

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

APPLICATION FOR GRANTS
UNDER THE

Expanding Opportunity Through Quality CSP - Developer New Schools

CFDA # 84.282B

PR/Award # S282B220004

Grants.gov Tracking#: GRANT13692837

OMB No. 1810-0767, Expiration Date: 08/05/2022

Closing Date: Aug 05, 2022

PR/Award # S282B220004

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

08/05/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Helix Community Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:

4400 Airpark Blvd

Street2:

* City:

Baton Rouge

County/Parish:

East Baton Rouge

* State:

LA: Louisiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

70807-2428

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Ms.

* First Name:

Ne'Shira

Middle Name:

* Last Name:

Millender

Suffix:

Title:

Chief Development Officer

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

PR/Award # S282B220004

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

* 12. Funding Opportunity Number:

ED-GRANTS-070622-002

* Title:

Office of Elementary and Secondary Education (OESE): Charter School Programs Charter School Programs (CSP): Grants to Charter School Developers for the Opening of New Charter Schools (CSP), Assistance Listing Number (ALN) 84.282B

13. Competition Identification Number:

84-282B2022-1

Title:

Grants to Charter School Developers for the Opening of New Charter Schools

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

Add Attachment

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* 15. Descriptive Title of Applicant's Project:

Launch of Helix Artificial Intelligence and Medical Academy

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 LA-006

* b. Program/Project LA-003

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

Add Attachment

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17. Proposed Project:

* a. Start Date: 11/01/2022

* b. End Date: 11/01/2027

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 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

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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 18, 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: Ms.

* First Name: Neshira

Middle Name:

* Last Name: Millender

Suffix:

* Title: Chief Development Officer

* Telephone Number: Fax Number: * Email:

* Signature of Authorized Representative: Neshira Millender * Date Signed: 08/05/2022

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Helix Community Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms.

* First Name: Neshira

Middle Name:

* Last Name: Millender

Suffix:

* Title: Chief Development Officer

* SIGNATURE: Neshira Millender

* DATE: 08/05/2022

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Preston		Castille	Jr.

Project Director Level of Effort (percentage of time devoted to grant): 50

Address:

* Street1:	4400 Airpark Blvd
Street2:	
* City:	Baton Rouge
County:	
* State:	LA: Louisiana
* Zip Code:	70807-2428
Country:	USA: UNITED STATES

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

--	--

* Email Address:

--

Alternate Email Address:

--

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☒ Yes ☐ No

b. If the program competition NIA is giving competitive preference points for a new potential grantee or novice applicant, how many points are you claiming for your application? (the NIA will indicate how many are available)

1

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. 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) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Assurance #(s), 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.

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the 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, and dependent, independent, and control variables, as well as 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.

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Helix Artificial Intelligence and Medical Academy - Abstract

Helix Community Schools seeks to expand on the success of its homegrown network of innovative, career-focused public schools located in Baton Rouge, and open a new K-8 school in the city of Opelousas: **Helix Artificial Intelligence and Medical Academy (Helix A&M)** in the 2024-25 school year. Helix A&M is synonymous with innovation and will connect a new generation with an immersive learning environment outside the bounds of textbooks and the traditional classroom settings. In 2020, LinkedIn ranked AI specialist as the top emerging job. Studies show that hiring growth for AI specialists and Machine Learning has grown 74% annually in recent years. In addition, the U.S. Bureau of Labor Statistics projects that employment in healthcare occupations will grow 16 percent from 2020 to 2030, adding about 2.6 million jobs. Helix A & M is designed to meet these increasing future demands of the technology and healthcare industries.

At Helix A & M, students will establish a strong educational background in math, science, and computer science, learning the core concepts that underlie both computer science and modern machine learning and receiving an introduction to a range of disciplines, including cell biology, histology, gross human anatomy, pharmacology, and microbiology. Students will also have the opportunity to participate in projects that offer real-world experiences as well as practical application of concepts learned in the classroom. Helix A & M will open a K-8 school in the 2024-2025 school year in the city of Opelousas. The following year, Helix will add a 9th grade in the 2025-2026 school year and continue to expand to a full K-12 by the 2028-2029 school year.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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

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PROJECT NARRATIVE

OVERVIEW

Helix Community Schools (Helix) seeks to expand on the success of its homegrown network of innovative, career-focused public schools located in Baton Rouge and open a new K-8 school in the city of Opelousas, Louisiana: Helix Artificial Intelligence and Medical Academy (Helix A&M). Helix A&M is synonymous with innovation and will connect a new generation with an immersive learning environment outside the bounds of textbooks and the traditional classroom settings. Helix A & M will offer an immersive learning environment featuring STEM-based, classroom programming and provide students with the opportunity to establish a strong educational background in math, science, and computer science. Students will learn the core concepts that underlie both computer science and modern machine learning and be introduced to a range of disciplines, including cell biology, histology, gross human anatomy, pharmacology, and microbiology. Students will also have the opportunity to participate in projects that offer real-world experiences as well as practical application of concepts learned in the classroom.

Helix Community Schools has submitted a charter application to the St. Landry Parish School Board to open Helix A & M in the 2024-2025 school year in the city of Opelousas located in St. Landry Parish, Louisiana. The following year, Helix will add a 9th grade in the 2025-2026 school year and continue to expand to a full K-12 by the 2028-2029 school year. At the time of submission of this grant application, that charter application is pending with the St. Landry Parish School Board and awaiting approval.

COMPETITIVE PRIORITIES

Competitive Preference Priority – Promoting High-Quality Educator – and Community-Centered Charter Schools to Support Underserved Students

Meaningful and Ongoing Engagement with Teachers and Other Educators: Helix A&M

proposes to open a new charter school with meaningful and ongoing engagement of highly qualified individuals, including teachers and educators. As outlined in the Charter School Management Plan below, our core launch team is comprised of three leaders who have extensive experience in providing education to students in the Baton Rouge community. Specifically, our President, Preston Castille, Jr., Executive Vice- President - Robert M. Webb, Jr., and Chief Schools Officer (CSO), Angela Domingue, Ph.D. will lead the planning and implementation efforts to launch Helix A&M. Mr. Webb is distinguished as a leader in the East Baton Rouge Parish School System where he received the ‘High School Principal of the Year’ award for his work in the 2009-2010 school year at Belaire High School. Prior to serving as Helix’s Executive Vice-President, Mr. Webb served as the principal of Helix Mentorship STEAM Academy for over 7 years, where under his leadership, the school grew from an ‘F’ rated school to a ‘B’ rated school for the 2016-17 school year. Dr. Domingue is an experienced 30-year education veteran. She was a classroom teacher for 13 years before she began working at the district level and holds a Master of Education in Secondary Education from Southern University. Mr. Castille has been teaching at Southern University Law Center for over 20 years and has served on various education-related committees and organizations, including serving on the Transition Education Committees for both the Baton Rouge Mayor and Louisiana Governor. In addition to the wealth of knowledge and experience our launch team brings,

Helix A&M's Board of Directors is comprised of former educators in the Baton Rouge community.

Our Community-Centered Approach: We understand the importance to create and open charter schools that are tailor-made to the communities that we serve. Therefore, our management plan incorporates a community-centered approach that includes an assessment of the community assets and the implementation of practices designed to ensure that our school will continuously consult the local community and create and maintain strong community ties with parents, families, local industry, and other community stakeholders. Our schools are defined by our commitment to cultivating experiences and competencies related to jobs in high-demand fields. As such, we seek out partnerships with local businesses, industry professionals, and organizations in the community that provide meaningful feedback and support that informs our curriculum, educational programs, and academic experiences.

In addition, we utilize various formal and informal methods to engage and obtain feedback from students, parents, families, and other members of the community that help shape the academic experiences of our students, which include quarterly and annual surveys and community townhall meetings. We also go into the community, holding information sessions, lunches, and other community events at local parks, libraries, churches, and other facilities that allow an open forum whereby community members can share and provide input and feedback that inform our educational programs. This community outreach doesn't stop during the planning phase, but continues throughout the school year and summer.

Our High-Quality Plan: Our Management Plan takes into consideration the need for input from qualified educators and members of the community. As outlined in our Charter School Management Plan below, we include a “Project at a Glance Timeline” which details our timeline for planning, development, and implementation, which includes key milestones for soliciting and obtaining feedback from the community.

Invitational Priority — Collaborations between Charter Schools and Traditional Public Schools or Districts that Benefit Students and Families across Schools

Helix Community Schools has extensive experience collaborating with a traditional school district to improve the educational opportunities for the students it serves. Helix currently operates three Type 1 charter schools in Baton Rouge, which are charter schools that have been authorized by a local school district. Helix’s school leaders meet regularly with school district staff and school leaders of traditional public schools to share best practices. Below is a list of the activities our school leaders engage in with our local school district:

- Participate in professional development and other trainings provided by the school district.
- Provide and receive feedback on written policies and procedures as it relates to creating safe and supportive learning environments.
- Provide and receive feedback on our written enrollment and lottery processes and procedures.
- Enact enrollment practices and procedures in accordance with the guidelines issued by the school district.
- Contract with the current school district to access curriculum materials and

the district's student information system to share attendance and discipline data with the district.

Upon approval of its charter application from the St. Landry Parish School Board, Helix A&M proposes to implement and maintain a similar collaboration with the St. Landry Parish School District to improve the educational opportunities for students in St. Landry Parish.

SELECTION CRITERIA

Quality of the Charter School's Management Plan

- (i) *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

This section provides an overview of the management plan for the opening of Helix A&M. Upon approval of its charter application, Helix A&M will contract with the non-profit charter school management company, Helix Community Schools (Helix), to provide education services for Helix A&M's students. The launch of Helix A&M will be implemented primarily in two Phases: Phase I (Planning) and Phase II (Implementation). During the planning phase, the executive leadership staff of Helix Community Schools will work closely with board members, parents, and other community stakeholders to plan and set specific milestones for the project. Below is an outline of the roles, responsibilities, timelines and milestones for the successful launch of Helix A&M in the 2024-25 school year.

Roles and Responsibilities

The launch efforts will be led by Helix Community Schools' current executive leadership team. The table below shows the most relevant personnel associated with this expansion.

Role	Responsibilities
<p>Preston J. Castille, Jr. President</p>	<ul style="list-style-type: none"> • Serves as the Project Director. • Provide assistance in the planning and implementation process. • Serve as key point of contact for Helix A&M, staying completely up-to-date on planning progress and serving as an active participant in the process. • Ensure that the right school system people are brought in at the right time. • Manage the overall planning and implantation phases, ensuring that all project personnel are on track to meet milestones. • Serve as the liaison between the St. Landry Parish School Board, Helix A&M Board of Directors, project personnel, and other community stakeholders. • Facilitate regular planning meetings with stakeholders such as community leaders, Board, and school leaders. • Serve as the spokesperson for the project and work to build buy-in from community stakeholders.
<p>Angela Domingue, Ph.D. Chief Schools Officer</p>	<ul style="list-style-type: none"> • Set the overall academic mission and vision for the school. • Attend and facilitate all planning meetings. • Ensure the right faculty and staff are brought in at the right time. • Identify and select a quality school leader. • Oversee the selection and development of top tier curriculum. • Oversee the recruitment and hiring of a highly qualified faculty and staff. • Facilitate meetings with relevant stakeholder groups (teachers, parents, students) • Serve as key communication lead for all communications with school employees • Provide leadership on overall implementation of

	all educational and academic programs.
Robert M. Webb, Jr. Executive Vice- President	<ul style="list-style-type: none"> • Refine the school vision and work to bring the vision to fruition by collaborating and building consensus among stakeholders across the community. • Assist the launch team in troubleshooting challenges as they arise. • Design and develop the school's overall culture plan. • Oversee the recruitment and enrollment strategy for the school. • Provide specialized leadership and support in the planning and implementation phases of the project.
School Leader (School Employee)	<ul style="list-style-type: none"> • Communicate school needs and school community perspective in planning meetings. • Provide leadership in the planning process. • Work with stakeholders to obtain input and feedback in any related design or planning meetings. • Work closely with the CSO to select and develop quality school-specific curriculum. • Work closely with the CSO to recruit and select a highly qualified faculty and staff.
Donald Ford, CPA Financial Manager	<ul style="list-style-type: none"> • Provide ongoing feedback and support in developing and refining the school budget. • Oversee the development of fiscal policies and procedures. • Ensure adherence to best accounting practices. • Manage and track all grant expenditures.
School Board of Directors	<ul style="list-style-type: none"> • Participate in designated trainings and meetings. • Provide ongoing oversight and governance in the planning and implementation phase. • Provide input and feedback on critical project milestones.

	<ul style="list-style-type: none"> • Ensure best practices in the financial management of the school budget and grants.
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Plan Overview

The planning and implementation phases for launching Helix A&M will focus on the following 5 critical areas of school development:

- 1) Academics – The academic team, led by Chief Schools Officer, Angela Domingue, Ph.D., will work together to set the overall academic vision for the school; select textbooks and digital content providers; develop the processes and procedures for receiving curriculum materials, develop a master schedule, and participate in cohort training in preparation for school launch. In addition, processes, procedures, and timelines will be set for the hiring and training qualified faculty and staff, establishing testing and interim assessments coordinator, and establishing the teacher observations/feedback process.
- 2) Finance – Helix’s Financial Manager, Donald Ford, will work together with the operations team and the school’s governing board to establish and adopt fiscal policies and procedures that are consistent with State law and sound organizational practices. Under Mr. Ford’s management, the finance team will set up the school’s financial operating structure, including setting up bank accounts, an accounting system, and chart of accounts.
- 3) Operations Management – the President, Chief Schools Officer, and Executive Vice-President will identify and staff an operations team that will work to establish the operational processes in critical areas such as human resources management, student services, food services, transportation, enrollment, facilities management,

marketing, and fiscal management.

