

Hebrew Public CSP Project Narrative: Table of Contents

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Diverse charter schools offer their students “the best chance of succeeding in an evolving twenty-first century society and economy.” Richard Kahlenberg and Halley Potter of the Century Foundation, in their book A Smarter Charter.

I. INTRODUCTION

The National Center for Hebrew Language Charter School Excellence and Development (d/b/a “Hebrew Public”) is a leading network in the emerging movement of “diverse by design” charter schools: schools that are intentionally designed to be racially and economically diverse, and to help reduce patterns of racial and economic isolation in America’s public schools. The two schools Hebrew Public currently operates – Brooklyn’s Hebrew Language Academy (HLA) and Manhattan’s Harlem Hebrew Language Academy (HH) are among the most integrated schools in New York City, serving students from all racial and economic backgrounds, as well as large numbers of students with special needs. In addition to their diversity, they are also schools of academic excellence for all students: HLA was recently recognized by the New York State Board of Regents as a **Reward School** – one of only 220 out of more than 4,500 schools (and one of only 11 out of 248 charter schools) in the state to receive this designation.¹

Hebrew Public is a unique charter management organization that combines several key, research-based elements in its program design, including: a partial immersion model in Modern Hebrew²; racial and economic diversity; a longer day and year; and a rigorous academic

¹ New York City Department of Education, New York State Every Student Succeeds Act Accountability Reports, Mathematics Tests, Reward Schools List, February 2016, available at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

² Hebrew Public’s Modern Hebrew studies program follows the same instructional approach as other high-quality partial immersion programs in languages such as Mandarin, Greek, Arabic,

program. During the 2015-16 schoolyear, Hebrew Public served nearly 900 students in grades K-6, in two schools. By 2021, our goal is to substantially expand our two current schools and to launch four new ones, all in New York City. At the completion of this 5-year Project, we anticipate serving more than 2,700 students; in our longer-term growth plan, Hebrew Public expects to serve 5,000 students in New York City, across six grade K-8 campuses and one high school campus. At a time of persistent racial and economic isolation in our nation's schools, Hebrew Public's network will serve as a model of how meaningful integration in public schools can boost academic outcomes and positively develop students' characters. Our students will emerge as highly educated, globally aware, ethical citizens who are prepared for success in college, the workplace, and society.

II. ABSOLUTE PRIORITIES

A. ABSOLUTE PRIORITY 1: EXPERIENCE OPERATING OR MANAGING HIGH-QUALITY CHARTER SCHOOLS

Hebrew Public operates two high-quality charter schools in New York City, as required by the United States Department of Education's (USDOE) definition of high-quality. Details establishing how Hebrew Public meets this Absolute Priority are fully described in sections IV.A. and IV.B., and in Appendix F.

Spanish, and German. Our schools are in no way religious in nature, do not teach Biblical Hebrew, and, as described throughout this narrative, are grounded in a mission of racial and economic integration, diversity, global citizenship, and academic rigor. We note this because people sometimes mistake our school's inclusion of Modern Hebrew instruction as a program element as indicative of a religious or ethnic affiliation.

B. ABSOLUTE PRIORITY 2: LOW-INCOME DEMOGRAPHIC

Hebrew Public's two New York City campuses have a combined student population of 863. Of that number 62% are low-income, qualifying for free or reduced priced lunch under the federal school meals program. In addition, in establishing the new schools proposed in this project, Hebrew Public will ensure – and is required under New York State charter school law to ensure – that the schools serve percentages of economically disadvantaged students comparable to the districts in which they are located. Each of the planned schools will be serving communities with low-income enrollments of at least 60%. Accordingly, Hebrew Public meets the requirements of this Absolute Priority.

III. COMPETITIVE PREFERENCE PRIORITIES

A. COMPETITIVE PREFERENCE PRIORITY 1

Hebrew Public is not applying under this competitive preference.

B. COMPETITIVE PREFERENCE PRIORITY 2: PROMOTING DIVERSITY

Hebrew Public **is applying** under this competitive preference priority. Our network is a member of the National Coalition of Diverse Charter Schools. The creation of racially and economically diverse schools that serve all students is a cornerstone of our mission. Hebrew Public's CEO, Jon Rosenberg, is a frequent presenter on issues of school segregation and efforts to reduce racial and economic isolation. As a Board member for the National Center for Special Education in Charter Schools, he is also an expert in ensuring the integration of students with special needs into charter schools.

a. Hebrew Public takes active measures to promote student diversity, and reduce racial and economic isolation. In contrast, New York City is one of the most segregated large city

districts in the United States³, and many of the neighborhood schools near our schools in Harlem and Brooklyn have high levels of *de facto* segregation.

We use a number of means to ensure diversity. Hebrew Public builds schools in areas that are close to neighborhoods of different racial and economic composition. We market to families in multiple media outlets, through flyers and community centers, and in multiple languages (see Appendix H for details). We also ensure that our schools are warm and welcoming places, and that families of all backgrounds feel at home.

The results are telling: both HLA and HH are among the most diverse public schools in New York City. HLA served 568 students during the 2015-16 school year, of whom 39% are African American, 4% are Latino, 1% are Asian, 2% are multiracial, and 54% are white; 8% are English language learners; and 68% are economically disadvantaged (compared with 66% in the district in which the school is located). At HLA, languages spoken at home include Haitian Creole, Spanish, French, French-Khmer, Yoruba, Russian, Twi, Urdu, Arabic, Hebrew, and Romanian.

HH served 295 students during the 2015-16 school year, of whom 35% are African American, 28% are Latino, 2% are multiracial, and 35% are white; 10% are English language learners; and 51% are economically disadvantaged (compared with 50% in the district in which

³ See New York State's Extreme School Segregation: Inequality, Inaction, and a Damaged Future, John Kucsera and Gary Orfield, March 2014 (referring to New York as the “epicenter” of school segregation, and noting that African American students are more segregated in New York schools than in those of any southern state.

the school is located).⁴ At HH, languages spoken in students' homes include Spanish, Japanese, Russian, Hebrew, Haitian Creole, and Italian. Across both schools, 62% of Hebrew Public students are economically disadvantaged.

b. In addition to our commitment to racial and economic diversity, Hebrew Public ensures that students with special needs are welcomed and provided with a comprehensive set of services. Hebrew Public serves students with disabilities at a rate that is comparable to neighboring schools. 17 percent of HLA's students have IEPs, compared with 16 percent in District 22 (in which the school is located). 22 percent of HH's students have IEPs, compared with 18 percent in District 3 (in which the school is located).

c. Hebrew Public's efforts to reach families whose primary language is other than English have also been successful, resulting in Hebrew Public serving English learners at a rate that is at least comparable to the rate at which these students are served in neighboring public schools. Across both schools, 30% of students speak a language other than English at home. 8% of HLA's students are English language learners, compared with 11% in the district in which it is located. 10% of HH's students are English language learners, as compared with 6% in the district in which it is located.

Additional information about Hebrew Public's outreach efforts to ensure diversity, and to recruit and serve students with disabilities and English language learners, is included in Sections V.G, J, and K.

⁴ By contrast, just three blocks from HH sits PS 76, a public elementary school whose enrollment is 97% African American and Latino, and where 89% of students are economically disadvantaged.

C. COMPETITIVE PREFERENCE PRIORITY 3: NOVICE APPLICANT

Hebrew Public **is applying** under this competitive preference priority. We have never received a Replication or Expansion grant, have never been a member of a group allocation under this program, and have not had an active discretionary grant from the Federal government in the last five years.

D. INVITATIONAL PRIORITY: RIGOROUS EVALUATION

Although Hebrew Public **is not applying** under this invitational priority, we are committed to rigorous evaluation and interested in exploring an independent evaluation engagement with a third-party evaluation firm such as Mathematica, AIR, or RAND, within the next several years to conduct a quasi-experimental design evaluation of our program.

IV. SELECTION CRITERIA

A. Quality of the Applicant

1. Success in increasing academic achievement for all students, including educationally disadvantaged students.

Hebrew Public has a successful track record of increasing academic achievement for all students, including for educationally disadvantaged students such as African American students, students with disabilities, and economically disadvantaged students.

For example, at Hebrew Language Academy (HLA), student performance on the rigorous New York State assessments shows a consistent pattern of growth over the past three years, both for the school as a whole and for specific subgroups of educationally disadvantaged students. HLA opened in 2009. The scores in the chart below show the performance of 3rd and 4th graders in 2013 (when the school enrolled K-4), and of 3rd through 5th graders in 2014 and 2015 (in NYS, state assessments do not begin until 3rd grade). Please note that HLA's English language learner, Asian, and Latino subgroups are too small to be included in academic reporting data.

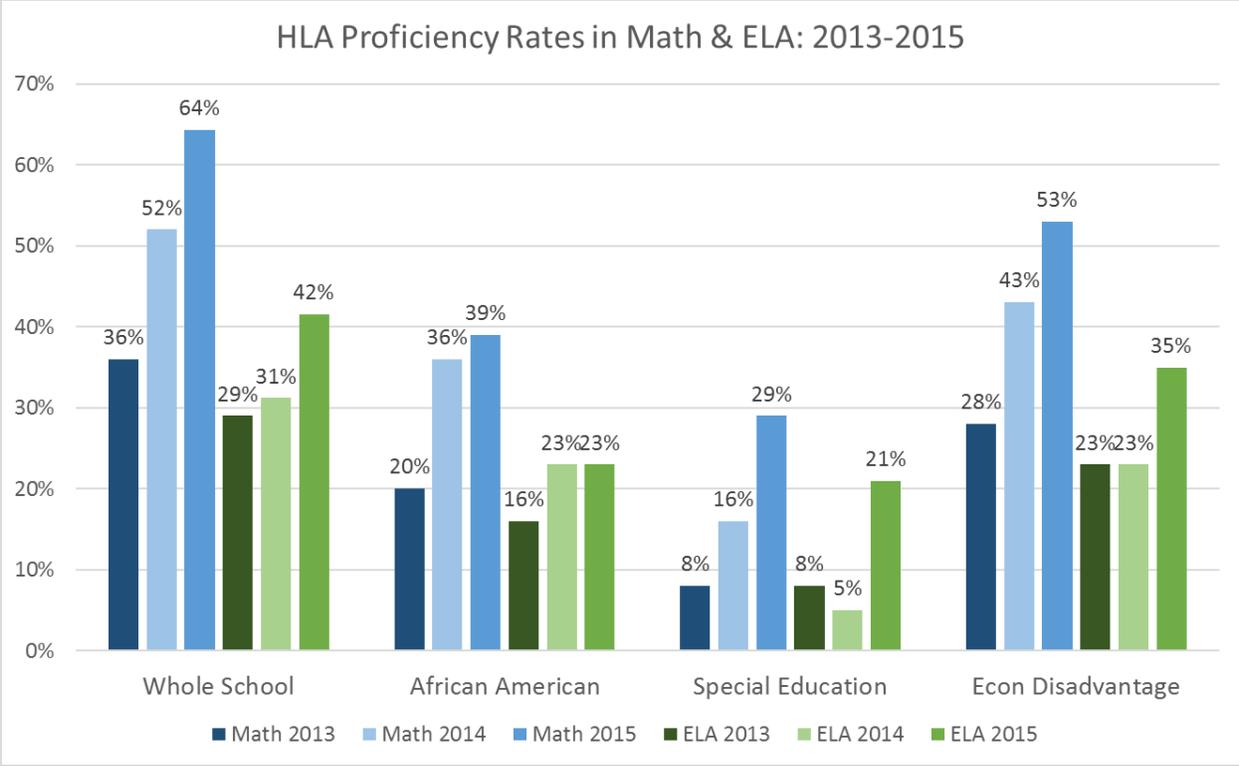


Table 1

As the chart above demonstrates, student proficiency percentages grew by significant margins from 2013 to 2015 for the school as a whole, as well as for educationally disadvantaged subgroups, including African American students, students with disabilities, and economically disadvantaged students.

