

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

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

**FY20 CSP Grants to Developers for the Opening of New Charter Schools**

**CFDA # 84.282B**

**PR/Award # S282B200012**

**Grants.gov Tracking#: GRANT13149472**

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 19, 2020

PR/Award # S282B200012

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/19/2020"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Gloria Bonilla-Santiago"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="501 Cooper Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Camden"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="NJ: New Jersey"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="08102-1210"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Gloria"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Bonilla-Santiago"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="President &amp; CEO"/>	
Organizational Affiliation: <input type="text" value="LEAP Social Enterprise Inc."/>		
* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="REDACTED"/>		

**Application for Federal Assistance SF-424**

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052220-001

\* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter School Developers for the Opening of New Charter Schools CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2020-1

Title:

84.282B - CSP Grants to Developers for the Opening of New Charter Schools FY20

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

Add Attachment

Delete Attachment

View Attachment

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

STEM+E Academy of San Juan Charter School Development Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

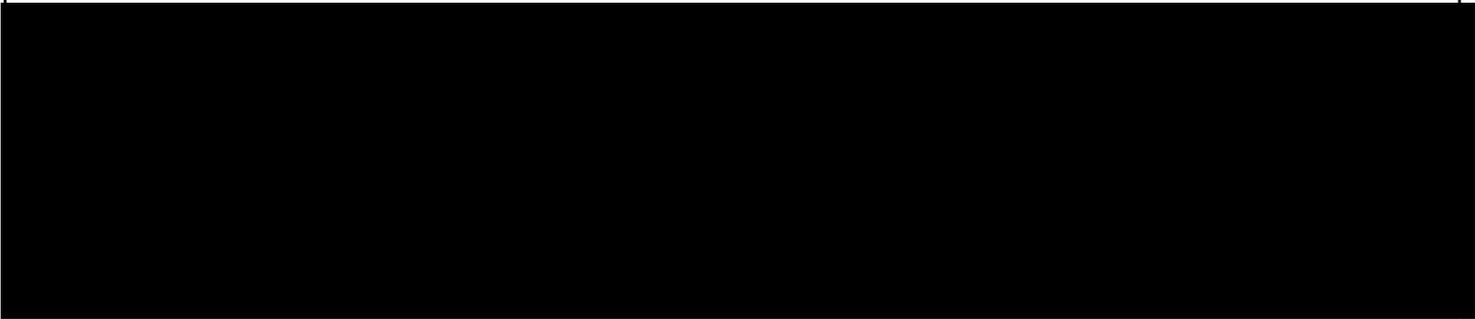
View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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



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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

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

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Gloria Bonilla-Santiago

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

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



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

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

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

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

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

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

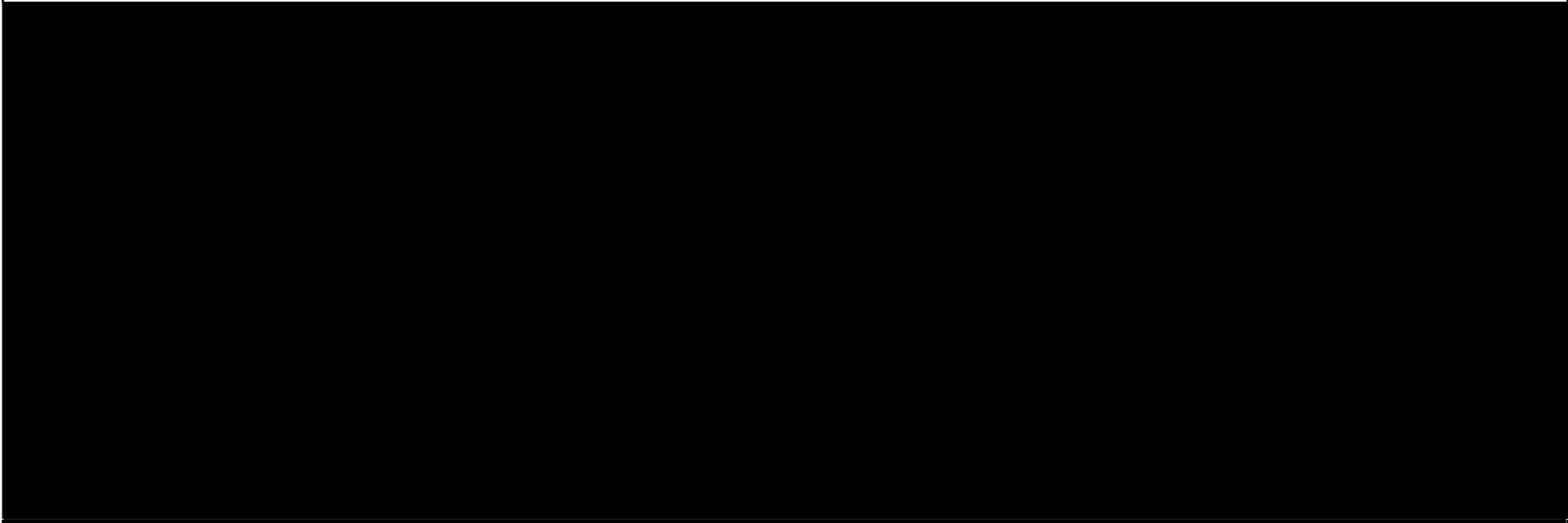
(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

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

PR/Award # S282B200012

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



**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

1238-LEAP Social Enterprise - GEPA STATEME	Add Attachment	Delete Attachment	View Attachment
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LEAP Social Enterprise, Inc.  
G.E.P.A. Statement  
(General Educational Provisions Act)

The LEAP Social Enterprise and all of its partnering organizations are strongly committed to equal access and treatment for all students, families, employees, and the general public. In essence, access and inclusion are at the core of the organization's mission and front and center in the goals and objectives for this grant proposal.

LEAP Social Enterprise, the LEAP Academy and the future STEM + E Academy of San Juan and partnering organizations all have strong board policies of nondiscrimination that guides and governs decision making at all levels. Such policies incorporate the following principles: the organizations shall not discriminate against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in board and/or agency sponsored activities. The LEAP Social Enterprise and its partners are committed to the provision of equal access in all child/family/employment and business programs, activities, services and operations that are deployed or provided directly by the board, as well as those operated or provided by another entity on behalf of the board under contractual or other arrangements. This policy is in place to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

We are committed to implementing strategies for ensuring equal access to and participation in the STEM + E Academy of San Juan programs for consumers and are important safeguards to ensuring that our programs are carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program, including:

1. Develop and administer a pre-participation surveys or applications to targeted attendees of grant-related events, such as trainings and workshops. The purpose of the pre-participation survey will be to solicit information from consumers regarding special access requirements – such as wheel chair access and signers.
2. All grant program-related sessions/activities should be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, the grant staff will further develop and implement a ‘plan of action’ that will address the identified special access needs indicated by program registrants that go over and beyond the access provisions of the ADA facilities, themselves.
3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by the LEAP Social Enterprise, Inc.
4. Hire, recruit, and involve individuals from social and ethnic minority groups, multi-lingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.
6. Offer transportation vouchers for advisory members of the program and participants who must use personal or public transportation to attend grant meetings, activities, and workshops, as needed and if available.
7. Offer multi-lingual services for consumers and others as needed and appropriate.
8. Offer onsite childcare for individuals who must bring their children to program training events and activities (as available).
9. Arrange for assistive technology devices to translate materials for participants in need of such services (as available).

10. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and/or computer labs, to the greatest extent possible.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Gloria Bonilla-Santiago"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Gloria"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Bonilla-Santiago"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="President &amp; CEO"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Gloria Bonilla-Santiago"/>	* DATE: <input style="width: 150px;" type="text" value="06/19/2020"/>

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

**1. Project Director:**

Prefix: Dr.	First Name: Gloria	Middle Name:	Last Name: Bonilla-Santiago	Suffix:
----------------	-----------------------	--------------	--------------------------------	---------

Address:

Street1:	501 Cooper Street
Street2:	
City:	Camden
County:	NJ
State:	NJ: New Jersey
Zip Code:	08102-1210
Country:	USA: UNITED STATES

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

Email Address:



**2. Novice Applicant:**

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

- Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

- Yes  No

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

- Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

This proposal is submitted by the LEAP Social Enterprise, Inc. in response to the USDOE – Charter School Program’s Grants for New School Developers (CFDA 84.282B) with a central focus—to engage in continued planning and development activities leading to the opening of the STEM+E Academy of San Juan in August 2021. Grant funds will facilitate the planning, program design and initial implementation of the charter school, including work to bring staff early to work in curriculum and instruction, hire a Chief Academic Officer ahead of time to lead the planning for the school, offer a Summer Academic Enrichment Program for children the summer of 2021 and engaging with community and parents. The planning efforts will focus on four critical areas of school development:

- (1) ***Strategic Alignment and Governance Management:*** developing operational structure for the school’s board; engaging the board in the process of mission alignment; refining and developing governance principles; engaging the board in establishing the management structure for the school; developing a five-year sustainability plan; and developing a self-evaluation protocol focused on measuring outcomes and processes.
- (2) ***Operations Management:*** establishing operational processes in critical areas such as personnel, student services, scheduling, facilities, food services, and fiscal management; effective and efficient budgeting; establishing fiscal procedures and controls; planning for resource development; and developing student recruitment and enrollment strategy.
- (3) ***Stakeholder Management:*** conducting stakeholder analysis; cultivation of partners; applying SWOT to identify resource gaps; developing a strong family engagement program that is grounded on the needs of the community; establishing the mechanisms and partnerships to provide school-based services so the school becomes a community hub; developing extended and weekend programming for the local community.
- (4) ***Curriculum, Instruction and Academic Achievement Management:*** finalizing selection of curricular programs; engaging experts to work with teachers in designing a multi-disciplinary instructional curriculum; recruiting school teaching staff and providing them with quality professional development ahead of the school opening; and developing support mechanisms to sustain students’ learning and family engagement; selecting instructional resources and materials; develop a design for academic support services.

The STEM+E Academy of San Juan is intended to serve as a locally based effort to foster social change and economic impact in Puerto Rico. By creating for the first time an integrated, feasible pipeline to promote education, a pathway to college, industry-driven workforce development, and resiliency in low income communities, the school has the capacity to provide holistic results and solutions to entire regions. Puerto Rican communities need this type of investment as the island is missing out on the true potential of children and youth due to the lack of access to quality educational options. Therefore, the STEM + E Academy of San Juan fills an important gap for this community.

The development of this school will also provide a resource for potential educational research and practices in the future. Utilizing the students in this community, the school, much like LEAP Academy in NJ can serve as a functioning learning laboratory where curriculum and services will be heavily determined by the needs of those in the community. The assessments and data for the different elements can provide important insight into the successes and pitfalls of education in communities such as these. The school will also produce best practices for replication of this model and program in other low-income areas around the world that it is desperate need of better educational options for youth.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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## **General Overview of the Project/Introduction**

This proposal is submitted by the LEAP Social Enterprise, Inc. in response to the USDOE – Charter School Program’s Grants for New School Developers (CFDA 84.282B) with a central focus—to engage in continued planning and development activities leading to the opening of the STEM+E Academy of San Juan in August 2021. Grant fund will facilitate the planning, program design and initial implementation of the charter school, including work to bring staff early to work in curriculum and instruction, hire a Chief Academic Officer ahead of time to lead the planning for the school, offer a Summer Academic Enrichment Program for children the summer of 2021 and engaging with community and parents.

The LEAP Social Enterprise, Inc. received approval from the Puerto Rico Department of Education for its charter application and has been working for the last two years with local community leaders, residents and organizations to plan and execute a strategy for opening what will be the largest charter school in Puerto Rico. The STEM +E Academy of San Juan will serve students from K through 12<sup>th</sup> residing in Sabana Llana, one of the poorest areas in the outskirts of San Juan. The impetus for the development of the school is anchored on a larger community development initiative spearheaded by local residents in a community plagued by high levels of poverty, urban decay/abandonment, high rates of crime and violence and inexcusable rates of undereducation. In spite of the many obstacles faced by members of this community, the development of the school is capitalizing on the genuine desire of its residents to provide children and youth with a quality education option that can be life changing and alter the future trajectory of the entire neighborhood.

The LEAP Social Enterprise Inc. is the non-profit entity established to manage and engage in replication efforts and expansion with one specific focus—providing management, support and technical assistance for new school development and improvement in communities where children and families are underserved by poor educational options and where new schools are strategically positioned as anchors for broad community development efforts. The new school builds on the successful school model of the LEAP Academy University Charter School, a comprehensive school in Camden City, NJ that has operated for the last 22 years in a community with parallel economic and social vulnerabilities as the Sabana Llana community. The PI is the founder of the LEAP Academy in Camden, which serves as the model to be used for the Puerto Rico school and is also the CEO of the LEAP Social Enterprise Inc. The LEAP schools have been very successful in impacting the educational attainment of African American and Latino children as measured by the 100% graduation rate of all its 15 high school graduating classes since 2005. The rate of college retention and graduation is approximately 90% with hundreds of students entering successful careers.

The idea for establishing a STEM + Entrepreneurship (STEM + E) Academy of San Juan stems from the long-term efforts of the partnering organizations and the local community leadership marshal a mechanism for improving educational outcomes for children in the neighborhoods surrounded by Parcelas Falu, Monte Hatillo and Condominios Berwind in the Sabana Llana area of San Juan. The community is standing behind the plan to revitalize the location of the former Escuela Gerardo Selles Sola located on Avenida 65 Infanteria, Km 4 Hm 2, San Juan, PR. The school closed as a result of poor conditions and need for rebuilding. The community has organized around with a guiding vision--“To develop *children as global leaders in a school that is central to the community*”.