- 4) Facilities – The Executive Leadership Team will work together with the Financial Manager and Board of Directors to identify a location for a facility in a convenient and central location. As one of the first charter school networks in Baton Rouge to secure a school facility with tax exempt bond financing, Helix Community Schools will enlist its team of qualified professionals including accountants, architects, and contractors to help find and prepare a facility for school opening. In addition, Helix intends to apply for all financing available for the renovation and/or construction of a state-of-the-art school facility, including special financing available by the United States Department of Agriculture for projects located in rural communities.
- 5) Board Governance – The Board of Directors will meet regularly with legal and financial representation will be present at each meeting. Appropriate updates and decisions are made at regularly scheduled board meetings.

Project Timeline at A Glance

The **planning phase of the grant (Phase I)** is intended to help prepare for the successful launch and implementation of an innovative, career-focused K-8 instructional model. The strategic plan will be developed in conversation with the community and grounded in data and research. The table that follows provides a timeline for planning and implementation of Helix A&M:

Phase	Category	Task/Action	Estimated Dates
Phase I (Planning)	Operations & Finance	The Financial Manager will work together with the school board to set up bank accounts; establish fiscal policies and procedures, set up accounting system and chart of accounts.	November 2022 - March 2023
	Instruction	Chief Schools Officer and Executive Leadership Team will work together to recruit and hire a highly qualified School Leader.	January 2023
	Instruction	Chief Schools Officer and School Leader will develop the overall academic mission and vision for the school.	February 2023
	Instruction	Chief Schools Officer and School Leader will work together to select textbooks and digital content providers, develop process for receiving curriculum materials, develop master schedule, and participate in a cohort training in preparation for school launch.	March – June 2023
	Facilities	The Executive Leadership team, Board, and Financial Manager will identify and secure a location for building or renovating a school facility and begin preparations.	March 2023
	Facilities	The Executive Leadership team will secure financing for the construction and/or renovation of school facility, hire a contractor, and begin construction and/or renovations.	April 2023
	Marketing & Recruiting	The School Leader, Executive Vice-President, and Operation Team will work together to develop the school's overall recruiting and enrollment strategy.	May 2023
	Operations & Finance	The Operations and Finance team will work together to evaluate furniture, technology and supply needs and research pricing.	September – December 2023
	Operations & Finance	Define the role of operations and administrative staff and develop key school policies and procedures.	November 2023 – February 2024
	Instruction	Chief Schools Officer and School Leader will work together to develop and execute a parent and community engagement strategy.	November 2023

	Human Resources	The Chief Schools Officer, School Leader, and Executive Leadership team will work together to cultivate relationships with teacher pipeline programs and develop a teacher recruitment strategy.	November 2023
	Marketing & Recruiting	School Leader and Executive Vice-President will develop a timeline for all marketing and recruiting events, including school visits, direct mail, radio, billboards and other signage, canvassing, and community outreach events.	November 2023
	Human Resources	The Chief Schools Officer, School Leader and Executive Leadership Team will develop onboarding programs and processes that introduce new staff to School culture.	November 2023 - January 2024
	Instruction	Chief Schools Officer and School Leader will work to recruit, hire, and train staff on grading procedures, establish testing and interim assessments coordinator, establish teacher observations/feedback process,	January – May 2024
	Transportation	The School Leader, Executive Vice-President, and Operations Team will work together to develop and implement the school's transportation plan.	March – June 2024
Phase II (Implementation)	Instruction	The School Leader and Executive Team will work together with the Board and community stakeholders follow implementation work plans and meet Phase II progress monitoring milestones, ensuring that school launch is successful and set up for sustainability beyond the grant period.	Phase II will begin the first school year of implementation and last until the expiration of grant funds
	Facilities	Campus ready for occupation	June 2024
	Instruction	The Chief Schools Officer and School Leader will work together to improve rigor and fidelity of observation and feedback systems to ensure teachers are observed and receive actionable feedback weekly.	September – December 2024

- (ii) *The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*

The costs for the project are reasonable in relation to the objectives and design outline above. The anticipated costs and budget associated with this project are discussed in greater detail in the Budget Narrative submitted with this application.

- (iii) *The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.*

The time commitments of the Project Director and other key project personnel are appropriate and adequate to meet school launch objectives and milestones. Preston Castille, Jr., President, will serve as the Project Director and will dedicate 50% of his time for planning purposes, which is adequate for managing this project in coordination with other C-Suite personnel. Similarly, the Chief Schools Officer and Executive Vice-President will dedicate 50% of their time to the planning and implementation of the project. These key project personnel have successfully executed similar projects, such as the launch and Year 1 management of two high-quality charter schools in Baton Rouge, Louisiana. The Financial Manager will dedicate 45% of his time to the financial management of this Project. Upon hire, the School Leader will be 100% dedicated to the successful planning and implementation of this project.

- (iv) *The qualifications, including relevant training and experience, of key project personnel.*

The strength of the team leading the school launch efforts will be a foundational component of Helix A&M's success. The relevant qualifications and experience of key project personnel are outlined below:

Preston J. Castille, Jr. - President, Helix Community Schools

Preston Castille became President of Helix Community Schools in 2019. He has been an adjunct law professor for more than two decades. He began his teaching career in 2001 at LSU Law School and taught there for eight years. In 2003, he began teaching at Southern University Law Center and teaches Education Law & Policy, Evidence, Louisiana Civil Procedure I & II, and Trial Advocacy. After 25 years with the law firm, Preston retired from the partnership and Executive Committee of the Taylor, Porter, Brooks & Phillips in January of 2020, where he and eight other partners had led the management team of the firm. Preston practiced law primarily in commercial transaction and complex litigation and focused substantially on matters in the Education and Energy sectors in the U.S. and abroad. In 2009, Preston was also appointed by the Louisiana Supreme Court to serve as an ad hoc judge on the Baton Rouge City Court, where he gained a unique perspective not only on our legal system but also on our educational system as he observed too many disadvantaged children become lost to the criminal justice system. In 2019, Preston was elected to the Louisiana Board of Elementary and Secondary Education (BESE), where he serves as the District 8 member. District 8 is a 14-parish district which includes both East Baton Rouge Parish as well as St. Landry Parish. His district includes some of the poorest parts of the state and some of the most-disadvantaged children. Along with his 10 other BESE colleagues, he represents more than 800,000 students across the state of Louisiana.

After graduating from Southern University, he attended Tulane Law School, and graduated Order of the Barristers, one of the highest honors bestowed upon a student for oral advocacy. Preston is active in various education-related organizations and has

served on multiple committees. He served on Governor John Bel Edwards' Education Transition Committee in 2015 and EBR Mayor President Sharon Weston Broome's Education Transition Team in 2016. He is also the Immediate Past National President of the Southern University Alumni Federation and is a current member of the Tulane Law School Dean Advisory Board. He is a past board chairman of the Board of Directors of New Schools for Baton Rouge. He is also a former member of the Board of Directors of Volunteers in Public Schools (VIPS). He is a past president of the Baton Rouge Bar Association, the Louis A. Martinet Legal Society, and member of the Louisiana State Bar Association Board of Governors and House of Delegates.

Robert Webb, Jr. - Executive Vice-President, Helix Community Schools

When Robert Webb Jr. took over Helix Community Schools' flagship school, Helix Mentorship STEAM Academy, in 2013, the school was an 'F' rated school. Mr. Webb's leadership propelled Helix Mentorship from an 'F' rated school to a 'B' rated school for the 2016-17 school year. Even with the recent slide due to the new scoring formula and the Covid Pandemic, Helix Mentorship STEAM Academy is still ranked as a 'C' school and is the highest rated school serving a student population that is over 80% economically disadvantaged. Indeed, Helix Mentorship's Simulated SMS score actually increased last year during the pandemic. The record of Helix Mentorship's rapid improvement is a direct credit to Mr. Webb's leadership. During this time, Mr. Webb has provided both instructional and operational leadership to the school. He has instilled a culture of continuous improvement amongst staff and students alike. His ability to create a positive culture is evidenced both by Mentorship's 'A' rating for graduation rate. Mr. Webb was also distinguished as a leader in the East Baton Rouge Parish School System where he

received the 'High School Principal of the Year' award for his work in the 2009-2010 school year at Belaire High School. He is a veteran of the armed forces where he served in Operation Desert Storm. In 2019, Mr. Webb joined the Executive Leadership of Helix Community Schools Network as the Executive Vice-President. His experience and record of excellence will be instrumental to ensuring the smooth and successful school launch.

Dr. Angela Lee Domingue – Chief Schools Officer, Helix Community Schools

Dr. Angela Domingue is an experienced 30-year education veteran. She attended Southern University in Baton Rouge, LA where she earned a Bachelor of Science in Secondary Education. Dr. Domingue was a classroom teacher for 13 years before she began her district level work. After working for several EBR school systems, she pursued a dual degree. In 2012, Dr. Domingue received a Master of Education in Secondary Education from Southern University and a Doctor of Philosophy in K-12 Education Leadership from Louisiana State University. She currently serves as the Chief Schools Officer (CSO) for Helix Community Schools.

Donald Ford - The Financial Manager, Helix Community Schools

Donald Ford, CPA, LLC oversees the financial management for Helix Community Schools. Mr. Ford provides a range of accounting & financial services and currently supports Helix's network of three charter schools in Baton Rouge, Louisiana. Mr. Ford's team has over 20 years of combined accounting, audit, and financial experience. Donald Ford has a bachelor's degree in accounting. Mr. Ford is also a CPA and has served as an auditor for various state offices, including the Louisiana Treasury Department and Department of Labor. Notably, Mr. Ford has previously served as the Director of Finance and Administration for the Office of the Governor.

In addition, critical skill sets and perspectives are represented on the Board. Specifically, it has been a priority to ensure that members can bring insights related to the following areas: academics, finances, legal issues, management/operations, and community relations. The table below identifies the current members of the board, their professional affiliations and skill sets.

Helix A&M Board of Directors	Relevant Skill Sets and Responsibilities
Arthur R. Cooper, JD, Chairman CEO, LSU System Research and Technology Foundation	Relevant skill sets: Founding board member with institutional memory. Significant experience in education and oversight of educational organizations. Former managing partner of law firm and investment firm. CEO of prominent research foundation. Expertise & Responsibilities: Academics, Management and Operations
Wendi Berthelot, CPA MBA, Vice Chairperson Director of Audit & Assurance at LaPorte	Relevant skill sets: Professional auditor and accountant. Significant experience with regard to oversight and auditing of organizational finances. Expertise & Responsibilities: Financial management, balanced budget
Timoth S. Burbach, Louisiana Aviation Leader, Senior Project Manager	Relevant skill sets: Civil engineer with a geotechnical background and experience in infrastructure design. Expertise & Responsibilities: Financial Management, Civil Engineering, and Infrastructure
Attorney Veronica Howard Sizer, Secretary, Attorney at Law Former Education Policy Advisor to Governor Kathleen Blanco	Relevant skill sets: Former education policy advisor to Governor Kathleen Blanco. Strong legal skills with nearly 25 years of experience. Expertise & Responsibilities: Legal, specifically with regard to laws governing charter schools. Instrumental in the reformation of the New Orleans K-12 system following Hurricane Katrina.
Dr. Luria Young Retired, Southern University and A&M College, Interim	Relevant skill sets: Significant leadership experience in the field of education both at the K-12 and higher education. Former college professor, researcher and administrator.

Executive Vice President for Academic Affairs, Dean of College of Education, & Superintendent of Southern Lab	Expertise & Responsibilities: Academics, Academic Leadership, and School Governance
Renee Chatelain, JD President and CEO, Arts Council of Greater Baton Rouge	Relevant skill sets: Significant leadership experience in the arts and education. As President & CEO of the Arts Council, she offers strong organizational leadership experience. Strong legal skills as a lawyer. Expertise & Responsibilities: Management and Organization, Academics
Michael Victorian Immediate Past President 100 Black Men of Greater Baton Rouge	Relevant skill sets: Long record of community leadership and engagement. He also offers Information Technology and organizational leadership experience. Expertise & Responsibilities: Community relations

(v) *The adequacy of the applicant's plan to maintain control over all CSP grant funds.*

Helix Community Schools' Financial Manager will establish strong accounting and control systems, creating a strong culture of financial stewardship and maintaining control over all CSP grant funds. The Financial Manager reports to the school's governing board, and the President of Helix Community Schools. Together with the school's operational & financial team, the Financial Manager will work closely with the Board's Finance Committee to ensure that all finances are accurately accounted for in the school's financial statements.

A Finance Committee appointed by the Board will ensure fiscal accountability and transparency. The committee will accomplish this by performing the following:

- Review and approve annual budget, including revisions if necessary;
- Review the school's financial statements on a monthly basis, including the

balance sheet and revenue & expense statement compared to budget;

- Ensure proper financial and accounting practices in compliance with all applicable federal, state and local regulations by reviewing & approving initial policies and procedures as well as any revisions;
- Conduct thorough investigations of any financial discrepancies or irregularities; report any issues to the appropriate agencies; and
- Choose a qualified CPA firm to handle the annual audits and tax returns

The Financial Manager will use MIP Fund Accounting as its accounting and financial reporting software, which is configured in accordance with the Louisiana Accounting Uniform Governmental Handbook (LAUGH) system to allow for proper financial reporting. The school will draft a set of financial policies and procedures that cover, at a minimum, the following areas: Segregation of duties, Safeguarding of assets, Budgeting, Cash receipts, Purchasing including public bid law, Cash disbursements including authorized, Accounts payable, Contracts, Credit cards, Travel, Payroll, Federal & state grants management, Financial reporting, and Fixed assets. strong foundation for effective school operations. In addition, there will be a record retention policy.

The Board will choose a qualified CPA firm based on proposals gathered by school staff. The CPA firm will audit the school's financial records, including payroll and grants. All transactions and documents will adhere to Generally Accepted Accounting Procedures (GAAP). Furthermore, the CPA will ensure that all CSP grant funds have been properly appropriated in accordance with grant terms. The CPA firm will also make recommendations on general financial accounting and financial analysis practices.