Harlem Hebrew (HH):

At Hebrew Public’s newer school, Harlem Hebrew, there is also a strong track record of improving student achievement for all students. In its first two years of operation, HH used two nationally-recognized assessments: the Fountas & Pinnell Benchmark Assessment System⁵ for

⁵ Information on the F&P assessment system can be found at

http://www.heinemann.com/fountasandpinnell/BAS2_Overview.aspx

literacy (F&P); and the Iowa Test of Basic Skills⁶ (ITBS), a nationally normed test of both English language arts and math. HH did not administer state assessments in the first two years because New York State assessments begin in third grade, and HH only served Kindergarten, first, and second grades during those two years.

F&P data show a strong pattern of increasing academic achievement for the school as a whole, as well as for subgroups of educationally disadvantaged students, as illustrated in the chart below:

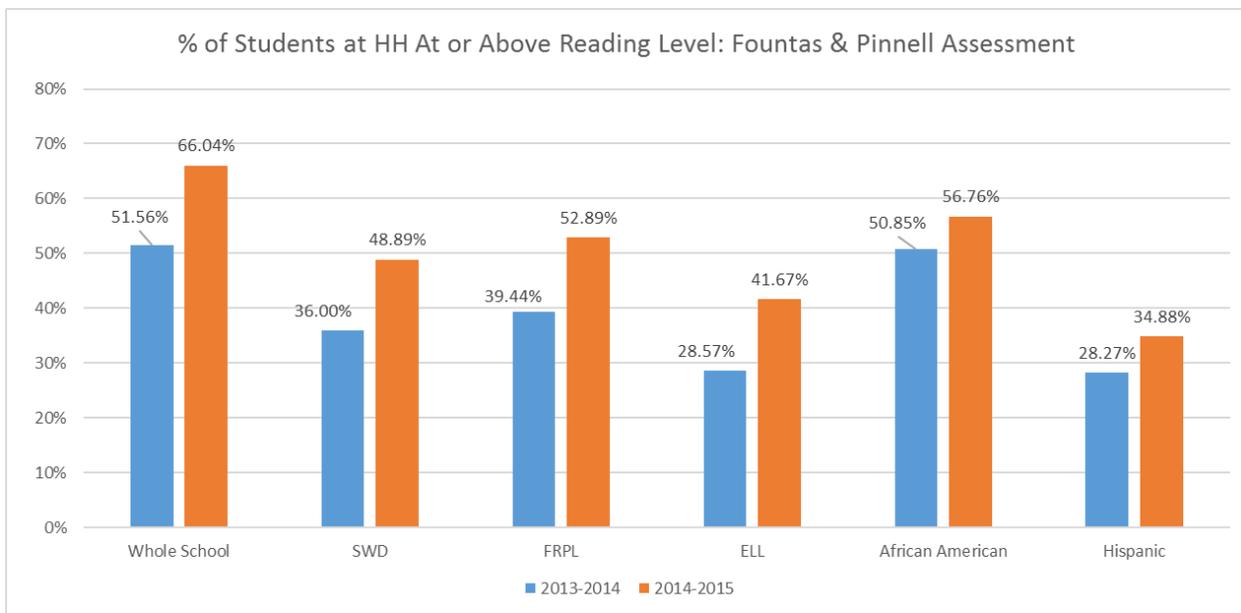


Table 2

All subgroups of students, including educationally disadvantaged subgroups, showed significant increases in grade level attainment in reading.

ITBS data showed more than 50% of students achieving at or above grade level in both years (2013-14 and 2014-15). Educationally disadvantaged subgroups performance

⁶ Information on the ITBS can be found at <http://www.hmhco.com/hmh-assessments/achievement/itbs>

demonstrates academic achievement for each subgroup: over the two years, 41% of students with disabilities met grade level standards in English and 43% in math; 38% of economically disadvantaged students met grade level standards in English and 43.5% in math; and 43% of African American students met grade level standards in English and 44% in math.

Having just finished its third year of operation, HH served 3rd graders for the first time during 2015-16, and therefore 2016 was its first year of participation in New York State assessments. On those assessments, the great majority of students in the tested cohort (3rd grade) received passing grades in both English language arts (78%) and math (83%), with strong subgroup performance as shown in the chart below⁷:

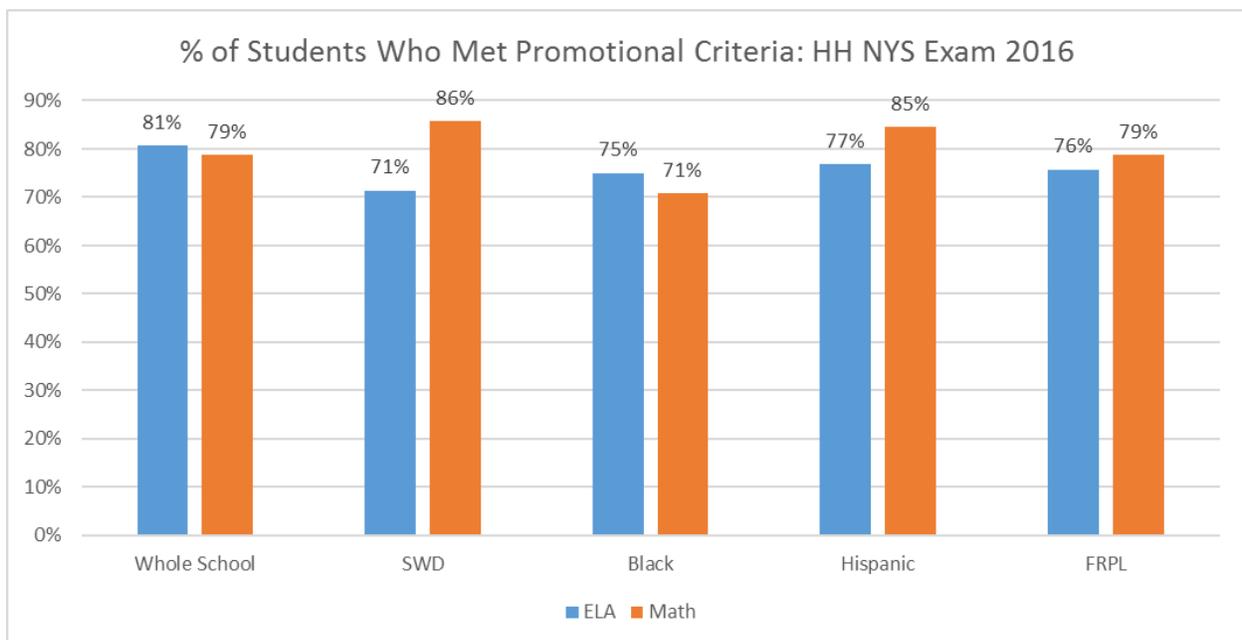


Table 3

As the above information shows, both HH and HLA have strong track records of improving the achievement of all students, including educationally disadvantaged students.

⁷ HH and HLA only received their pass rate scores for 2016's NYS assessment in recent days; comparative data for other schools, districts, and the state as a whole are not yet available.

2. Degree to which has demonstrated success in closing historic achievement gaps.

In New York State and throughout the United States, historic achievement gaps exist between students of different economic and racial backgrounds. Hebrew Public and its peers in the National Coalition of Diverse Charter Schools believe that diverse-by-design schools can help to close these gaps. This belief is supported both by long-term evidence stemming from decades of desegregation work, and by the performance of Hebrew Public's schools and those of others in the Coalition.

In New York, the statewide proficiency rates for African American students in English language arts (ELA) rose from 16.4% in 2013 to 19% in 2015, and in math from 15.3% to 21.3%. By comparison, for at HLA during the same period the African American student proficiency rate in ELA rose from 16% to 23% (rising 7 percentiles as compared with 2.6% percentiles at the state level, **a growth rate more than double the state rate**). During the same period, the African American student proficiency rate in math rose from 20% to 39% (rising 19 percentiles as compared with 6 percentiles at the state level, a growth rate **more than triple the state rate**).

For students with disabilities, the statewide proficiency rates in ELA rose from 4.9% to 5.7%, and in math from 6.8% to 10.6%. For HLA students, the proficiency rates for students with disabilities grew from 8% to 21% in ELA, and 8% to 29% in math. HLA's proficiency growth rates for students with disabilities were **sixteen times that of the state in ELA, and more than five times that of the state in math**.

For economically disadvantaged students, the statewide proficiency rates in ELA rose from 18.9% to 21%, and in math from 20.6% to 27%. For HLA students, the proficiency rates for economically disadvantaged students rose from 23% to 35% in ELA, and from 28% to 53%

in math. HLA’s proficiency growth rates for economically disadvantaged students were **six times that of the state in ELA, and four times that of the state in math.**

These differences in growth rates are illustrated in the charts below:

