

**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 # S282B200014**

**Grants.gov Tracking#: GRANT13149572**

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

Closing Date: Jun 19, 2020

PR/Award # S282B200014

## **\*\*Table of Contents\*\***

| <b>Form</b>   | <b>Page</b> |
|---|-------------|
| <b>1. Application for Federal Assistance SF-424</b>   | e3          |
| <b>2. Standard Budget Sheet (ED 524)</b>  | e6          |
| <b>3. ED GEPA427 Form</b>   | e8          |
| <i>Attachment - 1 (1236-GEPA_427)</i>   | e9          |
| <b>4. Grants.gov Lobbying Form</b>  | e11         |
| <b>5. Dept of Education Supplemental Information for SF-424</b>                               | e12         |
| <b>6. ED Abstract Narrative Form</b>  | e13         |
| <i>Attachment - 1 (1234-Kairos Academies 2020 Abstract)</i>                                   | e14         |
| <b>7. Project Narrative Form</b>  | e16         |
| <i>Attachment - 1 (1249-Project Narrative - Kairos )</i>                                      | e17         |
| <b>8. Other Narrative Form</b>  | e64         |
| <i>Attachment - 1 (1237-Appendix A Charter School Program Assurances)</i>                     | e65         |
| <i>Attachment - 2 (1238-Appendix B1 Resume Schiffres)</i>                                     | e66         |
| <i>Attachment - 3 (1239-Appendix B2 Resume Kelleher)</i>                                      | e67         |
| <i>Attachment - 4 (1240-Appendix B3 Resume Rohrer)</i>  | e69         |
| <i>Attachment - 5 (1241-Appendix B4 Resume Krewson)</i>                                       | e71         |
| <i>Attachment - 6 (1242-Appendix B5 Resume Dixon)</i>   | e72         |
| <i>Attachment - 7 (1243-Appendix C1 MCPSC Letter of Support)</i>                              | e73         |
| <i>Attachment - 8 (1244-Appendix C2 Letters of Support)</i>                                   | e74         |
| <i>Attachment - 9 (1245-Appendix D Proof of Non-Profit Status)</i>                            | e102        |
| <i>Attachment - 10 (1246-Appendix E Supplemental Organizational Budgets and Finance Info)</i> | e104        |
| <i>Attachment - 11 (1247-Appendix F Kairos Primer)</i>  | e105        |
| <i>Attachment - 12 (1248-Appendix G Kairos Year 1 Results)</i>                                | e107        |
| <b>9. Budget Narrative Form</b>   | e144        |
| <i>Attachment - 1 (1235-Budget Narrative - Kairos)</i>  | e145        |
| <b>10. Project Objectives and Performance Measures Information</b>                            | e153        |
| <b>11. Form SFLLL_2_0-V2.0.pdf</b>  | e159        |

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:<br><input type="checkbox"/> Preapplication<br><input checked="" type="checkbox"/> Application<br><input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:<br><input checked="" type="checkbox"/> New<br><input type="checkbox"/> Continuation<br><input type="checkbox"/> Revision | * If Revision, select appropriate letter(s):<br><input type="text"/><br>* Other (Specify):<br><input type="text"/> |
|--|--|--|

|  |   |
|--|---|
| * 3. Date Received:<br><input type="text" value="06/19/2020"/> | 4. Applicant Identifier:<br><input type="text" value="Kairos Academies"/> |
|--|---|

|  |   |
|--|---|
| 5a. Federal Entity Identifier:<br><input type="text"/> | 5b. Federal Award Identifier:<br><input type="text"/> |
|--|---|

**State Use Only:**

|   |   |
|---|---|
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> |
|---|---|

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

|  |  |
|--|--|
| * b. Employer/Taxpayer Identification Number (EIN/TIN):<br><input type="text" value="REDACTED"/> | * c. Organizational DUNS:<br><input type="text" value="REDACTED"/> |
|--|--|

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

|  |  |
|--|--|
| Department Name:<br><input type="text"/> | Division Name:<br><input type="text"/> |
|--|--|

**f. Name and contact information of person to be contacted on matters involving this application:**

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

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

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

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Charter Local Education Agency

**\* 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:**

Kairos Academies: St. Louis

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

Kairos Academies

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  %.

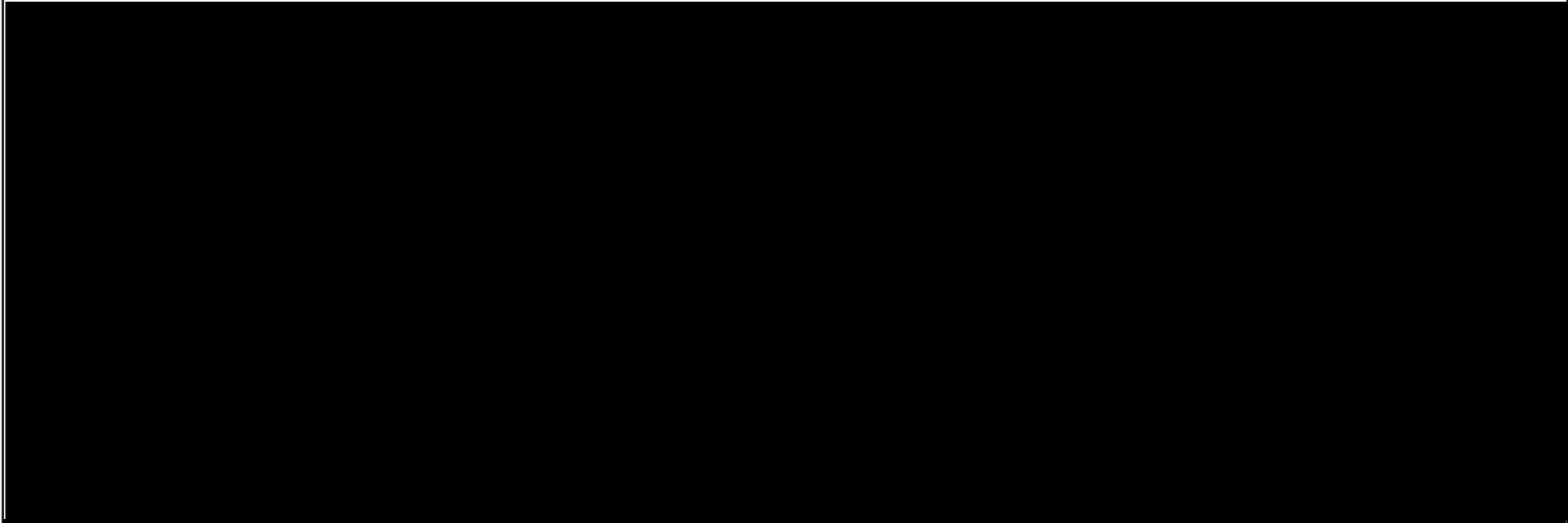
PR/Award # S282B200014

Name of Institution/Organization

Kairos Academies

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 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.**

1236-GEPA\_427.pdf

Add Attachment

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## General Education Provisions Act (GEPA) Section 427 Requirements

Kairos Academies does not discriminate in hiring or student admissions based on race, ethnicity, religion, national origin, sexual orientation, disability, gender, income level, proficiency in the English language, or athletic ability. Further, Kairos makes necessary accommodations to ensure that all staff, students and community members visiting the schools can participate in its programs.

Kairos is one of St. Louis' only diverse-by-design charter schools. We believe that school integration raises achievement levels for all students. Integrated schools increase student motivation and encourage ambitious postsecondary goals, such as college attendance and gainful employment. Recent meta-analyses show that student body diversity also lowers intergroup prejudice and heightens student empathy. Finally, students at integrated schools report a stronger sense of civic engagement than their segregated peers—a key prerequisite for bona fide community agency.

As America's only remaining compulsory civic institution, schools are our last hope for teaching tomorrow's adults how to work across lines of difference. Kairos plans to deliver on the promise of *Brown v. Board of Education* by not just recruiting a diverse community (both students and faculty) and embracing their differences. We believe public schools like ours can be the fulcrum for transformational societal change. Kairos Academies strives to recruit a faculty that reflects the diversity of our students. Among our faculty, 40% identify as people of color, 56% identify as male, and about equal percentages are in their 20s, 30s, and 40s.

Kairos works in the St. Louis neighborhood of Dutchtown—a community at the heart of the city's 1st, 2nd, and 4th largest educational service gaps (i.e., the part of town with the most students and the fewest schools). 47% of Dutchtown students identify as Black, 40% as White, and 7% as Asian; 62% qualify for free-or-reduced-priced lunch. Although 28% of families in the zone hover just above the poverty line, another 35% earn more than \$75,000 per year. Kairos is designed to attract and serve both populations. In a canvass with the Children's Education Alliance of Missouri (CEAM), parents with fewer school options appreciated that Kairos recognized their child's unique strengths and weaknesses through differentiated curricula, 1-on-1 tutoring, and individualized coaching. Others who could afford private alternatives were excited that Kairos resembled independent "schools of the future" in New York City and San Francisco, with a dual focus on technology and student autonomy.

Like everything at Kairos, we aim not just to transform our students, but our entire city. When children learn with peers from different backgrounds and perspectives, they tend to perform better on standardized tests, manifest less bias, and maintain more interracial friendships as

adults. Graduates of integrated K-12 schools are more likely to choose integrated colleges, workplaces, and neighborhoods after graduation—an outcome of particular import for St. Louis, America’s 10th most segregated city.

In response to a larger than expected percentage of parents with limited English proficiency, Kairos has sought partnership with local organizations and volunteers who can help translate and interpret for parents whose first language is not English. While we draw on a wide array of community resources for this work, our largest partner is the St. Louis International Institute. We have also taken steps like rented elevator usage in the building and built in a ramp in order to ensure Kairos is accessible to students, parents, and community members with physical disabilities.

## 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>                            |                                  |
| Kairos Academies   |                                  |
| <b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b> |                                  |
| Prefix: Mr.  | * First Name: Gavin Middle Name: |
| * Last Name: Schiffres                                       | Suffix:                          |
| * Title: Chief Executive Officer                             |                                  |
| <b>* SIGNATURE:</b> [REDACTED]                               | <b>* DATE:</b> 06/19/2020        |

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

**1. Project Director:**

|                |                      |              |                         |         |
|----------------|----------------------|--------------|-------------------------|---------|
| Prefix:<br>Mr. | First Name:<br>Gavin | Middle Name: | Last Name:<br>Schiffres | Suffix: |
|----------------|----------------------|--------------|-------------------------|---------|

Address:

|           |                    |
|-----------|--------------------|
| Street1:  | 2315 Miami Street  |
| Street2:  |                    |
| City:     | St. Louis          |
| County:   |                    |
| State:    | MO: Missouri       |
| Zip Code: | 63118-3910         |
| 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 |
|--|----------------|-------------------|-----------------|

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

Kairos Academies (“Kairos”) is a Missouri charter Local Education Agency (LEA). The LEA is proposing a project to support the launch and quality of a charter school that opened in the 2019-2020 school year with its first class of sixth graders. Kairos opened in a high-needs area of St. Louis, which is not a rural community. The LEA meets Competitive Preference Priority 5, since it has never received a Charter School Program grant before (or any discretionary funding from the federal government). The objectives of this project are to:

1. Provide key infrastructure needs to grow and scale to serve 360 students by Year 3 of operation, drawn from one of St. Louis’ most underserved student populations.
2. Set the bar for academic excellence in St. Louis, meeting targeted proficiency levels (detailed below), both as a school average and for all at-risk subgroups (FRPL, Homeless, Non-White, Male, SPED); performance goals are about 65 percentage points higher than the district’s performance.

The mission of Kairos is to empower students to direct their own lives and learning. We are a grassroots movement of educators trying to rethink public education for the 21st century. By leveraging technology and reimagining traditional instruction, Kairos personalizes the learning experience and nurtures student autonomy. Our model develops not just academic knowledge, but the organizational, social, and emotional competencies students need for true agency in our changing economy and society.

The six broad components of proposed project activities are:

1. Support of planning for the school’s opening and growth
2. Provisioning of the school model

3. Project management
4. Marketing for student and staff recruitment
5. Support for project-based learning
6. Professional development of the staff.

Quantitative performance measures and outcomes for each project objective are specified. The school will grow to serve 360 students over the course of this project.

Kairos Academies is sponsored by the Missouri Charter Public School Commission, which has a rigorous process for the approval of new charter schools in the state. The best testament to the outlook for the school comes from the letter of support written by the Executive Director of that Commission. The letter states:

“In addition to a well-researched and well-designed academic plan, the school has strong governance and operations. Their fiscal and operational policies are aligned to their model and state statute. The Commission has confidence that this board, along with the leadership team, faculty and students will launch an impressive and high performing new 6th- 12th grade in a community that is underserved.

It is without hesitation that I recommend this school for a charter school program grant.”

## Project Narrative File(s)

---

\* **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](#)

## Table of Contents

|      |  |    |
|------|--|----|
| I.   | Competitive Preference Priorities              | 2  |
| II.  | Management Plan                                | 2  |
| III. | Continuation Plan                              | 9  |
| IV.  | Assisting Educationally Disadvantaged Students | 10 |
| V.   | Project Design                                 | 18 |
| VI.  | Project Personnel                              | 29 |
| VII. | Application Requirements                       | 33 |

Appendix A: CSP Assurances

Appendix B: Resumes for Key Personnel

Appendix C: Letters of Support

Appendix D: Proof of Non-Profit Status

Appendix E: Supplemental Organizational Budgets

Appendix F: Model Overview Primer

Appendix G: Year 1 Results Deck

## **I. Competitive Preference Priorities**

Kairos Academies does not qualify for Competitive Preference Priorities 1-3. Kairos Academies qualifies for Competitive Preference Priority 5.

### Competitive Preference Priority 5 – New Grantee

Kairos has never received a discretionary grant from the Federal Government, nor received or been part of a group that received a Charter School Program grant or sub-grant.

### Selection Criteria

## **II. Management Plan**

Gavin Schiffres, the Chief Executive Officer, will serve as the Project Director. Mr. Schiffres has 60% of his time budgeted for planning purposes, which is adequate for managing this project in coordination with other C Suite personnel. Ninety percent of the Chief Strategy Officer's time is allocated for this project, 50% of the Chief Academic Officer's, and 75% of the Chief Operating Officer's (who supervises a Building Manager to run day-to-day operations of the school). These key personnel have successfully executed similar projects, such as the launch and Year 1 management of a high-performing charter school.

This plan will be executed with the engagement of a wide variety of stakeholders. Parent engagement is strong at Kairos with regular communication between each family and their student's coach. Parent input into the design and operation of the school will formally come

through biennial surveys and through the Parent Teacher Organization. Finally, Kairos coordinated many aspects of the design of the school with a variety of community organizations listed below. We have numerous ongoing partnerships with community organizations to provide various services for the school and students.

Informed Improvement LLC will be the Principal Investigator responsible for this project's evaluation. This company provides data analytics services to ten Missouri Local Education Agencies and multiple charter sponsors. Mr. Bruce Hensel, the President, has evaluated two other Department of Education discretionary grants. The company is also providing project evaluation services currently for three other Charter School Program grant recipients. Informed Improvement has ample capacity to serve as the Principal Investigator for this project. The Principal Investigator will assess and provide regular feedback on the project's attainment of enrollment goals (based on capacity and waitlist), performance (measured by growth through NWEA MAP and by state tests), and cost effectiveness of federal funds. The Principal Investigator will be contracted for fifteen hours per year.

The Missouri Charter Public School Commission, the LEA's authorizing sponsor, will conduct regular quality control and compliance reviews over the course of the project. It is also notable that the MCPSC has approved only 20% of the applications for new charters that have been submitted to them. The approval of Kairos Academies' charter is a strong testament to the quality of their plans and the Commission's and State Board of Education's confidence in our vision and plans. A letter of support from the MCPSC is included in Appendix C.

A high level plan for this project is provided in Table 1. The plan identifies the individual with primary responsibility for the completion of each activity, as well as the planned start and end dates. The activities in the plan are aligned to the line items in the project budget narrative. This plan is limited to components of the overall opening and growth of the school that are funded in this project. It is not practical to include a plan for all of the associated, non-funded activities given the page limitation on this narrative.

Table 1. Project Plan

| #  | Item Description or Activity              | Responsible Individual | Start Date | Completion Date |
|----|---|------------------------|------------|-----------------|
| 1  | Chromebooks (MS 3rd class)                | Kelleher               | 4/1/2021   | 5/1/2021        |
| 2  | Classroom novel set for 6th grade English | Rohrer                 | 8/1/2020   | 8/31/2020       |
| 3  | Classroom novel set for 7th grade English | Rohrer                 | 8/1/2020   | 8/31/2020       |
| 4  | Furniture                                 | Krewson                | 6/1/2021   | 7/1/2021        |
| 5  | Interactive TVs + Chromecasts             | Kelleher               | 10/1/2020  | 10/31/2020      |
| 6  | Printer / copier for middle school        | Kelleher               | 10/1/2020  | 6/30/2020       |
| 7  | Chief Academic Officer Salary             | Schiffres              | 10/1/2020  | 6/30/2020       |
| 8  | Chief Academic Officer Benefits           | Schiffres              | 10/1/2020  | 6/30/2020       |
| 9  | Chief Strategy Officer Salary             | Schiffres              | 10/1/2020  | 6/30/2020       |
| 10 | Chief Strategy Officer Benefits           | Schiffres              | 10/1/2020  | 6/30/2020       |
| 11 | Chief Operating Officer Salary            | Schiffres              | 10/1/2020  | 6/30/2020       |
| 12 | Chief Operating Officer Benefits          | Schiffres              | 10/1/2020  | 6/30/2020       |
| 13 | Executive Director Salary                 | Schiffres              | 10/1/2020  | 6/30/2020       |
| 14 | Executive Director Benefits               | Schiffres              | 10/1/2020  | 6/30/2020       |
| 15 | Executive Team Professional Development   | Schiffres              | 10/1/2020  | 6/30/2020       |
| 16 | Training for SEL and school-wide culture  | Rohrer                 | 10/1/2020  | 6/30/2020       |
| 17 | Project director's meeting                | Schiffres              | 10/1/2020  | 9/30/2021       |
| 18 | Project evaluation                        | Schiffres              | 10/1/2020  | 9/30/2021       |
| 19 | Middle School Library                     | Rohrer                 | 10/1/2020  | 6/30/2020       |

|    |  |           |           |            |
|----|--|-----------|-----------|------------|
| 20 | Staff recruitment: advertising                   | Krewson   | 1/1/2021  | 6/1/2021   |
| 21 | Recess Equipment                                 | Kelleher  | 10/1/2020 | 10/31/2020 |
| 22 | Recess supplies                                  | Kelleher  | 10/1/2020 | 10/31/2020 |
| 23 | Bell system                                      | Kelleher  | 10/1/2020 | 10/31/2020 |
| 24 | Student recruitment                              | Krewson   | 1/1/2021  | 6/1/2021   |
| 25 | Staff planning stipend                           | Schiffres | 6/1/2021  | 8/30/2022  |
| 26 | Security equipment                               | Kelleher  | 10/1/2020 | 12/1/2020  |
| 27 | Library Management System                        | Kelleher  | 4/1/2021  | 6/1/2021   |
| 28 | Chromebooks (MS 4th class + teachers)            | Kelleher  | 4/1/2021  | 5/1/2021   |
| 29 | Classroom novel set for 8th grade English        | Rohrer    | 8/1/2021  | 8/31/2021  |
| 30 | Furniture  | Krewson   | 7/1/2021  | 7/31/2021  |
| 31 | Interactive TVs + Chromecasts                    | Kelleher  | 7/1/2021  | 7/31/2021  |
| 32 | Printer / copier for middle school               | Kelleher  | 7/1/2021  | 2/30/2022  |
| 33 | Chief Academic Officer Salary                    | Schiffres | 7/1/2021  | 2/30/2022  |
| 34 | Chief Academic Officer Benefits                  | Schiffres | 7/1/2021  | 2/30/2022  |
| 35 | Chief Strategy Officer Salary                    | Schiffres | 7/1/2021  | 2/30/2022  |
| 36 | Chief Strategy Officer Benefits                  | Schiffres | 7/1/2021  | 2/30/2022  |
| 37 | Chief Operating Officer Salary                   | Schiffres | 7/1/2021  | 2/30/2022  |
| 38 | Chief Operating Officer Benefits                 | Schiffres | 7/1/2021  | 2/30/2022  |
| 39 | Chief Executive Officer Benefits                 | Schiffres | 7/1/2021  | 2/30/2022  |
| 40 | Chief Executive Officer Salary                   | Schiffres | 7/1/2021  | 2/30/2022  |
| 41 | Training for SEL and school-wide culture         | Rohrer    | 7/1/2021  | 6/30/2022  |
| 42 | Project director's meeting                       | Schiffres | 7/1/2021  | 6/30/2022  |
| 43 | Project evaluation                               | Schiffres | 7/1/2021  | 6/30/2022  |
| 44 | Middle School Library                            | Rohrer    | 7/1/2021  | 7/31/2021  |
| 45 | Staff recruitment: advertising                   | Krewson   | 1/1/2022  | 6/1/2022   |
| 46 | FIRST robotics program supplies                  | Rohrer    | 7/1/2021  | 8/1/2021   |
| 47 | Bell system                                      | Kelleher  | 7/1/2021  | 7/31/2021  |
| 48 | Instruments for music space                      | Rohrer    | 6/1/2021  | 7/1/2021   |
| 49 | Photography class start-up supplies              | Rohrer    | 6/1/2021  | 7/1/2021   |
| 50 | Experiential learning supplies for Cooking class | Rohrer    | 6/1/2021  | 7/1/2021   |
| 51 | Chromebooks (MS 5th class)                       | Kelleher  | 10/1/2022 | 11/30/2022 |
| 52 | Furniture  | Krewson   | 8/1/2021  | 8/31/2021  |
| 53 | TV for projecting student screens                | Kelleher  | 10/1/2021 | 11/30/2021 |
| 62 | Printer / copier for middle school               | Kelleher  | 10/1/2022 | 11/30/2023 |
| 63 | Training for SEL and school-wide culture         | Rohrer    | 7/1/2022  | 6/30/2023  |

|    |                                    |           |           |            |
|----|------------------------------------|-----------|-----------|------------|
| 64 | Project director's meeting         | Schiffres | 10/1/2021 | 9/30/2022  |
| 65 | Project evaluation                 | Schiffres | 10/1/2021 | 9/30/2022  |
| 66 | Middle School Library              | Rohrer    | 10/1/2021 | 9/30/2022  |
| 69 | Staff recruitment: advertising     | Krewson   | 1/1/2022  | 6/1/2022   |
| 70 | Chromebooks (MS 6th class)         | Kelleher  | 10/1/2023 | 11/30/2023 |
| 71 | Project director's meeting         | Schiffres | 10/1/2022 | 9/30/2023  |
| 72 | Project evaluation                 | Schiffres | 10/1/2022 | 9/30/2023  |
| 73 | Middle School Library              | Rohrer    | 10/1/2022 | 9/30/2023  |
| 74 | Printer / copier for middle school | Kelleher  | 10/1/2023 | 11/30/2024 |

Kairos believes that strong connections to families and the community are essential to the school’s success. Our student families and the Dutchtown community contributed significantly to the planning of the school and, through the Parent Teacher Organization, will help evolve and grow the school. Parent, student, and faculty feedback is solicited biannually through climate surveys. We have a formal Parent Teacher Organization to solicit input from parents and families on the operation of the school. This council:

- Organizes community outreach, school volunteering, and family education workshops
- Meets quarterly with Chief Executive Officer and Chief Academic Officer to provide feedback
- Helps families lodge official grievances

The President of the Parent Teacher Organization, along with the Student Council President, presents at Kairos Board meetings.