The vision for creating the school under the newly adopted charter school law in Puerto Rico (Escuelas Alianza) stems from the deep concern about public education in the Island and the future aspirations for children and youth in these areas. The existing public-school system in Puerto Rico is inadequate, inefficient and highly politicized. The recent enactment of charter school legislation provides hope for those that have been working to improve public education in Puerto Rico. Charter schools provide an opportunity to transform public education from a defunct school system to a system of schools that allows for decentralization, autonomous self – governance, where funding can follow the child and where federal disaster investment can be channeled to rebuild school infrastructure and support the improvement of public-school options for children in a community. This call for transformation is the reason driving LEAP Social Enterprise’s engagement in developing the STEM+E Academy of San Juan. We are requesting a two-year grant that can support and generate planning resources to engage on: Strategic Planning and Governance; Parent and Stakeholder Engagement and Capacity Building; Facilities Planning; and Leadership and Instructional Planning. The planning funds sought on this application will provide for planning resources to engage with the target community and support the planning efforts for opening the school in August of 2021. Funds will support one year of planning and 1 year of start-up.

## **Competitive Preference Priorities**

**New Potential Grantees.** (Priority 5) The LEAP Social Enterprise is a new applicant and have never received a grant from the USDOE or have been a part of any grant under the Charter School Program.

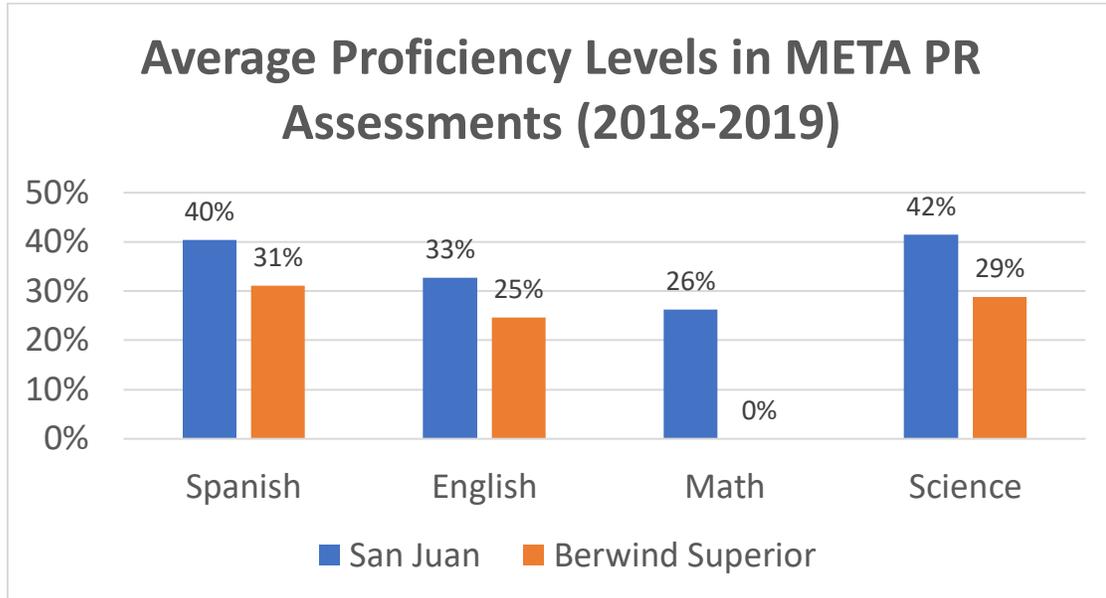
**Opportunity Zone.** (Priority 2) The area targeted for the school is located in an Opportunity Zone (Census track 72127005102). The socio-economic and neighborhood economic indicators

meet the federal guidelines contained in the Tax Cuts and Jobs Act (TCJA) under Sections 1400Z-1 and 1400Z-2 of the IRS. The LEAP Social Enterprise and the planning team for the school have been involved in ongoing discussions with Puerto Rican representatives to leverage investments through the Opportunity Zone to support the building and renovation elements for the school. In addition, discussions are ongoing with Puerto Rican government representatives to tap on funds from CDBG-R and FEMA-DR. The strategy has been to link the school to the overall community and economic develop of the neighborhood, one that is surrounded by a commercial district and that is considered a low-income residential area. We anticipate that this leverage will be fruitful and will provided needed funds for infrastructure. Already, the government of Puerto Rico is negotiating turning the school and site over to the LEAP Social Enterprise for the school.

## **Significance of Contribution to Assisting Educationally Disadvantaged Students**

The STEM + E Academy of San Juan emerges as a response to the academic needs of children in Puerto Rico that are falling behind in reaching adequate levels of achievement, as well as from the need to reinvent the role of schools in communities that have been plagued with undereducation and failing educational institutions. Data profiles of the students attending the target community shows several important indicators that form the basis for the school's approach and mission: (1) Over 60% of all students across grade levels are failing state assessments and show a lack of proficiency on the basic content areas of language arts in both Spanish and English, and Mathematics; (2) Approximately 84% of the students are considered poor based on the free and reduced lunch eligibility; (3) Enrollment drops when students enter the 10<sup>th</sup> grade, an indicator that points to high dropout rates at the middle school and high school

levels; and, (4) The high school graduation rate among those 25+ in Puerto Rico is 75% and only 25% have gone on to earn a bachelor’s degree (Census 2018). Data on local assessments confirm this pattern of systemic academic failure, as shown below.



Data based on a survey of 110 families conducted within the region in May 2020 show that 63% of parents believe that their children need academic support and many believe they also need emotional support.

When reviewed together, the academic indicators of the target student population coupled with the dire economic crisis in Puerto Rico, create the context for increasing numbers of what has been described in the literature as “disconnected children and youth.”<sup>1</sup> This level of disconnection occurs when a number of factors join to frame the life experiences of children including poor educational options, social exclusion, lack of work experience, and fewer opportunities to develop mentors and valuable work connections. These actions can have long-term consequences that snowball across the life course, eventually influencing everything from

<sup>1</sup> <https://measureofamerica.org/disconnected-youth/>

earnings and self-sufficiency to physical and mental health as well as marital prospects.<sup>2</sup>

Schools and community organizations are important elements in curbing this trend and therefore, our emphasis on a school design embracing the larger community and an academic program that connects children through innovative, active learning experiences in the classroom becomes a strategy for high achievement and community building.

**Barriers, Challenges and Needs: The Demographics Target community and its**

**children:** The STEM + E Academy of San Juan has been conceived as a comprehensive “placed-based” effort that targets the neighborhoods surrounding Parcelas Falu, Condominio Berwind and Monte Hatillo in the Sabana Llana area of San Juan. A demographic overview of this community confirms the challenges that are inherent in a community that is poor, disenfranchised and in desperate need of solutions that can shift the outlook for its youngest residents and their families. According to the 2010 U.S. Census, poverty, unsafe neighborhoods, lack of access to quality educational options, growing undereducation rates are all factors that provide the context for developing the STEM + E Academy of San Juan. Census data points to poverty rates of 43.1% with families’ median income at \$20,166, and per capita income at \$12,805. 57% of children under the age of 18 who live below the poverty line in Puerto Rico according to 2018 census data. This creates serious problems not only for the families seeking to provide a better life for their children but for Puerto Rico’s economy and institutions of higher education as they need students that are college and career ready.

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<sup>2</sup> Lewis and Burd-Sharps, Kristen and Sarah (March 8, 2017). "Promising Gains, Persistent Gaps: Youth Disconnection in America" (PDF). Measure of America, Social Science Research Council.

While academic achievement for all children in the target neighborhoods is low in all content areas, these early levels of underperforming affect the chances for these children to enter higher education and specifically to enter the STEM careers. We will address these academic challenges by introducing a rigorous academic program with high standards, a curriculum focused on STEM + E directed at transforming the experiences of children in a classroom, spark curiosity and high expectations for learning and utilize problem solving and applied learning as the basis for connecting children to knowledge. Anchoring the proposed school as a social resource for the community and as a partner with higher education and industry institutions will guarantee that the students that graduate from the school enter college or a career to become important assets for Puerto Rico's future.

The achievement data from the majority of the schools in Puerto Rico point to the misalignment between achievement and opportunity for too many students. Factors such as teacher quality, school funding, and monies spent on instructional resources will be addressed as the STEM Entrepreneurship Academy of San Juan establishes a program that strives to overcome these challenges that our students face. Therefore, the curriculum that will be developed for the school will address a combination of important factors that are the core of reaching high levels of academic achievement, including the following elements which are explained in more detail in the next section: Academic Factors; Cognitive Factors; Socio-Cultural Factors.

At the STEM + E Academy, the barriers that are created by poverty and substandard education will be addressed by offering students opportunities to be engaged and learn through hands-on, interdisciplinary projects that address real-world problems and challenges, transforming students from passive receivers of information into enthusiastic learners, thinkers

and problem-solvers who assume greater responsibility for their learning. Students will work cooperatively in technology-rich classrooms where they are encouraged to ask questions, explore, investigate, collaborate, manage resources, strategize, solve problems, and decide how they will achieve their goals. Emphasis will be on the principle that all students will graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared, and community-minded.

*Strategy for addressing identified needs and improving the academic achievement of the students:* In developing the school, the planning team is integrating the best practices perfected by the LEAP Academy in NJ over its 22 years of execution, including: life opportunity based focused curriculum structures, college access for all students, structured extended learning time, data-driven instruction through assessment and feedback, and teacher development and performance based compensation (Bonilla-Santiago, 2014). These principles and best practices are part of the constructivist thinking embedded in the STEM curriculum approach as well as student-centered interventions that guarantee that the needs of all students are met and that the instructional program is planned, taught and delivered based on the academic and social needs of the students.

The academic foundation of the STEM + E Academy of San Juan is focused on removing the artificial barriers that isolate content by offering an integrated instructional approach. The intent is to create the academic environment for students to develop life skills and apply content knowledge within a real-world context. Rigorous and challenging curriculum is an important element for serving all students, but it is essential for serving disadvantaged students. Our vision for STEM + E education focuses on a student-centered learning environment that facilitates student engagement in questioning, problem solving, collaboration, and hands-on

activities while they address real life issues that are connected to their communities. Other factors embedded in the school's design are very important to properly address the needs of disadvantaged children and youth and include: the school's extended day and year that will ensure that children are receiving extra academic support to improve in academic areas of math, literacy, science, technology project base learning; constructivist approaches of teaching and responsive classroom approaches that address academic challenges and behavior management in the classroom.

**Strategies to be used to serve Disadvantaged Students:** The school will adopt a number of strategies with a proven record of effectiveness when working with children that need to overcome academic and social/emotional challenges. One of the approaches to be embedded in the normal structure of the STEM+E Academy is the Response to Intervention Model (RTI2), a widely used approach that has proven to engage teachers, academic support team members, school leaders and parents in finding the best accommodations for each individual student. Special education teachers will be available to provide a secure, nurturing classroom environment and collaborate with other teachers in developing individualized plans that are differentiated and targeted. The core curriculum will embed student-centered tactics that allow children to focus on projects using techniques that are more adaptable to individual needs while also leaving room for group work and teachers can effectively blend STEM and special education lessons.

The best approach to address the varied needs of disadvantaged children is to offer a core curriculum that promotes the inclusion and success of all students, including those with special needs and ESL, as follows:

**Project-based Learning:** Through this method, teachers serve as guides while students attempt to solve problems and reach conclusions while following their own paths. Project-based learning allows students to fortify critical thinking skills, become deeply engaged in a project, and cultivate team-building techniques. This approach is especially helpful for students in special education programs because it allows students to find their own entry point instead of trying to replicate a set of procedures to get the answer. When students are placed in mixed-ability groups, each student will be able to contribute his or her strengths to the project while relying on the combined strengths of others to reach the goal.

**Inquiry Based Instruction:** Successful inquiry-based learning requires a challenge, active student investigations, making generalizations, and reflections. This approach requires independent critical thinking and the use of data and its applications to reach a conclusion. This learning approach is much more engaging than having something explained to them and being expected to memorize it.

**Experiential Learning:** When teaching STEM and special education, incorporating practices that tap into a student's sense of self is extremely helpful. By implementing experiential learning techniques in a STEM and special education classroom, teachers allow students to use foundations from previous learning experiences and build upon this knowledge. This is an opportunity for students who are constantly playing catch-up to do something they often don't have time to do – explore a concept and reflect upon what they have learned.

**Flipped Classrooms:** One of the most unique approaches to teaching is implementing a flipped classroom. Within this setting, teachers assign lessons to students for at-home study — rather than in the classroom — while assignments that would traditionally be reserved for homework are implemented during class. During this practice, teachers provide clarification to students

who struggle with concepts learned at home and advise students who grasp the curriculum on how to deepen their understanding. The flipped classroom model gives teachers the opportunity to spend more time with students to reinforce what they learned at home or find a different way to explain it. Supporting students in class while they complete typical homework assignments can boost the confidence of students in special education programs and help them feel less overwhelmed.

**Planning for Specialized Services and Strategies:** The Planning Period will allow for this process to be well defined and ensure that we work vigorously to provide needed services to all of our students. During the planning period, the STEM + E Academy will secure a network of organizations and professionals that can provide services for severely disabled students to ensure that service options are available and that parents can have choices. The school personnel will work with families to discuss their child's best placements as well as alternatives. Modified instructional schedules and placements will be explored in extreme situations. For cases where an inclusive placement is not possible, agreements will be in place with specialized facilities so that the students can be referred to the best alternative care possible. All decision-making will be done under the process for Individualized Education Plan (IEP) development and RTI. Specific strategies planned include:

- **Special Education:** Once students are referred for Special Education Evaluation, a Planning Meeting is held to determine what if any evaluations are necessary. A Child Study Team (CST) that includes the parent, makes the final decision to proceed with the evaluation. The evaluation is conducted by a team of licensed professionals that will be contracted by the school. After evaluations are completed, a meeting is held to review evaluation results and make a determination about the student's eligibility for special

education services. This determination triggers the development of an Individual Educational Plan (IEP) that includes the following elements: a) Student's current academic and/or behavioral status; b) Specific goals for the student to achieve, by when, and on whom they will rely upon for support (goals are measurable and must specify the expected knowledge, skill, behavior or attitude to be achieved within the IEP period, typically one school year) ; and, c) Specific accommodations and/or modifications that the student may need.