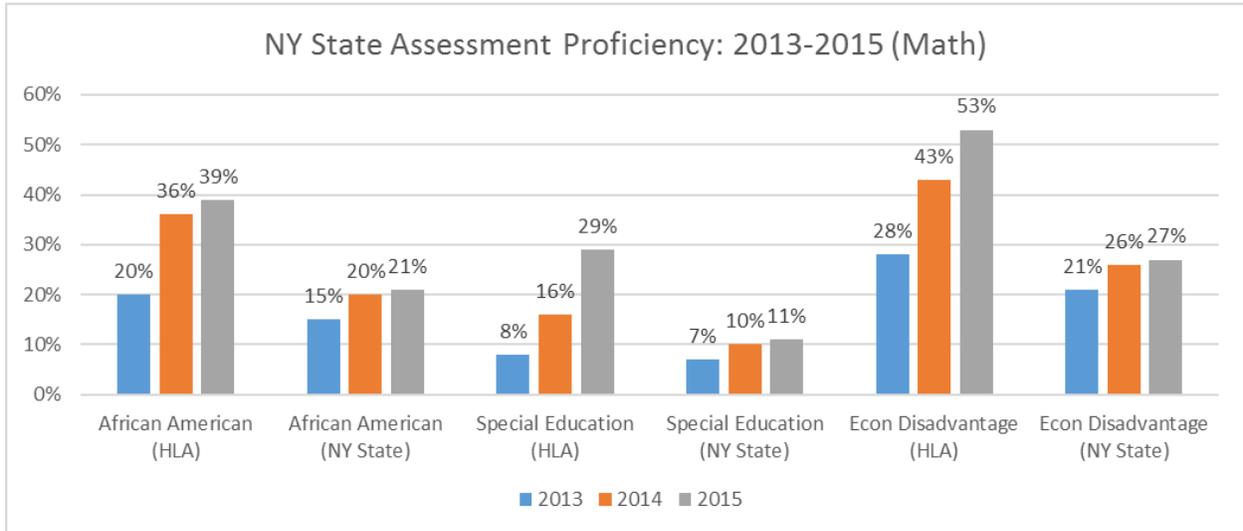


Table 4

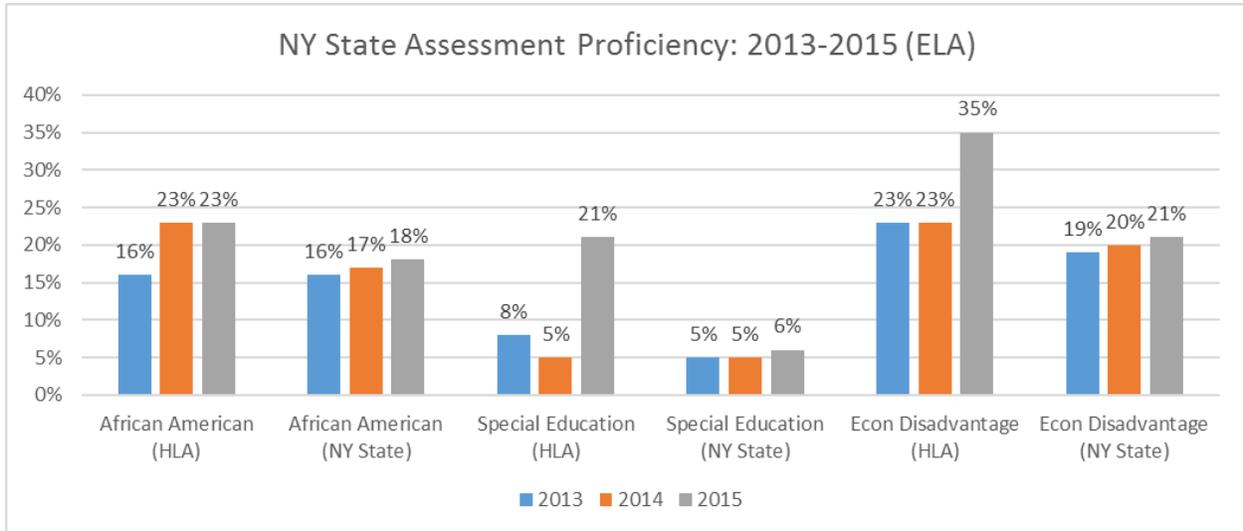


Table 5

HLA’s educationally disadvantaged subgroups made gains on state assessments that far outpaced their state-level peers, **AND** far outpaced the gains made by white students during the same three-year period of Common Core aligned assessments (which were introduced in NYS in

2013). **In ELA, statewide white student proficiency rates dropped 2%, from 40% in 2013 to 38% in 2015, as compared with gains for HLA’s educationally disadvantaged subgroups ranging from 7% to 13%.** From 2013 to 2015, HLA’s special education students’ ELA proficiency rate more than doubled and their math proficiency rate more than tripled. Statewide, by contrast, special education students’ proficiency rates saw only very modest gains. **In math, statewide white proficiency rates rose 7%, from 38% in 2013 to 45% in 2015, as compared with gains for HLA’s educationally disadvantaged subgroups ranging from 15% to 21%.** These data clearly establish that HLA is closing historic achievement gaps for educationally disadvantaged students.

At Harlem Hebrew, based on the school’s first three years of data, we expect a similar pattern of closing historic achievement gaps. HH’s pass rate on the 2016 NYS assessment showed strong performance by all subgroups (see Table 3), and the school has also demonstrated significant growth on F&P performance for all subgroups. Moreover, its pass rate performance on the 2016 NYS assessment was similar to that of HLA (see Section 3, below), further supporting its trajectory as a school that will continue to demonstrate strong results for all students.

3. Degree to which has achieved results for low-income and educationally disadvantaged students that are above the average achievement for such students in the State.

Hebrew Public’s efforts have led to results for low-income and educationally disadvantaged students that are significantly above the average achievement for such students in New York State.

As described in section IV.A.2 and Tables 4 and 5, above, Hebrew Public has helped close the achievement gap for educationally disadvantaged subgroups at a rate that far outpaces

the state. By 2015, African American students, students with disabilities, and economically disadvantaged students at HLA outperformed their state peers in both ELA and math. The positive difference between HLA and state subgroup performance was particularly stark in math, in which HLA's African American students and students with disabilities had proficiency rates 18 percentile points higher than the state's, and economically disadvantaged students had a proficiency rate 26 percentile points higher than the state's.

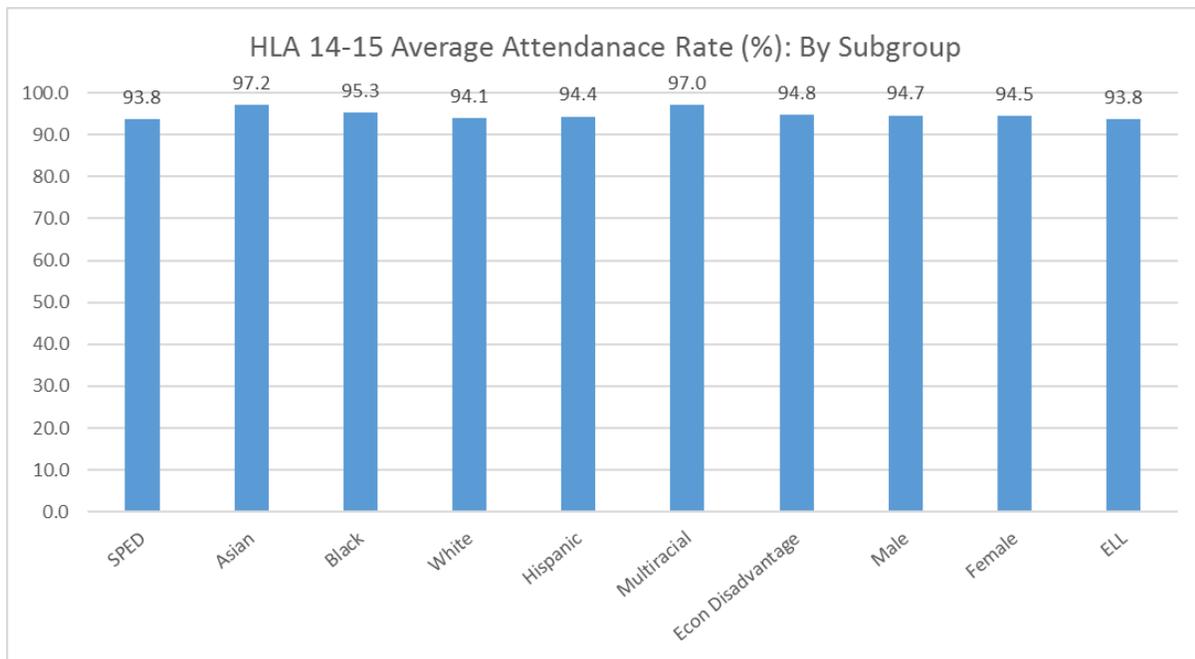
Preliminary NYS assessment results for HH and HLA show that both schools' third grade cohort performed similarly on the 2016 assessments: at HLA, 78% of 3rd grade student passed the assessment in English language arts, and 83% did so in math; this compared with 81% of HH 3rd graders passing in ELA and 79% in math. The similarities in performance strongly suggest that HH will perform at least as strongly as HLA as additional grade cohorts participate in the state assessments.

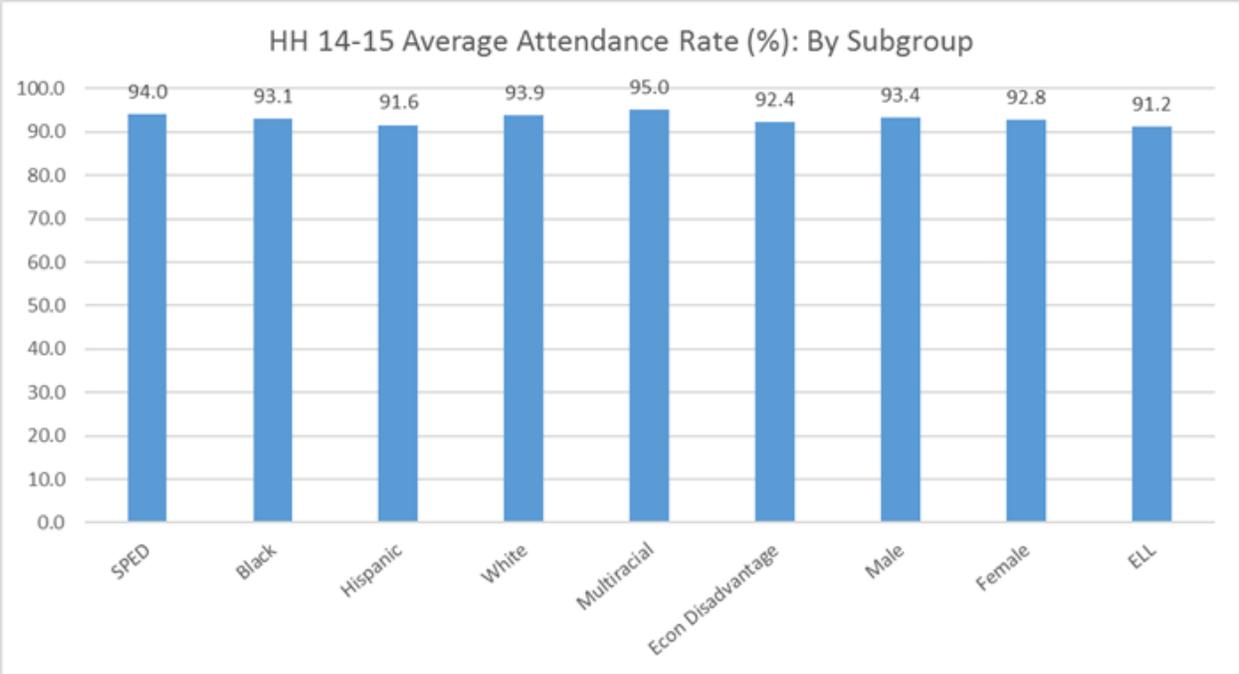
While state-level comparative data are not yet available for Harlem Hebrew, based on the similarity in its 2016 state assessment results to HLA's, its strong record of subgroup growth in F&P, and its implementation of the same educational model and mission, there is every reason to believe that its educationally disadvantaged students will also outpace the average achievement of their state-level peers.

Hebrew Public student attendance is strong. The chart below illustrates student attendance for the past three years at HLA. Note that at the time of grant submission, HH did not yet have three complete years of student attendance data, as its first year of operation was 2013-2014.

Student Attendance (Overall)			
	2012-2013	2013-2014	2014-2015
HH		89.90%	93.10%
HLA	94.40%	94.00%	95.00%

Attendance patterns were generally consistent across subgroups, as shown below for each school:





Comparative state subgroup attendance data are not available; additional details on attendance, including that comparing attendance with similar schools, can be found in Appendix F.

Comparative state data are also not available for student retention, and Hebrew Public’s data systems do not break down retention figures by subgroup. The chart below shows retention by year for each school:

	Student Retention (Overall)		
	2013-2014	2014-2015	2015-2016
Hebrew Language Academy (HLA)	88%	95%	94%
Harlem Hebrew Language Academy (HH)	74%	89%	87%

In calculating the above retention rates, we included ALL students who left the school between one year and the next, for reasons other than graduating from the school’s highest grade. HH’s retention in its first year (when the school was quite small) was low, due in part to a higher-than-usual number of families moving their residencies during the course of the year.

