to each student’s unique academic and cultural needs;</li> <li>• <b>Deliver</b> a rigorous but differentiated academic program;</li> <li>• <b>Educate</b> and support students living in crisis, those living in poverty, those living with multiple traumas, as well as those who attend First Place Scholars without such challenges;</li> <li>• <b>Build</b> children’s strength of character in terms of service, courage, humility, resilience, academic grit and achievement, agency, originality, and leadership;</li> <li>• <b>Involve</b> each child’s family in the school’s learning community;</li> <li>• <b>Connect</b> students and their families to supportive services within and external to the school;</li> <li>• <b>Provide</b> a safe, culturally rich, and supportive haven for students and their families;</li> <li>• <b>Ensure</b> professional learning, development, responsibility, accountability, quality, and deportment; and</li> <li>• <b>Model</b> diversity, stewardship, and compassion.</li> </ul>	<ul style="list-style-type: none"> <li>• small class sizes;</li> <li>• a rigorous focus on mastery of basic learning skills and core subjects – aligned with Common Core State Standards and Next Generation Science Standards – through the integration of blended learning rotations, whole-group instruction, and multiple contexts of literacy; mental health support through our <i>Coordination of Services Team</i> (COST);</li> <li>• Response to Intervention (RTI); personalized student and family case management;</li> <li>• an extended day that couples time for acceleration with Science, Technology, Engineering, the Arts, and Mathematics (STEAM); and</li> <li>• onsite mentoring by volunteers.</li> </ul>	<p>1) Increase students’ skills, ability, and self-efficacy to address their social and emotional challenges;</p> <p>2) Accelerate each student’s academic performance as demonstrated by monitoring academic growth on a weekly basis; and,</p> <p>3) Demonstrate that students who attend First Place Scholars for two or more years leave fifth grade proficient in all subjects.</p>

The existing First Place organization has built a strong base of community support—partnering with a myriad of non-profits, governmental agencies, and universities to deliver services including housing, mental health, health, and wrap-around, supplementary, and summer education. The existing organization has deployed at least 115 volunteers including mentors – who will continue to be involved in the new public charter school – and who have, in past academic years, contributed 3,400 hours per year. New and past parents, partners, and central

## **First Place Scholars Charter School, Seattle, WA Narrative**

district neighbors, support the opening of First Place Scholars as a new charter school (See Appendix C).

First Place Scholars seeks United States Education Department start-up implementation funding to augment its accelerated transition to a public charter school (we closed our former school at the end of June 2014 and are opening the new school in September 2014), whose academic program delivery will be supported with federal, state, and local public funds along with private funds acquired through charitable donations. Reliable, adequate federal, state, and local public funding will enable First Place Scholars to participate in a national network of schools using – and sharing best practices relating to – innovative methods designed to help students living in poverty and experiencing multiple traumas realize academic success; and to increase the number of children it serves. In year one, we will educate a maximum of 14 students per classroom with the support of a teacher supplemented with instructional aide support; and admit 98 Kindergarten-Grade 5 students (up from 43 during the 2013/14 school year in the former non-tuition based private school) and grow to serve at least 196 students in between years three and five (see discussion in *Management and Personnel Section*).

Our US ED Charter School Program grant objectives target operational, academic, capacity building, and program expansion needs so that we can: provide a rigorous and stable educational environment for students living with trauma and in poverty who are educated at its First Place-owned facility in Seattle’s central district; enable students to receive strong academic and mental health programming linked to common, school-wide, and high-quality standards, curriculum, instructional approaches, academic intervention, technology, assessments, behavioral approaches, and supportive services; and support the educational program, academic environment, supportive services, and talented school leader, educators, and staff with federal,

## First Place Scholars Charter School, Seattle, WA Narrative

state, and local public school funding, charitable donations, as well as a deep and broad volunteer base.

For our \$200,000 per year, two-year (October 1, 2014 – September 30, 2016) US ED Charter School Program request, we will build our organizational capacity to deliver on these key elements of our program:

- 1) Implement a vertically and horizontally aligned curriculum based on core content (Common Core State Standards in math and English Language Arts, Next Generation Science Standards, and National Curriculum Standards for Social Studies) and 21st Century skills –
  - a. using instructional strategies to deliver content and guide differentiation for each student based on blended literacies (the ability to make meaning of information and language in multiple scientific, mechanical, visual/spatial, social emotional, and numerical contexts); STEAM; Response to Intervention; a blended learning rotational model; and individualized student plans and instructional tool boxes to support student academic growth and progress monitoring.
- 2) Implement a *Coordination of Services Team* (COST) model to address social and emotional and behavioral challenges coupled with a Positive Behavioral Intervention Supports (PBIS) practices.
- 3) Deliver year-round workshop-based and embedded professional development for teachers and the newly hired School Leader – using internal and external resources – to support the above-mentioned EdModel throughout the 2014-15 and 2015-16 academic year and over the 2015 and 2016 summers.
- 4) Enhance technology applications in and outside of the classroom to facilitate data use, analysis, performance management, and skills acceleration, and provide teachers and students with relevant resources, tools, and skills to support implementation of the above-mentioned EdModel and to support enriched academic acceleration, social-emotional supports, and STEAM activities during extended day 5 days/week.

### Parent & Community Support for, and Involvement in, First Place Scholars Charter School

#### A. *First Place Scholars and the Community*

The First Place organization, now known as First Place Family of Services, has built an impressive base of community support (See Appendix D and Appendix E for organizational charts and an organizational history). We partner with tens of non-profits, governmental

## **First Place Scholars Charter School, Seattle, WA Narrative**

agencies, and universities to deliver services including housing, mental health, health, and wrap-around or supplementary education.

New and existing partnership agreements with other non-profits, governmental agencies, and universities are being redefined, established, and formalized in order to best deliver services to our students. For example, we have leveraged a variety of partners to support the charter school's program and case management delivery. These partnerships include:

- Antioch University, which provides doctoral students whom the school leverages, to provide additional mental health and case management services;
- Technology Access Foundation (TAF), whose teachers will work alongside First Place Scholars' teachers – using an embedded professional development model – to deliver project-based learning STEAM sessions to students during the regular instructional day with the first 15-week session being devoted to robotics;
- The A Plus Youth Program, which will provide fitness and physical education to students;
- Initial technology, wireless, and back office assessment and set up by Puget Sound Education Service District (PESD) back office set up;
- Inspire Youth Project, which support students transitioning into middle school and follows students after their transitions;
- In-kind training – provided through the Washington State Charter Schools Association – from Seneca Family of Services;
- In-Kind board training – provided through the Washington State Charter Schools Association – from Charter Board Partners;
- Ongoing collaboration with and start up financial and technical support from the Washington State Charter Schools Association and the seven other approved Washington state charter schools (opening in fall 2015); and
- Numerous mentors and tutors who are matched with students by the First Place organization's volunteer coordinator.

For the past 14 years, the former non-tuition based private elementary school has operated an onsite mentoring program, which will continue with the new charter school. The mentor provides students with a stable relationship designed to support students' emotional and academic needs and is responsible for helping the child set goals, meeting weekly with the child at the school, and monitoring progress throughout the school year.

## First Place Scholars Charter School, Seattle, WA Narrative

Further evidence of community support is the volunteer corps, which will continue to be leveraged to support the new charter school. According to the National Research Council, in schools with fewer than 150 students, 40% of schools reported no volunteers, and the remaining 60% reported an average of seven volunteers per school (Volunteers in Public Schools, National Academies Press, 1990). In contrast, the former First Place elementary school involved in one academic year up to 115 volunteers, who have contributed more than 3,400 hours per year (an average of 75 hours per child) in the following categories:

<b>Volunteer Category</b>	<b>Hours</b>	<b>Percentage</b>
Teacher's aides	1630.07	47%
Mentor	562.17	16%
Tutoring	313.75	9%
Special Ed Class	192.25	6%
Lunchroom Assist.	50	1%
Library	203.5	6%
Clothing Bank	218.25	6%
Roots of Empathy	24	1%
Receptionist	150.5	4%
Parent Advisory Council	94.5	3%
Art Class	21	1%

### ***B. Enrollment and Recruitment***

The former non-tuition based private elementary school's families support First Place Scholars and its transition into a charter school. Typically, given personal obstacles, families in crisis are late to register their students in school. However, because of their commitment to the First Place Scholars' wrap-around model and supportive school culture, many former school parents – on learning of the application and potential lottery process (see Appendix F) – submitted applications, and still other school parents have submitted applications in the months following the initial open enrollment period (February - March 2014). To date, 25 of our former First Place elementary school families have already submitted applications for their students to enroll in the charter school.

## **First Place Scholars Charter School, Seattle, WA Narrative**

Between February and June 2014, our recruitment plan and implementation have included specific outreach meetings with parents and/or overtures to tens of partners and organizations. These organizations have included: Friends of the Children, Childhaven, Brettler Family Place, Solid Ground, Sound Mental Health, Goodwill, Veterans Family Program, Union Gospel/Mission Hope Place, Family Housing Connection, Atlantic Street Center to name a few. As a result of these efforts, 82 student applications have been received as of June 30, 2014. At one June 2014 event, which occurred at Brettler Place (a non-time limited, service enriched housing units for formerly homeless families with children), case managers received 13 student applications. Potential future meetings throughout the summer of 2014 include: Southeast Youth and Family Services, United Indians, Mary's Place, Atlantic Street Family Center, Court Appointed Special Advocates (CASA), Parent Trust, and an additional meeting with Friends of the Children. A team of three led by a case manager have met, and will meet, with parents at various locations to share information about First Place Scholars, answer questions, and enroll students. Meeting families in locations and organizations with which they currently have relationships has added a higher level of recruitment success. A detailed charter outreach log includes: Date, Agency, Type of Agency, Address, Region of Seattle, Type of Outreach Conducted, Type of Materials Distributed, Response from Materials, and Students Enrolled Due to Each Specific Outreach Activity (See Appendix F for the complete recruitment process).

A July 2014 activity, which celebrate already-active stakeholders and specifically recruits some new community/parent stakeholders, is a breakfast designed to expand the community, share information about First Place Scholars' EdModel, present key components of the charter school, and celebrate the work underway for our September 2014 school opening.

## **First Place Scholars Charter School, Seattle, WA Narrative**

Also in July, the school will host an Urban Native Luncheon to facilitate community engagement, additional student enrollment, and sharing about First Place Scholars. Because of current parent-school relationships, we have already been working with a core parent group, former Head Start teachers, activists in that community, as well as political stakeholders in the larger tribal communities. There is a sizeable cadre of parents who have been actively involved in their children's education in the Head Start model and want to keep their children together as a community. The possible numbers are not yet confirmed.

### ***C. The Role of Parents in the Success of First Place Scholars' Students***

Parent engagement is essential for student success. We will create an environment in which parents, teachers, case managers, and other staff are partners in the family's success as well as one in which we help our families become advocates for themselves and their children. Further, parent attendance at former First Place elementary school events has demonstrated parents' strong connection and involvement with our school. According to the National Center of Education Statistics, schools with at least 50% of students receiving free or reduced lunches have, on average, 28% of parents attending Open Houses, 39% of parents attending parent-teacher conferences and only 21% of parents attending arts events. By contrast, at the former First Place elementary school, in the 2012/13 school year, 47% of parents attended the Open House, 86% of parents attended parent-teacher conferences, and at least 50% of parents attended the older children's spring performance. Such participation will, with the new charter school, continue to be expected and encouraged.

Beginning in September 2014, First Place Family of Services is instituting a pilot program called *Prime Parent Workshops*, which will be a year-long series of workshops available to all First Place families, both from Family Support Services and First Place Scholars. The goal of

**First Place Scholars Charter School, Seattle, WA Narrative**

these workshops is to give parents tangible, ready to use skills that will support their children in school and help the family as they move towards self-sufficiency. This is a pilot program in partnership with Antioch University Seattle (AUS).

At no cost to participants and with space for 30 to 40 adults, Prime Parent Workshops will occur monthly. Workshops will occur after the extended day program ends. At each workshop, childcare and a family meal will be provided. Through our partnerships, we plan to offer college credit hours for participating in the Prime Parent Workshops.

Information collected in a goals assessment and survey will help create a program to best support families’ acquisition of tangible skills and resources---specifically they will have increased skills to support their student’s education and able to advocate for their student and family in other environments. Through what we have learned with the former First Place elementary school, we have found a need to support community building and parenting; each workshop will feature a team-building exercise and a parenting strategy/technique. Workshop topics will have general themes and will start with basics, laying a foundation, and build upon previously taught skills. Below are some of the themes for the Prime Parent Workshops:

<u>Introduction to Prime Parent Workshops</u>	<u>Student Success in Education</u>	<u>Managing the Home</u>	<u>Civics 101</u>
<ul style="list-style-type: none"> <li>• Parenting Basics: Alternative Discipline, Routine Building, Setting Boundaries with your child</li> <li>• Trauma Training: teaching families the impact trauma has on their student and the way they may be interacting with their environment</li> </ul>	<ul style="list-style-type: none"> <li>• How to have a successful parent teacher conference (held before the November Parent-Teacher Conferences)</li> <li>• What is the Common Core? What is the Smarter Balanced Assessment? What does this all mean?</li> <li>• Success Workshops: How to help your student succeed in school</li> </ul>	<ul style="list-style-type: none"> <li>• Rent Readiness &amp; Utility Management</li> <li>• Your Money: Creating a budget, building savings, and sticking to it!</li> <li>• Understanding your Credit Score: More than a report and TV jingle</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Citizenship: What does it mean to be a good citizen?</li> <li>• Facilitation Training: How to successfully facilitate a community meeting</li> <li>• Understanding and working within and among our multiple cultures</li> </ul>

## **First Place Scholars Charter School, Seattle, WA Narrative**

In addition to the Prime Parent Workshops, the First Place organization will hold workshops and individual discussions with First Place Family of Support Services' or First Place Scholars' family about middle-school transition. At First Place Scholars, students in the 5<sup>th</sup> grade will begin a transition group through a partnership with *Inspire Youth Project* at the beginning of the school year to start the discussion about the move to middle school. Participating student will continue to take part in support groups, summer camp, and mentoring through their transition to middle school, high school, and high school graduation. We will connect parents to support programs at the Middle School level, have the opportunity to meet middle school staff, and discuss topics important to parents such as peer pressure, drugs/alcohol, and how to connect with middle school teachers, etc.

### **Fulfilling an Urgent Need to Improve Washington State's Record in Educating High-Poverty Students**

Children who come to First Place Scholars are in a socio-economic class that is directly correlated with high dropout rates. The research shows that 26% of children who are poor for at least one year and are not reading proficiently by third grade fail to graduate on time. If these children are also living in a neighborhood of concentrated poverty, this rate rises to 35% [Hernandez, D. (2012) *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Lesnick, J., et al. (2010) *Reading on Grade Level in Third Grade: How is it Related to High School Performance and College Enrollment?* Krashen (2002) *Poverty has a Powerful Impact on Educational Attainment, or, Don't Trust Ed Trust* (Substance, Chicago, IL)].

However, the correlation between poverty and failure to graduate on time is sharply reduced when a child is reading on level by third grade (Hernandez). Among poor children who are

## **First Place Scholars Charter School, Seattle, WA Narrative**

proficient readers in third grade, 88% graduate from high school on time. Thus, a high-quality education in the primary grades is essential to close the reading gap for poor children and set First Place School's children on the trajectory toward on-time high school graduation and college and career readiness and success.

Academic achievement data in Washington State demonstrate the need for high-quality elementary schools to be successful in accelerating the achievement of students in poverty. Washington has 533 high-poverty elementary schools (i.e. schools in which at least 50% of students receive free or reduced lunches) (<http://reportcard.ospi.k12.wa.us/>). These schools are struggling to produce proficient third grade readers. In the 2012/2013 school year, only 61.4% of these struggling schools' third graders passed the state Measurement of Student Progress (MSP) in reading, compared to 73.1% of all third graders. In Seattle, third graders in high-poverty schools have a 60.7% passing rate on the MPS reading, as compared to 78.8% passing rate of all third graders. In terms of equity, Seattle is doing worse in comparison to the state as a whole (<http://reportcard.ospi.k12.wa.us/>).

The statistics are worse at schools educating the very poorest students. In Seattle 12 schools have at least 80% of students on Free and Reduced Lunch. Just 58.7% of third-graders in these schools read on grade level. The Most closely comparable Seattle school with a comparable poverty rate to First Place is Bailey Gatzert Elementary School, having more than 90% of students on FRL (92.2%) with just 47.8% of its third graders passed the MSP reading test (<http://reportcard.ospi.k12.wa.us/>). In the 2012/13<sup>1</sup> school year, 97% of the former First Place elementary students received free lunches and 67% were homeless at the start of the year (with just 44% remaining homeless by year's end). Furthermore 54% were African American; 8%

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<sup>1</sup> These demographics for the 2012/13 school year include all students who came to the former First Place elementary school, regardless when they enrolled or withdrew. These students were highly mobile so this number does not represent the number of students at the former First Place elementary school at any specific time.

## **First Place Scholars Charter School, Seattle, WA Narrative**

were Asian or Pacific Islanders; 3% were Native American; 3% were European American; 1.5 % were Latino; 28% were multiracial; 13% needed to be assessed to determine whether they were eligible for ELL services; 25% received Title 1 tutoring; and 11.5% of students received support services through individualized education plans.

The new First Place Scholars Charter School will be the only other school in Seattle that has a focus on educating the poorest students. It will be the *only* school that approaches educating these children in a holistic way that recognizes that their trauma may be a key reason for academic failure. First Place Scholars will do better because we recognize that it is impossible to ensure poor children's academic success without addressing the issue of trauma along with academic deficits. There is a direct link between extreme poverty and trauma. Children in poverty disproportionately suffer from trauma [Cooper, J. (2007) Facts About Trauma for Policymakers *Children's Mental Health*]. Therefore, any high-poverty school, which serves many students with have trauma-related issues, must address these students' social and emotional needs. The leaders of the First Place organization have long recognized that trauma, as well as poverty, impairs children's success. Trauma occurs when a child experiences an intense event that threatens or causes harm to his or her emotional and physical well-being [National Child Traumatic Stress Network (NCTSN) [http://www.nctsnet.org/sites/default/files/assets/pdfs/what\\_is\\_child\\_traumatic\\_stress\\_0.pdf](http://www.nctsnet.org/sites/default/files/assets/pdfs/what_is_child_traumatic_stress_0.pdf)].

Trauma can be the result of exposure to a natural disaster such as a hurricane or flood or to events such as war and terrorism. Witnessing or being the victim of violence, serious injury, or physical or sexual abuse can be traumatic. Accidents or medical procedures can result in trauma, too (NCTSN). When children have a traumatic experience they react in both physiological and psychological ways. Traumatic reactions can include a variety of responses, including intense

## **First Place Scholars Charter School, Seattle, WA Narrative**

and ongoing emotional upset, depressive symptoms, anxiety, behavioral changes, difficulties with attention, academic difficulties, nightmares, physical symptoms such as difficulty sleeping and eating, and aches and pains, among others. Although many of us may experience these reactions from time to time, when a child is experiencing child traumatic stress, they interfere with the child's daily life and ability to function and interact with others (Hernandez). Compared to their non-traumatized peers, traumatized children do not perform as well academically and have more behavioral difficulties, therefore increasing the likelihood of dropping out of school [G. Griffin, "Child Trauma and Juvenile Justice: Prevalence, Impact and Treatment" (webinar of the Justice Center for the Council of State Governments (8/3/11); R. Stolorow, Trauma and Human Existence(2007)].

The First Place organization has a 25-year record of teaching traumatized children who live in extreme poverty. These children are at high risk of failing to graduate from high school absent systematic and sustained interventions (Hernandez; Lesnick, et. al). To meet this challenge, we have developed an integrated system of education, mental health, and family support and we collaborate with universities and non-profit agencies to develop and enhance mental health, housing, and academic programs [Barbara Bennett, Jody McVittie, Patty Cannon and Doreen Cato. Running Head: CLASSROOMS FOR TRAUMATIZED CHILDREN *The Use of Adlerian Classroom Tools with Traumatized Children*].

## First Place Scholars Charter School, Seattle, WA Narrative

### First Place Scholars' EdModel & Plan for US ED Charter Schools Program

The First Place organization already has many programs to support children and families (again see Appendix E) and possesses anecdotal evidence that these programs are working. The federal Charter School Program start up implementation grant will assist First Place Scholars with accomplishing initial implementation objectives related to operating a new charter school within areas that address operations, academics, capacity building, and program expansion.

In seeking charter school status, one of First Place Scholars' long-range goals is to join a network of schools using innovative methods to educate students living in extreme poverty. We expect that the exchange of ideas and opportunity to test various approaches will create a strong research and experience base to inform our practices as we grow. Once we meet our academic and behavioral goals, we also expect our school can serve as a scalable model for large metropolitan school systems across the country.

Becoming a public charter school is helping us meet school goals to bolster our academic program through:

- A. Implementation of our vertically and horizontally aligned curriculum based on core content (Common Core State Standards in math and English Language Arts, Next Generation Science Standards, and National Curriculum Standards for Social Studies) and 21st Century skills –
  - a. using instructional strategies to deliver content and guide differentiation for each student based on blended literacies (the ability to make meaning of information and language in multiple scientific, mechanical, visual/spatial, social emotional, and numerical contexts); STEAM; a blended learning rotational model; Response to Intervention; and individualized student plans and tool boxes to support student academic growth and progress monitoring.
- B. Implementation of a *Coordination of Services Team* (COST) model to address social and emotional and behavioral challenges coupled with a Positive Behavioral Intervention Supports (PBIS) practices.
- C. Delivery of year-round workshop-based and embedded professional development for teachers and the newly hired School Leader – using internal and external resources – to support the above-mentioned EdModel throughout the 2014-15 and 2015-16 academic year and over the 2015 and 2016 summers.

## **First Place Scholars Charter School, Seattle, WA Narrative**

- D. Enhancement of technology applications in and outside of the classroom to facilitate data use, analysis, performance management, and skills acceleration, and provide teachers and students with relevant resources, tools, and skills to support implementation of the above-mentioned EdModel and to support enriched academic acceleration, social-emotional supports, and STEAM activities during extended day 5 days/week.

### ***A. Curriculum Implementation***

First Place is undergoing a substantive shift in its instructional program in its reorganization as Washington state's first charter school. We have a new school leader and are hiring a new staff. We have redesigned our instructional program from the ground up, starting with Common Core standards as our baseline and the addressing the challenges of accelerating academic growth for our urban students.

Blended Literacies. A core concept guiding our choices about instructional practices and curricular options at First Place Scholars is derived from what we are calling Blended Literacies. At the core is our conception of literacy as “the ability to make meaning out of information in context.” As language is our primary tool for literacy, we view Blended Literacy as the application of language skills across multiple cognitive, social and academic domains: Social Emotional Literacy; Numeracy; Scientific Literacy; Mechanical Literacy; Visual Spatial Literacy; and Literature Based Literacy.

To achieve this, First Place Scholars is implementing a multi-faceted approach to provide our students with multiple opportunities and options for expanding their cognitive, academic, and social and emotional skills. To expand learning time, we are operating with an extended day schedule. In order to make best use of that time we are using multiple approaches to ensure every student receives multiple opportunities to learn in a variety of modes, every day. For example, as described in a sub-section below, we have selected blended learning software for both language development and math that will be used in conjunction with a variety of other instructional

## **First Place Scholars Charter School, Seattle, WA Narrative**

strategies, including direct instruction, to double the amount of time each student spends on building literacy and communication skills and mathematical understanding and fluency.

First Place Scholars' students will be using Lexia Core 5 in a blended learning rotation model to build core language and literacy skills, while their teacher guides literature- and writing-based classroom activities during which time students have multiple opportunities to apply and grow their comprehension and communications skills. Similarly in Math students will be using ST Math for independent development and reinforcement of cognitive skills in mathematical concepts and operations in a blended learning rotation, which will include- teacher led large and small group activities using more traditional approaches and strategies.

STEAM: Another element enhanced by the extended day is time for integrated Science, Technology, Engineering, the Arts, and Math (STEAM) based projects. Because we are placing a heavy load on our teachers with the scope of new programs at start-up, we are contracting with a local organization – the Technology Access Foundation (a nationally recognized STEM program located in the Seattle area) to provide STEAM project development along with co-teaching and coaching opportunities for our staff so that First Place Scholars' staff are able to develop their own age- and skill-appropriate integrated STEAM projects.

One core element of our plan for this extended learning time is engaging STEAM based projects. Rather than make STEAM an add-on at the end of the day, we are embedding STEAM projects throughout the school day, integrated into all content area teaching. We are seeking funding to purchase materials for STEAM based learning stations that will enhance and further strengthen our blended learning rotation model by adding opportunities to engage in “Maker Faire” style activities as part of everyday learning.

## **First Place Scholars Charter School, Seattle, WA Narrative**

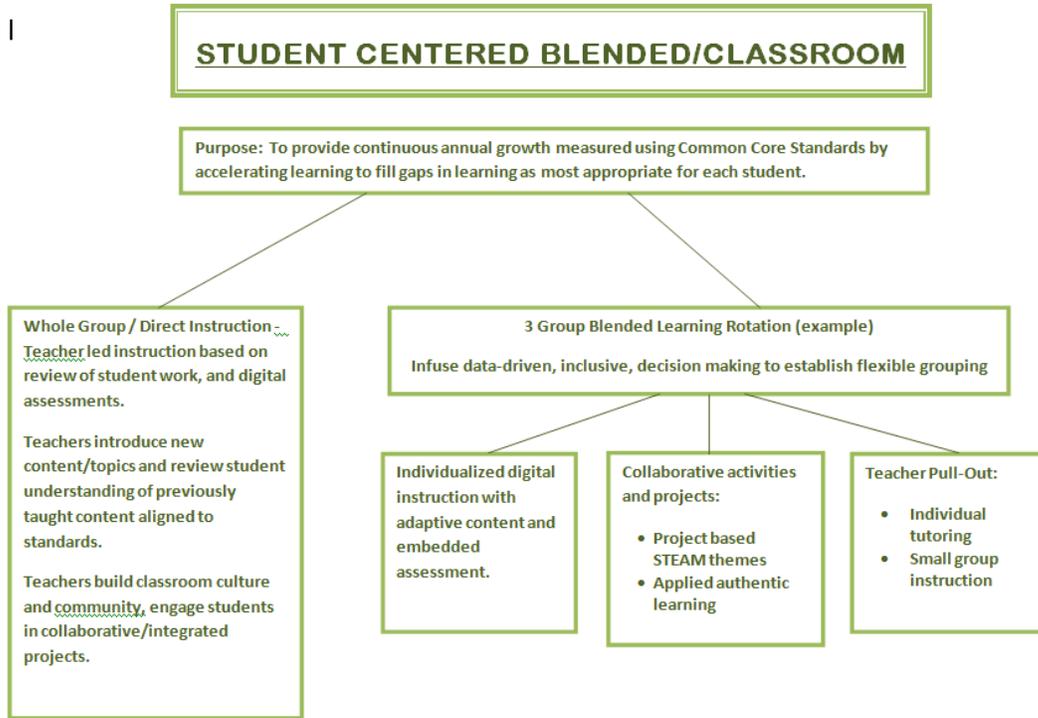
Our intent is to build our capacity over the next two years to provide substantial significant opportunities for our students at every grade level to engage in hands-on project-based activities that broaden their exposure and understanding of science, technology, engineering, the arts, and math.

**This US ED Charter School Program grant requests in year one, \$7,000 for our work with Technology Access Foundation program delivering embedded professional development/coaching and \$30,000 to acquire STEAM lab materials (Year One Total = \$37,000); and, in year two, an additional \$37,000 for the same purposes.**

Blended Learning. We will use a school-wide blended learning literacy program (Lexia Core 5) with embedded formative assessments and robust student progress tracking. First, the program and assessments will provide students with instructional resources to personalize their literacy development, as well as providing teachers with indicators of individual literacy strengths and gaps so that teachers may provide additional materials and instructional support at each child's level. Second, when a large number of students show similar gaps or misunderstandings in particular areas, teachers will develop whole class or small group activities to extend skills and build background knowledge.

The following illustration shows our plan for use of the Blended Learning Rotation Model and STEAM projects in classrooms.

# First Place Scholars Charter School, Seattle, WA Narrative



Response to Intervention. One of the strongest indicators of whether a child will fail to graduate high school on time is his/her placement in special education classes. The dropout rate for students with disabilities (including specific learning disabilities and behavioral disabilities) is approximately twice that of general education students (Blackorby & Wagner, 1996). To effectively change that trajectory, First Place Scholars’ teachers are committed to implementing Response to Intervention (RtI). RtI is the practice of providing high-quality whole-class instruction, interspersed with periods of accelerated small-group instruction, all within the classroom [VanDerHeyden, Witt, and Gilbertson (2007)]. The RtI model promotes collaboration between special education teachers and classroom teachers, so that they can provide the best interventions for mainstreamed students with disabilities.

A key component of RtI is regular assessment of methods and results. The assessment tools discussed later in this section comprehensively support this RtI by tracking both learning and

## **First Place Scholars Charter School, Seattle, WA Narrative**

behavioral development. Effective use of RtI substantially improves instruction not only for students with disabilities but for all students (VanDerHeyden, et al).

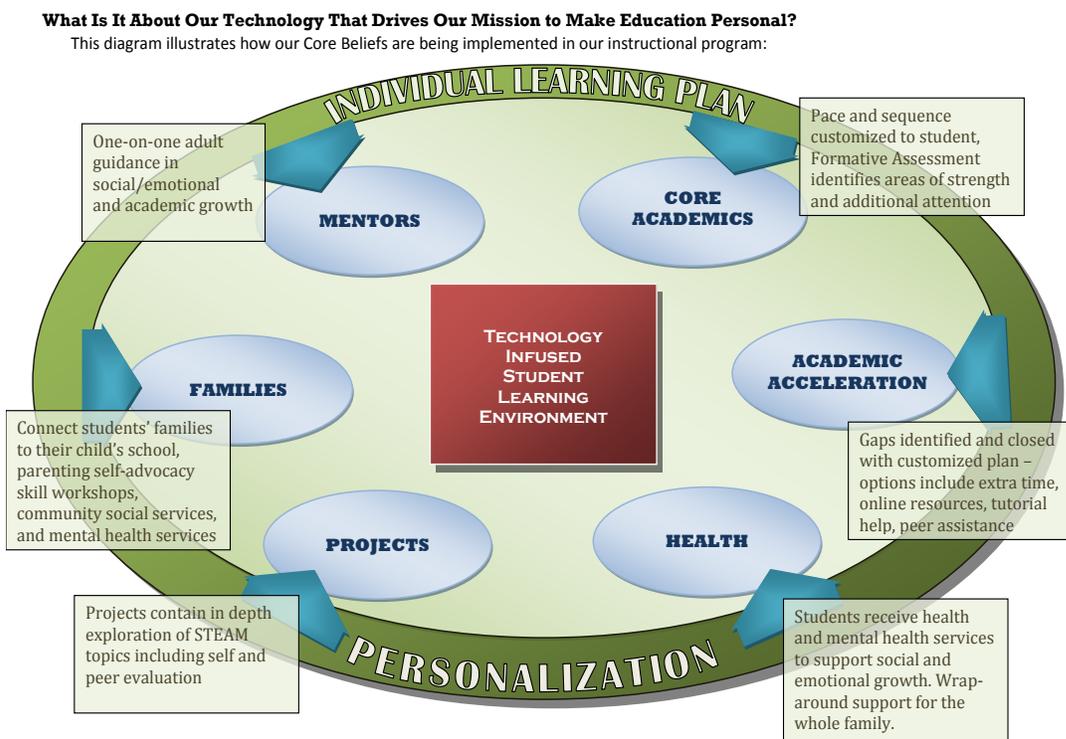
Individualized Learning Plans and Technology. Ours will be a computing environment using Windows-based hardware for students and staff, also allowing use of registered mobile devices, on a school-wide high bandwidth wireless network. We expect to begin with a 3:1 student computer ratio expanding to a 1:1 program as resources become available. Student computers will be for on campus use only initially and we will explore further options for off campus use. We will employ a variety of hosted services to provide web based applications from digital courseware, assessment, collaboration and information tool vendors. We are establishing role-based portals providing secure access to a suite of tools for administrators, teachers, students and parents. All portals will be available from any Internet connected computer using secure log-in.

Instructional staff and school leaders will utilize a team-based approach to managing personalized instruction for all students using a wide range of digital learning resources and learning management tools. Collaborative workspaces will be established using online tools for each team and instructional group. Our initial Student Information System will be Skyward, which will include online gradebooks, data portal, and parent portal. We will use an online program such as GoalBook to create and develop individual learning plans (see graphic on the following page) with a personalized learning menu for each student.