(vi) *The adequacy of the applicant's plan to make all programmatic decisions.*

Helix Community Schools is organized with an established leadership model. The composition and responsibilities of key project personnel, teams, and departments outlined below demonstrates that Helix is fully capable to make and implement all programmatic decisions:

Executive Team

The Executive Team consists of operational and administrative roles: The President, Executive Vice-President and Chief Schools Officer, who are responsible for the following decisions:

- The President makes decisions regarding the long-term health of Helix, oversees operational, administrative, and developmental functions and reports to the board.
- The Chief Schools Officer coordinates internal decisions like academic programs and faculty development, similar to the responsibilities of a school principal.
- The Executive Vice-President coordinates external operational and financial decisions like contracts, recruiting, and fundraising.

Instructional Team

The Instructional Team will be managed by the Chief Schools Officer and School Leader and will plan Helix A&M's academic program and makes curricular decisions. The Instructional Team will consist of department chairs, teachers, and teaching assistants. Department Chairs will assist the School Leader in making decisions about curriculum and teacher development within their respective departments.

- (vii) *The adequacy of the applicant's plan to administer or supervise the administration of the grant, including maintaining management and oversight responsibilities over the grant.*

In addition to the fiscal oversight provided by Helix Community Schools' Financial Manager outlined above, Helix A&M will have the oversight and guidance of its Board of Directors and Helix Community Schools' highly qualified Executive Leadership Team. To ensure responsible and effective oversight, the Board has created clear systems to regularly assess the operations, finances, and academic achievement of Helix A&M, as well as the performance of Helix Community Schools' Executive Leadership Team. The Board also recognizes that, to be further effective in this oversight, critical skill sets and perspectives must be represented on the Board. Specifically, it has been a priority to ensure that members can bring insights related to the following areas: academics, finances, legal issues, management/operations, and community relations. The table above outlines the current members of the board, their professional affiliations and skill sets.

The governance systems created by the Board are informed by the criterion of high-quality charter schools described in the Charter School Performance Compact, the metrics used by Louisiana to determine School Performance Score, and the unique mission of Helix A&M to provide students access to opportunities in STEAM, healthcare, and artificial intelligence. Within this context, all metrics are in service of three foundational goals: 1) all students will be on track to graduate with the skill sets necessary to excel in both college and career pathways; 2) Helix maintains a strong organizational culture with a student body that is reflective of the community it serves and in line with Helix's larger mission of serving economically disadvantaged students; 3) the operations and finances of the organization are efficient, and sustainable. To provide clarity to these

longer-term goals, the Board will also adopt the mid-term rallying goal of all Helix schools receiving a 'B' letter grade by their third year of operation.

The Board of Directors meets regularly, with legal and financial representation is present at each meeting. Appropriate updates and decisions are made at regularly scheduled board meetings, but over the course of the year, there are two meetings that will hold strategic importance for the administration of this grant: school- year launch and end of calendar year.

School-Year Launch: At the school year launch meeting, the President presents to the board information on enrollment, the demographics of student enrollment, as well as the systems and strategies the school will put in place that academic year to achieve both, metric specific goals and the larger goal of receiving a 'B' letter grade by the third year of operation. Benchmark metrics are attached to each goal that the Board can then use to track progress over the course of the year.

End of Calendar Year: At the end of the calendar year meeting, board members will engage with data related to the metrics described above according to their division of expertise. Following analysis of the various data presented, the board will charge the President to develop plans to address the areas identified for improvement. In addition, the board also conducts an evaluation related to the individual management practices of the President. In addition to organizational performance, this evaluation also includes criteria for evaluating community leadership, human resource management, financial stability, and board leadership. Following this evaluation, the President develops strategies to address areas rated 'Average' or 'Needs Improvement'.

Progress towards improvement in these areas is assessed by the Board officers at the end of the first academic semester. If the school is not making adequate progress relative to established goals, and/or members of the leadership team are not responsive to deficiencies in their management practices, then an intervention process is triggered. This intervention has four distinct phases, 1) an in-depth conversation between the President and board officers to identify root causes and potential supports/strategies to address the deficiencies. This may include the contracting of an executive coach, the creation of a detailed project plan, or some other strategy, 2) the creation of a performance plan with clear benchmarks for demonstrable improvement in the identified areas, 3) monitoring of progress of this plan in four 3-month intervals, 4) if adequate progress has been made at the end of 12 months, then the performance plan is dropped. If, at the end of this process, the President has not made adequate progress, then the termination process will be initiated.

Quality of Continuation Plan

Helix A&M will be able to sustain operation of its education program beyond the receipt of grant funds, primarily through state funding. Louisiana currently provides state aid to public schools, including charter schools, via the Minimum Foundation Program (MFP). The MFP is a formula established to determine the cost of a minimum program of education in all public elementary and secondary schools - essentially, what it costs to provide each Louisiana student with the minimum educational foundation necessary for future success. The resulting calculation is then used to help distribute funds among parish, city, and other local school systems. Louisiana law requires that a charter school receive a per-pupil amount based on its October 1 student membership.

The state cost allocation per-pupil amount is based on Levels 1, 2 and 3 of the most recent legislatively approved MFP formula. The initial local revenue representation per-pupil allocation is calculated based on projected prior-year local revenue and prior-year student counts. The Local Revenue Representation portion of the per-pupil allocation is calculated based on local revenue from the following sources:

- Sales and use taxes, less any tax collection fee paid by the school district;
- Ad valorem taxes, less any tax collection fee paid by the school district; and
- Earnings from sixteenth section lands owned by the school district.

Helix A&M's anticipated enrollment for the 2024-25 school year is 1,350 students, which is based on a target enrollment of 150 students per grades K-8. In the following 2025-26 school year, Helix A&M will add a 9th grade and will continue adding one grade per year with a target enrollment of 150 students per grade until it reaches a full K-12 school in the 2028-29 school year with a total of 1,950 students at full enrollment.

89% of the Academy's annual funding is expected to come from the State and the Academy will be able to adequately operate the instructional programs based on this revenue. The annual MFP per pupil amount is currently [REDACTED] per student. In addition, Helix A&M will apply for and utilize additional funding from Federal Programs, including Title I, Title II, Title III, IDEA, and the Federal Food Program, and other sources of funding, including private and public grants and private contributions. It is anticipated that Helix A&M will receive between [REDACTED] each year over the next five years according to the enrollment plan outlined above. Not only will Helix A&M meet its operational needs with the anticipated state and federal funding, but Helix A&M anticipates an operating surplus during its first five years of operation. Specifically,

anticipated revenues and expenditures for the first five years are summarized in the table below:

**HELIX A&M FINANCIAL PROJECTIONS
FY24-25 THROUGH FY28-29**

	2024-25	2025-26	2026-27	2027-28	2028-29
MFP Revenue					
Title I Revenue					
Federal Food Program Revenue					
Other Revenue					
Total Projected Revenue					
Total Projected Expenses					
Projected Operating Surplus					

Quality of the Project Design

(i) The extent to which the proposed project demonstrates a rationale and the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The governance systems created by the Board are informed by the criterion of high-quality charter schools described in the Charter School Performance Compact, the metrics used by Louisiana to determine School Performance Score, and the unique mission of Helix A&M to provide students access to opportunities in AI and healthcare-related fields. Within this context, all metrics are in service of three foundational goals: 1) all students will be on track to graduate with the skill sets necessary to excel in both college and career pathways; 2) Helix A&M maintains a strong organizational culture with a student body that is reflective of the community it serves and in line with Helix A&M's

larger mission of serving economically disadvantaged students; and 3) the operations and finances of the organization are efficient, and sustainable.

The table in the Logic Model section of this application clearly identifies how data on each metric will be collected and the rationale for each metric as a critical predictor of success in achieving our mission. Together with the clarity of the SPS goals that progress is measured against, this clearly establishes that our described set of metrics are both necessary and sufficient for ensuring the successful completion of Helix A&M's goals.

Need for the Project

- (i) *The magnitude or severity of the problem to be addressed by the proposed project.*

Helix A&M is synonymous with innovation and will connect a new generation with an immersive learning environment outside the bounds of textbooks and the traditional classroom settings. In 2020, LinkedIn ranked AI specialist as the top emerging job. Studies show that hiring growth for AI specialists and Machine Learning has grown 74% annually in recent years. In addition, the U.S. Bureau of Labor Statistics projects that in the coming years, employment in healthcare occupations will grow 16 percent from 2020 to 2030, much faster than the average for all occupations, adding about 2.6 million jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services. Helix A & M is designed to meet these increasing future demands of the technology and healthcare industries. Helix A & M will make great strides by opening doors for underrepresented and disadvantaged students through immersive, career-focused education. We believe that these doors for opportunity will multiply

exponentially, thereby improving underrepresented groups in the agriculture and energy industries.

- (ii) *The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.*

St. Landry Parish operates 33 schools across its district. Twenty-nine of the district's 33 schools are Title 1 schools and economically disadvantaged students account for 83.2% of the student population. In March 2022, three tax propositions in St. Landry Parish failed that would have funded teachers' salaries, facility improvements, and other school upgrades throughout the parish. St. Landry Parish has long demonstrated the need for new facilities and a more stream-lined approach to the management of its public schools.

The leadership at Helix Community Schools has shown a unique ability to serve a population that is overwhelmingly economically disadvantaged. In launching Helix A&M, we will recruit heavily from a population that has relatively high needs. By "high-needs," we mean factors that are generally associated with students who come from communities of concentrated poverty. Helix will recruit students from across the parish, but we anticipate a majority of students will reside in the zip codes adjacent to where the school is located. With an ambitious marketing plan, and word of mouth promotion through our current community, we are extremely confident that we will be able to enroll a sufficient number of families to meet our enrollment targets.

This expansion will convert the established need for more options into demonstrated demand by leveraging the reputation of Helix as well as a focused grassroots effort and media campaign. As a charter school network homegrown in the State of Louisiana, we have local roots and legitimacy that have allowed us to develop

bonds with the community. We believe that families across St. Landry Parish, will embrace the opportunity to enroll their children in a school that can offer them a well-defined pathway to opportunity as they progress through their academic careers.

Helix A&M will ensure that it is adequately resourced to provide students with the supports that they deserve. The composition of this student body will inform decisions around how we set goals to catch students up to grade level, hire support staff for students with learning disabilities, and how we prioritize social-emotional and counseling support. Because we intend to serve a population that is over 80% economically disadvantaged, we must also be responsive to the particular needs of this group. Informed by these realities, we will make staffing decisions to prioritize hiring special education teachers as needed to provide the necessary support to struggling students. In addition, we will prioritize the hiring of a counselor to provide the social-emotional support that students from low-income communities often need. With these strategic supports, we are confident that we can support our students to excel.

APPLICATION REQUIREMENTS

Students with Disabilities and English Language Learners

Because we serve a population that is over 83% economically disadvantaged, with close to 80% of students starting below grade level, we must also be responsive to the particular needs of this group. Other special populations include 13.5% students with disabilities and 0.8% Limited English Proficient. Informed by these realities, we will make staffing decisions to prioritize having a dedicated special education teacher at Helix from the first year to provide the necessary supports to struggling students. In addition, we will prioritize the hiring of a counselor to provide the social-emotional support that students

from low-income communities often need. Finally, the rigor of our goal setting and support systems speak to the urgency and ambition of our expectations for our students.

Roles and Responsibilities

Helix A&M will contract with one entity – a Charter School Management Organization, Helix Community Schools (Helix), to provide education services for Helix A&M’s students. A Charter School Management Services Agreement defines roles and responsibilities. Services under this contract include school leaders, assistant principals, teachers, administrative staff, counselors, certified special education instructors, and other school-level staff. Other management services include technology and IT services, public relations, development, and marketing services. Helix will also provide operational services, including but not limited to, the management of a student information systems, curriculum selection and development, teacher recruitment and professional development. Helix also provides human resources, financial management (including budgeting and purchasing), and nursing services. The table below shows Helix’s most relevant personnel associated with the launch of Helix Community Schools expansion including their current roles.

Leader	Current Role
Preston J. Castille, Jr.	President of Helix Community Schools
Robert M. Webb, Jr.	Executive Vice-President of Helix Community Schools
Angela Dominge, Ph.D.	Chief Schools Officer, Helix Community Schools

Donald Ford, CPA	Financial Manager, Helix Community Schools
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In addition, the Board of Directors is ultimately responsible for the success of Helix A&M and has created clear systems to regularly assess the operations, finances, and academic achievement, as well as the performance of the school. The Board is uniquely qualified to provide insights related to the following areas: academics, finances, legal issues, management/operations, and community relations. Specific details regarding Project Personnel and Board member responsibilities are further outlined in the table under the Project Design section above. (One page resumes for each board member are being submitted with this application.)

Quality Controls

Charter schools in Louisiana must adhere to applicable and state accountability requirements. Although Louisiana charter schools are independent public schools that enjoy operational autonomy in areas such as curricula, staffing, and budgetary decision-making, all charter schools are held accountable for meeting student achievement goals and organizational and financial performance goals by a local school board or by BESE.

Local school boards establish charter school performance goals with each charter school board and hold schools accountable through locally-designed performance frameworks. Initial charter terms are granted for five years, and the charter agreement may be amended as needed. For purposes of contract extension, renewal, and revocation decisions, and other evaluations of charter school performance, Helix A&M's performance will be evaluated in conformity with the standards set forth in its charter contract and St. Landry Parish School System's policy for district charter schools. Charter contracts with

local school districts typically indicate that student performance is the primary measure of school quality.

St. Landry Parish uses the state's assessment and accountability programs as objective and verifiable measures of student achievement and school performance. Because student performance is the primary indicator of school quality; the charter operator heavily factors all annual evaluations, contract extensions, renewal and revocation decisions on a school's achievement of the student performance standards. In addition, Helix A&M's success in meeting its goals as established in its charter application will be considered as one factor in determining whether the charter school shall be extended, renewed or revoked. The charter authorizer evaluates the totality of the school's performance to make revocation, renewal, or extension decisions.

In addition, the authorized public chartering agency has the right to terminate or revoke a charter contract for any of the following: material violations of the charter contract; failure to meet within the agreed timelines of the academic or other educational results specified in charter contract; and the failure to meet generally accepted accounting standards of fiscal management.