Accordingly, Hebrew Public has demonstrated results for low-income and economically disadvantaged students that are significantly above the state average for such students.

B. Contribution in Assisting Educationally Disadvantaged Students

Hebrew Public, its Board, schools, and hard-working teachers and leaders are fiercely committed to educational equity, and to improving the achievement and lives of educationally disadvantaged students. CSP funding will enable Hebrew Public to create more than another 1,600 high quality seats for students, of which at least 1,000 each year will serve educationally disadvantaged students. These students will have academic achievement levels that greatly exceed their state peers, and will therefore be well-positioned for success in college and beyond. Moreover, while this Project will enable the creation of more than 1,600 new high-quality seats for students, it will also help accelerate Hebrew Public's growth to ultimately serve 5,000 students in New York City.

Hebrew Public will achieve this in the nation's largest, and one of its most segregated, urban districts, and in doing so, will bring together students from all backgrounds in four of New York City's five boroughs (Queens, Manhattan, Brooklyn, and Staten Island), with schools in the following locations:

- Harlem Hebrew (located in the Harlem neighborhood of Manhattan), in CSD 3
- Hebrew Language Academy (located in the Mill Basin neighborhood of Brooklyn), in CSD 22
- HLA2, to be located in or near the Coney Island neighborhood of Brooklyn), in CSD 21
- Staten Island Hebrew Public, to be located in or near the Stapleton/Grimes Hill neighborhoods of Staten Island, in CSD 31
- Queens Hebrew Public, to be located in or near the Hillcrest neighborhood of Queens, in

CSD 28

- Queens 2 Hebrew Public, to be located in or near the Elmhurst neighborhood of Queens, in CSD 24

We anticipate that each of the four new schools to be launched under this Project will have demographic compositions similar to that of the two expanding schools: economic disadvantage rates of at least 60%; special education enrollment rates of roughly 20%; and minority student enrollment of at least 50%. In selecting locations for schools, we will focus on our ability to draw from neighborhoods that experience significant patterns of residential racial and economic isolation. Our strategy of drawing both from isolated low-income neighborhoods and from more affluent neighborhoods has been one of the few successful efforts in New York to create truly integrated schools.

In addition to the significant academic achievement benefits, our schools will achieve other important outcomes for educationally disadvantaged students. These include developing increasing fluency in another language. As former Secretary of Education Duncan has noted, there exists a troubling “language gap” in the United States, with low-income students less likely to have access to instruction in a foreign language.⁸ Hebrew Public’s students will help to close this language gap, and will reap the related benefits of foreign language acquisition.⁹

Hebrew Public’s educationally disadvantaged students are also learning skills of empathy, teamwork, and cross-cultural communication that are critical to a strong citizenry and

⁸ See <http://www.ed.gov/news/speeches/education-and-language-gap-secretary-arne-duncans-remarks-foreign-language-summit>

⁹ Bialystok, E. (2011). Reshaping the mind: the benefits of bilingualism. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, 65(4), 229.

workforce; and building bonds and creating social capital through relationships with peers from a wide array of racial, cultural, linguistic, and economic backgrounds.¹⁰

In addition to the benefits of academic growth, bilingualism, social emotional skills development, and social capital-building, Hebrew Public’s educationally disadvantaged students will be connected with opportunities stemming from their study of Modern Hebrew, including opportunities to intern, study, work at, and travel with Israeli organizations and educational institutions.

C. Quality of the Project Design (see also Section V.D.)

Hebrew Public’s schools implement a unique program model that combines research-based elements whose collective impact is transformative for students. The core elements of this model include: diverse-by-design schools; immersive foreign language instruction for part of each school day; a longer day and longer year for students and teachers; and a rigorous, broad, well-staffed academic program. These elements are further elaborated upon below.

1. **Diverse-by-design schools** that advance important student outcomes and to reduce racial and economic isolation. Hebrew Public is a member of the newly-formed National Coalition of Diverse Charter Schools (www.diversecharters.org), and Hebrew Public’s CEO, Jon Rosenberg, is a founding Board member of the Coalition. In addition to reducing isolation, diverse schools promote a range of important benefits for students: improved critical thinking and problem-solving skills; increased empathy and cross-cultural communication skills; better preparation for

¹⁰ “Social capital can be a catalytic force in driving change for low-income families. Social capital is the network of people and institutions upon which a family relies.”

<http://ascend.aspeninstitute.org/pages/social-capital-is-an-accelerator-for-family-stability-and-strength>

the 21st century economy; and increased civic participation.¹¹ In addition, recent evidence shows that increases in African American students' NAEP scores have a significant correlation with reductions in school-based racial isolation.¹²

2. Immersive foreign language instruction. Hebrew Public's schools include a partial immersion program in Modern Hebrew. Instruction in Modern Hebrew is delivered through a one-hour immersive block each day, as well as through varying degrees of co-teaching in subjects such as social studies, music, art, and physical education. Hebrew Public's Modern Hebrew instructional staff are native speakers of the language, and use the Proficiency-Based Approach to language instruction. The Proficiency-Based Approach

“promotes intercultural communication by exploring the mosaic of language and culture, so that students can communicate appropriately and accurately in authentic contexts in the foreign language. Proficiency-based instruction is student-centered and builds upon

¹¹ See, generally, How Racially Diverse Schools and Classrooms can Benefit all Students, and citations therein, Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo, The Century Foundation (2016), <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>

¹² See School Composition and the Black-White Achievement Gap, National Center for Education Statistics (2015) http://nces.ed.gov/nationsreportcard/subject/studies/pdf/school_composition_and_the_bw_achievement_gap_2015.pdf

what students need, already know, and can do, and it respects diverse learning styles, while encouraging the development of a wide range of skills and learning strategies.”¹³

This approach to foreign language instruction has also been endorsed by the American Council for the Teaching of Foreign Languages.

The benefits of bilingualism and of learning a foreign language are significant. A recent large-scale experimental design RAND study in the Portland, Oregon school district showed that students randomly assigned to language immersion programs made significant gains in English language arts compared to their peers, and did not suffer any negative effects in other subjects.¹⁴ In addition, there are a range of other major benefits to students who participate in language immersion programs. These include:

- Cognitive skill development in areas of pattern recognition and problem solving
- Enhanced sensitivity to verbal and nonverbal cues
- Increased employment opportunities¹⁵

3. A Longer School Day and School Year for Students and Teachers. Hebrew Public’s schools provide students with a school day that is one hour longer than that of most New York

¹³ Characteristics of Proficiency-Oriented Language Instruction, Center for Advanced Research on Language Acquisition, University of Minnesota,

http://carla.umn.edu/articulation/MNAP_polia.html

¹⁴ See Effects of Dual-Language Immersion on Students’ Academic Performance, Steele, Slater et al., 2015, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2693337

¹⁵ See What the Research Says about Immersion, Tara Williams Fortune, Center for Advanced Research on Language Acquisition,

http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html

City district schools, and that also includes a week of additional instruction for all students, and up to five weeks of supplemental instruction for struggling learners. Teachers participate in two full weeks of pre-opening professional development activities each year, have significant planning and collaboration time during each school day, and receive ongoing and embedded professional development over the course of the year. The benefits of a well-organized school program that provides significant additional time for learning and for teacher professional development and collaboration have been well-documented.¹⁶

4. A Rigorous, Broad, and Well-Staffed Academic Program. All students in Hebrew Public schools receive two hours of daily English language arts instruction, one hour of daily math instruction, one hour daily of Modern Hebrew, and significant weekly instruction in social studies, science, physical education, art, music, and chess. Staff schedules are arranged so that reading and math (each one hour per day) are co-taught by two teachers, and so that Modern Hebrew is taught by three teachers; this co-teaching model allows for significant and flexible differentiation and small group instruction.

In addition to the above elements, the Hebrew Public team has deep experience in all aspects of opening new charter schools: application processes, authorizer relations, community engagement, board development, staff and student recruitment, facilities identification, procurement, leadership development, and related areas. In addition to the experience of our team (see Section D.5. and Appendix B), we also work with expert consultants in areas of government relations, charter school law, community engagement, school finance, and real estate.

¹⁶ See, for example, The Case for Improving and Expanding Time in School, David Farbman, The National Center on Time and Learning (2015),

<http://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf> .

More information on our educational program can be found in Section V.D.

Goals, Objectives and Outcomes for the Project

Over the course of the project period, Hebrew Public intends to achieve a number of important goals, objectives, and outcomes during the grant period, including the substantial expansion of our two current schools, so that each will ultimately serve grades K-8, and the creation of four new schools, each also ultimately expanding to serve grades K-8. This expansion and replication will, during the Project period, create more than 1,600 new high-quality student seats, with at least 1,000 of these annually serving educationally disadvantaged students.

In addition, a detailed list of specific student and school-based outcomes can be found in the Evaluation Plan, in Section IV.E. These include measures and targets relating to student academic achievement, attendance, retention, discipline, and social-emotional skills; diversity in enrollment, full enrollment, teacher retention, teacher and parent satisfaction, financial stability, and charter renewal.

Hebrew Public's new schools proposed under this project would have enrollment compositions similar to the two currently operated schools, and we therefore believe that we can not only sustain the high-quality level of outcomes achieved so far at those schools, but improve upon it as our experience grows and our capacities expand.

D. Quality of the Management Plan and Personnel

1. Adequacy of plan to achieve objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for achieving project tasks.

Hebrew Public is well-positioned to achieve Project objectives on time and within budget. We have a history of successful management of our two New York City schools, a team

with clearly defined responsibilities, and clear timelines and milestones for the achievement of project tasks.

Each school in the Hebrew Public network has an independent Board of Trustees, a seasoned Head of School, Directors of Operations, Curriculum & Instruction, and Hebrew Studies, a special education coordinator, and additional staff focused on operational and financial support, student services, community and parent outreach, and services for English language learners.

At a network level, our team includes:

- A **CEO**, who supervises the leadership team and serves as chief liaison to the Hebrew Public Board of Trustees
- An **Executive Director** who supervises the Heads of School
- A second **Executive Director** who oversees data analysis, new school development, and Hebrew Studies functions
- A **Chief Financial Officer**, who supports and oversees financial planning, reporting, budgeting and related areas at schools and for the network
- A **Director of Instructional Support**, who directly supports and co-supervises school-based Directors of Curriculum & Instruction
- A **Director of Hebrew Studies**, who directly supports and co-supervises school-based Directors of Hebrew Studies
- A **Director for School Operations**, who directly supports and co-supervises school-based Directors of Operations
- A **Director of Talent and Recruitment**, who oversees teacher and school leader recruitment, talent development and retention, and career pathways

- A **Data Scientist**, who supports school-based instructional data teams
- A **Senior Manager for Internal Operations**, who supports school board logistics and planning, as well as overseeing internal operations for the Hebrew Public central operation
- A **Director of Strategic Philanthropy** who oversees network-level fundraising and supports school-based fundraising efforts
- A **Director of Marketing and Communications** who supports public relations, branding, media relations, and related areas, and whose work also supports student and staff recruitment

Collectively, these team members ensure that all Hebrew Public schools are well-supported, and that key milestone can be achieved. Resumes and qualifications for these key team members are found in Appendix B.