Kairos has established city, state, and national partnerships to connect our families and students to world-class educational resources. We will continue developing, expanding, and leveraging these institutional assets going forward. These partnerships include:

- *Summit Learning Platform*: Providing our learning management system, personalized learning curriculum, and assessments.
- *Valor Collegiate*: Providing best-in-class “Compass” model and materials, which structure a restorative justice discipline system, social-emotional learning curriculum, and positive behavioral intervention and supports. Valor Collegiate was the only district or network in Tennessee to rank in the top 5% for both growth AND achievement.
- *The Gephardt Institute*: Partnering to connect Kairos with Washington University student groups interested in educational equity.
- *Intersect Arts and COCA*: Partnering for trained, freelance artists for Kairos’ rotational resident artist model.

- *Children’s Educational Alliance of Missouri*: Partnering for parent outreach and choice advocacy.
- *Dutchtown South Community Corporation*: Providing advice on community organizing and outreach in the Dutchtown neighborhood.
- *Thomas Dunn Learning Center*: An adult educational community and afterschool center in Dutchtown providing connections to the community.
- *Marquette Recreation Center*: Community recreation facility facilitating community connections.
- *Gene Slay’s Girls and Boys Club*: Partnering for enrichment programming during intersession breaks.
- *Yale University*: Partnering for summer interns to support community engagement.

### **III. Continuation Plan**

Kairos Academies five year financial plan is provided in Appendix E and shows planned unrestricted financial reserves of █ of annual expenditures at the end of Year 1 increasing steadily to █ of revenues at the end of Year 5. The revenues in this plan are based entirely on the state, local and federal revenue streams associated with the school’s planned enrollment. As discussed in the Identified Needs section of the Project Design, we strategically chose Dutchtown for our school location based on an analysis that it was the most underserved neighborhood in St. Louis for middle and high school seats. Indeed, we increased capacity from 200 to 230 seats in Year 2 to serve more students and still have a waiting list of 94 additional students. The risk of not meeting our targeted enrollment is low.

Kairos Academies has a record of successfully raising funds from philanthropic organizations to support its start-up and Year 1 operations. \$ [REDACTED] from local and national foundations, including organizations with rigorous evaluation protocols such as Charter School Growth Fund, New Schools Venture Fund, and The Opportunity Trust. Approximately \$ [REDACTED] of those donations were from small, individual donors of \$ [REDACTED] or less. Further, our five year plan does not include any funding from this grant. These additional sources of revenue both provide contingency funding and will allow us to provide more comprehensive services for our students at a quicker pace than planned.

With the exception of student and staff recruiting expenditures and support for part of the salaries for our C-suite project personnel during the planning period, other planned expenditures in this project are one-time start-up expenses. Given the ability to generate revenue and a low reliance on grant revenue to support on-going operating expenses, the financial risk associated with sustaining Kairos Academies following this grant period is very low. One of our core values is to “protect promises” we make to our students, families, and community. To date, Kairos has never operated with fewer than 70 days of cash on hand, and we never plan to.

This project’s key personnel have successfully executed the planning, launch, and Year 1 of a new charter network. The operational risk associated with the sustainability of this project also is low.

#### IV. Assisting Educationally Disadvantaged Students

Kairos operates in Dutchtown, the nexus of St. Louis’ 1st, 2nd, and 4th largest educational service gaps (i.e., zip codes with the most students and fewest public school seats). We are opening a middle & high school because, of the seats that do exist, 70% are elementary (K-5), leaving 4,819 6-12th graders with no option to attend public school within three zip codes of their home. The middle and high schools that do exist in the enrollment zone prepare, on average, only 26.5% of students for proficiency in English, 14.8% in math, and 10.8% in science, according to the latest state assessments. At the enrollment zone’s only open-enrollment high school, Roosevelt High, 44.3% of students are proficient in English, 40.3% in math, 19.5% in science, and 14.3% in social studies. The average ACT score is 14.3.

Our enrollment zone, and specifically the neighborhood we opened in, is among the most ethnically and socioeconomically diverse areas of the city. The demographics of Dutchtown and our overall enrollment zone are provided in Table 3.

Table 2. Dutchtown and Enrollment Zone Demographics

|                     | <b>6-12 Graders</b> | <b>White</b> | <b>Black</b> | <b>Asian</b> | <b>Hispanic</b> | <b>FRPL</b> | <b>SNAP</b> | <b>&gt; \$75K</b> |
|---------------------|---------------------|--------------|--------------|--------------|-----------------|-------------|-------------|-------------------|
| <b>Dutchtown</b>    | 3,690               | 40.1%        | 47.4%        | 7.0%         | 3.1%            | 69.2%       | 37.2%       | 22.9%             |
| <b>Enroll. Zone</b> | 8,670               | 53.7%        | 36.7%        | 4.4%         | 3.2%            | 57.8%       | 28.3%       | 34.6%             |
| <b>Kairos</b>       | 230 (Year 2)        | 28.8%        | 51.3%        | 3.9%         | 4.3%            | 72.8%       | -           | -                 |

(U.S. Census Bureau, “2016 Community Survey 5-Year Estimates: [Race](#), [Age](#), and [Selected Economic Characteristics](#))



separate space (like a resource room), and *all* students have coaches who function like IEP case managers (e.g., setting goals, monitoring growth, connecting families to resources, advocating for students within the building, etc.). Given this flexibility, Kairos can augment support for special student populations *without* publicly identifying them.

Kairos maintains a SPED student to SPED teacher ratio of 8:1. SPED teachers spend most of their time pushing into general education classrooms, but as needed or recommended by the IEP, pull students out for individualized support. Like all teachers, SPED teachers wear a second hat as a “coach”, managing the cases of IEP students in their coaching pod. When possible, SPED coaches also provide mentees IEP services in the coach’s department. SPED coaches advise 9 IEP students each. Since SPED students are fully integrated with the general population, most students do not know which of their peers has a disability. IEP services and case management are provided through the same individualized vehicles that *every student* receives, allowing Kairos to support SPED students inconspicuously.

The SPED Coordinator (our Director of Neurodiversity) has cross-categorical special education certification and years of experience. The SPED Coordinator ensures faculty comply with all legal provisions regarding students’ disabilities. That includes identifying learning resources and supports required by a student’s IEP or 504 Plan (e.g., speech therapist). If those include external services, the Chief Operating Officer (COO) contracts with trusted vendors.

For every student with an IEP prior to enrollment, Kairos configures an IEP team consisting of the SPED coach, SPED Coordinator, a general education teacher, and the student's parent/guardian. During the first cycle of each year, the IEP team develops an IEP outlining services and modifications that best serve student interests aligned to Universal Design for Learning guidelines. The SPED Department curates evidenced-based practices to meet student needs (e.g., extended time on assessments, modified activities or assessment items, supplemental notes, etc.) Teachers then work with their SPED co-teacher to implement these techniques in curricula and instruction.

The SPED Coordinator works with SPED coaches to develop appropriate levels of choice, growth goals, and other executive function mentorship for students with IEPs. Unless otherwise required, students will be educated in a mainstream environment. If an IEP precludes that, student modifications occur in the least restrictive environment appropriate, and Kairos provides necessary supports and resources. SPED teachers may modify modules for IEP students, and if appropriate, establish standing tutoring appointments.

Direct, explicit, and systematic instruction has been demonstrated effective for remedial mastery among students with disabilities. SPED teachers rely on this pedagogical approach during interventions to catch students up on Focus Area skills. The SPED Dept. Chair also works closely with other Department Chairs to modify Projects and Concept Units as necessary so that students with disabilities can access material which challenges them to think critically and problem-solve.

Every cycle, SPED coaches fill out mandatory IEP progress reports by reviewing data from academic interventions and aggregating feedback from their mentees' teachers. SPED coaches communicate with families to ensure comprehensive support for student learning.

All staff receive professional development on working with SPED students, and the SPED Dept. Chair monitors IEP compliance. For students whose IEPs require transportation, the COO Arranges an appropriate taxi service. If necessary, they also contract out the following services: speech/language therapy, occupational therapy, physical therapy, assistive technology, orientation and mobility training, sign language interpreting, and special transportation. Kairos will also contract with a school psychologist for IEP evaluations and reevaluations.

As outlined above, Kairos abides by all federal and state laws relating to disability accommodations, providing a free, appropriate, responsive, equitable, and high-quality education (FAPE) to all students. According to the NWEA MAP, Kairos' SPED students grew 4.7x faster than the average nationwide in reading, 2.7x faster in math, and 2.2x faster in language use. That means our SPED students grew faster than 95%, 71%, and 63% of comparable peers in reading, math, and language use respectively.

### Supporting English Language Learners

Duties of both conscience and Title VI/III of federal law compel Kairos to take "affirmative steps" to address language barriers so that students with Limited English Proficiency (LEP) may

engage in our educational programs. To help identify LEP students as early as possible, Kairos sends language surveys to every student who enrolls. If the language survey indicates the child's first language is not English, or if English is not the primary language spoken at home, the child is screened using the DESE-approved WIDA Screener Assessment.

LEP students, like all students new to Kairos, begin their ELA curriculum on both grade-level and reading-level tracks. Teachers receive training on best strategies for LEP students (e.g., Summit's "ELL Strategies Menu"). Kairos provides the following programs to assist these students:

*Explicit English Instruction (WIDA 1-2):* Students with "entering" or "beginning" English skills receive intensive pull-out and content support. To accelerate language acquisition, these students combine blended learning programs (e.g., DynEd, Imagine Learning, ESL Lab, Edmentum ESL, Achieve3000 ELL, etc.) with direct, small group vocabulary and oral language practice. WIDA 1-2 students spend about 30% of the day developing language skills (e.g., in Summit's EL Breakout Groups). Math, history, and science are taught in immersive settings. Material in those subjects will be translated, pre-read, and digested with a teacher before regular lessons. When identifying students for these supports, Kairos also considers data from school reading diagnostics and writing samples (e.g., Summit's Administering Language Testing).

*Sheltered Instruction (WIDA 3-4):* Students with "developing" or "expanding" English skills receive modifications from teachers in each department. Students access adapted and simplified

texts/resources, especially those that utilize non-linguistic representations/comprehensible inputs (e.g., symbolic representations). They are also provided relevant ELL graphic organizers from Summit and may “listen” to texts (either via computer program or teacher recording). These students receive additional implicit and explicit academic vocabulary instruction through one-on-one tutoring, blended learning programs like Vocabulary.com, and Project-embedded instruction with Summit’s Direct Vocabulary Instruction resource. Supports are always administered in an inclusive setting.

For students who are more advanced, Kairos’ instruction focuses on the acquisition of academic language, supporting LEP students in developing a deep and broad oral and written proficiency in English. Teachers use the techniques of whole language instruction combined with Specially Designed Academic Instruction in English (SDAIE) strategies to support LEP students in accessing core content (e.g., through additional Platform resources). In addition, sheltered English activities provide support for instructional delivery. Further primary language support is provided to students and their families, through translation by teachers, aides, other students, and parent volunteers Kairos’ COO functions as our LEP coordinator.

If we enroll a larger than anticipated LEP population, Kairos will hire additional support staff. Kairos will choose LEP curricula, like all our curricula, based on what has proven effective elsewhere with similar populations. Since Missouri has adopted WIDA ELD standards, Kairos uses WIDA ELD rubrics to guide instruction and measure student progress. Some curriculum modifications, such as chapter translations, voice recordings, or text-to-speech software (e.g.,

ReadSpeaker, TextHelp, etc.), are available as optional resources for all students. Summit is always adding new resources to its list of free learning assistive technologies. For students receiving LEP services, coaches monitor progress weekly and assess English proficiency annually to determine necessary supports. After each assessment, coaches update parents and provide translated information regarding Kairos' English language instruction. Kairos aims for students to exit LEP services on a path to graduation within two years (scoring a composite of  $\geq$  WIDA 5).

According to the NWEA MAP, Kairos' approach to supporting English Language Learners yielded growth comparable to the school average: 2.7x faster than the average nationwide in reading growth and 2.0x faster than the average in language use. That means compared to similar peers across the country, our ELL students grew faster than 72% and 63% of students in reading and language use respectively.

## **V. Project Design**

Kairos will open in Dutchtown, at the nexus of the city's 1st, 2nd, and 4th largest educational service gaps—zip codes with the most students and fewest quality school seats. We are opening a middle & high school because 70% of the school seats in the surrounding zip codes are elementary (K-5). Dutchtown is ethnically and socioeconomically diverse, and our enrollment zone comprises the most diverse three zip codes in the entire city.

Kairos' mission is to empower students to direct their own lives and learning. We are a grassroots movement of educators trying to rethink public education for the 21st century. By leveraging technology and reimagining traditional instruction, Kairos personalizes the learning experience and nurtures student autonomy. Our model develops not just academic knowledge, but the organizational, social, and emotional competencies students need for true agency in our changing economy and society.

To this end, we designed our educational model to nurture self-direction instead of obedience. Self-direction empowers students with two types of postgraduate choice: economic choice (e.g., liberal arts college, Information Age profession, or other career aspirations) and political choice (e.g., American self-government, civic and organizational leadership). To empower student self-direction, Kairos cultivates two parallel and interrelated sets of brain functions: academic function and executive function. Key elements of our school model are discussed in the following paragraphs:

*Flexible Schedules:* Instead of depending on the master schedule of a traditional school, students practice managing their own time in the same flexible environment as a college student or modern-day professional. By advancing along our educational “ownership continuum”, students learn *how* to learn independently. If they make productive decisions, they earn increased choice over how, where, when, and with whom to work. At full choice, students navigate our coworking space autonomously, leveraging resources (including teachers) to reach their own academic, extracurricular, and social goals.

*Individualized Coaching:* Students learn how to set their own schedule through daily coaching. Coaches help students plan how to meet the week’s academic Growth Goals, and meeting those Growth Goals in turn unlocks *more* differentiated time for students to practice managing. Coaches also add structure to help build productive habits when students miss Growth Goals. Coaches stay with their 10-student “pods” over multiple years—liaising with families, mentoring in community “houses,” and advocating during restorative-justice mediations.

*Personalized, Project-Based Curricula:* Kairos uses the Summit Learning curriculum, which is a rigorous online learning platform whose curriculum aligns to Missouri Learning Standards. The base curriculum was designed by the Stanford Center for Assessment, Learning, and Equity. Summit allows students to move at their own pace through a curated set of learning resources and interactive projects. Ninety five percent of students who use the Summit Learning curriculum go onto selective 4-year colleges and , on average, graduate from those colleges at twice the national average. With a dedicated, Kairos-provided Chromebook, students access multimedia instruction and receive immediate feedback on adaptable coursework. Our competency-based grading and 1-on-1 tutoring ensure all are challenged and none are left behind.

*Year-Round Schooling:* Kairos runs on year-round, seven-week data cycles. Students work hard for five weeks, then recharge for two. Faculty use one of those two weeks for in-service—analyzing data, planning student interventions, and completing professional

development to improve their practice. Our schedule has 1,705 total hours of instruction per year compared to the Missouri state requirement of 1,040 hours.

Results from Year 1 show that this model dramatically accelerates student academic and social-emotional learning. Below are Kairos’ 2019-2020 student NWEA MAP, a nationally norm-referenced, adaptive assessment that provides personalized insight into student growth and performance on content aligned to the Missouri Learning Standards. (Note: Due to COVID-19, quarantine, and the cancellation of spring state and NWEA MAP assessments, achievement data is measured from fall to mid-year NWEA MAP assessment.)

Table 3. School Year 2019-2020 Student Academic Achievement

| <b>Reading Growth</b> | <b>Fall (Baseline) RIT</b> | <b>Winter (Half Year) RIT</b> | <b>Times Better Than Expected Growth</b> | <b>Better Than % of Comparable Peers (CGP)</b> |
|-----------------------|----------------------------|-------------------------------|--|--|
| <b>School Wide</b>    | 207.2                      | 215.0                         | 2.7                                      | 72%  |
| <b>Black</b>          | 202.8                      | 209.8                         | 2.2                                      | 70%  |
| <b>White</b>          | 219.3                      | 225.0                         | 3.8                                      | 78%  |
| <b>Mixed</b>          | 206.8                      | 215.7                         | 3.2                                      | 76%  |
| <b>Asian</b>          | 211.3                      | 215.6                         | 0.9                                      | 46%  |
| <b>Male</b>           | 203.3                      | 212.0                         | 2.7                                      | 73%  |
| <b>Female</b>         | 211.9                      | 218.5                         | 2.7                                      | 71%  |
| <b>Homeless</b>       | 198.5                      | 205.5                         | 2.0                                      | 65%  |
| <b>SPED</b>           | 187.1                      | 207.6                         | 4.7                                      | 95%  |
| <b>FRPL</b>           | 200.1                      | 209.7                         | 2.9                                      | 77%  |

|                                  |               |                    |     |
|----------------------------------|---------------|--------------------|-----|
| <b>Avg Fall (Baseline) Grade</b> | Low 5th Grade | <b>% That Grew</b> | 75% |
|----------------------------------|---------------|--------------------|-----|

|   |               |  |     |
|---|---------------|--|-----|
| <b>Avg Winter (Half Year) Grade Level</b> | Mid 7th Grade | <b>% That Grew 1 to &lt; 2x Expected</b> | 9%  |
| <b>Avg Fall (Baseline) Percentile</b>     | 39            | <b>% That Grew 2 to &lt; 3x Expected</b> | 20% |
| <b>Avg Winter (Half Year) Percentile</b>  | 53            | <b>% That Grew 3x+ Expected</b>          | 42% |
|   |               | <b>% Met/Exceeded Growth Goal</b>        | 71% |

| <b>Language Use Growth</b> | <b>Fall (Baseline) RIT</b> | <b>Winter (Half Year) RIT</b> | <b>Times Better Than Expected Growth</b> | <b>Better Than % of Comparable Peers (CGP)</b> |
|----------------------------|----------------------------|-------------------------------|--|--|
| <b>School Wide</b>         | 205.6                      | 211.1                         | 2.0                                      | 63%  |
| <b>Black</b>               | 200.7                      | 206.8                         | 1.9                                      | 65%  |
| <b>White</b>               | 216.7                      | 219.5                         | 2.2                                      | 62%  |
| <b>Mixed</b>               | 204.3                      | 210.9                         | 2.1                                      | 66%  |
| <b>Asian</b>               | 211.0                      | 213.4                         | 0.1                                      | 47%  |
| <b>Male</b>                | 200.6                      | 208.6                         | 2.3                                      | 72%  |
| <b>Female</b>              | 211.6                      | 214.0                         | 1.5                                      | 51%  |
| <b>Homeless</b>            | 197.2                      | 204.1                         | 1.9                                      | 63%  |
| <b>SPED</b>                | 188.8                      | 196.9                         | 2.2                                      | 63%  |
| <b>FRPL</b>                | 199.3                      | 205.8                         | 2.1                                      | 65%  |

|   |               |  |     |
|---|---------------|--|-----|
| <b>Avg Fall (Baseline) Grade</b>          | Low 5th Grade | <b>% That Grew</b>                       | 70% |
| <b>Avg Winter (Half Year) Grade Level</b> | Mid 6th Grade | <b>% That Grew 1 to &lt; 2x Expected</b> | 16% |
| <b>Avg Fall (Baseline) Percentile</b>     | 34            | <b>% That Grew 2 to &lt; 3x Expected</b> | 20% |
| <b>Avg Winter (Half Year) Percentile</b>  | 43            | <b>% That Grew 3x+ Expected</b>          | 30% |
|   |               | <b>% Met/Exceeded</b>                    | 66% |

|                    |
|--------------------|
| <b>Growth Goal</b> |
|--------------------|

| <b>Math Growth</b> | <b>Fall (Baseline) RIT</b> | <b>Winter (Half Year) RIT</b> | <b>Times Better Than Expected Growth</b> | <b>Better Than % of Comparable Peers (CGP)</b> |
|--------------------|----------------------------|-------------------------------|--|--|
| <b>School Wide</b> | 209.2                      | 215.2                         | 1.5                                      | 56%  |
| <b>Black</b>       | 204.3                      | 209.3                         | 1.2                                      | 51%  |
| <b>White</b>       | 222.5                      | 225.3                         | 1.5                                      | 55%  |
| <b>Mixed</b>       | 207.1                      | 215.1                         | 2.0                                      | 70%  |
| <b>Asian</b>       | 221.0                      | 220.3                         | 0.8                                      | 62%  |
| <b>Male</b>        | 206.6                      | 213.4                         | 1.6                                      | 57%  |
| <b>Female</b>      | 212.2                      | 217.2                         | 1.3                                      | 55%  |
| <b>Homeless</b>    | 202.6                      | 208.9                         | 1.4                                      | 57%  |
| <b>SPED</b>        | 189.0                      | 201.2                         | 2.7                                      | 71%  |
| <b>FRPL</b>        | 203.5                      | 208.1                         | 1.2                                      | 48%  |

|   |               |  |     |
|---|---------------|--|-----|
| <b>Avg Fall (Baseline) Grade</b>          | Mid 4th Grade | <b>% That Grew</b>                       | 81% |
| <b>Avg Winter (Half Year) Grade Level</b> | Mid 5th Grade | <b>% That Grew 1 to &lt; 2x Expected</b> | 24% |
| <b>Avg Fall (Baseline) Percentile</b>     | 28            | <b>% That Grew 2 to &lt; 3x Expected</b> | 24% |
| <b>Avg Winter (Half Year) Percentile</b>  | 34            | <b>% That Grew 3x+ Expected</b>          | 13% |
|   |               | <b>% Met/Exceeded Growth Goal</b>        | 61% |

As detailed above, students grew approximately 2-3 times faster than the average student nationwide. All at-risk subgroups (FRPL, SPED, Homeless, Non-White, Male) perform comparably to the mean. Some groups, such as SPED, far outperformed the mean. Kairos' SPED

students grew faster than 95% of comparable peers nationwide, leading the Missouri Department of Education to remark after an audit that “Kairos’ SPED program is light years ahead of the field.”