A Defined Charter School

Helix A&M has applied to the St. Landry Parish School Board to receive authorization to operate as a Louisiana public charter school in accordance with Louisiana's "Charter School Demonstration Programs Law," La. R.S. 17:3971, *et seq.*, which authorizes experimentation in the creation of innovative kinds of independent public schools for students. Unlike traditional public schools, Louisiana charter schools are independent public schools that are given educational and operational autonomy in

exchange for performance-based accountability. In essence, charter schools operate from 3 basic principles:

1. Choice: Parents select the school their child attends.
2. Flexibility: Charter schools are free to make timely decisions on issues specific to their school such as developing curricula, structuring the school day, creating a balanced budget, and hiring teachers who meet the needs of their students.
3. Accountability: In exchange for autonomy, charter schools are held accountable via a performance-based contract and must meet certain academic, financial, and legal standards within an allotted time frame or risk closure of charter school.

If its charter application is granted, Helix A&M would also meet the definition of a charter school pursuant to Section 4310 of the ESEA in that it:

- Is a public school;
- Is authorized in accordance with Louisiana’s “Charter School Demonstration Programs Law,” La. R.S. 17:3971, *et seq.*;
- Is operated under public supervision and direction;
- Operates in pursuit of established educational goals;
- Provides a secondary educational program;
- Is nonsectarian;
- Does not charge tuition;
- Complies with applicable law;
- Is a school of choice;
- Admits students on the basis of a lottery;

- Complies with audit requirements; and
- Has a written performance contract with the authorizer.

Parent and Community Input

To gauge parent satisfaction and be responsive to parent feedback, we will seek out parent feedback at the end of each semester on a regular basis. We will conduct an updated analysis to be responsive to the needs of the community. This analysis will include an updated survey of the performance of high schools across St. Landry Parish. We will also utilize family surveys where we ask families if they would be interested in sending those children to Helix A&M. Through these efforts, and a priority to be actively engaged in the communities where our students live, we are confident that we will be responsive to the changing needs of the community as we launch in the 2024-25 school year. However, the most authentic measure of family satisfaction with a school is whether families decide to return to that school the following year.

Planned Activities

To meet its goals to open by 2024-25 school year, specific activities to support and facilitate its launch will include 1) equipping the classrooms with appropriate furniture and supplies, 2) purchasing Chromebooks and laptops for additional students and teachers, 3) obtaining additional Tier 1 curriculum and providing additional training and support to all teachers, 4) recruiting personnel, including a principal, assistant principals, teachers, school counselors, and operational and administrative staff, and 5) engage in robust marketing and promotion efforts to meet student recruiting and enrollment goals. The planned activities and expenditures for this project are documented in greater detail in the Management Plan and Continuation Plan of this narrative and in the Budget Narrative.

Parent, Family and Community Engagement

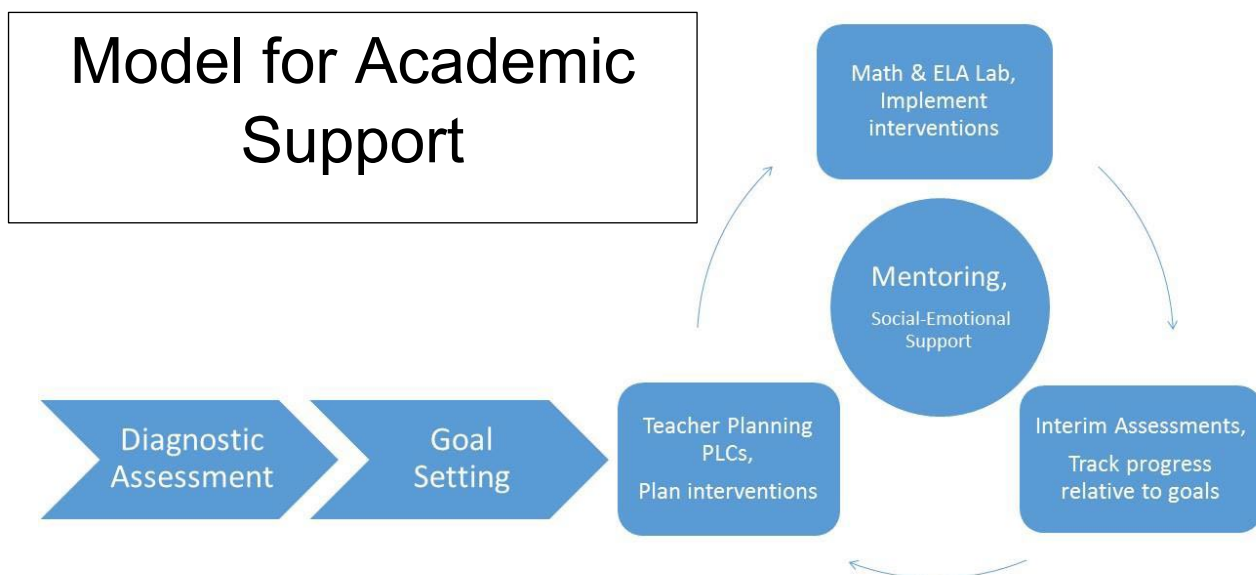
To gauge parent satisfaction and be responsive to parent feedback, we will seek out parent feedback on a regular basis. In addition, we plan to identify key stakeholders who should be engaged in the planning process with dates and formats for engagement. In addition to a deep commitment to academic excellence in core courses, Helix A&M is also defined by its commitment to provide students exposure to high-demand industries and ensure that students have the opportunity to obtain marketable skills related to those industries. Since this commitment is central to our mission, it is important to specify metrics to ensure that this commitment is a lived reality for our students. Four metrics have been established to monitor both students' exposure to professionals in Artificial Intelligence and healthcare-related fields and students' participation in project-based learning experiences relative to those fields. The measurement to be used for these metrics will be class field trips, visits from relevant professionals, and students' letter grades in elective classes where they are able to engage in relevant projects.

Transportation of Students

Helix A&M will provide transportation to all students enrolled in its charter school. Helix A&M may hire or lease buses as needed to provide transportation to students that become enrolled that reside within the geographic boundaries of the local school district. Helix A&M will also provide transportation services to any student requiring transportation as part of his or her Individualized Education Program (IEP). Helix A&M may also utilize alternative options for transportation, including but not limited to buses, vans, carpools or public transportation as permitted by law and written BESE policy.

Educational Program Details

Helix A&M's approach to preparing our students for academic excellence is grounded in a deep respect for the utility of data to drive progress toward ambitious goals. To achieve these goals, we deliberately chart a path, with specific time-bound benchmarks, for students to make progress from where they are to where they need to be. Along this path, we regularly collect and analyze data to plan and execute individually tailored interventions to keep students on course to achieving their goals. Our structure for goal setting and support is composed of six primary systems:



All students will take an initial diagnostic assessment over the summer and also participate in LEAP 360 interim assessments, Star 360, and regular curricular assessments in Math and ELA. Based on data from these assessments, teachers develop individual performance plans for each student, benchmarking progress against “growth to mastery” targets. Teachers monitor progress and plan individualized, responsive

interventions during subject-level PLCs on a bi-weekly basis. When applicable, these intervention strategies are informed by professional development sessions specifically focused on students with disabilities, English Learners, and students who are significantly behind grade level. Interventions are then implemented during the bi-weekly ‘Lab’ classes that are focused on differentiated instruction and RTI. The process repeats on two- and four-week cycles as teachers analyze data and students take additional assessments. Throughout the process, students can track their progress. The goal is to hold all students to the same rigorous expectations while providing necessary supports for students who are struggling.

Instructional Practices and Students Served

A quality curriculum is the foundation of a student’s learning experience. We will consider five primary variables when vetting curricula: 1) Tier 1 designation by LDOE, 2) alignment with the unique aspects of our mission, 3) opportunities for ongoing professional development, 4) depth and clarity of supporting resources, and 5) ability to differentiate to support for students with special needs and English Language Learners. Helix A&M will implement the following:

Grade Levels	Curriculum	Grade Levels	Curriculum
Mathematics		Science	
K-5	Eureka Math w/Zearn	K-8	Amplify
6-12	Eureka Math	9-12	Helix Science Curriculum aligned to Next Generation Science Standards
English Language Arts		Social Studies	

K-8	Wit & Wisdom	K-3	Helix Social Studies Curriculum aligned to LA GLEs, Wit & Wisdom Themes
9-12	HMH Collections	4-12	Helix Social Studies curriculum supplemented by The DBQ Project and AP Resources
STEAM		Artificial Intelligence and Healthcare	
K-8	Project Lead The Way	9-12	National K-12 AI Curriculum

Grades K-5: Eureka Math with Zearn Supporting

Eureka Math, a Great Minds curriculum, aligns to Helix’s emphasis on molding students as ‘sense makers’ to support the development of their critical thinking and problem-solving skills. The curriculum is scaffolded strategically to help students develop a holistic command of mathematics. Another advantage to Eureka Math is the depth and clarity of supporting resources. Eureka provides detailed guides for how it is to be implemented effectively and regular professional development opportunities exist around the region for both teachers and leaders. An added benefit is that Eureka also includes materials that can be used for English Language Learners so that language gaps do not manifest as gaps in mathematical understanding. Helix provides training and ongoing development of teachers and leaders to ensure faithful and effective execution of this curriculum.

Students will also have the opportunity to use Zearn Math in support of the Eureka curriculum. Zearn is a K-5 math curriculum based on Eureka Math / EngageNY with top-rated materials for teacher-led and digital instruction. Zearn is designed to support a

differentiated classroom and will assist teachers in remediating instruction for students with unique needs as well as accelerate learning for those immediately mastering introduced content. Throughout the lesson, students rotate through different experiences; one-to-one engagement through a high-quality computer program that self-differentiates to remediate the needs of each individual student, small group instruction with the teacher, and whole class activities. The online component produces in-depth reports on what students are learning and what they are struggling with, producing data at the school, grade, class, and individual levels.

For interim assessments, students will take the three LEAP 360 math assessments, which can be aligned to the Eureka Math curriculum map. Teachers will also make use of the module assessments included in the Eureka Math curriculum as well as the data tracking that occurs automatically as students move through Zearn to track student progress between interim assessments. Data from these assessments and reports will be analyzed in weekly PLC meetings and be used to remediate content and design targeted interventions to be implemented during Math Lab blocks.

Grades 6-12: Eureka Math

Eureka Math for grades 6-12 is a Tier 1 curriculum aligned with the Louisiana State Standards. In grades 6-12, students will continue to use Eureka Math, allowing students to get the full continuum of benefits of this well-designed, research-supported curriculum. Eureka is built strategically so that concepts build off of each other, spiraling from year to year. Teachers will use the LEAP 360 assessments as interim benchmarks and will track student mastery using Eureka module assessments. Data from these assessments will be analyzed in weekly PLC meetings and be used to remediate content and design

targeted interventions to be implemented during Math Lab blocks. For grades 10-12, students will also take ACT practice assessments as benchmarks of their progress.

STEAM

Helix A&M is also defined by our commitment to cultivating experiences and competencies related to jobs in high-demand fields. This means opportunities to engage in STEAM-related competencies. To reinforce our commitment to professional competencies in high-demand fields, we will use the curricula outlined below.

Grades 9-12: Project Lead The Way: Project Lead The Way is a nationally recognized curriculum focused on coding, engineering, and collaborative problem solving, designed by professionals in education, science, engineering, and the medical industries. The curriculum is designed to align with the Common Core State Standards for Math and ELA as well as the Next Generation Science Standards. Through Project Lead the Way, students engage in “hands-on activities, projects, and problems; empowering them to solve real-world challenges, and inspiring them to reimagine how they see themselves.” By the time students are in middle school, they design robots and construct environmentally sustainable buildings, all in a way that directly reinforces CCSS and Next Generation Science Standards.

The assessments for this course are holistic and rigorous. The curriculum assesses student progress through classroom activities, projects, and problems; maintaining logs, notebooks, and portfolios that undergo assessment; and evaluating work through a range of tools, such as performance rubrics and reflective questioning, to deepen and expand their knowledge and skills.

This curriculum, in conjunction with rigorous core subject experiences, will prepare our students for the jobs of tomorrow. Access to this curriculum is especially important for our target student population, which is majority African-American and economically disadvantaged. Both of these groups are dramatically underrepresented in STEAM fields. Providing low-income students of color, especially girls, access to knowledge and skill competencies that will prepare them to excel in STEAM fields is critical to our mission at Mentorship.

Artificial Intelligence and Healthcare: The K-8 experience will introduce elementary and middle school children to the core concepts of artificial intelligence and healthcare. For students pursuing a track in AI, basic concepts of artificial intelligence, machine learning, and robot construction will be infused into the core curricula, preparing students for a more immersive and industry-focused experience in high school. Students will access project-based learning curricula, empowering students to learn via experimentation, creative expression, critical thinking, and problem solving. The instructional model for AI will be informed by the “5 Big Ideas of Artificial Intelligence:” 1) machine perception, 2) knowledge representation and reasoning, 3) machine learning, 4) human-AI interaction and 5) societal impact. Students will access curriculum aligned with the National K-12 AI Guidelines being developed by the Artificial Intelligence for K-12 initiative (AI4K12).

Students pursuing a track in healthcare will gain a foundation of knowledge preparing them to pursue jobs in hospitals, physician offices, outpatient clinics, and residential facilities. Students will receive an overview of cell biology, histology, physiology, gross human anatomy, pharmacology, and microbiology. Classroom learning

is combined with industry exposure to help students develop the skills needed in various fields of clinical medicine, including internal medicine, pediatrics, surgery, psychiatry, radiology, and anesthesiology.

Educationally Disadvantaged Students

Because we serve a population that is over 83% economically disadvantaged, we must also be responsive to the particular needs of this group. Informed by these realities, we will make staffing decisions to prioritize having a dedicated special education teacher at each school from the first year to provide the necessary supports to struggling students. In addition, we will prioritize the hiring of a counselor at each school in order to provide the social-emotional support that students from low-income communities often need. Finally, the rigor of our goal setting and support systems speak to the urgency and ambition of our expectations for our students. With these strategic supports, we are confident that we can support our students to excel. We further emphasize our commitment to equity and opportunity for all students. Helix A&M will be non-selective for all programs as we believe that our school model offer innovative approaches to delivering a high-quality education and that all students should be able to access them, regardless of past academic performance.