Timeline and Milestones

Our timeline over the course of this Project includes the following key Project milestones, with a growth plan reflected in the chart and timeline below:

Project Year	HH	HLA	HLA2	Queens	Staten I.	Queens2
One	K-4	K-7				
Two	K-5	K-8	K-1			
Three	K-6		K-2	K-1	K-1	
Four	K-7		K-3	K-2	K-2	K-1
Five	K-8		K-4	K-3	K-3	K-2

Table 6

- **Fall 2016:** Expansion of HLA to grade 7; expansion of HH to grade 4. HLA2 charter application approved; HLA2 Phase 1 school start-up (student recruitment, facilities identification, recruitment of start-up staff team; financial systems set up)

- **Jan-Jun 2017:** HLA2 Phase 2 school start-up (Head of School and start-up team in place for new school; continued student and staff recruitment; student lottery conducted).
- **Summer 2017:** HLA 2 Phase 3 school start-up (student records secured, including special education records; class lists finalized; pre-opening professional development; facility fully equipped with technology, furniture, curricular materials, and supplies).
- **Fall 2017:** Expansion of HLA to grade 8; expansion of HH to grade 5; opening of HLA2 (Brooklyn) grades K-1. Queens and Staten Island school charter applications approved, and Phase 1 schools start-up activities (see above) occur for both schools.
- **Jan-Jun 2018:** Phase 2 school start-up activities (see above) for Queens and Staten Island.
- **Summer 2018:** Phase 3 school start-up activities (see above) for Queens and Staten Island.
- **Fall 2018:** Expansion of HH to grade 6; HLA2 adds grade 2; opening of first Queens school with grades K-1; opening of Staten Island school with grades K-1. Second Queens charter application approved; Phase 1 start-up activities for second Queens school.
- **Jan-Jun 2019:** Phase 2 start-up activities for second Queens school.
- **Summer 2019:** Phase 3 start-up activities for second Queens school.
- **Fall 2019:** Expansion of HH to grade 7; HLA2 adds grade 3; Queens and Staten Island schools add grade 2; opening of second Queens school with grades K-1.
- **Fall 2020:** Expansion of HH to grade 8; HLA2 adds grade 4; Queens and Staten Island schools add grade 3; second Queens school adds grade 2.
- **Summer 2021:** Planning for addition of grade 4 at Queens and Staten Island schools, and

for addition of grade 3 at second Queens school.

2. Business plan for improving, sustaining, and ensuring quality and performance of the schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas such as facilities, financial management, central office, student achievement, governance, oversight, and human resources of the schools.

As Hebrew Public's schools grow from their initial enrollment, their reliance on philanthropic and grant support diminishes. **After approximately three years of operation, the schools become sustainable on public non-grant funding.** Grant funding is required to enable the full and methodical planning, start-up, and initial years of operation. As shown in the response to IV.D.3., below, Hebrew Public has significant capacity to raise philanthropic support. In addition, Hebrew Public's business plan ensures school success in all core areas of school performance as detailed below, with capable and experienced network staff (**staff CVs can be found in Appendix B**).

Facilities: Hebrew Public's two existing schools are located in private leased space under commercially reasonable long-term leases. We have significant experience in identifying and securing facilities, with schools either starting in a smaller facility for their first several years and then moving (as was the case with HLA), or expanding their initial facility to accommodate growth (as was the case with Harlem Hebrew). Hebrew Public has longstanding relationships with real estate brokers who are experienced in facilities identification, and also has relationships with facilities finance organizations such as the Low-Income Investment Fund and Nonprofit Finance Fund. Hebrew Public's leading donors have provided both grants and no-interest and low-interest loans to support facilities development.

Financial Management: Hebrew Public’s finance team at a network level includes our Chief Financial Officer, our Director for School Operations, and a Staff Accountant. The Director for School Operations helps supervise (along with the Heads of School) each school’s finance and operations team, and also serves as liaison to Charter School Business Management (“CSBM”) (a provider of financial management and reporting services to charter schools) and related financial service vendors (e.g., auditors). Hebrew Public’s finance team reports to the CEO and to the Hebrew Public Board Treasurer and Board Finance Committee on long-term financial planning, budgeting, fiscal controls and policies, financial statement and audit preparation, cash flow analyses, insurance procurement, and risk management. The team also supports the work of each school’s finance and operations team, and each school’s Board Treasurer and Board Finance Committee, in the same broad areas of work. The Board of each school, and of Hebrew Public, includes experts in finance.

Central Office: Hebrew Public provides a broad range of central office support services to schools in all areas of operations, with its Senior Manager for Internal Operations, Director for School Operations, and CFO providing key functional support for school-based operations teams.

Student Achievement: Hebrew Public places student achievement at the top of our organization’s and schools’ priority outcomes. Each school is not only robustly staffed with skilled teachers and specialist staff, but also has a leadership team that includes a Head of School who is an expert instructional leader, a Director of Curriculum & Instruction, and a Director of Hebrew Studies. Along with the special education coordinator, these leadership team members are intensely focused on student achievement.

At the network level, the schools are directly supported by an Executive Director who is

an expert in supporting and mentoring principals, a Director of Educational Services with decades of experience in all areas of instructional practice, a newly-created position of Director of Talent & Recruitment, a Director of Hebrew Studies, and a Data Scientist (who is focused on the analysis of student data). In addition to these key staff, Hebrew Public's partnerships with Teachers College, Middlebury College, Scholastic, Lightsail, Bellwether, and other educational organizations help to ensure strong student achievement support.

Governance: Hebrew Public's two Executive Directors and its CEO are experts in charter school governance, with a long track record of working in partnership with boards to drive school and student outcomes. Hebrew Public's staff provide both logistical and strategic support for school boards, plan for and facilitate each school's monthly board meetings in partnership with board leadership, and provide day-to-day supervision on behalf of the boards of each Head of School.

Oversight: Hebrew Public's staff team provides oversight for schools in a comprehensive array of areas detailed in our management agreements with schools (a sample management agreement is included in Appendix H). Hebrew Public provides support to its schools in the areas of curriculum and instruction, professional development, assessment, student information systems, data analysis, special education, services for English language learners, classroom management, student discipline, business operations, human resources, staff recruitment, staff performance assessment, compensation systems, career pathways, budgeting and financial services, compliance, student recruitment, board training, governance, government relations, community relations, supervision of Head of School, marketing and communications, fundraising, and research and evaluation. Our staffing structure ensures that Hebrew Public department heads and executive staff have clear lines of oversight.

Human Resources: Hebrew Public has developed comprehensive personnel policies and handbooks for all school staff, ensures that staff members are subject to background checks, establishes clear position descriptions, review processes, and compensation strategies for both school and network staff.

A new position of Director for Talent and Recruitment focuses on the recruitment of teachers and instructional leadership staff, and on the creation and articulation of career development pathways for all school staff. Hebrew Public has been participating in Bellwether's Talent Ready program as part of our ongoing human resources capacity building efforts.

3. A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project’s long-term success.

Hebrew Public CMO 5-Year Budget					
Project Year	One	Two	Three	Four	Five
<u>Income</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Management Fees	\$648,516	\$1,245,983	\$2,069,101	\$3,331,986	\$4,051,535
CSP Grant	\$113,396	\$248,883	\$267,913	\$147,306	\$41,002
Corporate & In-Kind Support	\$55,000	\$60,000	\$65,000	\$70,000	\$75,000
Indiv. & Foundation Support	\$3,750,000	\$3,750,000	\$3,500,000	\$3,000,000	\$3,000,000
Events Income	\$700,000	\$700,000	\$650,000	\$650,000	\$600,000
Total Income	5,266,912	6,004,866	6,552,014	7,199,292	7,767,537
<u>Expenses</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Personnel, including Fringe	██████████	██████████	██████████	██████████	██████████
Professional Fees	██████████	██████████	██████████	██████████	██████████
Gov. & Comm. Relations	\$91,800	\$93,636	\$95,509	\$97,419	\$99,367
Mktg & Events Consultants	██████████	██████████	██████████	██████████	██████████
Program Consultants	██████████	██████████	██████████	██████████	██████████
Grants to Schools	\$300,000	\$500,000	\$500,000	\$500,000	\$500,000
Network Staff Prof. Dev.	\$55,000	\$60,500	\$66,550	\$73,205	\$80,526
Occupancy-Related Costs	\$339,900	\$350,097	\$360,600	\$371,418	\$382,560
Travel	\$127,500	\$130,050	\$132,651	\$135,304	\$138,010
Fundraising Event Expenses	\$204,000	\$208,080	\$212,242	\$216,486	\$220,816
Gen. & Admin. Expenses	\$153,000	\$156,060	\$159,181	\$162,365	\$165,612
Total Expenses	██████████	██████████	██████████	██████████	██████████
Surplus/Deficit	██████████	██████████	██████████	██████████	██████████
Net Reserves	\$602,849	\$770,119	\$1,134,683	\$1,954,954	\$3,172,430
Schools	2	3	5	6	6
Students	1033	1335	1839	2337	2730
School Income	\$18m	\$24m	\$34m	\$43m	\$52m

The 5-year financial model above for Hebrew Public includes the anticipated costs of supporting and expanding existing schools, and of launching the new schools. It also shows the number of total schools (expanded and new), the number of students to be served each year, and the total school-based income. Sample school budgets which provide further detail on school-specific spending, and a list of recent supporters, are included in Appendix G.

Hebrew Public has a diversified funding base, including income from school management fees, foundations, corporations, and individual donors. Hebrew Public has a consistent track record of raising funds to support the development of new schools. In 2016, funders have already committed more than \$4 million in support. Hebrew Public has several hundred charitable supporters each year, and its Board members provide combined annual support of approximately \$300,000 each year.

A list of major supporters includes:

- **\$1 million or more in total giving:** Michael & Judy Steinhardt; The Areivim Philanthropic Group; The Recanati-Kaplan Foundation; The Paul E. Singer Foundation; IDT Charitable Foundation.
- **\$250,000 to \$1 million:** Sara Berman; Roger & Susan Hertog; The Schusterman Foundation.
- **\$100,000 to \$250,000:** William Davidson Foundation; Elena & Scott Shleifer; EJF Philanthropies; The Grinspoon Foundation.

In addition, during our most recently closed fiscal year (2015), Hebrew Public had over 30 supporters at levels of \$10,000 and above. In addition to these levels of historical and current support, Hebrew Public has secured long-term funding commitments of more than \$10 million over the next several years.

The management agreements with each school provide a source of earned revenue in the form of fees. Fees from schools managed by Hebrew Public are projected to increase from \$650,000 in the 2016-17 schoolyear to \$4 million by 2020-21, helping our network office to become sustainable beyond the Project period.

Hebrew Public also has long-standing and robust relationships with important programmatic and operational partners, including Teachers College (Readers & Writers Project), Middlebury College (Hebrew language instruction), American Council on the Teaching of Foreign Languages (Hebrew language instruction and assessment), Charter School Business Management (financial management and reporting), Cohen Schneider & O’Neill (special education and charter school legal support), and the National Coalition of Diverse Charter Schools (communities of practice in operating high quality diverse schools).