In Panorama Education climate surveys, which collect valid, reliable, research-backed data on culture and social-emotional growth, students from all subgroups rated student-teacher relationships at Kairos in the 90th percentile nationwide. With over an 80% response rate, parents from all subgroups also rated Kairos highly. In three out of five categories (safety, learning climate, and ease of engagement), parents ranked Kairos in the 99th percentile nationwide. In the remaining two (family interaction and school fit), parents put Kairos above the 80th percentile nationwide. Finally, data show our intensive focus on restorative justice practices developed student social-emotional skills, especially for disadvantaged students. Student “social perspective taking” (essentially, empathy) went from the 50th percentile at the beginning of the year to the 80th percentile.

To continue on that growth, the proposed project has six broad components:

1. Planning
2. Provisioning of the school model
3. Project management
4. Marketing
5. Project Based Learning

6. Professional development of staff

A logic model relating these components to the project objectives is provided in Table 1. Details on the activities that comprise these components of the project are provided in the following paragraphs.

Table 4. Project Logic Model

| Project Component(s)                             | Theoretical and Operational Relationships  | Objective  |
|--|--|--|
| Planning and project management                  | Allocating adequate resources for project planning and monitoring are critical for all project objectives.   | Meet the project enrollment and academic excellence goals. |
| Provisioning of the school model                 | Operationally, the school must have the physical assets to support more students.  | Meet the project enrollment and academic excellence goals. |
| Marketing  | Marketing for students helps meet project enrollment goals which school funding is largely predicated on.  | Meet the project enrollment goals.                         |
| Project based learning                           | Rigorous studies led by John Hattie found that of 138 interventions analyzed, project based learning had one of the most significant impacts (20th out of 138) on student achievement. | Meet the goals for academic excellence.                    |
| Providing professional development for the staff | Hattie found that professional development of teachers has a significant impact on student achievement, ranking 19 <sup>th</sup> in terms of its effect on                             | Meet the goals for academic excellence.                    |

|  |  |  |
|--|--|--|
|  | achievement out of 138 interventions analyzed. |  |
|--|--|--|

Planning components of the project include supporting the salaries of the four C-suite key personnel during the 18 month project planning period. We did not include any indirect costs in our budget, because C-suite personnel salaries and benefits are being partially supported during the planning period.

Additional planning activities include stipends for new staff to plan for the next school year before their employment contract begins and travel to exemplary high schools to scout best practices as input into the design of the high school grade levels in project Years 4 and 5. Project management components include annual funding for attending the Project Director’s meeting and funds each year for the support of external project evaluation.

Project components for provisioning the school include the procurement of printer/copiers for the school, furniture, chromebooks and carts, smartboards and TVs for projecting laptop screens, document cameras, books for the library collections and classroom novel sets for English. A second floor in the school’s current facility will be opened in project Year 3 and high school grade levels will be added in project Year 4. The project also includes consulting for the layout of the high school grade level spaces.

Marketing components include funding for student and staff recruitment each year. Student recruitment activities include media advertising and recruitment open houses. Staff recruitment

activities include media advertising and support for attending teacher job fairs.

Project Based Learning components include the design and provisioning of a maker space.

Supplies for a robotics program, 3D printers, a kiln, and furniture will be procured for that space.

Supplies for biology and chemistry labs will also be purchased.

Professional Development components included in this project are focused on administrative functions to build the school's capacity. Activities include executive coaching; and training in finance, human resource, Special Education program management and Missouri state reporting. Extensive professional development for teachers is planned for one week out of every seven week instructional cycle; however, funding for this is included in teachers' salaries.

The objectives of this project are to:

1. Provide key infrastructure needs to grow and scale to serve 360 students by Year 3 of operation, drawn from one of St. Louis' most underserved student populations.
2. Set the bar for academic excellence in St. Louis, meeting targeted proficiency levels (detailed below), both as a school average and for all at-risk subgroups (FRPL, Homeless, Non-White, Male, SPED); performance goals are about 65 percentage points higher than the district's performance.

The GPRA Performance Measures and Project Goals for this project are listed in Table 2, along with targets for each project year.

Table 5. Project Performance Measures and Targets

| Performance Measure  | Measure Type | Baseline | Targets/Project Year |      |      |      |
|--|--------------|----------|----------------------|------|------|------|
|  |              |          | 1                    | 2    | 3    | 4    |
| Number of charter schools in operation around the Nation   | GPRAs        | 0        | +1                   | +1   | +1   | +1   |
| Percent of 8 <sup>th</sup> grade students proficient or better in language arts on state assessments               | GPRAs        | NA       | NA                   | 65%  | 75%  | 85%  |
| Percent of 8 <sup>th</sup> grade students proficient or better in math on state assessments                        | GPRAs        | NA       | NA                   | 60%  | 65%  | 70%  |
| Federal cost per student   | GPRAs        | NA       | 6830                 | 5034 | 3884 | 4166 |
| School enrollment  | Project      | 0        | 240                  | 360  | 360  | 360  |
| Percent of school students proficient or better in language arts on state assessments across all at-risk subgroups | Project      | 39%      | 45%                  | 55%  | 65%  | 75%  |
| Percent of school students proficient or better in math on state assessments across all at-risk subgroups          | Project      | 28%      | 35%                  | 45%  | 55%  | 65%  |

The targets for the project goal for enrollment are to completely fill the planned school capacity. The targets for the GPRA performance measure of federal cost per student are the planned cumulative federal fund expenditures for this project divided by the enrollment target for the year. The targets for percent of students proficient in reading and math are based on baseline student data and Kairos' track record of moving average national percentile rank 10+ points in a half year, according to the NWEA MAP. By comparison, students in the local district have an average math proficiency score of 22% and reading proficiency score of 33%.

Public school in St. Louis City School District have an average math proficiency score of 22% (versus the Missouri public school average of 47%), and reading proficiency score of 33%

Our plan includes contracting for the external evaluation of the project. Informed Improvement LLC, our selected contractor has experience evaluating multiple Charter School and other Department of Education Program projects. This company uses student growth data to quantify school, teacher and program effectiveness using research-based models. This evaluation will be informative to schools considering replicating elements of the project by quantifying effectiveness in terms of what percent of schools, teachers and/or programs the level of student academic growth exceeds.

## **VI. Project Personnel**

The below personnel have planned, launched, and managed the launch and success of Kairos. The single-site charter school now has an annual budget of \$3,200,000 and, in its first year, achieved the strongest academic growth (NWEA MAP) and social-emotional learning (Panorama Education) results in St. Louis City.

Gavin Schiffres – Chief Executive Officer and Project Director: Gavin Schiffres has taught in St. Louis, New Haven, and Israel. He is a Forbes 30 Under 30 recipient and Teach For America School Leader Fellow. Before launching Kairos, Gavin worked as a Talent Director for the St. Louis Teacher Residency, on the Charter School Strategy team at the Louisiana Recovery School District, and on the Legislative Affairs team at StudentsFirst. Gavin is on the board of the Yale Club of St. Louis and has managed Next Dor, a Jewish non-profit based in the Central West End. He holds a Master's in Secondary Education from the University of Missouri-St. Louis (UMSL) and graduated *magna cum laude* from Yale University, with distinction in Ethics, Politics, and Economics B.A. and a certificate in Education Studies.

Brittany Kelleher – Chief Operating Officer: Brittany Kelleher graduated *magna cum laude* from Princeton University with an honors thesis on Black identity. She began her career teaching in St. Louis, served as an Education Pioneers Fellow, and has spent the last several years working for a leading national nonprofit consulting firm. There, she supported some of the country's best schools in strategy, finance, and operations. Brittany joined Kairos because she believes self-directed learning is the best way to prepare students for success in college and beyond.

Jack Krewson – Chief Strategy Officer: Jack Krewson is a St. Louis native and 2015 TFA St. Louis Corps Member. Jack served as Department Chair at Normandy High School and sponsored the math club through UMSL’s Bridge Program. He also taught middle school math to at-risk youth through Aim High St. Louis. Since Teach For America, he recruited and evaluated teacher candidates as a Manager of Talent Recruitment for the St. Louis Teacher Residency and coached student executive functioning with Special Solutions St. Louis. He also worked for Senator Claire McCaskill and in the Mobile Business Development office of Oracle Data Cloud. Jack holds a Master’s in Secondary Education from UMSL and a B.A. in Political Science and Accounting from Washington University in St. Louis. He is currently a Teach For America Aspiring School Leaders Fellow.

Lee Rohrer – Chief Academic Officer: Lee Rohrer graduated from The University of Central Florida and holds a Master’s in Education and a Master’s in Educational Administration from The University of Missouri. Her intensive training includes a 500-hour specialization in research-based reading practices. In her 8 years in education, Lee has contributed to multiple school turnarounds, served as Grade Level Chair at KIPP: St. Louis, and supported site management in St. Louis Public Schools as Dean of Innovation & Instruction. She is joining Kairos because, as an UMSL-SLPS School Leader Fellow and Education Innovation Fellow with Venture Cafe, she saw firsthand how innovative educational practices can transform learning outcomes for all children. With her experience coaching teachers and facilitating professional development, Lee will help set and maintain a bar of excellence for Kairos faculty.

Julia Larimar—Equity Specialist: Julia Larimar graduated from Yale University with a Bachelor of Arts in American Studies (Intensive). Julia discovered her calling to empower fellow Black and first-generation college students at Yale during her time serving as a Freshman Counselor and Peer Liaison in the Afro-American Cultural. She has since spent her career supporting low-income students directly as a teacher in New Haven, CT and Tulsa, OK and indirectly as a staff member at Leadership Enterprise for a Diverse America, Teach For America: Greater Tulsa, and George Kaiser Family Foundation (PK-8 Strategy). Most recently, Julia worked at the Tennessee Justice Center as a Child Health Fellow, helping children and families navigate access to health and legal services. She’s moving from Nashville to St. Louis because of Kairos’ mission to build a restorative community that leaves no one behind. Growing up in rural poverty and defending her family against threats, Julia knows firsthand the vital role school can serve in a child’s life as an oasis of justice, safety, and learning.

Resumes for the key project personnel are provided in Appendix B.

Kairos Academies is diverse by design. When the draft ended, public education became America’s only remaining compulsory civic institution. Schools are our last hope for teaching tomorrow’s adults how to work across lines of difference. America made a promise in *Brown v. Board of Education*, and in addition to recruiting diverse students, Kairos works actively to recruit diverse, high-quality staff. We present at local Historically Black Colleges and Universities, like Harris-Stowe University, through the Diverse Charter School Coalition’s

member job board, and in local community groups that promote minority educators, such as The Black and Brown Teaching Trust and Black Males in Education (St. Louis). Kairos also anonymizes applications to reduce implicit bias and includes reference checks with former students and parents to verify cultural competence. Despite a city (St. Louis) and state (Missouri) teaching pool that is overwhelmingly White (STL 75%, MO 93%) and Female (STL 73%, MO 78%), 40% of Kairos' educators/administrators identify as People of Color and 56% identify as Male.

Kairos received four times as many applications as we had spots, and all hires go through a rigorous, multi-step vetting process to confirm their record of student achievement and rigorous instructional skills. The average Kairos teacher has at least two awards recognizing pedagogical excellence.

Like other Kairos strategies, we integrate not just to transform our students, but our entire city. Children learn more when learning from peers with different backgrounds and perspectives. They also manifest less bias and maintain more interracial friendships as adults. Graduates of integrated K-12 schools are more likely to choose integrated colleges, workplaces, and neighborhoods after graduation—an outcome of particular import for St. Louis, America's 10th most segregated city.

## **VII. Application Requirements**

The paragraphs in this section are numbered to align with the application requirements listed in the Notice Inviting Applications for this grant.

(a) The mission of Kairos is to empower students to direct their own lives and learning. We are a grassroots movement of educators trying to rethink public education for the 21st century. By leveraging technology and reimagining traditional instruction, Kairos personalizes the learning experience and nurtures student autonomy. Our model develops not just academic knowledge, but the organizational, social, and emotional competencies students need for true agency in our changing economy and society.

To this end, we designed our educational model to nurture self-direction instead of obedience. Self-direction empowers students with two types of postgraduate choice: economic choice (e.g., liberal arts college, Information Age profession, or other career aspirations) and political choice (e.g., American self-government, civic and organizational leadership). To empower self-direction, Kairos cultivates two parallel and interrelated sets of brain functions—academic function and executive function.

(1) We established specific goals in our charter application that will be monitored to ensure that the educational needs of our students, including children with disabilities and English learners, are met. Our established goals for students include both academic and executive brain functions, which we believe are critical for our students to thrive in the 21<sup>st</sup> century. Note that this set of

goals is broader than the set of GPRA and project goals we specified in this proposal. We will report on significant outcomes from the additional goals, which might be of interest to the Department and broader educational community to help assess the effectiveness of our project and educational model. Our goals include:

- Academic function goals
  - Specific goals for proficiency on the Missouri state assessments in English Language Arts and math approximately 65% higher than students in St. Louis Public Schools
  - Aggregate college and career readiness goals of average achievement of 8<sup>th</sup> grade students in Year 3 on the NWEA MAP assessment corresponding to the ACT college readiness goal and 83% of 10<sup>th</sup> grade students in Year 5 scoring a 22 or higher on the ACT which is associated with career/college readiness
  - 83% of students achieving NWEA MAP graduation goals set with their coach
  - 70% of 8<sup>th</sup> grade students averaging a 4 or higher on the Cognitive Skills Rubric in Year 3 and 80% of 8<sup>th</sup> grade students averaging a 5 or higher by Year 5
- Executive Function Goals
  - Specific goals for student scheduling choice by Years 3 and 5
  - Student Behavior – Each class will have 10% fewer remediations per cycle until no more than 10% of a class is referred for a mediation in a given cycle.

- o Leadership – By the end of their first year every student will either hold a leadership position in an extracurricular club or be involved in two or more clubs.
- o Student Attendance – 90% of students attend school at least 90% of the time
- Parent Engagement and Satisfaction – At least 90% of parents attend at least one school event each year; at least 70% of parents respond to the annual survey; and at least 80% of respondents report that we promote academic and executive function better than other educational options in St. Louis
- Faculty Empowerment – Average at least 5.5 on a 7 point scale on our climate survey by the end of Year 2
- Financial Solvency – Sustain an annual cash reserve of 10%.

(2) A description of the roles and responsibilities of Kairos employees and partner organizations.

Kairos Academies is organized with a distributed leadership model. Every Kairos faculty member fulfills three roles: teacher, coach, and a leadership role (which could be as an executive, manager, or committee member). The composition and responsibilities of the committees, teams and departments implemented to manage the organization are listed below:

### *Executive Team*

The Executive Team has operational and administrative roles. The Chief Academic Officer (CAO) and Chief Operations Officer (COO) report to the Chief Executive Officer (CEO).

- The Chief Executive Officer makes decisions concerning the long-term health of Kairos, oversees operational, administrative, and developmental functions, and reports to the Board.
- The Chief Academic Officer coordinates internal decisions like academic program and faculty development, similar to the responsibilities of a school principal.
- The Chief Operating Officer coordinates external operational or financial decisions like contracts and fundraising. The COO works closely with EdOps, our back-office services provider.

### *Instructional Team & Departments*

The Instructional Team plans Kairos' academic program and makes interdisciplinary curricular decisions.

- Consists of Department Chairs, managed by CAO

Department Teams fulfill normal teacher duties (teaching content, assessing students and improving curriculum/pedagogy in their subjects).

- Consists of teachers, apprentices, and teaching assistants, managed by Department Chair
  - Department Chair: Manages a subject team (math, science, English, social studies, or special education). Department Chairs make decisions about curriculum, pedagogy, and teacher development within their Department.
  - Apprentices: New faculty hires. They start shadowing/assisting the current teacher-coaches in Cycle 7, before new students enroll.
  - Teaching Assistants: Volunteers who offer additional tutoring
  - Residents: Rotational, part-time employees who facilitate art or gym courses in

their area of expertise

### *MESH (Mindsets, Essential Skills, Habits of Productivity) Team & Classes*

The MESH Team sets frameworks for coaching check-ins.

- Consists of Class Chairs, managed by CAO
- Responsibilities:
  - Project multi-grade academic and MESH growth trajectories
  - Compile evidence-based strategies/curricula

Class Teams develop executive function for students within a single age cohort.

- Consists of coaches for an age cohort, managed by Class Chairs
- Coaches: Responsible for the overall success of students in their pod. They set Growth Goals and executive scaffolds, advocate for students at mediations, and communicate weekly with parents.
- Special education (SPED) coaches: Advise an inter-age pod of approximately 10 IEP students. For students in their pod, SPED coaches function as IEP case managers.

### *Committee Team*

The Committee Team sets priorities and budgets for school culture.

- Consists of Committee Chairs, managed by CAO
- Responsibilities:
  - Plan and execute operations for non-curricular, internal administrative functions

Standing committees include the House Committee, Extracurricular Committee, and Mediation Committee. Ad hoc committees may be created at the CAO's discretion.

- Committees consist of committee members (Heads of House, Club Sponsors, Mediators,

etc.), managed by their respective Committee Chair.

- Types of committee members include:
  - Heads of House: Organize social programming like competitions or pizza parties within and between the four houses
  - Club Sponsors: Manage student-led extracurricular activities
  - Mediators: Design and administer Kairos’ restorative justice discipline in cooperation with two elected students

Kairos Academies contracts with many partner organizations for services. The responsibilities of these partners are provided in Table 4.

Table 4. Kairos Academies Partner Organizations

| Service                   | Contractual Role   | Contractor(s)                                      |
|---------------------------|--|--|
| Curriculum                | Online curricula and platform, G Suite for Education       | Summit   |
| Art & Gym Residents       | Teach art and gym 3 hr/day, 3 day/wk                       | COCA, Intersect Arts                               |
| Special Education Service | Therapies, assistive tech, transportation, IEP evaluations | Metro Call-A-Ride, RiderFinders for transportation |
| Substitute Teachers       | As needed  | Parallel Education Division                        |
| Expedition Partners       | Enrichment course, including a two-day excursion           | Wyman St. Louis (campsite & leadership program)    |
| Standardized Assessment   | To identify base proficiency and evaluate mastery          | NWEA MAP Growth                                    |
| Technology Use Monitor    | Tracks computer usage and filters Internet access          | GoGuardian   |

|  |   |  |
|--|---|--|
| Financial Management, Accounting, and Human Resourcing | Accounting, grants management, board meeting support, Medicaid administration, operations | EdOps  |
| Office Manager   | Provides routine clerical support, staffs front desk                                      | Kelly Educational Staffing   |
| Transportation   | Bussing for experiential learning trips and Expeditions                                   | First Student  |
| Food Service   | Provide school meals  | American Dining Creations (ADC)  |
| Trash & Recycling                                      | -   | Waste Management   |
| Cleaning & Maintenance                                 |   | Concordia Publishing House   |
| Facilities   | Rent or lease-to-own for middle school Yr 1-2, purchase & renovate high school facility   | Concord Publishing House   |
| Student Information System                             | Academic, institutional, health, and IEP information                                      | TeacherEase  |
| Technology   | Chromebooks, projectors, camera system, etc.  | GadellNet (consulting)   |
| Security   | System for all exterior doors/windows, guard hired in Yr 4 for high school                | Concordia Publishing House   |
| Hardware Supplies                                      | Safety, lighting, HVAC, etc.  | Grainger   |
| School Supplies  | Minimal, since most work is computer-based  | S&S Worldwide, Staples Charter School Program                                      |
| Audit Support  | -   | Daniel Jones & Associates  |
| Liability Insurance                                    | Will be at a minimum AM Best rating of "A"  | David & Henry, Arthur J. Gallagher Risk Management, Bowersox, Nonprofits Insurance |

(3) The quality controls agreed to between Kairos and its authorizing sponsor, the Missouri Charter Public School Commission are summarized in the following paragraphs.

The Missouri Charter Public School Commission (MCPSC) sponsors Kairos Academies. MCPSC conducts a comprehensive annual review of charter school operations and performance. Results are measured against the targets established for the charter school in their accountability plan that is part of their charter contract. The accountability plan is comprehensive, meets state statutes and national best practices.

The MCPSC reserves the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. The Commission has a Revocation Policy adopted in 2017 that details the associated process. The Commission also has an Intervention Policy adopted in 2018 that details causes and processes for issuing Letters of Concern, Breach of Contract Letters, or placing a sponsored LEA on probation.

Missouri State charter law promotes outcomes from charter schools that are positively differentiated from the traditional public school district serving the same community. For example, whether charter school performance on the state assessment and in the state accountability system exceeds that of the traditional public school system in three of the past four years must be considered when making charter renewal decisions. Further, whether charter

school performance in the state accountability system exceeds the level required for full accreditation of traditional public school districts in three of the last four years also must be considered in charter probation, renewal or revocation decisions. Performance on the state assessments dictates the majority of points in Missouri's accountability system.

(4) The Revised Statutes of the State of Missouri exempt charter schools from significant State laws that inhibit the flexible operation and management of public schools.

(5) A description of how Kairos Academies solicits and considers input from parents and other members of the community on the implementation and operation of the school is included in the Project Design section of the Project Narrative.

(6) The planned activities and expenditures for this project are documented in the Management Plan section of this narrative and in the Budget Narrative.

(7) Parent, Family, and Community Engagement

Parents are engaged and given agency at Kairos. Before enrollment, current families recruit prospective parents through phone calls. Families learn more about Kairos through the Orientation Barbecue in August and explanatory home visits from coaches before Cycle 1.

Once school begins, parents learn about their child's progress and upcoming events through weekly updates from coaches and their parent portal on the Summit Learning Platform. Coaches

call families every cycle (~7 weeks) and meet in-person every other cycle (~14 weeks). Positive interactions between families and faculty help students see their parents as school partners supportive of faculty decisions.