The Special Education lead will work with the Special Education teachers to ensure that all aspects of each child's IEP are followed; communicate with parents about progress made toward attaining the goals stated on the child's IEP every nine-week quarter, and inform them of due process procedures and rights; complete the required paperwork, update and file necessary information for initial referrals, oversee evaluations, monitor student progress, and provide any/all test modifications as stipulated in the IEP; maintain a special education file with all special education evaluation material and IEPs in accordance with IDEA guidelines and Puerto Rico Department of Education; and, facilitate all IEP meetings and record the results of each meeting accordingly.

We anticipate offering a fully inclusive in-class and pull-out support approach. In-class support will be used for the majority of the special needs students to deliver instruction in a general education setting. Instruction will be provided by certified special education teachers. Pull-out support will be given to students who require more intensive instruction in a setting outside the general education room. Related services (Speech, Occupational Therapy, and Physical Therapy) will be provided to students through contracted services.

- **504 Accommodations for Disabled Students:** Students that are identified as disabled (i.e., physical or mental impairment which substantially limits one or more major life activity; has a record of such impairment; or is regarded as having such an impairment) will receive targeted accommodations to adjust how they are taught or tested. Accommodations could include: minimal extra time to complete school work, class seating preferences, larger print, lined paper, oral exams, and additional set of textbooks, tutoring, frequent breaks, and air filters.
- **At-Risk Students:** We recognize that given the academic challenges of children in our target population, the school's team must be prepared to address academic delays and deficiencies. Expectations are that a significant proportion of the students to be educated by the school will be performing below grade level. As part of the assessment protocol for the summer (*we plan to bring all students the summer before the school opens to participate in a Summer Academic Enrichment Program*), each student performing below grade level will be identified and an individualized student academic plan will be developed to ensure that intentional planning has occurred and that the students will receive ongoing academic support. The goal is to know as much about the students as possible, so that the school can be in a position to address academic needs. Remediation will be scheduled at various times during the day, with pull-out services as needed. In addition, students will be required to attend before school or after school tutoring with a qualified tutor to engage in remediation and practice. Parents will be included in this process and will be required to meet with school staff members to discuss the students' individualized plan and sign the plan in agreement with the strategy that will be put in place to support the student. Parents will have opportunities to meet with the school's

instructional team through specialized workshops designed to share the materials and discuss strategies they can use to support student learning at home. While, the expectation is not for parents to become tutors, there are a number of strategies that they can use at home to support learning, such as, developing a study routine; checking in notes and homework sent home by teachers; etc. The academic support program will be ongoing and will be repeated every year, as the school continues to receive new children and work with continuing students.

- **ELL and Dual Language Instruction:** Our school will implement a dual language program that promotes biliteracy proficiency in English and Spanish. An ESL teacher will be part of this team. We will use the concept of the Bridge<sup>3</sup> to bring the two languages together, guiding students to engage in contrastive analysis of the two languages and transfer the academic content they have learned in one language to the other language. Bridging involves the use of cross-linguistic strategies and leads to the development of metalinguistic awareness. Dual language instruction has three parts: instruction in the non-English language, the Bridge (both languages side by side), and English instruction. The Bridge occurs once students have learned new concepts in one language. It is the instructional moment when teachers bring the two languages together to encourage students to explore the similarities and differences between the two languages in the phonology (sound system), morphology (word formation), syntax and grammar (sentence structure), and pragmatics (language use) of the two languages, that is, to undertake contrastive analysis and transfer what they have learned from one

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<sup>3</sup> <https://bridge.edu/>

language to the other. An important aspect of the Bridge is that it is two-way. It goes from the non-English language to English and from English to the non-English language. It recognizes that because bilinguals transfer what they have learned in one language to the other language, they do not have to learn content in both languages, even when they are tested only in English. For example, if students study math only in Spanish, the Bridge provides opportunities for them to attach English to that math content without relearning the math concepts and skills again in English.<sup>4</sup> Work during the planning process will incorporate training of teachers and embedding this instructional method into the curriculum.

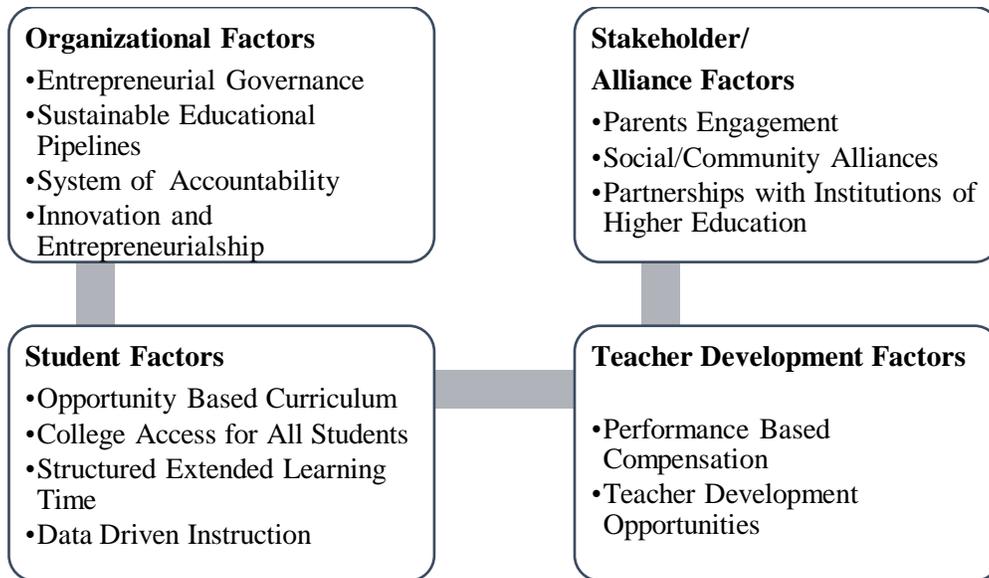
## Quality of Project Design

**Adopting Proven Practices from the LEAP Academy Model:** Based on the LEAP Academy model we are committed to providing students with a comprehensive education that reaches both children and families. We know that attending to organizational, student, stakeholder and teacher development factors, places the school in the best position to be proactive and ensure that students are receiving the best instruction and that we are addressing the whole child in ways that are consistent, targeted and individualized. These factors consist of:<sup>5</sup>

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<sup>4</sup> Beeman, K. and Urow, C. (2012), *Teaching for Biliteracy: Strengthening Bridges between Languages*. Philadelphia, PA: Caslon Publishing for CARLA, Immersion 2012: Bridging Contexts for a Multilingual World 2 their other language.

<sup>5</sup> Bonilla-Santiago, 2014



**Description of the mission for the school:** The first element in guiding our collective work was to establish a preliminary mission statement that encapsulates our overall mandate and commitment and that will anchor the planning work to be undertaken during our first year. Working with our founding planning group, the following statement guides the work of the school:

*“To create, enhance and sustain opportunities for the children and families through the collaborative design, implementation, and integration of quality educational experiences, entrepreneurship career awareness and support services that lead to academic success, family preservation, and community prosperity.”*

This mission statement responds to our hopes for a school where:

- Students develop the knowledge and skills to pursue post-secondary education, enter STEM careers and become entrepreneurs.
- All members of the educational community are committed to continuous growth and development toward high academic standards.

- All community stakeholders are given the opportunity to become partners in building a positive, collaborative and nurturing educational enterprise that is engrained in the community's hopes and dreams for child and youth development and strives to achieve self-reliance through innovation and cultivation of the entrepreneurial spirit.

**Overall Academic Focus:** The academic focus for the school is Science, Technology, Engineering, Arts and Mathematics (STEM) with integration of Entrepreneurship skills, as the school will channel its resources and priorities toward preparing students to develop the motivation and academic competencies for thriving in these disciplines and engage in developing innovative businesses and applications. The school plans to integrate these disciplines using applied learning through a curriculum that integrates STEM with project-based learning and access to a Fab Lab (Maker's Space). Our vision for the school embodies the hope we have for our students—to become great thinkers, innovators, problem solvers, and contributors to society; and for children to become global citizens.

The emphasis on STEM and Entrepreneurship is sustained by an intense focus on reading and writing, as well as the social sciences and humanities. The ultimate academic goal for the students is to have graduates that are prepared to enter and succeed in a college environment and in doing so, to begin shifting the paradigm of academic failure that have defined the lives of too many children in Puerto Rico.

**Rationale for the Focus on STEM + E:** Well-recognized as a powerful driver of national economic growth, STEM lies at the heart of worldwide calls for educational reform. Educational and industry experts are calling for STEM education to better engage students on STEM-related career pathways. In the US, STEM educators are being urged to produce graduates with creative and innovative abilities required of an increasingly high-tech workforce. However, an equally

important challenge for STEM education is to prepare young people with general capabilities for active participation in community and professional forums for addressing ethical issues associated with the global impact of science and technology. Education for sustainable development remains a pressing priority.

A key feature of the school will be the development of a **FabLab (Makers' space)** to become the focal point for developing and facilitating multi-disciplinary projects that capitalize on the use of integrated technology. The maker movement in education is built upon the foundation of constructionism, which is the philosophy of hands-on learning through building things. Constructionism, in turn, is the application of constructivist learning principles to a hands-on learning environment. Thus, maker education is a branch of constructivist philosophy that views learning as a highly personal endeavor requiring the student, rather than the teacher, to initiate the learning process. In this philosophy of learning, teachers act as a guide for inquiry-based approaches to the development of knowledge and thinking processes.

**Alignment of Academic Focus with School's Mission:** Interest among K-12 students of all races and ethnicities in STEM disciplines has dissipated, resulting on a weak pipeline of students entering and graduating from these fields at the college level. Given Puerto Rico's history as a leading manufacturing competitor, the urgency is even higher as we use the school to contribute to the growth of the local economy by preparing students to enter fields in pharmaceuticals, high-tech industries, etc.

Mathematical and science training at the elementary and secondary levels has been shown to influence the academic preparation of students as well as their interests in high school mathematics and science coursework and is an important determining factor in motivating

students to pursue a STEM career.<sup>67</sup> Further, there is evidence that the number of mathematics, science, and English courses taken by high school students serves as a major predictor of choosing a STEM/STEM college majors. This fact drives the focus of the academic program for the STEM Entrepreneurship Academy of San Juan.

The school will also embed the concept of E-STEM where ‘E’ stands for Entrepreneurship to capitalize on the important concepts of creativity, innovation, insightfulness, and problem-solving.<sup>9</sup> The Entrepreneurship mindset incorporates many of the things STEM education aims to teach. But without a global understanding, without perseverance, without knowledge of markets and audiences, much creativity and genius could be lost. Entrepreneurship is the foundation of all STEM education and will be seamlessly incorporated to produce a well-rounded student ready to tackle the challenges of the real world. For example, at the STEM + E

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<sup>6</sup> <https://www.gao.gov/assets/210/202757.pdf>

<sup>7</sup> Eamon, M. K. (2005). Social demographic, school, neighborhood and parenting influences on academic achievement of Latino young adolescents. *Journal of Youth and Adolescence*, 34(2), 163-175.

<sup>8</sup> Crisp, G., Nora, A., & Taggart, A. (2009). Student Characteristics, Pre-College, College, and Environmental Factors as Predictors of Majoring in and Earning a STEM Degree: An Analysis of Students Attending a Hispanic Serving Institution. *American Educational Research Journal*, 46(4), 924-942.

<sup>9</sup> <https://teach.ceoblognation.com/2016/05/23/stem-education-gateway-entrepreneurship/#:~:text=STEM%20education%20fosters%20the%20entrepreneurial,to%20address%20real%2Dworld%20problems.>

Academy, if a student has a great idea to build a robot with sensors that will take voice commands, she will engage with her school about the idea. Typically, schools provide the parts and instruction (teacher as a guide). In the real world, however, the student would need to source those parts (this could be simulated), find an audience who will care about this robot, then market the robot so the audience will know about it. If all that goes as planned, the student is now facing the need to start talking about employees, budgets, price points, ROIs, etc. These are the types of ongoing projects that can be produced by students at the STEM + E school.

Guiding Principles and Unifying Themes Alignment: The school is embracing the following guiding principles and unifying themes.<sup>10</sup> Below are the guiding principles:

- 1. High Expectations:** The STEM + E Academy will promote the high academic expectations implicit in the Core Content Standards and those of national professional organizations.
- 2. Holistic Environment:** The STEM + E Academy will be enriched by the unique holistic nature of its structure and the rich social setting in which it is located.
- 3. Integrated Learning:** The STEM + E Academy will provide learning experiences that highlight the challenging mathematics, science and technology focus of the academy but that also develop all disciplines by emphasizing the natural connections within and among them.
- 4. Active Learning:** STEM + E Academy students will be challenged to build knowledge and meaning through active learning experiences such as inquiry, exploration, and peer interaction.
- 5. Positive Attitudes:** The STEM + E Academy will foster creativity, originality, self-esteem, a sense of wonder and excitement about learning.
- 6. Varied Assessments:** The STEM + E Academy will utilize a variety of instruments to assess student progress, program success, and the ability to meet the mission.

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<sup>10</sup> Adapted from LEAP Academy Educational Overview Document, 1996.

The unifying themes of the curriculum, therefore, constitute those skills that allow people to play effective roles in a community. Each theme is a critical component to effective action in the real world. The themes are as follows: Problem Solving; Communication; Critical Thinking; Information Gathering and Processing; and, Personal, Family, and Community Growth and Development.

**Philosophy for Instructional Program:** The following elements are incorporated into the design:

**Design Pedagogy:** Design pedagogy is a purposeful educational approach to learning that centers on the process of Design. With design pedagogy, both teachers and students are asked to think as designers. Design pedagogy establishes highly effective learning environments for students and highly effective teaching methodologies for teachers. Design pedagogy has strong connections to the teaching and learning components of STEM since they center on *design*, but there are also strong connections to science, arts and mathematics since these are all critical skills in effective design.

**Integrative Content:** Integrative content represents an approach to teaching and learning rooted in purposefully applying content across a spectrum of disciplines, often in the context of integrative, and authentic, engineering design experiences. The need for integrative content is a response to the recognition of the “silo” approach to teaching content, where content areas are taught in isolation of one another. In authentic environments, effective solutions often require knowledge and skills from multiple content areas. Integrative STEM education programs are the means by which the intended outcomes of the STEM education can be attained. Authentic and integrative design experiences are also effective in forming strong connections between school and community (i.e., place-based learning).