Furthermore we are using a blended learning model aligning student growth across the spectrum defined by the Washington-state adopted Common Core State Standards and our approach to blended literacies, which was mentioned in an earlier sub-section above. This model provides an instructional program with five components: 1) Core Courses for K-5; 2) Project-Based learning developed by our staff to provide students with opportunities to deepen their

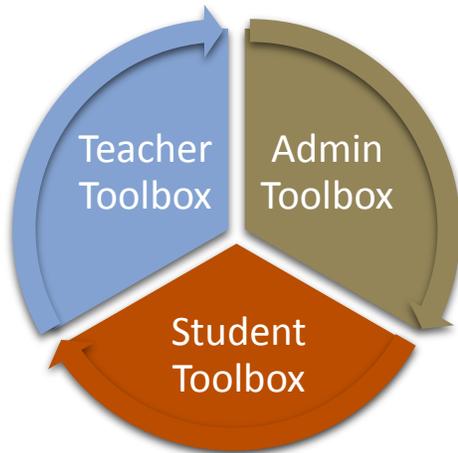
## First Place Scholars Charter School, Seattle, WA Narrative

knowledge and skills in STEAM topics; 3) Weekly mentoring focused on building student skills in social-emotional learning and clarifying personal and academic goals; 4) Academic Acceleration that provides all students opportunities to build skills in areas where they need additional growth and areas related to their personal and academic goals; and 5) Linked communication and integrated services that provide a rigorous and stable educational environment for students living with trauma and in poverty.



Three discrete First Place Scholars' Technology Toolboxes will be employed. Each toolbox contains the technology based core tools for three roles in the school. Tools that appear in multiple toolboxes will have role-based privileges controlling access to features suited to that role.

## First Place Scholars Charter School, Seattle, WA Narrative



- Within each toolbox are the hardware and software tools required for the specific school roles.
- In many cases there will be interconnections between the tools in each box- i.e. Grade-book tool includes attendance and may be accessed by all based on role-based permissions (parents can only see data for their student).
- Use of web-based apps and cloud-based storage provides platform and machine independence so they can be used from any computer with Internet access, but adds a “No Network, No Work” limitation.

These toolboxes use web-based software from multiple vendors. Each tool will generally require login for use. A system for password management is recommended to maintain a common log-in/password for all sites. A web page will be set up to provide a common point of entry for sign-on leading to a personalized role based page with links to each tool. This could be the school web page or another site. The portal pages may also include announcements, news, data and progress summaries and a role based resource collection. Integration with communications (email, chat) is possible. Because the school will be organized in instructional teams, each team will also have a “group site” supporting storage of team documents, agendas, meeting notes, resources, online discussions, and document collaboration.

**This US ED Charter School Program grant requests in year one, \$15,000 to complete funding of technology infrastructure build out costs and \$20,000 for acquisition of student and staff computers and classroom technology (Year One Total = \$35,000); and, in year two, an additional \$30,000 for technology infrastructure expansion and \$20,000 for student and staff computers and classroom technology (Year Two Total = \$50,000).**

### ***B. Strategies for Supporting Student Social Emotional and Behavioral Growth***

Coordination of Services Team (COST). Our multidisciplinary team, called Coordination of

## **First Place Scholars Charter School, Seattle, WA Narrative**

Services Team is charged with ensuring students have the academic and social/emotional support services best suited to the individual's needs utilizing the RtI model. Composed of the school leader, special education teacher, regular ed teacher, case manager\*<sup>2</sup>, counselor\*, school psychologist (sub-contracted), and nurse\*, COST meets weekly to discuss students of concern. In these discussions, each discipline provides observations about the child's strengths and challenges, asks questions, and offers potential strategies that will lead to an intervention plan. The interventions can include additional testing, coordination with the parent, or discussions with the student. They consider: Methods of engaging both staff & students in the development & delivery of this wrap-around program; Unique schedules supporting this concept; Parent Involvement & Communication; School Culture; and Student Learning Plans.

Furthermore this group also determines the need for school-wide interventions or policy changes and can connect families to ongoing mental health support through community-based mental health programs. Because there is an on-site play therapy room onsite for therapists to work with their students, parents are supported in reducing appointments after school hours as well as giving the case manager, teacher, and school psychologist direct contact with the therapist. (See end of section for related funding request).

Students with Disabilities. At First Place Scholars, we recognize that individual education programs can be a tremendous help to students with learning disabilities. However, often students are inappropriately screened and referred to special education before other alternatives and key factors are fully vetted. We are particularly aware of the fact that African-American and Latino males are over-identified for behavioral disorders and also for disciplinary action. In working with families in crisis and transition, we know that our students' needs are highly unpredictable. We also recognize that students, such as those attending First Place Scholars who,

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<sup>2</sup> \*These roles are in-kind services provided to the school from First Place Support Services and do not appear on the school's budget.

## **First Place Scholars Charter School, Seattle, WA Narrative**

if identified for special education, sometimes do not emerge from special education the rest of their schooling. As such we will work with all students enrolled on bolstering behavioral and academic skills – through a range of instructional strategies including technology-based adaptive programs – to address academic needs.

Our goal is to use special education services when they are absolutely necessary and for only as long as they are absolutely necessary. Our procedures for working with students with existing IEP's and 504 plans, and for identifying students who may benefit from additional specialized services, begins with the First Place Scholars' intake process. This includes a thorough review of each student's records and an interview with the parents and student by the case manager. Often during intake, parents will disclose academic or behavioral challenges or concerns. During the summer orientation week, staff will assess students' reading and math skills. A student's scores may raise a concern for learning challenges. These scores will be reviewed by the teacher and case manager to determine any levels of concern for each student. Finally, the *Coordination of Services Team* will meet to discuss students of concern which also makes sure the school is in compliance with IDEA.

First Place Scholars will provide the least restrictive environment for students with IEPs, following these guidelines:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- In selecting the Least Restrictive Environment (LRE), consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from the education in age-appropriate classrooms solely because of needed modifications in the general curriculum.

## **First Place Scholars Charter School, Seattle, WA Narrative**

First Place Scholars will continually monitor and evaluate the progress and success of students receiving special education services. IEPs will be written yearly; they will establish baselines for the student in all qualifying areas. They will be updated quarterly or as needed, whichever is sooner. The special education teacher will maintain consistent communication with the general education teacher, to ensure goals are aligned. When the student meets specially designed goals and objectives, a meeting will convene consisting of the parent, case manager, special education teacher, general education teacher and principal to update the IEP and ensure the student's goals are challenging. The special education teacher will also participate in the parent-teacher conferences. It is our goal for students to progress towards spending more time in the general education setting.

ELL Students. First Place Scholars' initial method for identifying ELL students includes an enrollment questionnaire, which asks what the home language is and what the child's first language was if it was other than English. Additional information is gathered at intake, before the child starts school, when school staff will administer a home' language survey, which includes the following questions: What is the language most frequently spoken at home?; Which language did your child learn when he/she first began to talk?; What language does your child most frequently speak at home?; and What language do you most frequently speak to your child?

If the home language survey indicates that the child may be an English Language Learner, school personnel will follow up by interviewing the parent. In addition, the school requests and reviews previous schools' records for each child. If a review of the records indicates that ELL services have been requested or provided to the student previously, this will be considered also. Considering these multiple sources ensures that children are not under-identified as ELL. If this initial body of evidence (survey, interview and/or records) reveals the possibility of ELL, First

## **First Place Scholars Charter School, Seattle, WA Narrative**

Place Scholars will request parental permission to administer the Washington English Language Proficiency Assessment (WELPA). The WELPA is a detailed assessment that ensures children are neither over-identified nor under-identified as ELL. Moreover, the WELPA is administered yearly to ensure that students who attain Fluent English Proficiency no longer are categorized as ELL.

First Place Scholars' staff create individualized Student Learning Plans for each student and work to bolster behavioral and academic skills – through a range of instructional strategies including technology-based adaptive programs – to address academic and language needs.

In the case of students receiving ELL services, the Student Learning Plan includes an English Language Acquisition Plan (ELAP). The ELL-endorsed teacher and the staff that will be working directly with the student will develop the ELAP with input from the parent.

The ELAP states specific goals and objectives, including a projected date by which the student will achieve fluency. The ELAP also includes academic history and WELPA scores, specific services to be provided and a list of in-class modifications to instruction and curriculum. The ELAP is reviewed by the Coordination of Services Team (COST) at least yearly. First Place Scholars continues to investigate best practices in serving ELL students. Furthermore, First Place Scholars is seeking dual certified teachers as it recruits and hires teachers.

Student Discipline. To ensure that our elementary students develop the study skills, behaviors, and core content skills to achieve at grade level prior to departing for middle school, First Place Scholars' instructional and case management staff will use consistent, school-wide practices aligned with the model of Positive Behavioral Interventions and Supports (PBIS), re-craft our disciplinary policies accordingly, and provide staff development to all staff, volunteers, and partners to ensure consistency throughout the school. Our rationale for employing PBIS as

## **First Place Scholars Charter School, Seattle, WA Narrative**

opposed to a model reliant on more traditional exclusionary measures – such as disallowing participation in extended day programs, classroom activities, and field trips, or using suspensions and expulsions – is because of the potential deleterious impact that such discipline models have on students of color and those living in poverty.

This is especially true where the students are members of a minority group and/or are traumatized [Gregory, A., Skiba, R., and Noguera, P. (2010) *The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin*]. Students who are suspended or expelled are more likely to repeat a grade or drop out of school, especially when disciplined repeatedly [Jefferson, W. “Recognizing and Combating the “School-to-Prison” Pipeline in Texas,” (Trends in State Courts, 2012)]. Moreover, school disciplinary policies disproportionately affect minority students (Gregory). Minority students with behavioral challenges are also more likely to be recommended or labeled to special-education services [Avi Salzman, *Special Education and Minorities*, New York Times (11/20/2005)].

The juvenile justice statistics for students who have been traumatized starkly illustrate the connection between trauma and discipline. At least 75% of children in the juvenile justice system have experienced traumatic victimization [G. Griffin, “Child Trauma and Juvenile Justice: Prevalence, Impact and Treatment” (webinar of the Justice Center for the Council of State Governments (8/3/11)]. We see a strong link between experiencing traumatic victimization and being subject to discipline. This is evidence that schools are not providing sufficient support and early interventions for students who have experienced trauma.

We view these statistics as evidence that schools are not providing sufficient support and early interventions for students who have experienced trauma. Nor are they using positive methods for supporting appropriate and gradually more positive behaviors such as the PBIS

## **First Place Scholars Charter School, Seattle, WA Narrative**

approach does. School-wide PBIS “emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices” ([www.pbis.org/school/what\\_is\\_swpbs.aspx](http://www.pbis.org/school/what_is_swpbs.aspx)). Consistent with our integrated approach to helping students who have experienced trauma to overcome barriers to learning, school wide PBIS as one strategy within our toolbox will provide staff with a “framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students”(www.pbis.org/common/pbisresources/publications/SWPBS\_ImplementationBlueprint\_vSep23\_2010.pdf). And, as “a well-researched and studied model, PBIS has resulted in “improvements in problem disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement” ([www.pbis.org/school/pbis\\_revisted.aspx](http://www.pbis.org/school/pbis_revisted.aspx)).

First Place Scholars’ model relies on a commitment to discipline practices that are therapeutic rather than punitive. Because of this, when discipline is necessary, it is carried out with empathy. When there are behavioral concerns, First Place Scholars will partner with families. In cases of repeated concerns, suspensions are a last resort, and are usually in-house suspensions.

**This US ED Charter School Program grant requests in year one \$45,000 for and \$30,000 in year two for additional school development consulting including coaching and technical assistance support for Coordination of Services Team.**

**First Place Scholars Charter School, Seattle, WA Narrative**

This funding will provide experienced educators/organizational developers, with substantive experience in using RTI and PBIS, as well as broad scope experience in addressing the social/emotional barriers to learning for urban students, to serve as team coaches and technical assistance providers who will lead us in establishing and building the capacity of our COST to best utilize our available resources, instructional time, student development and social/emotional data and student academic growth data and conduct school-wide workshops focused on using data to monitor and accelerate academic growth and team strategies for supporting personalization.

***B. Strategies for Progress Monitoring and Technology Systems***

The Board of Directors of First Place Scholars has established the following goals (introduced in the *Overview* section) for the school to achieve its mission:

1. Increase students’ skills, ability, and self-efficacy to address their social and emotional challenges;
2. Accelerate each student’s academic performance as demonstrated by monitoring academic growth on a weekly basis; and,
3. Demonstrate that students who attend First Place Scholars for two or more years leave fifth grade proficient in all subjects.

In the First Place Scholars’ authorization proposal, the school provided an Education Logic Model (See Appendix H) illustrating how we anticipate our instructional and school development plans will achieve these goals.

The model presents short-term, medium-term and long-term outcomes as shown in the following table.

<u>Short Term Results</u>	<u>Medium Term Results</u>	<u>Long Term Results</u>
<ul style="list-style-type: none"> <li>○ Self Confidence</li> <li>○ Student spends less time out of class</li> <li>○ Increased attendance</li> <li>○ Increased engagement with</li> </ul>	<ul style="list-style-type: none"> <li>○ Student is able to able to appropriately express emotions</li> <li>○ Increased educational</li> </ul>	<ul style="list-style-type: none"> <li>○ Students at or above grade level after graduating First Place</li> <li>○ First Place alumni high school completion &amp;</li> </ul>

**First Place Scholars Charter School, Seattle, WA Narrative**

<u>Short Term Results</u>	<u>Medium Term Results</u>	<u>Long Term Results</u>
education <ul style="list-style-type: none"> <li>○ Student develops relationship with teacher</li> <li>○ Collaborative plan to address gaps in education created</li> <li>○ Health concerns posing barriers to education are reduced.</li> </ul>	engagement <ul style="list-style-type: none"> <li>○ Student show educational progress</li> <li>○ Health concerns posing barriers to education are reduced.</li> </ul>	college acceptance <ul style="list-style-type: none"> <li>○ Student able to advocate for their needs</li> <li>○ Health concerns posing barriers to education are reduced.</li> </ul>

Annual reports will encompass academic highlights, and organizational progress and made available at the annual First Place Family of Services (the parent organization) sponsored fundraising event, Parent Advisory Council meetings, and school functions. The persons responsible for data collection and reporting include the school leader, education team, mental health team and family support services. The school leaders will be responsible for the managing the data, assisting with interpreting it for classroom teachers and all First Place Scholars’ staff, as well as leading and coordinating professional development to improve student achievement.

In addition to the school performance measures that will be included in the Washington State Charter School Commission’s School Performance Framework (still under development), our plans include using social-emotional, academic, and organizational indicators (see management plan below for organizational performance) to monitor and improve student and organizational performance. All student assessment data, whether academic or socio-emotional, will be produced in multiple formats, which provide both aggregated and disaggregated results by various demographic categories, with continuous attention to the privacy rights of students and families.

Social-Emotional Growth. For the at-risk students we serve, we must attend to both the academic and social-emotional needs of our students to support students’ academic goals. We will monitor progress of student’s social-emotion growth through a Social-Emotional Report,

## **First Place Scholars Charter School, Seattle, WA Narrative**

which will be completed monthly by each classroom teacher and is used to track social-emotional progress in the following competencies: self-control; self-awareness; self-esteem; relationship capacity; conflict resolution; ability to focus; and creativity.

Each competency on the Social-Emotional Report has three to six behaviors contributing to the positive development of the competency. Then for our mental health reporting, we evaluate the social-emotional reports on a quarterly basis to measure for progress. By completing a monthly Mental Health Report for each student, we are better prepared to recognize patterns in behaviors and address them accordingly with the parents and teacher.

Academic Growth. Our students' achievement will be measured against their own progress: our students are assessed on entering/enrollment and periodically throughout their educational career at First Place Scholars so that the level of progress of each child is clear.

Because the many of our charter school students arrive two to three years below grade level and may also have social/emotional challenges as well, the teachers and case managers work together to address behavior difficulties and assist the family to support their students' success so that the children are then supported in gaining proficiencies and accelerating their progress toward grade level performance.

Beginning in 2014-15, First Place Scholars will implement all required state testing, including the summative Smarter Balanced Assessments. In addition, the school will use interim assessments in reading and math (embedded in Lexia Reading CORE5 and ST Math). In using these assessments, First Place Scholars' teachers must always consider three important social-emotional factors:

- First, many of our students have experienced trauma, and are especially sensitive to failure. Over-testing or taking tests that are a poor fit for their skills may cause some students to shut down emotionally and cognitively.

## **First Place Scholars Charter School, Seattle, WA Narrative**

- Second, testing may not provide an accurate measure of our students' accumulated skills and knowledge. As an example, because our students are highly mobile, they often have gaps in their education. Some tests may misinterpret these gaps to mean that a child has little or no knowledge in a specific subject or skill.
- Third, some tests are not culturally relevant. As recently as this year, we have tried tests that included references to products and games relevant to middle-class lifestyles, but not relevant to economically disadvantaged and immigrant families.

For reading and math interim assessments, as soon as the Smarter Balanced formative assessments are made available by Washington's Office of Superintendent of Public Instruction (OSPI), we will use those as a central or subsidiary resource in our core content assessments and will use classroom-based assessments as appropriate. As discussed above, our students' have knowledge gaps that may be misinterpreted by commercial assessments.

Competency based Performance Assessments. First Place Scholars is launching an extended day program focused on accelerating learning using blended learning resources and Science, Technology, Engineering and Math (STEAM) based projects. STEAM projects will provide substantial opportunities for students to build, reinforce and demonstrate competencies across multiple content areas. We will link the above academic, competency-based performance assessments, and social-Emotional assessments into our partnership relationships (e.g., Technology Access Foundation, STEAM advisors, field based projects, and other extended learning opportunities).

### ***C. Professional Development***

Ensuring a strong team and common instructional practices and curriculum delivery, with an entirely new school leader instructional staff, requires intensive summer and ongoing academic year professional development and peer coaching in order to ensure the school's success and student excellence. One expectation for all staff hired at this First Place is participation in school teams and a commitment to an extended day. Both of these efforts – teams and extended day –

## **First Place Scholars Charter School, Seattle, WA Narrative**

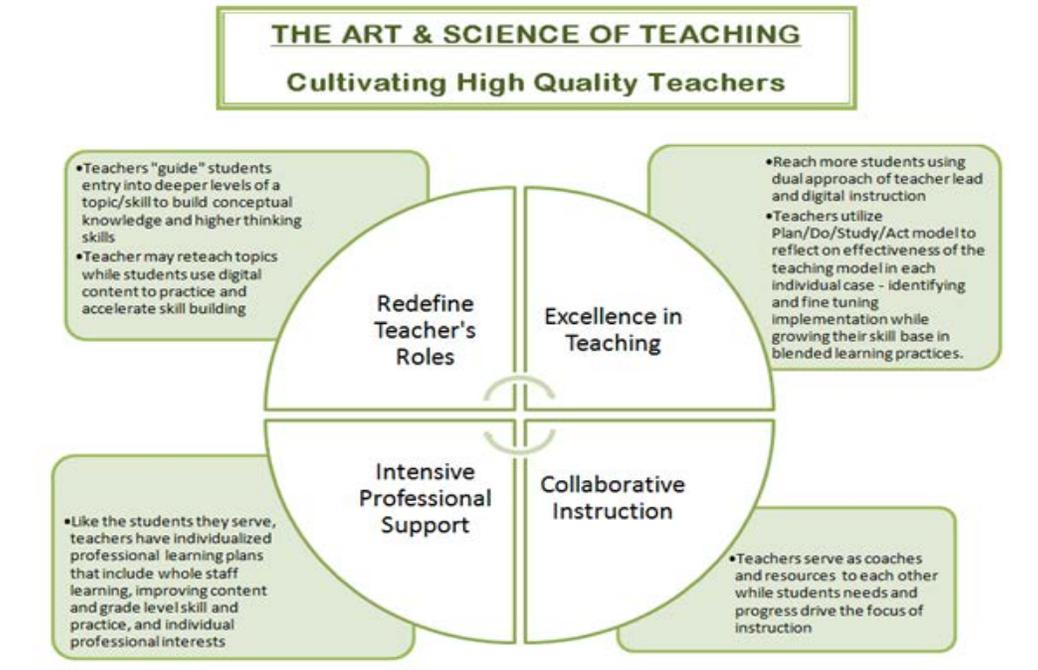
will be focused on enhancing personalized learning for our students through extended learning time, engaging in STEAM projects, and additional individual coaching and tutoring. As a new school, building our capacity, establishing our working protocols, and learning new information systems, we will need assistance from experienced coaches as we improve our ability to meet the instructional and social needs of our students.

**This US ED Charter School Program grant requests a total \$53,000 in year one and also in year two to support 2015 and 2016 academic year embedded- and workshop-based professional development – delivered with internal and external providers. This includes summer stipends totaling up to \$23,000 for 2015 and 2016 representing 22 days in the summer for a growing staff, and \$30,000 for the year round PD.**

This funding will provide experienced educators with deep background experience in accelerating academic progress of urban students to serve as instructional team coaches who will lead us in establishing and building the capacity of our instructional teams to best utilize our available resources, instructional time and student growth data and conduct school-wide workshops focused on using data to monitor and accelerate academic growth and team strategies for supporting personalization.

Our model for cultivating high-quality teachers, instructional aids, and school leader is captured in the graphic below.

# First Place Scholars Charter School, Seattle, WA Narrative



We have identified areas in need for capacity development in our first two years of operation as summarized in the following table.

Instructional Staff* <sup>3</sup>	Board	School Leader
<ul style="list-style-type: none"> <li>Team building and collaborative work groups</li> <li>School development</li> <li>Leadership</li> <li>Management</li> <li>Technology</li> <li>Review of school plans and policies</li> <li>Training in use of Student Information System and data systems</li> <li>Training in use new curriculum materials – Common Core State Standards, Next-Generation Science Standards, Smarter Balanced assessment, STEAM, and key curriculum such as ST Math and Lexia Reading Core5 – by vendors and staff</li> <li>Co-training with First Place Family Services the <i>Coordination of Services Team</i> (COST) approach (which includes Response to Intervention), as presented by Seneca</li> <li>Use of instructional time in our extended day model.</li> <li>Performance expectations and the school's performance framework</li> </ul>	<ul style="list-style-type: none"> <li>Establish secure web based governing board document archive and collaborative planning resources</li> <li>Build board coherence about school and family services development and implementation plans</li> <li>Review and renew long term goals and performance measures</li> </ul>	<ul style="list-style-type: none"> <li>Orientation to charter school plan and education model</li> <li>Coordination of services with FP Family Services</li> <li>School fiscal and data systems</li> <li>School Performance Framework and Expectations</li> <li>Performance Driven Collaborative Leadership</li> <li>Evaluation of teacher and team performance</li> </ul>

<sup>3</sup> See Appendix G for professional development plan for summer 2014

## **First Place Scholars Charter School, Seattle, WA Narrative**

### ***D. Technology Systems to Undergird Progress Monitoring, Data Collection, and Reporting.***

One of our four US ED CSP goals to very clearly define and refine our data and accountability systems so that First Place Scholars is poised to accurately track its organizational and student progress on a range of indicators; and second, that because of the newness of Washington's chartering process and our school's public school status requires us to comply with new reporting requirements.

Public school reporting requirements for which we are readying the organization over the summer of 2014 include: Student Information Systems, Fiscal Reporting Systems and use of the Smarter Balanced online assessments. We are finalizing bids and installation over the summer of 2014 as part of the first phase of our technology development plan. This first phase, not included in this grant request, will include adding additional wireless receivers, updating server software, acquiring a new internet filtering service, acquisition of student and teacher computers, classroom technology and connection to the state K-20 high bandwidth education network.

We are minimizing technology installations in this first year to only those systems required to implement instructional and operational plans for our initial enrollment as we were unable to apply for e-rate funding due to the short start-up timeline. As described above, our instructional and blended learning environment – and use of tool boxes – will require us to have a new Gigabit Router, Firewall, CIPA-compliant filtering device and server updates in place along with the minimum of classroom technology to support our instructional plans with approximately 35 student devices, a large screen monitor in each classroom and appropriate software and server licenses. We have also negotiated a beneficial technical support arrangement that will provide remote support for \$2600/month.

## **First Place Scholars Charter School, Seattle, WA Narrative**

Phases two and three of our technology development plan includes broadening our wireless network to cover new areas of the building and add capacity, installation of a new server, and improving data backup and storage capability. Initial vendor quotes for phase two of the plan – covering network expansion, server, installation and support, and software licenses – are projected to be \$60,000 per year for each of the two years of this project. Any qualifying additions to the network will be included in an e-rate application in the spring of 2015 (and again in 2016).

### **Management & Personnel**

Our staff is comprised of a diverse group of professionals who resemble our local community and student population. Our South Seattle/Central District community contains the state's largest number of people of color (nearly 40%). The former First Place elementary school's student population has been 80% students of color, our staff has been more than 40% people of color, and our current board is 75% people of color, including members of the community in which we are located and former First Place elementary school parents. Our new school leader is a person of color and our teacher recruitment process has included outreach to specific education groups that represent practitioners of color. In more than two decades of successful operations of an elementary school, we have found that African American and Native American students have had the greatest gaps in achievement.

#### ***A. Performance Management System.***

First Place Scholars is putting in place a performance management system. In the initial startup period in spring of 2014, First Place is developing performance management systems that have clear, easily defined job descriptions for each and every specific position in the organization; ensures that employees' goals are aligned with those of the organization; establish

## **First Place Scholars Charter School, Seattle, WA Narrative**

priorities for both the organization and the employees; involves collaboration between managers and employees; aligns to the Washington state Teacher and Principal Evaluation Project (TPEP); and provides management (and board leadership) with the necessary information for decisions on promotion, salary increases, professional development, intervention, and terminations.

A central theme of our school and students' progress toward self-sufficiency includes how we are managing and self-monitoring our school's overall progress. To monitor growth in our organizational capacity, we will look to skills and capacity development, personnel evaluation, program evaluation, and data and reporting systems.

- Skills & Capacity Development (indicators) include:
  - Expanding skills and performance enrichment activities for individual staff members. (participation rate, growth in number of opportunities, alignment of opportunity with goals and performance needs)
  - Expanding skills and understanding of how we can improve integration of academics, social-emotional learning and student/family support services (participation rates, professional participation in such integration activities, partner participation rates)
  - Development of systems and protocols that support achievement of our mission (system functionality, protocol utilization, indicators of outcome progress)
- Personnel Evaluations include:
  - The Washington State Teacher/Principal Evaluation Project has developed a comprehensive eight-tiered approach to teacher evaluation that includes student performance as well as professional practice. First Place Scholars will contract with a local educational agency to carry out the evaluation, to ensure objectivity.
  - We will also put in place an assessment system for administrators and the Board.
- Data and Reporting Needs:
  - We will implement a system that will collate and synthesize all the information we have gathered in the individual data systems. Through its data system, First Place Scholars will create reports based on the assessment information, including attendance and social-emotional progress, to give a snapshot of the student's progress.

First Place Scholars has a process that ensures transparency that begins with the board of directors and its role in shepherding the mission: the financial committee reviews the risk, analyzes the financial instruments, and related transactions that will need to be executed and the

## **First Place Scholars Charter School, Seattle, WA Narrative**

staff implements activities that support the mission. Throughout the year we will ensure our reporting is accurate and the activities are in compliance with GAAP. We seek legal and accounting counsel to discuss complex or complicated transactions activities. The Finance Committee has been reviewing overall financial performance and our portfolio of assets. All financial materials for 2014 school year and moving forward will be available for public record consistent with Washington State RCW requirements.

As described in an earlier section, First Place Scholars' Charter School's Management Team has a plan to expand our technological capabilities with equipment and furnishings that include smart boards, tablets, projectors and software to improve our data systems and empower educators with real time performance information (testing, assessments, progress reporting, quizzes, behavioral issues, etc.)

### ***B. Leadership and Management***

First Place Scholars possesses a highly capable and uniquely qualified staff and leadership team (see Appendix I for resumes and below for biographical descriptions). The school is comprised of veteran educators, board members, and project management consultants who have combined experience of 100+ years of teaching, school leadership, and educational organization leadership; and a board of directors made up currently of 11 members from diverse backgrounds including education, finance, property management and development, organizational development, social services, insurance, and entrepreneurship.

As a whole the board has substantial experience in working with the education and social service needs of our target population and in building and maintaining non-profit, public service organizations. Board members were selected for having demonstrated a strong commitment to the values and outcomes of both the school and the family services initiatives, as well as to a

## **First Place Scholars Charter School, Seattle, WA Narrative**

commitment of excellence in governance. As such the board in June 2014 participated in introductory training sessions with Charter Board Partners and the High Bar and has selected High Bar as its board development consultant. Our board committees include the Education Excellence and Program, Fund Development, Finance, and Governance.

First Place Family of Services, the parent organization, has reorganized its governing board and board committees, separating the operation of First Place Scholars Charter School and First Place Family Services into two independent but collaborating initiatives of the organization. The board has also established a separate structure to manage the facility and the organization's housing services.

Meanwhile we continue to revisit the best organizational structure to carry out the mission of First Place Scholars Charter School as well as the First Place Family Support Services' (the two initiatives of the organization); currently the organization's two initiatives share the same 501(c)(3) but we have filed for a second one in the event that the board feels it is best – from a fiduciary and organizational management standpoint – to separate the two programs. This remains an ongoing discussion because First Place Family of Services, the parent organization, believes alignment and cooperation within both programs contribute substantively to success in delivering on its mission in support of family stability.

The school's management team consists of a School Leader who reports to the diverse First Place School Board of Directors. Other First Place Family of Services, the parent organization, management team members (not funded by the school but many of whom will coordinate or provide in kind services to the school's operations) will eventually include an Executive Director of Family Support Services, Director of Fund Development, Director of Communications, a

## **First Place Scholars Charter School, Seattle, WA Narrative**

bookkeeper, and a Volunteer Services Manager (See Appendix D for First Place Family of Services Organizational Charts).

Project Management and EdModel teams have been meeting weekly since February 2014 and executing and deliberating over all the start-up and charter tasks necessary to move forward with a September 2014 opening; and establishing (from the concept described in the school's charter proposal in December 2013) the exact educational model to be delivered, including curriculum, assessments, schedule, partners, extended day program, etc. [the EdModel was described in the earlier section entitled, *First Place Scholars' EdModel & Plan for US ED Charter Schools Program*]. The project management team has established a timeline that includes building the capacity of the school as an organization to achieve its performance goals (See Appendix J). This team will continue to oversee and assist in implementation of capacity building efforts until the school opens in September, when its role will be re-evaluated to meet ongoing needs.

The school has to date been conceptualized by its founding board and has had an accelerated start up timeline (it received notification of charter approval in February 2014, has a school startup date in September 2014, and had to close in June 2014 the former non-tuition-based private school). To facilitate the transition to charter, the Board of Directors contracted with two, school start-up professionals who serve as co-directors of the Model Secondary Schools Project, LLC (MSSP). MSSP was selected because the co-directors, Linda Keller MacDonald and Ron MacDonald, not only demonstrated a commitment to the students and community of First Place Scholars – and its mission to service students in poverty and who have experienced multiple traumas – but also because the co-directors brought a broad set of skills in education, communication, technology, strategic planning, and organizational development to address the

## First Place Scholars Charter School, Seattle, WA Narrative

equity and performance challenges facing U.S. schools at all grade levels. They also had demonstrated a long-standing focus on innovative approaches to address the challenges of school start-up and reorganization, school and district professional development, and technical assistance including planning and implementing change strategies (see <http://www.modelschoolsproject.org/>).

Members of the Project Management Team include the Board President, Daniel J. Seydel, II; Jana L. Carlisle, Chair of the Fund Development Committee and Member of the Education Excellence and Program Committee; Linda Keller MacDonald and Ron MacDonald, co-directors of MSSP, Inc.; Sheri Day, the interim executive director of First Place Support Services; and Evie Livingston, the newly hired school leader. Additional board support is provided to the education model team in the form of Uti Cleveland, Chair of the Education Excellence and Program Committee; and Ed Jefferson, a member of the Education Excellence and Program Committee (See Appendix I and below).

- **Jana Carlisle, Ed.D.**, is the Executive Director at Partnership for Learning (PFL), a not-for profit education reform organization that works in Washington state, and Fund Development Chair for First Place Family of Services. A First Place Board member since February 2014, Jana provides leadership to the PFL team, board, Washington Roundtable, and education reform partners in order to: develop, promote, and build support for a progressive P-20 Washington state education policy agenda and expand and strengthen the business voice for improved P-20 student results.
- **Uti Cleveland** is a former First Place elementary school teacher and a current elementary teacher in Seattle Public Schools. She has experience raising achievement both among her First Place elementary schools students and in her Title 1 school in SPS as well as running programs for Native American students in public and not for profit settings. A recent Washington Charter Schools Association fellow, Ms. Cleveland serves as the Board's Academic Excellence and Program Committee Chair.
- **Sheri Day** is past President of the Board of First Place Family of Services and current acting executive director of the same organization; she stepped down from the board to help transition the organization to its new structure. Ms. Day possesses more than 20 years of experience in strategic planning and development; fundraising; strategy development; media, graphic, newsletter and other materials design; technical support; event management; facilities management; financial management; and human resource coordination.