Kairos works with community organizations to secure externships and enrichment programming during our students' two-week breaks. Faculty likewise collaborate with local proprietors and organizations to align Projects with community needs. In this role, our community partners act as both clients and mentors for student work. While Projects are standard coursework, we expect some extracurricular clubs to serve community needs as well (e.g., charity runs, clothing drives, etc.). Given the deep and sustained interaction between community partners and Kairos students, all of our partners and community affiliates are invited to Portfolio Nights. From Board members to community members, Portfolio Nights allows everyone who supports Kairos' mission to celebrate the learning and work from our students' Projects, externships, and extracurriculars.

#### (8) Transportation Plans

Kairos will contract for transportation for experiential learning trips and expeditions, but will not provide daily transportation for students. Dutchtown is the highest density part of the city. Most students will live within a fifteen minute walk to school. The school is centrally located in the enrollment zone and within walking distance of MetroBus stops. Other diverse charter schools in St. Louis have effectively employed this transportation strategy.

(b) Elements of the educational program at Kairos Academies are described in the following paragraphs:

(1) Kairos is using two highly successful models as our base for innovation. Academically, Kairos is using the Summit Learning Program—a personalized learning platform that partners primarily with low-income schools.

For our culture (social-emotional curriculum, restorative justice discipline system, positive behavior intervention supports), Kairos is using Valor Collegiate’s Compass model.

(2) Kairos opened Aug 12, 2019 with 120 6th-grade (~11-year-old) students. We plan to grow to serve at least 360 students grades 6-8 by 2021.

(3) The instructional practices that Kairos will use simulate the challenges and environment of learning and work in a 21st-century college/career through a personalized and project-based learning model.

Kairos is partnering with Summit Learning for use of their curriculum and learning management system. The curriculum and assessments were designed/validated by Summit teachers; the Stanford Center for Assessment, Learning and Equity; the Carnegie Center for the Advancement of Teaching; and others. It is used in over 330 schools and is constantly being improved and expanded.

Students learn content knowledge (facts, formulas, procedures and materials to think critically about) independently in tech-based Focus Areas, soliciting feedback and support from teachers as needed. Students learn cognitive skills (modeling, citing evidence—*how* to think critically and engage with content knowledge) collaboratively, receiving regular subjective feedback from teachers. Coaches work with students to set personalized Growth Goals according to their academic strengths and needs. Growth Goals are academic assignments (e.g., practice problems in a Focus Area, a draft of a paper in a Project).

Focus Areas contain a playlist of information (videos, notes, games, practice problems) which align to learning standards for the module. In Projects, students use cognitive skills to apply content knowledge. Projects are about one cycle long (~5 weeks). Focus Areas and Projects are paced according to a student's Personalized Trajectory, which sets academic goals to move students from their baseline proficiency level to college readiness by graduation.

Kairos uses Personalized Trajectories to organize study groups. Every subject has a study group that brings together students of varying proficiency levels so they can learn from each other. Study groups are reconfigured regularly in response to differential student growth and in order to build community and community-wide expectations.

Almost all Projects are group efforts that require the entire study group. Focus Areas can be worked on independently, informally with study group peers, or with teachers during office hour

drop-ins and one-on-one tutoring sessions. All coursework will follow requirements from Missouri Learning Standards (MLS).

(c) Kairos' plans to recruit, enroll, and retain students, including educationally disadvantaged students are detailed in the Assisting Educationally Disadvantaged Students section of this narrative.

(d) Two lotteries that give preference to students in our enrollment zone will be conducted – one in December and a second lottery in March. Seats remaining after lotteries are open to St. Louis City students on a first-come, first-serve basis. Applications are accepted in person and through an easily accessible online lottery system (Missouri Charter Public School Association's Central Application). All lotteries are publicly drawn, randomized by computer, and certified by a third party. If the number of applicants for either lottery exceeds capacity, Kairos will enroll students randomly, with preference for eligible new students given in the following order:

- 1) children of faculty, staff, and Board members
- 2) siblings of students currently enrolled as of the lottery date
- 3) students from the enrollment zone, and
- 4) other student applicants

(e) A logic model for the project is included in the Project Design section of this narrative.

(f) Refer to the budget narrative submitted with our application.

(g) This project does not include a single-sex education program.

(h) Kairos will have its first financial audit in September, 2020 by Daniel Jones & Associates CPA. We have worked with a respected charter school back-office support firm, EdOps, to ensure all school finances are managed according to best practices.

(i) Kairos Academies does not need nor request any waivers of Federal, State or local statutory or regulatory requirements to implement the project proposed herein. The Revised Statutes of the State of Missouri exempt charter schools from many laws applicable to traditional public school districts.

(j) Kairos Academies meets the definition of a charter school under section 4310(2) of the ESEA.

- It was approved as a charter school by the Missouri State Board of Education and is consequently exempt from many state statutes for traditional school districts.
- It is a public school operated under public supervision.
- It operates in pursuit of a specific set of goals established by Kairos Academies and agreed to by its sponsor, the Missouri Charter Public School Commission
- It provides a program of elementary education with an approved plan to provide secondary education over the course of this project.
- It is nonsectarian in all aspects of its operation.
- It does not charge tuition.

- It complies with applicable federal statutes.
- It is a school of choice and admits students on the basis of a lottery.
- It agrees to comply with the same Federal and State audit requirements.
- It meets all applicable Federal, State, and local health and safety requirements.
- It operates in accordance with State law.
- It has a written performance contract with the Missouri Charter Public School Commission.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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

**Charter Schools Program Assurances** – Grants to Charter School Developers for The Opening of New Charter Schools and for The Replication and Expansion of High-Quality Charter Schools Pursuant to Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), recipients of Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools must provide the assurances described below. These Assurances are from Section 4303(f) of the ESEA.

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

1. Each charter school receiving funds through this program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions (Section 4303(f)(2)(A) of the ESEA);
2. The eligible applicant will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA (Section 4303(f)(2)(B) of the ESEA); and
3. The eligible applicant will ensure that each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including
  - 1. Information on the educational program;
  2. Student support services;
  3. Parent contract requirements (as applicable), including any financial obligations or fees;
  4. Enrollment criteria (as applicable); and
  5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)

Mr. Gavin Schiffres, Chief Executive Officer  
NAME OF AUTHORIZED OFFICIAL, TITLE

  
SIGNATURE OF AUTHORIZED OFFICIAL

Kairos Academies June 19, 2020  
APPLICANT ORGANIZATION DATE SUBMITTED



EDUCATION

**University of Missouri-St. Louis**, St. Louis, MO 2015–2017  
 Master’s in Secondary Education; Missouri Professional Teaching Certification (English, 9-12)

**Yale University**, New Haven, CT 2011–2015  
 B.A., *magna cum laude*, with distinction in Ethics, Politics, and Economics; Scholar in the Education Studies program; GPA 3.91; *Leadership Roles*: Yale Political Union, Elizabethan Club

**Packer Collegiate Institute**, Brooklyn, NY 1998–2011  
 GPA 3.95/4.0; SAT 2350; SAT II Math II 800 and U.S. History 800; *Awards*: National Merit Finalist, Cum Laude Society, Mu Alpha Theta, Peirce Scholarship in History and Social Science, Dartmouth College Book Winner, Kolb Award for Math., Pierson Leadership Award

WORK

**Kairos Academies**, St. Louis, MO 2015–present  
 • *Co-Founder and Executive Director*: Vision, 501(c)(3), fundraising, and Missouri application for a new charter network focused on personalized learning.

**St. Louis Teacher Residency**, St. Louis, MO 2017–present  
 • *Manager of Talent Recruitment*: Recruited 90 candidates for inaugural cohort; screened candidates through rubric-aligned interviews, sample lessons, and case studies/roleplay.

**Teach For America (AmeriCorps)**, St. Louis, MO 2015–2017  
 • *Corps Member*: Taught 10<sup>th</sup> and 11<sup>th</sup> grade English at Jennings Senior High; increased ACT English & Reading average by 6 points; chosen by principal to oversee several clubs, teach Saturdays, and teach summer school; founded/managed Regions Bank internship program; secured student internships at Boeing, Wash. U.-STL, Barnes Jewish Hosp., and the High Mountain Inst.; chosen by superintendent to accept Arcus Award.

**Louisiana Department of Education**, New Orleans, LA Sum. 2014  
 • *Recovery School District Associate*: Aggregated, organized, and visualized all data on RSD’s charter schools; built digital tool to manage the Louisiana voucher program’s awards, school capacity, finances, and USDOJ reporting.

**StudentsFirst**, Sacramento, CA Sum. 2013  
 • *Legislative Affairs Associate*: Built database to analyze and grade state legislators’ support of StudentsFirst policy agenda; researched states’ legal structures, constitutional cases, and education superintendents for senior staff; organized trips and events for interns.

ACTIVITIES

**Tutoring** 2017–present  
 • Tutor and college advise six former Teach For America students *pro bono*; tutor and organizational coach for new students through Special Solutions Learning Center.

**Yale Club of St. Louis** 2017–present  
 • *Board Member*: Plan and manage events; liaise between St. Louis (K-12 schools, alumni comm.) and Yale (admissions office, development office); interview college applicants.

**Aspiring School Leadership Fellowship (Teach For America)**  
 • *Fellow*: Readings, speakers, and school visits to prepare selected alumni for principalship.

**Next Dor (St. Louis Jewish Cultural House)** 2016–present  
 • *Fellow/ Board Member*: Organize, advertise, and host events for the Jewish community; responsible for recruitment, Facebook/newsletter marketing, and 5-year strategic plan.

**TALMA (Israel’s Program for Excellence in English)** Sum. 2017  
 • *Teacher*: Taught English to low-income Israelis; chosen to pilot expansion to Palestinian schools in West Bank; chosen to represent organization to Schusterman Foundation.

# Brittany Kelleher

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## EDUCATION

**PRINCETON UNIVERSITY, B.A.**  
Major: American History  
Minor: African American Studies

*Class of 2012*  
GPA in major: 3.8  
Magna Cum Laude  
2012 Department Thesis Prize

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## EXPERIENCE

### KAIROS ACADEMIES

*Chief Operating Officer*

*Spring 2019 – Present*

- Oversee all school-wide operations and procedures to ensure maximal efficiency and limit distractions from student learning, including facilities; schedule; supplies purchase, inventory, and tracking; transportation, and safety
- Manage long-term financial forecasting and day-to-day management of revenue collection and expenses, including oversight of data-collecting systems for compliance reporting
- Carry out primary Human Resource functions, including completion of payroll, benefits enrollment and management, and addressing grievances

### WELLSPRING CONSULTING

*Senior Consultant and Midwest Office Lead*

*Fall 2014- Spring 2019*

- Manage consultant teams over six-to-twelve-month strategic planning projects for an array of nonprofit clients
  - Clients have focused on education, the arts, fair labor, prison reform, and impact investing, among others
- Conduct and analyze data from qualitative research (e.g. constituent interviews and focus groups) and quantitative research (e.g., surveys, market sizing, competitor benchmarking) to inform strategic decisions
- Build financial models to test options and project revenue and expenses; develop operational and staffing plans
- Facilitate meetings with executive leadership to present data, discuss implications, and agree upon the strategic direction

### EDUCATION PIONEERS

*Fellow at the New Teacher Center*

*Summer 2016*

- Served as a fellow for the education nonprofit New Teacher Center (NTC) as part of Education Pioneers, a selective program that leverages mid-career professionals to support the education sector at low cost
- Assessed the development process of NTC's primary product through analysis of both timesheet data and qualitative data
- Built a financial model to determine appropriate staffing and resource needs to more effectively build this product line
- Engaged senior leadership in findings, resulting in an additional full-scale strategy project through Wellspring Consulting

### SIGNET EDUCATION

*Tutor*

*Summer 2013-current*

- Provide one-on-one ACT and SAT prep, with most students scoring 30+/1600+ on each test, respectively
- Provide individualized essay writing support to create compelling narratives for college admissions
- Led an SAT prep program for Match, a high-performing charter school serving Boston's low-income, minority population

### THE BOSTON TEACHER RESIDENCY

*Teaching Assistant*

*Summer 2013 – Summer 2014*

- Supported instructional planning, facilitated discussion, and assessed student learning for a 60-person required graduate course for the Boston Teacher Residency, an intensive Masters in education and urban residency program

*Instructor, Dudley Promise Corps*

- Designed, developed, and led a new writing course focused on equity for the inaugural year of the Dudley Promise Corps, a 90-person AmeriCorps extended learning time program housed within Dudley Charter School

### TEACH FOR AMERICA

*Corps Member, English Teacher*

*Fall 2012-Summer 2013*

- Designed and taught the curriculum for English III, English IV, and African American Literature, with a focus upon culturally-relevant material and preparing low-level readers to succeed beyond high school
- Spearheaded a forty-person, free ACT program, through which students grew by as many as ten points on the exam

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## COMMUNITY SERVICE

PR/Award # S282B200014

- Board member, Monsanto Family YMCA; St. Louis, MO

- Board member, Project Lab St. Louis; St. Louis, MO
- Academic Affairs Committee Member, Fenwick High School; Oak Park, IL

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# Lee Rohrer

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[REDACTED]  
[REDACTED]  
[REDACTED]

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## EDUCATION

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|  |           |
|--|-----------|
| <b>M.Ed. in Educational Administration</b>                                     | 2016-2018 |
| University of Missouri—Saint Louis   |           |
| <b>M.Ed. in Elementary Education</b>   | 2012-2014 |
| University of Missouri—Saint Louis   |           |
| <b>BA in Interpersonal/Organizational Communication, Minor in Anthropology</b> | 2007-2011 |
| University of Central Florida—Orlando  |           |

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## LICENSURE

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|   |           |
|---|-----------|
| <b>Initial Administrator Certification in K-12</b>                    | 2018-2022 |
| Missouri Department of Elementary And Secondary Education             |           |
| <b>Initial Professional Certification in Elementary Education 1-6</b> | 2015-2019 |
| Missouri Department of Elementary And Secondary Education             |           |

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## EXPERIENCE

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|   |              |
|---|--------------|
| <b>Dean of Students, Innovation, and Instruction</b>  | 2018-Present |
| St. Louis Public Schools, St. Louis, MO   |              |
| <ul style="list-style-type: none"><li>Develop school-wide policies that address trust, equity, and restorative justice to provide a caring and supportive school community for staff, students, families, and community members</li><li>Build systems and routines that improve the overall operations and management of the school to promote ongoing school improvement and student growth (academically, emotionally, and interpersonally)</li><li>Facilitate standardized testing for grades K-6 as a Testing Coordinator</li><li>Empower students to bring innovative practices to classes and manage the school website and social media accounts</li></ul> |              |
| <b>UMSL-SLPS School Leader Fellow</b>   | 2017-2018    |
| St. Louis Public Schools, St. Louis, MO   |              |
| <ul style="list-style-type: none"><li>Facilitate the implementation and modification of curriculum and instruction for teachers to best fit the needs of students, helping them be competitive for college or the career of their choice</li><li>Collaboratively create a mission, vision and core values with staff, students, families, and community members to empower all school community members to mindfully advocate for each other's success</li></ul>  |              |
| <b>First Grade Teacher</b>  | 2016-2017    |
| Patrick Henry Downtown Academy, St. Louis, MO   |              |
| <ul style="list-style-type: none"><li>Augmented curriculum to bring innovative learning practices into the classroom</li><li>Encouraged a classroom culture of mutual respect and teamwork while motivating students to have a positive self-image</li><li>Tracked and analyzed student data to adjust whole group instruction and respond to student needs with differentiation<ul style="list-style-type: none"><li>In Reading, overall students grew from .6 to 1.7 on the STAR Reading Assessment</li><li>In Math, overall students grew from 1.0 to 1.9 on the STAR Math Assessment</li></ul></li></ul>  |              |
| <b>Grade Level Chair, First Grade Teacher, and Recruitment Fellow</b>   | 2014-2016    |
| KIPP Victory Academy, St. Louis, MO   |              |
| <ul style="list-style-type: none"><li>Guided the first grade team to track and analyze student data daily—our team ended the year with approximately 80% of all first grade students reading on grade level according to the STEP Reading Assessment</li><li>Supervised the First Grade Interventionist with weekly coaching sessions to create and improve data driven interventions</li><li>Promoted relationship building and staff development among the first grade team members through monthly team building events, weekly professional development, and informal coaching conversations</li></ul>  |              |
| <b>First Grade Teacher</b>  | 2012-2014    |
| Herzog Elementary, St. Louis, MO  |              |
| <ul style="list-style-type: none"><li>Delivered advanced lesson plans that helped young scholars grow an average of 1.74 years according to the Developmental Reading Assessment (DRA)</li><li>Partnered with community and family members to recruit volunteers for various roles in the school and share their educational/career success with students each week</li></ul>   |              |

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# Lee Rohrer

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## PROFESSIONAL DEVELOPMENT FACILITATED

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|  |            |
|--|------------|
| <b>Behavior Planning Meetings</b>  | 2018-2019  |
| <ul style="list-style-type: none"><li>• Bi-weekly grade level meetings that review student behavior using an RTI model</li></ul>   |            |
| <b>Culture and Climate Training</b>  | 2018       |
| <ul style="list-style-type: none"><li>• Ignite teacher ownership over culture and climate policies at Nance Elementary School</li></ul>  |            |
| <b>Summer Learning Curriculum Implementation (K-2), St. Louis, MO</b>  | 2017, 2018 |
| <ul style="list-style-type: none"><li>• Empower teachers to follow the summer learning unit map and "Name The Steps" of each lesson following the Teach Like a Champion technique</li></ul>  |            |
| <b>Trauma Informed Programming in Schools (TIPS), St. Louis, MO</b>  | 2017-2018  |
| <ul style="list-style-type: none"><li>• Building resilient educators: staff members identified tools for self-care inside and outside of the classroom</li></ul>   |            |
| <b>Classroom Routines and Procedures, St. Louis, MO</b>  | 2017, 2018 |
| <ul style="list-style-type: none"><li>• Teachers created detailed routines and procedures that explicitly stated what adults and students were doing throughout the day in their classroom, while also explaining why they do those things</li></ul> |            |
| <b>Development of School Core Beliefs, St. Louis, MO</b>   | 2017, 2018 |
| <ul style="list-style-type: none"><li>• Team members created a list of Patrick Henry Downtown Academy's Core Beliefs that all staff members valued and were willing to carry out</li></ul>   |            |
| <b>Understanding by Design through Backwards Planning (Math), St. Louis, MO</b>  | 2017       |
| <ul style="list-style-type: none"><li>• Team members backwards planned lessons using the Pearson Math end-of-year online assessments, topic assessments, and other resources from the Pearson platform</li></ul>                                     |            |
| <b>Community Circles with Caring School Community (CSC), St. Louis, MO</b>   | 2017       |
| <ul style="list-style-type: none"><li>• Teachers discussed what community circles are and how to effectively use them in their classrooms throughout the school year using the CSC curriculum</li></ul>  |            |
| <b>Using Kickboard, St. Louis, MO</b>  | 2017       |
| <ul style="list-style-type: none"><li>• Staff members articulated how to use Kickboard to collect data and drive student behavior</li></ul>  |            |
| <b>Weekly Data Meetings at KIPP Victory, St. Louis, MO</b>   | 2015-2016  |
| <ul style="list-style-type: none"><li>• Led grade level and classroom data review to identify student progress toward end of year growth goals and implement necessary interventions</li></ul>   |            |

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## PROFESSIONAL DEVELOPMENT RECIEVED

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|   |           |
|---|-----------|
| <b>St. Louis Public Schools New Leader Induction, St. Louis, MO</b>   | 2017      |
| <i>Facilitated by Haliday Douglas</i>   |           |
| <ul style="list-style-type: none"><li>• Determined leadership responsibilities that meet the need of a school's context</li><li>• Enriched data analysis proficiency to identify problems and build solutions</li></ul>   |           |
| <b>STEP, Guided Reading, and Running Records, St. Louis, MO</b>   | 2014-2016 |
| <i>Facilitated by various members of the KIPP leadership team</i>   |           |
| <ul style="list-style-type: none"><li>• Approximately 500 hours of training in research based reading practices including formative and summative assessments, data management, response to data, appropriate guided reading book selection, analyzing MSV reading errors, etc.</li></ul> |           |

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## REFERENCES

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|  |  |
|--|--|
| • Natasha Mitchell, Principal of Nance Elementary School             | p. 314-532-3267<br>natasha.mitchell@slps.org |
| • Colby Heckendorn, Principal of Patrick Henry Downtown Academy      | p. 314-262-9253<br>colby.heckendorn@slps.org |
| • Caroline Kerns, Former Assistant Principal of KIPP Victory Academy | p. 215-534-7247<br>c.kerns1289@gmail.com     |

# Jack Krewson

## EXPERIENCE

- 2016 – Present **KAIROS ACADEMIES** **ST. LOUIS, MO**  
**Co-Founder and Chief Culture Officer.** Vision, non-profit management, fundraising, and Missouri application for a new charter network focused on personalized learning. Planned and executed student recruitment strategy, resulting in 300+ enrollment applications to fully enroll founding class of 130 students. Designed and implemented staff recruitment process to secure 12 founding staff members from 120+ applications.
- 2017 – Present **ST. LOUIS TEACHER RESIDENCY** **ST. LOUIS, MO**  
**Manager of Talent Recruitment.** Reviewed applications; screened candidates; and facilitated in-person interviews, sample lessons, and case studies. Grew applicant pool to 90 for inaugural year by managing outreach to local non-profits, funders, and universities; directing social media advertising strategy and buys; and recruiting at career fairs, conferences, and area classrooms.
- 2015 – 2017 **NORMANDY SCHOOLS COLLABORATIVE** **ST. LOUIS, MO**  
**Math Dept. Chair & Teacher: Algebra 1, Geometry.** In first year teaching Algebra 1, increased EOC scores by 22%. Designed and implemented personalized learning curricula, leveraging 1-to-1 laptops to differentiate curricula, collective inquiry sessions, and formalized coaching structure. Served on faculty assessment committee.
- 2015 – 2017 **TEACH FOR AMERICA** **ST. LOUIS, MO**  
**Corps Member.** Selected from over 44,000 applicants nationwide to join the national teacher corps of 4,000 who commit two years to teach in under-resourced public schools. Participated in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement. Taught in a summer school program run by Teach For America, serving low-income students in the St. Louis Public School District. Engaged in a full schedule of professional development activities including seminars, discussion groups, workshops, individual and group reflections, readings, and content team development.
- 2014 – 2015 **ORACLE DATA CLOUD (formerly Datalogix, Inc.)** **NEW YORK, NY**  
**Mobile Business Development.** Worked with a team of 3 to grow our product infrastructure 2x by negotiating the terms of new corporate partnerships, including pricing and/or data transfer specifications. Created value proposition and tracked key metrics for new type of strategic partnership. Researched and pitched findings on new "canvas fingerprinting" technology to company executives.
- Summer 2013 **THE OFFICE OF SENATOR CLAIRE MCCASKILL** **WASHINGTON, DC**  
**Intern, Legislative Correspondent.** Drafted Environmental & Energy report used to inform official nuclear policy by synthesizing information from Senate briefings and Congressional Research Service findings. Compiled quantitative statistical data on constituent opinion polls in excel and qualitative information via interviews and phone conversations to inform policy positions.