Authentic Experiences: Classroom learning experiences are intended to be a reflection of lasting knowledge and useful skills. New understandings and abilities are most practical when they can be translated to a wide variety of new and unique contexts. Most importantly, these contexts should be authentic and relate to the skills, experience, and interests of students, and potential future applications. By engaging in integrative design experiences, these connections are made explicit. Authentic experiences lead to deeper levels of cognition and learning, that sometimes cannot be achieved through traditional “book learning”.

Student Engagement: At the heart of all learning is establishing connections between what students already know and the world around them to contextualize information and aid in developing new knowledge and skills. The simplest way to ensure adequate exposure to content that allows *the students* to make necessary connections to their world is a through immersion, both mental and physical. Engaging students in design-based experiences requires more active than passive engagement, enabling learning to be accomplished in a manner most consistent with a variety of learning styles.

Creative Problem Solving: Creativity is at the heart of what drives innovation, and design has strong and obvious connections to creativity. At the intersection of design and integrative content is the engineering design process. By merging meaningful content learning with design applications, the benefits of pure creativity and deep exploration of content can be leveraged to create lasting learning experiences, resulting in effective and creative problem-solvers, certainly important “21st-century skills” for life-long learners.

Global and Social Awareness: In the 21st century, humans designed products and systems. How we operate in, around, and with them both personally and collectively is one of the largest determinant factors on one’s natural systems, quality of life, and general well-being. Immersion

in design experiences can expose and connect students to larger social and physical networks, as well as their local, regional and global communities, requiring consideration of individuals, groups, values, cultures, customs, and needs.

**Innovation and Optimism:** Optimism has direct and strong links to both engineering and creativity. Engineers (“problem-solvers”) are inherently optimistic in understanding that problems *can* be solved. Similarly, innovative persons tend to be optimistic. Innovation and optimism may not show up in many standards but are critical in the educational environment. An innovative and optimistic student realizes that they can affect change, and becomes a more engaged student, and a student that has a controlling stake in their personal futures and education.

**Collaboration and Communication:** Design can be a personal pursuit, but more often requires extensive collaboration and communication between groups or individuals. Increasingly effective collaboration and communication directly results in more effective design processes, enabling teachers to seamlessly integrate skill-building in communication and collaboration.

**Preliminary Goals and Objectives:** The following are the general academic and non-academic goals and objectives driving the work of the school:

**Goal 1:           To ensure success for every student**

**Objective 1.1:**       Develop the necessary cognitive and reading skills to ensure a strong academic foundation that supports higher achievement in Language Arts and Literacy both English and Spanish from K-12.

**Objective 1.2:** Develop the necessary math concepts and reasoning skills to ensure a strong academic foundation that supports higher achievement in Mathematics from K-12.

**Objective 1.3:** Improve student competency in cognitive and problem-solving skills from K-12 by integrating multi-disciplinary and project-based learning elements into the instructional program.

**Objective 1.4:** Improve computer literacy skills and technology application competencies as integrated elements in the curriculum.

**Goal 2: To deliver an effective instructional program.**

**Objective 2.1:** Ensure the effective implementation of core and supplementary language arts literacy and mathematics programs for all students, including those that are at-risk students by integrating some of the following approaches into the overall instructional program: timely identification of at-risk students; targeted curriculum alignment and pacing; high expectations for all students; and accelerated teaching and learning so that students master the knowledge and skills they need to graduate from high school prepared for college.

**Objective 2.2:** Ensure the effective implementation of data driven instruction in teaching and learning, including: targeting specific weaknesses in student learning; applying data to make the best use of available instructional time; and utilizing data to craft teaching strategies that target identified gaps in students' knowledge and skill.

**Objective 2.3:** Ensure that effective use of strategies designed to increase teacher collaboration, including: demonstration classrooms, in-class coaching, and giving classroom teachers increased opportunities to assume leadership roles in the improvement of teaching and learning in language arts literacy, mathematics, and science across the school.

**Objective 2.4:** Create varied and authentic opportunities for teachers to reflect on their practices.

**Objective 2.5:** Sustain the focus of the entire faculty on the instructional core: the interaction of students and teachers in the presence of the subject matter.

**Goal 3: To build a nurturing work environment in a self-renewing organization.**

**Objective 3.1:** Sustain the focus on providing students and parents with support programs that prepare students for success, parents to become empowered partners, and a learning environment that is engaged with the larger community it serves.

**Objective 3.2:** Recruit and retain high-quality teachers and staff members.

**Objective 3.3:** Reward teachers for exemplary work and high performance through a performance-based compensation program.

**Objective 3.4:** Establish a sound fiscal and operational structure to sustain the instructional program and school's overall mission.

**SEL and Character Building:** The school will have in place a proactive approach for addressing students' SEL needs and addressing issues of discipline and behavior. The core

elements of our approach includes the following: Reinforce your mission by ensuring that all stakeholders understand the school’s vision, and its unique beliefs and aims for the entire learning community; Embrace social-emotional learning for teachers *and* students by ensuring that our classrooms will become places that support a student’s holistic growth — mind, body, *and* heart; Promoting a culture of resilience from the school’s Board down to every staff member as a mechanism to react and cope with stress, setbacks, and disputes; Effective communications to promote an open process for the exchange of ideas and for facilitating input from all stakeholders in the school, including our students; Recognize students as part of the school’s positive behavior interventions & supports; and Branding our school with the community to ensure that everyone at the school understands what it is that we do. The Student Code of Conduct will be developed through the Planning Period to ensure that there is wide community input and vetting. It will then be approved by the school’s Board of Trustees.

Our buildings will be fundamental in sustaining the sense of pride and belonging. Factors like lighting, paint colors, temperature, and fresh air will be vital to creating the right atmosphere for students and families. Classrooms will be expected to be well organized, display student work, and feature flexible arrangements to ensure that students and staff arrive at school with a sense of pride, ownership, and engagement.

**Student Enrollment Plan and Processes:** The STEM + E Academy of San Juan plans to serve cohorts of students from grades K-12. It will begin serving 60 students per grade level with grades K-9 and will implement a growth model that adds grades 10-12 in years 2, 3, and 4. Classrooms will be capped at 20 students per classroom to keep a small class size that guarantees individualized instruction to students. Students in the 12th grade will participate in Early College

through agreements with partnering higher education institutions. Efforts will be made to add a pre-school component, which will increase enrollment at the early grades.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th Early College	Tot
<b>Y1</b>	60	60	60	60	60	60	60	60	60	60				600
<b>Y2</b>	60	60	60	60	60	60	60	60	60	60	<b>60</b>			660
<b>Y3</b>	60	60	60	60	60	60	60	60	60	60	<b>60</b>	<b>60</b>		720
<b>Y4</b>	60	60	60	60	60	60	60	60	60	60	<b>60</b>	<b>60</b>	<b>60</b>	780
<b>Y5</b>	60	60	60	60	60	60	60	60	60	60	<b>60</b>	<b>60</b>	<b>60</b>	780

**Enrollment Eligibility:** Enrollment will be available to interested families who reside in target neighborhoods and agree to the organizational philosophy and mission of the school as set forth by the mission and the Board of Trustees. It will be structured to allow families to apply and keep siblings together in one school. This approach sets the foundation for family engagement and community connection, as the STEM Academy is committed to supporting families and be an anchor for the community at large.

During the inaugural year of the school, enrollment will be organized in two tiers:

1. Children residing in the target neighborhoods and their siblings
2. Children in neighboring communities
  - All applications from families in the target community will be kept in a single pool and other applications from outside the target geographical area will remain in a non-resident pool.
  - All families from the target area will receive enrollment preference. Once all the local families who apply are given seats, opportunities will be open to families from outside the catchment area for enrollment.

- If more applications are received than seats available, a lottery will be organized to provide for an objective, random and open process for selection. Children from within the catchment area will be called first, followed by students from outside the catchment area.
- Each family will receive an application number and all their children will be listed under that number. This is an important strategy for ensuring preferential enrollment to siblings.
- The day of the Lottery, families will be placed in the grade of their older child. Once the family number is called, all the younger siblings will gain a seat in a lower grade as long as there are spaces available.
- Once all seats are filled, the remaining families will be part of the Wait List. During the year, when spaces are open, the school will call the next family on the list for the specific grade.
- The Lottery will be conducted in open sessions and the school will enlist the services of an independent audit firm to conduct it to ensure transparency in the process.

After the first year, the Enrollment Procedure will add continuing enrollment as the first tier preferential. The Wait List is only valid for one year and the process of establishing a new Wait List occurs every year. An enrollment application will be provided to all interested families. The planning team will also work to develop an app and website portal to ensure that the process for applying is easy, convenient and accessible. The Lottery process will be supervised by CPA to ensure validity and transparency. The Lottery will be a public event with the entire community invited to attend.

**Assessment:** The Assessment Plan that the school will have in place seeks to foster common understanding among students, teachers, parents, administrators, and the community about the principles, purpose, and benefits of assessment. Therefore, while we have substantial elements already built into the plan, the entire system will be completed during the planning year, as assessments must be aligned to the curriculum. Our approach to assessment seeks to foster common understanding among students, teachers, parents, administrators, and the community about the principles, purpose, and benefits of data-driven instruction. We understand that assessments need to be comprehensive, multi-faceted analysis of student performance and progress that use a variety of evidence, including tests and other measures. The assessment plan integrates the mandated state assessments (META), as well as internal interim assessments. The plan integrates the following varied data points: Diagnostic Assessments, at the end of each school year and during the summer for before attending the Academy; Formative Classroom-Based Assessments, given each week by teachers in alignment with content covered; and, Formative Interim Assessments to be administered each marking period. At the end of the year, the staff will be involved in reviewing the standardized test results and the assessments used throughout the school year. These results will help the staff evaluate their collective and individual successes and identify areas for improvement. The achievement data will be compared against the school's goals, as well as the student growth goals established by the teachers as part of their feedback to students in regard to the degree to which they are meeting their individual and collective goals, as well as to help set direction as to how instruction should be modified and improved on by teachers to ultimately meet those goals. Therefore, the teachers will be intimately and regularly involved in analyzing data from standardized tests, interim benchmark

assessments, and weekly assessments. Assessment information will be used to modify lessons and to provide individualized support to students that are struggling to reach specific standards.

Thorough administration of assessments is essential and teachers need to understand the importance of these assessments, how to understand the data from these assessments and most importantly how to integrate what has been learned from these assessments into their overall instructional plan. To ensure proper training, in the summer prior to the start of the school year, teachers will participate in professional development that will cover units in assessment administration, analysis, planning, and re-teaching. At various points during the year, teachers will meet to re-enforce their knowledge and capacity for integrating the assessments into their decision-making. Grade level teams will discuss upcoming assessments at least 4 weeks before the diagnostic/benchmark assessments to prepare. A week after the assessments are administered, teachers will use a professional development day to review and analyze assessments and student data in teams and with administrators. School-wide templates and tools for data analysis and responsive instructional planning will be used. This analysis and planning session will drive instructional planning, serve as the framework for identifying students at risk and form the basis for modifying student improvement plans.

Indeed, what we're learning from our work at the LEAP schools is that opportunities to collectively assess student work with colleagues, and regularly talk together about teaching and learning is one of four key elements that teachers need in order to use data to benefit their students' learning. The other three elements are: an inquiry-guided teaching habit; a comprehensive data management system at the school level, including tech-savvy colleagues; and, a smart policy environment that doesn't oversell the power of standardized testing or

downplay the measurement error inherent in testing. A Logic Model is provided as Attachment 1 on the application.

## **Quality of Project Personnel**

This grant will be overseen by Dr. Gloria Bonilla-Santiago, CEO of the LEAP Social Enterprise, who will serve as PI. She will provide the overall supervision and management of the program. She will also take the lead with leveraging support for the program and will ensure that a Working Consortium representing all partners and local industries works together throughout the duration of the grant. She is an experienced fundraiser, leading the largest center at Rutgers-Camden and overseeing the LEAP Social Enterprise Inc. and brings over \$150 million in grants each year to support its programs, capital development, and community re-investments. As a faculty member, Dr. Santiago's research and teaching focus on Community Development training and provides the impetus for her tireless efforts in developing workforce development programs and new approaches to tackle fundamental social problems. Dr. Santiago's record of excellence and the impact of her work on poor children/families, minorities, and community are exemplary by any standard. She is a passionate and enthusiastic educator, who has focused her professional acumen on helping people to be able to become self-reliant citizens through education and professional development. Her work on behalf of children and families has resulted in the development of a national and international model for public schools for poor children.

The grant will draw from the expertise inherent at the LEAP Academy which Dr Santiago founded through her work at the Rutgers Community Leadership Center (CLC). The Rutgers CLC was founded in 1990 by Dr. Bonilla-Santiago with one clear purpose—to help revitalize urban communities through education, leadership and community development. Since

inception, the CLC has developed a portfolio of programs that bridges the gap between academia and the larger community by creating transformative initiatives that target children and families from infancy through college; strengthening communities by focusing on resiliency, and self-sufficiency; upscaling new and proven practices to communities globally through partnerships with universities and other anchor institutions; and building the professional and leadership capacity in communities and in the university. The LEAP Academy University Charter is a K-12 charter school in Camden, NJ serving 2,000 students every year and with a solid track record of excellence and accomplishment.