In addition to philanthropic and programmatic support, Hebrew Public has support from numerous local stakeholders, as demonstrated in the attached letters of support in Appendix C. The boards of trustees of our two current schools also include important community stakeholders, such as:

- Reverend Michael Walrond, Senior Pastor of the First Corinthian Baptist Church and Harlem community leader
- Reverend Linda Tarry-Chard, former Minister of The Riverside Church
- Reverend Karim Camara, Executive Director of the NYS Governor’s Office of Faith-Based Community Development, and former NYS Assemblyman
- Basil Smikle, Executive Director of the New York State Democratic Committee

4. The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality.

Each Hebrew Public school sets aside contingency funds and maintains sufficient cash reserves to meet financial obligations, including those relating to employee compensation, school-based contractual agreements, and related expenses. In the event of a school closure, employee-related financial obligations would be met first. Should a school be closed for non-

financial reasons by determination of its authorizer, Hebrew Public would work closely with authorizer staff and school staff to ensure a smooth transition.

In the event of closure, our greatest concerns will be for affected students and their families, and for school staff. For both groups, Hebrew Public will ensure the timely and full flow of information about the closure, and will provide assistance in navigating, respectively, the process of finding alternative schools placements for students, and of connecting with other job opportunities (including those within the Hebrew Public network) for staff.

The authorizers of Hebrew Public's schools (there are only three authorizers in New York State – the NYCDOE, the NYS education department, and the State University of New York) all have rigorous approaches to school oversight and accountability, and have a track record of closing failing schools. Their commitment to ensuring high quality schools mirrors that of Hebrew Public; and like Hebrew Public, these authorizers work with schools to ensure a smooth transition for students and their families in the event of a school's closing.

5. The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project.

Hebrew Public's team has broad and deep experience in the successful planning, opening, and operation of high-performing schools, as well as in related areas of organizational and network-wide sustainability such as fundraising and marketing.

Jon Rosenberg, President and Chief Executive Officer, will serve as Project Director. Jon has extensive experience as a nonprofit executive and education leader with a longstanding commitment to educational equity and civil rights. Jon began his career at The Children's Aid Society, working with campers with special needs. After obtaining his law degree

at Columbia Law School, he worked as an appellate public defender at The Legal Aid Society in New York City. In the late 1990s, he served as an attorney with the U.S. Department of Education's Office for Civil Rights, during which time he negotiated a citywide Memorandum of Understanding with the New York City public schools regarding the disproportionate placement of minority students in restrictive special education settings.

In the early 2000s, Jon served as Associate General Counsel, and then Deputy General Counsel, of Edison Schools. At Edison, he provided support to over 120 schools in more than 20 states on issues relating to special education, services to English language learners, student discipline, school finance, school safety, government relations, and civil rights. He also negotiated and drafted more than two dozen management agreements between Edison and charter school boards. **Jon was involved in managing compliance with a wide array of federal and state grants.**

After leaving Edison, Jon ran organizations such as Roads to Success (a college and career readiness program) and Repair the World (a service-learning support organization), during which time he learned the ins and outs of nonprofit organization management, board relations and governance, fundraising, marketing, and public relations.

Jon's volunteer commitments have reinforced his expertise in education. He has served as Chair of the NYC Bar Association's Committee on Education and the Law, and was a lead author of the Association's report on inequities in admissions to gifted and talented education programs in New York City public schools. He served as Co-chair of the Montclair, New Jersey Taskforce on School Integration, helping to preserve one of the nation's oldest and most successful voluntary school integration programs. Currently, Jon serves on the boards of Ascend Learning (a New York City-based charter management organization), the National

Center for Special Education in Charter Schools, and the National Coalition of Diverse Charter Schools.

Jon is a frequent speaker on issues relating to school diversity, and has played a leading role in the efforts to develop high-quality charter schools that are racially and economically diverse.

Shane Goldstein Smith, EdD, Executive Director, joined Hebrew Public in May 2015. Prior to that, Dr. Smith served for more than a decade in the Chicago Public Schools (CPS), one of the largest public school districts in the United States; most recently as head administrator for the Ogden International School of Chicago. She served as a deputy chief of schools for CPS; as the senior manager of performance management; as a principal at Haines Elementary School; and as a social science teacher and department chair for Whitney M. Young Magnet High School.

Dr. Smith has also served as adjunct professor at Northwestern University's School of Education and Social Policy. She earned an EdD in educational leadership from National-Louis University in Chicago; a master's degree in education from Northwestern University in Evanston, Ill.; and a bachelor's degree in communications and history at Miami University in Oxford, Ohio. Shane's areas of expertise include educational leadership, strategic planning, management and oversight, curriculum design and planning, performance management, and accountability oversight.

In her role at Hebrew Public, Shane serves as direct manager for the Heads of School, and leads a team of staff and consultants that provides instructional, operational, financial, and recruitment support to schools.

Aaron Listhaus, Executive Director, joined Hebrew Public in 2011 from the New York

City Department of Education's Office of Charter Schools, where he was Chief Academic Officer. In that role, he was responsible for the oversight of academic programs and accountability for all of the nearly 70 Department-authorized charter schools. He also served as a coach in New York City's innovative Leadership Academy in the 2007-08 school year, advising and supporting new principals. Prior to that, Aaron spent five years as principal of Middle College High School at LaGuardia Community College in Long Island City. He got his start in the charter movement by serving as the board chair for the International High School, which in 1999 became one of the first conversion charter schools in New York City. He is now serving on the board of School in the Square, a new progressive charter middle school projected to open in the Bronx in fall of 2016.

Aaron's areas of expertise include leadership development, instructional program design, curriculum development, professional development, nonprofit board governance, school startup, and charter school oversight. At Hebrew Public, Aaron oversees a team that supports schools in the areas of Hebrew studies, data analysis, and new school development.

Elly Rosenthal, Chief Financial Officer, joined Hebrew Public in May 2014, prior to which she spent 18 years as CFO and Chief Administrative Financial Officer (CAFO) of Proskauer Rose LLP, a global law firm with over 700 attorneys. Elly brings extensive financial and operational expertise from the private sector. She began her career in public accounting with the "Big 4" accounting firm KPMG. She rose to senior manager and spent four years in the Higher Education and Other Not for Profits department, where she managed numerous not for profit audits in a variety of areas. Elly is skilled in leading cross-functional business teams in the planning and execution of special projects for Finance, Operations and Information Technology.

As CFO of Hebrew Public, Elly oversees all financial matters, with responsibilities including implementing financial policies, managing financial operations, budgeting, financial reporting and analysis, taxes, pension and audits, and working with Hebrew Public's Board to ensure proper fiscal oversight.

Valerie Khaytina, Director of Strategic Philanthropy has been with Hebrew Public for nearly four years. Prior to joining Hebrew Public, Valerie held national development positions in domestic and international organizations, including Jewish Federations of North America and World ORT. She holds a master's degree in nonprofit management from the City University of New York. Valerie's areas of expertise include major giving, annual campaigns, event fundraising, family and youth philanthropy, board relations, donor acquisition and retention, grant writing, and public speaking.

As Director of Strategic Philanthropy at Hebrew Public, her chief responsibilities include: working with the Hebrew Public Board and CEO on major gift solicitations; cultivating and maintaining relationships with funders; executing all fundraising and cultivation events for the organization; developing proposals, reports and periodic communications for funders; and assisting network schools with their fundraising efforts.

Joseph "Morris" Ardoin, Director of Marketing and Communications joined the Hebrew Public team in 2013. Morris is a seasoned marketing and public relations professional with experience in a variety of settings, including universities (Tulane, New York University, Columbia University), public relations agencies, and humanitarian organizations (HIAS). He earned a master's degree in communication from the University of Louisiana, a bachelor's degree in journalism from Louisiana State University, and is accredited by the Public Relations Society of America.

Morris' areas of expertise include: analog and digital media relations; website development; crisis communication; team building and management; employee communication; marketing collateral development; branding and visual identity; and photo editing and graphic design.

As head of marketing and communications at Hebrew Public, Morris oversees all aspects of the organization's marketing and communication strategy and execution.

Elyse Piker, Director for School Operations, joined Hebrew Public in 2015.

Previously, she served as a Business Operations Manager at Success Academy Charter Schools (Success). She opened three of Success' middle schools, and oversaw all daily operations, which included budget oversight, staff recruitment, parent communication, supply procurement and team management. Before joining Success, Elyse earned an MBA in strategic marketing and finance from the University of Connecticut in 2012. Prior to business school, Elyse worked in several different entrepreneurial and nonprofit settings. Elyse's areas of expertise include school operations, financial planning and organization, team management, facilitating performance, strategy and decision-making.

As Director for School Operations for Hebrew Public, Elyse's responsibilities include shared supervision (with the Head of School) of each school's Operations Director; advising and supporting schools in all aspects of finance and operations, including facilities, budgeting, financial reporting, transportation, school safety, supply chain, technology, and related functions; recruitment and hiring of school-based operational teams; and supporting school planning.

Hindie Weissman, Director of Educational Services, has served as Hebrew Public's Director of Educational Services for the past 6 years. Hindie has several decades of experience

as an educator, with experience in: supporting literacy initiatives for Ethiopian immigrants in Israel; working with Scholastic Books, Inc. on creating professional materials for teachers; serving as a reviewer of Common Core assessment materials; and supporting the development of charter school program models. Hindie's areas of expertise include balanced literacy, workshop instruction, classroom management, goal setting, lesson planning, curriculum writing, mapping, and alignment, Common Core Standards, data driven instruction, and teacher evaluation.

As Hebrew Public's Director of Educational Services, Hindie's responsibilities include: joint oversight (with Heads of School) of school-based directors of curriculum and instruction; planning and delivery of teacher professional development; supporting data-driven instructional practices; supporting teacher and leader recruitment; guiding the selection of curricular materials; and related areas of support.

Robin Natman, Director of Talent & Recruitment, will join the Hebrew Public management team in mid-2016, transitioning from her role as founding Head of School for Harlem Hebrew (HH). Robin successfully led HH from pre-opening through its successful 3rd year of operation. Prior to that, Robin worked in East Meadow Schools as the Director of Humanities, where she oversaw the hiring and supervision of more than 120 teachers and administrators across 9 schools. Robin holds M.S.Ed. degrees from Brooklyn College, Queens College and Bank Street College of Education, in Elementary Education, Supervision and Administration and Special Education Leadership.

Robin's areas of expertise include instructional leadership, recruiting/developing talent, curriculum design and professional development. At Hebrew Public, Robin is responsible for creating and implementing an innovative recruitment strategy focused on targeting high-quality

staff and leaders. Additionally, she will create and implement systems for onboarding, supporting and developing staff.

Carl Letamendi, PhD, Data Scientist, joined Hebrew Public in 2014 as the organization's first Data Scientist. Carl has over 11 years of professional work experience across corporate, nonprofit, education, government and research areas. Dr. Letamendi has experience working with data analysis as it relates to minority populations and closing disparities & social inequities. In 2013, he was selected for a fellowship at the National Institutes of Health/National Institute on Drug Abuse in Bethesda, MD. While there, he assisted with data-focused research on substance abuse amongst teenagers, and prepared research-backed speeches for the Director of NIDA for use in Congressional testimony. Thereafter, he was selected for a fellowship with the U.S. Department of Agriculture's Office of Civil Rights, Diversity and Inclusion in Washington DC, where he provided programming support for Special Emphasis Programs and grant evaluations related to presidentially-mandated diversity and inclusion initiatives. In 2015, Dr. Letamendi was selected to participate as an external expert grant reviewer for a \$19 million program aimed at encouraging minority children to pursue education in the agricultural sciences. He holds a Bachelor's degree in Business Administration, a Master's degree in Finance, a PhD in the Social Sciences, and several certificates in epidemiologic sciences and applied statistics.