## EDUCATION

- 2011 – 2015 **WASHINGTON UNIVERSITY IN ST. LOUIS** **ST. LOUIS, MO**  
**Bachelor of Arts, Double Major: Political Science & Accounting, May 2015.**  
GPA: 3.5/4.0  
Awards: Dean's List  
Activities: VP Finance—Student Union, President—Controversy and Coffee; Internal VP – Performing Musicians Resources Group
- Spring 2014 **THE CHINESE UNIVERSITY OF HONG KONG** **HONG KONG S.A.R., CHINA**  
Coursework and personal research in Finance and Comparative Politics
- 2015 – 2017 **THE UNIVERSITY OF MISSOURI, ST. LOUIS** **ST. LOUIS, MO**  
**Masters of Education, Concentration: Secondary Mathematics, Aug. 2017.**  
GPA: 3.7  
Master's Thesis—The Effect of Technologically Differentiated Instruction on Student Achievement

## CERTIFICATION

- 2017 – 2021 **MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  
**Initial Professional Certification, High School Mathematics.**

## FELLOWSHIPS

- 2017 – Present **ASPIRING SCHOOL LEADERS FELLOWSHIP**  
**Fellow.** Coursework, professional development, and school visits for select group of TFA alumni.

**JULIA SHEREE DIXON**

**EDUCATION**

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**YALE UNIVERSITY**

*Bachelor of Arts, American Studies (Intensive)*

New Haven, CT  
2012-2016

**EXPERIENCE**

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**TENNESSEE JUSTICE CENTER**

*King Child Health Fellow*

Nashville, TN  
Nov. 2018-present

- Maintained a caseload of 30-45 active cases under the guidance of an attorney to resolve clients' health-care related issues, including answering calls, interviewing and supporting clients, providing technical assistance to partners, and assistance drafting documents to opposing counsel, bill collectors, and TennCare.
- Managed educational outreach for the Children's Health Team, including the creation of a "Health Care Hero" art competition and continuation of Student Ambassador program.
- Collected and wrote stories of individual clients to support the legal advocacy team in illustrating and addressing systemic issues.

**LEADERSHIP ENTERPRISE FOR A DIVERSE AMERICA**

*Part-Time Recruiter*

*College Guidance Coordinator*

*Intern*

New York, New York  
Oct. 2019 - Nov.2019  
June 2017- Aug. 2017  
Summer 2016

- *As part-time recruiter*, traveled to high schools introducing students to the LEDA Summer Institute and other aspects of the college application process.
- *As College Guidance Coordinator*, co-facilitated classes as needed alongside college guidance counselor. Assisted LEDA scholars in developing a balanced, "bet fit" college list. Recorded and maintained notes from meetings with scholars.
- *As intern*, assisted in data entry of colleges and other information into Salesforce.

**GEORGE KAISER FAMILY FOUNDATION**

*Birth through Eight Strategy Intern*

Tulsa, OK  
2017-2018

- Assisted with planning and execution of recruitment events for black entrepreneurs to the city of Tulsa.
- Researched and provided suggestions for increasing community outreach and participation in the BEST Strategy Initiative.
- Developed templates for internal and external communication processes. Utilized external facing templates to inform and engage partner organizations.

**COMMUNITY ACTION PROJECT TULSA**

*Teach for America Corps Member, Lead Teacher*

Tulsa, OK  
2016-2018

- Created positive and engaging learning environments for up to twenty preschoolers. Conducted home visits and parent-teacher conferences, partnering with parents to develop and meet student's academic and social-emotional goals. Facilitated bi-weekly professional learning community meetings.

**YALE UNIVERSITY**

*Freshmen Counselor*

*Afro-American Cultural Center Peer Liaison*

New Haven, CT  
2015-2016  
2013-2015

- *As Freshmen Counselor*, advised and guided twenty freshmen on academic, social, and identity development. Planned events which fostered culture of inclusivity among Trumbull College Freshmen. Identified challenges and developed and executed strategies to increase student satisfaction with campus experience.
- *As a Peer Liaison*, assisted and empowered black Yalies in their navigation of campus resources. Coordinated group activities to provide safe space for students to process difficult climate on campus. Advocated for freshmen's needs to the Director of the Afro-American Cultural Center.

**SKILLS**

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Computer: Microsoft Suite, Salesforce, Pika Software; Language: Spanish (Basic Understanding)  
Certifications: Early Childhood Education (Pre-K-Grade 3); Elementary Education (Grade 1-8)



Missouri  
Charter Public School Commission

July 31, 2019

**RE: Expanding Opportunity Through Quality Charter Schools Grant – Kairos Academies Charter School**

Dear Reader:

The Missouri Charter Public School Commission is the sponsor of the Kairos Academies Local Education Agency (LEA) and approved the opening of their school for the 2019-20 school year. I understand this LEA is proposing a project supporting the opening of their school under the U.S. Department of Education's Expanding Opportunity Through Quality Charter Schools program. I strongly support their project.

Kairos Academies first approached the Commission in the summer of 2015 with their idea of a personalized learning model. The founders, both classroom teachers, believed the traditional school model was not able to meet the unique academic and social-emotional needs of students. Over the next three years, the founders researched best practices in personalize learning, project based learning and distributive leadership. They studied the high need neighborhoods of St. Louis City. They created a team of educators and community members to help them craft their school design and write an impressive application. This application won the approval of the Commission and the State Board of Education in 2018. In a few short weeks this school will open and begin serving 120 students in the Dutchtown neighborhood, arguably the highest priority and most diverse community in the city.

In addition to a well-researched and well-designed academic plan, the school has strong governance and operations. Their fiscal and operational policies are aligned to their model and state statute. The Commission has confidence that this board, along with the leadership team, faculty and students will launch an impressive and high performing new 6<sup>th</sup>- 12<sup>th</sup> grade in a community that is underserved.

It is without hesitation that I recommend this school for a charter school program grant.

Sincerely,

  
Robbyn Wahby, Executive Director  
Missouri Charter Public School Commission



**ALDERMAN SHANE P. COHN**

CITY OF SAINT LOUIS, MISSOURI  
TWENTY-FIFTH WARD

April 20, 2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

COMMITTEES

CONVENTION, TOURISM, ARTS &  
HUMANITIES

NEIGHBORHOOD DEVELOPMENT

TRANSPORTATION & COMMERCE

INTERGOVERNMENTAL AFFAIRS

PUBLIC UTILITIES

CITY HALL OFFICE

1200 MARKET STREET  
ROOM 230  
ST. LOUIS, MO 63103

ON THE INTERNET

EMAIL

Dear Members of the Board:

As Alderman of the 25th Ward, I represent families in each of the zip codes of Kairos' potential enrollment zone. Over the past two years, I have met with Kairos leadership several times and have seen them engage with members of our community in a variety of ways, including attending neighborhood meetings, talking with families one-on-one, and canvassing the area broadly. The more community members learn about Kairos, the more excited they become that the school has chosen to open in the Dutchtown neighborhood.

As a representative of the Dutchtown community, I can attest that our neighborhood has an abundance of students, with roughly 30% of our population being school-aged, and a severe lack of educational opportunities. That's why I support Kairos Academies as they seek sponsorship to open in 2019. I believe their school would serve a critical need in the area. Parents I represent deserve to give their children the kind of individualized faculty attention and hands-on learning experiences that Kairos promises. Given the response I've seen from Kairos' community outreach, I believe the school will have no trouble enrolling its proposed 100 students per grade. If Kairos is sponsored, I will use my position in the community to make parents aware of Kairos as an option for educational opportunities and resources.

Dutchtown is a diverse neighborhood, and Kairos' proposed personalized, student-centered approach responds to those diverse student needs. Parents here want educational opportunities for the betterment and advancement of their children, and many believe that, if sponsored, Kairos will become a valuable community asset. I am especially excited about the specific facilities they are looking to revitalize for their school building. **The young people living in the Dutchtown neighborhood should have all the energy, innovation, and ideas that we can provide.** I believe Kairos offers a viable, innovative school model—one that would empower Dutchtown students through education. I look forward to supporting them in that work.

ALDERMAN

ALDERMAN CARA SPENCER  
CITY OF SAINT LOUIS, MISSOURI  
WARD 20



April 26, 2018

Dear Members of the Board

As Alderman of the 20th Ward, I would like to offer my support for a diversity in education options within our community. The 20th Ward and surrounding area includes the region's highest density in persons under the age of 18, a high percentage of whom live at or below poverty. High quality education is the first step in a path out of poverty.

While our St. Louis Public Schools have recently been reaccredited and continue to improve, we continue to struggle to provide the education that a wide range of children need to succeed. Thank you for considering alternative education models. Our children are the future of our state and their successes and their failures belong to all of us.

Best Regards,

[REDACTED]  
Cara Spencer  
Alderdwoman, 20<sup>th</sup> Ward



Committed to Quality

April 30, 2018

To Whom It May Concern:

The Missouri Charter Public School Association (MCPSA) is pleased to provide this letter confirming the Kairos Academy application is ready for Missouri Sponsor evaluation and consideration.

MCPSA has reviewed the application, offered feedback for revisions and worked with the Founders. Based on our careful evaluation it is our opinion Kairos has carefully crafted a complete charter school application reflecting the characteristics of a quality charter school in accordance with MCPSA's *Quality Standards for Charter Schools*. In addition, MCPSA has found this application to meet and/or exceed the Missouri Model Charter School Application's evaluation criteria and be compliant with State and Federal law. Finally, after extensive engagement and the opportunity to assess the individuals affiliated with Kairos Academy, it is our opinion there is strong capacity for the pre-opening, opening, and ongoing sustainment of a quality charter public school in St. Louis.

It is with confidence we present our MCPSA Letter of Readiness endorsing the Kairos Academy founders and application. If you have any questions please feel free to contact me at [dthaman@mocharterschools.org](mailto:dthaman@mocharterschools.org)

Sincerely,

Douglas P. Thaman, Ed. D



April 18, 2018

## Letter in Support of Kairos Academies

### To Whom It May Concern:

Downtown Dutchtown Business Association supports the charter application of Kairos Academies. We appreciate the engaging work representatives of Kairos have done to not only identify a need in our neighborhood, but also discuss with residents their own vision for education in Dutchtown and the surrounding area. Consequently, we believe Kairos Academies is committed to the developmental and inclusionary ideals of DT2 and the Dutchtown neighborhood.

Both co-founders Jack Krewson and Gavin Schiffres have participated in DT2 events and programming to explain their goals for Kairos Academies and learn more about the neighborhood. They have expressed their committed to continue this engagement in the neighborhood and we look forward to having Kairos as a permanent partner in Dutchtown.

Thank you for your consideration and please contact me with any questions at [REDACTED]

Best,

Nate Lindsey, DT2 President

CC:

Jack Krewson

Gavin Schiffres

Dutchtown Community Improvement District

April 27, 2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

Dear Members of the Board:

As Board Chair of The Dutchtown Community Improvement District (DTCID), I am writing to support Kairos Academies as they work to bring a high-quality educational option to our community. The DTCID was established by official ordinance in June, 2017 to improve our Dutchtown community by bettering conditions for existing residents and businesses and attracting new growth.

We recognize that strong neighborhoods need strong educational options. That's why we welcome Kairos as partners in our efforts to strengthen Dutchtown. Given the demand for quality schools in our community, we believe Kairos will have no trouble recruiting students. Their community engagement to date—connecting with organizations like ours and meeting individually with community members and families—has laid a solid foundation for outreach next year.

After meeting with their leadership, DTCID believes Kairos will help advance our shared mission of revitalizing Dutchtown. Families here are looking for the kind of personalized, technology-based school model they propose. We look forward to continuing to support Kairos Academies as they connect with families and secure a building in our community.

Sincerely,

Ashley Raineri  
Board Chair  
Dutchtown Community Improvement District





4/27/18

Missouri State Board of Education

P.O. Box 480

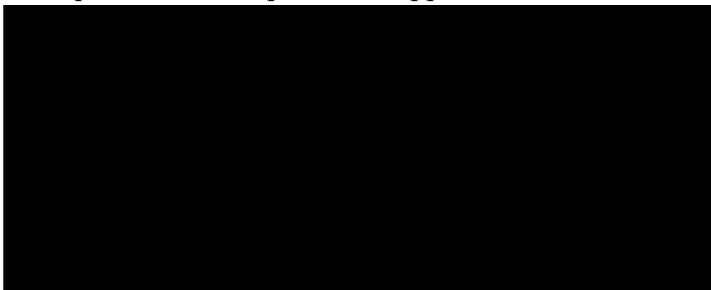
Jefferson City, MO, 65102

Dear Members of the Board:

As Executive Director of the Lutheran Development Group (LDG), I am proud to welcome Kairos Academies to Dutchtown. After meeting with Kairos leadership over the past year, I believe their energy and innovation would help revitalize our community. LDG develops facilities in south city so that our neighborhoods have safe housing for all, access to meaningful work, and quality educational options.

We have worked extensively in Dutchtown and the surrounding neighborhoods of Kairos' enrollment zone. After years engaging with this community, I can attest that families here are eager for more educational options. There are also ample facilities available for organizations looking to serve those families. Researching and developing buildings around Dutchtown has given our team a thorough understanding of the area. I have reviewed Kairos' space vision, and I am confident its co-founders will be able to find a suitable facility to meet its needs.

At LDG, we believe that comprehensive revitalization is beyond the ability of any one organization, but not beyond organizations and community working together. That's why we welcome Kairos to Dutchtown. Partnering with organizations like Kairos helps us counteract the years of disinvestment that have left south city without enough high-quality resources and school options. We are proud to support Kairos however we can both now and in the future.





GREG HAYES  
DIRECTOR

DEPARTMENT OF PARKS, RECREATION & FORESTRY  
CITY OF ST. LOUIS

5600 CLAYTON AVENUE IN FOREST PARK  
ST. LOUIS, MO 63110-1310

LYDA KREWSON  
MAYOR



DIVISION OF PARKS  
Kimberly Haegele, Commissioner

DIVISION OF RECREATION  
Evelyn O. Rice, Commissioner

DIVISION OF FORESTRY  
Alan Jankowski, Commissioner

April 27, 2018

Dear Members of the Board:

I write this letter in enthusiastic support of Kairos Academies launching in Dutchtown. As Supervisor of Marquette Recreation Center, a community center in the heart of Dutchtown, I can attest for the need of more schools in our neighborhood. Our community has the fewest high-quality school options in the city, yet the largest population of 11-18 year-olds. To ensure those children and their parents know about Kairos, we are happy to host their team at our events this summer (regularly attended by 100+ families) and at experiential information sessions next fall. We have also invited them to present at our community meetings, which bring together Dutchtown stakeholders and organizations around the common goal of serving children.

We are also pleased to organize free enrichment programming for Kairos during their two-week breaks between cycles. Marquette Recreation Center offers basketball, swimming, youth football, dance, boxing, cooking classes, arts and crafts, and other educational activities. Our dedicated coaches and staff are proud to provide these opportunities to working parents who would benefit from additional childcare and supervision during school vacations.

We are also happy to share our facilities with Kairos during the school day. While details depend on need, we are currently exploring a space-sharing arrangement for their incubation period. Marquette Recreation Center has expansive multi-purpose rooms, gym facilities, and a sizable city park at its disposal. We can more than meet Kairos' space needs, especially if we partner with adjacent and nearby non-profits who share our mission.

Kairos is using technology in creative way to provide students truly personalized attention. As youth mentors, we know the crucial role of that individualized coaching in the lives of children. Many students need one-on-one support to thrive. To best serve those students, and to empower their families with real school choice, Marquette Recreation Center is excited to partner with Kairos upon sponsorship. We look forward to working with Kairos in the future. I can be reached at [REDACTED]

Sincerely,  
Willie Ash, Recreation Supervisor 1  
Marquette Recreation Center  
4025 Minnesota Avenue  
St. Louis, MO 63118



THOMAS  
DUNN  
LEARNING  
CENTER

EDUCATION • CULTURE • ENRICHMENT • CIVICS

May 1, 2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

Dear Members of the Board:

I am writing on behalf of the Thomas Dunn Learning Center (TDLC) to support the launch of Kairos Academies in Dutchtown. Since 1930, TDLC has been enriching lives by providing engaging learning experiences for our community. We are located in the heart of Dutchtown and partner with organizations that seek to promote individual growth and enhance quality of life in our neighborhood.

Dutchtown families deserve schools as vibrant and diverse as they are. That is why we welcome new, innovative school models like Kairos to the area. Every day, TDLC engages with parents and students looking for educational opportunities in our community. Given the demand, I believe Kairos will be able to easily meet its enrollment goals. TDLC looks forward to supporting that effort by sharing information about Kairos with the families we serve. We are also happy to share our space with Kairos for recruitment events, such as information sessions and personalized learning workshops, so that families can make an informed choice about their child's educational future.

Finally, TDLC is pleased to connect Kairos with our South City Youth Council, a representative body of students in our neighborhood. This relationship allows Kairos to refine and implement their model *with* the community of students they will (hopefully) serve. After reviewing Kairos' proposal, I believe Dutchtown would benefit from the ideas, energy, and resources that they would bring if sponsored. I am excited to collaborate with Kairos in the future as our organizations work to empower students in our community.

Sincerely,



Paula Gaertner  
Executive Director, Thomas Dunn Learning Center



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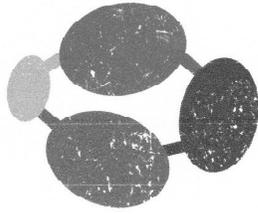
Christine Carosella

Terry Nelson

Paula Gaertner  
Executive Director

**MISSION:**

We enrich lives through engaging learning experiences. Our partnerships promote individual growth & enhance the community's quality of life.



THE  
**BiOME**  
STEAM SCHOOL

5/1/2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

Dear Members of the Board:

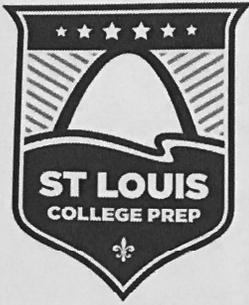
As Founding President and CEO of The Biome, I am pleased to write in support of Kairos Academies. The Biome is an elementary charter school in St. Louis that offers customized, project-based, and student-centered learning opportunities with an emphasis on growth mindset and STEAM (Science, Technology, Engineering, Art and Mathematics) education. After meeting with Kairos leaders and reviewing their proposal, I believe their vision and model align closely with our own. We endorse Kairos because our students deserve a middle school that is explicitly focused on rigorous academics, experiential learning, and self-regulation.

The Biome will serve students K-5 in 2019-2020, when Kairos plans to open. We are excited to share information about Kairos with our graduating families so that they can make informed decisions about their child's education. We would also host Kairos for an information session or recruitment workshop so parents can see their innovative personalized learning model in action. Like Kairos, The Biome has an individualized, integrated approach to pedagogy that promotes interdisciplinary, inventive thinking. Our curious, independent, and civic-minded students would be a natural fit for Kairos.

After meeting with Kairos leadership, I believe this school will fill an important and unserved niche in our city's middle and high school educational landscape. We are glad to support them going forward, including letting Kairos' founding faculty observe our operations and project-based learning ecosystem. St. Louis needs more innovative school models that push the boundaries of what school can be. Kairos is answering that call, and we look forward to working with them in the future.

Sincerely,

  
Bill Kent  
President and CEO



# ST LOUIS COLLEGE PREP

March 8, 2018  
Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

Dear Members of the Board:

As Executive Director of St. Louis College Prep, I am writing to acknowledge a potential partnership with Kairos Academies. Since 2011, St. Louis College Prep has been one of St. Louis' premier public charter schools. We are committed to providing a world-class education to our students—primarily African American, FRPL 6th-12th graders in St. Louis City.

Like Kairos, St. Louis College Prep extends the school day and runs on a year-round academic calendar. As such, we are excited to partner with Kairos around common goals. Specifically, we have discussed coordinating enrichment programming during overlapping breaks (barring those which align to St. Louis Public Schools' calendar). We have also discussed programming joint professional development during overlapping inservice weeks.

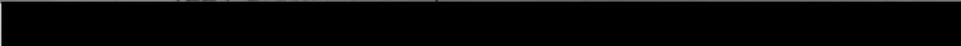
St. Louis College Prep families overwhelmingly support our year-round model, and I have shared parent surveys attesting as much with Kairos leadership. Families have not mentioned struggling to find child care/supervision during our intersession breaks. And during summer cycle (technically an optional summer school), students continue attending at the same rate as during the regular academic term. I have read and approved sections of this charter application which reference St. Louis College Prep.

After meeting with Kairos leadership, I believe collaborating could advance our shared goal of ending educational inequity in St. Louis. Long summer breaks have the greatest negative effects ("summer slide") on those with the fewest resources. We are glad Kairos is joining us in our mission to give every student an excellent education, all year round. We look forward to working with them in the future.

Sincerely,

  
Mike Malone  
Executive Director

ST LOUIS COLLEGE PREP  
1224 Grattan Street | Saint Louis, Missouri 63104

  
[www.stlcollegeprep.org](http://www.stlcollegeprep.org)

One day, all children in this nation will have the opportunity to attain an excellent education.

**TEACHFORAMERICA**

December 21, 2017

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

Dear Members of the Board:

I am writing to enthusiastically support the opening of Kairos Academies. As the Executive Director for Teach For America in St. Louis, I am certain opening this quality school choice within our city will make a positive difference in academic outcomes for its students, serve as a strong partner for our mission (striving to end educational inequity), and have a lasting impact on our community.

I strongly believe in Kairos Academies' mission, goal, and academic approach. It aligns with the work and mission we do here at Teach For America- St. Louis. At Teach For America- St. Louis we believe –beyond any doubt –that every child is capable of excellence. Students in St. Louis must be affirmed, valued, and empowered learners and leaders. They must master rigorous content and build on their own critical consciousness. Our role is to support our students by providing them opportunities that will have a profound impact on their academic achievement and personal growth. Together, with students, parents, partners, and community stakeholders, we set ambitious goals for your students' attainment, work urgently toward these goals daily, collaborate to overcome obstacles, and persist in the face of immense challenges.