The LEAP Social Enterprise working under Dr. Santiago’s leadership will provide ongoing training and technical assistance as follows:

<b>LEAP Social Enterprise – Training and Technical Assistance Supports</b>		
<b><u>Educational Purpose</u></b>	<b><u>Fiscal Management</u></b>	<b><u>Human Resources</u></b>
Mission/Vision/Philosophy	Banking	Retention
Program	Fund Development	Recruitment Compensation
Teaching	Grant Writing	Personnel Policies
Learning Theory	Establishing a Non-Profit	Hiring and Promotion
Child development	Budgeting/Financial Planning	Performance Evaluations
STEM + E Curriculum	Internal Financial Controls	
Special Education/ESL		
<b><u>Outreach/Public Relations</u></b>	<b><u>Assessment</u></b>	<b><u>Data and Technology</u></b>
Parent Involvement	Assessment/Accountability	Data Collection and
Community Engagement	Performance Standards	Analysis Technology in
Recruitment and Enrollment	Data Analysis	Schools
		Management/Technology

<b>Full-Service School Dev.</b> Health Adult Learning Partnership Building Articulation Agreements ESSA /Title I	<b>Infrastructure and Facility</b>  Transportation Facility Financing Food Nutrition/Heath Communication System	<b>Curriculum</b>  Instructional Design Special Education/ELL High- Ability Students Below-Grade- Level Learners
<b>School Culture</b>  Supervision School Culture School Growth Use of Time Professional Development Discipline/Code of Conduct	<b>Planning and Renewal</b>  Action Planning Charter Renewal Strategic Planning Accountability Planning	<b>Ongoing Training</b>  Residency/School Visits  Board of Directors Technology Community Development Community Leadership

A local team will be hired to oversee the project, including, the following positions:

- Project Manager will oversee the daily implementation and coordination of all logistics and timetables. This person will be experienced in new school development and a person who is versed on all aspects of school operations.
- A Chief Academic Officer will be retained one year in advance. This position is crucial to the overall school development process and will work with teams of teachers and experts on developing curriculum units and all the instructional structures necessary to deliver a high-quality education.
- A Community Organizer/Recruiter will also be retained from the local pool to work on all the processes for engaging community, recruit students, coordinate the matriculation process and engage with local partners.

- A Business Administrator will be retained half time to work on establishing all of the fiscal mechanisms during planning year and will be retained into the start-up year.
- As Secretary will be retained to handle the public, families and support the administrative and instructional teams.
- A Grants Manager will be retained to take care of all the administrative and reporting aspects for the grant and support fundraising.
- 5 Community ambassadors from each neighborhood will be retained to support the planning efforts in each community
- Consultants will be trained for more specific tasks, such as facilities planning, board training, professional development and parent training/development.

Staff hired will reflect the local demographic make-up of the population. Steps will be in place to ensure racial and gender balance. The leadership of the LEAP Social Enterprise is diverse and experienced in working with communities of color. All staff will be bilingual in English and Spanish.

## **Quality of Management Plan**

This section provides an overview of the management structures that will be in place for all aspects of the schools and the planning process and preparation that will be at the core of the work under this grant.

**Planning:** We are setting in motion a collective community process that will be guided by a common vision of achievement and success for the children in the target community. This vision is grounded on the belief that schools are the best community setting for providing children with the necessary academic, social and emotional support for them to thrive and be prepared to meet

the challenges of the future. This belief also encompasses the entire community with the school becoming the nexus for linking families and children to opportunities and an environment that also strives for improving the entire community.

The planning efforts will focus on four critical areas of school development:

(1) ***Strategic Alignment and Governance Management:*** developing operational structure for the school's board; engaging the board in the process of mission alignment; refining and developing governance principles (i.e. bylaws and policies); engaging the board in establishing the management structure for the school (i.e. hiring school leadership); developing a five year strategic and sustainability plan; and developing a self-evaluation protocol focused on measuring outcomes and processes.

(2) ***Operations Management:*** establishing operational processes for the school in critical areas such as personnel, student services, scheduling, facilities, nutrition and food services, and fiscal management; effective and efficient budgeting; establishing fiscal procedures and controls; planning for resource development (grants, partners etc.); and developing student recruitment and enrollment strategy.

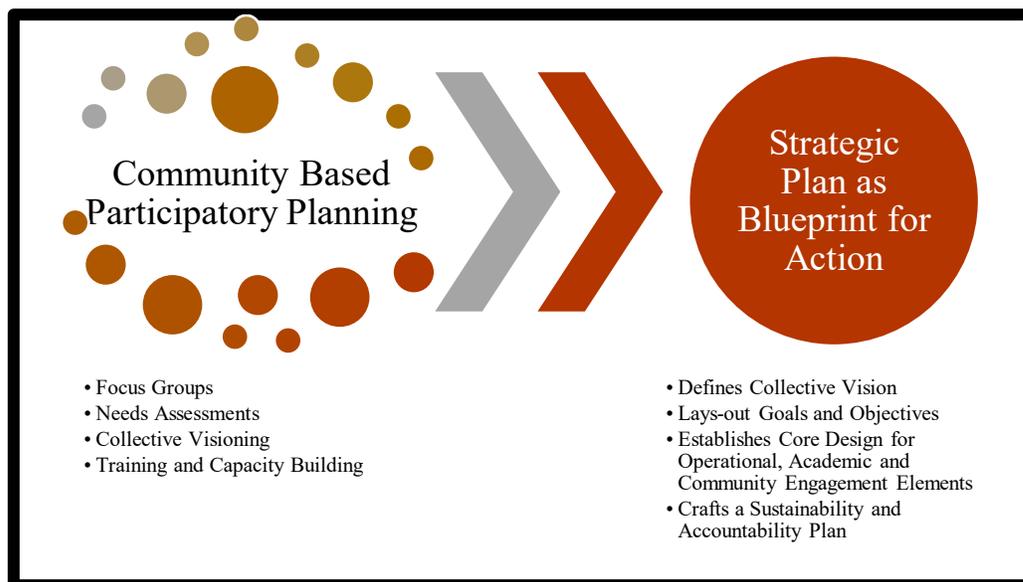
(3) ***Stakeholder Management:*** conducting stakeholder analysis; cultivation of partners; applying SWOT to identify resource gaps; developing a strong family engagement program that is grounded on the needs of the community; establishing the mechanisms and partnerships to provide school-based services so the school becomes a community hub; developing extended and weekend programming for the local community.

(4) ***Curriculum, Instruction and Academic Achievement Management:*** finalizing selection of curricular programs; engaging experts in curriculum design to work with teams of teachers in designing the school's curriculum so that a multi-disciplinary instructional program is developed; recruiting school teaching staff and providing them with quality professional development ahead

of the school opening; and developing support mechanisms to sustain students' learning and family engagement; selecting instructional resources and materials; develop a design for academic support services.

**Community Consultation and Collective Planning:** The school will be planned and implemented in two phases beginning with Phase I for K-9 and following the student cohorts into High School for grades 10-12 during Phase II. Based on the premise that schools are at the core of community development efforts, we have begun a process of community engagement to integrate the voices and recommendations of local community members. We want to ensure that this new school is embedded in the community life of the local neighborhoods it will serve.

The LEAP Social Enterprise brings substantial experience in school development and provides the planning team with proven expertise in how to engage community members to envision a new school as a catalyst for change for their children and their community. As described in the graphic below, this community-based planning process adheres to the tenets of participatory planning that founders of the LEAP Academy utilized to engage members of the Camden community, as they planned for their school.



This level of participatory planning is critical to ensuring that:

- Participation leads to ownership, and builds a strong base for the development and operations of the school. The premise for this is that when people are integral to the planning of a community intervention, then that intervention will be theirs. They have a stake in it not only as its beneficiaries or staff or sponsors, but as its originators.
- The school becomes a credible opportunity for all community stakeholders and the planning involves important community members from the outset.
- A broader range of people participate in the planning process to set the conditions for accessing a broader range of perspectives and ideas and to provide an opportunity for often-disenfranchised groups to be heard.
- We avoid pitfalls caused by ignorance of the realities of the community or the target population. The anticipation is that long-time community members will know what has failed in the past, and why, and can keep the group from repeating past mistakes.
- The planning process teaches skills which last far beyond the planning process, and can help to improve the community over the long term. People learn to run meetings, to analyze data, to construct strategic plans - in short, to become community assets and leaders.
- Trust and relationships are built between the school and the community.

**Processes for Overall Design:** The following will be integrated in the overall design and preparation processes for the school and will occur during the planning year and the start-up year for which we seek grant support:

#### Planning

- collecting and analyzing baseline data about the community

- engaging diverse stakeholders in planning
- developing a collective guiding product that incorporates broad input and ownership

#### Commitment Building

- promoting a transformative vision to local stakeholders and the community
- leveraging community leadership /participation through training/capacity building
- assembling a competent and committed staff team

#### Research and Program Design

- understanding the needs of the community
- researching successful strategies and leveraging expertise
- involving residents in all aspects of planning and program design

#### Programming and Operations

- designing of innovative management and governance structures
- designing programs in direct response to community needs
- identifying and cultivating opportunities for continued community participation

#### Resource Development

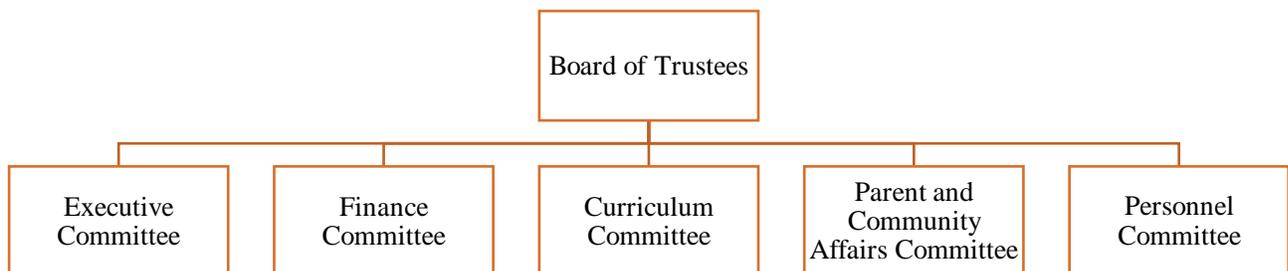
- securing funding for planning
- designing a multi-year resource development plan
- engaging in partnerships that result in leveraged resources

#### Documentation and Evaluation

- documenting the process through multiple and varied archives
- developing formative and outcome-based evaluation mechanisms
- ongoing communications

**Governance:** A Board of Trustees will be in place to handle decision making regarding important issues about the school. The LEAP Social Enterprise will provide the administrative technical assistant and “back room” processes to sustain the school and provide necessary human capital. Collaborating Agreements will be executed to ensure role clarification and expectations on deliverables.

The Board of Trustees will be made up of volunteer professionals and philanthropists, partners along with parents and community leaders. To ensure representation of partnering sectors, Board members representing organizations will be encouraged to join. At least three parents will also sit on the Board. The by-laws make provisions to ensure that no one group or sector can have a majority on the Board. The Board of Trustees will engage in macro-level issues with a focus on accountability, academic improvement, efficiency, and resource development. The Board and its standing committees monitor the efficacy and impact of curriculum and instruction by focusing squarely on processes and outcomes most closely aligned to college and career readiness, such as each student’s performance in core disciplines, especially science, technology, mathematics, and engineering. The founding board group will transition into the school’s governing board. Initial Board policies will be drafted through the Planning Year, as one of the first actions, so that the Board can be established and can assume its role of decision maker. The following graphic represents the organizational structure for the Board:



*Governing Body – Transition and Cultivation:* The Executive Committee of the Board will act as a Nomination Committee and will identify and cultivate potential members. There will be staggered Board terms in place to ensure that the Board will always have sufficient active members.

*Board Self-Evaluation:* The Board of Trustees will be committed to the belief that every part of the school system should be accountable to the public and that performance evaluations are essential to that accountability. The Board will understand that the improvement and growth of any institution depends upon an honest appraisal of its strengths and weaknesses. The Board will have responsibility for the conduct of a systemic program of self-evaluation and appraisal. The standards against which the Board will evaluate itself will be the educational goals, bylaws, and policies duly adopted by this Board.

**Planning for Curriculum, Teaching and Learning:** The planning period will allow the school, to assemble a local team of teachers, university education faculty and local stakeholders to collaborate in the development of the school curriculum. Given our framework above and capitalizing on the curriculum that have been developed, used and revised by the LEAP Schools, the process will ensure that the following elements are incorporated:

1. A framework of assumptions about the learner and the society such as learners' capacity and ability, aptitudes and potential for learning, motivation, needs, interests and values as well as society's orientation to nurturing or using the individual gainfully.
2. Aims and objectives (i.e., why education should be provided and towards what direction).
3. Content or subject-matter with selection of what is to be taught and learnt, scope of the subject-matter and its sequence.

4. Modes of transaction which deals with the process of teaching-learning and includes methodology of teaching, learning experiences both within the institution and outside, learning environments, teachers' materials as well as students' materials.
5. Evaluation methods and techniques for students.
6. Actual Lessons per grade level and content area.

The curriculum planning process will also integrate the following: Vertical and Horizontal Alignment; Curricular Differentiation; Sequencing; Alignment to Standards; Assessment; Academic Supports for Students; Instructional Materials and Resources; Lesson Study; and, Lesson Planning Template. The final curriculum will be uploaded into a web platform that can be easily accessed by teachers and instructional leaders. In addition, parent-friendly summaries will be provided to all families to ensure that they know what is being covered and how they can support learning at home. We are proposing to bring the Chief Academic Officer during the planning year, as well as bringing teachers during the summer to engage in these processes that are fundamental for teaching and learning.

## **Human Resources**

*School Leadership Structure:* The school will be supervised and led by a Chief Academic Officer with responsibility for supervising all aspects of the school and with direct reporting to the Board of Trustees. An Assistant Principal will support the Principal and handle student discipline in the building.

*Teacher/Staff evaluations:* The school will adopt a Performance Compensation Plan based on the successful model from the NJ LEAP Academy. The purposes of the program are to:

- Emphasize through the performance appraisal process the importance of regular constructive dialogue and sharing of information with all teachers and staff regarding their performance in relation to the overall mission and objectives of school;
- To stimulate and encourage ongoing discussion between staff, teachers and their supervisors about their performance in relation to the expectations and standards for their positions and responsibilities at the school;
- To recognize through the performance and compensation program outstanding performance of an employee's responsibilities and duties over the past school year; and
- To recognize a significant contribution in improving the achievement of students at the school during the previous year.