In his role at Hebrew Public, Dr. Letamendi collects raw data from all formative, interim, and summative assessments, and converts those data to easily interpretable reports for teachers and school principals. Additionally, Dr. Letamendi executes statistical tests on the aforementioned data, helps identify disparities, and assists schools in identifying students in need of intervention and enrichment services.

Shlomit Lipton, Director of Hebrew Studies, joined Hebrew Public in 2011, before which she worked as a consultant at Hebrew at The Center, Inc., and as a Hebrew teacher and mentor at The Jewish Community Day School in Boston. She was assistant head of the Rashi School from 2001 to 2003 as well as the interim head of the school. In Israel, Shlomit taught English in grades 4 through 12 at Kibbutz Kabri. She studied Foreign Language Instruction at Oranim Teachers' College of Haifa University, and holds a MEd specializing in reading and language arts from UNC-Chapel Hill.

At Hebrew Public, Shlomit's responsibilities include: shared supervision (with Heads of School) of each school's Director of Hebrew Curriculum & Instruction; the provision of professional development to the Directors and to Hebrew teachers; development of curriculum and assessment materials and tools; the creation and management of Hebrew-related partnerships with organizations such as Middlebury College; and the recruitment and screening of Hebrew instructional staff.

E. Quality of the Evaluation Plan

Hebrew Public has developed a comprehensive evaluation plan for our schools, which have been chosen to reflect the main priority of this Project: increasing the academic achievement of educationally disadvantaged students. Our evaluation plan includes multiple objective performance measures and targets, and a mix of both quantitative and qualitative measures. For plan clarity, these are organized into measures relating to students, those relating to schools, and those relating to the network. They reflect GPRA requirements and Project-specific outcomes.

The forms of data described below are all likely to yield reliable, valid, and meaningful performance data. They include a mix of:

- State standardized, Common Core-aligned assessments, reported in detail each year by New York State’s education department
- Nationally normed assessments: NWEA-MAP
- Highly reliable, validated assessments: F&P Benchmark Assessment system; STAMP; OPI (see below for more detail on each of these)
- Attendance (as reported through NYC’s ATS system)
- Retention (which will be tracked in detail at the school level)
- Discipline records (tracked in detail at the school level)
- Teacher, student, and parent surveys, including both those required by NYC and standardized across all NYC schools, as well as CMO-developed surveys
- Demographic data, as reflected in reporting to NYC and NYS, and reflective of demographic indicators such as special education status, English language learner status, race/ethnicity, and eligibility for free/reduced price meals
- Financial data, subject to strict fiscal controls and annual audits
- Authorizer standing and charter renewal information, as tracked by NYS authorizers and publicly reported

Hebrew Public’s operational model includes both school-based data teams (including teachers, operations staff, and school leadership), and a network-level data team (including a Data Scientist, operations and finance staff, and program staff). Together, these teams have the requisite expertise to collect, analyze, and report on these data. For example, Data Scientist Dr. Carl Letamendi has significant prior experience conducting similar data collection, analysis and reporting at the National Institute of Health and the US Department of Agriculture (see staff and CVs for more detail).

Most of the measures below are annual measures, and reflect ambitious but attainable targets. For most, baseline data are reported in Section IV.A, and in Appendix F. Timelines for attainment are specified within each target, with many of them expected to be achieved on an annual basis.

Student Measures

1. Student Achievement on the NYS ELA, Math, and Science common-core aligned assessments for grades 3-8. Annual targets:

- 80% minimum proficiency for the group of students who have been enrolled for three consecutive years or more in a Hebrew Public school.
- Each educationally disadvantaged subgroup within Hebrew Public schools will, each year, close the achievement gap within the network by at least 3 percentile points. For example, if the proficiency gap between economically disadvantaged students and other students in 2016 is 15 percentile points, then by 2017 it will be reduced to no more than 12 percentile points.
- Each educationally disadvantaged subgroup within Hebrew Public schools will, each year, outperform their state-level peers within the same subgroup.

2. Student Achievement on the NWEA-MAP in Reading and Math for students in grades K-2: annual target of 75% of students in at least their second consecutive year at a Hebrew Public school will perform at or above grade level as measured by NWEA RIT values.

3. Student Achievement in Reading as Measured by the Fountas & Pinnell Benchmark Assessment System: Annual target of 75% of students in at least their second consecutive year at a Hebrew Public school will meet or exceed the F&P grade level standard in independent reading.

4. **Student Attendance:** Annual target of 95% or higher attendance rate at each Hebrew Public school, including minimum 95% attendance rates for educationally disadvantaged student subgroups.

5. **Student Retention:** Annual target of 90% or more of students enrolled in Hebrew Public schools will remain enrolled within the Hebrew Public network of schools the following school year, with the exception: of students who change residence to outside of the districts we serve; students who are placed by the district in a highly restrictive special education placement such as a specialized school; and students who graduate from the Hebrew Public school in which they are enrolled.

6. **Hebrew Proficiency:** Annual target of at least 75% of all students who are in at least their second consecutive year at a Hebrew Public school will meet proficiency benchmarks, as measured by performance on the Oral Proficiency Interview designed by the American Council on the Teaching of Foreign Languages, and on web-based tests such as STAMP (Standardized Measurement of Proficiency) by Avant Assessment.

7. **Student Discipline:** Annual target: each Hebrew Public school will have an annual student suspension of no more than 3%, with no subgroup of students having a suspension rate of more than 5%.

8. Increases in student skills of **empathy, cross-cultural communication, civic responsibility, and appreciation of difference**, as measured in annual student, parent, and teacher surveys and school-based assessments.

School Measures

9. **Student Diversity:** On an annual basis, the achievement of **meaningful diversity** at each school, across measures such as enrollment by race/ethnicity, special needs status, language

diversity, and economic disadvantage; while there are many measures of diversity, we expect our schools to be in the bottom decile of all New York City public schools in measures of racial and economic isolation. In addition, at each Hebrew Public school, the enrollment of students with disabilities shall be at least 15%, and the enrollment of English language learners shall be within two percentile points of the ELL enrollment of the community school district in which the school is located.

10. Parent Satisfaction: for each Hebrew Public school, a minimum of 90% of parents/guardians shall report high levels of overall satisfaction as measured by annual surveys.

11. Teacher Satisfaction: for each Hebrew Public school, a minimum of 75% of teachers shall report high levels of overall satisfaction as measured by annual surveys.

12. Teacher Retention: for each Hebrew Public school, a minimum of 80% of teachers who receive satisfactory performance ratings will be retained from year to year.

13. Financial Performance: each year, each Hebrew Public school will maintain positive cash flow at all times, and will finish each fiscal year without an annual deficit.

14. Full Enrollment: each year, each Hebrew Public school will be fully enrolled, with waiting lists of students available to fill any seats that become open during a school year.

15. Charter Renewal and Good Standing: each Hebrew Public school will be in good standing with its authorizer, and will be fully renewed upon the completion of a charter term.

Network Measure: Growth in High-Quality Charter Schools: The significant expansion of 2 high-quality charter schools, and the creation of 4 new high-quality charter schools, consistent with federal guidelines and the goal of the CSP, over the 5-year course of this Project.

Hebrew Public is committed to the ongoing monitoring and evaluation of student, school, and network progress under this Project. In addition to the evaluation plan described above, we

continually monitor student data (including through interim assessments), instructional and operational practices, staff, and community/family engagement. This allows us to engage in mid-course corrections as necessary in school planning, openings, or ongoing operations, ensuring that we do not need to wait for an annual target's determination before understanding progress within each outcome area.

V. APPLICATION REQUIREMENTS

A. Project Objectives

The objectives of the Project are to substantially expand our two existing high-quality schools and to successfully launch four new high-quality schools in New York City, each of which will be racially and economically diverse, and will prepare students to be productive global citizens. When these six schools have reached their full size, they will collectively serve approximately 4,500 students. Please review Section IV.E. for details about the methods by which Hebrew Public will determine its progress toward achieving those objectives.

B. Central office operations

All new Hebrew Public schools will enter into a management agreement with Hebrew Public. A sample Hebrew Public management agreement is included in Appendix H. Hebrew Public's role is to assume responsibility for each school's educational outcomes, management, and operation, under the authority of each school's Board of Trustees. The Board of each school is responsible for the hiring (and if necessary, firing) of the Head of School (based on Hebrew Public's recommendations), for oversight of Hebrew Public in its role of managing the school, and retains fiduciary oversight.

As the sample management agreement shows, Hebrew Public provides support to its schools in the areas of curriculum and instruction, professional development, assessment, student

information systems, data analysis, special education, services for English language learners, classroom management, student discipline, business operations, human resources, staff recruitment, staff performance assessment, compensation systems, career pathways, budgeting and financial services, compliance, student recruitment, board training, governance, government relations, community relations, supervision of Head of School, marketing and communications, fundraising, and research and evaluation.

C. Ensuring commensurate share of funds

According to the Federal Notice, the maximum limit of grant funds that may be awarded per new school seat is \$3,000, including a maximum limit per new school created of \$800,000. Hebrew Public will allocate funds to schools based on this formula, as overseen by the Project Director.

D. Educational program

A description of the core elements of the Hebrew Public educational program can be found in Section IV.C. As noted above, core to Hebrew Public's mission is to create schools that are racially and economically integrated, and our educational program is designed to ensure that the academic and social emotional needs of all students are well met. Our model includes both elementary and middle school programs, with each campus designed to ultimately serve students in grades K-8.

Hebrew Public schools devote significant instructional time to core academic subjects to ensure student mastery of NYS Common Core Learning Standards (CCLS) and set high standards for and expect high levels of achievement from all students. For example, in grades K-5, each week students receive 10 hours of ELA, 5 hours of math, 3 hours of social studies, 2¼ hours of science and 5 hours of Modern Hebrew instruction. In addition, students participate in 3

hours of gym, 3 hours of the arts and 1 hour of chess weekly. Our schools have a longer day (by 1 hour) and school year (by 5 days for all students, with several additional weeks of intensive instruction for students who are not making adequate academic progress) than district schools. Increased learning time benefits all students, especially those who are identified as being at risk of academic failure.

Our schools use the Gradual Release of Responsibility instructional model (more familiarly known as the workshop model), which is highly effective in working with heterogeneous classrooms of students, including students with disabilities, English language learners, and economically disadvantaged students. The workshop model is consistent with our commitment to a balanced instructional approach and builds capacity in teachers to differentiate instruction through the use of assessment data to identify students' needs. Our comprehensive assessment program includes a variety of formative and summative tools.

An integral part of Hebrew Public's mission is the study of Modern Hebrew. There is ample research that points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual, bi-literate, and cross-culturally competent, better preparing them to be active participants in the global community. Modern Hebrew is taught using the Proficiency-Based Approach, considered by the American Council on the Teaching of Foreign Languages as the gold standard for teaching foreign language. Like the workshop model, the Proficiency-Based Approach is an assessment-driven approach with instruction constantly informed by an on-going assessment of the learners' abilities to function in the target language.

Hebrew Public's co-teaching model allows students to benefit from the instructional intensity and differentiation that is made possible by having two teachers in the classroom. Co-

teaching occurs in Readers Workshop and Math. In Modern Hebrew, students benefit from a Modern Hebrew instructional team supporting differentiated instruction in diverse Hebrew language abilities. As often as possible, co-teaching is used in other content areas, such as science and social studies, and consists of the general studies and Modern Hebrew teachers so as to integrate Modern Hebrew into these subjects.