Like Teach For America, Kairos Academies believes that education is the window to life's opportunities and the failure to provide a quality education can disqualify students from reaching their fullest potential. In order to provide an equitable, rigorous education, Kairos Academies focuses on a differentiated and personalized instructional model. Kairos uses the Summit Learning Platform. Built by Summit teachers, leading researchers, and Facebook engineers, the Platform lets students move at their own pace through a digital, project-based curriculum. The coursework is editable, so Kairos teachers can nuance instruction and make projects more culturally responsive. Parents and community members celebrate student curricular and extracurricular work at bimonthly Portfolio Nights, à la High Tech High. Kairos will use a flexible floor plan that will enable cooperative learning and collaboration. The state of the art, modern floor plan will resemble that of a co-working office-cum-college campus. Kairos will also run on a year-round academic calendar to ensure student learning is continuous, supportive, and accelerative.

Finally, a strong school model must have strong leadership to ensure student achievement occurs. I have complete confidence in the leadership skills of Kairos Academies' co-founders. Both of the leaders are Teach For America alumni and have recently participated in our rigorous school leaders fellowship program. Both leaders have organizational skills that enable them to be strategic and visionary leaders. As school leaders, they are always looking for advice to improve their leadership and practice. They implement feedback from coaching sessions which has allowed their leadership to become sharper and more focused, especially in the areas of building relationships, instructional leadership, and organizational leadership. What impresses me most is their vision for teaching and learning and their ability to organize their work to lead and develop a hard working team into a transformative body with a collective commitment to each other and to the students they serve. They are committed to helping teachers and students alike raise their standards and put processes in place to ensure that students reach those standards.

The community of St. Louis emphasizes relationships, passion, commitment, and diversity – all traits demonstrated by Kairos. I believe this school will be successful in their mission to provide a rigorous education for all students. Our city will benefit from the school's ability to attract talented teachers, and the entire education community will be pushed to new heights by the presence of Kairos. Above all, our students will benefit the most from having a quality public school choice in their community. As such, I strongly support Kairos Academies.

Sincerely,

  
**Dr. Warren G. Morgan II**  
Executive Director  
Teach For America- St. Louis



AN AMERICORPS PROGRAM

1204 Washington Avenue, Suite 300 • St. Louis, MO 63103 • [www.teachforamerica.org](http://www.teachforamerica.org)

PR/Award # S282B200014

Page e84

# The Opportunity Trust

April 12, 2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

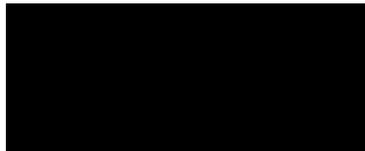
Dear Members of the Board:

As Founder and Chief Executive Officer of The Opportunity Trust, I write to offer my full support for the launch of Kairos Academies in St. Louis. The Opportunity Trust exists to ensure every child born in St. Louis is prepared to lead a life of choice and dignity as an adult. We examine barriers to economic mobility for children and families in our community, develop evidenced-based theories of systemic change, and build national and local funds dedicated to eliminating these barriers over time. Our first fund, Reimagining School, is focused on dramatically improving the quality of schools in the St. Louis region and supporting new approaches so that children are prepared to thrive in the 21st century. We believe Kairos Academies has an important and promising role to play in bringing this vision to reality.

To support their efforts, The Opportunity Trust has already provided \$25,000 to fund their charter proposal and summer pilot. We are especially excited that Kairos is opening in Dutchtown, one of the city's least served neighborhoods, and partnering with Summit Learning, the country's leading personalized learning curriculum and online management system. Should Kairos earn sponsorship, The Opportunity Trust is excited to continue supporting them in the following ways:

- Contributing to pre-operational costs, including facilities acquisition and renovation, human capital, and recruitment.
- Developing the co-founders' capacity to launch and manage Kairos, in collaboration with local educational leaders and national school leadership incubators.
- Connecting Kairos to local and national funders, parent organizers, curricula providers, and research organizations.

We are pleased to offer our support in partnership with the Kemper Foundation, which works to ensure all St. Louis families have access to educational pathways leading to economically sustainable work and choices in life. Together, we look forward to helping bring Kairos Academies to fruition.



Eric Scroggins  
Founder & CEO



8000 Forsyth Boulevard  
St. Louis, Missouri 63105-1797  
[REDACTED]  
commercebank.com

## WILLIAM T. KEMPER FOUNDATION

April 23, 2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

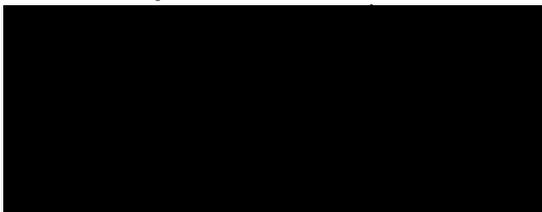
Dear Members of the Board:

The William T. Kemper Foundation has a long history of promoting educational quality in the St. Louis region. Through contributions to KIPP St. Louis, North Side Community School, City Garden Montessori and others, we have sought to expand access for St. Louis students to high-quality educational options.

As grants manager of the Kemper Foundation in St. Louis, I write in support of Kairos Academies' sponsorship. Kairos' innovative model helps advance educational opportunities in our region by providing a meaningful school choice for parents in our city. The foundation has contributed [REDACTED] to Kairos for its charter proposal and summer pilot. Should Kairos achieve sponsorship, we would welcome the opportunity to consider a request for additional financial support during their pre-opening year. We value partnerships like these because of our commitment to revitalizing educational opportunity in St. Louis.

Finally, we are pleased to offer our support in partnership with The Opportunity Trust, which seeks to meet parent demand by catalyzing new, high-performing school models in our community. Together, we look forward to working with Kairos Academies in the future.

Sincerely,



Charitable Contributions



**Strengthening  
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the communities  
they serve.**

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Suite 1715  
Detroit, MI 48202

**Missouri**

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Suite 203  
St. Louis, MO 63101

3105 Gillham Road  
Suite 200  
Kansas City, MO 64109

**Ohio**

500 South Front St.  
Suite 125  
Columbus, OH 43215

**Wisconsin**

215 North Water St.  
Suite 225  
Milwaukee, WI 53202

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

Dear Members of the Board:

On behalf of IFF, I am writing this letter to support the sponsorship of Kairos Academies. IFF is a mission-driven lender, real-estate consultant, and developer that helps strengthen the nonprofits that do critical work for people with low incomes and special needs populations. We are the largest Community Development Financial Institution (CDFI) in the Midwest and one of only a few nationally to earn the AERIS five-star, triple-A, policy-plus rating. Since 1988, we have made more than \$700 million in loans, leveraged \$2.3 billion in community investments, and grown our total managed assets to \$606 million.

We have been working deeply in Missouri since opening our office here in 2007, and in that time have lent over \$125 million to high quality early education centers, charter schools, youth development agencies, human service nonprofits and affordable housing developers among others.

Like Kairos, IFF cares deeply about expanding access to high quality educational options for families in St. Louis. We believe that Kairos' innovative, personalized learning model can provide a relevant and authentic learning experience for kids. As such, in the early years as the school works on pre-opening and early year's operations we hope to be a valuable support with both facilities advisory and flexible loan capital. As the school establishes a strong academic and operational record, we will look to provide the flexible and affordable loan capital necessary for growth, including for their high school expansion in Year 3.

To date, we have had specific discussions with Kairos on their facilities plan, including providing reasonable budgetary assumptions for the above loan [REDACTED]

[REDACTED] We will also offer facilities consulting services to ensure Kairos finds optimal spaces to incubate and permanently locate.

After meeting with Kairos leadership, I believe collaborating could advance our shared mission of strengthening our community through educational excellence. It is clear that Kairos has been thoughtful and diligent in developing its school model and operational plan and we can envision a future when Kairos is providing a high quality educational experiences for many St. Louis families. We look forward to working with Kairos Academies in the future.

Sincerely,

[REDACTED]

4-27-18





April 25, 2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

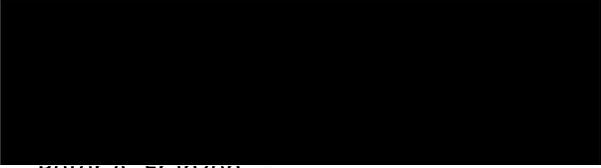
Dear Members of the Board:

I am writing to express our support of Kairos Academies.

CEAM engages business and civic leaders to heighten awareness about policies impacting education and trains parent advocates to take action in Jefferson City and across the state. CEAM supports effective schools of all kinds and, like Kairos, CEAM strives to improve St. Louis' education system by promoting a diversity of high-quality school options for parents and their children.

Last summer CEAM partnered with Kairos to engage Dutchtown families through a community canvass. Although Dutchtown is one the most densely populated neighborhoods in St. Louis, there are very few high-performing schools in the area. Parents' response to more school options generally, and to Kairos' innovative model in particular, was overwhelmingly positive. Given the community feedback and signatures collected last summer, we have agreed to partner with the Kairos again this summer for a second campaign. CEAM will train Kairos' summer interns and other volunteers, provide neighborhood walking routes, and support data collection and communication efforts.

After working closely with the Kairos leadership team over the past year, I believe collaborating in the future will advance our shared mission of strengthening school choice. CEAM is excited to continue engaging parents, knocking on doors, and publicizing Kairos while the founding management team works to recruit students next year during pre-opening. Our city would benefit from adding an innovative school like Kairos to our educational landscape.

  
Peter A. Franzen  
Associate Executive Director

address  
1310 Papin Street  
Suite 106  
St. Louis, MO 63103  
phone  
  
web  
[www.ceamteam.org](http://www.ceamteam.org)

January 22, 2018

Gavin Schiffres  
Kairos Academies  
4534 Olive St., Room #204  
St. Louis, MO 63108

Dear Gavin,

The Yale Office of Career Strategy welcomes the participation of Kairos Academies in Yale's Coordinated Internship program in St. Louis, "Bulldogs by the Big Muddy."

The Yale-coordinated Domestic Internships Program supports Yale undergraduate students in their transition from student to professional, and facilitates career exploration in several U.S. cities, including St. Louis. The program is offered through the Office of Career Strategy, and provides Yale students with substantive internship opportunities for 8-10 weeks over the summer under the management of a supervisor. Each location offers internships in a variety of career fields including the arts, politics, technology, community advocacy, think tanks, finance, journalism, and law. Many opportunities are offered by Yale alumni and friends of Yale. Housing for Yale interns is coordinated in several locations, including St. Louis. In all locations, the local Yale Club organizes mentorship opportunities, events, and activities for the Yale cohort. This support compliments the students' professional experiences, and creates a strong community for Yale students in these cities.

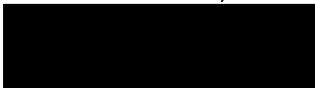
In a Yale-coordinated Internship, students are supported by the Office of Career Strategy in professional development and internship logistics. The Office of Career Strategy assists both students and employers through the application and offer processes, and provides professional support throughout the summer. Opportunities are posted through the online system, Yale Career Link, which is managed by the Office of Career Strategy.

Not all organizations who offer an internship through the program are able to provide funding for their intern. Since Kairos Academies is a registered 501(c)3 organization, Yale students on financial aid may be eligible to apply for and receive funding of \$4,000 through Yale's Domestic Summer Award to fund their summer experience at the organization. Additional information regarding this Award is available online at <http://ocs.yale.edu/yale-college/domestic-summer-award-dsa>.

Thank you for your consideration of the Bulldogs by the Big Muddy program! We look forward to working with you.

Sincerely,  
Janelle Lewis

Janelle Lewis  
Assistant Director, Yale Office of Career Strategy



**Yale** *Office of Career Strategy*

PR/Award # S282B200014

Page e90



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## Summit Learning Invitation

1 message

---

### Summit Learning Program [REDACTED]

To: Jack Krewson [REDACTED]

Cc: Patty Suquilanda [REDACTED]

Hello Jack and Gavin,

The Summit Learning Program hopes to partner with schools all around the United States to meet the needs of every individual student in their classroom. Summit Learning partners with every school that can meet the program requirements as outlined here.

Kairos Academies has submitted an application that meets all of the programmatic requirements to be accepted into the Summit Learning Program. We look forward to partnering with Kairos and we offer an invitation to Summit Learning Fundamentals. Summer Learning Fundamentals will launch in the fall. We also look forward to supporting a full implementation at Kairos as part of the Summit Learning Program for the 19-20 school year.

Thanks,  
New School Partnerships Team

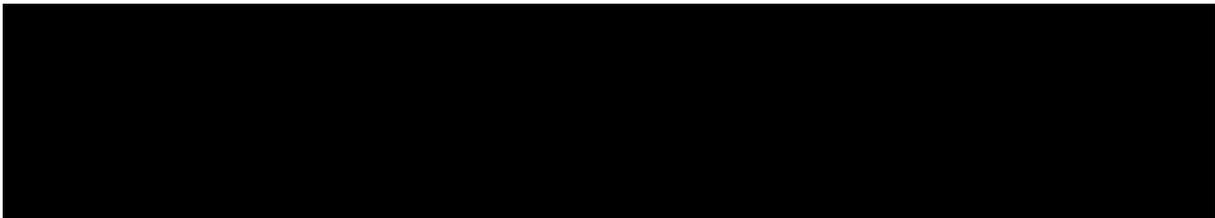


February 8, 2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO 65102

Dear Members of the Board:

I am writing to confirm that the International Institute of St. Louis would consider a lease or the sale of our property located at 3654 S. Grand Blvd. in South St. Louis City to Kairos Academies. We welcome the addition of Kairos Academies to the community and hope to find significant avenues for collaboration.



considerably in updating, renovating, and ensuring ADA compliance of the facility. Structurally, it is sound – for instance, the new roof is less than five years old.

After meeting with Kairos leadership, I believe their innovative model will add an important, new option for St. Louis families. We look forward to working with Kairos Academies to help make their dream a reality.



Anna E. Crosslin  
President and CEO

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*Immersion  
Investment  
Inclusion*



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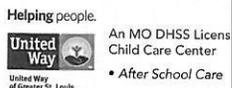
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- Honorable Paul J. Simon

- Advisory Board
- John Fabick, IV
- Raymond Mungenast
- Max Nall
- Ann Pace, CSJ
- Rick Voytas
- Michael Weisbrod

Executive Director  
Prescott W. Benson

Director of Development  
Robert Puricelli



May 1, 2018

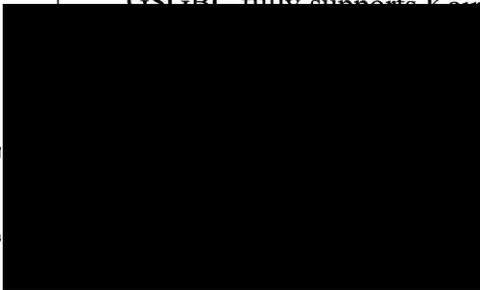
Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO 65102

Dear Members of the Board:

The Gene Slay's Girls & Boys Club of St. Louis (GSGBC) is excited to partner with Kairos Academy: St. Louis. Kairos lives up to its name in creating new opportunities for area youth in preparation for high school graduation and beyond. By encouraging free thinking and allowing children to practice self-management, Kairos' mission fits with GSGBC's goal of empowering girls and boys in the St. Louis metropolitan area to realize their physical, intellectual, and emotional potential. Upon completion of a \$500,000 renovation, our Dutchtown expansion site will begin programming in the summer of 2019; the facility serves as an ideal workspace for Kairos to run its programming alongside GSGBC's 21<sup>st</sup> century learning environment.

A partnership with Kairos Academy will be dependent on several factors in a lease to be drafted between GSGBC and our Dutchtown location property owner. Located at the corner of Pulaski and Compton, our forthcoming Club is approximately 11,000 sq/ft with ample classroom space, a gymnasium, spacious professional kitchen, and an updated HV/AC unit. In conversation with Kairos' representatives, the lease with Kairos is an agreed upon amount

GSGBC believes its connection to Kairos Academy will be a vital component to enrich area kids with comprehensive youth development programs in a neighborhood that's prone to school dropouts, violence, and increasing poverty rates. We look forward to welcoming Kairos to the community to help achieve its academic and social development goals. GSGBC fully supports Kairos' mission within the community.



, MA

Robert Puricelli  
Director of Development

2524 South Eleventh Street • St. Louis, MO 63104 • [Redacted] • www.gsbcstl.org

PR/Award # S282B200014

A Place To Grow. A Way To Grow.





3636 Texas Ave. St. Louis, MO 63118

[Redacted] intersectstl.org

To Whom it May Concern:

We are writing to express our support and interest in partnering with Kairos in providing high quality and innovative arts programming to the Duthchtown neighborhood.

The Intersect Arts Center is a non-profit that provides arts resources to the community including artists' studios spaces, in-school and afterschool programing for youth, conflict resolution and violence prevention through the arts curriculum, summer paid arts apprenticeships, exhibitions, concerts, lectures, and community maker spaces. We are excited to partner with great local organizations and creative people to create beautiful and healthy neighborhoods!

Intersect is open to providing an artist residency model that would include 3 month rotations. Students will have the benefit of learning from a wide variety of instructors who are accomplished and active professionals in their various mediums. Students will also be exposed to a wide variety of teaching, learning, and working styles that can help form both their interest and appreciation for the arts and facilitate a deeper range or creative problem solving skills.

Intersect Arts would accommodate a range of on-site instruction, that could include glass working, ceramics, woodworking, papermaking, digital curriculum, video, photography, visual art, music, dance, creative writing, poetry, theater, culinary arts, etc. These classes would occur during the middle of the school day and could include some Saturday experiential learning trips.

[Redacted]

In Partnership,

Sarah Bernhardt

[Redacted]



February 23, 2018

To Whom It May Concern:

On Friday, February 9, 2018, I met with Jack Krewson and Gavin Schiffres of Kairos Academies. Mr. Krewson and Mr. Schiffres are interested in incorporating an artist-in-residence into their overall school design plan. We discussed different ways that this programmatic decision might look in a charter school context.

The Center of Creative Arts (COCA) partners with more than 40 schools, community centers and retirement homes throughout the St. Louis Metro Area. For those organizations, COCAedu provides ongoing arts learning and arts integration residencies throughout the calendar year, totaling more than 270 multi-week engagements annually. Our current residencies vary in scope from 10-week painting classes to STEAM (science, technology, engineering, art and math) residencies that span many months.

As a next step of our conversation on February 9, I agreed to craft a letter outlining the various ways an arts learning partnerships could look between Kairos and COCAedu. Everything in this letter is based on current information about the school and current teaching artists and supply costs for COCA. Should this partnership move forward, a formal proposal will be created with input from both Kairos and COCAedu.

Kairos will hold seven cycles each year, each lasting five weeks. The following outlines two possible options for an artist in residency program for one five-week cycle.

- One teaching artist teaches for three hours a day at Kairos, Monday through Thursday (4 days/week)
- One COCAedu Program Manager supports planning, execution, on-the-ground coaching of Teaching Artist and all communication between Kairos and COCA
- Teaching artist is compensated for 30 minutes of grading each week and 1 hour of planning each week
- All supplies for residency are procured and supplied by COCA

- One teaching artist teaches for three hours a day at Kairos, Monday / Wednesday / Friday (3 days/week)
- One COCAedu Program Manager supports planning, execution, on-the-ground coaching of Teaching Artist and all communication between Kairos and COCA
- Teaching artist is compensated for 30 minutes of grading each week and 1 hour of planning each week
- All supplies for residency are procured and supplied by COCA

We hope this information is helpful in budget planning, school design and grant proposals. We look forward to a continued conversation about partnership options for Kairos and COCA.

Should you have any additional questions, please do not hesitate to contact me at [REDACTED]

Respectfully,

[REDACTED]

Abby Crawford  
COCAedu Director of Education and School Partnerships



**INSTITUTE FOR SCHOOL PARTNERSHIP**

Washington University in St. Louis

March 13, 2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO 65102

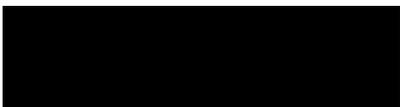
Dear Members of the Board:

As the Associate Director of the Institute for School Partnership (ISP), I am writing to acknowledge a potential partnership with Kairos Academy. The ISP is Washington University in St. Louis' signature effort to strategically improve teaching and learning within the K-12 education community. At ISP, we collaborate with school and district leadership to create strategic partnerships that are focused on improving students' development and success. ISP has a major focus on STEM education, which includes our MySci program, a regional partnership with Code.org, and a technology focused program, called MySci Do. Our work in this area aligns with the work Kairos is doing to bring project-based learning to students and the programs and resources we offer would complement the work Kairos is doing through the Summit Learning program. A partnership between ISP and Kairos would further their mission to prepare students to be problem solvers and innovators.

Specifically, we discussed that ISP could provide Kairos' teachers with access to a free STEM materials and equipment lending service that includes STEM resources, such as microscopes, hominid skull sets, electrophoresis systems, etc. In addition, ISP is a regional partner for Code.org. Through this partnership ISP is able to offer Kairos' teachers professional development and ongoing training to implement rigorous computer science coursework with students. Finally, through our partnership with the Little Bit Foundation, ISP has developed curriculum focused on MakerSpace, engineering, and robotics. As Kairos prepares to open we will partner to discuss opportunities to incorporate these options into the holistic coursework offered through Summit Learning and discuss how these tools can be used to support extracurricular activities, such as FIRST Lego League.

We are encouraged and excited by Kairos' shared focus on applied, project-based STEM learning for all students. We look forward to welcoming them into the St. Louis educational community and building a partnership with Kairos in the future.

Best,



Rachel Ruggirello, Ph.D.  
Associate Director  
Institute for School Partnership





Transforming Teens. Changing Communities.

Wyman Center  
600 Kiwanis Drive  
Eureka, MO 63025

Experiencewyman.org

February 02, 2018

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

Dear Members of the Board:

As the Group Events Development Specialist at Wyman St. Louis, I am writing to acknowledge a potential partnership with Kairos Academies. Like Kairos, Wyman strives to empower teens from economically disadvantaged circumstances to lead successful lives and build strong communities. We envision a day when all young people America will thrive in learning, work, and life. We are excited to potentially partner with Kairos around the common goal of empowering student independence through experiential learning.