## First Place Scholars Charter School, Seattle, WA Narrative

- **Ed Jefferson** is a retired principal from the Seattle Public Schools, where his more than 30 year career included serving as house administrator, principal of four different elementary or middle schools, and as an elementary and middle school teachers at three different schools. An involved member of a cross section of community organizations dedicated to services members from communities of color and low income communities, Mr. Jefferson serves on First Place Scholar's Education Excellence and Program Committee.
- **Linda MacDonald**, Project Management Consultant, is Co-Director of Model Secondary Schools Project and has facilitated design, implementation and fiscal management of a \$5.5 million grant to create model small schools in eight urban districts across the Nation. Previously she served as Founding Principal for Washington's first K12 online school which has served students for the last 14 years.
- **Ron MacDonald**, Project Management Consultant, is Co-Director of Model Secondary Schools Project and has taught at all levels from kindergarten through college and possesses training and experience in education, media, communications and technology and has facilitated the efforts of teams to broaden their understanding, build their skills, try new approaches, recognize how well they are doing, and find new solutions to old and new problems. His roles in education include technology/media director, curriculum developer, professional development coordinator, teacher, artist-in-residence and instructional television producer/director.
- **Daniel James Seydel, II** is First Place's board president, who oversaw the charter application submission (and now implementation) process. Mr. Seydel, who has served on the board since the spring of 2013, brings a wealth of private sector contracting, construction, project management, fiscal oversight, sales, marketing, community service, and board leadership experience. He started his relationship with First Place a mentor to a student and continues that volunteerism along with his board president role.
- **Evie Taylor-Livingston**, School Leader, is responsible for all school operations and student and staff performance and accountability, and reports to the Board. Mrs. Livingston possesses 13 years as a K-12 school administrator, significant community service history and has substantial experience with at risk students. She is a former honors Math teacher and lover of Science in addition to possessing a master's in educational leadership from the University of Washington.

Organizational Management. The First Place parent organization owns the facility at 20<sup>th</sup> Ave and Spruce and has a small endowment to assist in long-term major maintenance. Summer 2014 plans involve a building-wide clean up and minor refurbishing of classroom spaces that have been out of use for the past year. An architectural survey has determined the building can house up to 260 students.

## First Place Scholars Charter School, Seattle, WA Narrative

Additional renovations necessary to upgrade the facility have been built into the school's multi-year budget for summer 2015 and 2016. The First Place Family of Services board of directors continues to review its enrollment and budget plans for years 2 – 5 of operation with the possibility of expanding our growth rate based on demand and balancing sustainable private sector fundraising, EDModel implementation, enrollment growth, development of a reserve, facilities and technology upgrades, staffing, and staff development.

The existing board approved enrollment plan and budgets appear in the tables below:

### *Enrollment*

<u>Grade Level</u>	<u>Year 1 2014/15</u>	<u>Year 2 2015/16</u>	<u>Year 3 2016/17</u>	<u>Year 4 2017/18</u>	<u>Year 5 2018/19</u>	<u>At Capacity 2019</u>
K Students	28	28	28	28	28	28
1 Students	14	28	28	28	28	28
2 Students	14	14	28	28	28	28
3 Students	14	14	14	28	28	28
4 Students	14	14	14	14	28	28
5 Students	14	14	14	14	14	28

### *Five Year Draft Budget*

<b>SUMMARY</b>	YEAR 1 2014-15	YEAR 2 2015-16	YEAR 3 2016-17	YEAR 4 2017-18	YEAR 5 2018-19
Total Revenue	1,857,252	2,151,988	1,979,116	2,176,050	2,208,872
Total Expenses	1,766,252	2,125,684	2,214,334	2,253,777	2,417,697
Net Income	91,000	26,304	(235,218)	(77,727)	(208,825)
Revenue Per Pupil	18,952	19,214	15,707	14,507	14,343
Expenses Per Pupil	18,023	18,979	17,574	15,025	15,699

Our discussions will continue to center on achieving fiscal sustainability as soon as possible, while balancing the EdModel's integrity with expansion, and will continue to seek philanthropic support for our unique combination of wrap around support services for families and students impacted by trauma. First Place has a 25 year history of raising philanthropic support for these services. A major component of our vision is a substantive improvement in the quality and breadth of services we offer to students and families.

## **First Place Scholars Charter School, Seattle, WA Narrative**

As the start-up plan highlights (again, see Appendix J), before the school opens in September 2014, we will expend monies in the following areas prior to the initial receipt of state aid payment in October 2014 (note that the majority of these are being covered by Washington State Charter Schools Association planning, and implementation grants expected to be received between July and October 2014):

- Our contract required insurance policy and bond
- Staff Payroll and Professional Development stipends
- Office expenses and supplies
- Transportation contract
- Student food service contract
- Incidental costs for summer staff development
- Building lease (lease agreement includes all utilities, maintenance and janitorial services)
- Cleaning supplies, paint etc. for building clean-up in summer
- Instructional materials and supplies including instructional software licenses
- Additional classroom furniture for growth in enrollment
- Weatherproof exterior signage
- Initial technology costs associated with wireless and Puget Sound Education Service District (PSESD) back office set up
- Purchase and installation of classroom
- Project Management coordination, strategy, and start up support from MSSP, LLC.
- Consulting service for establishing clear policies, procedures and protocols for Special Education and ELL
- STEAM coaching agreement with Technology Access Foundation
- A-PLUS for Physical Education services

First Place has a history of raising \$1.5 - \$2 million annually to support operation of the school and family support services. In the first two years, we anticipate approximately 50% of those funds will support the school with the remainder supporting the family services initiative.

Included in the authorization application is evidence of the First Place Endowment, 2013 Fiscal Year End Balance Sheet and Deed of Trust. Interest on the endowment is more than \$100k which is earned annually and the \$9 million in building assets are owned free and clear. Our plan

## **First Place Scholars Charter School, Seattle, WA Narrative**

is to establish a Reserve/Contingency fund containing 18% of state revenue for unanticipated expenses.

### **Performance Contract with, and Flexibilities in, Washington State**

Washington's charter school statute defines a charter contract to be a fixed term, renewable contract between a charter school board and an authorizer that outlines the roles, powers, responsibilities, and performance expectations for each party. It also requires such contracts to contain a performance framework that details the academic and operational performance indicators, including all those included in the model law.

#### ***A. Contract***

First Place Scholar's contract period commences September 1, 2014. In accord with the Washington State Charter School Commission's guidance, First Place Scholars' performance contract contains:

- A detailed business plan, with a description of the systems, policies, and procedures that First Place will use for financial planning, accounting, purchasing and payroll.
- Specific plans to ensure transparency, provide for regular audits, and maintain adequate insurance.
- Projection and planning for growth and needs relating to the five-year contract period and beyond.
- Specific educational goals and targets, including for each contract year, the specific percentage of First Place students 3rd grade or above who meet or exceed proficiency standards on state standardized tests for reading and math, including disaggregated targets for identified demographic groups.
- For each contract year, the specific percentage of all students who will gain more than a grade level in reading and math.
- For each student, the specific time period during which that student will be raised to grade level or above in reading and math.
- For each student, a measurement of growth in social and emotional assessments.

## First Place Scholars Charter School, Seattle, WA Narrative

- Identification of all data systems, including:
  - Performance management systems;
  - Student achievement systems, incorporating data from academic and social-emotional assessments, longitudinal data on students and families after they leave first place;
  - Systems to track parent involvement in school, as well as parents' change in job, housing and education status;
  - Financial systems; and
  - Evaluation systems for teachers, the principal, agency administrators and the First Place Board of Directors.
- A detailed description of any contracts into which First Place Scholars has entered with an Educational Service Provider (ESP) to support teaching, assessment, evaluation or other areas, with a description of the selection process, and evidence that the ESP is highly qualified and has no conflict of interest in providing services to First Place.
- A detailed list of equipment and supplies, including any textbooks, curriculum materials, furniture, and technology that will be necessary to carry out our mission.

### *B. Flexibilities and Autonomies*

As indicated above, Washington's charter law is so new that it has only just, in February 2014, authorized its first set of eight charter schools the first of which – First Place Scholars Charter School – will be opening in September 2014; the additional seven schools authorized to date will open in fall 2015. Washington state districts, currently just Spokane Public Schools, or the Washington State Charter School Commission are listed as authorizers on the National Association of Charter School Authorizers (NACSA) website. Since the law's approval in 2012 coupled with the building of its charter infrastructure, Washington's law has consistently been ranked as among the best in the country – in 2014 it was ranked sixth by the National Alliance of Public Charter Schools – and exemplifies the most current thinking on quality, accountability, and flexibility. “Washington's law allows multiple authorizers, is well aligned with the model law's four quality control components, and provides operational autonomy to charter schools” (<http://www.publiccharters.org/law/ViewState.aspx?state=WA>). Furthermore, “Washington's law explicitly references NACSA's national standards for authorizer practices, and it charges the

## **First Place Scholars Charter School, Seattle, WA Narrative**

state commission and school districts that want to serve as authorizers with implementing these strong practices” (<http://charteringquality.org/climbing-towards-quality-in-washington-state/>).

Operational autonomies are important to charter school innovation and their ability to customize operations, staffing, scheduling, and programs to best meet the needs of their students, staff, school environment, and school mission. Flexibilities in evidence in Washington’s 2012 law include: “exemptions from all laws, except those covering health, safety, civil rights, student accountability, employee criminal history checks...., etc.,” “fiscally autonomous schools;” “legally autonomous schools;” “governing boards created specifically to govern charter schools;” exemptions from “participation in district collective bargaining agreements;” and “equal access to all applicable categorical federal and state funding, and clear guidance on the pass-through of such funds.” (<http://www.publiccharters.org/law/ViewState.aspx?state=WA>).

Given the nascent nature of the charter authorizing process in Washington, however, the Washington State Charter Schools Commission, is still developing its performance framework. First Place Scholars, along with the other seven approved schools and Washington Charter Schools Association, is participating in monthly meetings with the Commission to discuss and provide input on proposed Organizational, Financial and Academic components of the state charter performance frameworks. First Place Scholars, as the only school opening in 2014, is working under a performance framework that includes the goals outlined on pages 3 and 30 (see also Appendix A).

# Budget Narrative & Workplan

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First Place School is applying for the U.S. Department of Education Charter Schools Program Implementation Grant, which we intend to use for initial implementation expenses of \$200,000 per year starting October 1, 2014 and continuing through September 30, 2016.

As discussed throughout this proposal, First Place School has customized our programs to support students demonstrating multiple risk factors. Support for this student population needs to be comprehensive—involving case management, health and mental health care, mentoring, and academics.

## Budget Assumptions

- Physical features of the existing facility support a student body of 260 students (current core instruction space 8,870sf and administrative space 1,982sf).
- First Place Scholars Charter School will renovate our existing facility to support new technological equipment, upgrade electrical/solar, mechanical and electrical systems, make cosmetic repairs, and add 1,000sf more space for instruction.
- First Place Scholars Charter School has an existing fund development program that projects the need to raise \$1 million per year for the charter school from private donations, corporate and foundation contributions, and public grants such as the US ED CSP opportunity.
- Ensuring a strong team and common instructional practices and curriculum delivery with an entirely new school leader instructional staff, requires intensive summer and ongoing academic year professional development and peer coaching in order to ensure the school's success and student excellence.

Activities Supported by Federal Charter School Funds Each Year (October 1, 2014 – September 30, 2015 and October 1, 2015 – September 30, 2016) are summarized in the following table.

## First Place Scholars Charter School, Seattle, WA Narrative

Year	Key Grant Activities	\$
<b>Year 1 2014-15 School Year</b>	<ul style="list-style-type: none"> <li>Complete Phase 1 technology infrastructure build out</li> <li>Expand acquisition of student and staff computers and classroom technology to enhance access and utilization and expanded enrollment in year 2 <i>Eligible items will be submitted for e-rate reimbursement.</i></li> </ul>	\$35,000 \$30,000
	<ul style="list-style-type: none"> <li>Deliver workshop-based professional development (via internal and external providers) and summer stipends totaling up to \$23,000 representing 22 days in the summer for a growing staff,</li> <li>Academic year embedded coaching - and workshop based professional development - fees and professional services</li> </ul>	\$23,000 \$30,000
	<ul style="list-style-type: none"> <li>Additional school development consulting including coaching and technical assistance support for Coordination of Services Team</li> </ul>	\$45,000
	<ul style="list-style-type: none"> <li>Acquire STEAM lab materials – Robotics, Science, Math, Art lab materials and supplies</li> <li>7 new school staff participate in July STEM workshop by TAF at a cost of \$1,000 each, July 2015.</li> </ul>	\$30,000 \$7,000
<b>Year One Total</b>		<b>\$200,000</b>
<b>Year 2 2015-16 School Year</b>	<ul style="list-style-type: none"> <li>Expand to complete Phase 2 technology infrastructure</li> <li>Purchase additional student and staff computers and classroom technology for Year 3 school growth <i>Eligible items will be submitted for e-rate reimbursement.</i></li> </ul>	\$40,000 \$30,000
	<ul style="list-style-type: none"> <li>Deliver workshop-based professional development (via internal and external providers) and summer stipends totaling up to \$23,000 representing 22 days in the summer for a growing staff,</li> <li>Academic year embedded coaching - and workshop based professional development - fees and professional services</li> </ul>	\$23,000 \$30,000
	<ul style="list-style-type: none"> <li>Acquire additional STEAM lab materials – Robotics, Science, Math, Art lab materials and supplies for expanded enrollment.</li> <li>7 new school staff participate in July STEM workshop by TAF at a cost of \$1,000 each, July 2016.</li> </ul>	\$30,000 \$7,000
	<ul style="list-style-type: none"> <li>Additional school development consulting including coaching and technical assistance support for Coordination of Services Team.</li> </ul>	\$40,000
<b>Year Two Total</b>		<b>\$200,000</b>

# **CHARTER SCHOOL CONTRACT BETWEEN WASHINGTON STATE CHARTER SCHOOL COMMISSION AND FIRST PLACE SCHOLARS CHARTER SCHOOL 9/3/2014-9/3/2019**

**PERFORMANCE MANAGEMENT:  
First Place Scholars Charter School  
Performance Management From Contract  
With Washington Charter School Commission**

Excerpted from Pages 7 -11 of charter contract

**From Section 4.4 EDUCATIONAL PROGRAM 4.4.1 Design Elements. B. Goals**

1. Increase students' skills, ability, and self-efficacy to address their social and emotional challenges;
2. Accelerate each student's academic performance as demonstrated by monitoring academic growth on a weekly basis; and,
3. Demonstrate that students who attend FPSCS for two or more years leave fifth grade proficient in all subjects.

**From Section 4.4 EDUCATIONAL PROGRAM 4.4.1 Design Elements. C. Objectives**

Social-Emotional Growth:

We will monitor progress of student's social-emotion growth through a Social-Emotional Report.

- A Social-Emotional Report is completed monthly by each classroom teacher.
- This assessment is used to track the social-emotional progress in the following competencies:
  - self control,
  - self awareness,
  - self esteem,
  - relationship capacity,
  - conflict resolution,
  - ability to focus, and
  - creativity.
- Each competency on the Social-Emotional Report has 3-6 behaviors contributing to the positive development of the competency.
- For our mental health reporting, we evaluate the social-emotional reports on a quarterly basis to measure for progress.

For our mental health reporting, we evaluate the social-emotional reports on a quarterly basis to measure for progress. By completing a monthly Mental Health Report for each student, we are better prepared to recognize patterns in behaviors and address them accordingly with the parents and teacher.

- All student assessment data, whether academic or socio-emotional, will be produced in multiple formats, which provide both aggregated and disaggregated results by various demographic categories, with continuous attention to the privacy rights of students and families.

Academic Growth:

For the at-risk students we serve, we must attend to both the academic and social-emotional needs of our students to support obtaining their academic goals.

## Appendix A: Charter Performance Framework & Key Contract components

- Our students' achievement will be measured against their own progress: our students are assessed upon enrollment and periodically throughout their educational career at FPSCS so that the level of progress of each child is clear.
- The majority of students at FPSCS arrive two to three years below grade level and may also have social/emotional challenges as well.
- The teachers and case managers work together to address behavior difficulties and assist the family to support their students' success so that the children are then supported in gaining proficiencies and accelerating their progress toward grade level performance.
- Beginning in 2014-15, First Place will implement all required state testing, including the summative Smarter Balanced Assessments.
- In addition, First Place will use interim assessments in reading and math. We are currently investigating several. As we consider and try out various assessments, First Place teachers must always consider three important social-emotional factors.
  - First, many of our students have experienced trauma, and are especially sensitive to failure. Over-testing or taking tests that are a poor fit for their skills may cause some students to shut down emotionally and cognitively.
  - Second, testing may not provide an accurate measure of our students' accumulated skills and knowledge. As an example, because our students are highly mobile, they often have gaps in their education. Some tests may misinterpret these gaps to mean that a child has little or no knowledge in a specific subject or skill.
  - Third, some tests are not culturally relevant. As recently as this year, we have tried tests that included references to products and games relevant to middle-class lifestyles, but not relevant to economically disadvantaged and immigrant families.
- *Reading Interim Assessments* - First Place is investigating various formative reading assessments and comparing them with the STAR multiple choice assessment that we have used for several years. As soon as the Smarter Balanced formative assessments are completed, we will consider utilizing those as a central or subsidiary resource in our core content assessments.
  - We will build on our prior experience to fine-tune and accelerate instruction. Primary teachers have been using phonics assessments, including CORE phonics survey and Fountas and Pinnell phonics. They are also using Reading A-Z. We are also trying out the Columbia Teachers College Reading assessments.
  - We anticipate selecting a school-wide blended learning literacy program, and are still reviewing options. We anticipate selecting a program with embedded formative assessments and robust student progress tracking:
    - First, the program and assessments will provide students with instructional resources to personalize their literacy development, as well as providing teachers with indicators of individual literacy strengths and gaps so that teachers may provide additional materials and instructional support at each child's level.

- Second, when a large number of students show similar gaps or misunderstandings in particular areas, teachers will develop whole class or small group activities to extend skills and build background knowledge.
- *Math Interim Assessments* - First Place has also used the STAR multiple choice assessment in math, and will include the formative math assessments from Smarter Balanced Assessment as soon as those are complete.
  - In the next few months, we will investigate adaptive technology based programs such as ST Math, DreamBox and Accelerated Math which appear to be especially good at promoting independent learning.
  - We will continue to use classroom-based assessments as appropriate. As discussed above, our students' have knowledge gaps that may be misinterpreted by commercial assessments.
- *Competency based Performance Assessments* – First Place Scholars is launching an extended day program focused on accelerating learning using blended learning resources and STEAM based projects. STEAM projects will provide substantial opportunities for students to build, reinforce and demonstrate competencies across multiple content areas.
- *Social Emotional Assessments* - Each classroom teacher completes monthly Social-Emotional Reports. This assessment is used to track each student's social-emotional progress in the following competencies:
  - self control,
  - self awareness,
  - self esteem,
  - relationship capacity,
  - conflict resolution,
  - ability to focus, and
  - creativity.
- We will link the above competency and social-Emotional assessments into our partnership relationships such as STEAM advisors, field based projects, and other extended learning opportunities.

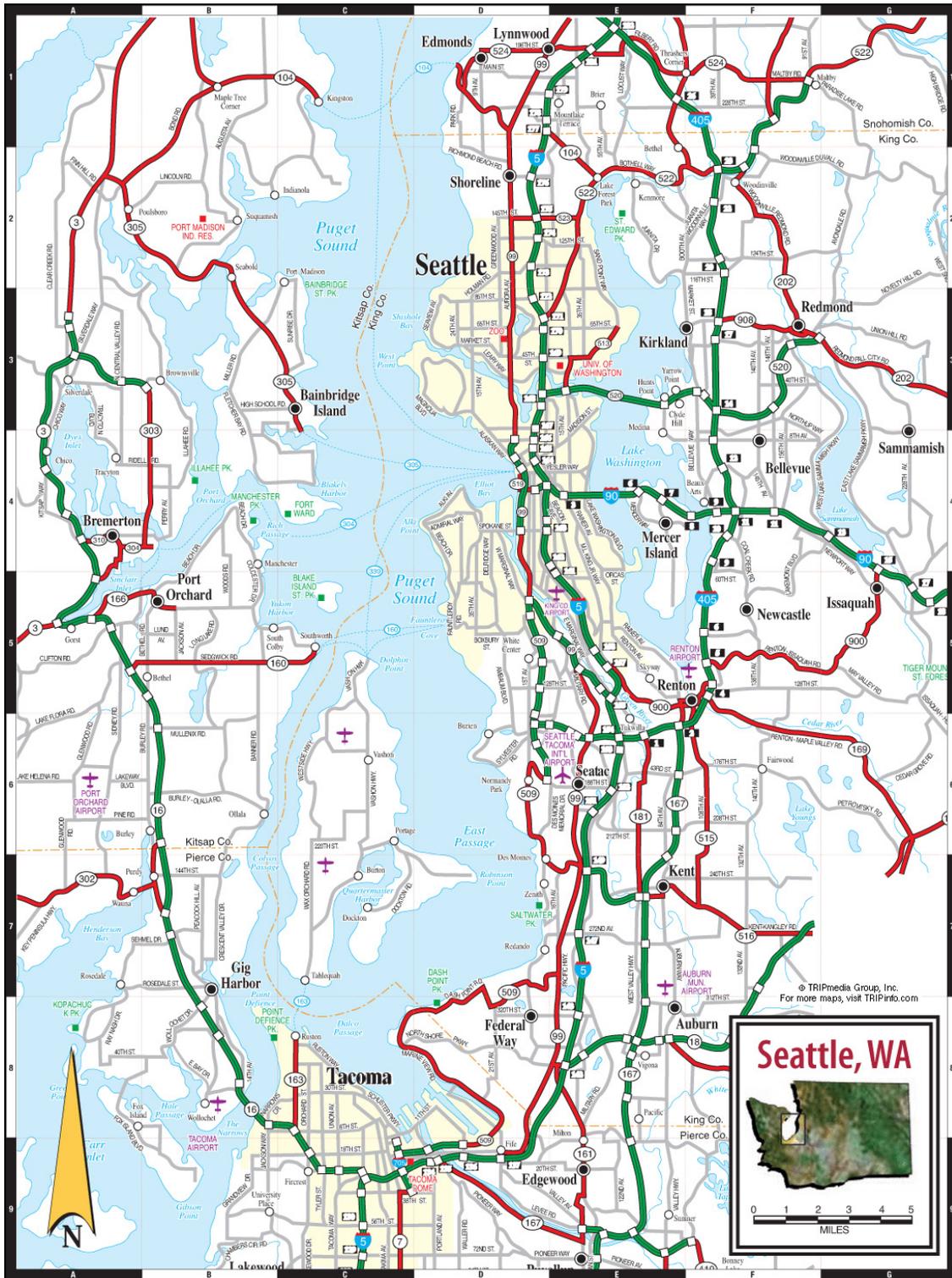
Organizational Growth:

- Monitoring growth in our organizational capacity:
  - Expanding skills and performance enrichment activities for individual staff members. (participation rate, growth in number of opportunities, alignment of opportunity with goals and performance needs)
  - Expanding skills and understanding of how we can improve integration of academics, social-emotional learning and student/family support services (participation rates, professional participation in such integration activities, partner participation rates)
  - Development of systems and protocols that support achievement of our mission (system functionality, protocol utilization, indicators of outcome progress)
- First Place will regularly evaluate teaching staff:

**Appendix A: Charter Performance Framework & Key Contract components**

- The Washington State Teacher/Principal Evaluation Project is in the process of developing a comprehensive 8-tiered approach to teacher evaluation that includes student performance as well as professional practice. When this model is in place, First Place will contract with a local educational agency to carry out the evaluation, to ensure objectivity.
- We will also put in place an assessment system for administrators and the Board.
- In addition to assessing individuals, First Place will regularly assess programs.
  - The key to improving teaching is regularly evaluating current programs. Fuchs and Fuchs (1986).
- Finally, we will implement a system that will collate and synthesize all the information we have gathered in the individual data systems. Through its data system, FPSCS will create reports based on the assessment information, including attendance and social-emotional progress, to give a snapshot of the student's progress.
  - Data will be analyzed quarterly with a final report at the end of the year for individual students, classrooms, and as a whole school (when applicable).
  - The timely analysis of data will allow for the principal to make adjustments, refining and improving instruction.
- Annual reports will be produced encompassing academic highlights, and organizational progress and made available at the annual First Place sponsored fundraising event, Parent Advisory Council meetings, and school functions.
- The persons responsible include the school principal, education team, mental health team and family support services—assisted by the administration.
- The school principal will be responsible for the managing the data, interpreting it for classroom teachers and all FPSCS staff, as well as leading and coordinating professional development to improve student achievement.
- School leadership will seek out training in Smarter Balanced Assessment; the Washington State Performance Framework, and the data systems we implement to enhance reporting ability and reduce time spent compiling reports.

APPENDIX J: City of Seattle Map



<http://www.tripinfo.com/maps/WA-Seattle.htm>



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Secretary Arne Duncan  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As a long-standing partner of First Place School located in the Central District of Seattle, Washington, Antioch University Seattle (AUS) believes strongly in First Place School opening as one of Washington State's first public charter schools. First Place Scholars Charter School (FPSCS) is opening for the 2014-15 academic year with 98 K-5th grade students in order to deliver a unique approach to educating and stabilizing students in crisis, transition, living in poverty and with multiple traumas. This approach includes rigorous academics as well as coordination of intervention and support services for students.

To ensure that First Place Scholars Charter School successfully launches as a K-5 public charter school, I am writing to express AUS support for First Place Scholar's application to the U.S. Department of Education Office of Innovation and Improvement's Charter School Program "non-SEA Planning, Program Design, and Initial Implementation (84.282B) grant.

This is a significant opportunity for Washington's public charter school developers to tap into critically important start-up funding. First Place Scholars embodies the federal start up grant's intent because it both serves low-income youth attending a high-poverty school and it also improves academic achievement so that First Place Scholars students are prepared for successful high-school graduation and continuation into post-secondary training and education.

First Place overall has a broad, 25-year old mission, which included serving families in crisis by providing high-quality education, housing and support services designed to enable families to achieve permanent stability. The education component of First Place Scholars' mission exists to serve traumatized youth through a community-developed charter school, which is authorized by the State of Washington.

Award of this federal grant would provide necessary multi-year planning dollars to transition First Place School to a multi-strand K-5 public charter school with sufficient support to enable First Place Scholars to:

- Develop and mentor a school leader along with key administrative, student support services, and instructional staff;
- Reinforce core content through integrated project-based enrichment instruction in Science, Technology, Engineering, Arts, and Math (STEAM);

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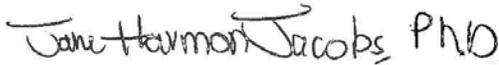
Appendix C: Partners & Letters of Support

- Enhance technology applications in and outside the classroom to facilitate data use, analysis, performance management, and skills acceleration, and provide teachers and students with relevant resources, tools, and skills; and
- Implement a Coordination of Services Team (COST) model to address social and emotional and behavioral challenges coupled with a Positive Behavioral Intervention Supports (PBIS) practices.

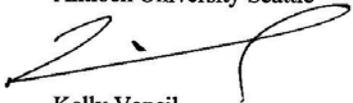
First Place provides innovative training for AUS doctoral psychology and master's level psychology and education students that enhance their preparation as future psychologists, clinicians, and educators through understanding the impacts of ethnicity, culture and the stress and trauma resulting from homelessness and socioeconomic status on children and families in a school setting. AUS psychology interns benefit from gaining experience in providing testing, counseling and school observations in a way that is culturally competent and is considerate to environmental stressors that impact child and family functioning. AUS education interns benefit from gaining experience in providing asset-based and context-specific curriculum. AUS is also working closely with First Place to develop a year-long, comprehensive, culturally relevant, parent curriculum with the goal to give parents tangible, ready to use skills that will support their children in school and help the family as they move towards self sufficiency.

Please accept our strong recommendation of First Place School to receive a non-SEA Planning, Program Design, and Implementation (84.282B) grant.

Sincerely,



Jane Harmon-Jacobs  
Dean of the School of Psychology  
Antioch University Seattle



Kelly Vancil  
Dean of the School Education  
Antioch University Seattle

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2326 Sixth Avenue, Seattle, WA 98121-1814 | 206-441-5352 | Fax: 206-441-3307 | www.antiochseattle.edu

Secretary Arne Duncan  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As a long-standing partner of *First Place School* located in the Central District of Seattle, Washington, Antioch University Seattle (AUS) believes strongly in *First Place School* opening as one of Washington State's first public charter schools. *First Place Scholars Charter School* (FPSCS) is opening for the 2014-15 academic year with 98 K-5<sup>th</sup> grade students in order to deliver a unique approach to educating and stabilizing students in crisis, transition, living in poverty and with multiple traumas. This approach includes rigorous academics as well as coordination of intervention and support services for students. To ensure that *First Place Scholars Charter School* successfully launches as a K-5 public charter school, I am writing to express Antioch University Seattle support for *First Place Scholar's* application to the U.S. Department of Education Office of Innovation and Improvement's Charter School Program "non-SEA Planning, Program Design, and Initial Implementation (84.282B) grant.

This is a significant opportunity for Washington's public charter school developers to tap into critically important start-up funding. *First Place Scholars* embodies the federal start up grant's intent because it both serves low-income youth attending a high-poverty school and it also improves academic achievement so that *First Place Scholars* students are prepared for successful high-school graduation and continuation into post-secondary training and education.

*First Place* overall has a broad, 25-year old mission, which included serving families in crisis by providing high-quality education, housing and support services designed to enable families to achieve permanent stability. The education component of *First Place Scholars*'s mission exists to serve traumatized youth through a community-developed charter school, which is authorized by the State of Washington.

Award of this federal grant would provide necessary multi-year planning dollars to transition *First Place School* to a multi-strand K-5 public charter school with sufficient support to enable *First Place Scholars* to:

1. Develop and mentor a school leader along with key administrative, student support services, and instructional staff;
2. Reinforce core content through integrated project-based enrichment instruction in Science, Technology, Engineering, Arts, and Math (STEAM);
3. Enhance technology applications in and outside the classroom to facilitate data use, analysis, performance management, and skills acceleration, and provide teachers and students with relevant resources, tools, and skills;
4. Implement a *Coordination of Services Team* (COST) model to address social and emotional and behavioral challenges coupled with a Positive Behavioral Intervention Supports (PBIS) practices.

*First Place* provides innovative training for AUS doctoral and master's level psychology students that enhance their preparation as future psychologists and clinicians through understanding the impacts of

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**Appendix C: Partners & Letters of Support**

ethnicity, culture and the stress and trauma resulting from homelessness and socioeconomic status on children and families in a school setting. AUS psychology interns benefit from gaining experience in providing testing, counseling and school observations in a way that is culturally competent and is considerate to environmental stressors that impact child and family functioning. AUS is also working closely with First Place to develop a year-long, comprehensive, culturally relevant, parent curriculum with the goal to give parents tangible, ready to use skills that will support their children in school and help the family as they move towards self sufficiency.

Please accept our strong recommendation of First Place School to receive a non-SEA Planning, Program Design, and Implementation (84.282B) grant.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ron Harris-White', written over a light blue horizontal line.

Ron Harris-White, M.P.A, M.A., NUF  
Director of Diversity Services, Affiliate Faculty



July 8, 2014

Secretary Arne Duncan  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As a long-standing partner of *First Place School* located in the Central District of Seattle, Washington, Catholic Housing Services of Western Washington strongly believes in *First Place School* opening as one of Washington State's first public charter schools. *First Place Scholars Charter School* (FPSCS) is opening for the 2014-15 academic year with 98 K-5<sup>th</sup> grade students in order to deliver a unique approach to educating and stabilizing students in crisis, transition, living in poverty and with multiple traumas. This approach includes rigorous academics as well as coordination of intervention and support services for students.

To ensure that First Place Scholars Charter School successfully launches as a K-5 public charter school, I am writing to express Catholic Housing Services of Western Washington's support for *First Place Scholar's* application to the U.S. Department of Education Office of Innovation and Improvement's Charter School Program "non-SEA Planning, Program Design, and Initial Implementation (84.282B) grant.

This is a significant opportunity for Washington's public charter school developers to tap into critically important start-up funding. First Place Scholars embodies the federal start up grant's intent because it both serves low-income youth attending a high-poverty school and it also improves academic achievement so that *First Place Scholars* students are prepared for successful high-school graduation and continuation into post-secondary training and education.

First Place overall has a broad, 25-year old mission, which included serving families in crisis by providing high-quality education, housing and support services designed to enable families to achieve permanent stability. The education component of First Place Scholars' mission exists to serve traumatized youth through a community-developed charter school, which is authorized by the State of Washington.

Award of this federal grant would provide necessary multi-year planning dollars to transition First Place School to a multi-strand K-5 public charter school with sufficient support to enable First Place Scholars to:

100 23<sup>rd</sup> Avenue South, Seattle, WA 98144-2302  
Phone: (206) 323-6336 Fax: (206) 328-5743  
[www.ccsww.org](http://www.ccsww.org)

## Appendix C: Partners & Letters of Support

1. Develop and mentor a school leader along with key administrative, student support services, and instructional staff;
2. Reinforce core content through integrated project-based enrichment instruction in Science, Technology, Engineering, Arts, and Math (STEAM);
3. Enhance technology applications in and outside the classroom to facilitate data use, analysis, performance management, and skills acceleration, and provide teachers and students with relevant resources, tools, and skills;
4. Implement a *Coordination of Services Team* (COST) model to address social and emotional and behavioral challenges coupled with a Positive Behavioral Intervention Supports (PBIS) practices.

Catholic Housing Services has partnered with First Place School to provide affordable housing to the homeless families they serve. This partnership has resulted in 16 apartments creating an empowering environment for families that inspires them to obtain and maintain permanent housing and bring stability to their lives. Our partnership includes the provision of property management services, allowing First Place School to focus on supporting the families to achieve educational and career goals.

Please accept our strong recommendation of First Place School to receive a non-SEA Planning, Program Design, and Implementation (84.282B) grant.