Lottery and Enrollment Process

To initiate the enrollment period, Helix A&M will determine the spaces available in each grade based on the school's capacity and will set a deadline for accepting student applications with an application period not less than one month nor more than three months. The application deadline is publicized in multiple venues with reasonable notice of at least one month before the deadline.

Lottery

A date for the lottery will be set with reasonable public notice given at least one week prior to the lottery. A final date will also set for students to accept enrollment and the actual date of enrollment. Each year, Helix A&M will provide all previously enrolled students the right to continue enrollment. Lottery preferences are given to siblings of students already enrolled at Helix.

Enrollment

Once the lottery is complete, Helix A&M will send notifications to each student that submitted an application the status of their application. Students that were chosen in the lottery are provided with instructions on how they accept admission to Helix and pertinent information regarding the start of the school year. The admission acceptance requirement does not in any way discriminate against students and families.

Logic Model

Helix A&M's primary goal is to obtain a 'B' letter grade within the first three years. The table below identifies the various metrics that will be used to track progress towards these goals, describe the rationale for each, and specify the reporting frequency, and name the board members who will be most directly responsible for analyzing the data under each category to inform future decisions.

Metric	Description/Rationale	Frequency of Analysis
Academics		
Overall Academic Performance relative to school performance goals	Assessed through interim and end-of-year standardized assessments. This is the clearest way to gauge the school's current standing relative to established performance goals. This is a critical component of the school's SPS calculation.	Quarterly*
Student progress on interim assessments relative to school performance goals	Assessed through LEAP 360 and other interim assessments. The board will track student progress relative to school wide benchmark goals. This is a critical component of the school's SPS calculation.	Quarterly
Rate of progress for students behind grade level relative to school performance goals	Assessed through LEAP 360 interim and other benchmark assessments. The board will isolate progress data for students who scored more than one grade level behind on their diagnostic assessment to ensure that interventions are successful.	Quarterly
Rate of progress for students with disabilities relative to school and individual performance goals	Assessed through LEAP 360 and other interim assessments. The board will isolate progress data for students with disabilities to ensure that interventions and academic supports are successful.	Quarterly
Rate of progress for English Learners relative to school and individual performance goals	Assessed through LEAP 360 and other interim assessments. The board will isolate progress data for students who were screened as English Learners to ensure that interventions are successful.	Quarterly

% of students proficient in Math and ELA		Assessed through end-of-year standardized tests. This is a critical component of the school's SPS calculation	Annually
Mission-Centric Goals	Frequency of engagement with STEAM partners	Metrics in this section are related to the mission centric goals of Helix A&M. In addition to a deep commitment to academic excellence in core courses, Mentorship is also defined by its commitment to provide students exposure to high-demand industries and ensure that students have the opportunity to obtain marketable skills related to those industries. Since this commitment is central to our mission, it is important to specify metrics to ensure that this commitment is a lived reality for our students. The four metrics in this section have been established to monitor both students' exposure to professionals in the fields our schools focus on, and students' participation in project-based learning experiences relative to those fields. The measurement to be used for these metrics will be class field trips, visits from relevant professionals, and students' letter grades in elective classes where they are able to engage in relevant projects	Quarterly
High School	% Graduation Rate	High school graduation is the single most predictive pathway to success for our students. This is a critical component of the school's SPS calculation.	Annually
	Strength of Diploma	Students deserve access to rigorous coursework. This is a critical component of the school's SPS calculation.	Annually
	ACT Scores	Success on the ACT is a powerful tool to create access to world-class post-secondary opportunities. This is a critical component of the school's SPS calculation.	Annually
	WorkKeys Assessment scores	For students who prefer to enter directly into a career, WorkKeys is a gateway to opportunity. This is a critical component of the school's SPS calculation.	Annually

EOC scores and passing rate	Success on EOC tests is critical to progress towards graduation and ensure students have the core knowledge necessary to be successful. This is a critical component of the school's SPS calculation.	Annually
Progress towards diploma	It is important to have an accurate idea of the percentage of students who are not on track to graduate in a four-year timeframe to provide appropriate interventions and opportunities.	Annually
Post-Secondary Matriculation	Assessed through family surveys in the Fall semester following graduation. Many low-income students who are accepted into college do not end up matriculating in the Fall semester. To properly support Helix A&M graduates during this transition, we need an accurate count of the percentage of students who actually matriculate.	Annually
Post-Secondary Persistence	Assessed through annual family surveys. Mentorship is committed to the long-term success of our students. Unfortunately, many low-income, and first-generation college students do not persist in college. For this reason, we plan to track postsecondary persistence and develop strategies to support our alumni.	Annually
Management & Operations		
Total enrollment numbers	Tracking enrollment is critical to fulfilling our mission of serving students, as well as relevant to financial sustainability.	Quarterly
Enrollment reflective of local population in terms of race, gender, socio-economic status, and disabilities	Helix A&M is committed to equity as a foundational pillar and for this reason wants to ensure that the student body reflects the demographics of the surrounding community so that steps for inclusive action can be taken if necessary.	Quarterly
Student attendance	Student attendance is a key indicator for the strength of a school culture and early indicator for student dropouts.	Monthly

Suspension and expulsion rates	Monitoring here is critical to ensuring that discipline policies do not have an undue impact on students' opportunities for learning,	Monthly
Parent Satisfaction: Survey	To gauge parent satisfaction and be responsive to parent feedback, we must seek out parent feedback on a regular basis	End of each semester
Parent Satisfaction: Reenrollment	The most authentic measure of family satisfaction with a school is whether families decide to return to that school the following year.	Annually
Teacher Retention	Creating a staff culture that supports teachers.	Annually
Financial Management		
Fund balance	An accurate accounting of the fund budget is central to fiscal responsibility.	Monthly
Balanced budget	In order for the organization to be sustainable, it will be critical to operate according to a balanced budget.	Monthly
Audit to ensure compliance with accounting standards	An external audit of finances is essential to the transparency and viability of the organization's health.	Annually
*Note: 'Quarterly' assessments refer to the school calendar and signify data that will be analyzed twice per academic semester.		

The academic metrics described above will be tracked relative to the goal that Mentorship be on track to receive a 'B' letter grade within the next three years. The Board of Directors meets monthly and legal and financial representation is present at each meeting. Appropriate updates and decisions are made at monthly meetings over the course of the year.

Budget Narrative

Helix A&M's Budget Narrative is attached to this application and outlines in greater detail how grant funds will be expended.

Single-Sex Educational Programs

Helix A&M Academy will not operate any single-sex educational programs.

Audits

Helix Community Schools recently launched two middle schools in the 2021-22 school year which only concluded in May 2022. Therefore, independently audited financial statements are not yet available.

Waivers

Helix A&M Academy does not seek any waivers.

Contract with For-Profit Management Organizations

Helix A&M will not contract with a for-profit management organization.

Public Chartering Agency Information

Helix Community Schools has submitted an application to the St. Landry Parish School Board to open and operate Helix A & M, a K-8 school, in the 2024-2025 school year. The contact information for the St. Landry Parish School Board is listed below:

St. Landry Parish School Board
1013 E. Cresswell Lane
Opelousas, LA 70571

Helix's application was submitted on August 1, 2022 and remains currently pending and awaiting approval. The estimated date by which the authorized public chartering agency will issue a final decision is by the end of September 2022. A copy of the charter application along with a copy of the written notice that Helix A&M has applied

for a CSP grant is included with this application. Helix does not anticipate that it will incur any planning costs prior to the date the authorized public chartering agency issues a decision on the charter application.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

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

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

Charter Schools Program Assurances – Expanding Opportunity Through Quality Charter Schools Program (CSP)—Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools

Applicants for CSP 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 following assurances. These assurances are from section 4303(f) of the ESEA and the notice of final priorities, requirements, definitions, and selection criteria for this program, published in the *Federal Register* on July 6, 2022 (2022 NFP). The source of each assurance is provided in parentheses following each assurance.

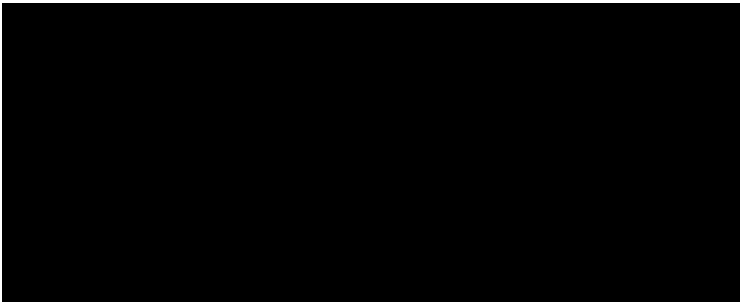
As the duly authorized representative of the applicant, I assure that:

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. 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—
 - a. Information on the educational program;
 - b. Student support services;
 - c. Parent contract requirements (as applicable), including any financial obligations or fees;
 - d. Enrollment criteria (as applicable); and
 - e. 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 statistically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)
4. The applicant has not and will not enter into a contract with a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, under which the management organization or its related entities exercises full or substantial administrative control over the charter school and, thereby, the CSP project. (2022 NFP)
5. Any management contract between the charter school and a for-profit management organization, including a nonprofit CMO operated by or on behalf of a for-profit entity, guarantees or will guarantee that—
 - a. The charter school maintains control over all CSP funds, makes all programmatic decisions, and directly administers or supervises the administration of the grant or subgrant;
 - b. The management organization does not exercise full or substantial administrative control over the charter school (and, thereby, the CSP project), except that this does not limit the ability of a charter school to enter into a contract with a management organization for the provision of services that do not constitute full or substantial control of the charter school project funded under the CSP (e.g., food or payroll services) and that otherwise comply with statutory and regulatory requirements;
 - c. The charter school's governing board has access to financial and other data pertaining to the charter school, the management organization, and any related entities; and
 - d. The charter school is in compliance with applicable Federal and State laws and regulations governing conflicts of interest, and there are no actual or perceived conflicts of interest between the charter school and the management organization. (2022 NFP)

6. The applicant will post on its website, on an annual basis, a copy of any management contract between the charter school and a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, and report information on such contract to the Department, including--
 - a. A copy of the existing contract with the for-profit management organization or description of the terms of the contract, including the name and contact information of the management organization, the cost (i.e., fixed costs and estimates of any ongoing costs), including the amount of CSP funds proposed to be used toward such costs, and the percentage such cost represents of the charter school's total funding, the duration, roles and responsibilities of the management organization, the steps the charter will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, and the steps the charter school is taking to ensure that it makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant or subgrant in accordance with 34 CFR 75.701 and 76.701;
 - b. A description of any business or financial relationship between the charter school developer or CMO and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities to be used by the charter school;
 - c. The names and contact information for each member of the governing boards of the charter school and a list of management organization's officers, chief administrator, and other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c); and
 - d. A description of how the charter school ensured that such contract is severable and that a change in management companies will not cause the proposed charter school to close. (2022 NFP)
7. The applicant will disclose, as part of the enrollment process, any policies or requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program). (2022 NFP)
8. The applicant will hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the charter school, which shall at least include how the proposed charter school will increase the availability of high-quality public school options for underserved students, promote racial and socio-economic diversity in such community or have an educational mission to serve primarily underserved students, and not increase racial or socio-economic segregation or isolation in the school districts from which students would be drawn to attend the charter school (consistent with applicable laws). Applicants must ensure that the hearing (and notice thereof) is accessible to individuals with disabilities and limited English proficient individuals as required by law, actively solicit participation in the hearing (i.e., provide widespread and timely notice of the hearing), make good faith efforts to accommodate as many people as possible (e.g., hold the hearing at a convenient time for families or provide virtual participation options), and submit a summary of the comments received as part of the application. The hearing may be conducted as part of the charter authorizing process, provided it meets the requirements above. (2022 NPP)
9. The applicant will not use any implementation funds for a charter school until after the charter school has received a charter from an authorized public chartering agency and has a contract, lease, mortgage, or other documentation indicating that it has a facility in which to operate. Consistent with sections 4303(b)(1), 4303(h)(1)(B), and 4310(6) of the ESEA, an eligible applicant may use CSP planning funds

for post-award planning and design of the educational program of a proposed new or replicated high-quality charter school that has not yet opened, which may include hiring and compensating teachers, school leaders, and specialized instructional support personnel; providing training and professional development to staff; and other critical planning activities that need to occur prior to the charter school opening when such costs cannot be met from other sources. (2022 NFP)

Note: The Department recognizes that the charter approval process may exceed the 18-month planning period for CSP grants, as prescribed under section 4303(d)(1)(B) of the ESEA. In such a case, applicants may request approval from the Department to amend their application to request an extension of the 18-month planning period. Under section 4303(d)(5) of the ESEA, the Secretary, in his discretion, may waive any statutory or regulatory requirement over which he exercises administrative authority, except the requirements related to the definition of “charter school” in section 4310(2), provided that the waiver is requested in an approved application and the Secretary determines that granting the waiver will promote the purposes of the CSP. It is also worth noting that a grantee may request approval from the Department, as appropriate, to amend its approved application and budget to cover additional planning costs that it may incur due to an unexpected delay in the charter approval process.



SIGNATURE OF AUTHORIZED OFFICIAL

Helix Community Schools

8/5/2022

APPLICANT ORGANIZATION

DATE SUBMITTED



RESUMÉ

Education Experience

HELIX COMMUNITY SCHOOLS

President, 2019 - Present.

www.HelixCommunitySchools.org

LSU LAW SCHOOL

Adjunct Law Professor, 2001 – 2009.

www.law.lsu.edu

Course: Pretrial Litigation Practice.

SOUTHERN UNIVERSITY LAW CENTER

Adjunct Law Professor, 2003 – Present.

www.sulc.edu

Courses: Education Law & Policy, Louisiana Civil Procedure I & II, Evidence, Trial Advocacy and Pretrial Litigation Practice.