Specifically, we have discussed contracting for the use of our campsite during October, 2019 for 115 students and staff for 3 to 5 days. During this time we have the capacity to coordinate leadership development activities and enrichment programming (eg. Outdoor education, high ropes course, induction bonfire, and orienteering challenges). Depending on programming needs, [REDACTED] per night.

After meeting with Kairos leadership, I believe collaborating would advance our shared missions. We look forward to working with Kairos in the future.

Sincerely,



Angela Warren  
Events Development  
Wyman St. Louis



St. Louis County  
Children's Service Fund  
*Keeping Kids First*



Proud member of

United Way  
of Greater St. Louis





4/5/2018

Missouri State Board of Education

P.O. Box 480

Jefferson City, MO, 65102

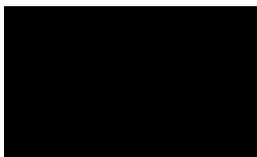
Dear Members of the Board:

As Missouri Regional Director of EdOps, I am writing to acknowledge a potential partnership with Kairos Academies. Our mission is to help school leaders focus their finite time on student achievement by alleviating the demands of the financial, operational, and compliance aspects of running a school. We endeavor to share our deep understanding of the business and regulatory challenges that schools face in order to raise the standard of service that schools receive.

Like Kairos, EdOps is deeply committed to educational quality. As such, we have already begun advising Kairos on the operational considerations of their charter application and future school. Should they be approved, we would be excited to work with Kairos during their preoperational year. As of the date of this letter, their budget estimates for back office services during the preoperational year and ongoing are in good faith. Likewise, we intend to provide the scope of services outlined in their application at the identified cost.

After working extensively with Kairos leadership, I believe collaborating could advance our shared mission of supporting the Missouri Charter Market. Our community and students would benefit from having Kairos as an innovative, new school option. We look forward to working with Kairos Academies in the future.

Sincerely,



Paul Greenwood  
Regional Director  
EdOps



## GADELLNET

3/14/2018

Missouri State Board of Education

P.O. Box 480

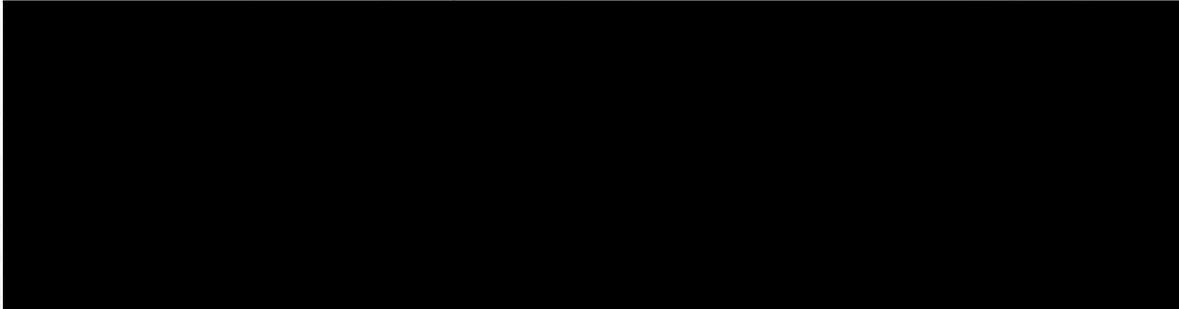
Jefferson City, MO, 65102

Dear Members of the Board:

As Education Technology Architect of GadellNet Consulting Services, I am writing to acknowledge a potential partnership with Kairos Academies.

GadellNet Consulting Services is committed to supporting school success in the St. Louis and Indianapolis areas, providing technology support and strategic consulting around the intersection of technology, operations, and academics. Our school customers in St. Louis include KIPP: St. Louis, Lafayette Preparatory Academy, Hawthorn Leadership School for Girls, and others. We are especially excited to partner with schools in the incubation stage like Kairos because we know that circumspect technology decisions at the beginning of a school's career allow leaders to avoid IT headaches and focus on the levers that will take them through the long haul (culture, routines, procedures).

Like Kairos, GadellNet seeks to enrich the educational experience through technology. As such, we are excited to potentially partner with Kairos. Specifically, we have discussed

- Strategic discovery process and development of a long-term IT plan with the Kairos leadership team ahead of school construction
- IT infrastructure installation during the last phase of construction
- 

We look forward to working with Kairos Academies in the future.

Sincerely

  
Drew McAllister  
Education Technology Architect  
GadellNet Consulting Services, LLC

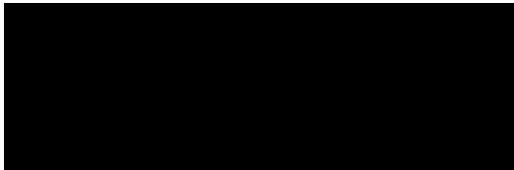


Spencer Toder, MBA  
7830 Delmar Blvd.  
St. Louis, MO 63130

To whom it may concern:

Confluence Realty Advisors is pleased to be engaged to represent Kairos Academies' real estate interests. With over \$100m in represented transactions in St. Louis alone over the course of the past decade, Confluence Realty Advisors is a regional brokerage firm with a noted track record for providing significant value, seeing a transaction through from property identification to well past completion. In 2014 lead broker Spencer Toder was honored to receive the Economic Impact Award from the Commercial Real Estate Women's group (CREW), for his work in economically challenged areas. Confluence Realty Advisors is a strong supporter of the Kairos mission and as such has is proud to commit no less than 50% of its earned commission to Kairos.

Sincerely,



Spencer Toder  
Broker  
Confluence Realty Advisors



04.25.18

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO, 65102

Dear Members of the Board:

As Executive VP of Sales of Color Art, I am writing to acknowledge a potential partnership with Kairos Academies.

- **At Color Art know we that space matters. As St. Louis' largest interior solution provider we have the practical experience and access to research that gives our schools a unique advantage. We are committed to putting our knowledge and research to work and helping schools create the best environments for learning. Color Art is proud to work with the following schools: Christian Brothers College, Visitation Academy, Saint Louis University High School, Cor Jesu Academy, De Smet High School, Saint Louis University, UMSL and MO S&T.**

Like Kairos, Color Art believes that the design of a space should support its mission. As such, we are excited to partner with Kairos to create a flexible environment that better prepares students for the education spaces of the 21st century. Specifically, we have discussed:

- **Furniture needs based on their space vision**
- **Pro-bono design work to create fundraising brochures with a visual mockup of their space vision**
- **Scaling costs over their incubation stage to reflect available capital as presented in their budget**
- **Searching for discount or resale furniture through our corporate partners**

After meeting with Kairos leadership, I believe collaborating could advance our shared mission of providing the best places for students to do their best work. The St. Louis Community would benefit from having Kairos as an innovative, new school option. We look forward to working with Kairos Academies in the future.

Sincerely,



Todd Nixon  
Executive VP of Sales

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

DEPARTMENT OF THE TREASURY

Date: **SEP 29 2017**

KAIROS ACADEMIES  
C/O GAVIN SCHIFFRES  
5062 WATERMAN BLVD  
ST LOUIS, MO 63108

Employer Identification Number:  
[REDACTED]  
DLN:  
[REDACTED]  
Contact Person:  
SHEILA M ROBINSON ID# [REDACTED]  
Contact Telephone Number:  
[REDACTED]  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
November 14, 2016  
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.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

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

Letter 947

KAIROS ACADEMIES

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.

Sincerely,



Director, Exempt Organizations  
Rulings and Agreements

Letter 947



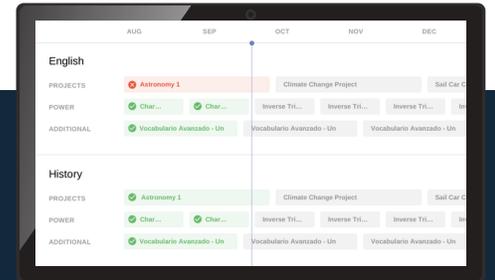
## Appendix M: 5-Year Budget and Statements of Cash Flow

**KAIROS ACADEMIES**  
**FIVE-YEAR OPERATING BUDGET**  
budget as of 10/15/18

| ENROLLMENT BY GRADE                    | Projected |            |            |            |            |            |
|--|-----------|------------|------------|------------|------------|------------|
|  | PRE-OP    | YEAR 1     | YEAR 2     | YEAR 3     | YEAR 4     | YEAR 5     |
| Sixth                                  |           | 115        | 100        | 100        | 100        | 100        |
| Seventh                                |           |            | 100        | 100        | 100        | 100        |
| Eighth                                 |           |            |            | 100        | 100        | 100        |
| Ninth                                  |           |            |            |            | 100        | 100        |
| Tenth                                  |           |            |            |            |            | 80         |
| <b>TOTAL KAIROS STUDENT ENROLLMENT</b> | <b>0</b>  | <b>115</b> | <b>200</b> | <b>300</b> | <b>400</b> | <b>480</b> |
| <i>Year Over Year Growth</i>           |           |            | 74%        | 50%        | 33%        | 20%        |



What should education look like **in the 21st century?** How can we prepare kids for **power & opportunity** in the St. Louis of tomorrow?



REIMAGINING SCHOOL



**Personalized Learning**

Every child has different strengths and weaknesses, so we use coursework that adapts to the unique learning needs of each student. With an internet of resources, personal laptops empower students to learn in the way and at the pace that is best for *them*.

Factory-line school schedules teach kids to be followers, not leaders. Success in life, though, requires independence—students must learn *how* to learn on their own. At Kairos, we teach students to manage *their own* time just like a college student or modern-day professional.



**1:1 Coaching**

Our kids meet every day with a personal coach, who helps them manage their behavior, study habits, and schedule. Coaches work closely with families to help students make responsible choices about how, when, where, and with whom to learn. At Kairos, we believe *students* must own their education.

Our kids don't just talk about working across lines of difference—they practice it by leading their study groups, extracurricular clubs, and Hogwarts-style houses. From mediating peer discipline to advising our school board, it's students that truly own our community.



**Student Leadership**



**Year-Round Education**

Instead of a long summer break and even longer semesters, Kairos runs year round on two-month cycles. Students work hard for five weeks, then recharge for two. During those two-week breaks, faculty analyze data, meet with families, and plan targeted supports so that the next cycle is even better for our kids.

WORLD-CLASS CURRICULUM

Kairos is proud to partner with Summit Learning, the country's leader in **project-based, culturally responsive coursework**.

Together, we will bring St. Louis children best-in-class materials, **designed at Stanford** and housed in an **online learning platform built by Facebook engineers**.

U.S. News & World ranked Summit **one of America's best schools**, awarding their curriculum a Gold Medal.



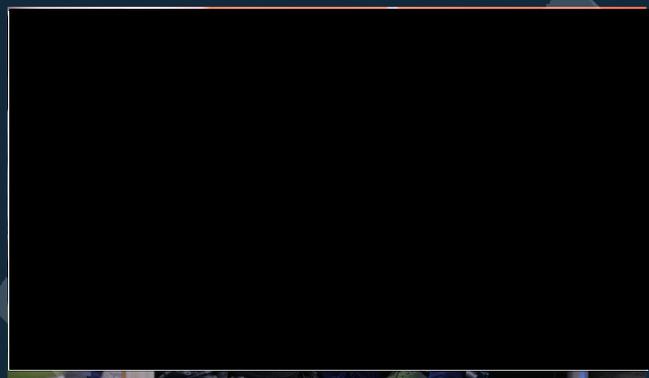
**Summit Learning**

**98%** of Summit students are accepted to college and they graduate from college at **2x** the national rate



**EDUCATING THE WHOLE CHILD** >>>>

Students need more than just academics. That's why **our model is grounded in socialemotional best practices**: student circles, relationship work, and restorative justice. Diverse by design, Kairos is working to integrate St. Louis one class at a time.

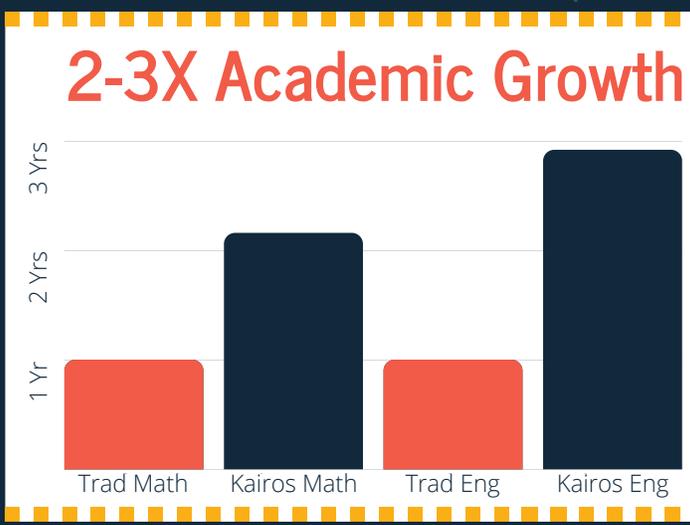


**86%** of students cited choice as a major motivation

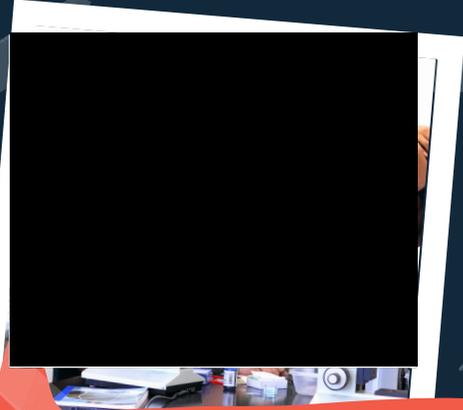
and increased choice → increased productivity for **92%**

**89%** found coaching helped them manage their time

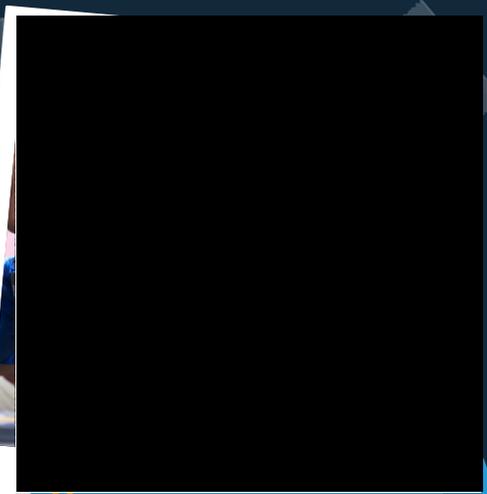
reported feeling more confident and independent **93%**



Kairos students grew **2-3 times as fast** as those in traditional classrooms. In just half a year, **our students grew multiple grade levels in both English and math!**



**“When I’m responsible, my coach gives me the choice to study how I want. I like whiteboarding my ideas out with friends and teachers.”**  
*Rowan (6th Grade)*



**“Projects are fun. We get to do what adults do in the real world. We were studying cells, so we ran an experiment on our own cheek cells. It was cool that actual scientists use what we’re learning.”**  
*Terance (6th Grade)*

**“lets me work at my own pace. I can move faster when it’s easy, and if I don’t get it, I can slow down.”**  
*Gabe (6th Grade)*

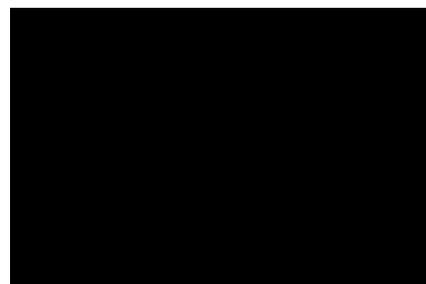
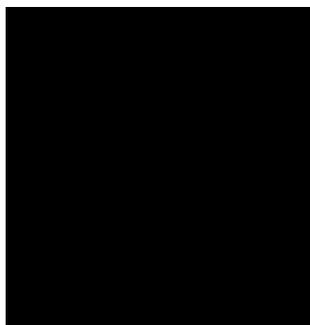
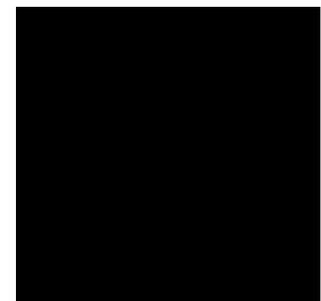
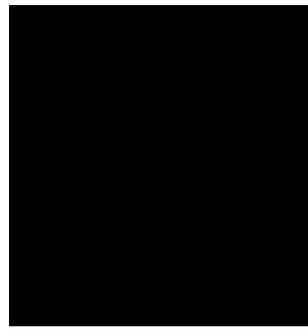








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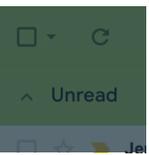






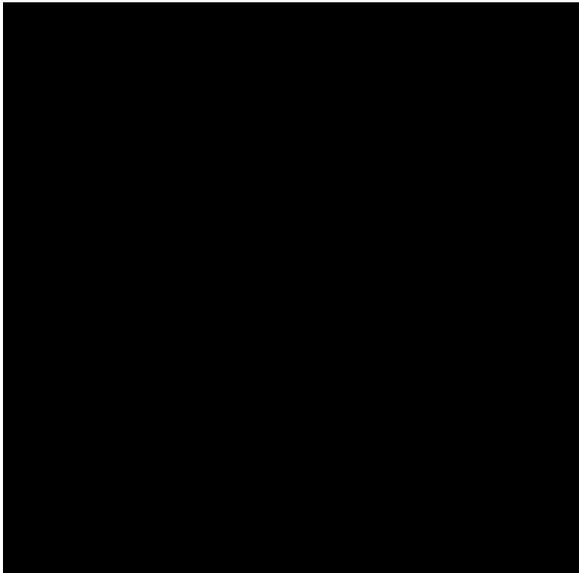








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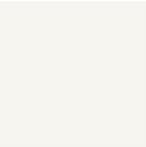






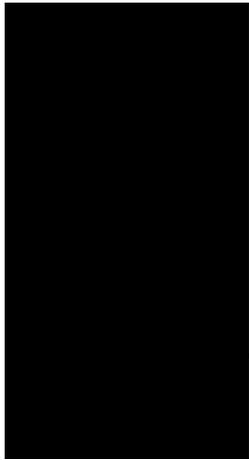
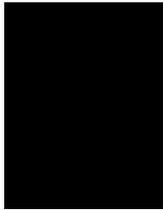












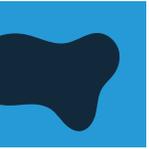
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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

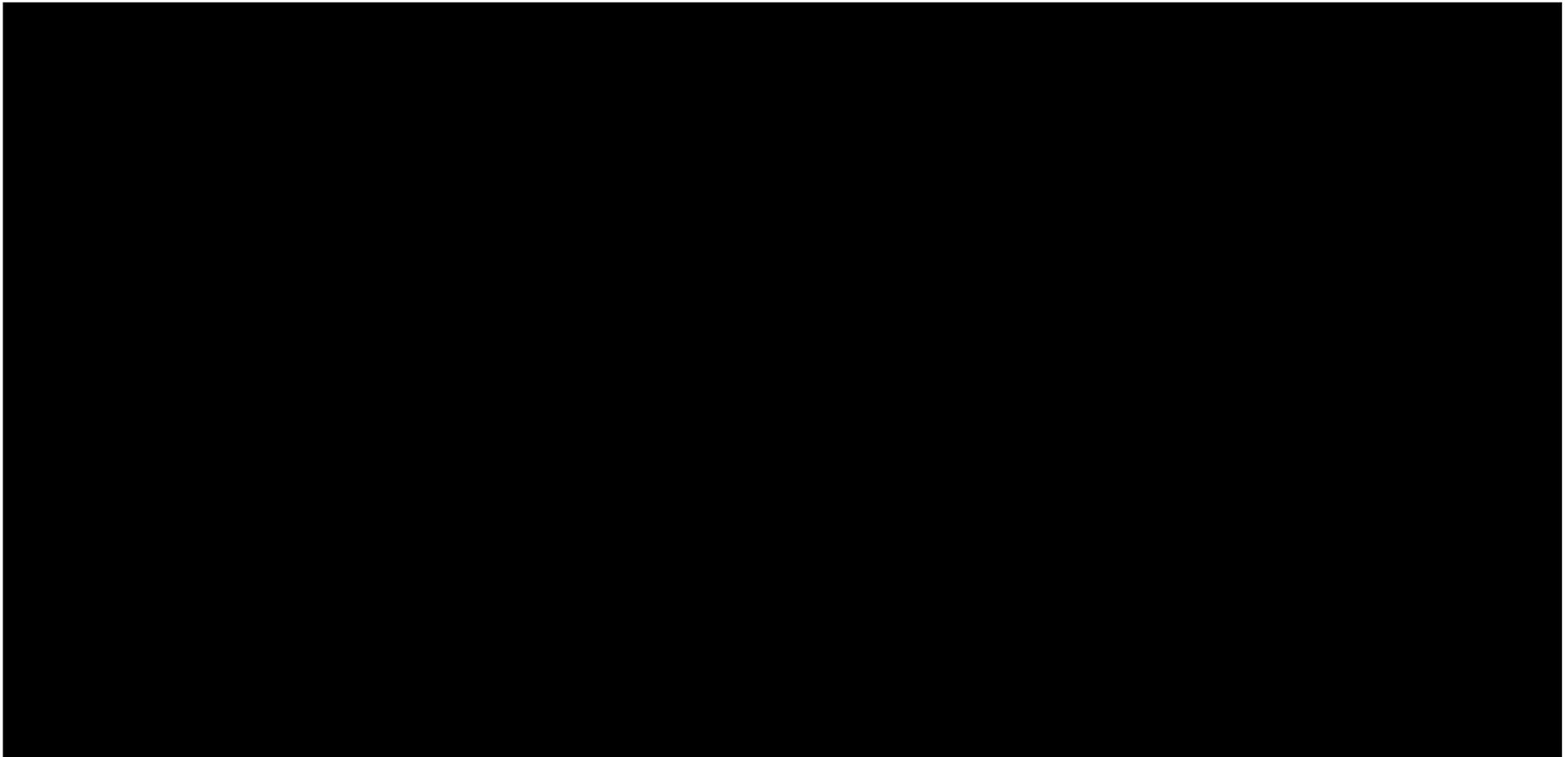
[Add Optional Budget Narrative](#)