Sincerely,



Josephine Tamayo Murray, MSW  
Vice-President for Public Policy



July 7, 2014

Secretary Arne Duncan  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As a long-standing partner of *First Place School* located in the Central District of Seattle, Washington, Washington State Charter Schools Association (WA Charters) believes strongly in *First Place School* opening as one of Washington State's first public charter schools. *First Place Scholars Charter School* (FPSCS) is opening for the 2014-15 academic year with 98 K-5<sup>th</sup> grade students in order to deliver a unique approach to educating and stabilizing students in crisis, transition, living in poverty, and with multiple traumas. This approach includes rigorous academics as well as coordination of intervention and support services for students.

To ensure that *First Place Scholars Charter School* successfully launches as a K-5 public charter school, I am writing to express WA Charters' support for *First Place Scholar's* application to the U.S. Department of Education Office of Innovation and Improvement's Charter School Program (CSP) non-SEA Planning, Program Design, and Initial Implementation (84.282B) grant.

WA Charters is a statewide nonprofit organization that supports the start-up of high-quality public charter schools with a focus on serving academically and economically disadvantaged communities. WA Charters focuses on four key areas of support: community and family engagement, leadership development, membership services, and policy and advocacy.

For the past year, *First Place* has been building partnerships in Washington state. WA Charters will support *First Place* and their board by providing technical expertise and ongoing professional development seminars focused on charter start-up and instructional leadership.

CSP Funding is a critical need and significant opportunity for Washington's public charter school developers to access start-up funding to support schools that are focused on high academic standards for every child.

Award of this federal grant would provide necessary multi-year planning dollars to transition *First Place School* to a multi-strand K-5 public charter school with sufficient support to enable *First Place Scholars* to:

1. Develop and mentor a school leader along with key administrative, student support services, and instructional staff;

**Appendix C: Partners & Letters of Support**

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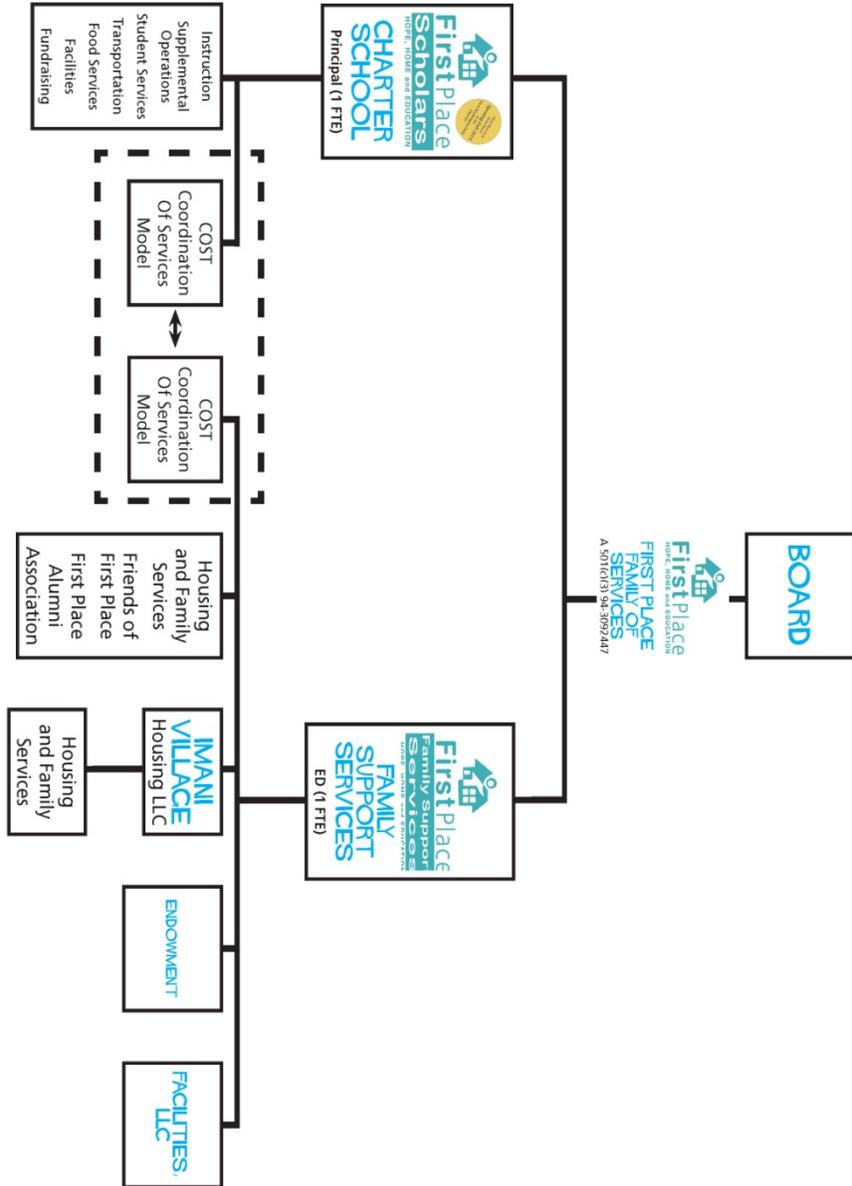
Please accept our strong recommendation of First Place School to receive a CSP non-SEA Planning, Program Design, and Implementation (84.282B) grant.

Sincerely,



Marta Reyes-Newberry  
CEO  
Washington State Charter Schools Association

Appendix D: Organizational Charts



Approved by the FJ Board 4/8/2014  
 Revised: April 9, 2014 4:36 PM

## **Appendix E: Organizational History**

### ***History and Overview of the First Place Organization***

The First Place organization (now known as First Place Family of Services) was founded in 1989 by a small group of educators and social workers who saw that homeless children were not in school and decided to do something about it. First Place began operating on April 10, 1989 as a transitional school for homeless children and, by the end of the first week of school, 20 children were enrolled.

The First Place organization incorporated as a 501(c)(3) and became one of four Washington State sites through which homeless children attended school (First Place, 2007). From the beginning, First Place set out to provide the services designed to enable a student and family to address the complex set of educational, physical, emotional, and environmental issues surrounding their current circumstances. As a result, First Place gave children the special attention and services they were unable to receive in a traditional public school.

For the first decade, First Place elementary school was a partner of the public school system, and received public education and title I dollars as well as private donations. However, when Congress passed the 2001 reauthorization of the McKinney-Vento Act, prohibiting segregation of homeless students, First Place elementary school lost its access to public money. However, McKinney-Vento did not reduce the need for First Place's services. Families and their children continued to come back, both homeless and permanently housed, with needs that the

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Over the years, the school developed a wrap-around model of education and social services to stop the revolving door of homelessness; case managers helped parents or guardians enter stable housing, find jobs, complete their own education, and advocate for their children's education. The mental health department partnered with local universities and mental health agencies to provide individual counseling, testing, and group therapy to students. The volunteer department matched each child with a mentor from the community based on

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First Place accomplished much in its 25 years of operation including:

- Pre- and Post-testing of students demonstrating that, through the hiring of a trained science and math specialist, overall math improvement was increased by 33% for all grade levels, kindergarten through sixth grade by the end of the first year;
- Augmenting the educational outcomes of students by supplementing their social development and social supports of 80% of all students through the one on one dedicated support of an adult mentor;
- Creating a diverse school that includes active participation of students and families from amongst unrepresented individuals, women, ethnic groups and communities of color;
- Creating methods for the active education and civic engagement of parents and families in stabilizing decisions that impact families economic lives and decision making processes;
- Establishing a \$3.2 million endowment that began producing generous and consistent revenue for the first time in 2009;
- External acknowledgement of education staff and First administrative and case management staff as skilled professionals as demonstrated by the numerous awards received and showcased to the public through peer and professional associations; and

## Appendix E: Organizational History

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Creating ongoing and continuous partnerships agreements with local organizations including: Rotary Boys and Girls Club, Central Area Youth Association, Martin Luther King Community Center, Marvin Thomas Memorial Foundation, First African Methodist Episcopal Church Housing, and New Hope Baptist Church Clean Green Farm and Market.

Washington State's passage of the public charter school initiative provided an opportunity for the First Place organization to systematize, adapt, and improve our academic program – and the related system of social, emotional, and developmental supports – so we can ensure that each child will be prepared to transition at grade level into secondary school, college, and beyond.

Through the years and experiences of our families, the First Place organization has modified and added services to meet the complex needs of our families through our health, mental health, family support, and parent engagement programs.

As a result of this organic evolution, the organization, now called *First Place Family of Services*, includes First Place Family Support Services (FSS) as well as the elementary school, First Place Scholars Charter School (FPSCS).

## **Appendix E: Organizational History**

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Within the Family Support Services realm, FSS currently manages and case manages 10 units of transitional housing and three sets of permanent housing totaling 41 units of permanent housing throughout the Seattle area. All families in our housing program and school program receive case management services. FSS also serves families enrolled in our school but are in permanent, transitional or shelter housing from one of our partner agencies. Families living in our housing program are not required to have their student attend First Place, but may do so.

Our case management model is built on five core competencies; we see these competencies as the pillars to a foundation that will help the family move towards self sufficiency. The Core Competencies revolve around the following areas: housing, education/training, job readiness/employment, life skills, and health/mental health. Case Managers work in a variety of capacities with families using the Core Competencies model, all based on where the family is at. First Place's strength-based case management model builds on the existing strengths of the family and focuses on competencies that support self-sufficiency. Based on the assessment, clients are referred to First Place partners for health services, chemical dependency programs, benefit programs (TANF, food-stamps, SSI/SSA), legal

## **Appendix E: Organizational History**

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Our case managers understand that they are here to guide, support, and provide the necessary tools for a family to continue managing their everyday life and be on the road to self-sufficiency. The Case Managers' duties include: enrolling new clients seeking services; identifying family needs and developing an action plan with reasonable goals and strategies that help the family move towards self-sufficiency; conducting regular check-ins to ensure progress against plan; maintaining active case files and meeting relevant reporting requirements.

Below are the Core Competencies in more detail.

***History and Overview of the First Place Organization***

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- **Education/Training:** This competency helps individuals improve their education through appropriate referrals. The Case Manager and client together assess the client's education level and refer clients to our partnership with the Seattle Jobs Initiative (SJI) or Goodwill Industries. Goodwill provides First Place clients with computer skills plus basic education programs to assist with gaps in English, reading and writing as the basis for further education or for use in the workplace as well as GED programs. Through their College 101 class, they help families understand and better navigate the community college system. Goodwill is especially able to work with clients who are learning or physically disabled. Goodwill can also enroll First Place clients in job training such as their retail sales and customer service training programs. SJI trains First Place clients in industry specific skills training for jobs in areas such as high tech, construction, manufacturing, healthcare or the automotive field. Upon completion, both SJI and Goodwill offer job placement services. The Case Manager partners with Career Navigators at SJI and Goodwill to help clients learn to remove blocks such as finding childcare so they can continue in their field of study and graduate. Services provided by SJI or Goodwill are provided at their locations. Times of classes vary depending on the particular program a client participates in. First Place Case Managers also monitor the clients' class attendance and progress made in the program.
- **Job Readiness/Employment:** This competency focuses on helping the participant become employable and maintain employment. The Case Manager assesses employment interests and skills and, again, refers clients to our partnership with the Seattle Jobs Initiative (SJI) or Goodwill Industries. If a family chooses to enroll in a training or education program, the case manager helps the family identify needs and supports as they work to attain employment. The case manager helps the family

***History and Overview of the First Place Organization***

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identify supports to help them as they become employed, such as supports with writing a cover letter, resume, work attire, bus tickets, etc.

- **Life Skills:** This competency helps participants *become resourceful in their own right* to obtain needed skills to support their families. First Place conducts monthly workshops available to all First Place families to educate parents in specific life skills such as parenting, budgeting, money management, understanding and improving their own credit rating, opening a bank account, payday lenders, household management, and other daily living skills that support self-sufficiency. In the Goals Assessment, we ask families about their familiarity with King County, the resources they have used, and list various resources available in Seattle.
- **Health and Mental Health:** helps participants work with physical and/or mental disabilities by connecting them to services dealing with nutrition, physical health, mental health, substance abuse, neglect, domestic violence, other health-related issues. We refer our clients to the Odessa Brown Clinic, Sound Mental Health, Atlantic Street Center, Catholic Community Services, Children’s Hospital, and Southwest Youth and Family Services for these issues. These services can be provided either at First Place or at the providers’ locations.
- **Housing:** This competency helps identify where families are at in terms of housing. At First Place families come to us from a variety of housing situations, some are in permanent supportive housing, transitional housing, a shelter, a motel, or couch surfing. It is our goal to help the family obtain, maintain, and sustain permanent housing. The housing competency helps identify links to community resources for rental or utility bill assistance and resources for household furniture, goods and supplies. First Place currently manages and case manages 10 units of transitional housing and 3 sets of permanent housing totaling 41 units of permanent housing. The 10 transitional units are time

***History and Overview of the First Place Organization***

The First Place organization (now known as First Place Family of Services) was founded in 1989 by a small group of educators and social workers who saw that homeless children were not in school and decided to do something about it. First Place began operating on April 10, 1989 as a transitional school for homeless children and, by the end of the first week of school, 20 children were enrolled.

The First Place organization incorporated as a 501(c)(3) and became one of four Washington State sites through which homeless children attended school (First Place, 2007). From the beginning, First Place set out to provide the services designed to enable a student and family to address the complex set of educational, physical, emotional, and environmental issues surrounding their current circumstances. As a result, First Place gave children the special attention and services they were unable to receive in a traditional public school.

For the first decade, First Place elementary school was a partner of the public school system, and received public education and title I dollars as well as private donations. However, when Congress passed the 2001 reauthorization of the McKinney-Vento Act, prohibiting segregation of homeless students, First Place elementary school lost its access to public money. However, McKinney-Vento did not reduce the need for First Place's services. Families and their children continued to come back, both homeless and permanently housed, with needs that the

limited; families may live in the unit for up to 12 months. Monthly unit inspections are carried out for our transitional housing as a teaching tool to help families learn to maintain housing. For families living in transitional housing, case managers help the family identify and be prepared for permanent housing.

- The first set involves 20 existing agency-based Family Unification Program (FUP) vouchers through the Seattle Housing Authority (SHA) housing 20 families living at scattered sites in Seattle. These vouchers/units are designed to reunite a family that has had a child removed to foster care or are in danger of having a child removed. (Please see the attached MOU with **Seattle Housing Authority** and the **Department of Child and Family Services** regarding the FUP vouchers.) Families that have moved into housing have successfully retained since 2011.
- The second set of permanent housing involves 5 project-based Section 8 vouchers for existing, brand new, 3-bedroom townhouses in South Seattle in partnership with Thach Nguyen and the **American Dream Program**. This is an innovative partnership among SHA, First Place, a private real estate developer and a private mortgage bank that resulted in new permanent, affordable housing. (Please see attached letters from American Dream Program.) This is brand new housing and the families just moved in during late June 2012, all families have retained the housing since moving in.
- The third set of housing is Imani Village, a new building of 16 apartments, owned and operated by First Place, recently opened on our former parking lot in Seattle. We have a commitment from SHA for 8 Section 8 vouchers for this project. Imani Village is a partnership between First Place as the owner and Catholic Community Services as property managers.

## APPENDIX F: Recruitment & Enrollment, Charter Outreach Log Background Documents

Student Eligibility. All students, Kindergarten to 5<sup>th</sup> grade, are eligible to attend First Place Scholars. Students must be five years of age by August 31<sup>st</sup> of the academic year in which the child wishes to attend Kindergarten. After the first year of charter and launch of First Place Scholars, enrollment preference will be granted to siblings of students currently enrolled.

Outreach Procedures. As mentioned above, between February and June 2014, First Place Scholars used a broad marketing and outreach strategy to inform the community about First Place Scholars. We held public forums and open houses to inform the community who we are and what makes us different. We then conducted outreach to and distributed information events to local community centers, cultural centers, Boys & Girls Clubs, shelters, housing organizations, homeless drop-in centers, inpatient treatment facilities, and government offices. In addition, we provided this information to Seattle Public Schools family support programs, mental health programs, and homelessness resources. For organizations with existing community meetings, we offered to come in and speak directly with the families rather than having all forums at the school site. We also have plans to participate in community events throughout the Central District, South Seattle, and North Seattle areas. During our first year of operation outreach efforts would begin in the fall 2014 and continue through February 28<sup>th</sup>, the last day to submit an application for the lottery. First Place Scholars will again hold an Open House in the winter to give interested families an opportunity to hear more about the educational programs that will be offered at the school.

Selection Procedures. All families interested in having their student attend First Place Scholars complete a form – or be supported in completing a form – that includes the name, age, grade of each student along with a contact number, two emergency contact numbers, a mailing address and email address if applicable. Families can apply between November 1<sup>st</sup> and February 28<sup>th</sup>.

In year one, once charter status was confirmed from the Washington Charter School Commission, the school determined the number of applications it received and whether or not the entire school or specific grade levels were oversubscribed, and therefore, if a lottery is required (none was). Accepted families are required to submit immunization records, birth certificates, IEP's, 504 plans, and basic enrollment contact sheet to confirm their space. A case manager is available to assist in completing the paperwork and obtaining necessary documents. Completed paperwork must be turned in before enrollment. For families who are homeless, a case manager is helping coordinate with the parent on obtaining the proper documentation for enrollment. In accordance with the Federal McKinney Vento Act, admissions will not be held up for homeless families based on missing documentation.

In the first year of charter, all interested applicants, including students enrolled at the former First Place elementary school for 2013-2014 had/have to submit an application. First Place Scholars extended the deadline for lottery eligibility to March 31, 2014 for enrollment deadline leading into our first year of charter. If by March 31<sup>st</sup>, we had had more applicants for classroom/grade than space, we would have held a lottery. We did not hold a lottery because we had only received, by March 31<sup>st</sup>, 39 applications—none of which resulted in any grade level or the entire school having been oversubscribed. The results of the lottery would have been communicated by mail or email no later than May 1, 2014, and should spaces have remained,

which they did, following the March 31<sup>st</sup> lottery deadline, the school would continue to accept students until all slots are filled (we are continuing recruitment and enrollment). After this, students will be placed on a waitlist.

The families are to take 15 days to submit the proper documentation. Follow up calls continue to be made for submitting the documentation. After 15 days, if a family has failed to submit completed documentation, and there is a waitlist, First Place Scholars staff is contacting the next family on the list.

Once a student has been accepted to First Place Scholars, they do not have to resubmit letters of intent each year they wish to continue attending the school. Siblings of current First Place Scholars students will be given preference in enrollment, as allowed in the Washington State Charter Law.

Lottery Procedures.<sup>1</sup> For each year after this first year of operation, the last day to return applications to be eligible for the lottery will be February 28<sup>th</sup> of each winter proceeding the academic year for which a new student is applying. Completed applications can be returned to First Place Scholars until this date. The application will be date and number stamped as they are received. An application must be filled out for each student applying to attend First Place Scholars. In order for an application to be complete it must have the following information: 1) Name, grade, date of birth of each student; 2) Preferred phone contact information for the parent/guardian; 3) Mailing address and home address of the parent/guardian; and 4) Two emergency contact phone numbers.

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<sup>1</sup>RCW 28A.710.020(1)

**Lottery** – If capacity is insufficient to enroll all students who apply to FPSCS, then FPSCS will select students through a lottery to ensure fairness. As required by Washington state law, FPSCS will give an enrollment preference to siblings of already enrolled students.

**Lottery** - If there are more applications than seats available in a grade level, then the school will have a lottery. Per Washington law, the lottery will have the following preferences: 1) Siblings of scholars currently enrolled at FPSCS 2) If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school, assuming space is available in that sibling's grade level.

## Appendix F: Recruitment & Enrollment, Charter Outreach Log Background Documents

If by February 28<sup>th</sup>, the applications for each grade or specific grades are greater than the spaces available, the school will hold a lottery. As applications are turned in, they are numbered stamped. This will be the application's reference number during the lottery. The lottery will be based on capacity in each classroom/grade level. The students not selected by grade in the lottery will be placed on the wait list based on the sequence in which their application was drawn during the lottery. In no way does an original application submission date provide enrollment preference; rather the lottery drawing order indicates who will come off the waitlist first.

If the school has been oversubscribed, students applying to First Place Scholars after the February 28<sup>th</sup> date will not be eligible for the lottery and will be placed on the waitlist behind the students waitlisted in the lottery. If First Place Scholars is not at or above capacity by the lottery deadline, the space will be filled on a first come, first serve basis.

Waiting List, Withdraws, Re-Enrollment. If a lottery takes place, students not accepted through the lottery will be placed on the waitlist in the order their application was selected during the lottery drawing. Students on the waitlist will have the opportunity to attend First Place Scholars up until March 1<sup>st</sup> if a student enrolled transitions out of First Place Scholars during the school year. Waitlists will not carry over to the next school year. The waitlist will be dissolved on March 1<sup>st</sup> of the academic year for which a child has sought enrollment. After the March 1<sup>st</sup> deadline, no new students will be accepted. Families with students on the waitlist will be encouraged to fill out an application during the open application timeframe for enrollment for the following school year.

A family may decide to withdraw its student from First Place Scholars at any time. Families wishing to withdraw their student from the school must sign a letter stating they would like withdraw. If a student is absent for more than two weeks, without being able to contact the

family, First Place Scholars will automatically withdraw a student. Once a student has withdrawn, the student first on the waitlist will be contacted to attend the school. If the parent of the student first on the waitlist decides there is no longer an interest, First Place Scholars staff will move to the next student on the waitlist until the space is filled. If a parent decides to pass on a lottery or waitlist opening, school staff will remove their application from consideration. If the family becomes interested in having their student attend First Place Scholars, the family must submit another application as if the child were a new applicant.

If a withdrawn student wishes to re-enroll at the school, he/she must follow the same procedures as a student applying for the first time to First Place Scholars. There will be no preferential treatment for re-enrolling withdrawn students. The only exception would be if the withdrawn student had a sibling attending First Place Scholars.

*New Student and Parent Orientation.* After a family has submitted their required documents, an enrollment appointment will be scheduled for the family during the summer before the school year begins. The purpose of this enrollment appointment is to have the parent/guardian meet and have a discussion with a case manager, mental health director, and school nurse. During this time, the accepted student has completed / will complete an academic assessment for a baseline of the student before the first day of school. After the academic assessment, the student received/will receive his/her clothing referral from our clothing bank and have a brief check in with our school nurse for height, weight, vision, and hearing exam.

When meeting with the case manager, the family completes the goals assessment forms thus creating a case plan for the family. The parent/guardian will meet the mental health director to have a brief discussion of their family circumstances and to hear about the services available onsite. The nurse will meet with the parent/guardian to discuss any health barriers, missing

**Appendix F: Recruitment & Enrollment, Charter Outreach Log Background Documents**

immunizations, and medications to be in place by the time the school year begins. The enrollment appointment would end with a brief discussion regarding the student's academic assessment results, thus allowing the parent to know their child's academic strengths and needs.

The purpose of the enrollment appointment is to allow the student and parent to begin to build a rapport with the various professionals and practices at First Place Scholars and link them to additional external services offered by Family Support Services. At the end of each summer, First Place Scholars holds an orientation for new and returning families. The purpose of the orientation is for family members and students to meet school staff and review policies, student expectations, and family expectations.



## First Place Scholars Charter School

P. O. Box 22536 • Seattle • Washington • 98122-0536 • 206.323.6715

April 5<sup>th</sup>, 2014

Dear Parents/Guardians of (insert name of student),

Congratulations! We are pleased to announce that your student's application has been accepted for First Place Scholars Charter School.

In order to secure your student's enrollment for the 2014-15 school year, we must receive the documents listed below by May 1<sup>st</sup> 2014 at 5:00 PM. If we do not receive the documents by this time, First Place Scholars will offer enrollment to students on the waitlist and your student will need to reapply.

The documents we need by May 1, 2014 to enroll your student for 2014-15:

- Immunization Records
- Birth Certificate
- A copy of your student's Individualized Education Program (I.E.P) or 504 Plan (if applicable)
- Basic Enrollment Contact Sheet (this is attached)

**If you are in need of assistance in obtaining these documents, please contact us immediately at 206-323-6715 and a case manager will be able to assist you. If you need assistance, you must contact us before April 15<sup>th</sup> 2014.**

After your documents are received, a case manager will contact you to complete a brief questionnaire. The questionnaire is an opportunity for First Place Scholars to learn more about your student. This is completed over the phone, or if need be, in person.

Over the summer, a case manager will contact your family to schedule an intake at First Place Scholars with appointments with our school counselor, case manager, nurse and representative from our Parent Advisory Council.

Please contact us if your contact information changes. If we are unable to contact you during this time, your student's space may be jeopardized.

We are very excited to have your student attend First Place Scholars and your family become a part of our community.

If you have additional questions, please contact 206-323-6715.

Thank you,

First Place Scholars Charter School

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Last Modified 4/01/2014

## First Place Scholars Internal Acceptance & Waitlist Enrollment Procedure | 2014

The procedures outlined below are for after the open enrollment time period and will detail the acceptance & waitlist procedures, expanding on the information in the enrollment policy.

**Accepting Applications After Open Enrollment**- For each new applicant added after Open Enrollment closes, after time/date stamping the application and **before** a receipt is created, open the 'Charter Classroom Layout' and then open the '2014-2015 Grade Level Listings' file and see if there is room in the classroom the student is applying for. If there is NOT room, follow the procedures below.

1. Time/Date stamp the application. It is no longer necessary to use the lottery number stamp after Open Enrollment closes.
2. Open the 'Charter Classroom Layout' and then open the '2014-2015 Grade Level Listings' file and see if there is room in the classroom the student is applying for.
3. If there is room in the classroom, add the students information to the '2014-2015 Grade Level Listings' file.
4. On the S Drive, under the Enrollment Folder, there will be a new folder called "Enrollment Acceptance Letters". The form letter for the Acceptance Letter No Lottery 2014 Post April 7<sup>th</sup> must be saved for each application submitted. The formula for the naming of the letters should go Student Last Name Student First Initial Letter Acceptance - No Lottery Letters 2014 Post April 7<sup>th</sup>. A copy of each letter must be saved in this online folder.
  - a. When filling out this letter, you will need to calculate the due date for the application materials. Do not count the day they return it, start on the next day and then count 15 days. The date must be documented in their acceptance letter.
5. Complete the application process as usual using the online documents, electronic copies of applications, and documenting the steps using the Enrollment Application Checklist. The acceptance letter will serve as the application receipt after Open Enrollment has closed. There is also no need for a lottery number.

**Acceptance- Lottery Needed**- If a lottery is needed, the results will be reflected on the Grade Level Listings, with the students who have been accepted through the lottery in the classrooms and those who are waitlisted under the blacked out cells.

1. Based on the mailing address the applicant's family specified on the application, create a mailing label and place on a First Place envelope.
2. On the S Drive, under the Enrollment Folder, there will be a new folder called "Enrollment Acceptance Letters". The form letter for the Acceptance Letter Lottery 2014 must be saved for each application submitted. The formula for the naming of the letters should go Student Last Name Student First Initial Letter Acceptance - Lottery

## First Place Scholars Internal Acceptance & Waitlist Enrollment Procedure | 2014

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Letters 2014. A copy of each letter must be saved in this online folder.

3. Initial the appropriate boxes on the Enrollment Application Checklist.
4. Print the letter and place in the envelope along with the Basic Enrollment Sheet.
5. Seal the envelope, add postage to the letter and add to the outgoing mail bin.

**Acceptance- No Lottery Needed**- After Open Enrollment closes and it is determined that a lottery is not needed, letters and the Basic Enrollment Sheet must be sent to all applicants notifying the family of their enrollment results and to communicate next steps.

1. Based on the mailing address the applicant's family specified on the application, create a mailing label and place on a First Place envelope.
2. On the S Drive, under the Enrollment Folder, there will be a new folder called "Enrollment Acceptance Letters". The form letter for the Acceptance Letter No Lottery 2014 must be saved for each application submitted. The formula for the naming of the letters should go Student Last Name Student First Initial Letter Acceptance - No Lottery Letters 2014. A copy of each letter must be saved in this online folder.
3. Initial the appropriate boxes on the Enrollment Application Checklist.
4. Print the letter and place in the envelope along with the Basic Enrollment Sheet.
5. Seal the envelope, add postage to the letter and add to the outgoing mail bin.

**Waitlist- Lottery**- If a lottery is needed, the results will be reflected on the Grade Level Listings, with the students who have been accepted through the lottery in the classrooms and those who are waitlisted under the blacked out cells.

1. Based on the mailing address the applicant's family specified on the application, create a mailing label and place on a First Place envelope.
2. On the S Drive, under the Enrollment Folder, there will be a new folder called "Enrollment Acceptance Letters". The form letter for the Waitlist Letter Lottery 2014 must be saved for each application submitted. The formula for the naming of the letters should go Student Last Name Student First Initial Letter Waitlist - Lottery Letters 2014. A copy of each letter must be saved in this online folder.
3. Initial the appropriate boxes on the Enrollment Application Checklist.
4. Print the letter and place in the envelope along with the Basic Enrollment Sheet.

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## First Place Scholars Internal Acceptance & Waitlist Enrollment Procedure **2014**

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5. Seal the envelope, add postage to the letter and add to the outgoing mail bin.

**Waitlist- Space Not Available (ONLY After Open Enrollment Closes)**- For each new applicant added after Open Enrollment closes, after time/date stamping the application and **before** a receipt is created, open the 'Charter Classroom Layout' and then open the '2014-2015 Grade Level Listings' file and see if there is room in the classroom the student is applying for. If there is NOT room, follow the procedures below.

1. Based on the mailing address the applicant's family specified on the application, create a mailing label and place on a First Place envelope.
2. On the S Drive, under the Enrollment Folder, there will be a new folder called "Enrollment Acceptance Letters". The form letter for the Waitlist Letter No Lottery 2014 must be saved for each application submitted. The formula for the naming of the letters should go Student Last Name Student First Initial Letter Waitlist – No Lottery Letters 2014. A copy of each letter must be saved in this online folder.
3. Initial the appropriate boxes on the Enrollment Application Checklist.
4. Print the letter and place in the envelope along with the Basic Enrollment Sheet.
5. Seal the envelope, add postage to the letter and add to the outgoing mail bin.

### **Collecting Documents**

1. Once open enrollment has closed, families will begin to return documents to secure enrollment. Use the checklist for documentation to ensure all is turned in within the time frame.
2. When a family returns documentation, create a file for the student, the naming formula is Last Name, First Name.
3. Scan a copy of each item returned, creating an electronic copy of the information.
4. Save the electronic copy of the information on the S Drive, in the Enrollment folder, in the "Student Enrollment Documentation" folder.
  1. Save the information with the following formula: Student Last Name, First Initial, Date Turned In, and Document type.
    - a. The follow documents are what families will need to turn in to secure enrollment, Immunization Records, Birth Certificate, IEP, 504 Plan, Basic Enrollment Sheet.

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## First Place Scholars Internal Acceptance & Waitlist Enrollment Procedure | 2014

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5. Next, two-hole punch the documents and place them in the file in the order designated on the Document Check Off, noting the date the documents are due, and the date the documents are turned in. The date on the electronic copies of documents and the dates on the Document Check Off should be the same.
6. File the file in the second drawer designated for First Place Scholars. The files must be in alphabetical order.
7. If a family brings in information after the initial file has been created:
  1. Scan and save the documents electronically on the S Drive, in the Enrollment folder, in the "Student Enrollment Documentation" folder using the naming formula: Student Last Name, First Initial, Date Turned In, and Document type.
  2. Place the documentation in file located the alphabetized file cabinet drawer. The documentation must be filed in the order designated on the Document Check Off form.
8. Enrollment Supervisors will ensure file documentation completion and sign off.
9. When the file is complete, the applicant's family will receive a letter documenting we have received the required information.