Legal Experience

TAYLOR, PORTER, BROOKS & PHILLIPS, LLP, Attorneys at Law

Of Counsel, 2020 – Present.

Partner | Executive Committee, 1994 – 2020.

www.TaylorPorter.com

MSI GLOBAL ALLIANCE, London, England

Management Board | North America Area Representative, 2011 – 2022.

www.msiglobal.org

SOUTHERN UNIVERSITY SYSTEM FOUNDATION

Trustee & General Counsel, 2000 – Present.

www.foundation.sus.edu

Judicial Experience

BATON ROUGE CITY COURT

Judge Pro Tempore, January - May, 2009.

Appointed by Louisiana Supreme Court

www.brgov.com

BATON ROUGE CITY COURT

Judge *Ad Hoc*, Periodically, 2003 – 2015.

Appointed by Louisiana Supreme Court

Public Service

Louisiana Board of Elementary and Secondary Education (BESE), District 8 Member.

Chair of School Innovation and Turnaround Committee, 2020 - 2022.

Louisiana Board of Regents for Higher Education, Student Member, 1987 - 1988.

Other Professional Experience

UNITED STATES DEPARTMENT OF LABOR, Washington, D.C.

Economist, 1990 – 1991.

www.dol.gov

Bar Admissions

United States Supreme Court; U.S. 5th Circuit Court of Appeal; United States District Court for the State of Louisiana for the Middle, Western and Eastern Districts; All Louisiana State Courts.

Education

TULANE UNIVERSITY SCHOOL OF LAW, New Orleans, Louisiana

Juris Doctor, 1994.

www.law.tulane.edu

Significant Honors and Accomplishments:

- *The Order of Barristers*
- Tulane Moot Court Board, Senior Appellate Chairman
- Tulane Appellate Advocacy Competition, Winner
- National Environmental Law Moot Court Competition, Quarterfinalist, (Pace University, NY)

SOUTHERN UNIVERSITY and A&M College, Baton Rouge, Louisiana

Bachelor of Science in Economics, 1990.

www.subr.edu

Significant Honors and Accomplishments:

- Student Government Association (SGA), President, 1987-88
- National Honors Society, National Vice President (Highest Student Office), 1987-88
- Pre-Med Scholarship, Academic Scholarship, Presidential Scholarship & Dean's List
- *Wall Street Journal* Award in Economics

MEHARRY MEDICAL COLLEGE, Nashville, Tennessee

Biomedical Sciences Program, Summer 1986.

www.mmc.edu

UNIVERSITY OF SOUTHWEST LOUISIANA (Now ULL), Lafayette, Louisiana
Upward Board, Summer 1985.
www.louisiana.edu

PLAISANCE HIGH SCHOOL, Plaisance, Louisiana
Valedictorian, 1985.

Professional Affiliations

Baton Rouge Bar Association & Baton Rouge Bar Foundation
President, 2011, **Board of Directors**, 2003 - 2012.
www.brba.org

Louis A. Martinet Legal Society, Baton Rouge Chapter
President, **Vice President**, **Treasurer**, 2002-1996.
www.louismartinetbr.com

Louis A. Martinet Foundation
Founder and Chairman of the Board, 1999 – 2001.
www.louismartinetbr.com

Louisiana State Bar Association (LSBA)
Board of Governors, 2003 - 2004.
www.lsba.org

Louisiana State Bar Association
House of Delegates, 2011 - 2013.

Louisiana State Law Institute
Council Member, 2015 - 2018.
www.lsl.org

Louisiana Supreme Court Rules Committee
Member, 2012 - Present.
www.lasc.org

American Bar Association (ABA)
Delegate, ABA House of Delegates, 2015 - 2018.
www.AmericanBar.org

Defense Research Institute (DRI)
Chairman of Diversity Committee Online Community, 2014 - 2016.
www.dri.org

National Conference of Bar Presidents
Member, 2011 - 2014.
www.ncbp.org

Other Bar Associations: Arizona Federal Bar (Previously admitted *Pro Hac Vice*); National Bar Association; Louisiana Association of Defense Counsel; Defense Research Institute; Dean McMahon American Inns of Court.

Civic Affiliations

Center for Planning Excellence (CPEX)

Member, 2014 - Present; Chairman, 2020 - Present.

Baton Rouge Area Foundation (BRAf)

Member, Board of Directors, 2019 - Present.

Tulane Law School Dean's Advisory Board

Member, 2019 - Present.

New Schools for Baton Rouge

Member, 2013 - 2019; Chairman, 2017 - 2019; Chairman Emeritus, 2019 - Present.

Governor John Bel Edwards Higher Education Transition Team

Appointed December 2015.

www.onwardlouisiana.com

Mayor-President Sharon Weston Broome Education Transition Team

Appointed December 2016.

Southern University Alumni Federation

National President, 2014 - 2018.

www.sualumni.org

Baton Rouge Area Chamber of Commerce

Business Development Advisory Committee, 2013 - 2015.

Leadership Baton Rouge Program (Class of 1997).

Council for a Better Louisiana (CABL)

Louisiana Leadership Class, 2012.

Baker Planning and Zoning Commission

Board of Directors, 2001 - 2002.

Volunteers in Public Schools (VIPS)

Board of Directors, 1996 - 2001.

St. Paul Adult Education Center

Board of Directors, 1996 - 2000.

City Club of Baton Rouge

Member, 2013 - Present
Board of Governors, 2021 - Present.

OBJECTIVE

To provide students, teachers and leadership with the motivational skills needed to excel academically, while facilitating intellectual growth and equipping them with the essential tools to be college and/or career ready and becoming a productive citizen of the community and beyond.

EDUCATION**Southern University and A&M College**

Baton Rouge, Louisiana

Master's Degree plus 30; Concentration: Administration and Supervision; May 2001

Master of Education in Speech Pathology; December 1997

Bachelor of Science in Speech Pathology and Audiology December; 1993

EXPERIENCE

07/21-Present

Helix Community Schools

Baton Rouge, Louisiana

Executive Vice-President- K-12th Type I Charter Schools

Provides an optimum customer care and management environment. Diligently manages and ensures best practices and data driven strategies produce results which are systematic and systemic. Oversees the recruitment, enrollment, and retention processes. Provides support, guidance, and development to the leadership team. Cultivates a culture where policies and procedures are implemented and followed with fidelity. Attends board meetings and serves as liaison between stakeholders and the organization.

06/17-7/21

Helix Mentorship STEAM Academy

Baton Rouge, Louisiana

CEO/CAO- 9th-12th Type I Charter School

Administered instructional programs, evaluated teacher performance to encourage the use of a variety of instructional strategies and materials consistent with project infused learning. In charge of day-to-day operations of the school. Created a culture that was data driven and made learning desirable at high levels among students. Ensured a safe, orderly environment that encouraged all to take responsibility for behavior and created high morale among faculty/staff. Communicated regularly with stakeholders; seeking their support and input, to create a cooperative relationship to support the organization. Established procedures that created and maintained attractive, organized, functional, healthy, clean, and safe facilities.

8/13 – 6/17

Mentorship STEAM Academy

Baton Rouge, Louisiana

Principal-9th-12th Type-1 Charter School

Created a culture for a new Type-1 Charter School, while providing an optimum learning environment which met students' needs; coupled with establishing the annual master schedule for instructional programs. Collaboratively working with the school community to develop and maintain a shared school vision, while encouraging, supporting and modeling researched-based teaching strategies. Responsible for the overall operation of the school.

6/05 – 08/13

East Baton Rouge Parish School System/Recovery School District

Baton Rouge, Louisiana

Principal- Belaire High School/Istrouma High School 9th-12th

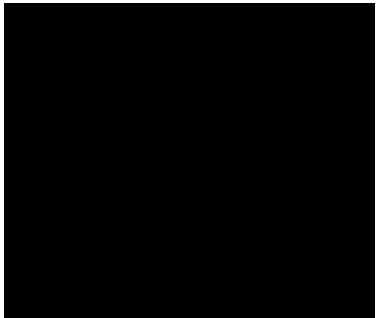
Provided an optimum learning climate which met student needs, while enabling our scholars to apply what they have learned to real world experiences. Maintained a safe, secure, and clean environment for all stakeholders. Responsible for the overall operation of the school. Aligned all resources and priorities with a vision of achievement through embedded goals.

- 8/03 – 06/05 Assistant Principal- **Baton Rouge Magnet High School** and **Northeast Elementary**
 Provided a safe environment conducive to learning. Assisted in overseeing daily operations of the school. Interacted with parents, teachers and students through humanistic approaches. Provided an optimum learning climate which met all instructional student needs.
- 8/02 – 5/03 **Pearland Independent School District**
Pearland, Texas
Special Education Teacher-**Pearland Jr. High East Middle School**
 Provided instruction and curriculum to students with behavior disorders, learning disabilities and emotional disturbances.
- 8/01 – 5/02 **East Baton Rouge School System**
Baton Rouge, Louisiana
Interim Assistant Principal-**Sherwood Middle School**
 Provided behavior modifications and correcting misbehavior through assertive discipline; interact with parents, teachers and students through humanistic approaches; and represented the school in hearings.
- 2/99 - 8/01 Middle School Special Education Teacher
 Provided instruction to students with behavior disorders, learning disabilities and emotional disturbances. Prepared IEP's and administered assessment.
- 12/97 - 2/99 **Detroit Elementary**
Detroit, Texas
Speech Therapist
 Provided speech therapy to preschool and elementary students.
- 12/93 - 5/95 **Brazosport Independent School District**
Freeport, Texas
Speech Therapist **Elementary** and **Middle School**
 Provided speech therapy for multi-handicapped, visually impaired, hearing impaired and life skills students.
- 8/86 - 8/93 **Louisiana Army National Guard 812th Medical Company, Air Ambulance**
New Orleans, Louisiana
Operation Desert Storm
 Assisted in ensuring the safety and security of personnel and facilities in Saudi Arabia.

**CERTIFICATIONS
 HONORS &
 MEMBERSHIPS**

School Superintendent-Certified
 Secondary and Elementary School Principal-Certified
 Parish/City School Supervisor of Instruction-Certified
 Educational Leader Level -3 Certified
 Mild/Moderate-Certified
 Child Search Coordinator-Certified
 East Baton Rouge Parish High School Principal of the Year 2009-2010
 National Association of Secondary School Principal (NASSP)
 Louisiana Association of Principals (LAP)
 Tulane University-Educational Presenter
 Southern University A&M College-Educational Presenter
 Technology, Reading, Learning and Diversity (TRL D)-Educational Presenter
 Texas Middle School Association-Presenter
 International Recruiter for East Baton Rouge School System 2007, 2008
 Louisiana Principal Induction Program-Principal 2006, Asst. Principal 2005
 Council of Assistant Principals-Vice President 2004-2005
 Desert Storm Veteran
 Kappa Alpha Psi Fraternity, Inc.- Polemarch

REFERENCES AVAILABLE UPON REQUEST



EDUCATION

DOCTOR OF PHILOSOPHY
K-12 Educational Leadership
Louisiana State University
Baton Rouge, LA | 2012

*Dissertation: A Study of
Turnaround Efforts in
High-Poverty Schools:
Characteristics of High Reliability
Organizations that Determine
Why Some Efforts Succeed and
Others Fail*

MASTER OF EDUCATION
Secondary Education (English)
Southern University
Baton Rouge, LA | 1993

BACHELOR OF SCIENCE
Secondary Education (English)
Southern University
Baton Rouge, LA | 1991

PROFESSIONAL PROFILE

An innovative, collaborative school executive with a passion for creating positive and successful academic experiences for students throughout the education continuum through academic rigor, engaging learning environments, and community engagement.

EXPERIENCE

HELIX COMMUNITY SCHOOLS | 2021-present

Chief Schools Officer

Serves as the executive leader, team builder, and systems designer to implement and monitor curriculum, instruction, and assessment strategies for a charter network serving three schools.

CITY OF BAKER SCHOOL DISTRICT | Louisiana | 2020 – 2021

Acting Superintendent

Served as the top executive in a four-school system serving approximately 1,500 students and 250 faculty and staff members. Reported to five-member school board elected by the community.