Based on the LEAP model, teachers are evaluated in three core areas: Teacher Effectiveness, Leadership and Professional Contributions, and Student Academic Growth and Achievement. A similar process is used for instructional leaders based on four domains:

**Functional Domain** (Leadership and Organizational Oversight); **Programmatic Domain** (Leading Instruction, Teaching and Learning); **Contextual and Interpersonal Domain** (Culture and Relationships); and Academic **Achievement Domain** (Student Academic Growth and Achievement).

**Facilities:** Our process for developing the facilities are fundamental for creating a safe and effective environment for education and for the community—one that aligns with the mission and goals of the school. A growing body of research has found that school facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus,

researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs. During the planning process, we are embarking on the development of constructing a facility that becomes an anchor for the target community.

A site has been identified and work has begun to acquire the site and secure funding to construct a new school building. Given Puerto Rico's challenges with natural disasters and infrastructure deterioration, the school facility will provide consistent, high-quality power during normal school and community programs and during severe environmental conditions. The following features are integrated in construction or rehabilitation for its resiliency and service for the community in case of disaster: Independent Microgrid (Eos West Caldwell Microgrid); Eos Battery Storage Technology; Well-Water Powered by Microgrid; and Clean water for students and communities during regular hours.

**Accountability Model and Improvement Plan:** During the Planning Year, the school will develop a Self-Evaluation and Accountability Plan that lays out the procedures, measures, analyses and reports to be used to evaluate both student and school progress. The Plan will be driven by a general list of questions that the school wants catalog answers for data assessment regarding the achievement of its goals and objectives, and the effectiveness of its operations. Measures will be established and a protocol for data collection will be in place from day 1. The plan will address the school's goals/objectives and address student achievement in the form of baseline data on state and standardized tests, cohort analyses of student achievement data, comparisons to national and/or state norms, and/or comparisons to equivalent groups of students (i.e., the district of residence). It will also address curriculum development, implementation and monitoring, parent and community participation/satisfaction, professional development, staff

needs and satisfaction, staff and administrator evaluation, enrollment trends, discipline trends, staffing trends, the various databases the school maintains, etc. -- and the various data/reports the school generates/reviews to assess the effectiveness of its activities (i.e., evidence of data-based decision making).

Specific Activities under this grant, include:

- 1) Hiring a Chief Academic Officer to begin the work on developing the instructional program for the school. Teachers and consultants will also be brought during planning year to be part of this effort and create the sense of ownership and excitement that will be critical for sustainability.
- 2) Community relations and engagement will be fundamental during these two years. We are retaining a Community Organizer and recruiter that will lead this effort along 5 community ambassadors representing various neighborhoods to ensure that there is broad community reach. This engagement will also integrate training and development. We anticipate holding the Enrollment Lottery early in the planning year to allow for work with the families that will eventually attend the school.
- 3) Facilities will be an important element. While the grant will not fund construction, we have set time and effort aside for pre-engineering studies and the necessities leverages to acquire and build the school building.
- 4) A summer Academic Enrichment Program will be offered during the planning year for all the students that will enter in August as the first cohorts off the school.
- 5) Setting up the entire administrative and fiscal infrastructure will be a priority, as well as training the governance body of the school.

- 6) Fundraising and sustainability will be at the top of the priorities as we use these two years to create enough financial and partnership commitments to sustain the school long term.

## **Quality of Continuation Plan**

The LEAP Social Enterprise and the local planning team are working diligently to open the school by August 2021. A charter approval has been awarded and the planning team have complied the required planning documents. A small grant from the Walton Foundation is providing the funding to engage in the community-based planning and to develop training for parents, as well as some initial professional development for teachers.

One important strategy is that the school is being developed as a locally based effort to foster social change and economic impact in Puerto Rico. By creating for the first time an integrated, feasible pipeline to promote education, a pathway to college, industry-driven workforce development, and resiliency in low income communities, the school has the capacity to provide holistic results and solutions to entire regions. This is part of our vision for sustainability. Puerto Rican communities need this type of investment as the island is missing out on the true potential of children and youth due to the lack of access to quality educational options. Therefore, the STEM + E Academy of San Juan fills an important gap for this community. This school is the result of a joint effort and partnerships between **non-profit organizations** (LEAP Social Enterprise, Inc., and Centro para Puerto Rico), **academia** (University of Puerto Rico), the **public sector** (already in conversations with Puerto Rico Public and Private Partnership Authority (P3), Central Recovery and Reconstruction Office of Puerto Rico (Core3), Puerto Rico Industrial Development Corporation (PRIDCO), Puerto Rico Department of Education (DOE), and the **private sector** (Holtec International, Advance Solar Products/ EOS Battery Manufacturer).

The project is consistent with the **Government of Puerto Rico’s Plan para Desarrollo Integrado (“Plan”)**, which highlights education as a vital element and critical component for a comprehensive economic development strategy. It fosters key initiatives such as bilingual educational methods based on STEAM + E: Science, Technology, Engineering, Arts, and Mathematics integrated with Entrepreneurship, the creation of jobs, and the promotion of Puerto Rico’s socio-economic development. The Plan further states that the establishment of Public-Private Partnerships shall promote the transfer of knowledge to the workforce and shall collaborate with local institutions of higher education in the evaluation, oversight, and execution of projects. We are currently securing funding commitments to support the school long-term. Overall the school has a series of structures that are being positioned as sources of potential future funds and resources:

- A school integrating the successful model designed by LEAP Social Enterprise, with an academic focus on **STEM + E (Science, Technology, Engineering, and Mathematics) and Entrepreneurship** and a secured pathway to college admission for its graduates. The school will operate for a five (5) year period, graduating an estimated 780 students with STEAM competencies and college/career readiness skills and capacities. The school will be eligible for renewal every five years.
- Yield additional services to the community by incorporating a **health clinic and early childhood learning center (daycare center)**. These efforts will generate their own financial resources.
- Serve the community and the regional industrial and commercial sectors by providing **workforce development training**. The curriculum for the training will be developed based on the actual needs and requirements of the industries present in the regions, to create a

formal pipeline for job creation and employment opportunities. Plans are to secure contracts with local industry and articulate programs with higher education institutions.

- Serve as a 21st century hub for environmental sustainability and resilient emergency response, with facilities that boast a **100% solar powered microgrid and backup batteries** to provide uninterrupted electrical services and charging stations for use during emergencies. These will also allow for low energy consumption lighting and cooling systems to increase the centers' energy efficiency. Additionally, the facility will have a **rooftop cistern for potable water and stormwater collection systems** able to manage water displacement, storing it as gray water in underground storage tanks to supply treated gray water for uses other than drinking. The building **"living walls"** improve air quality and the overall well-being of students and faculty. In times of emergency, the school doubles as a refuge area for surrounding communities providing neighbors with shelter and services during nature wind, flood, and seismic disasters. These are important features for the school but also for the neighboring community. We are securing private and government funding for this through the various disaster recovery programs.

## STEM + E Academy of San Juan Logic Model

Organizational Structure / Environment	<b>LEAP SOCIAL ENTERPRISE, INC</b> <ul style="list-style-type: none"> <li>Health Center</li> <li>Family Support Center</li> <li>Teacher Development</li> <li>Resilient Innovative Facility</li> </ul>		<b>STEM + E ACADEMY OF SAN JUAN</b> <ul style="list-style-type: none"> <li>Lower School (Grades K-6)</li> <li>Upper School (Grades 7-11)</li> <li>Early College (12)</li> </ul>		<b>Partners</b> <ul style="list-style-type: none"> <li>Centro para Puerto Rico</li> <li>Local Neighborhood Organizations</li> <li>PR DOE Local Businesses</li> <li>Walton Foundation</li> </ul>	
Target Population	Students enrolled in-kindergarten through grade twelve			Parents & families, university faculty & students, teachers & teacher leaders		
Inputs / Resources	Support, Oversight & Guidance of Board of Trustees	Dedication, Involvement & Engagement of Parents & Families	Fiscal, Government, Facilities & Moral Support of Business & Community	K-16 Educator Skills, Knowledge, & Practices	Capable Health, Educational, Holistic Support & Training	
	Interventions / Strategies	Expected Outcomes	Evidence of Change	Indicators & Measures	Due Date	Goals
Adult Learning Opportunities	<ul style="list-style-type: none"> <li>Focused Learning</li> <li><i>University of Puerto</i></li> <li><i>Sagrado Corazon University</i></li> <li><i>LEAP Academy</i></li> <li><i>LEAP Social Enterprise</i></li> </ul>	<ul style="list-style-type: none"> <li>Coherent and aligned curriculum, instruction, &amp; assessment</li> <li>Common understanding of effective instruction</li> <li>Intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Instructional program consistently delivered within &amp; between all grades</li> <li>Students receive timely intervention</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback (Staff surveys &amp; focus groups)</li> <li>Full staff participation (Sign-In Sheets)</li> <li>Core &amp; intervention curricula implemented (Observations)</li> </ul>	2/2021  6/2021	Staff collectively intervenes when students are struggling & accelerate student performance so that students are prepared for subject & grade level content demands
	<ul style="list-style-type: none"> <li>Embedded Learning</li> <li><i>Lesson Study</i></li> <li><i>Looking at Student Work</i></li> <li><i>Walkthroughs</i></li> <li><i>Intervisitation</i></li> <li><i>Model Classrooms</i></li> </ul>	<ul style="list-style-type: none"> <li>Shared knowledge base for teaching and learning</li> <li>Foster healthy relationships built upon information</li> <li>Agreed-upon lens to view instruction &amp; behavior</li> </ul>	<ul style="list-style-type: none"> <li>Individuals display initiative in designing, implementing, monitoring, evaluating &amp; following through on practices, policies &amp; procedures</li> </ul>	<ul style="list-style-type: none"> <li>Common lesson planning template implemented by grade &amp; subject (Walkthroughs)</li> <li>Consistent classroom management, rituals &amp; routines (Walkthroughs)</li> </ul>		Staff have consensus on instructional goals of the school & individual understanding of their personal responsibilities in achieving those goals
	External Conferences & Learning Opportunities	<ul style="list-style-type: none"> <li>Sharing strategies &amp; ideas with external practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Teachers share effective strategies</li> </ul>	<ul style="list-style-type: none"> <li>Teachers implement strategies (Walkthroughs)</li> </ul>	Ongoing	Teachers actively integrate external & internal learning
Student Learning Opportunities	<ul style="list-style-type: none"> <li>Expanded Learning</li> <li><i>Fab Lab, Dual College Enrollment, Extended Day</i></li> </ul>	<ul style="list-style-type: none"> <li>New learning &amp; enrichment opportunities for students</li> </ul>	<ul style="list-style-type: none"> <li>Students have extra time to master &amp; explore new subjects</li> </ul>	<ul style="list-style-type: none"> <li>META/MAP targets met at high school grade span (PRDOE data)</li> <li>100% graduation college attendance</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>All students graduate college-ready</li> <li>Students pursue diverse interests after high school</li> <li>Students take and excel in college courses while in high school</li> <li>Parents are active partners in supporting learning and postsecondary planning</li> </ul>
	<ul style="list-style-type: none"> <li>Individualized Learning</li> <li><i>Personalized Learning Plan</i></li> <li><i>Use of Formative &amp; Summative Assessment Data</i></li> <li><i>Home-school partnerships</i></li> </ul>	<ul style="list-style-type: none"> <li>Students feels understood in deep &amp; powerful ways</li> <li>Students taught, respected, &amp; accountable for own learning</li> <li>Engaged parents</li> </ul>	<ul style="list-style-type: none"> <li>Teaching, learning, &amp; home-school communication takes into consideration students' individual strengths &amp; needs</li> </ul>	<ul style="list-style-type: none"> <li>Plans exist for every student</li> <li>Positive parent feedback (Parent surveys &amp; focus groups)</li> <li>Students articulate own strengths &amp; needs (Student surveys &amp; focus groups)</li> </ul>	Ongoing	

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 09 2018

LEAP SOCIAL ENTERPRISE INC  
21 REGAN LN  
VOORHEES, NJ 08043

Employer Identification Number:

[REDACTED]

DLN:

[REDACTED]

Contact Person:

SHEILA M ROBINSON

ID#

[REDACTED]

Contact Telephone Number:

[REDACTED]

Accounting Period Ending:

December 31

Public Charity Status:

509(a)(2)

Form 990/990-EZ/990-N Required:

Yes

Effective Date of Exemption:

February 13, 2017

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

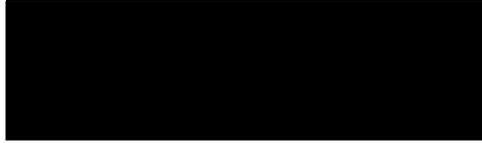
For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

LEAP SOCIAL ENTERPRISE INC

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Director, Exempt Organizations  
Rulings and Agreements

Letter 947

**BIOGRAPHICAL SKETCH**

NAME: Gloria Bonilla-Santiago

POSITION TITLE: Board of Governors Distinguished Service Professor/CLC Director, Rutgers University

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

- Ph.D., Sociology, City University of New York, Graduate Center, New York, NY, 1986.
- Honorary Doctor of Humane Degree, Cabrini University, Radnor, PA, 2018.
- MA, Philosophy, City University of New York, Graduate Center, New York, NY, 1986.
- MSW, School of Social Work, Rutgers University, New Brunswick, NJ, 1978.
- BA, Political Science, Glassboro State College (Rowan University), Glassboro, NJ, 1976.

**Fellowships**

- Fulbright Fellowship, assigned to Paraguay to work with the University of Asuncion, 2017-2018.
- American Council on Education (ACE), National Leadership Forum (Invited to participate), Washington, DC, 1994.
- Leadership America, Inc. (Competitive Fellowship), Washington, DC, 1992.
- Leadership New Jersey (Competitive Fellowship), New Brunswick, NJ, 1991.
- John F. Kennedy School of Government (NHLI Competitive Fellowship), Harvard University, Boston, MA, 1988.
- The National Center for Creative Leadership (Participated in leadership development training and individual research project through the National Hispana Leadership Institute), Greensboro, NC, 1988.