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## First Place Scholars Internal Enrollment Procedure | 2014

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1. The purpose of the enrollment procedure is to explain the internal accounting of applications received for student's applying to attend First Place Scholars Charter School.
2. **On Receipt of an Application:** When applications are returned to First Place, the receptionist must ensure that all information is complete or has N/A in the box. In the top corner of the application, the receptionist will date stamp the date and time the application is received. If the application is missing information or required signatures, the receptionist will attempt to contact the family to come in to complete the form. When an application is determined to be complete, the receptionist will assign a lottery number to that application.
3. Families with more than one student applying for FPSCS must submit a separate application for each prospective student.
4. **Processing of applications** – A fully completed application must be received by First Place by 5:00 PM on March 31, 2014 to ensure placement into the lottery. Families may mail or email their application to (address to be determined). When First Place receives an application via mail or email, the receptionist will send out a receipt by mail or email stating the date and time the application was received as well as the lottery number assigned to the application. An applicant bringing in an application in person will receive a receipt at that time.
5. The purpose of the receipt is to resolve any dispute regarding whether an application was received prior to the deadline. A receipt will be sent once FPSCS receives the mail or email application, but if a family does not produce this receipt and FPSCS does not have a record of the receipt, FPSCS is not responsible for claims that an application was submitted in time to meet the lottery deadline. This will be done for each application turned in. If an application is received via mail, a receipt will be issued via mail. If an application is received via email, a receipt will be issued via email. Each receipt will be saved to document and track the receipts. If an application is received by a student, a receipt will be issued to the student in addition to emailing a receipt, if email is not available, it will be mailed.
6. All applications must be received by 5:00 pm on March 31, 2014 for lottery eligibility. Any applications received after this time and date will be placed at the end of the waitlist.
7. After the application has been date-stamped and assigned a lottery number, the receptionist will scan the application, creating an electronic copy to be saved in a password protected folder on the Shared Drive titled '2014-2015 Charter School Applications'. The formula for naming the application document will be by student first initial, last name, date, and time received. Permissions on this folder will allow the receptionist to save files only, with no overwrite privileges. Read and edit privileges will be limited to Samantha Stork and Sheri Day or others she designates.
8. The receptionist will enter the application information into the Excel spreadsheet, saved

## First Place Scholars Internal Enrollment Procedure | 2014

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- in the Shared Drive in the folder titled 'Charter School Enrollment'. The receptionist, Samantha Stork and Sheri Day will have read and write access to items in this folder.
9. The receptionist will file the applications in the locked designated cabinet in the folder based on the grade level of the applicant.
  10. The enrollment case manager will check the files in the 'Charter School Enrollment' and '2014-2015 Charter School Applications' on the Shared Drive enter the applicant names into the appropriate grade level listing.
  11. During Open Enrollment, the grade level listing, the Excel spreadsheet and the original, filed application will be audited regularly by the enrollment case manager to ensure no applications are missing.
  12. On April 1<sup>st</sup>, the enrollment case manager will evaluate the class listing to see if a lottery is needed.
  13. If a lottery is necessary for specific grades, the lottery will be held publically and the receptionist will send a letter to the families with their results of the lottery and placement at First Place Scholars.
  14. *The lottery will be conducted by a CPA to ensure an equitable process.* If there are more applications than seats available in a grade level, then the school will have a public lottery. Per Washington law, the lottery will have the following preferences:
    15. If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school, assuming space is available in that sibling's grade level.
  16. If a lottery is not necessary, the receptionist will send the families a letter notifying them of the student's placement at First Place Scholars.
  17. If a lottery is needed, the lottery will occur on April 5<sup>th</sup> and notification sent out the following Monday, April 7.

Last Modified 7/7/2014 9:44 AM



### First Place Scholars Charter School

**School Office Only**

Date Received: \_\_\_\_\_

Time Received: \_\_\_\_\_

Assigned Lottery Number: \_\_\_\_\_

P. O. Box 22536 • Seattle • Washington • 98122-0536 • 206.323.6715

Thank you for your interest in First Place Scholars Charter School. Please fill out the information below. **Families with more than one student applying for First Place Scholars Charter School must submit a separate application for each prospective student. Incomplete applications will not be processed.** Applications submitted after March 31<sup>st</sup> 2014 will be based on classroom availability.

If any information changes, please contact First Place Scholars Charter School at 206-323-6715.

After the enrollment results are communicated, First Place Scholars Charter School must hear from your family within 15 days of notification to hold your place for admission to First Place Scholars Charter School.

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Student Grade for 2014-15: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Family Phone Number: \_\_\_\_\_

Home Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Email Address: \_\_\_\_\_

Two Emergency Contacts:

1. Name: \_\_\_\_\_  
Relationship: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

2. Name: \_\_\_\_\_  
Relationship: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

The information provided above is true. I give permission for First Place Scholars Charter School to contact my emergency contacts. I have also read and understand the First Place Scholars Charter School Enrollment Policy.

Parent/Guardian Printed Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Last Modified 5/28/2014



## First Place Scholars Charter School

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P. O. Box 22536 • Seattle • Washington • 98122-0536 • 206.323.6715

May 28, 2014

Dear Parents/Guardians,

Thank you for your interest in enrolling your student at First Place Scholars Charter School.

Our mission is that, “*First Place Scholars Charter School* educates and supports K-5 students – who are living in poverty and with multiple traumas – to rise above their personal circumstances, accelerate academically, commit to continuous learning, display strength of character, and prepare for college and career readiness. Students learn through a 21st-Century curriculum aligned with internationally-benchmarked standards, instruction, materials, and assessments and in a culturally-relevant, technology-enhanced, data-rich, student-centered, and small-school environment.”

Attached is a copy of our Enrollment Policy and application for admissions. The Enrollment Policy outlines open enrollment timeframes and lottery procedures. **If you are in need of assistance completing the application for admissions, please contact us at 206-323-6715.**

Applications may be returned in person to First Place, emailed to [enrollment@firstplaceschool.org](mailto:enrollment@firstplaceschool.org) or mailed to PO BOX 22536 Seattle, WA 98122. **Please note that the only way to ensure the application is received is to return the application in person to First Place at 172 20<sup>th</sup> Avenue Seattle WA 98122.** Each application will be given a receipt acknowledging the application has been received. It is your responsibility to keep this information.

Please note the following information:

- **Applications submitted after March 31<sup>st</sup> 2014, will be based on classroom availability.**
- Families with more than one student applying for First Place Scholars Charter School must submit a separate application for each prospective student.
- **Incomplete applications will not be processed.**

If you have additional questions, please contact 206-323-6715.

Thank you,

First Place Scholars Charter School

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Last Modified 5/28/2014

Appendix F: Recruitment & Enrollment, Charter Outreach Log Background Documents

Outreach Event	Date	Agency	Type of Outreach	Location	Public or Seattle	Type of Outreach Conducted	Type of Material Distributed	Response from Meeting	Status: Enabled Due to Recruitment Meeting
1	3/10/2014	Bellevue Community Center	Community Center	14100	Public	Physical Outreach	None		
2	3/10/2014	Bellevue Community Center	Community Center	2222 E. Cherry St	Public	Physical Outreach	None		
3	3/10/2014	Bellevue Community Center	Community Center	1800 9th Ave S, Seattle	Public	Physical Outreach	None		
4	3/10/2014	Bellevue Community Center	Community Health	1800 S. Jackson St	Public	Physical Outreach	None		
5	3/10/2014	Bellevue Community Center	Community Health Services	1800 9th Ave S, Seattle	Public	Physical Outreach	None		
6	3/12/2014	First Place Community Center	Meeting	14100	Seattle-wide	Physical Outreach	Physical Outreach	Physical Outreach	
7	3/12/2014	Center for Elder Abuse Services	VA	14100	Seattle-wide	Physical Outreach	Physical Outreach	Physical Outreach	
8	3/12/2014	Employee (Homeless)	Transitional (check for Domestic Violence Implications)	Confidential	Confidential	Physical Outreach	Physical Outreach	Physical Outreach	
9	3/12/2014	Chaf South Club	Atlassian	410 2nd Avenue Extension S, Seattle, WA 98104	Downtown	Physical Outreach	Physical Outreach	Physical Outreach	
10	3/12/2014	Indian Health Dept	Health care and services targeting urban American Indian and Alaska Natives	404 - 13th Avenue South Seattle, WA 98144	International Center	Physical Outreach	Physical Outreach	Physical Outreach	
11	3/12/2014	Domestic Violence Clinic	Refugee's University of Washington Clinic	241 3rd Ave S, Seattle, WA 98104	Downtown	Physical Outreach	Physical Outreach	Physical Outreach	
12	3/12/2014	Midway Resources	Midway resources and services, also has a homeless program. Has a shelter for the homeless in the area.	1228 South Union St, Seattle, WA 98144	International Center	Physical Outreach	Physical Outreach	Physical Outreach	
13	3/12/2014	Bellevue YMCA	YMCA's Homeless and Food Bank Center Family Outreach housing, housing stability project, permanent housing services program, children's domestic violence program	3810 East Cherry Street Seattle 98112	Central District	Physical Outreach	Physical Outreach	Physical Outreach	
14	3/12/2014	Draper Faith Library	Central District Public Library	4000 Martin Luther King Jr. Way South Seattle 98108	Central District	Physical Outreach	Physical Outreach	Physical Outreach	
15	3/12/2014	YWCA	Programs for at-risk women and families	South Seattle	South Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
16	3/12/2014	Indian Health Dept	In Indian view, health care building includes food, shelter, and social and psychological services	410 2nd Ave S, Seattle, WA 98104	South Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
17	3/12/2014	University of Washington	Shelter with domestic violence & adult services for women and services with children	Confidential	South Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
18	3/12/2014	New Hope Family Center	Family center in the Rainier Community that has	1000 22nd Ave S, Seattle, WA 98118	South Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
19	3/12/2014	YWCA Community Center	Community Center	3810 East Cherry Street Seattle 98112	South Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
20	3/12/2014	Home	Opportunity Center - Employment services, housing programs & housing	700 1st Avenue Seattle WA 98101	Downtown	Physical Outreach	Physical Outreach	Physical Outreach	
21	3/12/2014	Home	Shelter in program for homeless women. Also has a food bank	1810 1st Ave, Seattle, WA 98101	Downtown	Physical Outreach	Physical Outreach	Physical Outreach	
22	3/12/2014	Home	Shelter, Dress for Success, Working Wastrobe, Health, Employment Housing	1110 1st Ave Seattle, WA 98101	Downtown	Physical Outreach	Physical Outreach	Physical Outreach	
23	3/12/2014	Home	The Village Space Center for Community Change and Health is a housing, services, and community economic development initiative based on the idea of community as mission. Washington Catholic Community Services and Catholic Housing Services have implemented initiatives that focus on what we call "Communities of Concern." They are the poor and low-wage workers in the city, urban Native American and Latino/Latina communities.	540 2nd Ave S, Seattle, WA 98144	Central District	Physical Outreach	Physical Outreach	Physical Outreach	
24	3/12/2014	Home	Family Unification Program meeting at Seattle Housing Authority. This program supports previously homeless families at risk of not being unified into permanent housing with case management. This is a partnership between the agency, Department of Child and Family Services and the Seattle Housing Authority	540 Queen Anne Ave North Seattle, WA 98109	Central District	Physical Outreach	Physical Outreach	Physical Outreach	
25	4/7/2014	Employee Home Program Community Meeting	Employee participating in pilot program funded by the City of Seattle to help support students who are in transitional housing with mental health supports, group for students and parents, and monthly team meetings bringing together the case manager, teacher, after school staff, and counselor to discuss the students	12000 East Washington 98112	Central District/Downtown	Physical Outreach	Physical Outreach	Physical Outreach	
26	4/8/2014	Washington Chamber of Commerce	1st Annual Teacher School Conference	540 1st Avenue - The Hotel 12000 East Washington 98112	Capitol Hill	Physical Outreach	Physical Outreach	Physical Outreach	
27	4/9/2014	Employee Meeting	Employee take two transitional and permanent housing to and in-kind income	8640 22nd Ave NE Seattle, WA 98115	North Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
28	4/9/2014	Employee Meeting	Employee transitional housing families	8640 22nd Ave NE Seattle, WA 98115	North Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
29	4/9/2014	Family of the Children	Homeless vulnerable children	1421 2nd Ave	Central District	Physical Outreach	Physical Outreach	Physical Outreach	
30	4/9/2014	Homeless	Homeless children - newborn post-hood	1110 Broadway	First Hill Central District	Physical Outreach	Physical Outreach	Physical Outreach	
31	4/9/2014	Employee Meeting	AN IDEAS Early Childhood Education Assistance Program based on (1) job, work with low-income families, no limited participation across 2 and 4 year olds	1228 East Project	Capitol Hill	Physical Outreach	Physical Outreach	Physical Outreach	
32	4/9/2014	Employee Meeting	Employee permanent housing families	8640 22nd Ave NE Seattle, WA 98115	North Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
33	4/9/2014	The Red Apple Grocery Store	Employee	2nd & Jackson	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
34	4/9/2014	Employee Meeting	Employee	2nd & Jackson	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
35	4/9/2014	Home Community Center	Community Center	817 E. Jackson St	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
36	4/9/2014	Home Community Club	Club	201 1st Ave	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
37	4/9/2014	Home Health Services	Health Services	1000 Martin Luther King Jr Way S	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
38	4/9/2014	Home De La Vida	The Center for people of all ages	2121 1st Ave S	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
39	4/9/2014	Home De La Vida	The Center for people of all ages	2121 1st Ave S	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
40	4/9/2014	Home POCALIN	POCALIN	Seattle-wide	Seattle-wide	Physical Outreach	Physical Outreach	Physical Outreach	
41	4/9/2014	Home Community Health Center	Community Health Center	10800 1st Avenue S	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
42	4/9/2014	Home Community Health Center	Community Home Health Center	8720 1st Ave S	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
43	4/9/2014	Home Community Center	Community Center	310 1st Ave S, 98108	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
44	4/9/2014	Home Community Center	Community Center	310 1st Ave S, 98108	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
45	4/9/2014	Home Community Center	Community Center	310 1st Ave S, 98108	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
46	4/9/2014	Home Community Center	Community Center	310 1st Ave S, 98108	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
47	4/9/2014	Home Community Center	Community Center	310 1st Ave S, 98108	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
48	4/9/2014	Home Community Center	Community Center	310 1st Ave S, 98108	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
49	4/9/2014	Home Community Center	Community Center	310 1st Ave S, 98108	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
50	4/9/2014	Home Community Center	Community Center	310 1st Ave S, 98108	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	
51	4/9/2014	Home Community Center	Community Center	310 1st Ave S, 98108	Seattle	Physical Outreach	Physical Outreach	Physical Outreach	



## First Place Scholars Charter School Basic Enrollment Form

P. O. Box 22536 • Seattle • Washington • 98122-0536 • 206.323.6715

The following document must be submitted with this form to secure enrollment.

- Certificate of Immunization Status- must be signed and dated by parent/guardian
- Birth Certificate for Students entering Kindergarten and 1<sup>st</sup> Grade only.
- Copy of Individual Education Plan or 504 Plan, if applicable.

### Student & Family Information

Student Name: <small>(First name, Middle Name, Last Name)</small>		
What languages other than English are spoken at home?	Is your student's first language a language other than English? Yes If yes, which language? No	
Date of Birth:	Grade In 2014-15:	
Home Address: <small>(Street, Apartment #, City, State, Zip Code)</small>		
Mailing Address: <small>(If Different than Home)</small>		
1. Parent/Guardian Name:		Relationship to Student:
Cell Phone Number:	Work Phone Number:	Home Phone Number:
2. Parent/Guardian Name:		Relationship to Student:
Cell Phone Number:	Work Phone Number:	Home Phone Number:
3. Parent/Guardian Name:		Relationship to Student:
Cell Phone Number:	Work Phone Number:	Home Phone Number:
Parent/Guardian Language: Spoken Language: <span style="float: right;">Written Language:</span>		
Who Has Legal Custody? <small>(Please circle those that apply)</small>	Both Parents Father	Mother Grandparents
Student Lives With? <small>(Please circle those that apply)</small>	Both Parents Father	Mother Grandparents
		Guardian Ward of Court
		Parenting Plan Independent
		Guardian Agency/Social Services
		Other Relatives Foster Parents

Last Modified 4/07/2014



## First Place Scholars Charter School Basic Enrollment Form

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### Medical & Health Information

Name of Medical Provider:		
Medical Provider's Address:		
Phone Number:		
During school hours, does your student require a non-oral medication? <b>Yes</b> <b>No</b> (Such as eye/ear drops, application to skin, suppository, central line, etc)		
During school hours, does your child need help with a medical procedure? <b>Yes</b> <b>No</b> (Such as blood sugar, NG feeding, sterile catheterization)		
Does your student have a condition which causes daily possibility of a life-threatening emergency? This includes life-threatening allergies, diabetes, and some seizures ? <b>Yes</b> <b>No</b>		
If yes to any of the questions above, please explain.		

### Previous School Information

Name of School:	
School Address: <small>(Street, City, State, Zip Code)</small>	
Current/Most Recent Grade:	Last Date of Attendance:
Was this student suspended/expelled from this school? <b>Yes</b> <b>No</b> If yes, please explain:	
Has this student been expelled from any school? <b>Yes</b> <b>No</b> If yes, please explain:	
Did your student receive special education services at this school? Yes If yes, in what areas? No How many hours a day?	Has your student received special education services at any school? Yes If yes, in what areas? No How many hours a day?
Is the most Recent IEP or 504 plan attached? Yes No	

[Last Modified 4/07/2014](#)



First Place Scholars Charter School  
Basic Enrollment Form

P. O. Box 22536 • Seattle • Washington • 98122-0536 • 206.323.6715

**Emergency Contacts**

First/Last Name:	
Relationship to Student:	
Cell Phone Number:	Home Phone Number:

First/Last Name:	
Relationship to Student:	
Cell Phone Number:	Home Phone Number:

First/Last Name:	
Relationship to Student:	
Cell Phone Number:	Home Phone Number:

Last Modified 4/07/2014

First Place Scholars Charter School  
Pre-Opening Professional Development Plan  
June 2014



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**EXECUTIVE SUMMARY: Pre-Opening Professional Development for**

MSSP for First Place Scholars v.1 June 2014 1

**First Place Scholars Carter School:**

Technology has the same potential to personalize professional development for teachers (individually and in groups) that it has to personalize learning for students. Personalized learning for teachers is cost-effective and highly focused method of delivering much of the professional capacity building First Place will need in both the early and continuing stages of its development. Personalizing professional development has been shown to be the most effective means for getting proven practices, academic and social/emotional support and appropriately targeted learning resources into the hands of students, without putting pressure on an already stretched school budget.

Teachers will self-assess during Pre-Opening PD during the summer of 2014, and identify a focus for personal growth in the coming year(s) that intersects with the Vision/Mission of FPSCS. Teachers will develop plans of action for building and practicing skills to improve their teaching through a broad range of options that may include any or all of peer coaching and study groups, mentoring, analyzing data and achieved outcomes, discussing their practices with colleagues, webinars, and web-based conferences with other professionals. On school-wide professional learning days, teachers will use student performance data to work on their professional growth plans for one sessions each month, with the other three sessions devoted to team seminars, looking at student work, development of projects and building school capacity to improve learning. Throughout the month, an embedded PD strategy is implemented where teachers collectively look at student work, visit each others' classrooms, and critically discuss best practices using specific process's and protocols.

At First Place Scholars, the commitment is to co-develop and co-design a learning collaborative where professional development intersects with the Vision/Mission of the school while promoting personalized adult learning to support the needs of each student in the school.

**PROFESSIONAL DEVELOPMENT NEEDS:  
Professional Development Needs – the foundation of the PD Plan**

Strand	Professional Development Needs by Strand
<b>School Development</b>	School Development & Evolution Development Timeline and Rubric Measures—Process & Protocol Common Focus – Team based focus on Vision and Mission of FPSCS Staff visitations & networking with other schools Grants to enhance, sustain & support program development
<b>Leadership</b>	Team Building – building an empowered staff – role / authority / expectations for teacher & leadership team Collaboration leading to a positive school culture – (Administrator to Board, Administrator to teacher, Teacher to teacher, teacher to student, student to teacher, student to student, Administrator to student, student to Administrator) Partnerships that enhance program (who will/how to build key strategic partnerships in community)
<b>Teaching &amp; Learning</b>	Best practices in personalizing literacy development leading to an increase in student success and achievement Summer transition program development Raising high expectations/meeting individual student needs of all students through personalization Personal affect – Its effects & how to improve Curriculum Planning & development for STEAM modules Supporting Blended Learning RTI
<b>Technology</b>	Use of technology to increase and improve communication, collaboration, student and staff production of learning: use of e-mail, Social Network student sites, PBL management tools, OER, laptops, software to engage staff and students in FPSCS, scanning, Digital Portfolios, Personal Learning Plans
<b>Data</b>	Data retrieval How to engage educational community in collaborative discussions about data use for personalization How to use data as a change agent and not as a personal attack on performance for staff performance indicators Using adopted Data Tools (SIS/Data/Learning Plan) to develop program
<b>Management</b>	Personalized learning management strategies Master schedule for FPSCS Coordinating alignment between Teaching & Learning and school operations Co-Management collaboration – how to sustain school wide collaborative efforts
<b>COST (Coordination of Services Team)</b>	Methods of engaging both staff & students in the development & delivery of this wrap-around program Unique schedules supporting this concept Parent Involvement & Communication School Culture Student Learning Plans

**PERFORMANCE MANAGEMENT:  
First Place Scholars Charter School  
Performance Management**

*“Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.”*  
---Learning Forward (National Staff Development Council)—Standards for Professional Learning

**Appendix G: Professional Development Plan**

Our mission:

*“First Place Scholars Charter School educates and supports K-5 students – who are living in poverty and with multiple traumas – to rise above their personal circumstances, accelerate academically, commit to continuous learning, display strength of character, and prepare for college and career readiness. Students learn through a 21st-Century curriculum aligned with internationally-benchmarked standards, instruction, materials, and assessments and in a culturally-relevant, technology-enhanced, data-rich, student-centered, and small-school environment.”*

The Board of Directors of First Place Scholars has established the following goals for the school to achieve this mission:

1. Increase students’ skills, ability, and self-efficacy to address their social and emotional challenges;
2. Accelerate each student’s academic performance as demonstrated by monitoring academic growth on a weekly basis; and,
3. Demonstrate that students who attend FPSCS for two or more years leave fifth grade proficient in all subjects.

In the First Place authorization proposal, the school provided an Education Logic Model illustrating how we anticipate our instructional and school development plans will achieve these goals.

The model presents short-term, medium-term and long-term outcomes as follows:

<u>Short Term Results</u>	<u>Medium Term Results</u>	<u>Long Term Results</u>
<ul style="list-style-type: none"> <li>○ Self Confidence</li> <li>○ Student spends less time out of class</li> <li>○ Increased attendance</li> <li>○ Increased engagement with education</li> <li>○ Student develops relationship with teacher</li> <li>○ Collaborative plan to address gaps in education created</li> <li>○ Health concerns posing barriers to education are reduced.</li> </ul>	<ul style="list-style-type: none"> <li>○ Student is able to able to appropriately express emotions</li> <li>○ Increased educational engagement</li> <li>○ Student show educational progress</li> <li>○ Health concerns posing barriers to education are reduced.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students at or above grade level after graduating First Place</li> <li>○ First Place alumni high school completion &amp; college acceptance</li> <li>○ Student able to advocate for their needs in</li> <li>○ Health concerns posing barriers to education are reduced.</li> </ul>

In addition to the school performance measures that will be included in the *School Performance Framework*, our plans include using the following indicators to monitor and improve student and organizational performance:

**Social-Emotional Growth:**

We will monitor progress of student’s social-emotion growth through a Social-Emotional Report.

- A Social-Emotional Report is completed monthly by each classroom teacher.
- This assessment is used to track the social-emotional progress in the following competencies:
  - self control,
  - self awareness,
  - self esteem,
  - relationship capacity,
  - conflict resolution,

- ability to focus, and
- creativity.
- Each competency on the Social-Emotional Report has 3-6 behaviors contributing to the positive development of the competency.
- For our mental health reporting, we evaluate the social-emotional reports on a quarterly basis to measure for progress.

For our mental health reporting, we evaluate the social-emotional reports on a quarterly basis to measure for progress. By completing a monthly Mental Health Report for each student, we are better prepared to recognize patterns in behaviors and address them accordingly with the parents and teacher.

- All student assessment data, whether academic or socio-emotional, will be produced in multiple formats, which provide both aggregated and disaggregated results by various demographic categories, with continuous attention to the privacy rights of students and families.

Academic Growth:

For the at-risk students we serve, we must attend to both the academic and social-emotional needs of our students to support obtaining their academic goals.

- Our students' achievement will be measured against their own progress: our students are assessed upon enrollment and periodically throughout their educational career at FPSCS so that the level of progress of each child is clear.
- The majority of students at FPSCS arrive two to three years below grade level and may also have social/emotional challenges as well.
- The teachers and case managers work together to address behavior difficulties and assist the family to support their students' success so that the children are then supported in gaining proficiencies and accelerating their progress toward grade level performance.
- Beginning in 2014-15, First Place will implement all required state testing, including the summative Smarter Balanced Assessments.
- In addition, First Place will use interim assessments in reading and math. We are currently investigating several. As we consider and try out various assessments, First Place teachers must always consider three important social-emotional factors.
  - First, many of our students have experienced trauma, and are especially sensitive to failure. Over-testing or taking tests that are a poor fit for their skills may cause some students to shut down emotionally and cognitively.
  - Second, testing may not provide an accurate measure of our students' accumulated skills and knowledge. As an example, because our students are highly mobile, they often have gaps in their education. Some tests may misinterpret these gaps to mean that a child has little or no knowledge in a specific subject or skill.
  - Third, some tests are not culturally relevant. As recently as this year, we have tried tests that included references to products and games relevant to middle-class lifestyles, but not relevant to economically disadvantaged and immigrant families.
- *Reading Interim Assessments* - First Place is investigating various formative reading assessments and comparing them with the STAR multiple choice assessment that we have used for several years. As soon as the Smarter Balanced formative assessments are completed, we will consider utilizing those as a central or subsidiary resource in our core content assessments.
  - We will build on our prior experience to fine-tune and accelerate instruction. Primary teachers have been using phonics assessments, including CORE phonics survey and

## Appendix G: Professional Development Plan

- Fountas and Pinnell phonics. They are also using Reading A-Z . We are also trying out the Columbia Teachers College Reading assessments.
- We anticipate selecting a school-wide blended learning literacy program, and are still reviewing options. We anticipate selecting a program with embedded formative assessments and robust student progress tracking:
    - First, the program and assessments will provide students with instructional resources to personalize their literacy development, as well as providing teachers with indicators of individual literacy strengths and gaps so that teachers may provide additional materials and instructional support at each child's level.
    - Second, when a large number of students show similar gaps or misunderstandings in particular areas, teachers will develop whole class or small group activities to extend skills and build background knowledge.
  - *Math Interim Assessments* - First Place has also used the STAR multiple choice assessment in math, and will include the formative math assessments from Smarter Balanced Assessment as soon as those are complete.
    - In the next few months, we will investigate adaptive technology based programs such as ST Math, DreamBox and Accelerated Math which appear to be especially good at promoting independent learning.
    - We will continue to use classroom-based assessments as appropriate. As discussed above, our students' have knowledge gaps that may be misinterpreted by commercial assessments.
  - *Competency based Performance Assessments* – First Place Scholars is launching an extended day program focused on accelerating learning using blended learning resources and STEAM based projects. STEAM projects will provide substantial opportunities for students to build, reinforce and demonstrate competencies across multiple content areas.
  - *Social Emotional Assessments* - Each classroom teacher completes monthly Social-Emotional Reports. This assessment is used to track each student's social-emotional progress in the following competencies:
    - self control,
    - self awareness,
    - self esteem,
    - relationship capacity,
    - conflict resolution,
    - ability to focus, and
    - creativity.
  - We will link the above competency and social-Emotional assessments into our partnership relationships such as STEAM advisors, field based projects, and other extended learning opportunities.

### Organizational Growth:

- Monitoring growth in our organizational capacity:
  - Expanding skills and performance enrichment activities for individual staff members. (participation rate, growth in number of opportunities, alignment of opportunity with goals and performance needs)
  - Expanding skills and understanding of how we can improve integration of academics, social-emotional learning and student/family support services (participation rates, professional participation in such integration activities, partner participation rates)

## Appendix G: Professional Development Plan

- Development of systems and protocols that support achievement of our mission (system functionality, protocol utilization, indicators of outcome progress)
- First Place will regularly evaluate teaching staff:
  - The Washington State Teacher/Principal Evaluation Project is in the process of developing a comprehensive 8-tiered approach to teacher evaluation that includes student performance as well as professional practice. When this model is in place, First Place will contract with a local educational agency to carry out the evaluation, to ensure objectivity.
- We will also put in place an assessment system for administrators and the Board.
- In addition to assessing individuals, First Place will regularly assess programs.
  - The key to improving teaching is regularly evaluating current programs. Fuchs and Fuchs (1986).
- Finally, we will implement a system that will collate and synthesize all the information we have gathered in the individual data systems. Through its data system, FPSCS will create reports based on the assessment information, including attendance and social-emotional progress, to give a snapshot of the student's progress.
  - Data will be analyzed quarterly with a final report at the end of the year for individual students, classrooms, and as a whole school (when applicable).
  - The timely analysis of data will allow for the principal to make adjustments, refining and improving instruction.
- Annual reports will be produced encompassing academic highlights, and organizational progress and made available at the annual First Place sponsored fundraising event, Parent Advisory Council meetings, and school functions.
- The persons responsible include the school principal, education team, mental health team and family support services—assisted by the administration.
- The school principal will be responsible for the managing the data, interpreting it for classroom teachers and all FPSCS staff, as well as leading and coordinating professional development to improve student achievement.
- School leadership will seek out training in Smarter Balanced Assessment; the Washington State Performance Framework, and the data systems we implement to enhance reporting ability and reduce time spent compiling reports.

**Appendix G: Professional Development Plan**

**OBJECTIVES FOR SUMMER PD SESSIONS:  
FPSCS Summer Professional Development Calendar and Objectives**

<b>Date</b>	<b>PD Topic</b>	<b>Objective For The Day(s)</b>	<b>Strands</b>
Monday July 21	<b>The Attachment, Self-Regulation, &amp; Competency (ARC) Framework</b>	<i>Foster resilience in trauma-impacted youth and families</i>	Cost Teaching & Learning
Tuesday July 22	<b>The Attachment, Self-Regulation, &amp; Competency (ARC) Framework</b>	<i>Foster resilience in trauma-impacted youth and families</i>	Cost Teaching & Learning
Wednesday July 23	<b>Team Building Exercise:</b> Collaboration & Creativity in Building Relationships	<i>Establish the foundations and common understandings that will unite us as a team throughout the coming year.</i>	School Development Leadership
Thursday July 24	<b>Understand &amp; Living the Vision and Dream:</b> "Our" Charter as a Team	<i>Clarifying the multiple roles we will fill together in transitioning from our "Charter Proposal" to our "Charter School".</i>	School Development Leadership Teaching & Learning
Friday July 25	<b>Children of Trauma</b>	<i>Develop and understanding of children of trauma and best strategies to meet their social/emotional, behavioral and academic needs.</i>	Teaching & Learning COST
Monday July 28	<b>TAF Stem Institute</b>	<i>Develop a researched-based model for the integration of content standards (i.e., Common Core, Next Generation Science Standards, and district standards), project-based learning (PBL) and design thinking into classrooms.</i>	Teaching & Learning
Tuesday July 29	<b>TAF Stem Institute</b>	<i>Develop a researched-based model for the integration of content standards (i.e., Common Core, Next Generation Science Standards, and district standards), project-based learning (PBL) and design thinking into classrooms.</i>	Teaching & Learning
Wednesday July 30	<b>TAF Stem Institute</b>	<i>Develop a researched-based model for the integration of content standards (i.e., Common Core, Next Generation Science Standards, and district standards), project-based learning (PBL) and design thinking into classrooms.</i>	Teaching & Learning
Thursday July 31	<b>TAF Stem Institute</b>	<i>Develop a researched-based model for the integration of content standards (i.e., Common Core, Next Generation Science Standards, and district standards), project-based learning (PBL) and design thinking into classrooms.</i>	Teaching & Learning
Friday August 1	<b>Social Justice &amp; Institutional Racism</b>	<i>Build and develop the culture of First Place Family Services and FPSCS community.</i>	School Development

**Appendix G: Professional Development Plan**

Monday August 4	<b>COST Model</b>	<i>Develop a collaborative bridge between Family Services and FPSCS with process, protocols and communication tools.</i>	Teaching & Learning COST
Tuesday August 5	<b>Co-Planning</b> in a Diverse Environment—Special Education	<i>Develop the protocols we will use in planning to ensure each student in our school is academically challenged and progressing successfully.</i>	Leadership Teaching & Learning Management
Wednesday August 6	<b>Databases and OSPI Reports</b>	<i>Develop familiarity with the core information tools and understand the roles and responsibilities of each staff member is using and maintaining our data.</i>	Technology Data
Thursday August 7	<b>Setting the Stage for Personalizing Learning:</b> How do we personalize for and support students to meet the outcomes of Washington Common Core Standards and social/emotional efficacy while Accelerating Academic Performance: PLPs and Academic/Enrichment Support and STEAM	<i>Build deeper understanding of the opportunities and challenges facing us, and the strategies mapped out in our school plans for achieving the success we envision and build familiarity and improve our skills in utilizing the tools we are using for Personal Learning Plans and how our digital resources can help students accelerate their academic progress.</i>	School Development Leadership Teaching & Learning Technology Data
Friday August 8	<b>A Day of Learning &amp; Celebration for the Leadership Team:</b> What additional support do we need to be ready for our students: resources, refinement of process's/protocols, additional PD/technical assistance in specific areas	<i>The leadership team will review progress to date and fine tune plans for the weeks prior to opening.</i>	School Development Leadership Management
Monday August 11	<b>Blended Learning</b>	<i>Infuse data-driven, inclusive, decision making to establish flexible learning groupings to provide continuous growth measured using Common Core Standards by accelerating learning to fill gaps in learning as most appropriate for each student.</i>	Teaching & Learning Technology Data
Tuesday August 12	<b>The Tools of the Trade:</b> Instructional Tech Toolbox. How do these tools all fit together to support student success?	<i>Build familiarity and improve our skills in utilizing the technology based tools we are relying on to support personalizing learning.</i>	Teaching & Learning Technology Data

**Appendix G: Professional Development Plan**

Wednesday August 13	<b>Personalizing Using Blended Learning – ST Math:</b> - a deep dive into the tools and structure of the blended learning teacher tools	<i>Guided practice in using ST Math teacher tools will provide us with deeper understanding of how to best utilize these tools in our personalized learning environment.</i>	Teaching & Learning Technology Data
Thursday August 14	<b>Personalizing Using Blended Learning Lexia Core 5:</b> a deep dive into the tools and structure of the blended learning teacher tools	<i>Guided practice in using Lexia Core 5 teacher tools will provide us with deeper understanding of how to best utilize these tools in our personalized learning environment.</i>	Teaching & Learning Technology Data
Friday August 15	<b>HIPPA, CPS</b>	<i>Provide training for compliance with all FP staff.</i>	School Development
Monday August 18	<b>Setting our Performance Targets:</b> academic targets, team performance targets, professional performance targets, personalized professional growth plans	<i>Teams will be introduced to and utilize protocols for setting, monitoring and achieving team based goals, including peer collaboration, monitoring performance targets and the distinction between “personalizing learning” and “taking things personally” in a team environment.</i>	School Development Leadership Teaching & Learning Technology Data
Tuesday August 19	<b>Data Driven Learning:</b> NWEA assessments and using MAP data for personalization; SMARTER BALANCED ASSESSMENTS	<i>Develop an understanding of how adaptive assessments and data reports work together to help personalize student progress and accelerate learning.</i>	Teaching & Learning Technology Data
Wednesday August 20	<b>Master Teaching Schedule:</b> A Teacher’s Day and A Student’s Day	<i>Fine tune and calibrate the teacher’s role as the learning facilitator/coach and what their growth feedback/evaluation will be based on. Fine tune and calibrate the Student’s learning day</i>	Teaching & Learning Technology Data
Thursday August 21	<b>Student and Family Preparation</b>	<i>Planning and team collaboration to prepare for a successful Student and Family Orientation</i>	Teaching & Learning Technology
Friday August 22	<b>Student and Family Preparation</b>	<i>Planning and team collaboration to prepare for a successful Student and Family Orientation</i>	Teaching & Learning Technology
Monday – Friday August 25-29	<b>Student and Family Orientation</b>	<i>Successful intake documentation for families and baseline assessments for all students</i>	Teaching & Learning Data

**Appendix G: Professional Development Plan**

**PD FEEDBACK FORM:**

**PD Evaluation form for FPSCS**

Title: \_\_\_\_\_

Date: \_\_\_\_\_

*Please let us know how you feel about this PD and its impact for you:*

- 1) The ideas and practices taught at this workshop were new to me.  
1. Strongly disagree \_\_\_\_ 2. Disagree \_\_\_\_ 3. Agree \_\_\_\_ 4. Strongly agree \_\_\_\_
  
- 2) I will be able to use what I learned just about every day.  
1. Strongly disagree \_\_\_\_ 2. Disagree \_\_\_\_ 3. Agree \_\_\_\_ 4. Strongly agree \_\_\_\_
  
- 3) The quality of information presented at this workshop made sense and feels reliable.  
1. Strongly disagree \_\_\_\_ 2. Disagree \_\_\_\_ 3. Agree \_\_\_\_ 4. Strongly agree \_\_\_\_
  
- 4) The information was presented in a way that broadened my thinking about this topic.  
1. Strongly disagree \_\_\_\_ 2. Disagree \_\_\_\_ 3. Agree \_\_\_\_ 4. Strongly agree \_\_\_\_
  
- 5) I am likely to explore this further and discuss how to best use this with my team.  
1. Strongly disagree \_\_\_\_ 2. Disagree \_\_\_\_ 3. Agree \_\_\_\_ 4. Strongly agree \_\_\_\_
  
- 6) My students are likely to benefit from what I learned today.  
1. Strongly disagree \_\_\_\_ 2. Disagree \_\_\_\_ 3. Agree \_\_\_\_ 4. Strongly agree \_\_\_\_
  
- 7) I need more information about this than I received today.  
1. Strongly disagree \_\_\_\_ 2. Disagree \_\_\_\_ 3. Agree \_\_\_\_ 4. Strongly agree \_\_\_\_
  
- 8) What did you like best about this professional development:  
  
\_\_\_\_\_  
  
\_\_\_\_\_

9) What did you like least about this professional development:  
  
\_\_\_\_\_  
  
\_\_\_\_\_

Please use the line and marks below to indicate the following:

X Mark where you were before ● Where you are now ↓ Where you want to be

Novice \_\_\_\_\_ Experienced \_\_\_\_\_ Expert \_\_\_\_\_

# Education Logic Model



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**Jana L. Carlisle, Ed.D.**

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**OBJECTIVE**

Secure a senior leadership position in an innovative education system or organization that serves vulnerable students; and improve teaching, educational leadership, student learning, students' economic viability and choices, and parent engagement.