- Developed transition strategies with the School Board, faculty, staff, parents, students, and community stakeholders
- Oversaw day-to-day system operations (including construction of a new school) through open, approachable communication channels
- Collaborated with executive staff and faculty to provide a safe, healthy, and inclusive learning environment for students' academic success during a global pandemic

CITY OF BAKER SCHOOL DISTRICT | Louisiana | 2015 – 2020

Assistant Superintendent of Innovation and Student Achievement

- Provided leadership to the Offices of School Leadership, Curriculum and Instruction, Assessment and Accountability, Professional Development, Early Childhood Education, and Federal Programs
- Increased performance of Early Childhood program from "Not Proficient" to "High Proficient"
- Managed \$11.1 million federal grant budget

EXPERTISE

- Change Management
 - Strategic Planning
 - Grants and External Support
 - Financial Management
 - Mentoring & Development
 - Community Engagement
 - Coalition Building
-

EXPERIENCE

WASHINGTON COUNTY PUBLIC SCHOOLS | Maryland | 2013 – 2015

Associate Superintendent and Chief Academic Officer

- Accepted responsibility for the education of 22,000 students and the professional development and support of 2,500 employees in a district with a 93% average graduation rate and 8% free and reduced lunch population
- Provided leadership to the Offices of Elementary Reading, Secondary English Language Arts, Mathematics, Science, Social Studies, World Languages, English Language Learners, Health and Physical Education, Visual and Performing Arts, Advanced Programs, Library Media Programs, and Career and Technological Education
- Served as a member of the Superintendent's Executive Staff
- Implemented a process to develop a K-12 curriculum aligned to the Maryland College and Career-Ready Standards
- Worked with the College of William and Mary, Department of Education, Center for Gifted Education to coordinate professional development opportunities for faculty and staff
- Ensured academic quality and rigor in all magnet and advanced programs, including the International Baccalaureate Diploma Program

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 2011 – 2013

Principal, Belaire High School

- Accepted responsibility for the education of 950 students and the professional development and support of 60 teachers
- Implemented research-based processes to increase average daily attendance and the on-time matriculation rate for all students
- Secured external support from the Diplomas Now! project in cooperation with Johns Hopkins University and City Year
- Increased student performance by 10 points according to the Louisiana educational accountability system
- Managed Title I and Title II school-based funding

EXPERIENCE

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 2010 – 2011

Director of Elementary School Programs

- Assisted in the selection, mentoring, observation, and evaluation of elementary principals
- Participated in instructional planning and implementation of elementary instructional programs
- Mediated and/or resolved conflicts between parents and elementary schools
- Conducted professional development for elementary principals
- Provided oversight for teacher evaluation and remediation and direction in the selection and use of instructional materials

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 2009 – 2010

*Interim Assistant Superintendent for Instructional Services Area III
(High Schools)*

- Served as a member of the Superintendent's Executive Leadership Team
- Conferred with the Superintendent and Chief Academic Officer regarding the selection and assignment of principals
- Directed, supervised, and evaluated high school principals
- Provided leadership and support to principals and stakeholders of 16 traditional high schools and alternative schools
- Expanded strategies (i.e., credit recovery, Advanced Placement, Dual Enrollment) to increase the matriculation and graduation rates of high school students
- Designed and facilitated research-based professional development for high school principals and assistant principals
- Mediated and/or resolved conflicts between parents and high schools
- Developed process and evaluation instrument to assess charter school proposals and implementation plans
- Secured grants and other external funding for high schools
- Co-created implementation plan for the Common Core

EXPERIENCE

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 2004 – 2009

Special Assistant to the Superintendent for Instructional Leadership

- Developed and implemented strategies in leadership, curriculum and instruction, accountability and assessment, and parent engagement for 23 of the district's lowest performing schools, which resulted in increased academic achievement in those schools and subsequent district-wide implementation of those strategies
- Prepared reports, presentations, and recommendations for the Superintendent, School Board, and community organizations concerning various aspects of the instructional program
- Conferred with the Superintendent regarding the selection and assignment of principals
- Served as the district's liaison with external funding agencies to implement school turnaround reform
- Facilitated and coordinated the development and subsequent revision of the EBRPSS Strategic Plan
- Developed and implemented the Balanced Scorecard Strategic Management System
- Coordinated high school redesign strategy, resulting in conversion of a traditional high school into two, gender-based, small schools
- Developed, implemented, and monitored the Dual Enrollment and Early College programs among the community college, local universities, and the district
- Directed professional development for principals and teachers in low-performing schools
- Managed and coordinated district quality assurance reviews

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 1991 – 2004

Various Positions

- Assistant Principal, Woodlawn High School, 2000 – 2004
- Teacher, Scotlandville Magnet High School, 1993 – 2000
- Teacher, Woodlawn High School, 1992 – 1993
- Teacher, West Feliciana High School, 1991 – 1992



Work Experience

Managing Member/Owner

DONALD R. FORD, CPA LLC

2015 to Present

Provides professional accounting, bookkeeping, and tax services, including financial statement preparation and analysis, managing accounts payables, bank reconciliations, payroll tax preparation and reporting, audits, reviews, and compilations.

Controller/Interim CFO

Volunteers of America

July 2016 to June 2018

Oversaw the activities of the Corporate Accounting Department for the accurate and timely dissemination of financial management reports including, but not limited to, internal and external monthly financial statements. Coordinated the annual audit. Prepared budgets for various grant programs. Managed cash flow. Ensured the accurate and timely processing of accounts payable, payroll processing, and accounts receivable aging components including billings, cash receipts application, etc.

Auditor/Accountant

Bruce Harrell & Company, CPAs

2014 to 2015

Performed various functions in conducting audits and compilations of local government entities. Assisted with other attestation engagements. Performed other accounting duties as assigned.

Franchisee/Owner

Subway Restaurant

2007 to 2014

Helped support the manager as needed to oversee the operations of a Subway restaurant.

Undersecretary

State of Louisiana - Department of Labor

2006 to 2007

Directed the functions of the Office of Management and Finance, which included accounting and budget control, procurement and contract management, management and program analysis, personnel management, and grants management for the department.

Director of Finance & Administration, Executive Office

State of Louisiana - Executive Office
2004 to 2006

Directed and/or coordinated the finances/budget and work activities for the Office of the Governor such as the administrative services, audit coordination, computer support services, information technology, personnel, and organization planning.

Internal Auditor

State of Louisiana - Treasury Department
2001 to 2004

Performed statewide cash management audits to assist the Treasury in accomplishing its cash management goals. Conducted examinations of public or quasi-public entities that receive state appropriated funds according to section 18B of the General Appropriations Act. Performed audits and reviews of the internal control structure of the Treasury on a continuing basis and made recommendations for improvements.

Field Examiner/Auditor, Asset-Based Finance Department

Bank One, NA
1997 to 2001

Monitored loan portfolios through field examinations. Companies in industries examined included manufacturing, retail, oilfield services, and consumer lending. Prepared detailed, written summary and analysis of exams with emphasis on exceptions noted. Job functions included:

- Reviewed, tested, and analyzed accounts receivable, inventory, fixed assets.
- Analyzed general ledger and financial statements.
- Analyzed cash position and activity. Performed and/or reviewed bank reconciliations.
- Evaluated accounting procedures and practices.

Balance Sheet Analyst

Bank One, NA
1996 to 1997

Responsible for the preparation of monthly earnings forecast/earnings projections based on interest on loans and expenses. Loans were from all divisions of the bank including commercial, consumer, real estate, construction, etc. This information was used to make management decisions. Job functions included:

Provided analysis of loan volumes, spreads, and cost of funds on new/renewed loan activity.
Prepared charts and graphs of loan forecast information.
Prepared analysis of the Bank's loan activity using microcomputer programs and databases (FOCUS, Dbase).

Auditor III

Bank One, NA

1991 to 1996

Member of audit team which performed internal audits of financial and operational aspects of the bank. Insured policies and procedures, compliance with federal laws and regulations, to safeguard systems with regard to lending.

Performed audits of commercial, consumer and mortgage lending, and the Trust Division.

Led a team of three auditors on consumer lending audits, setting all goals and deadlines as well as preparing final report for senior management.

Developed an audit program for Bank One's Consumer Underwriting and Telebanking departments after assessing the internal controls and evaluating risk and opportunities in those areas.

Managed the audit of the Bank's new small business loan underwriting software. Ensured for proper controls with regard to passwords, log-ons and lending approval.

Served as liaison between internal audit and external auditors in performing year-end financial statements test work.

Developed a new team and individual evaluation process to evaluate success and productivity as a member of the Evaluation Task Force Team.

Education

B.S. in Accounting

Louisiana State University

1991

Skills

Accounting & Finance

Certifications/Licenses

CPA

December 2021

Date of expiration is 12/31/21. CPA license is renewed each year.

Additional Information

Professional with over twenty years experience in the accounting, audit and finance industry.

Served in top level finance leadership roles.

Excellent analytical, organization, and computer skills.

Strong oral and written communication skills.

Former award winning Quick-Service Restaurant Franchisee

C U R R I C U L U M V I T A E



POSITION	Director, Audit and Assurance Services
EDUCATION	Bachelor of Science in Accounting, Southeastern Louisiana University Masters in Business Administration, Southeastern Louisiana University
CERTIFICATIONS	Certified Public Accountant AICPA Not-for-Profit Certificate I Program
PROFESSIONAL AFFILIATIONS	American Institute of Certified Public Accountants Society of Louisiana Certified Public Accountants
CIVIC AFFILIATIONS	Junior Achievement, <i>Board Member and Volunteer</i> Manship Theatre, <i>Board Member and Finance Committee Member</i> Mentorship Academy, <i>Board Member and Finance Committee Member</i>
RANGE OF EXPERIENCE	A leader in the LaPorte Baton Rouge office, Wendi has over 16 years of experience with the firm. Her experience includes financial audits of entities including nonprofit organizations, closely-held companies, financial institutions, broker-dealers and SEC registrants. A member of the LaPorte Nonprofit Industry Group, she holds an AICPA Not-for-Profit certification. She also co-leads the LaPorte Real Estate Industry Group.
AWARD	2015 <i>Baton Rouge Business Report</i> Forty Under 40

EDUCATION:

Paul M. Hebert Law Center	Baton Rouge, Louisiana
Louisiana State University	
Juris Doctor, May, 1994	
Louisiana State University	Baton Rouge, Louisiana
Bachelor of Arts – History December, 1988	

WORK EXPERIENCE:

2015- present – Arts Council of Greater Baton Rouge	Baton Rouge, Louisiana
President and CEO	
2010 – 2015 – Manship Theatre at Shaw Center for the Arts	Baton Rouge, Louisiana
Executive Director	
2008- 2010 – The Dunham School	Baton Rouge, Louisiana
Director of Fine Arts; World History teacher, Community Service Coordinator	
1999 – 2008 – Episcopal High School	Baton Rouge, Louisiana
Teacher, Social Studies, Director of the Dance Department	
Director of Cornerstones, Administration 2007 - 08	
1997 – 1999 Becker & Associates/	Lafayette, Louisiana
American Title Company	
Litigation attorney, Title Attorney	

SELECTED DISTINCTIONS:

2018 Women in Dance Conference, Speaker and Panelist
2017 Ballet Festival of India – Mumbai, Faculty
2017 National Guild of Arts Education Milestone Award
2016 Esprit de Femme Award – Louisiana State University Women and Gender Studies
2015 Influential Women in Business Award - Baton Rouge Business Report
2013 John W. Barton, Sr. Excellence in Nonprofit Management Award – Baton Rouge Area Foundation
2011 Louisiana State Senate Commendation for contribution in the performing arts to the African American Community.
2007 Louisiana Heroine – Louisiana Association of Non-Profit Organizations
2006 MLK Unsung Hero Award, Louisiana State University – Office of Multi-Cultural Affairs
2006 Panelist Louisiana State Economic Summit Post Katrina
2006 Panelist for the Louisiana Summit on Poverty LSU
2005 Blue Cross Blue Shield Angel Award Finalist
2005 Polaris Award, The Greater Baton Rouge Pan-Hellenic Council, Inc.
2005 Leadership Class of the Greater Baton Rouge Chamber of Commerce
2002, 2018 President's Award, Baton Rouge Bar Association

PROFESSIONAL ASSOCIATIONS:

2014- present	Foundation for East Baton Rouge School System Board
2016-present	National Coalition for Arts Preparedness and Emergency Response advisor
2015–present	Shaw Center for the Arts Board of Directors
2008 – present	American Mural Project – Advisory Board
2013 – 2014	Louisiana Creative Communities Coach – Louisiana Office of Culture and Tourism
2016-present	Louisiana First Foundation Advisory Board – First Lady Donna Edwards
1992 – present:	Louisiana State Bar Association, Member
1992 – present:	Baton Rouge Bar Association, Member



EMPLOYMENT

CHIEF EXECUTIVE OFFICER <i>Louisiana State University System Research & Technology Foundation</i>	2005-PRESENT <i>Baton Rouge, LA</i>
EXECUTIVE DIRECTOR, LOUISIANA EMERGING TECHNOLOGY CENTER <i>Louisiana State University</i>	2004-PRESENT <i>Baton Rouge, LA</i>
DIRECTOR OF BUSINESS RETENTION & ASSISTANCE <i>Department of Economic Development</i>	2001-2004 <i>Baton Rouge, LA</i>
AREA ATTORNEY <i>Small Business Administration</i>	2001 <i>Baton Rouge, LA</i>
CEO <i>SuperNatural Foods, LLC (and its predecessor Food Science)</i>	1999-2001 <i>Baton Rouge, LA</i>
MANAGING PARTNER <i>Arthur R. Cooper, APLC</i>	1998-2001 <i>Baton Rouge, LA</i>
MANAGING PARTNER <i>Bell, Cooper & Hyman (and predecessor firms)</i>	1983-1998 <i>Baton Rouge, LA</i>
MANAGING PARTNER <i>Bell, Cooper & Hyman Investment Company (and predecessor firms)</i>	1983-1998 <i>Baton Rouge, LA</i>
DESIGN ENGINEER <i>Barbay Engineers</i>	1980-1982 <i>Baton Rouge, LA</i>

EDUCATION

ACCOUNTING COURSES <i>Louisiana State University</i>	2001- <i>Baton Rouge, LA</i>
JURIS DOCTOR <i>Louisiana State University</i>	1980 - 1983 <i>Baton Rouge, LA</i>
B.S. IN ELECTRICAL ENGINEERING <i>Louisiana State University</i>	1976-1980 <i>Baton Rouge, LA</i>

ASSOCIATIONS AND BOARDS

Member of the Louisiana State Bar Association
Member of the Louisiana Industrial Development Executives Association (Former President)
Member of the International Economic Development Council
Member of the National Business Incubator Association
Board member of NO Bioinnovation Center
Board member of the Louisiana Small Business Development Centers
Board member of the Louisiana Business Incubator Association (Former President)
Board member of the Ascension Industrial Development Board
Board member of the Helix Network of Educational Choices



EXPERIENCE

Law Office of Veronica L. Howard, LLC

Attorney, April 2004 to present

Division of Administration, Office of General Counsel

Attorney 4, December 2014 to present

Division of Administration, Office of the Commissioner

Research Analyst, Special Projects Team Lead, May 2013 to December 2014

Recovery School District

Executive Director of External Affairs, May 2012 to November 2012

Louisiana Department of Justice

Honorable Charles C. Foti, Jr., Attorney General

Honorable Richard Ieyoub, Attorney General

Section Chief, Education/IAT Section, January 2002 to February 2004

Office of the Governor

Honorable Kathleen Babineaux Blanco, Governor

Education Policy Advisor, February 2004 to January 2007

19th Judicial District Court, Baton Rouge, Louisiana

Honorable Curtis A. Calloway, Judge

Staff Attorney/Law Clerk, August 1994 to October 1998

EDUCATION

Southern University Law Center, Baton Rouge, Louisiana Juris

Doctorate, May 1993

Southern University and A&M College, Baton Rouge, Louisiana

Bachelor of Arts in Political Science, May 1990

3.4 GPA (cum laude), Top Graduating Senior, Class Marshall

PROFESSIONAL MEMBERSHIPS

- Louisiana Bar Association
- United States Supreme Court
- Federal Eastern, Western, and Middle Districts
- Federal 5th Circuit Court of Appeals
- Baton Rouge Bar Association
- Louis A. Martinet Legal Society