**A. Academic Appointments**

- 2001 – Present Board of Governors Distinguished Service Professor II, Department of Public Administration and Policy, Rutgers University and Center for Community Leadership Director
- 1999 – 2000 Professor I, Department of Urban Studies and Community Development, Rutgers University.
- 1991 - 1998 Associate Professor, School of Social Work, Rutgers University *(with tenure)*.
- 1986 - 1991 Assistant Professor, School of Social Work, Rutgers University *(tenure track)*.
- 1983 - 1986 Director/Founder, Office of Hispanic Affairs/Lecturer, Social Work Department, Rutgers University.
- 1981 - 1983 Assistant Director, Academic Foundations Department/Lecturer, Social Work Department, Rutgers University - Camden Campus.

**B. Personal Statement**

Gloria Bonilla-Santiago is a Board of Governors Distinguished Service Professor, Graduate Department of Public Policy and Administration at Rutgers, The State University of New Jersey. She also directs the Community Leadership Center and is the overseer and Board Chair of the LEAP Academy University Charter School. Throughout her academic career, she has established a record of accomplishment in coordinating large-scale programs and private and public ventures that bring together external and internal stakeholders from a range of organizations, including government, business, non-profits and philanthropic sectors at the local, national and international levels.

As a leading scholar, researcher, speaker, and international cross-cultural training consultant, Dr. Santiago brings over 25 years of experience in program development and innovation, social entrepreneur, research, fundraising, strategic planning, school development and leadership training. She writes and speaks widely on the areas of community development, public policy, School Leadership and education, migration, diversity management and, organizational leadership. In 2016-2017, Dr. Santiago was the recipient of the Fulbright

bright Specialist Award for research and professional training in Paraguay, South America. In 2017, Dr. Santiago received Cabrini Ivy Young Willis & Martha Willis Dale Award, which recognizes women who have made outstanding contributions in the field of Public Affairs and Community Development. Dr. Santiago is also the recipient of the 2018 Power of Woman Award, Presented by Lupe Fund. In May 2018, Dr. Santiago was the Keynote Speaker at the Cabrini University Commencement for the Master's Degree Students and received an Honorary Doctor of Humane Letters.

Dr. Santiago's record of service and the impact of her work on poor children/families, minorities, and community are exemplary by any standard. She is a passionate and enthusiastic educator, who has focused her professional acumen on helping people to be able to become self-reliant citizens through education and professional development. Her work on behalf of children and families has resulted in the development of a national and international model for public schools for poor children. Her model LEAP charter school in Camden City today serves 2,000 plus students from infancy through college and has become a national model for serving families and children through a number of LEAP portfolio schools in Camden City. Dr. Santiago has built and designed a pipeline from cradle to-16th five LEAP schools in Cooper Street, from ELRA (Early Research Academy) to LEAP STEAM-Science, Technology, Engineering, Art and Math. She has a 100% graduation and college placement rate for all her graduates. Her educational model and pioneer work is breaking grounds in the field of education nationally and internationally. She has fundraised over 100 million dollars to finance her projects. She is known as the "Patron Saint of Cooper Street".

Dr. Santiago's work through the Rutgers-Community Leadership Center is broadening and deepening the leadership base in the USA and International communities and beyond. She spearheads a number of signature projects with local, national and international impact in areas of School Leadership, Innovation, School Transformation, Social Entrepreneurship, diversity management, organizational behavior, leadership development and community development.

As a faculty member, Dr. Santiago's agenda in the areas of research, teaching, and service provide the impetus for her tireless efforts in developing programs and new approaches to tackle fundamental social problems. She has been successful in translating her research and empirical work into real policy strategies that have garnered a number of important contributions, such as charter school legislation in New Jersey; the enactment of important legislation impacting on women and the education of urban children.

Dr. Santiago is the author of numerous articles and three books, entitled *The Miracle on Cooper Street*, *Lessons from an Inner City*, *Breaking Ground and Barriers: Hispanic Women Developing Effective Leadership and Organizing Puerto Rican Migrant Farmworkers*, available for purchase at Amazon.com.

She is also a blogger for US World News, the Huffington Post, and is a commentator for ABC, MSNBC, NBC, and CBS News on issues of education and Community Development.

### **C. Positions and Honors**

2018

- Recipient of the 2018 Hispanic Heritage Award presented by Al Dia, Newspaper as part of their annual celebration of the history, culture, and contributions of Hispanic Americans. Philadelphia, October 10, 2018
- Recipient of the Power of Woman Award, Presented by Lupe Fund. North Bergen NJ. May 3, 2018

2017

- Recipient of the 2017 Ivy Young Willis & Martha Willis Dale Award, presented by Cabrini University, in recognition of a woman who has made a noteworthy contribution to the civic life of her community, Radnor, PA, May 3, 2017.

2016

- Illustrious Award for distinguished service in education, presented by Institute for Latino Studies, Rutgers University – Newark, Newark, NJ, September 24, 2016.
- 30 Leaders for 30 years in recognition of contributions through leadership that have made a difference in the Garden State, presented by Lead New Jersey, Jersey City, NJ, September, 22, 2016.
- 2016 MLK, Jr. Champions of Social Justice and Equality Award, presented by the Black Law Students Association, Rutgers University Camden, January 15, 2016.

2015

- Voorhees Citizen of the Year, presented by the Voorhees Breakfast Rotary Club, Voorhees, NJ, January 22, 2015.

2014

- Delaware Valley's Most Influential Latinos, presented by The Delaware Valley's Most Influential Latinos Foundation, Impacto Latin Newspaper and PHL Diversity, Philadelphia, PA, November 21, 2014.
- Hispanic Heritage Month Award Honoree Outstanding Work on Behalf of All Residents of New Jersey, presented by New Jersey General Assembly in celebration of Hispanic Heritage Month, Trenton, NJ, September 2014.

#### **D. Scholarly Contributions/Synergistic Activities**

**(a) Fellowships:** Dr. Bonilla-Santiago received a Fulbright Fellowship to work with the University of Asuncion in Paraguay. Her work as a Specialist focuses on developing and facilitating a Professional Development Institute on Leadership, Resource Development, and Community Engagement for a selected group of Faculty, Administrators and Stakeholders from the university around the theme of The Engaged University with Community. Through this effort, the UNA is exploring how to scale best practices from the LEAP Enterprise model as linchpin for developing a university partnership that can lead to a school improvement plan for Paraguay. During the visit, the San Francisco project was identified as the focal point for the collaboration with the university. This project encompasses develop of one of the poorest communities in Asunción with a comprehensive plan that integrates, housing, economic development and education. The education elements will be facilitated by Dr. Santiago along with a team of university and local stakeholders. The work in Paraguay also resulted in an academic MOU between Rutgers Camden and the UNA for an expanded collaboration around other academic programs.

**(b) Recent Publications:** The highlight for this area was publication of the book—“*The Miracle on Cooper Street: Lessons from an Inner City*”, published by Archway in March 2014. This book accomplishes two purposes— it provides a chronological account of Dr. Santiago’s life story and the efforts behind building the LEAP Academy. It also presents the LEAP Academy as a case study for informing approaches for utilizing schools as hubs for learning and community development in distressed urban communities.

**(c)** Dr. Santiago has fundraised over \$30,000,000 from private and government organizations. Most significant grants from 2012-2018 are as follows:

- Co-Principal Investigator (with Dr. Nancy Pontes), “Undergraduate International Studies and Foreign Languages” grant for Rutgers outreach efforts in Cuba, Guatemala, and Bolivia. A collaborative project between Rutgers Camden: Community Leadership Center, School of Nursing & Foreign Studies Department, \$560,000 Source: U.S. Department of Education.
- Rutgers-Camden Teacher Development and Performance Institute for Mathematics, \$380,000, Source: New Jersey Department of Education.
- Puerto Rico Graduate MPA Program, \$314,600, Source: Asuntos Legislativos & Commonwealth of PR.
- Early Learning Research Academy Pre-School Program, \$2,936,967, Source: Camden Board of Education.

#### **Endowments:**

- ELRA Endowment, \$1,000,500, Source: Morgan Foundation.

PR/Award # S282B200012

- Alfredo Santiago/LEAP College Scholarship Endowment, \$1,700,000 (as of Jan. 2016), to support minority students attending Rutgers University.
- Sila Calderon Fund, \$500,000, for Sustainable Community Building, Ethics and Social Justice to support lectures, graduate fellowships and scholarly work.

## E. Additional Information: Research Support and/or Scholastic Performance

### Special Multi-Disciplinary Projects

- (a) Early Learning Research Academy:** The development and growth of the Early Learning Research Academy (ELRA) represents an important contribution to the campus and to the City of Camden, as my agenda in building a solid educational pipeline from infancy through college research agenda and was solidified by adding a strong component for infants, toddlers and preschoolers. Funds from the Knight Foundation (\$3 million) made it possible for the inauguration of a brand new facility on campus that houses the programs and provides administrative office space, as well as customized observation spaces for behavioral research. We had five graduate masters and doctoral students conducting research on early learning under different faculties. ELRA represents the beginning of a birth-to-college educational pipeline that aligns the work of ELRA with LEAP Academy University Charter School, Rutgers University, and other local institutions of higher learning. ELRA has two key academic programs: Infant and Toddler Development Program for 56 children aged 8-weeks to 3-years old; and a Preschool Program for 150 children aged 3- to 5-years old. ***There is research already occurring with this program as faculty and graduate students are collaborating on studies on school readiness and sleep patterns of children and its impact on cognitive and academic development.***
- (b) LEAP Academy:** LEAP Academy is a public charter school that was developed in partnership with the university under Dr. Santiago's leadership. The school serves 1,500 students and their families and has bene developed as a hub for community development and engagement. The university supports the schools through Academic Centers of Excellence that extend through a wide range of services and units of service including a Health and Wellness Center, a Parents Academy, a fabrication Lab that serves as a Maker's Space, along academic programs that are geared to provide students with a rigorous college preps curriculum that has led to 100% of its students graduating from high school and enrolling in college upon graduation. **The model for the school and the place of the school in a community development context that builds on the formation and sustainability of an education pipeline provides a great setting for students to engage in meaningful research. Dr. Wendy Osefo and Dr. Matt Closter are used the schools as the research setting for their dissertations.**
- (c) Academic Exchange and Collaboration with University of Havana:** Dr. Santiago has spearheaded an important academic exchange with the University of Havana that has already resulted in two major conference at Rutgers Camden, an MOU signed by President Barchi and the president of University of Havana, and trips to Cuba for faculty and students, joint research projects with faculties across disciplines, and hosting of J-1 scholars on campus. Since the MOU had been signed, Rutgers and University of Havana faculty have participated in joint conferences in Cuba and the United States; designed research projects in community development, population health, and the STEM fields; traveled to Cuba to meet with counterparts and formulate new partnerships with the University of Medical Sciences of Havana and the Office of the Historian of Old Havana. In addition, we established two senior faculty fellowships exchanges from the Facultad of Latin American Social Sciences (FLACSO) to conduct research at Rutgers Camden under the Community Leadership Center. Furthermore, this past conference allowed faculty to reconvene to reflect on the past year of collaboration and plan for future research opportunities in the following areas: (1) Community Development and Entrepreneurship, (2) Population Health, (3) the STEM Fields including Computational and Environmental Science, (4) Arts and Humanities, and (5) Law. The multidisciplinary focus of STEM, community development, nursing, law, and arts and humanities faculty, along with the artists, provided meaningful options for conference participants and faculty to engage with the Cubans from various disciplines. This effort engages academic schools here in Camden, as well the GAIIA and now the Medical School in New Brunswick. ***A number of students have already participated and are***

***engaged in research projects emanating for this effort, as well as a cluster of Rutgers faculty in nursing, community development, STEM and arts and culture. .***

## **Supervision of Doctoral Dissertations**

Three doctoral students are working on their dissertations under Dr. Bonilla-Santiago's supervision and guidance:

**Dr. Wendy Osefo:** Dr. Wendy Osefo, a Public Affairs - Community Development graduated doctoral student, used the case study method to examine how class shapes parental engagement in child learning and in schools. Her study contributed to existing knowledge about how schools and poverty account for the influence of class on parental engagement. The study addressed the following questions:

- In what way(s) do low-income parents engage in the academic lives of their child(ren) within the school and home environment?
- What strategies do public schools utilize to garner high levels of parental engagement from their low-income parents?
- How should the definition of parental engagement be modified to take into account social class differences in engagement to advance reform in institutional design?

Dr. Osefo is now a faculty member at John Hopkins University

**Dr. Matthew Closter:** Matthew Closter researched how universities transform educational environments by developing schools to revitalize neighborhoods and establish birth to college pipelines for students and families. He is conducting a qualitative comparative case study using interviews and historical document analysis (influenced by Herbert Blumer's sociological framework of "collective definition" for solving social problems) to map the processes for how university-school partnerships emerged as strategies for community development. The cases are the LEAP Academy University Charter School, established by Rutgers-Camden in Camden, NJ, and the University Park Campus School, established by Clark University, in Worcester, MA. His central research question is how have universities in small cities developed and sustained an educational cradle to college pipeline as a community development strategy for providing access to college for students and families and for revitalizing distressed neighborhoods?

**Wanda Garcia:** Wanda Garcia is working on her dissertation on "The History of the Charter School Movement in New Jersey: A Policy Case Study about Disruptive Change in Public Education". The purpose of her study is to explore the history of the charter school movement in New Jersey from the period of 1990 through 2017. The focus is on exploring the contexts, actors, strategies and drivers behind the charter school movement and the policy and political outcomes that resulted in passage of charter school law in New Jersey. As the study searches for a better understanding of the factors that influence the convergence of various stakeholders in forging a movement for change within public education, the study will place focused attention on the cities of Camden and Newark as they provide the best-case scenario for understanding the trajectory of the charter school movement and its proliferation in the state. This study meets a critical gap in the research about charter schools, as it looks at the structure of a political and advocacy movement that facilitated the enactment and implementation of charter school legislation and policy. Within the polarizing political and ideological context of school choice agendas, the emergence of new advocates and intermediary organizations invites closer study of the ideological frames, organizational processes, coalition-building strategies and the efficacy of interest and advocacy groups in framing the policy context for charter school policy. She will apply Marshall Ganz' Social Movement Theory as the framework for her study.