**SKILLS**

Leadership. Management. Consensus building. Diplomacy. Motivating & engaging staff and stakeholders. Implementation. Communication (oral & written). Facilitating & maintaining board, state, staff, union, business, partner, higher education, & funder relationships. Strategy development & execution. Fundraising. Budgeting. Measurement. Evaluation.

**EDUCATION**

- ◆ Doctor of Education, August '08, University of Pennsylvania, Philadelphia, PA. Dissertation: *Educator Adoption of Improved Teaching & Learning Practices: Viewed Through the Lens of the Rochester City School District's 2007 Strategic Framework*. Major: Educational & Organizational Leadership.
- ◆ New York State *School District Administrator* Certification (09/01/2007); permanent. Certificate No: 2158655
- ◆ M.S. Public Policy Analysis, May '90, University of Rochester, Rochester, NY.
- ◆ B.A. International Relations, March '84, Michigan State University, James Madison College, East Lansing, MI.

**PROFESSIONAL EMPLOYMENT**

**Executive Director.** *Partnership for Learning*, the Washington Roundtable's Education Foundation. Seattle, WA. 9/11 to present.

- ◆ **Provide leadership** to the PFL team, board, Washington Roundtable, and Washington education partners in order to: develop a progressive P-20 Washington state education policy agenda; build broad support for the agenda among partners, employers, legislators, and the public; ensure high-quality, innovative, multi-faceted communication approaches; educate/inform the broader public about issues key to Washington education reform; and expand and strengthen the business voice for improved P-20 student results. Currently running statewide communications campaign – *Real Learning for Real Life* – in conjunction with Ready WA coalition and the Office of Superintendent of Public Instruction (see ReadyWA.org) to educate the public and policy makers about the nature of and need for Common Core State Standards and their aligned assessments.
- ◆ **Managed** PFL's 20<sup>th</sup> anniversary celebration, materials development, and communications; PFL's role in sharing *A+ Washington: A Way Forward for All Students* (a state reform plan for P-12 education in WA); securing PFL and WRT board support for 2012-2015 PFL strategic direction; issuing internal and external policy briefs (e.g., on charter schools' potential in Washington state, Common Core State Standards' implementation, and Washington's educational funding streams and potential policy scenarios); serving as a key spokesperson and one of four lead organizations backing the *Yes on 1240!* public charter school initiative and its implementation planning; fundraising, budgeting, and staff assignments for 2011, 2012, and 2013; acting as liaison to Boston Consulting Group to create the WRT's 2013 skills gap report; and partnering with numerous Washington state agencies, associations, businesses, and educational organizations to deliver a coordinated and nationally recognized statewide CCSS communications campaign.

**Deputy Director, State Services.** *National Center on Education and the Economy, Excellence for All* (formerly Board Exam Systems) Project, Washington, DC (worked remotely from Seattle). 6/10 to 9/11.

- ◆ **Represented** the NCEE *Excellence for All* project as Engagement Manager charged with recruiting, and creating a positive policy environment for, Board Examination System pilot schools and districts from the states of Arizona, New Mexico, and New York.
- ◆ **Supported** high schools and districts in selecting and implementing the comprehensive instructional systems (curriculum, instruction, materials, assessments, and professional development aligned to internationally benchmarked standards).
- ◆ **Coordinated** planning scenarios, tools, and site visits for pilot states, districts, and schools, and other NCEE engagement managers.

*JL Carlisle, Page 1*

**Lead Consultant.** Carlisle Consulting, Seattle, WA. 3/10 – 8/10.

- ◆ Led a team of professionals from three state level organizations (Governor’s Office, Office of Superintendent of Public Instruction and State Board of Education) to develop and submit Washington State’s \$250 million federal *Race to the Top* application, which demonstrated broad participation from 90% of districts, representing 97% of students and 98% of students in poverty as well as substantial stakeholder commitment from multiple sectors, organizations and leaders. Developed work plans and deliverables; managed public-private relationships; facilitated core teams; and sub-contracted with and managed a communications firm.
- ◆ **Facilitated** Washington state education reform planning process with stakeholders including funders, business, the Office of the Superintendent of Public Instruction, the State Board of Education, the Professional Educator Standards Board, the Quality Education Council, and the Governor’s Office.

**Senior Program Officer & Team Leader.** Bill & Melinda Gates Foundation, Education Portfolio, Strategy & Management, Seattle, WA. 3/08 – 2/10.

- ◆ **Conducted** project management assessment and formulated recommendations for executing multi-million dollar investment in 8 national school districts.
- ◆ **Facilitated** cross-portfolio collaboration to arrive at coherent approaches to grant making & management, partner relations, performance management, and evaluation.
- ◆ **Aligned** evaluation, grant, and knowledge management content and instruments to new College Ready strategy.
- ◆ **Managed** grantees, contract evaluators, and multi-million dollar evaluations of foundation investments in New York City, Texas, & North Carolina; intermediary organizations (alternative high schools, early college high schools); and scholarship programs.

**Cabinet Member Reporting to Superintendent of Schools.** Rochester City School District, Rochester, NY. (RCSD Employment: 12/00 – 3/08).

- ◆ **Served** as Chief Planning Officer and Superintendent’s cabinet member for five years with responsibilities including: Research, Evaluation and Testing Division (accountability, testing, program evaluation), planning, grants compliance, and grants procurement – including Title I; and supervision of 25 + staff.
- ◆ **Led** 18-month implementation of the Rochester Children’s Zone community planning process; facilitated the development of and wrote the March 2007 Community Plan, August 2007 Implementation Framework, and August 2007 Transition Plan; secured \$4 million in New York State Education Department funding; and transitioned implementation of project to community-based 501(c)(3).
- ◆ **Served** as liaison, and represented District, to the *Bill & Melinda Gates Foundation* (wrote, negotiated, and submitted successful \$5 million, 18-month planning grant), and numerous local and national partners.
- ◆ **Delivered** comprehensive analysis of the District’s staffing process; examined Title I program, which resulted in a comprehensive restructuring; coordinated Board of Education relationships; provided staff support to Rochester Institute of Technology President’s Panel to review District fiscal practices; framed organizational functions, charts, and annual budgets; aligned budget development process with strategic and annual plans; served as special assistant to the Superintendent; and crafted white papers and presentations for Superintendent.
- ◆ **Managed** grants department; magnet program; Early Grade Class Size Reduction program and audit process; accountability and compliance; quality assurance; research, evaluation, and testing unit; parent involvement; K-12 student placement; grants development; corporate and foundation relations; and NYS state partnership agreement.
- ◆ **Led** the resolution of the District’s school nursing crisis; the creation of the District’s comprehensive strategic facilities concept plan (incorporating modernization and school closures); the transition of District’s elementary assignment process from a neighborhood-based assignment process to a three-zone public school choice process; the redesign of middle level education efforts, which resulted in a plan to move from a K-5, 6-8, 9-12 system to one comprised of K-6 and 7-12 sites; the transition of two large high schools to multiplex sites with four small autonomous schools each; two District strategic planning processes; Rochester’s partnership agreement with NY State Education Department; and a collaborative district process to develop District in Corrective Action audit and a NYS Request for Proposal process for seven NYS districts in corrective action.

JL Carlisle, Page 2

**Lead Consultant.** *Carlisle Consulting*, Rochester, NY. 7/98 – 12/00.

- ◆ Framed Superintendent's Organizational Restructuring document. Client: Rochester City Schools.
- ◆ Facilitated and designed structure for BOCES #2's Career and Technical Center. Client: BOCES 2, Spencerport, NY.
- ◆ Facilitated the development of, wrote, and edited a middle school's *Corrective Action Plan* and *Comprehensive School Plan* for submission to Board of Education & New York State's Education Department. Client: Rochester City Schools.
- ◆ Designed and conducted an evaluation for the *Partnership for Jobs* pilot project. Client: United Way, Rochester, NY.
- ◆ Facilitated strategic plan development for Rochester-based clients. IMC, PMHP, FRCR, BOCES 2, Rochester, NY.
- ◆ Framed organizational and staff development models; generated recommendations to reorganize the Contract Development Division; and wrote various proposals and presentations. Client: Edison Schools Inc., New York, NY.

**Director of Educational Services.** *Industrial Management Council (IMC)*, an affiliate of the National Association of Manufacturing (now Rochester Business Alliance), Rochester, NY. 2/94 – 7/98.

- ◆ Advised and represented IMC business leadership on educational issues.
- ◆ Functioned as lead consultant on IMC Education Special Projects' contracts: launched Education Special Projects as new business unit; developed BOCES 2's Career and Technical Center's graduation and technical skill standards; created, administered, and analyzed data from an assessment tool that gauged Eastern Monroe County school districts' career development needs; and facilitated districts' and educational consortia's strategic plan development.
- ◆ Oversaw two business-education partnership programs [*Rochester Area Career Education Collaborative (RACEC)* and *Program for Rochester to Interest Students in Science and Math (PRIS<sup>2</sup>M)*]: created and monitored the Unit's strategic and annual planning processes, and communication vehicles & strategies; instituted strategic planning, budget accountability, and professional development planning; reorganized and re-established fiscal and personnel accountability for PRIS<sup>2</sup>M, a 20-year old business-education partnership focused on math, science, engineering, and technology competencies for 200+ city high school students; and elevated RACEC to national benchmark status as a professional development program for educators to learn about school-to-work transition and career development strategies.

**Staff Associate.** *National Center on Education and the Economy*, Rochester, NY. 6/90 – 1/94.

- ◆ Served as a key research team member on the original *America's Choice* study: developed interview and survey frameworks; arranged national briefings, presentations, and presentation materials; conducted primary research; orchestrated a national Speakers Bureau following report release; presented the report message throughout New York State; and represented the Center at New York State *Career Pathways for Youth* Task Force meetings.
- ◆ Acted as liaison to New York State departments and agencies, the Rochester City School District, (RCSD) and Rochester-based agencies: facilitated the Rochester City School District's school-to-work and youth apprenticeship program creation, and implementation activities; supported – through research, interviews, and report writing – the RCSD's *Leadership Structure and Administrative Support Team* of the Blue Ribbon Task Force on Central Management Redesign; assisted RCSD Superintendent with strategic plan and communications strategy development; and helped define and facilitate business leaders' involvement in RCSD's educational restructuring and the development of youth apprenticeship programs linked to community college and industry credentialing.

### ONGOING LEARNING & CONTRIBUTIONS

- ◆ Public charter school application advisor & founding board member, First Place Scholars Charter School, Seattle, WA (6/13-12/13, advisor; 1/14 to present, board member) to open in fall 2014 as Washington's first public charter school).
- ◆ Boeing Corporation sponsored participant, Non-profit Executive Leadership Institute (NELI), Evans School of Public Affairs, University of Washington, Seattle, WA (March 2014).
- ◆ Attended Harvard University's Kennedy School of Government's Leadership for the 21<sup>st</sup> Century week-long program. (2013).
- ◆ Appointed to US ED's Expert Consultant data base to provide technical assistance to Race to the Top (RTT) grantees. (2012).
- ◆ Reviewer for US ED's 2012 Investing in Innovation (i3) Grant Program. (2012).
- ◆ Dissertation Committee Member, University of Pennsylvania, Philadelphia, PA (first student – 2/08 to 4/10 – passed defense with distinction; second student's committee work 5-10 to 6-12).

JL Carlisle, Page 3

**UTI CLEVELAND**

**EDUCATION AND CREDENTIALS**

Teaching Credential Washington Permitted	# 489981A
Multiple Subject Teaching Credential California	# 101188719
Masters of the Arts in Teaching USC Rossier School of Education	2010
Anthropology, B.A. University of California Santa Cruz	2005

**SELECTED HIGHLIGHTS**

Experience in both Title 1 Schools and a California Distinguished School  
English Language Teacher Experience and Curriculum Development  
Coordinator for Culturally Responsive Programming  
Non-profit experience

**WORK EXPERIENCE**

**First Place School – 1st/2nd Grade Lead Teacher**

*This school provides wrap around services for students and families. As a lead teacher in a self-contained, and combined, classroom I work with a team of case managers to provide stability and resources for students and their families during homelessness or when in crisis.*

- Develop, plan, and instruct a variety of curriculums: reading, math, science, health, P.E. and social sciences.
- Find resources, funding, and community partners for student field-studies and fieldtrips
- Provide individualized learning plans and social emotional plans for each student
- Communicate necessary information regularly to parents and colleagues regarding student progress and student needs
- Support student’s with mentorship, role-modeling, and counseling about their academic and developmental progress
- Be knowledgeable of community resources and academic supplemental supports for students and their families

**Puget Sound Education Services District – Native American Education Coordinator, Sumner District**

- Title VII Liaison between school district, administration, and parents
- Development of Native American programming, marking, and community engagement
- Academic counseling and monitoring of student grade/testing performance
- Event and volunteer coordination
- Native American Studies curriculum developer and teacher for K-12 schools
- Developer of in-school retention programs based in experiential education, and mentoring.

**National Urban Indian Family Coalition – Program Associate, Seattle**

- Special projects coordinator working to develop roundtable forums in 9 major US cities concerning urban American Indian policy studies. Additionally, member of the scholarship committee.

**English Language Teacher – Private Agent, Madrid Spain**

- Private English Language teacher for business professionals in Madrid Spain. Lessons were uniquely tailored for students who were interested in stronger proficiency, beyond conversational English. The 34 students ranged from basic beginner to advanced speakers.

**Children’s Day School – Substitute Teacher, Bay Teachers**

- Substitute teacher providing regular coverage for PreK through 8<sup>th</sup> grade classrooms in this unique child-centered and academically rich private schools in the San Francisco bay area.

**Broadway Elementary – Student Teacher Fourth Grade, LAUSD**

*This title 1 school is in a small neighborhood and at the time had a student demographic of 80% Hispanic, 15% Black, and 2.3% White. The school of 250 has 103 designated ELL students school wide in grades k-6.*

- As part of an Intervention team we successfully turned around the scores of a below proficiency failing class to success with a score of 63% proficient or advanced in English Language Arts and 97% proficient or advanced in Math in one school year.
- Curriculum development of supplemental ELL instruction with an emphasis in creative writing and storytelling skills
- Core reading instruction; writers workshop integrated curriculum
- High level small group differentiated math instruction
- Lessons in advancing note taking, research and testing skills
- Co-operative and collaborative teaching

**Overland Elementary - Student Teacher Kindergarten, LAUSD**

*This Advanced Studies School houses approximately 500 students and is a California Distinguished School with API scores that exceed +900.*

- Differentiated instruction for groups during language arts to help develop strategies for speech and spelling sound associations
- Supplemental arts and technology integration into science curriculum
- Implementation of culturally responsive instruction and workshops

**Institute for Jewish & Community Research – Researcher/Event Coordinator, San Francisco**

*I was an integral member of a small team that developed community programming, conducted research and community surveys, hosted international conferences, and managed numerous annual cultural events that educated the public on Jewish diversity.*

- Large community event on site coordination
- Coordinated event advertising and media relations
- Worked in partnership with other non-profit and community organizations
- Office skills using Excel, Imovie, Quark, PowerPoint, teleconference, Constant Contact

**Dance Workshop Development and Instruction**

*For nearly 10 years I have been performing and teaching dance instruction as an independent contractor.*

- Company member of Aguas de Bhaia Afro Brazilian Dance Company 2005-2009
- Company member with Carmen Carnes Dance Ensemble 2005
- Dancer and choreographer in *Random With a Purpose* 2002-2004
- Non-profit director for children/adult Native American, Afro Brazilian, and drumming performance workshops
- City of Los Angeles parks and recreation dance instructor ages pre-school through age 17
- Teacher aid at the Los Angeles County High School of the Arts physical education dance unit work-shopping contemporary and interpretive dance for musicians and visual artists

**MEMBERSHIPS AND VOLUNTEER WORK**

National Urban Indian Family Coalition, Special Projects Coordinator  
SANAI UCSC (Student Alliance of North American Indians), Alumni Member  
YMCA Volunteer Councilor Camp Whittle, West Los Angeles Branch  
US Department of Defense: Native American Land and Mitigation Program, Internship 6/2004

**INTEREST**

Native American Studies, international travel, yoga, mystery novels, Spanish language, painting, news radio, dance, national politics, writing, audio books, international films, forensic science, hiking, cooking, sailing

**REFERENCES**

Jason LaFontaine, *Puget Sound Education Services District, Renton WA*: 253.202.4802 [jlafontaine@psed.org](mailto:jlafontaine@psed.org)  
Steve Butts, *Canyon Elementary School, Los Angeles, CA*: 310.740.7686 [stevhenbutts@gmail.com](mailto:stevhenbutts@gmail.com)  
Principle Susan Wang, *Broadway Elementary, Los Angeles, CA*: 310.392.4944 [swang1@lausd.net](mailto:swang1@lausd.net)  
Janeen Comenote, *National Urban Indian Family Coalition, Seattle, WA*: 206.829.2229 [jcomenote@nuifc.org](mailto:jcomenote@nuifc.org)  
Esther Fishman, *Federal Reserve Bank, San Francisco, CA*: 415.377.7427 [estherfishman@gmail.com](mailto:estherfishman@gmail.com)

## Curriculum Vitae

### ❖ Providing Executive Assistance and Cooperative Consensus Based Systemic Team Building ❖

Executive Leadership / Strategic Planning /  
Public Relations & Promotion  
*Problem Solving ❖ Staff Training & Development ❖ General Support*

**Profile:** Instinctive problem solver with more than 30 years of varied experience in private and public sectors. 18 years of grassroots organizing experience in Peace/Social Justice & Public Safety – specifically Police Accountability with premier National Peace Organization. Excellent communication and public relations skills attained working with people from various socio-economic, educational and cultural backgrounds. Demonstrated supervisory experience working in varied environments with diverse populations (demographically as well as paid and unpaid). Experienced facilitator using and strengthening consensus. Extensive experience supporting committees and boards and managing advanced logistics and strategic implementation of directives. Advanced skills maintaining minutes and records and subsequent reporting.

#### Areas of Expertise

- Project Management
- Marketing
- Message Development
- Public & Media Relations
- Human Resources
- Community Organizing for Peace & Public Safety Concerns

#### Technical Skills:

- Off site support provision.
- Acquired skill with social media and promoting online presence.
- Graphic Design training and experience.
- Campaign support.
- Demonstrated skill and training in event and media production.
- Advanced facility management (telecommunications and computer installation management included).
- Advanced ability using all current versions of Windows and Microsoft Office Products, Creative Suite through ver. 6.

#### Career Highlights

##### Program Planning & Direction

- Long term experience representing regional office of National Peace and Social Justice Organization in Peace and Public Safety grassroots efforts – most activity related to Police Accountability providing technical support to groups examining policies and laws.
- Acted as part of community organizing team to develop funding alternatives for pre-arrest diversion and establish program model in South Seattle based organization.
- Provided Strategic planning for Police Accountability Coalition and designed and managed media strategy.

SHERI DAY

Sheri Day  
Curriculum Vitae

Staff Management, Development & Support

- Leading Fundraising at community based school -- \$2 million per year average; now developing foundation of long term resource to add to a \$3 million endowment.
- Providing leadership and close supervision of management team at community based school to reorganize and prepare for Phase 2 transition to Charter School.
- Supervised large and small staff both paid and unpaid.
- Managed training of state wide volunteer staff of 1000 to engage in political training, community organizing and volunteer base activation as political and event response teams.
- Designed materials for use in ongoing staff and volunteer orientation and administered orientations.

Financial Management

- Managed organizational budget of \$300,000 to \$400,000 using both zero based and program based budgeting.
- Provided Budgetary oversight for 3 legal entities in one organization establishing internal controls that recovered \$20,000 in lost funds
- Provided support to Executive Board Members in reducing liabilities.

Outreach & Communications

- Assisted Regional Director/Executive Director in general community outreach establishing and maintaining relationships and local presence among Peace Community and partner organizations.
- Assisted Regional Director/Executive Director and program staff and committees in establishing and maintaining relationships with elected officials.
- Established and maintained social media presence.
- Updated web pages in collaboration with program staff.
- Directed Press and Media strategy for Statewide Organization.

**EXPERIENCE:**

11/15/95 – 03/04/2013  
*Office Manager/Human Resources Liaison*

American Friends Service Committee, Seattle, WA

- Human Resources Responsibilities -- including orientation, completion of employment paperwork and review of policy.
- Represented Regional Office and Executive Director in local efforts related to community mobilization for peace and social justice -- main focus on public safety and police accountability.
- Technical support to grassroots efforts focusing on media response, policy commentary and mobilization on policing and public safety.
- Provide clerical support and logistics for administrative committees.
- Coordinate/implement special programs.
- General assistance to Regional Director and consultation on behalf of the Regional Director with staff.
- Design, layout and edit regional newsletters and handout materials.
- Provide support, guidance, distribution and follow up for press alerts and notifications including refining and promoting media statements.
- Design, implement and maintain local social media presence including updating regional web pages and driving social media traffic.
- Collaborated with program staff to create material for online presence.

1989 – Present  
*Consultant / Media and Materials Design*

Wynaco Community Services / Sojourner Technical Services, Seattle WA

- Promote local cinematic premier of *Free Angela* as non-profit fundraiser.
- Provide assistance establishing organizational materials and infrastructure.
- Design and prepare training materials and handouts, correspondence and record keeping for non-profit and grassroots organizations.

Sheri Day  
Curriculum Vitae

2005 - 2010  
*Consultant / Strategic Planning  
/ Media and Materials Design /  
Grant Writing*

POCAAN (People of Color Against AIDS Network), Seattle WA

- Provide general assistance with grant writing.
- Generate layout and design of program marketing materials for electoral lobbying.
- Direct press campaigns for program.

9/1992 - 2000  
*Consultant Strategic Planning*

Progressive Solutions, Seattle WA/Cambridge MA

- Provide assistance with strategic planning to establish community-based harm reduction program and public safety.
- Provide assistance completing grant applications.
- Provide correspondence to establish Statewide presence and build press and community relationships.
- Establish initial donor and mailing list for start-up programming.
- Design and prepare training materials and handouts.

Additional Clerical/Computer Skills:

- Programs: Windows XP, Vista and 7, MSWord 7.0 to 2010, MS Excel; Creative Suite 3-6; QuarkXPress; Quicken/Quick Books Pro; Dos 6.2; FundRaiser Professional (many more)
- Other: 10Key by Touch, 95 WPM, skill using and repairing Macintosh/IBM-PC

COMMUNITY ORGANIZATIONS:

- Board President, First Place School
- Minority Executive Directors' Coalition
- Multi-Cultural Police Accountability Task Force
- Member/Founder John T. Williams Organizing Coalition
- Candidates Forum on Police Accountability (South Seattle) – Multiple Election Cycles
- Community Advisory Committee – Communities Uniting Rainier Beach (formerly Clean Dreams)
- People's Coalition for Justice
- Chair of Brian M. Day Memorial Scholarship Committee
- Past Board Member of Chicken Soup Brigade

EDUCATION:

- BFA - Cornish College, Seattle, WA
- Assorted technical & Sales Courses (including Lou Tice, Jack Stanley and Dick Warn).
- Completed Advanced PC Hardware Repair Training with SkillPath Seminars.
- Completed Human Resources Law Review with American Management Association.
- Completed Supervisory Training A & B with National AFSC Office of Training and Development, Philadelphia, PA.

Ed Jefferson

Bio

**Teaching Career:**

Olympic View Elem. School, Grades 4<sup>th</sup> and 5<sup>th</sup>

Meany/Madrona Middle, Grades 3, 4, and 5

South Shore: Grades (now South Lake) 7<sup>th</sup> and 8<sup>th</sup>

**Principal/Administrative Positions**

Administrative Intern: Laurelhurst Elem. School

House Administrator: Coe Elem. School and Madrona Middle School

Principal at Rainier View Elem. School

Principal at Colman Elem. School (Housed at TOPS)

Principal at New Colman (Renamed Thurgood Marshall)

Principal at Northgate Elem. School

Summer School Principal at TT Minor, Brighton and Whittier

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Served on and chaired a number of Interview Teams for the Seattle School District with respect to Teachers and Principals

Served as principle at schools having a large Bilingual and Special Education population. (Thurgood Marshall and Northgate)

Served as principle at schools having a Gifted Program. (Laurelhurst, Washington Middle School and Coe.

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**Served on the boards of the following Organizations:**

Atlantic Street Center

East Madison YMCA

TAF (Technology Access Foundation (Supports technology for communities of color)

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**Organizations:**

Member: The Breakfast Group. (Serve on the Education Committee)

Member: Seattle International District Rotary Club

Previously Member of the Emerald City Rotary and the North Seattle Rotary

Founder of Seattle Chapter of "Concerned Black Men" Organization working with young African American Males

## EVIE LIVINGSTON

### **OBJECTIVE: School Administrator**

### **EXPERIENCE:**

**12/13 – Present Director: College Success Foundation, Washington State Opportunity Scholarship Program – Issaquah, WA**

- Providing leadership for the Washington State Opportunity Scholarship Program; Developing a pipeline of supports to increase the number of bachelor's degrees in STEM high demand fields; Improving student outcomes through CSF programs; Building capacity statewide to increase college access and success for low to middle income students through the creation and strengthening of regional networks and partnerships.

**10/11 – 2/13 Program Manager: (The Martinez Foundation – Greater Seattle Area)**

- Provided coaching, mentoring, classroom observation and support for 64 teachers in 6 districts.
- Established and maintained partnerships with educational community where Fellows are likely to teach, including university deans, superintendents, human resource directors and principals.
- Managed programs, development and outreach in alignment with strategic plan.
- Planned and facilitated Fellow events & seminars; including new teacher evaluation, grant writing & self-care.
- Recruited, reviewed scholarship applications, interviewed prospective Fellows and collaborated with partner universities in Fellow selection and scholarship awards.
- Public speaker and representative for the Martinez Foundation at events.

**7/10 – 8/11 Principal: (Highline School District – Mount View Elementary School)**

- Administrator for a diverse, dual language school (Spanish K-6 model) of 585 students in the White Center area of Seattle. Focused on raising the level of student achievement utilizing a frequent monitoring system to inform instruction and to assess student learning. Engaged staff in professional development to address the learning needs of students and to develop school-wide improvement plans.
- Principal rep on district committee reporting to superintendent to revise future principal evaluation standards.
- Partnership with: Casey Foundation/Foundations Inc. to raise level of student achievement with a focus on K-2 reading; Community Schools Collaboration after school tutoring & family support; White Center Community Development Association; Tech-Start after school technology development.

**7/07 – 7/10 Principal: (Highline School District – Chinook Middle School)**

- Administrator for a school of approximately 500 students, over 40 languages and nationalities, high poverty and free & reduced lunch.
- Achieved gains in district wide MAP assessment not seen in approximately 20 years in Math and Reading; WASL score gains for 8<sup>th</sup> grade met or exceeded expected growth for 2008; ELL academic gains showed growth for both 7<sup>th</sup> and 8<sup>th</sup> grade.
- Developed and implemented school-wide progressive discipline plan aligned with student incentive program; led staff to develop 1<sup>st</sup> back to school assembly that emphasized promoting student success at the start of the year regarding school-wide expectations academically, behaviorally and socially.

- Guided Chinook learning community through preparing and executing its Restructuring plan.
- Led grade-level teams to modify and align instruction as student learning gaps were identified; initiated planning meetings with elementary and high school staff to develop K-8 curriculum and instructional alignment.
- Served as Middle School rep on district Middle School Study committee to develop plans for improving middle school academics, culture and personalization district wide. Prepared report on personalization and presented to superintendent and school board.
- Fostered open communication and collaborative leadership style.

7/04 – 7/07 **Principal: (Seattle Public Schools – Kimball Elementary School)**

- Administrator for one of the largest elementary schools in SPS. Over 500 students, highly diverse, over 40 languages, approximately 37% ELL, 3% SPED, 56% free/reduced lunch.
- Achieved greatest gains (2000-2006) in WASL scores for Reading, Writing and Mathematics during the years of my leadership. Developed and implemented school-wide discipline plan and classroom triad system. Guided Kimball learning community through preparing and executing its Transformation plan.
- Raised level of staff collaboration in decision-making processes, including communication systems that provided timely & consistent dispersing and retrieving of information.
- Led grade-level teams to modify & align instruction as student learning gaps were identified K –5.
- Fostered open communication and collaborative leadership style.
- Encouraged increased engagement of Building Leadership Team (BLT) to facilitate processes for frequent communication with staff, determined needed resources and school transformation planning.
- Recognized: Annual acknowledgement of teachers and parent/volunteers. Partnered with PTSA fundraising to raise in excess of \$40,000 dollars each year for student and teacher resources. Served as Elementary rep to SPS Budget Advisory Team (BAT) and superintendent to prepare report and to address district-wide budget and staffing issues.