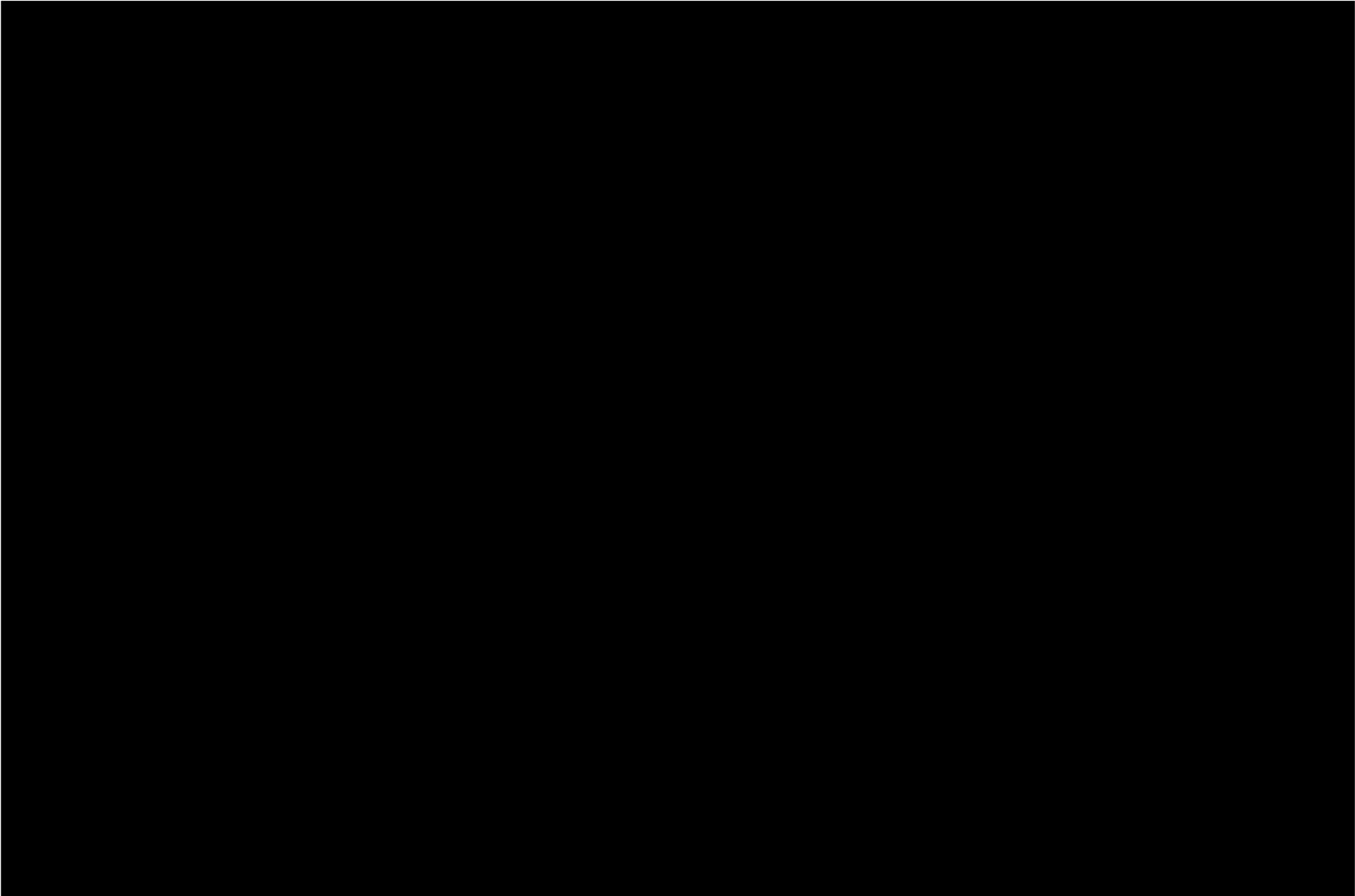
[Delete Optional Budget Narrative](#)

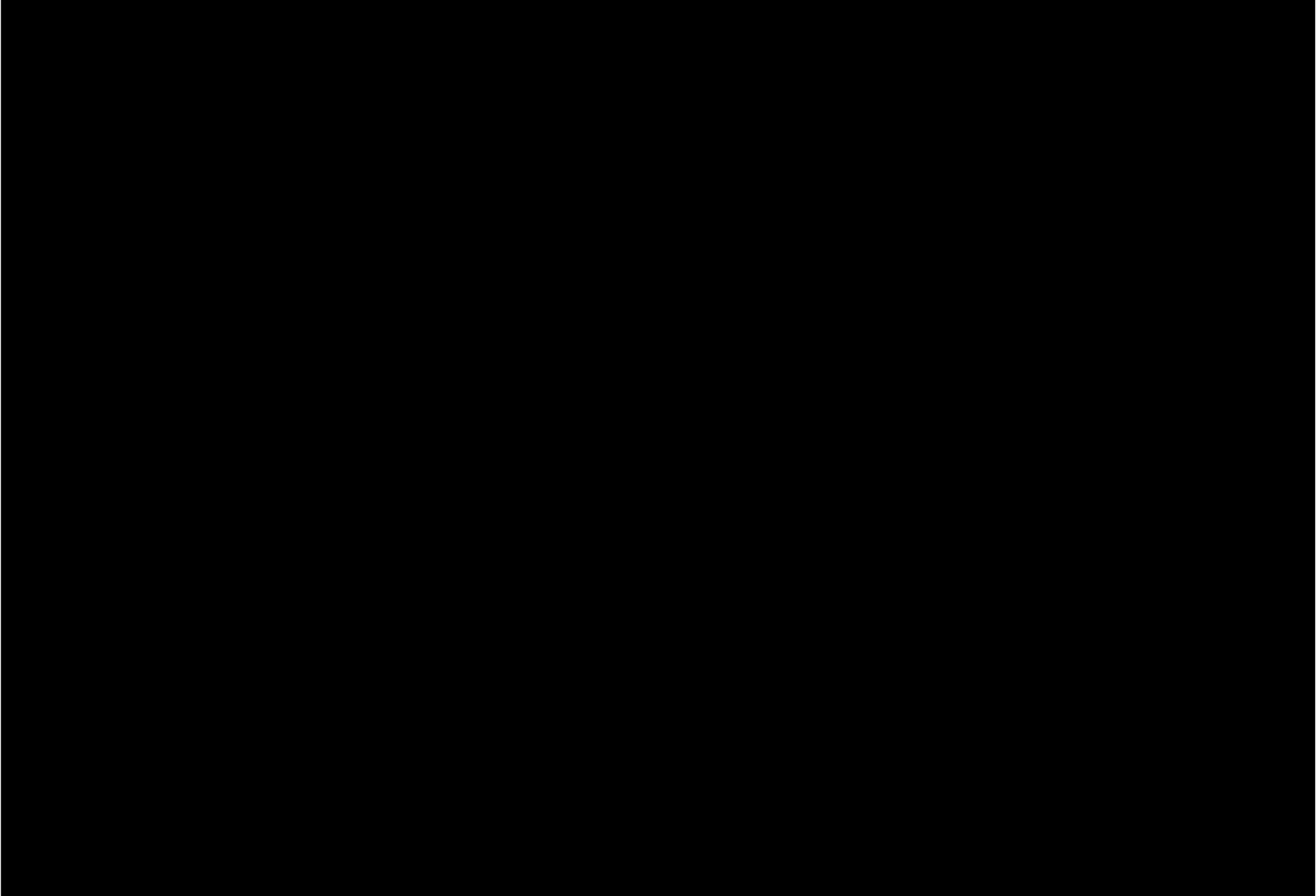
[View Optional Budget Narrative](#)

### Budget Narrative

The items in the below table align with the project budget submitted on ED-524. Item numbers in the table align with the numbers for the activities included in the Project Plan within Table 1 in the Management Plan section of the project narrative. The basis for the budgeted cost of each item is provided in the Justification column of the table.

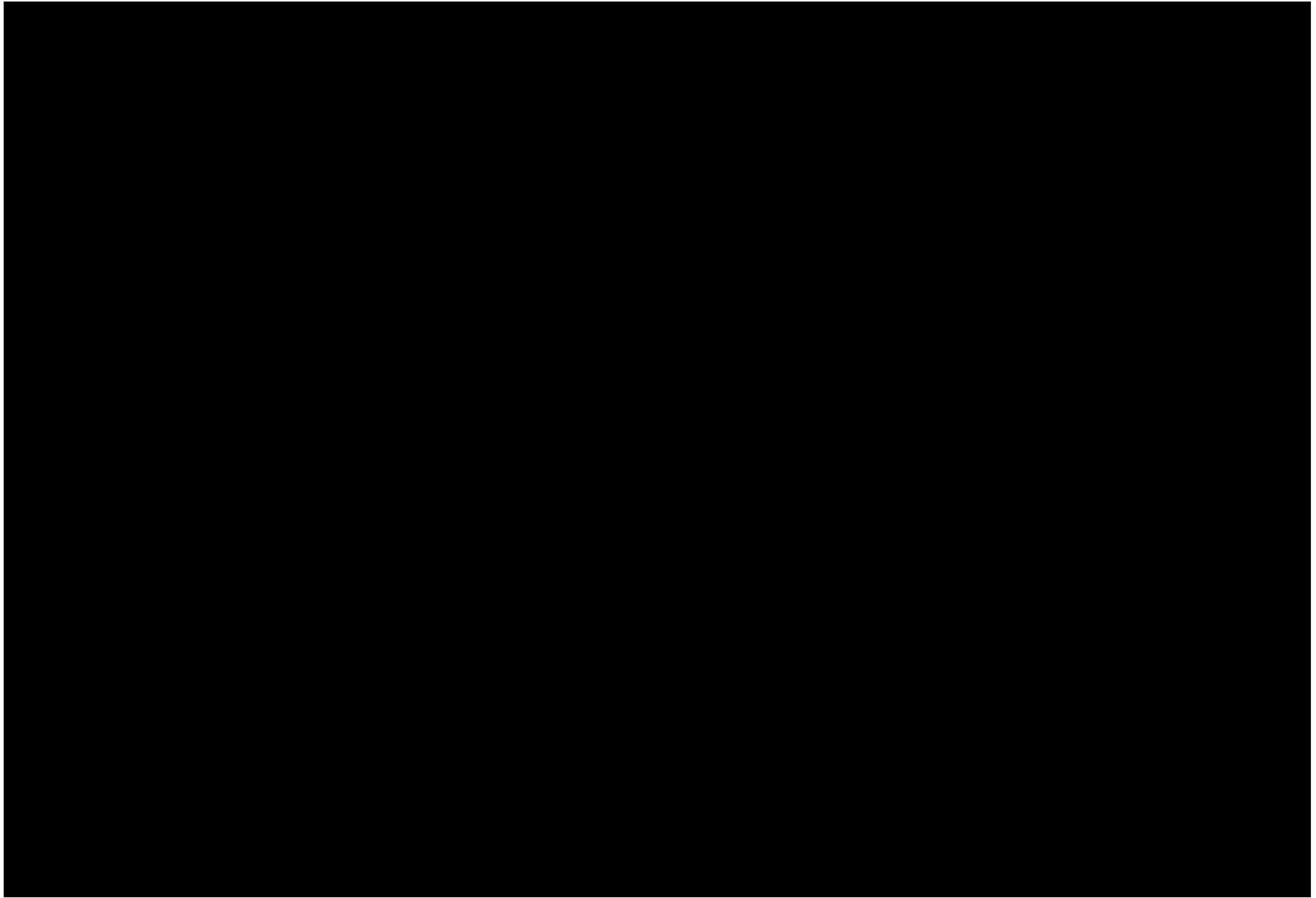








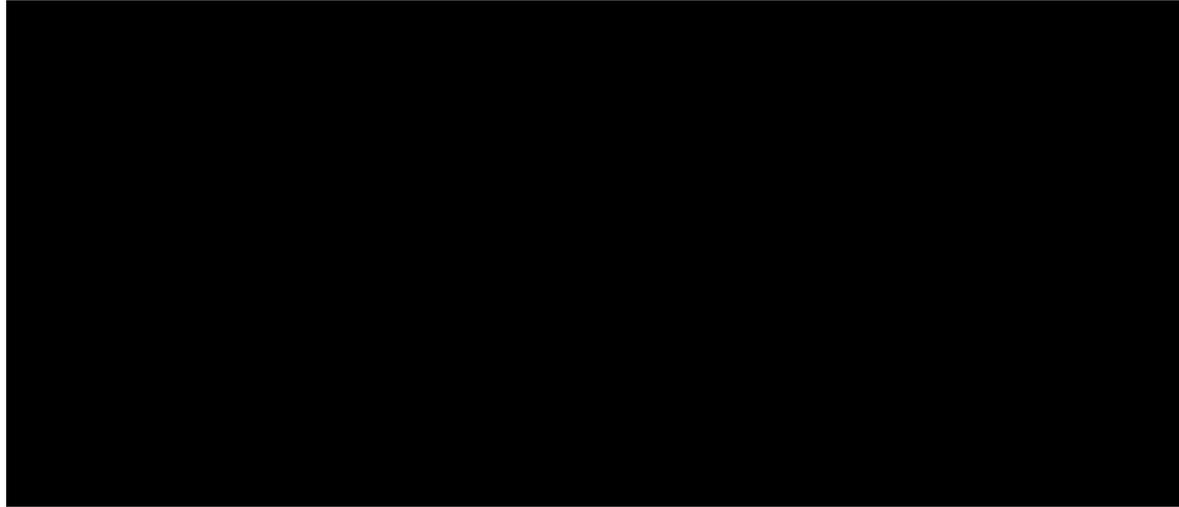






Project Budget by Year and Category







**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:**

Kairos Academies

**1. Project Objective:**

1. Support the opening and growth of the Kairos Academies as planned and meet the needs of the community's underserved student population.

| 1.a. Performance Measure                                 | Measure Type | Quantitative Data |       |   |
|--|--------------|-------------------|-------|---|
|  |              | Target            |       |   |
|  |              | Raw Number        | Ratio | % |
| Number of charter schools in operation around the Nation | GPRA         | 1                 | /     |   |

| 1.b. Performance Measure         | Measure Type | Quantitative Data |       |   |
|----------------------------------|--------------|-------------------|-------|---|
|                                  |              | Target            |       |   |
|                                  |              | Raw Number        | Ratio | % |
| Year 1: Federal cost per student | GPRA         | 6,830             | /     |   |

| 1.c. Performance Measure         | Measure Type | Quantitative Data |       |   |
|----------------------------------|--------------|-------------------|-------|---|
|                                  |              | Target            |       |   |
|                                  |              | Raw Number        | Ratio | % |
| Year 2: Federal cost per student | GPRA         | 5,034             | /     |   |

| 1.d. Performance Measure         | Measure Type | Quantitative Data |       |   |
|----------------------------------|--------------|-------------------|-------|---|
|                                  |              | Target            |       |   |
|                                  |              | Raw Number        | Ratio | % |
| Year 3: Federal cost per student | GPRA         |                   | /     |   |

| 1.e. Performance Measure         | Measure Type | Quantitative Data |       |   |
|----------------------------------|--------------|-------------------|-------|---|
|                                  |              | Target            |       |   |
|                                  |              | Raw Number        | Ratio | % |
| Year 4: Federal cost per student | GPRA         | 4,166             | /     |   |

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

| 1.f. Performance Measure  | Measure Type | Quantitative Data |       |  |   |
|---------------------------|--------------|-------------------|-------|--|---|
|                           |              | Target            |       |  |   |
|                           |              | Raw Number        | Ratio |  | % |
| Year 1: School enrollment | PROJECT      | 240               | /     |  |   |

| 1.g. Performance Measure  | Measure Type | Quantitative Data |       |  |   |
|---------------------------|--------------|-------------------|-------|--|---|
|                           |              | Target            |       |  |   |
|                           |              | Raw Number        | Ratio |  | % |
| Year 2: School enrollment | PROJECT      | 360               | /     |  |   |

| 1.h. Performance Measure  | Measure Type | Quantitative Data |       |  |   |
|---------------------------|--------------|-------------------|-------|--|---|
|                           |              | Target            |       |  |   |
|                           |              | Raw Number        | Ratio |  | % |
| Year 3: School enrollment | PROJECT      | 360               | /     |  |   |

| 1.i. Performance Measure  | Measure Type | Quantitative Data |       |  |   |
|---------------------------|--------------|-------------------|-------|--|---|
|                           |              | Target            |       |  |   |
|                           |              | Raw Number        | Ratio |  | % |
| Year 4: School enrollment | PROJECT      | 360               | /     |  |   |

**2. Project Objective:**

2. Set the bar for academic excellence in St. Louis, meeting targeted proficiency levels which are approximately 65% higher than the proficiency levels of students in the St. Louis Public School District.

| 2.a. Performance Measure   | Measure Type | Quantitative Data |       |     |       |
|--|--------------|-------------------|-------|-----|-------|
|  |              | Target            |       |     |       |
|  |              | Raw Number        | Ratio |     | %     |
| Year 2: Percent of 8th grade students proficient or better in language arts on state assessments | GPRA         |                   | 78 /  | 120 | 65.00 |

| 2.b. Performance Measure   | Measure Type | Quantitative Data |       |     |       |
|--|--------------|-------------------|-------|-----|-------|
|  |              | Target            |       |     |       |
|  |              | Raw Number        | Ratio |     | %     |
| Year 3: Percent of 8th grade students proficient or better in language arts on state assessments | GPRA         |                   | 90 /  | 120 | 75.00 |

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

| 2.c. Performance Measure   | Measure Type | Quantitative Data |           |       |  |
|--|--------------|-------------------|-----------|-------|--|
|  |              | Target            |           |       |  |
|  |              | Raw Number        | Ratio     | %     |  |
| Year 4: Percent of 8th grade students proficient or better in language arts on state assessments | GPRA         |                   | 102 / 120 | 85.00 |  |

| 2.d. Performance Measure  | Measure Type | Quantitative Data |          |       |  |
|---|--------------|-------------------|----------|-------|--|
|   |              | Target            |          |       |  |
|   |              | Raw Number        | Ratio    | %     |  |
| Year 2: Percent of 8th grade students proficient or better in math on state assessments | GPRA         |                   | 72 / 120 | 60.00 |  |

| 2.e. Performance Measure  | Measure Type | Quantitative Data |          |       |  |
|---|--------------|-------------------|----------|-------|--|
|   |              | Target            |          |       |  |
|   |              | Raw Number        | Ratio    | %     |  |
| Year 3: Percent of 8th grade students proficient or better in math on state assessments | GPRA         |                   | 78 / 120 | 65.00 |  |

| 2.f. Performance Measure  | Measure Type | Quantitative Data |          |       |  |
|---|--------------|-------------------|----------|-------|--|
|   |              | Target            |          |       |  |
|   |              | Raw Number        | Ratio    | %     |  |
| Year 4: Percent of 8th grade students proficient or better in math on state assessments | GPRA         |                   | 84 / 120 | 70.00 |  |

| 2.g. Performance Measure  | Measure Type | Quantitative Data |           |       |  |
|---|--------------|-------------------|-----------|-------|--|
|   |              | Target            |           |       |  |
|   |              | Raw Number        | Ratio     | %     |  |
| Year 1: Percent of school students proficient or better in language arts on state assessments | PROJECT      |                   | 108 / 240 | 45.00 |  |

| 2.h. Performance Measure  | Measure Type | Quantitative Data |           |       |  |
|---|--------------|-------------------|-----------|-------|--|
|   |              | Target            |           |       |  |
|   |              | Raw Number        | Ratio     | %     |  |
| Year 2: Percent of school students proficient or better in language arts on state assessments | PROJECT      |                   | 198 / 360 | 55.00 |  |

| 2.i. Performance Measure  | Measure Type | Quantitative Data |           |       |  |
|---|--------------|-------------------|-----------|-------|--|
|   |              | Target            |           |       |  |
|   |              | Raw Number        | Ratio     | %     |  |
| Year 3: Percent of school students proficient or better in language arts on state assessments | PROJECT      |                   | 234 / 360 | 65.00 |  |

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

| 2.j. Performance Measure  | Measure Type | Quantitative Data |       |     |       |
|---|--------------|-------------------|-------|-----|-------|
|   |              | Target            |       |     |       |
|   |              | Raw Number        | Ratio |     | %     |
| Year 4: Percent of school students proficient or better in language arts on state assessments | PROJECT      |                   | 270 / | 360 | 75.00 |

| 2.k. Performance Measure   | Measure Type | Quantitative Data |       |     |       |
|--|--------------|-------------------|-------|-----|-------|
|  |              | Target            |       |     |       |
|  |              | Raw Number        | Ratio |     | %     |
| Year 1: Percent of school students proficient or better in math on state assessments | PROJECT      |                   | 84 /  | 240 | 35.00 |

| 2.l. Performance Measure   | Measure Type | Quantitative Data |       |     |       |
|--|--------------|-------------------|-------|-----|-------|
|  |              | Target            |       |     |       |
|  |              | Raw Number        | Ratio |     | %     |
| Year 2: Percent of school students proficient or better in math on state assessments | PROJECT      |                   | 162 / | 360 | 45.00 |

| 2.m. Performance Measure   | Measure Type | Quantitative Data |       |     |       |
|--|--------------|-------------------|-------|-----|-------|
|  |              | Target            |       |     |       |
|  |              | Raw Number        | Ratio |     | %     |
| Year 3: Percent of school students proficient or better in math on state assessments | PROJECT      |                   | 198 / | 360 | 55.00 |

| 2.n. Performance Measure   | Measure Type | Quantitative Data |       |     |       |
|--|--------------|-------------------|-------|-----|-------|
|  |              | Target            |       |     |       |
|  |              | Raw Number        | Ratio |     | %     |
| Year 4: Percent of school students proficient or better in math on state assessments | PROJECT      |                   | 234 / | 360 | 65.00 |

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

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Kairos Academies

\* Street 1: 2315 Miami Street    Street 2: \_\_\_\_\_

\* City: St. Louis    State: MO: Missouri    Zip: 63118-3910

Congressional District, if known: MO-001

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

|   |  |
|---|--|
| <b>6. * Federal Department/Agency:</b><br>Department of Education | <b>7. * Federal Program Name/Description:</b><br>Charter Schools |
|   | CFDA Number, if applicable: 84.282                               |

|   |   |
|---|---|
| <b>8. Federal Action Number, if known:</b><br>_____ | <b>9. Award Amount, if known:</b><br>\$ _____ |
|---|---|

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 NA Street 2 \_\_\_\_\_

\* City NA State \_\_\_\_\_ Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 NA Street 2 \_\_\_\_\_

\* City NA 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 Mr. \* First Name Gavin Middle Name \_\_\_\_\_  
\* Last Name Schiffres Suffix \_\_\_\_\_

Title: Chief Executive Officer    Telephone No.: \_\_\_\_\_    Date: 06/19/2020

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