## Budget Narrative File(s)

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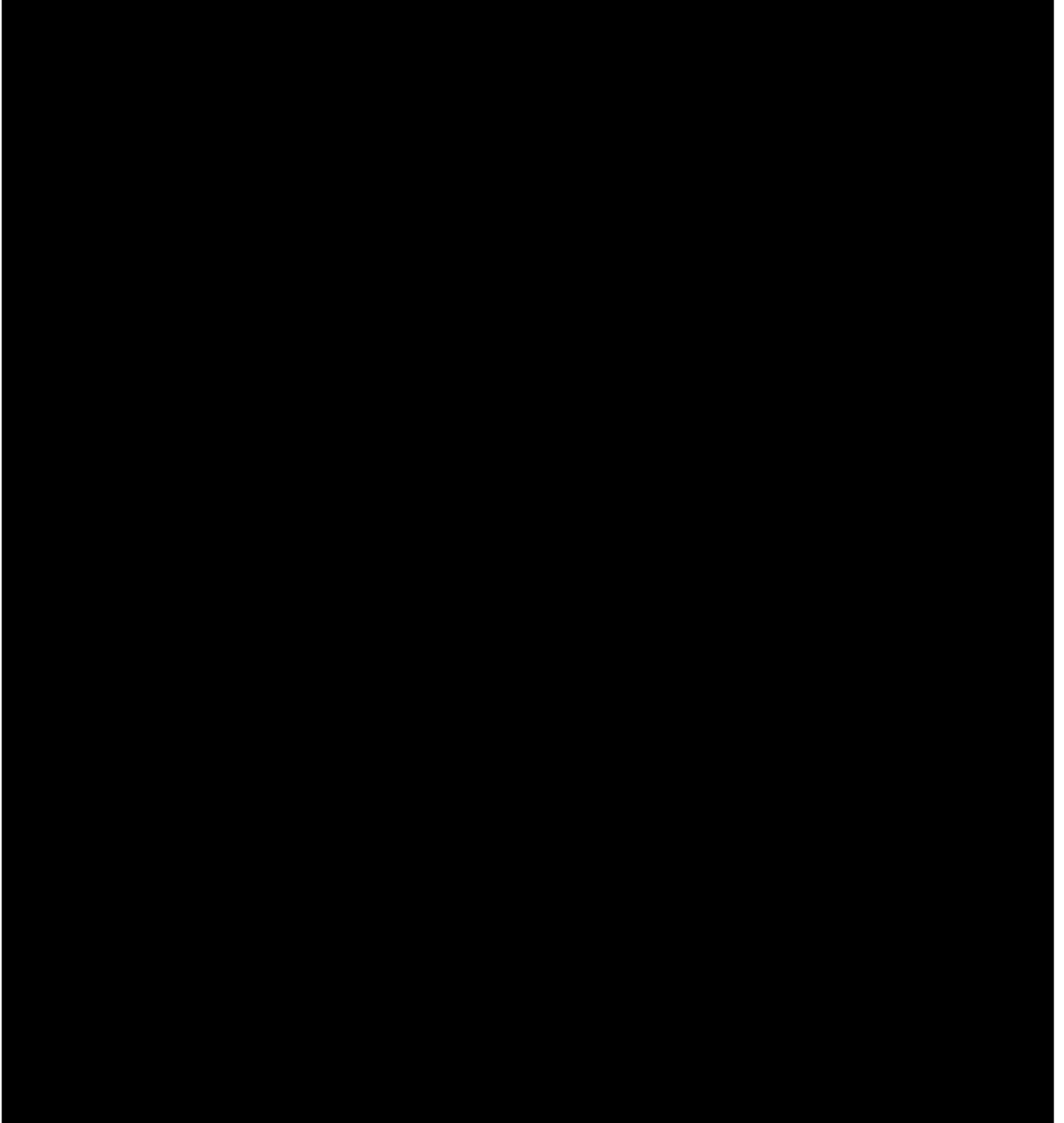
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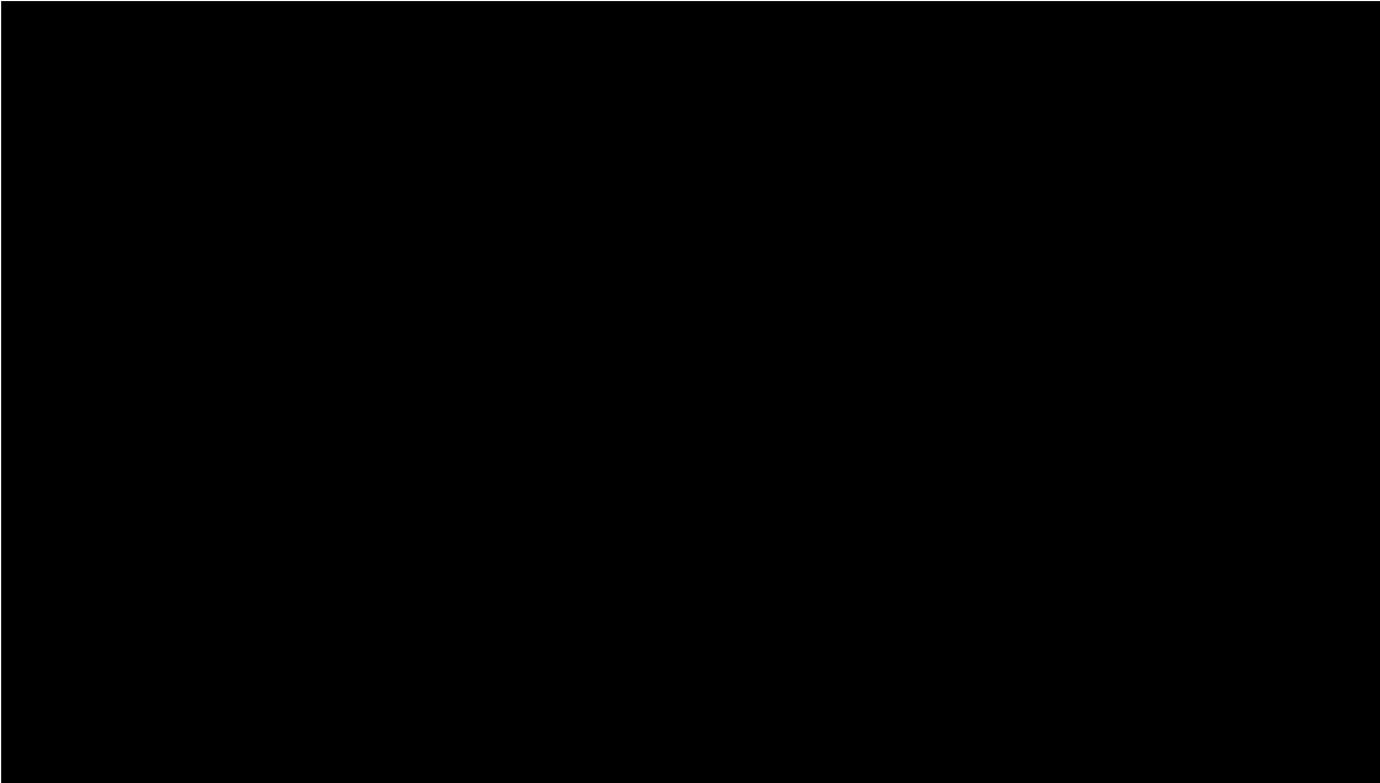
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To add more Budget Narrative attachments, please use the attachment buttons below.

## Budget Narrative

**Personnel:** A total of \$ [REDACTED] has been allotted to cover personnel costs for the two years, as follows:





**Travel:** An allotment of [REDACTED] has been set aside for each Year for a total of [REDACTED]. This will cover travel to Puro Rico and also travel form Puerto Rico of key staff to learn about the LEAP model. In addition, it also covers costs for attending project meetings in Washington, D.C.

**Equipment:** This line item provides for funds allotted for purchasing of necessary equipment for Year 1 [REDACTED] and Year 2 [REDACTED]. Equipment to be acquired include copiers (3); and fab lab equipment.

**Supplies:** This line item include the following items to be secured on Year 1:

- [REDACTED] for books and curriculum materials [REDACTED]/student X 600 students)
- [REDACTED] is set aside for general office supplies.
- [REDACTED] will be allocated for Year 2.

**Contractual:** [REDACTED] has been set aside for contractual agreement for specialized service, as follows:

- Teacher stipends for summer work each year @ [REDACTED] per teacher X 45 teachers.
- Legal Services to support necessary early legal issues and counsel ([REDACTED] for Year 1 and [REDACTED] for Year 2)
- Pre-Engineering Consulting to help the school develop necessary specifications and documentation to address construction specifications, etc. [REDACTED]

- 5 Community Ambassadors from the target communities will be retained to provide broad outreach and engagement with all sectors of the neighborhoods [REDACTED]
- Professional Development consultants will be brought in based on teaching and learning plan [REDACTED]
- Stipends for parent Training facilitators as well as support with Train-the-Trainer development for [REDACTED] each year of the grant.

Other: This category includes:

- [REDACTED] to support a summer camp for all students that will attend the school [REDACTED] per child for Year 1 and [REDACTED] for follow-up summer academic enrichment for Year 2.
- Telephone is budgeted at [REDACTED] per year
- Office rental is budgeted at [REDACTED] each year.



**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
 See Instructions.

OMB Number: 1894-0017  
 Expiration Date: 06/30/2020

**Applicant Information**

**Legal Name:**

Gloria Bonilla-Santiago

**1. Project Objective:**

Train Board members on governance and provide technical assistance in developing operational protocols and key board policies

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Adopted revised board by-laws and policies	PROGRAM		/		

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Delivery of intensive board training with 100% participation of members	PROGRAM		15 /	15	100.00

**2. Project Objective:**

Engage the Board in a long-term strategic planning process

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Completed and adopted strategic plan	PROGRAM		/		

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Adopted short-term and long-term goals for the school	PROGRAM		/		

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

<b>2.c. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	
Completed sustainability plan	PROGRAM		/		

<b>2.d. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	
Complete Self Evaluation protocol and timetable	PROGRAM		/		

<b>2.e. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	
Develop school budget and cash flow	PROGRAM		/		

<b>2.f. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	
Develop facilities plan	PROGRAM		/		

<b>2.g. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	
Complete school facility and equipped.	PROGRAM		/		

**3. Project Objective:**

Engage Board in the development of the management structures for the schools, recruitment and hiring of leadership team

<b>3.a. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	
Completed organizational chart for the school	PROGRAM		/		

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3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Approved position descriptions for leadership team	PROGRAM		/		

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Recruitment and selection of leadership team	PROGRAM		/		

**4. Project Objective:**

A team of advisors will be retained to engage in completing required operational processes

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
<p>The following processes will be developed and in place:</p> <input type="checkbox"/> Personnel processes for recruitment, selection and hiring <input type="checkbox"/> Staff benefits structures will be in place <input type="checkbox"/> Facilities will be secured and appropriate for occupation and operation of a school <input type="checkbox"/> Nutrition and food services plan and contracts will be in place <input type="checkbox"/> Internal controls for fiscal management will be in place and a process for effective and efficient budgeting will be adopted <input type="checkbox"/> Fiscal procedures and controls will be developed <input type="checkbox"/> Critical contracts for payroll preparation, insurance, accounting software, etc. will be executed will be executed	PROGRAM		/		

**5. Project Objective:**

Recruitment and selection of students will be completed

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Enrollment application forms will be developed.	PROGRAM		/		

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5.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
<ul style="list-style-type: none"> <li>• A marketing and public information strategy will be developed and executed to recruit families</li> <li>• A school website will be developed and published</li> <li>• School literature will be developed and printed for public consumption</li> </ul>	PROGRAM		/		

5.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Enrollment lottery will be conducted and 600 students selected to attend	PROGRAM		600 /	600	100.00

5.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Families enrolled will participate in a training programs targeting their role as parents	PROGRAM		400 /	500	80.00

**6. Project Objective:**

Secure potential partners and resources to support the school's mission

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
<ul style="list-style-type: none"> <li>• A Stakeholder analysis will be conducted through</li> <li>• Board will engage in a process of partnership cultivation</li> <li>• Articulation agreements will be developed accordingly</li> </ul>	PROGRAM		/		

**7. Project Objective:**

Hiring of Instructional leaders, principals and teachers

7.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Recruitment for staff will be implemented and job descriptions and recruitment materials will be disseminated widely.	PROGRAM		/		

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7.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Teachers will be hired, trained and and prepare for teaching	PROGRAM		55 /	55	100.00

**8. Project Objective:**

Professional Development will be planned and offered to all teachers and instructional personnel

8.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
A team of PD trainers will be selected and scheduled to provide professional development for selected teachers and instructional personnel over the summer months.	PROGRAM		/		

8.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Researchers will engage in curriculum planning for the first year.	PROGRAM		/		

**9. Project Objective:**

Curriculum materials and textbooks will be selected and purchased

9.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Instructional team will review all available textbooks and curriculum resources and develop a budget with recommendations for Board approval	PROGRAM		/		

9.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Materials will be ordered and available for teachers before school term begins	PROGRAM		/		

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**10. Project Objective:**

Curriculum teams will develop curriculum framework and scope and sequence.

10.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
A comprehensive curriculum framework will be developed for all content areas	PROGRAM		/		

10.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
A plan for teacher input and work on curriculum will be completed for summer and for year round.	PROGRAM		/		

10.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Lesson planning protocols and guidance will be in place during the summer	PROGRAM		/		

10.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
A teacher common planning and vertical/horizontal alignment structure will be structured and teachers will be trained on it during the summer	PROGRAM		/		

10.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Academic Class schedule will be completed and in place for the first days of school	PROGRAM		/		

10.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Plans for academic support for students will be developed and in place the first day of school	PROGRAM		/		

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10.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Student assessment plan will be completed and in place for the first days of school	PROGRAM		/		

**11. Project Objective:**

A student summer enrichment plan will be offered

11.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
600 students will participate	PROGRAM		500 /	600	83.33

## INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

### PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

### GENERAL INSTRUCTIONS

#### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

#### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:
  1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
  2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

# DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
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<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text" value="██████████"/>
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**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

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