As our mission statement attests, we seek to imbue students with values of understanding and respect for others. Through the integration of an experiential service-learning curriculum that promotes social responsibility through a cycle of action and reflection, students work collaboratively through a process of applying what they are learning to community problems.

We invest in strong leadership and highly qualified and experienced teachers. Our approach emphasizes embedded professional development, as reflected in full-time Directors of Curriculum and Instruction, for both the General Studies and Modern Hebrew programs, in addition to the Head of School. Embedded staff development ensures teachers are fully supported and their instructional capacity is strengthened and deepened as the school continues to grow and develop. These school-based instructional leadership teams are in turn supported by Hebrew Public's network team of expert educators.

Hebrew Public's schools implement comprehensive academic intervention programs, grounded in Response to Intervention (RtI) practices, a well-honed professional learning community, and a data-driven professional culture. These practices, along with the educational model elements described above, ensure that our schools enable the success of educationally disadvantaged students, including students with disabilities, English language learners, and economically disadvantaged students.

Special education staff, ELL and reading specialists, and social workers work collaboratively to ensure rigorous RTI processes. For students with disabilities, our schools provide services based on student need and as specified in student IEPs, typically including the full inclusion of special education students in the general education environment with related services and special education teacher services “pushed in” to the classroom setting, and students “pulled-out” for those related services that cannot be delivered effectively in the classroom setting.

Depending on the size of each school’s English language learner population, each school employs at least one specialist who provides direct support to English language learners, and who also works with classroom teachers in incorporating specific strategies to support students in reading and math skills and in acquiring content knowledge. Reading specialists work directly struggling students while supporting their classroom teachers in incorporating research-based interventions in their classroom teaching.

E. Relationship with Authorizer

The two existing Hebrew Public schools are authorized by the New York City Department of Education (Hebrew Language Academy) and the New York State Department of Education (Harlem Hebrew), respectively. Future applications in implementation of the growth plan will be submitted to either the New York State Department of Education or the Charter School Institute of the State University of New York.

Each of the New York State authorizers has rigorous application review, annual review, and renewal processes that focus on a range of school performance areas such as student academic performance, operational and financial performance, compliance, governance, and community engagement.

Aaron Listhaus, Hebrew Public’s Executive Director for Programs, worked for several years overseeing the New York City Department of Education’s authorizing and renewal process. He has a deep understanding of both the application and renewal processes. He and other Hebrew Public leadership team staff – including Jon Rosenberg and Shane Goldstein Smith – have developed close working relationships with senior authorizer staff at all three of the authorizing entities in New York State. These relationships ensure that the authorizers are in frequent contact with Hebrew Public, aware of any changes at our schools, and are in a position to help with advice and expertise.

F. Continued operation of schools

As they grow, each Hebrew Public charter school reaches a size where it does not need to rely on philanthropic support or discretionary grants to provide its full program and meet all of its obligations toward students, staff, authorizers, and other key stakeholders. This occurs after the school has been in operation for three years. Each school’s long-term budget provides for its receipt of grant and/or philanthropic support during its first several years of operations, at which point the school’s size enables it to be sustainable with public funding that is broadly available to all New York State charter schools.

Hebrew Public, in turn, receives management fees from each school it serves. These fees are supplemented by philanthropic support for Hebrew Public from its Board members, foundations, corporations, individual donors, and through fundraising events. Further information about Hebrew Public’s record of raising funds can be found in Section IV.D.3.

G. Parent and community involvement

Each of Hebrew Public's schools is committed to parent and community involvement. Our engagement with parents and communities takes many forms, and is reflected in part in the following statement that appears in each school's Handbook:

“This School exists because of the needs of the community to have an alternative approach and philosophy in the delivery of educating students. Impressions are constantly changed and formed by every contact parents have with the School and its employees. We recognize and encourage parents as partners in the education of their children. When parents send their children to this School, they have great expectations and a very positive impression of the School and its mission. It is up to each employee to fulfill these expectations and build a lasting impression. Employees are role models at all times to the students, parents and community we serve.”

In each community in which Hebrew Public operates or plans to operate a school, our staff and board members engage in extensive community outreach. This includes meeting and building relationships with community-based organizations, local newspapers and radio stations, after-school providers, churches and other houses of worship, elected officials, local police precincts, and local businesses. A sample outreach plan, as well as outreach materials in several languages, can be found in Appendix H.

Each of our schools employs a Parent Liaison. This critical staff member supports the work of the school's Parent Association, and ensures that all parents and guardians are informed about school events and issues. In addition, all staff at each school receive professional development in parent and community relations, and understands that our schools must be welcoming places for parents at all times. In addition to the Parent Liaison, the Head of School

and operations team have significant parent engagement roles. And, of course, individual teachers are responsible for, and supported in, ongoing and meaningful contact with all of the parents of the children they serve.

Our commitment to parental support and engagement also helps us retain educationally disadvantaged students. We ensure all parents feel welcomed as an integral part of the community. We are sensitive to the needs of parents (some of whom may have work or have childcare constraints) by offering a flexible schedule for parents to attend parent teacher conferences, PTA meetings and other events that are necessary to support their child's education and engage them in the school community. We ensure these meetings and events are accessible to non-English speaking parents through translators.

Parent and community input play a significant role in the design and implementation of each of our schools. For example, our extensive community engagement demonstrated that our first two New York schools were going to be in communities that were deeply opposed to the co-location of charter schools and district schools in the same building; accordingly, we ensured that each school is located in a separate private facility.

H. Waivers

Not applicable. Hebrew Public does not seek any waivers.

I. Use of grant funds

Grant funds will be used to support the expansion and replication of Hebrew Public charter schools in New York City. Please review the Budget Narrative for specific detail on how Hebrew Public will spend grant funds under this proposed project. Hebrew Public will coordinate activities and resources supported by CSP grant funds with activities and resources supported by other Federal programs administered by the Secretary. Other funds available

include Title I and Title IIA. Title I funding will be used to provide direct instruction to at risk students. Title IIA funding will be used for professional development.

J. Informing students about the school

Student Recruitment

Hebrew Public takes seriously its obligations to inform students and families about our schools, and to ensure that our student enrollments fully reflect the communities we serve. As noted in Sections IIB and IIIB in this Project Narrative, our schools are “diverse by design,” and serve significant numbers of low-income students, students with disabilities, English language learners, and minority students. We are committed to maintaining these efforts both in expanding our two existing schools and in launching new ones.

Our methods of public outreach have been successful in informing families with school-age children about Hebrew Public’s schools. We recognize that some prospective families, especially those who are economically disadvantaged or recent immigrants, may be unfamiliar with or have limited access to information regarding their children's educational options. We leverage the strong relationships we have developed with media outlets, community-based organizations, preschools, and community leaders. Hebrew Public ensures that recruitment and application materials are made available in each of the major languages spoken in the communities we serve. See Appendix H for samples of non-English recruitment and application materials.

Hebrew Public’s schools employ many strategies to publicize our program and appeal to a diverse population. These include: posting flyers in multiple languages and placing notices in local newspapers, supermarkets, communities of faith, community centers and apartment complexes, including large public housing developments; conducting open houses

in after-school programs, and youth centers; recruiting students from a diverse array of preschools and Head Starts, including ones that serve English language learners and families below the poverty line or that have a focus on children requiring early intervention services for students with disabilities; engaging in outreach to relevant media outlets including minority and foreign language media; and canvassing neighborhoods to further reach interested families.

Family information meetings highlight the academic program, curriculum, inclusive school culture, academic support and intervention services and personnel specifically focused on children identified as English language learners, students with disabilities, or students who are economically disadvantaged.

Student Admissions

Hebrew Public's schools follow all student admission procedures required under applicable federal and state law. Our admission policies are non-sectarian and do not discriminate against any student or family on the basis of ethnicity, national origin, gender, disability, sexual orientation, or any other ground that would be unlawful if done by a public school. Admission is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to one of our schools.

Our schools have historically had more applicants than available seats. When this occurs, a random lottery is used to determine admission. Students who do not secure a seat through the random lottery are placed on a waiting list in the order that their names were

drawn.

Admission preference is granted to applicants in the following manner:

- First preference (after the first year) is given to returning students, who will automatically be assigned a space at the school and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.
- Second preference is given to siblings of students already enrolled in the school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery.
- Third preference is given to residents of the community school district in which the school is located.

K. Complying with IDEA

In New York State, charter schools are considered for IDEA purposes to be part of each student's district of residence. In close coordination with the New York City Department of Education (NYCDOE), Hebrew Public ensures that instruction to students with disabilities is provided in the least restrictive environment possible to the extent appropriate and subject to the requirements included in each student's IEP in accordance with all applicable federal and state laws and regulations (including IDEA and Section 504). Students with disabilities participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the full extent allowed by the IEP. Students with disabilities receive all notices concerning school-sponsored programs, activities, and services.

Hebrew Public fully complies with federal Child Find requirements. Students enrolling for the first time in a New York public school are be screened by the school's Child Study

Team (CST) to identify any possible indication that the child may need an IEP, or referral to the Committee on Special Education of the school district. Hebrew Public ensures that the most recent IEPs of enrolled students are forwarded to a given Hebrew Public school by their previous schools in a timely manner. Other students are brought to the attention of the team if they demonstrate challenges within the general education environment that suggest the possibility of a disability, and to coordinate the provision of Response to Intervention services and strategies.

If there is no improvement in the student's areas of concern following implementation of appropriate strategies, an official meeting is called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the Committee on Special Education (CSE) of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in 34 CFR §300.504, is sent to the student's parents/guardians. A student's parent or guardian, physician, judicial officer or representative of a public agency, as well as a professional staff member, may make a referral.

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the CSE of the school district of residence. Hebrew Public implements the IEP developed by the CSE and cooperates with the district of residence to ensure that all services recommended in the IEP are provided. As required by the IDEA, the regular education teacher is involved in the development and implementation of the IEP.

All Hebrew Public schools provide testing modifications that may be required by a student's IEP or 504 plan.

Hebrew Public's schools employ certified special education staff, and also contract

with certified or licensed individuals and/or organizations to provide certain services such as speech/language therapy and occupational therapy. Each Hebrew Public school also employs a special education coordinator.

Hebrew Public special education teachers provide a range of support to students as required by their IEPs, and closely coordinate instruction and services with general education and Modern Hebrew instructional staff. They also ensure that other teachers are knowledgeable about the needs of each student with an IEP or 504 plan, and that teachers receive the support they need to implement each student's program, and implement any necessary modifications or accommodations in their classes. In addition, social workers provide any counseling mandated in a student's IEP or 504 plan. In the unusual event that a given Hebrew Public school is unable to provide services in accordance with the student's IEP, then under NYS law the school district of residence provides those services.

L. Compliance

There have been no compliance issues identified within the past three years for any of the schools managed by Hebrew Public.

M. Charter school information

Charter school information is included in Appendix E.

N. Data showing applicant quality

Data showing applicant quality is included in Section IV.A. and in Exhibit F. **Please note that since Hebrew Public only operates schools that currently serve students in grades K-6, requirement (n)(3) is not applicable to this application.**

O. Such other information and assurances as the Secretary may require

A signed copy of the Charter Schools Program – Replication and Expansion Grantee Assurances is included as Appendix A.