8/02 – 7/04 **Assistant Principal: (Meany Middle School) Principals: Christi Clark, Princess Shareef**

- Diverse student population – 81% students of color, 14% English Language Learners, 19% of students in the special ed. program, and 63% of students qualified for free or reduced lunch.
- Through relationship building reduced suspensions by over 50% in a school with the greatest rate of discipline incidents in the district.
- Middle school rep on SPS Discipline Task Force to revise district’s discipline matrix, definitions and guidelines to promote progressive disciplinary practices.
- Led staff to develop program design & curriculum development for Summer Academy. Emphasis: Hands-on Science, Math and Language Arts.
- Supervised Bi-lingual, Regular, Special Education teachers and support staff, substitutes, security, AVID (Advancement Via Individual Determination)/UW GEAR UP and PASS (Positive Alternative to Student Suspension) programs.
- Developed and led implementation of progressive school-wide discipline plan.
- Created Parent/Guardian & Student Handbook.
- Facilitated budget planning.
- Supported teachers struggling with instruction, and classroom management.

8/01 – 7/02 **Danforth Intern: (Thurgood Marshall Elem.)Principal: Benjamin Wright-Mentor and Regional Director for Victory Schools in Philadelphia, PA.**

1/02 – 4/02 **Danforth Intern: (Coho/NOMS - Salmon Bay K-8) Principal: Jeff Clark**

1/02 – 7/02 **Danforth Intern: (SPS Central Office) Special Projects Director: Sue Byers**

- Identified school strategies of 100 Seattle public schools’ transformation plans to eliminate the achievement gap, created itemized table of aggregated data; report of findings presented to superintendent and distributed at the January 2003 district-wide SPS School Leaders meeting.

- Created and introduced Seattle Public Schools' **Disproportionality website** to Superintendent, Senior Staff, and School Board; created briefing notebook for Mayor Greg Nickels outlining district-wide efforts to eliminate disproportionality; **engaged** in district-wide leadership training and strategic planning sessions with Glenn Singleton and the Disproportionality Action committee to develop and implement a plan to eliminate disproportionality; **built capacity** by creating a template for recording shared ideas, vision, and recommendations of the committee and ad-hoc groups; **compiled data for report to the SPS School Board regarding implementation of strategies to reduce disproportionality.**

**EDUCATION:**

**Masters of Education:** University of Washington, Danforth Educational Leadership & Policy Studies, June 2002, GPA: 4.0  
**Certification:** Principal and Program Administration (August 2002); Teacher (June 1996)  
**Seattle Urban Teacher Education Program (SUTEP):** Western Washington Univ., June 1996, GPA: 3.71

**ENDORSEMENTS:** Elementary Education K-8, ESL K-12 (July 1999), Psychology 4-12

**NOMINATION:** One of three Seattle School district administrators nominated by colleagues for the 2004-05 AWMLP Regional Distinguished Administrator Award.

**TEACHING & OTHER EXPERIENCE:**

8/98 – 6/01 **Teacher:** (Whitworth Elementary School) **Principal:** Dan Hailey  
 Taught 5<sup>th</sup>, 4th/5th, and 2nd/3<sup>rd</sup> grades in an urban school setting perplexed by higher than average numbers of underachieving, behaviorally challenging students. Integrated Reading and Writing into a strongly Math and Science focused curriculum; **Wrote and taught extensive Science unit, "Systems of the Human Body", used by Western Washington University Intern Coordinator as sample for fellow interns; Commended for significant gains in WASL, ITBS & DWA scores for over 85% of my students. DWA: 92% within standard.** Mentor to new and struggling teachers; Collaborated with Head teacher to develop school-wide **Discipline Plan**; created referral forms; improved school to home communication.

8/96 – 6/98 **Middle School Generalist:** (Madison Middle School) **Principal:** Stephanie Haskins  
 Taught 8<sup>th</sup> grade Integrated/Honors Math (1997–98); 8<sup>th</sup> grade Language Arts (1996-97); **Commended for significant gains in ITBS Math scores.**

8/91 – 8/96 **Family Support Worker:** (Seattle Public Schools) **Supervisor:** Dr. Audrey Williams  
 Fostered home to school partnerships; Provided support and access to food, counseling, housing, medical, clothing and academic resources; Liaison for students and families to find community resources and to increase student achievement and success at school; Worked collaboratively with staff and administration on behalf of students and families.

**PROFESSIONAL DEVELOPMENT:**

- **New teacher evaluation standards; grant writing, time management and self-care.** (2012-2013)
- **"Leading for Quality Teaching: Using the 5 Dimensions of Teaching & Learning"** (Highline School District, October 2010 – June 2011)
- **Making Connections (Foundations, Inc.)** A neighborhood transformation & Family development initiative (September 2010- June 2011)

- **“Accelerating Academic Achievement for English Language Learners”** (The Leadership and Learning Center, Highline School District – August 2010)
- **Positive Behavior Interventions & Support (PBIS):** Highline SD& Puget Sound ESD(2010-June 2011)
- **Response to Intervention (RTI)** A systems and problem solving approach using research-based practices to enhance the success of all children. (Highline School District, November 2010 – June 2011)
- **Dual Language Training Institute:** Highline School District, June 2010.
- **“Structural/Institutional Racism & Leadership”:** Highline SD (Reach Out for New Futures, Jan. 2010)
- **“Leadership for Eliminating the Achievement Gap”:** Highline SD (Center for Educational Leadership, U.W., 2010 –June 2011)
- **Cultural Competency Training:** Seattle Public Schools (Dr. Glenn Singleton, Dr. Caprice Hollins)
- **Microsoft Math Initiative:** Partnership with Highline School district and Microsoft to provide data, professional development and resources to support district-wide student achievement goals for middle schools. (2007 -2010)
- **Center For Educational Leadership Institute:** In-depth study and walk-throughs to assess student achievement, data and instructional practices in elementary and middle schools. **University of Washington,** (Seattle School District, Sept. 2005-June 2006)
- **Data Teams:** (Center for Performance Assessment) District-wide training to facilitate with school teams data-driven decision making. (**Doug Reeves** 2004-2005, 2007 - 2011)
- **Mathematics** workshops: Best practices for math instruction: (2003-2006)
- **Culturally responsive teaching** strategies, frameworks & building capacity with staff: (2003-2006)
- **“Conducting Classroom Walkthroughs to Maximize Student Achievement”:** Central Kitsap Middle School, (January 12 & 13, 2004)
- **Cognitive Coaching:** (2001-2002)
- **AVID (Advancement Via Individual Determination) Institute:** Atlanta, 2003; Sacramento, (2002, 2007-2010)
- **“Creating A Community of Mathematics Learners”:** **University of Washington,** summers and academic year workshops, (1997-1998)
- **Teaching Adolescents (Columbia University, NY & Seattle NUA):** Extensive practicum instruction and training relating to: Supporting the learning process of adolescents; Factors that affect learning and development; & Theoretical considerations for adolescent pedagogy. (1997-1998)



## Model Secondary Schools Project

Appendix I  
Resumes of Key Personnel

*Working with schools and districts to ensure our urban students have the 21st Century schools they deserve.*

### Linda MacDonald's resume

#### Objective

To serve as a change agent for effective and equitable transformation and school choice in urban and rural education through development of innovative strategies and materials, group facilitation and technical assistance, resource and knowledge management, broadening the scope of options available to school and district teams, and Executive Coaching of Administrators at the school and district level.

#### Contact Information:

Linda MacDonald  
Co-director  
Model Secondary Schools  
Project  
Phone: 206-499-8337 email:  
lk@modelschoolsproject.org

#### Qualifications

Facilitating planning and development of school and district reform efforts that bring equity of opportunity to urban students has come to be the focus of my current efforts building on many years in school administration, teaching, and counseling. I have had unique opportunities in my career to establish new schools utilizing innovative instructional practices that provide the base and mission for this ongoing work.

#### Work History

Model Secondary Schools Project, Partner 2004-Present

- Planning and development guidance and implementation support for 10 charter schools.
- Project management - development and implementation of a district high school reform strategic plan for Superintendent and Deputy Superintendent of a mid-sized urban district.
- Facilitating Development and Implementation of SLCs, 9th Grade Academies and Small Schools in Urban Districts.
- Facilitating the alignment of policies and practices to support innovative change in schools.
- Executive Coaching for Principals and Central Office Administrators in leadership and planning.
- Design Team Facilitation for schools and instructional support projects
- Grant and project proposal development

Co-Director, MSSP 2000-2004

- Facilitated Design, Implementation and Fiscal Management of a \$5.5 million grant to create model small schools in eight urban districts across the Nation.
- Facilitated meetings of Mayors, Superintendents and other public officials in the change process of creating relevant, rigorous and relationship based small schools.
- Facilitated a bottom-up design while coaching at a District level to put systems in place to incubate, and align policy and practice to support these new small schools.

Founding Principal, Internet Academy 1997-2000

- Facilitated the Design and Implementation of the first online school in the State of Washington which at the end of three years served 900 students from within Washington, across the nation and internationally.
- Managed a \$2.5 million annual budget for the school.
- Developed business partners to develop, create and provide online solutions for student learning.
- Trained teachers for an online environment and monitored their onsite and remote teaching online.
- Instructional Leader for 20 online teachers.
- Advocated and became part of a team to rewrite, at District and State level, policy and regulation changes to allow for best practices in online learning.



## Model Secondary Schools Project

Appendix I  
Resumes of Key Personnel

*Working with schools and districts to ensure our urban students have the 21st Century schools they deserve.*

### Linda's resume (page 2)

Adjunct Professor, Seattle Pacific University  
Adjunct Professor, Heritage College  
Principal, Federal Way, WA.  
Assistant Principal, Federal Way WA.  
Teacher, Federal Way, WA  
Director/Teacher, St. George's School Spokane, WA.  
Adjunct Professor, Whitworth College, Spokane, WA  
Counselor, Spokane Mental Health Clinic, Spokane, WA

Contact Information:

Linda MacDonald  
Co-director  
Model Secondary Schools  
Project  
Phone: 206-499-8337 email:  
lk@modelschoolsproject.org

Education

Master of Arts, School Administration	Seattle Pacific University
Certification Accelerated Learning	Harvard University
Certification Gifted Education	Whitworth University
Master of Arts, Counseling	Gonzaga University
Bachelor of Science	University of Oregon

Clinical Child Psychology Major, with Minors in Music, Math, Biology

Licenses and Certificates

State of Washington, K-12 Administrative Certificate  
State of Washington, K-12 Permanent Teaching Certificate  
State of Washington Mental health Counselor License

Project Planning and Facilitation

Executive coaching and project management for Deputy Superintendent of mid-sized urban district  
Facilitate planning and implementation of high school reform strategy for mid-sized urban school district  
Project planning and facilitation for organizational and instructional change , Detroit, 2009-12  
Converting to Small Themed Learning Communities, Clark County School District, 2006 - 2007. Conversion of  
Conversion of Franklin High School Into Small Themed High Schools, Rochester, NY, 2004 - 2007  
Conversion of Edison Tech High School Into Small Career Tech High Schools, Rochester, NY, 2004 - 2007  
Design Team—Tiger Woods Learning Center, Anaheim, CA, 2004-05  
"Connecting Time" - A National Networked Learning Project and Video Conference, Fall 2003  
Model Secondary Schools Project—Start-up of Eight Small Urban Public High Schools, 2000 - 2004



## Model Secondary Schools Project

Appendix I  
Resumes of Key Personnel

*Working with schools and districts to ensure our urban students have the 21st Century schools they deserve.*

### Linda's resume (page 3)

#### School Reform Projects

##### Detroit Public Schools

Southwestern High School

Pershing High School

##### Rochester City School District:

Global Media Arts High School, 2001- 2008

Bioscience High School, 2004 - 2008

International Finance High School, 2004 - 2008

School of Imaging & information Technology @ Edison , 2004 - 2008

School of Engineering and Manufacturing @ Edison, 2004 - 2008

School of Applied Technology @ Edison, District, 2004 - 2008

School of Business & Entrepreneurship @ Edison, , 2004 - 2008

##### Clark County School District:

Cimarron-Memorial High School, 2007 - 2008

Western High School, 2007 - 2008

Eldorado High School, 2006 - 2008

Keller Middle School, , 2006 - 2007

O'Callaghan Middle School, 2006 - 2007

Fremont Middle School, 2006 - 2007

##### Model Secondary Schools Project:

Tech Boston Academy, Boston Public Schools, 2000 - 2007

Detroit Technology High School, Detroit Public Schools, 2000 - 2006

Entrepreneurship High School, Cincinnati Public Schools, 2002 - 2004

Peterson Center, Clark County School District, 2002 - 2004

Success Tech Academy, Cleveland Municipal School District, 2001 - 2004

East St Louis Networking Academy, East St Louis School District, 2001 - 2004

Compton Small High School, Compton Unified School District, 2000 - 2004

#### Publications

Co-author: **Expanding Our Expectations** with Partnership for Learning on  
Common and Career College Readiness

Co-author - **A New Lens on Learning**, Model Secondary Schools Project, 2004.

#### Grants Received

Model Secondary Schools Project - Bill & Melinda Gates Foundation, August, 2000.

#### Contact Information:

Linda MacDonald

Co-director

Model Secondary Schools

Project

Phone: 206-499-8337 email:

lk@modelschoolsproject.org



## Model Secondary Schools Project

Appendix I  
Resumes of Key Personnel

*Working with schools and districts to ensure our urban students have the 21st Century schools they deserve.*

### Linda's resume (page 4)

#### Conference Planning and Leadership

- "Converting Edison into Four Small High Schools", Rochester, NY, July 2004
- "Summer Institute" New Orleans, LA, June 2004
- "Summer Institute" Seattle, WA, June 2003
- "Summer Institute" San Antonio, TX, June 2002
- "Summer Institute" Chicago, IL, June 2001

#### Contact Information:

Linda MacDonald  
Co-director  
Model Secondary Schools  
Project  
Phone: 206-499-8337 email:  
lk@modelschoolsproject.org

#### Conference Presentations

- Conditions for School Success, Starting a Charter School** – WA Charters Conference, May 2014
- Developing a District Wide High School Strategy - A Case Study**, ASCD Annual Conference, 2010
- Success Happens Intentionally -Balancing Organizational Development, Innovation and Academic Achievement**, Association of Latino Administrators and Superintendents, Nov 2009
- 3 Rs Framework**, multiple school district sites, 2007-2008
- Creating Student Centered Learning Environments in Small Urban High Schools**, NECC, June 2005
- Model Secondary Schools Project**, NSBA Technology & Learning Conference, Fall 2004
- A Working Vision for Change**, Education Trust Conference, Fall 2004
- Another Way of Thinking About Media**, Defining Global Media GMA HS, Summer 2003
- A Support System for a Learner Centered School Community**, MSSP Project Sites, Fall, 2001
- A Support System for Learning and Collaboration**, Gates Foundation Network Meeting, Spring, 2001

# Model Secondary Schools Project

## Innovation, development and support for 21st Century Schools

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### Ron MacDonald

P.O. Box 1684  
Bellevue, WA 98009  
rm@modelschoolsproject.org  
206-953-3078

#### Objective

To serve as an agent for effective and equitable change in urban education through strategic planning, executive coaching, instructional practices, development of innovative instructional solutions and materials, group facilitation, utilization of technology based resources, and broadening the scope of options available to school and district teams.

#### Qualifications

The opportunity to assist teams in bringing clarity to systemic efforts to improve the performance of urban students has developed from unique opportunities and model teachers I have had in education, technology and media. This background has allowed me to assist public schools through familiarity with technology based information and communication systems, strategic planning, project facilitation, and a wide range of technical assistance services that include development of conceptual documents, charts and narratives that guide the development of project proposals, strategic plans and organizational capacity development. These efforts are collaboration driven through customized templates and discussion protocols to map the thinking of diverse groups, development of concept documents and narratives and training in use of collaborative information systems. I have served as the key of multiple reports, presentations and proposals.

#### Education

Masters Degree, Media Communications, Governors State University, Illinois, 1982.  
Master's Degree, Elementary Education, Governors State University, Illinois, 1981.  
Bachelor's Degree, Visual Education Studies, Empire State College, New York, 1979.  
Photography Certificate, Visual Studies Workshop, Rochester, New York, 1976.

#### Grant Funded Projects and Proposal Author

Washington State Charter Schools Association - multiple grant applications, strategic plan, membership and services plan, Seattle, 2013-14  
Charter school authorization proposal advisor – provided proposal development reviews and development consulting to ten charter school founding teams.  
School Improvement Grant—Pershing High School, Detroit Public Schools, 2011  
School Improvement Grant—Southwestern High School, Detroit Public Schools, 2010  
Model Secondary Schools Project - Bill & Melinda Gates Foundation, August, 2000.

#### Positions Held

Partner, Co-Director, Model Secondary Schools Project LLC 2004 - present.  
Co-Director - Model Secondary Schools Project, 2000 - 2004  
Information Architect - Institute for K12 Leadership, University of Washington, 2000 - 2001  
Classroom Teacher/curriculum developer, technology director, Internet Academy, 1997- 2000  
Television Producer/director – local cable program - The Virtual Classroom, 1996 - 1997  
Classroom Technology Specialist - Franklin & Lakeview Elementary Schools, Lake Washington School District, 1993 - 1996.  
Independent video producer and educational technology consultant, 1982 - 1994.  
Artist-in-residence projects – Washington, Idaho, Illinois, 1982 - 1985.  
Graduate assistant – Film & video production, 1981 - 1982.  
Teacher Corps Intern, West Harvey, Illinois School District, 1979 - 1981  
Program Director – Backroom Project – community youth program, Rochester, NY, 1977 - 1979

## Ron MacDonald

### Conference Presentations

**Conditions for School Success, Starting a Charter School** – WA Charters Conference, May 2014  
**Developing a District Wide High School Strategy** - A Case Study, ASCD Annual Conference, 2010  
**Success Happens Intentionally** -Balancing Organizational Development, Innovation and Academic Achievement, Association of Latino Administrators and Superintendents, Nov 2009  
**3 Rs Framework**, multiple school district sites, 2007-2008  
**Creating Student Centered Learning Environments in Small Urban High Schools**, NECC, 2005  
**Model Secondary Schools Project**, NSBA Technology & Learning Conference, Fall 2004  
**A Working Vision for Change**, Education Trust Conference, Fall 2004  
**A Support System for a Learner Centered School Community**, MSSP Project Sites, Fall 2001  
**Extending Learning: Integrating Technology into the Classroom**, MSSP, June, 2001  
**A Support System for Learning and Collaboration**, Gates Foundation Network Meeting, 2001  
**Teaching in a Networked Environment**, Institute for K-12 Leadership, Fall 2000

### Publications

**Starting a Charter School** –Webinar Training Series for WA Charters, April 2013  
**Expanding Our Expectations: The Shift to Common Core Standards for Washington Students**, co-author with Partnership for Learning, publication date: June 2013  
**A New Lens on Learning**, Model Secondary Schools Project, 2004

### Information Systems Design

SIIA CODiE Awards Judge—Education Software for Personalization, Spring 2013, 2014.  
Training and consulting in use of collaboration tools for knowledge management, and document management.  
Information and education resource database, Institute for K-12 Leadership.  
Design coordination of development for Personalized Student Planning System, MSSP grant.  
Online curriculum development standards, integrated online student information and communication systems, and support systems for Online School—Internet Academy.

### School Reform Projects

High School Turnaround Partner—Detroit Public Schools—Southwestern & Pershing High Schools, 2009-11  
High School Reform Strategy, planning, team facilitation, author, executive coach, Rochester School District, 2008.  
Restructuring Middle & High Schools as Small Learning Communities - Western High School, Eldorado High School, Chaparral High School, Clark County School District, Keller Middle School, O'Callaghan Middle School, Fremont Middle School, Clark County School District, 2006 - 2008  
School Development and Performance Improvement—Franklin Campus Small High Schools -Rochester City School District 2001- 2008—Global Media Arts High School, International Finance High School, Bioscience High School.  
Redevelopment of Edison Campus as four small high schools, Rochester City School District, 2004 - 2008—School of Imaging & information Technology , School of Engineering and Manufacturing @ School of Applied Technology , School of Business & Entrepreneurship.  
The Original eight MSSP Schools: 2000 - 2005: Tech Boston Academy, Boston Public Schools, Detroit Technology High School, Detroit Public Schools, Entrepreneurship High School, Cincinnati Public Schools, Peterson Center, Clark County School District, Success Tech Academy, Cleveland Municipal School District, East St Louis Networking Academy, East St Louis School District, Compton Small High School, Compton Unified School District.

### Author - Planning and Facilitation Guides

MSSP: School Turnaround Framework; Rigor, Relevance & Relationships Framework; Defining Fundamentals of Leadership; MSSP Change Theory Roadmap; Appreciative Inquiry Based School Re-Design  
Connecting Time - An Instructional Guide for the Project  
Design Standards for Developing Online Curriculum

**Daniel James Seydel, II**

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I am an experienced business manager with expertise in management systems. I have a history of mentoring entrepreneurs by providing skill development and process management training. I work with low income individuals and groups to create workforce development internships. As an individual and as a business owner, I work with the executive and legislative branches of government to improve conditions for small businesses and people of color.

**Education**

*Bachelor's Degree in Business Administration, Pacific Lutheran University*  
*Certificate in Construction Management, A.G.C./Turner School of Construction Management*  
*Certificate in Contractor/Subcontractor Conflict Resolution, A.G.C. of Washington*  
*Certificate in Financial Management, Bank of America Working with the Closely Held Business*

**PROFESSIONAL ACHIEVEMENTS**

**Staff & Skill Development**

Founded one of the Bay Area's fastest growing staffing firms that employed over 250 people in the Bay Area.

**Project Management**

Assist clients to estimate, negotiate, staff and manage contracts in private, public and federal contracting environments.

Developed and streamlined processes to assist small businesses to be competitive.

**Sales Growth**

Assist clients secure over \$120 million in revenue in 10 years with over 20% going to small, M/W/DBE and Section businesses.

**Cost Controls**

Assist clients to reduce overhead and direct costs resulting in increased profits.

**Other Accomplishments**

Board Member of Association of Washington Business (2007-present)  
 Nominated for Puget Sound Business Journals Top 40 under 40 (2008)  
 Designed and built Green ECO block construction single family home/office (2009)  
 Tabor 100 Crystal Eagle Award winner (2007)  
 Chair, CPARB Small Business Task Force (2010 – 2011)  
 Executive Director/Operations Manager National Association of Minority Businesses (2011)  
 Assisted in writing and testifying in support of a number of bills that became law supporting small business.

**Platinum Group, LLC**

**2001 – Present**

*Sole Member - President & CEO*

**(B2B/B2G/B2NP)** Platinum is a business development consulting firm providing businesses, in a variety of industries including non profits and government agencies, a wide range of organizational development and capacity building services. Services include but are not limited to:

- |   |   |
|---|---|
| Business assessments                          | Develop and implement business and staffing plans |
| Analyze project requirements and complexities | Develop project solutions                         |
| Evaluate client needs                         | Improve policy and procedures                     |

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**Daniel James Seydel, II**

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Design and implement sales and marketing campaigns  
Respond to proposal invitations (RFQ/RFPs)  
Develop production schedules  
Analyze productivity reports

Make recommendations on fast tracking/value engineering  
Budget creation and management  
Project management and contract compliance  
Contract negotiations  
Problem solving and conflict resolution services

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**Daniel James Seydel, II**

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**MS Construction, Inc.**  
*President & CEO*

**April 1995 – April 2001**

Responsible for the growth, management and financial decisions of the corporation.

- Drove revenue 300% in 4 years by implementing an aggressive marketing campaign.
- Established budgets, negotiate owner and subcontractor contracts.
- Supervised and managed employees and subcontractors (up to 50 people).
- Provided clients with construction management, project promotions and budgeting services.
- Aided in the development of a nationally recognized corporate Mentor-Protégé program while serving on the board.

**Len-Can Builders, Inc. (A SHA Section 3 firm)**

**July 1991 – March 1995**

*Business Development Executive - Project Manager*

Aided corporate President to expand corporation, as well as assist in management of the company's operations and major construction projects.

- Propelled sales growth from \$500,000 to a multi-million dollar corporation in 4 years through developing strategic business development plan.
- Reduced direct costs 13% by effectively scheduling and managing projects ranging in size from \$25,000 - \$2 million.
- Awarded Small Business Administration Region X Contractor of the Year, McChord AFB Contractor of the Year and the City of Seattle Small Business Task Force of the Year

**Community Service**

Board Member, Association of Washington Business (AWB)

Former Chair, ABC Diversity Committee (ABC)

Former Board Member (Treasurer, Secretary and Business & Legislative Chair) Tabor 100

Former Team Captain, Rotary International (Puyallup)

Member, National Association for the Advancement of Colored People (NAACP)

Volunteer, Urban League of Metropolitan Seattle Contractor Development & Competitiveness Center

Volunteer/Former Protégé Board Member, Central Area Motivation Program Contractor Resource Center

Sponsor, Young Men Christian Association (YMCA) Black Achievers Program

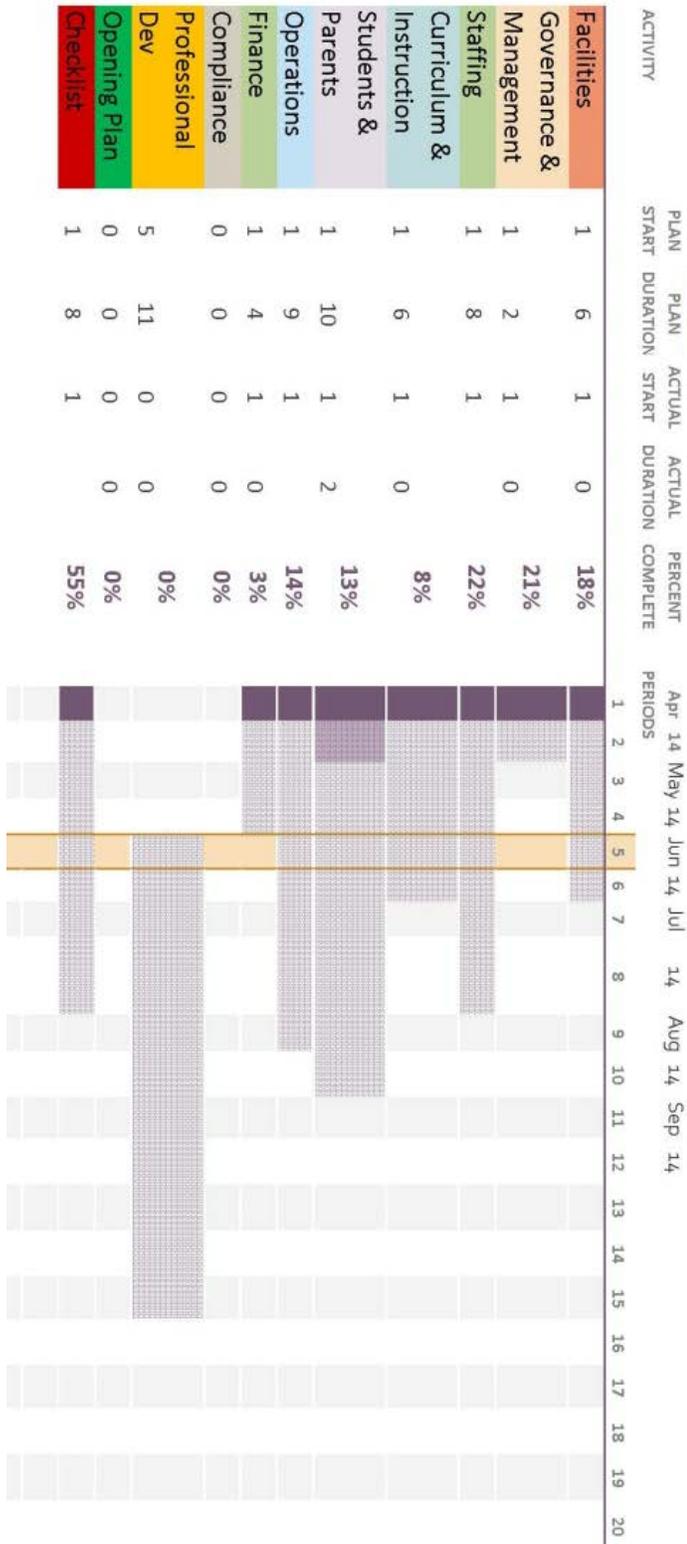
Mentor-Motivational Speaker

# Appendix J: Start Up Plan & Timeline

Report date 6/7/2014

## First Place Scholars Charter School Planning & Implementation Chart

Needs review



Period Highlight: 5

- Plan
- Actual
- % Complete

Report date: 6/7/2014 Progress: Not Set OnTime Late Complete

## First Place Scholars Charter School Planning & Implementation Chart

Facilities & Fixtures

No.	Item	Responsibility	Interim Steps	Deliverables	Crosslink	Progress	Start	End	PLAN	ACTUAL	ACTUAL	PERCENT	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14
1	Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the building code and the number of students enrolled.	Project Team Unit Principal Start	Establish Review Process and specifications for classroom requirements, facility needs, etc. Staffing projections to establish preliminary classroom assignments for facility planning.	A. Written document identifying review process. B. Specifications for determining need. C. Space utilization plan and classroom draft floorplans.		Progress	6/1/2014	6/30/2014	3	2	3	30%						
2	Facilities upgrade (in year one, upgrade library to STEAM center, room rehab, moving offices & conversion to classrooms, furnace repair, student safety and security)	Project Team Unit Principal Start	A. Establish list of known needs. B. Seek input to identify additional needs. C. Preliminary inspection to establish initial specs. D. Seek bids. E. Identify contractor to perform work. E. Acquire any needed permits and perform work. F. Inspect and accept work. estimate.	All work completed to meet zoning and code requirements and school quality standards, within budget	Planning & Building Item 21	Progress	4/1/2014	6/30/2014	1			10%						
3	Space is accessible to all students (including handicapped students), clean, and well-lit.	Project Team Unit Principal Start	Verify lighting and remove all clutter, obstructions that could prevent a wheelchair from accessing.	Inspection has been conducted and recommended actions taken.		Progress	6/1/2014	6/30/2014	4	3		20%						
4	School has adequate food storage facilities and cooking in kitchen area.	Project Team Unit Principal Start	Re-locate storage areas where correct food service is provided. Verify storage needs sufficient for enrollment growth and extended day. B. Verify temperatures and fixtures meet requirements.	Written recommendations presented based on information gathering. Storage needs included in budget, needed renovations shelving etc. complete.		Progress	6/1/2014	6/15/2014	4	2		0%						
5	A certificate of occupancy (or equivalent) as well as any other appropriate permits.	Project Team Unit Principal Start	Verify any related renovations have proper documentation posted or in file.	Copy of certificate of occupancy and other appropriate certificates of inspection or permits.		possible renovation permits?	6/1/2014	6/15/2014	1	1	1	100%						
6	Certificates of insurance are on file with minimum levels required by the Commission.	Project Team Unit Principal Start	Confirm policy is in compliance.	Copy of certificate of insurance or insurance policy or binder.	Operations Item 20	July 1 start date for policy	4/1/2014	6/30/2014	1	6	1	50%						
7	Space is safe and secure: entrance and egress from the school's space is adequately controlled.	Project Team Unit Principal Start	Re- establish safety guidelines per code. B. Conduct inspection and compile list of needed improvements. C. Ensure improvements are implemented. D. Re- establish signage/primary door.	All interim steps successfully completed		Progress	4/1/2014	6/30/2014	1	6	1	10%						
8	Sign for the School is evident.	Project Team Unit Principal Start	Re- establish signage/primary door.	Confirm signage can be viewed undisturbed at all locations (West and North sides)		Progress	4/1/2014	6/30/2014	1	6	1	10%						
9	Copies of school safety and evacuation plans are posted in each classroom.	Project Team Unit Principal Start	Update and post safety routes in classrooms, corridors and common areas per code.	Confirmed by Pre-Opening Readiness Inspection		Progress	4/1/2014	6/30/2014	1	6	1	0%						
10	Locked storage is present for student academic, attendance, discipline and testing records.	Project Team Unit Principal Start	Verify locks for secure files are working and only authorized individuals may possess the key.	Confirmed by Pre-Opening Readiness Inspection		Progress	4/1/2014	6/30/2014	1	6	1	0%						
11	Locked storage is present for student health records.	Project Team Unit Principal Start	Verify locks for secure files are working and only authorized individuals may possess the key.	Confirmed by Pre-Opening Readiness Inspection		Progress	4/1/2014	6/30/2014	3	1		0%						

Appendix J: Start Up Plan & Timeline

12	Fire extinguishers have been recently inspected.	Project Team Unit/Principal Start	Confirm status of all fire Marshall inspections and tests. A: Inspect correct status. B: contract for test plan development including bid specs. C: bid infrastructure installation. D: bid purchase items. E: installation and inspection. F: Training.	Confirmed by Pre-Opening Readiness inspection			4/1/2014	6/30/2014	3	1	0	0%	
13	School technology gear including infrastructure, classroom technology, STEM kits and communications data systems	Project Team Unit/Principal Start	A: design IT gear including spec for technology, furnishings and instructional materials. B: initiate renovations. C: acquisition and installation of needed materials.	Accepted test plan, accepted installation and quality of training.			4/1/2014	8/1/2014	1	8	3	35%	
14	Design and install technology and furnishings for STEM space	Project Team Unit/Principal Start	A: Inspections and code compliance. B: materials. C: contracting. D: inspection.	All interim steps successfully completed		funding	4/1/2014	6/30/2014	1	6	0	0%	
15	Heating & ventilation systems inspected and needed repair/updates specified and completed	Project Team Unit/Principal Start	A: Inspections and code compliance. B: specifications. C: contracting. D: inspection.	All interim steps successfully completed		funding	4/1/2014	6/30/2014	1	6	0	0%	
16	Building security system upgrades installed	Project Team Unit/Principal Start	A: Security system designed. B: security system specification written and bid. C: installation and inspection complete.	All interim steps successfully completed			6/1/2014	6/30/2014	5	2	0	0%	
17	Building communications installed for daily and emergency communications	Project Team Unit/Principal Start	A: Infrastructure components included in Technology Plan. B: Systems adequate to achieve emergency and safety procedural goals.	All interim steps successfully completed			5/15/2014	6/15/2014	3	2	0	0%	
18	Building restroom facilities inspected for adequacy for protected enrollment and code compliance	Project Team Unit/Principal Start	A: determine need based on code, building configuration, student/facilit needs. B: inspection and code compliance. C: Specifications. D: contracting if needed. D: inspection.	All interim steps successfully completed		funding	4/1/2014	8/1/2014	1	8	3	10%	
19	All public spaces cleaned, repaired, painted as needed	Project Team Unit/Principal Start	Inspect, identify needs, contract or volunteer	All interim steps successfully completed			6/15/2014	8/1/2014	6	4	0	0%	



# First Place Scholars Charter School Planning & Implementation Chart

## Staffing

Report date 6/1/2014

Progress

Not St OnTime Late Complete

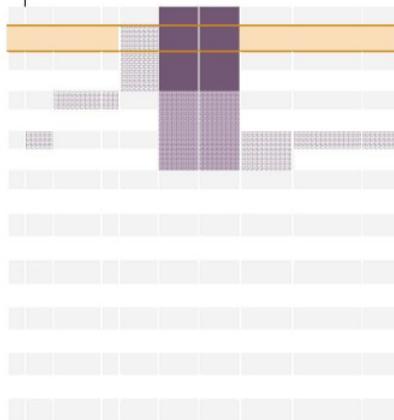
No.	Item	Responsibility	Interim Steps	Deliverable	Progress	Start	End	PLAN	PLAN	ACTUAL	ACTUAL	PERCENT	Apr 14	May 14	Jun 14	Jul 14	Aug 14	Sep 14	
ACTIVITY								START	QUANT	START	DURATION	COMPLET	1	2	3	4	5	6	7
1	A staffing plan has been established for academic and support roles in the school	Project Team Unit Principal Staff	Review ed model and anticipated enrollment to determine staffing needs	Projected teaching assignment list, positions approved by board		4/15/2014	7/1/2014					10%							
2			Post opening			1/1/2014	1/3/2014		1	1	1	100%							
3			Form selection committee			1/1/2014	1/31/2014		1	1	2	100%							
4	Hire school leader	Hiring Committee/Bo and of Directors	Conduct interviews			2/1/2014	3/31/2014		1	2	1	100%							
5			Select candidates			3/31/2014	4/30/2014		1	2	1	75%							
6			Hire Principal			4/30/2014	4/10/2014		3	1	1	0%							
7	Job descriptions have been created for teaching positions	Project Team Unit Principal Staff	Role responsibilities defined for each position	Approved job descriptions approved by board		6/1/2014	6/15/2014		3	1	3	100%							
8	Teaching positions have been posted and applications being accepted	Project Team Unit Principal Staff	Recruitment plan	Applicant pool exceeds 200% of openings		6/1/2014	6/30/2014		3	4	3	10%							
9	Teacher hiring process has been defined and interviews scheduled	Project Team Unit Principal Staff	Hiring team established, applicants selected for interviews	Interviews conducted, applicant review completed and recommendations submitted		6/1/2014	7/1/2014		5	3	3	0%							
10	Teacher hiring complete	Project Team Unit Principal Staff	Teacher contracts signed	Interviews conducted, applicant review completed and recommendations submitted		7/1/2014	7/15/2014		7	1	1	0%							
11	Candidate search process is underway for all other staff positions	Project Team Unit Principal Staff	Job descriptions written, accepted by board and advertised	Recruiting for all open positions underway		6/15/2014	6/30/2015		5	1	1	0%							
12	All staff positions filled	Project Team Unit Principal Staff	Interview process established and hiring timeline adopted	Top candidates have been selected and interviewed; background checks completed for all top candidates		7/1/2014	8/1/2014		7	2	2	0%							
13	The number of teachers is adequate and their assignments match the staffing plan.	Project Team Unit Principal Staff	New employees have signed employment contracts	All staff positions on board and interviewed; background checks completed for all top candidates		8/1/2014	8/1/2014		9	1	1	0%							
14			Confirm instructional staff assignments have been set	Teacher roster with teaching assignments by grade level or specialty		7/15/2014	8/1/2014		8	1	1	0%							
15			Consider Washington teacher and principal evaluation rubrics	A minimum of five potential evaluation tools and processes have been identified		4/15/2014	5/31/2014		2	2	2	0%							
16	Teaching staff evaluation	Development comprehensiv evaluation process for the school - RMSSE	Determine implementation strategy and timeline (link to PD)	Evaluation calendar established and approved, embedded in teaching contracts		6/15/2014	6/15/2014		5	1	1	0%							
17			Implement	Teacher PD on evaluation process complete		8/1/2014	8/31/2014		9	2	2	0%							
18												0%							

Period highlight: 2 Plan Actual %Complete

Appendix J: Start Up Plan & Timeline

job descriptions for all positions

19	Teachers certifications confirmed	Principal	Confirm updated accreditations and certifications of all teaching and contractual service providers.	Appropriate proof of compliance with proof of certification or academic credentials (transcripts, relevant tests (e.g. ATSM, LAST, HOUSE) and subject matter competency for each teacher)		7/1/2014	7/15/2014	7	1	0%		
20	Teachers in core academic areas (as defined by No Child Left Behind Act) are highly qualified in accordance with NCLB.	Principal	Confirm updated accreditations and certifications of all teaching and contractual service providers.	Appropriate proof of compliance with proof of certification or academic credentials (transcripts, relevant tests (e.g. ATSM, LAST, HOUSE) and subject matter competency for each teacher)		7/1/2014	7/15/2014	7	1	0%		
21	Fingerprint suspect criminal records are completed and all employees have SED - OSFRA clearance	Principal	Confirm background checks are in compliance.	Copies of Fingerprint Clearance forms from OSFRA identifying the new charter school as the employer's student employer.		7/1/2014	7/31/2014	7	2	0%		
22	Hire project manager	Board of Directors	Coordinate documentation, process and procedural activities in support of preparation for FPS/CS recognition.	Insure all documentation and processes comply with State RCW's.	In progress	2/1/2014	8/1/2014	1	8	1	8	50%
23				Conduct regular reports to board (and principal)	In progress	2/1/2014	8/1/2014	1	8	1	8	50%
24			Consider Washington evaluation rubric	A minimum of three potential evaluation tools and processes have been considered		6/1/2014	6/31/2014	2	3	0%		
25			Select evaluation rubric	Board approval		6/15/2014	6/15/2014	5	1	0%		
26	Other staff evaluation		Determine implementation strategy and timeline (link to PD)	Evaluation calendar established and approved, embedded in teaching contracts		6/15/2014	6/15/2014	5	1	0%		
27			Implement	Staff PD on evaluation process complete		7/10/2014	7/15/2014	7	1	0%		





Appendix J: Start Up Plan & Timeline

Task ID	Task Description	Responsible Party	Start Date	End Date	Duration (Days)	Dependencies	Progress (%)	Timeline
12	Establish STEAMTEAM		5/1/2014	5/15/2014	3		0%	
13	Map STEAM program objectives aligned with FP Logic Model		5/1/2014	6/30/2014	3		0%	
14	Establish criteria for Extended Day program elements, design and delivery/with schedule aligned with FP Logic Model	Board Chair, Curriculum Team, MSCP & Principal	5/1/2014	6/30/2014	3		0%	
15	Establish criteria for selecting partners		5/1/2014	6/30/2014	3		0%	
16	Determine budget model, including staff and partner cost structure		6/15/2014	6/30/2014	5		0%	
17	Plan first semester programs		6/1/2014	6/30/2014	5		0%	
18	Establish plan of action for use of resources (e.g., build staff office, evaluate academic performance, evaluate students within first year of enrollment)		4/1/2014	6/1/2014	1		0%	
19	Student data management systems (attendance, assessment, record keeping, reporting, etc.) identified and evaluated		4/1/2014	6/1/2014	1		0%	
20	System identified, PO outcomes mapped		6/1/2014	6/1/2014	1		0%	
21	Strategies for PD in alignment of instructional toolbox mapped		4/1/2014	6/1/2014	1		0%	
22	System identified, PO outcomes mapped		6/1/2014	6/1/2014	1		0%	
23	Strategies for PD in alignment of instructional toolbox mapped		4/1/2014	6/1/2014	1		0%	
24	System identified, PO outcomes mapped		6/1/2014	6/1/2014	1		0%	
25	Strategies for PD in alignment of instructional toolbox mapped		4/1/2014	6/1/2014	1		0%	
26	System identified, PO outcomes mapped		6/1/2014	6/1/2014	1		0%	
27	Strategies for PD in alignment of instructional toolbox mapped		4/1/2014	6/1/2014	1		0%	
28	System identified, PO outcomes mapped		6/1/2014	6/1/2014	1		0%	
29	Strategies for PD in alignment of instructional toolbox mapped		4/1/2014	6/1/2014	1		0%	
30	System identified, PO outcomes mapped		6/1/2014	6/1/2014	1		0%	
31	Strategies for PD in alignment of instructional toolbox mapped		4/1/2014	6/1/2014	1		0%	
32	System identified, PO outcomes mapped		6/1/2014	6/1/2014	1		0%	
33	Strategies for PD in alignment of instructional toolbox mapped		4/1/2014	6/1/2014	1		0%	
34	System identified, PO outcomes mapped		6/1/2014	6/1/2014	1		0%	

Appendix J: Start Up Plan & Timeline

35	A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	Principal	Copy and distribute calendars to staff, parents, volunteers and students	Copy of the annual school calendar		6/15/2014	7/1/2014	6	1	0%	
36		Principal		Copy of class schedules and calendar has been made available to students and their families.		6/15/2014	7/1/2014	5	1	0%	
37		Principal		When documentation that the school has hired or contracted for certified Special Education teacher(s) and a SPE/D coordinator		6/15/2014	7/1/2014	6	1	0%	
38		Principal	Explore range of options for serving all students with special needs and developing program plans to support LRE, accessibility issues and all compliance issues	This school has received a commitment from the providers for speech and language therapists, and other services or equipment, as mandated.		5/1/2014	7/1/2014	3	4	0%	
39	Provisions have been made for serving students with special needs.	Principal		Copy of the school's Child Find policy and procedures		5/1/2014	7/1/2014	3	4	0%	
40		Principal	The school has established Child Find practices that exceed compliance requirements	School plan and policies for verifying language learning needs of students in place		5/1/2014	7/1/2014	3	4	0%	
41	Provisions have been made for serving students identified as ELL	Principal	The school has in place a plan for identifying and serving EL students	School plan is in place for providing best practice instructional services for students identified as ELL		7/1/2014	7/31/2014	7	2	0%	
42		Principal				7/1/2014	7/31/2014	7	2	0%	
43	Needed instructional materials and supplies have been distributed to classrooms at every grade level.	Principal	Instructional materials ordered, received and distributed	Confirm with Teachers that text books, hardware and software needed for open of school are in classroom.		8/1/2014	8/31/2014	9	2	0%	

# First Place Scholars Charter School Planning & Implementation Chart

Students & Parents

Report date: 6/7/2014

Progress

Not St. On Time Late Complete

No.	Item	Responsibility	Inform Steps	Deliverables	Progress	Start	End	PLAN	PLAN	ACTUAL	ACTUAL	PERCENT	PERCENT
								START	COMPLETION	START	COMPLETION	COMPLETE	COMPLETE
1				Copy of Student and Family Handbook containing the specified policies, including FERPA access.	0%	6/1/14	6/30/14					0%	
2				Copy of school's discipline policy, including special education discipline List of trustees, all employees and their salary information and public office address.	0%	6/1/14	6/30/14					0%	
3				List of records maintained by school per FERPA.	0%	6/1/14	6/30/14					0%	
4				Copy of FERPA procedures for handling of student files in school.	0%	6/1/14	6/30/14					0%	
5				Copy of school's complaint and/or grievance policy with clear school and SEA contact information.	0%	6/1/14	6/30/14					0%	
6				Media contact list for Board Meeting notification	0%	6/1/14	6/30/14					0%	
7				Assurance that these policies have been distributed to students and parents.	0%	6/1/14	6/30/14					0%	
8				Evidence of the number of students currently enrolled (updated monthly)	40%	4/1/2014	9/1/2014					40%	
9				Evidence of the number of students currently on a waitlist.	0%	N/A	N/A					0%	
10				Copies of student costers	0%	7/1/2014	8/30/2014					0%	
11				Documents pertaining to any interests held by the school	100%	4/1/2014	4/15/2014					100%	
12				Enrollment documents and announcements	100%	4/1/2014	4/31/2014					100%	
13				Student enrollment forms are being received and processed	20%	5/1/2014	6/30/2014					20%	
14				Ongoing outreach activities to families across region are underway									
15				Cooperative relationships or partnerships have been established with social service organizations serving target student audience									
16				An intake process has been mapped for collecting information about each incoming student									
17				Referrals from social service agencies result in additional enrollment									





Appendix J: Start Up Plan & Timeline

Report date: 6/1/2014 Progress: Not St. OnTime Late Complete

## First Place Scholars Charter School Planning & Implementation Chart

Operations

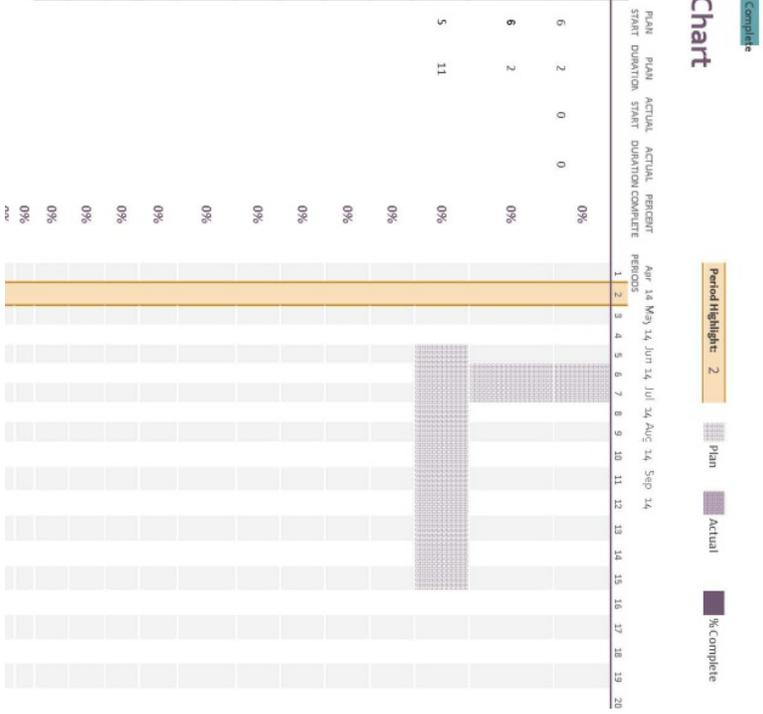
No.	Item	Responsibility	Interim Steps	Deliverables	Progress	Start	End	PLAN START	PLAN DURATION	ACTUAL START	ACTUAL DURATION	PERCENT COMPLETE	Period Highlight
1	Arrangements have been made for food service.	Project Team Unit/Principal Start	Confirm kitchen and storage is available for food and beverages align with budget.	An assurance that the school has made appropriate plans for food services.	In progress	4/15/2014	7/1/2014	1	2	1	2	10%	1
2	The school has made arrangements to be staffed with a school nurse, and has a plan and procedures for the administration of prescription medications to students, and for provision of required health services.	Project Team Unit/Principal Start	Confirm schedule of nursing service provider and request train training around students with special needs.	Written documentation of the school's plan and procedure for the administration of prescription medications to students, and for the provision of required health services.		6/1/2014	7/1/2014	5	2	2	6	20%	2
3	Appropriate providers have been identified for transportation of students if any are to be provided.	Project Team Unit/Principal Start	Clearly student transportation requirements have been communicated to Transportation Service Provider.	Copy of agreement with provider of transportation services, including background checks for employees of the supplemental transportation services provider.	In progress	5/1/2014	7/1/2014	3	4	2	10%	3	
4	Fund raising	Board Funding or Parent Chair	Identify which gender relationships are school specific and which address housing and social services for families.		In progress	3/1/2014		1	9	1	9	10%	4
5	Volunteer, partner & community relations	Volunteers Services Coordinator	Identify which volunteer, partner and community relationships are school specific and which address housing and social services for families or parents.		In progress	3/1/2014		1	2	1	1	0%	5
6	There are written plans for such safety procedures as fire drills and emergency evacuation, including school Project SAVE.	Principal	Confirm all safety plans are in compliance and store in central location. Post signage and evacuation notices in appropriate locations and perform training.	Copy of draft SAVE plan and proof that the SAVE plan has been submitted to SED for approval. Assurance that school will meet with required agents (parents, teachers) and submit final SAVE plan, and revise as directed by SED.		7/1/2014	7/1/2014	7	1	1	1	0%	6
	Letter to OSPI re opening			Due to OSPI 120 days prior to opening				4	1	4	1	100%	7
	Insurance											0%	8
1	State and Federal Employment Posters are posted appropriately.	Project Team Unit/Principal Start	Confirm posters are current and post in break room and as required throughout the building.	Inspection at time of first Action Visit		4/1/2014	7/1/2014	1	1	1	1	0%	9



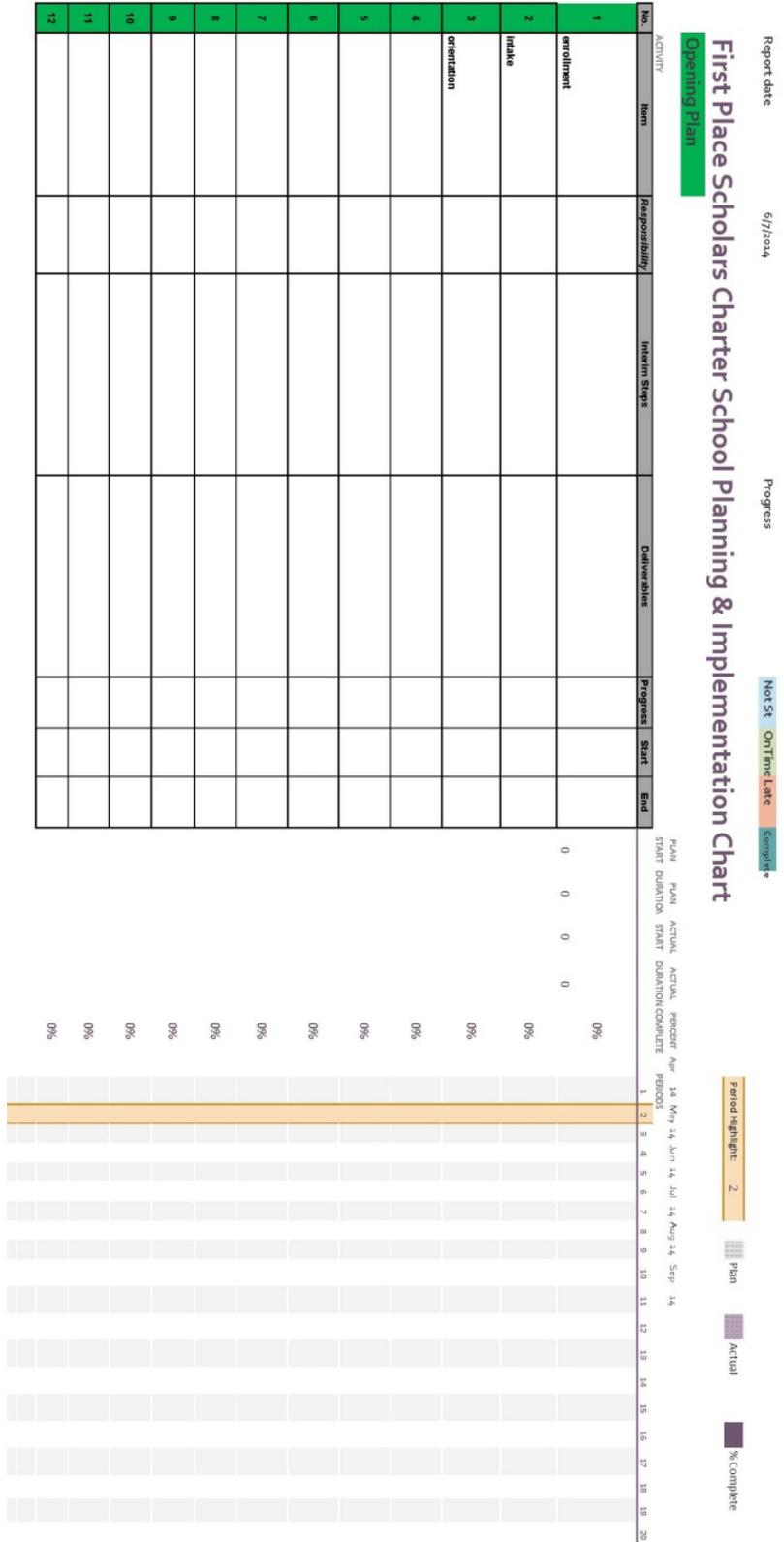


Report date 6/7/2014 Progress Not St OnTime Late Complete  
**First Place Scholars Charter School Planning & Implementation Chart**  
 Professional Development

No.	Item	Responsibility	Interim Steps	Deliverables	Progress	Start	End
1	Staff Orientation	Project Team Unit Principal Start	Establish plan for staff orientation activities and handbook	Orientation schedule, handbook and other information		6/15/2014	7/15/2014
2			Develop staff experience and training materials that identifies special training and experience employees possess as well as areas in which staff would like to expand on	All instruction staff participate in 80 hours of professional development annually.		6/15/2014	7/15/2015
3			Map all professional development priorities, budget and participants	Complete PD Plan for 1st Semester		6/1/2014	9/15/2014
4			Create PD implementation timeline, strategies & delivery mechanisms				
5			Schedule 1,2 site visits to charter schools with similar mission				
6	Professional Development of Staff	Board Chair or Board Academic Chair, MSSS and Principal	Teacher and principal evaluation orientation				
7			PD on classroom based technology applications				
8			Grade level PD on curriculum, lesson plans, and formative and summative assessments				
9			School wide PD on student data management systems				
10			School wide PD on RTI and PBIS				
11			Instructional staff PD on common classroom and school wide protocols				



Appendix J: Start Up Plan & Timeline



Appendix J: Start Up Plan & Timeline

First Place Scholars Charter School Planning & Implementation Chart

Report date 6/1/2014

Progress

Not St

OnTime Late Complete

Period Highlight 3

Plan

Actual

%Complete

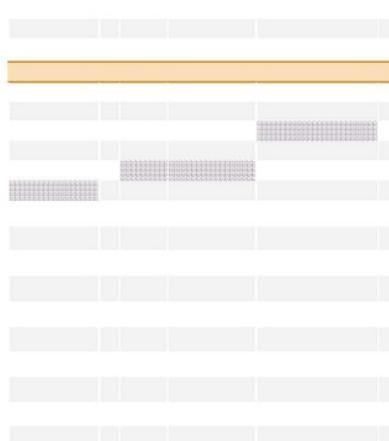
No.	Item	Responsibility	Interim Steps	Deliverables	Progress	Start	End	PLAN START	PLAN DURATION	ACTUAL START	ACTUAL DURATION	PERCENT COMPLETE	PERIODS
1	Establishment of School:												
2	Provide the proposed location of the School, identify any repairs/renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	Project Team Until Principal Start		Document providing required information		03/31/14						100%	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
3	Written, signed copy of facility lease, purchase agreements and/or other utility agreements for primary and other facilities as are necessary for School to operate for one year or more.	Project Team Until Principal Start		Document providing required information		03/31/14						100%	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
4	Provide proof that the school has passed all inspections necessary for building occupancy.	Project Team Until Principal Start		Document providing required information		08/15/14						0%	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
5	Document that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment.	Project Team Until Principal Start		Document providing required information		05/30/14						100%	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
6	Provide evidence that students representing 50% of the projected fall membership have enrolled, including name, address, grade and prior school attended.	Project Team Until Principal Start		Document providing required information		08/07/14						0%	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
7	Provide evidence that students representing 75% of the projected fall membership have enrolled, including name, address, grade and prior school attended.	Project Team Until Principal Start		Document providing required information		09/01/14						0%	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
8	Provide board approved transportation plan that includes transportation policies and procedures.	Project Team Until Principal Start		Document providing required information		06/30/14						0%	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Appendix J: Start Up Plan & Timeline

Task	Responsible Party	Start Date	End Date	Duration	Resources	Cost	Percentage	Timeline
4. School Governance: Board of Directors is complete; provide board roster with contact information for all board members. <i>schoolboard@school.edu</i>	Project Team Unit: Principal Start						0%	
10. Resume of each board member.	Project Team Unit: Principal Start						100%	
11. Schedule of Board Meetings (including date, time, and location for the 2014-2015 school year)	Project Team Unit: Principal Start						100%	
12. Board approved bylaws including satisfactory conflict-of-interest policy.	Project Team Unit: Principal Start						100%	
13. Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	Project Team Unit: Principal Start						100%	
14. Provide an updated school calendar approved by the Board of Directors for the first year of the School's operation.	Project Team Unit: Principal Start						100%	
15. Provide a copy of the School's emergency closure procedures.	Project Team Unit: Principal Start						100%	
16. Written documentation that the School has completed criminal background checks on all school staff and volunteers that come into direct contact with the School's students.	Project Team Unit: Principal Start						100%	
17. Copy of Employee Handbook, including at a minimum expectations for employee performance and behavior, compensation and benefit information, emergency response information, pay rates and/or salary scale(s), annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.	Project Team Unit: Principal Start						100%	
18. Document providing required information	Project Team Unit: Principal Start						100%	

**Appendix J: Start Up Plan & Timeline**

19	<b>Budget:</b> Submit the names of 1) individual(s) authorized to expend School funds and Issue checks, and 2) individual(s) responsible for review and monitoring of monthly budget reports	Project Team Unit Principal Start		Document providing required information			06/30/14	6	1
20	Provide a copy of an updated budget for the school year with evidence that it has been approved by the Board of Directors.	Project Team Unit Principal Start		Document providing required information			07/31/14	8	1
21	Provide proof of insurance as set forth in the Contract.	Project Team Unit Principal Start		Document providing required information			07/31/14	8	1
22	<b>Safety:</b> Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	Project Team Unit Principal Start		Document providing required information			08/15/14	9	1



## Periods

<b>1</b>	4/1	4/15	<b>2</b>	4/15	4/30
<b>3</b>	5/1	5/15	<b>4</b>	5/16	5/31
<b>5</b>	6/1	6/15	<b>6</b>	6/16	6/30
<b>7</b>	7/1	7/15	<b>8</b>	7/16	7/31
<b>9</b>	8/1	8/15	<b>10</b>	8/16	8/31
<b>11</b>	9/1	9/15			

Other Attachments

## First Place 501(c)(3) Letter

INTERNAL REVENUE SERVICE

DEPARTMENT OF THE TREASURY

DISTRICT DIRECTOR 2  
CUPANIA CIRCLE  
MONTEREY PARK, CA 91755-7406

Date: **JAN 23 1989**

Employer Identification Number :  
94-3092447  
Case Number: ...  
955286046  
Contact: Person:  
JOANNA YAWNEY  
Contact: Telephone Number :  
(909) 682-3148  
Our Letter Dated :  
July 1989  
Addendum Applies :  
No

FIRST PLACE  
PO BOX 22536  
SEATTLE, WA

9BJ.22-OS36

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501 (a) of the Internal Revenue Code as an organization described in section 501(c) (3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509 (a) of the Code because you are an organization of the type described in section 509(a) (1) and 170(b) (1) (A) (vi) .

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary .However, if you lose your section 509(a) (1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a) (1) organization.

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

You are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. For guidance in determining whether your gross receipts are "normally" more than \$25,000, see the instructions for Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent: of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

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

Letter 1050 (DO/CG)

**Other Attachments**

-2-

FIRST PLACE

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely Yours,

A handwritten signature in black ink, appearing to read "Richard R. Orosco". The signature is written in a cursive style with a horizontal line extending from the end.

Richard R. Orosco  
District Director

**Letter 1050** (DO/CG)

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

There was a problem attaching a file(s).

The file was missing in the application package  
submitted through Grants.Gov

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

There was a problem attaching a file(s).

The file was missing in the application package  
submitted through Grants.Gov

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

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

Name of Institution/Organization

First Place Scholars

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00				0.00
2. Fringe Benefits	0.00	0.00				0.00
3. Travel	0.00	0.00				0.00
4. Equipment	65,000.00	70,000.00				135,000.00
5. Supplies	30,000.00	30,000.00				60,000.00
6. Contractual	82,000.00	77,000.00				159,000.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	177,000.00	177,000.00				354,000.00
10. Indirect Costs*	0.00	0.00				0.00
11. Training Stipends	23,000.00	23,000.00				46,000.00
12. Total Costs (lines 9-11)	200,000.00	200,000.00				400,000.00

**\*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 First Place Scholars	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:
Ms.	Evie		Livingston	

Address:

Street1:	172 20th Ave
Street2:	
City:	Seattle
County:	King
State:	WA: Washington
Zip Code:	98122-5862
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
206-323-6715	206-323-3709

Email Address:

elivingston@firstplaceschool.org

**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.

# Budget Narrative & Workplan

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First Place School is applying for the U.S. Department of Education Charter Schools Program Implementation Grant, which we intend to use for initial implementation expenses of \$200,000 per year starting October 1, 2014 and continuing through September 30, 2016.

As discussed throughout this proposal, First Place School has customized our programs to support students demonstrating multiple risk factors. Support for this student population needs to be comprehensive—involving case management, health and mental health care, mentoring, and academics.

### ***Budget Assumptions***

- Physical features of the existing facility support a student body of 260 students (current core instruction space 8,870sf and administrative space 1,982sf).
- First Place Scholars Charter School will renovate our existing facility to support new technological equipment, upgrade electrical/solar, mechanical and electrical systems, make cosmetic repairs, and add 1,000sf more space for instruction.
- First Place Scholars Charter School has an existing fund development program that projects the need to raise \$1 million per year for the charter school from private donations, corporate and foundation contributions, and public grants such as the US ED CSP opportunity.
- Ensuring a strong team and common instructional practices and curriculum delivery with an entirely new school leader instructional staff, requires intensive summer and ongoing academic year professional development and peer coaching in order to ensure the school’s success and student excellence.

Activities Supported by Federal Charter School Funds Each Year (October 1, 2014 – September 30, 2015 and October 1, 2015 – September 30, 2016) are summarized in the following table.

First Place Scholars Charter School, Seattle, WA Narrative

<u>Year</u>	<u>Key Grant Activities</u>	<u>\$</u>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Complete Phase 1 technology infrastructure build out</li> <li>Expand acquisition of student and staff computers and classroom technology to enhance access and utilization and expanded enrollment in year 2 <i>Eligible items will be submitted for e-rate reimbursement.</i></li> </ul>	\$35,000 \$30,000
	<ul style="list-style-type: none"> <li>Deliver workshop-based professional development (via internal and external providers) and summer stipends totaling up to \$23,000 representing 22 days in the summer for a growing staff,</li> <li>Academic year embedded coaching - and workshop based professional development - fees and professional services</li> </ul>	\$23,000 \$30,000
<b>2014-15 School Year</b>		
<b>Oct. 1, 2014 –</b>	<ul style="list-style-type: none"> <li>Additional school development consulting including coaching and technical assistance support for Coordination of Services Team</li> </ul>	\$45,000
<b>Sept. 30, 2015</b>	<ul style="list-style-type: none"> <li>Acquire STEAM lab materials – Robotics, Science, Math, Art lab materials and supplies</li> </ul>	\$30,000
	<ul style="list-style-type: none"> <li>7 new school staff participate in July STEM workshop by TAF at a cost of \$1,000 each, July 2015.</li> </ul>	\$7,000
<b>Year One Total</b>		<b>\$200,000</b>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Expand to complete Phase 2 technology infrastructure</li> <li>Purchase additional student and staff computers and classroom technology for Year 3 school growth <i>Eligible items will be submitted for e-rate reimbursement.</i></li> </ul>	\$40,000 \$30,000
	<ul style="list-style-type: none"> <li>Deliver workshop-based professional development (via internal and external providers) and summer stipends totaling up to \$23,000 representing 22 days in the summer for a growing staff,</li> <li>Academic year embedded coaching - and workshop based professional development - fees and professional services</li> </ul>	\$23,000 \$30,000
<b>2015-16 School Year</b>		
<b>Oct. 1, 2014 –</b>	<ul style="list-style-type: none"> <li>Acquire additional STEAM lab materials – Robotics, Science, Math, Art lab materials and supplies for expanded enrollment.</li> <li>7 new school staff participate in July STEM workshop by TAF at a cost of \$1,000 each, July 2016.</li> </ul>	\$30,000 \$7,000
<b>Sept. 30, 2015</b>	<ul style="list-style-type: none"> <li>Additional school development consulting including coaching and technical assistance support for Coordination of Services Team.</li> </ul>	\$40,000
<b>Year Two Total</b>		<b>\$200,000</b>

# Budget Narrative & Workplan

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