ACADEMIC PREPARATION

Louisiana State University, Baton Rouge, Louisiana
Doctor of Philosophy, Educational Leadership, Research and Counseling, concentration in **Higher Education**, May 2004

Louisiana State University, Baton Rouge, Louisiana
Educational Specialist Certificate, Secondary Science Education, May 1997

Louisiana State University, Baton Rouge, Louisiana
Master of Education, Secondary Science Education, August 1995

Southern University and A&M College, Baton Rouge, Louisiana
Bachelor of Science, Biology, May 1993

PROFESSIONAL POSITIONS

The Shaw Consulting Group, LLC, Owner/Lead Consultant, February 1, 2018-present

Southern University and A&M College Senior Associate Vice Chancellor for Academic Affairs -January 1, 2018 – March 31, 2018 (Retired March 31, 2018)

Southern University System / Southern University and A&M College, Executive Vice President for Academic Affairs and Provost May 15, 2017–December 31, 2017

Southern University and A&M College Office of Academic Affairs Vice Provost for Academic Affairs, March 1, 2016 – May 12, 2017

Southern University Department of Science/Mathematics Education Doctoral Program, Baton Rouge, Louisiana
Professor, August 2015 – February 2016

Southern University College of Education, Arts & Humanities (CoEAH), Baton Rouge, Louisiana
Interim Dean and Superintendent of the Southern University Laboratory School
Professor, December 2012 – July 2015; Rosalie Guidry Daste Endowed Professorship in Urban Education, Fall 2012 – present, NCATE Coordinator (Spring 2007 – July 2015)

Southern University Department of Curriculum and Instruction (C&I), Baton Rouge, Louisiana
Laser Interferometer Gravitational Wave Observatory (LIGO) Science Education Specialist and Associate Professor, August 2004 – November 2012; Graduate Studies Faculty (Spring 2008 – November 2012), NCATE Coordinator (Fall 2006 – November 2012)

Southern University Department of Science and Mathematics Education Doctoral Program, Baton Rouge, Louisiana - **Adjunct Faculty**, August 2008 – July 2015

[REDACTED]

[REDACTED] is the Immediate Past-President and Chairman of the Board of the 100 Black Men of Metro Baton Rouge, LTD., and a Senior Client Executive at CMA Technology Solutions. Prior to joining CMA Technology Solutions, Victorian worked at IBM for 30+ years in sales and marketing. At IBM, he was a consistent top performer and award winner.

Since being elected to membership of 100 Black Men of Metro Baton Rouge in July 1994, Michael has demonstrated his personal commitment to the community by mentoring and working to enhance the lives of African-American youth. Michael has served as a member of the Board of Directors of the 100 Black Men of Metro Baton Rouge, LTD., from 1996 through the present – except for two years (2005-2007) when work travel was particularly intense. Twice, he was elected Vice President of Operations (2007-2013) before being elected President and Chairman of the Board, from July 2013 to June 2017. He is particularly committed to 100 Black Men of Baton Rouge's Project Excel Mentoring Program, the organization's "flagship project" that focuses on mentoring African-American males. The Mentoring Program targets middle school males. In addition, his commitment is to the ACT Prep Academy. The goal of the eight-week program is to increase the number of underrepresented student populations that can become eligible for the Louisiana TOPS program.

Under Michael's leadership, the 100 Black Men of Metro Baton Rouge integrated the "Wise Guys" curriculum into their Health & Wellness program. The goal of Wise Guys is to reduce teen pregnancy rates and STDs, including HIV/AIDS. The chapter also experienced a 30% membership increase as well as a 20% fund development increase during his tenure as President.

In June 2017, Michael was elected to serve as a National Board Member of 100 Black Men of America to support the Chapters throughout the unified network across the United States in its mentoring, education, economic development and health and wellness efforts. In June 2017, he was presented the 100 Black Men of America's, Leonard Knight Leadership Award. In January 2018 Michael was appointed as the Chairman of the 100 Black Men of America Collegiate 100 committee.

Michael is a member of the Governor's Children's Cabinet Advisory Board which is a member network of more than 44 public and private sector organizations including service providers, advocacy groups, state and local stakeholders. This group is responsible for making recommendations to the Children's Cabinet on pertinent children & family issues.

Michael also serves on the Baton Rouge Area Foundation's Civic Leadership Initiatives Committee, Baton Rouge Area Chamber Diversity and Inclusion Committee, on the board of New Schools for Baton Rouge and is a member of the Gloryland Baptist Church where he previously served as a board member on the Gloryland Education Resource Center Foundation. He is a proud member of Kappa Alpha Psi Fraternity, Inc.

A proud native of Eunice, LA, Michael received a bachelor's degree from Southern University and A&M College and is married to Kathy Victorian. He has three adult children and five grandchildren.



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

HELIX COMMUNITY SCHOOLS
4400 AIRPARK BLVD
BATON ROUGE, LA 70807

Date:
09/11/2020
Employer ID number:
84-2389405
Person to contact:
Name: Jeffrey Flynn II
ID number: 3849248
Telephone: [REDACTED]
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(vi)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
February 26, 2019
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053480003200

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.

Information for Charter Schools

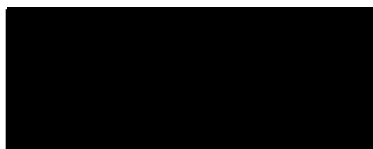
You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you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

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

For important information about your responsibilities as a tax-exempt organization, go to 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.



Director, Exempt Organizations
Rulings and Agreements

Helix Agriculture and Energy Academy (Helix A&E)
Financial Projections
FY24-25 through FY28-29

	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
Projected Enrollment	1,350	1,500	1,650	1,800	1,950
Revenue Projections:					
MFP Per Pupil Revenue					
Title I Revenue					
ESSER II					
ESSER III					
Pandemic Relief Grant					
Reimagine School Systems Grant					
Federal Food Program Revenue					
New Schools Baton Rouge - Grant					
Charitable contributions					
CMO fee revenue					
Other Revenue					
Total Projected Revenue					
Expense Projections:					
Salaries					
Payroll taxes					
Health insurance					
Retirement expense					
Workers comp					
CMO fees					
Purchased professional services					
Facility rent					
Repairs & maintenance					
Utilities					
Equipment rental					
Transportation					
Food Services					
Insurance					
Other purchased services					
Materials & Supplies					
Textbooks/Workbooks					
Equipment					
Miscellaneous					
Grant Consulting					
Total Projected Expenses					
Operating Surplus (Deficit)	\$				
Cost per Student	\$				

Helix Agriculture and Energy Academy (Helix A&E)
Revenue Projections
FY24-25 through FY28-29

	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
Revenue Projections:				
MFP Per Pupil Revenue				
Title I Revenue				
ESSER II				
ESSER III				
Pandemic Relief Grant				
Reimagine School Systems Grant				
Federal Food Program Revenue				
Other Revenue				
Charitable contributions				
Paid meal revenue				
Other revenue				
Total Projected Revenue				

Helix Agriculture and Energy Academy (Helix A&E)
 Enrollment & Revenue Assumptions
 FY24-25 through FY28-29

	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	
Projected Enrollment:						
Grade:						
K	150	150	150	150	150	K
1st	150	150	150	150	150	1st
2nd	150	150	150	150	150	2nd
3rd	150	150	150	150	150	3rd
4th	150	150	150	150	150	4th
5th	150	150	150	150	150	5th
6th	150	150	150	150	150	6th
7th	150	150	150	150	150	7th
8th	150	150	150	150	150	8th
9th	-	150	150	150	150	9th
10th	-	-	150	150	150	10th
11th	-	-	-	150	150	11th
12th	-	-	-	-	150	12th
Total projected enrollment						
	1,350	1,500	1,650	1,800	1,950	

MFP Per Pupil - base - after 2% fee

Total MFP Per Pupil - after 2% fee

Title I Revenue

ESSER II

ESSER III

Pandemic Relief Grant

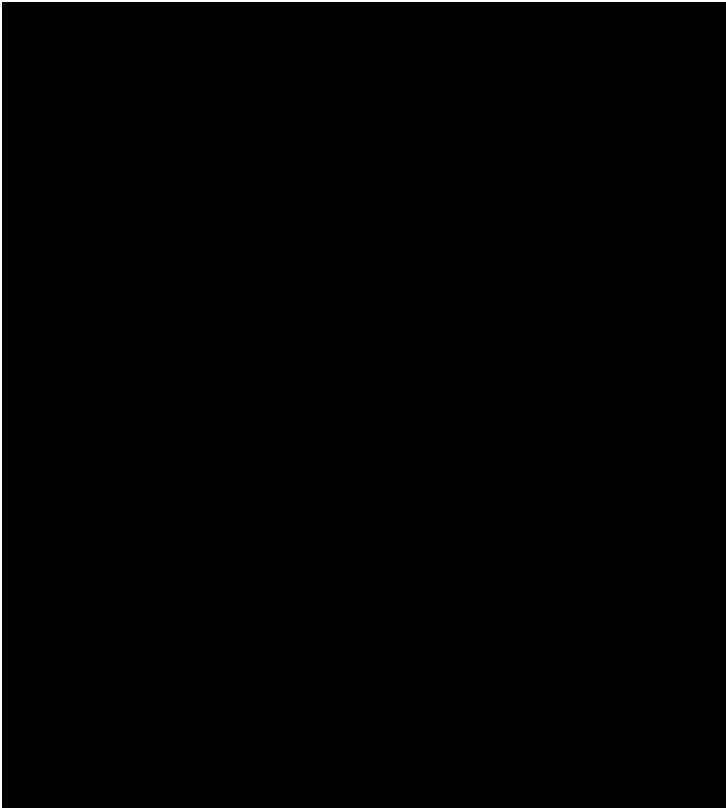
Reimagine School Systems Grant

School Meals (Participation Rate):

- Breakfast %
- Lunch %
- Snacks %
- Supper %

School Meals Revenue:

- Breakfast
- Lunch
- Snacks
- Supper



Helix Agriculture and Energy Academy (Helix A&E)

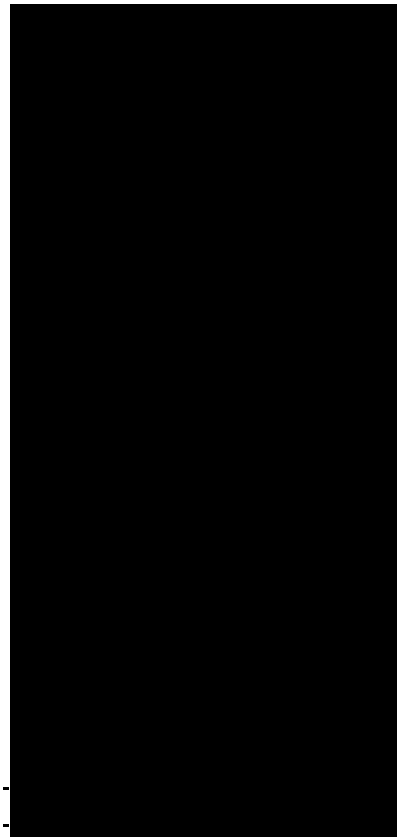
Expense Projections

FY24-25 through FY28-29

FY	FY
2024-25	2025-26

Salaries
Payroll taxes
Health insurance
Retirement expense
Workers comp
CMO fees
Purchased professional services
Facility rent
Repairs & maintenance
Utilities
Equipment rental
Transportation
Food Services
Insurance
Other purchased services
Materials & Supplies
Textbooks/Workbooks
Equipment
Miscellaneous
Grant Consulting

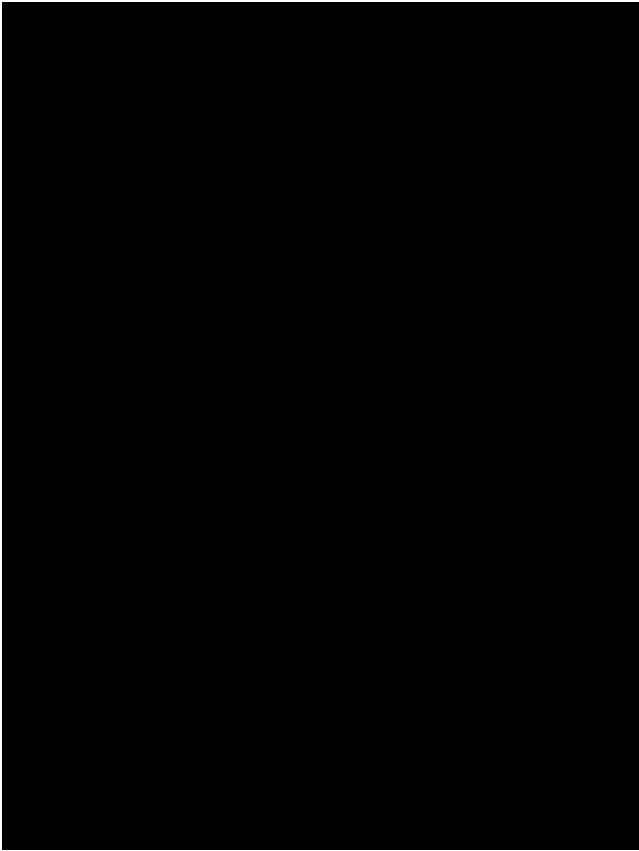
Total expenses



FY
2026-27

FY
2027-28

FY
2028-29





Charter Application

Submitted to the St. Landry Parish School Board

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Executive Summary

HCS St. Landry (Helix) seeks to expand on the success of Helix Community Schools' homegrown network of innovative, career-focused public schools located in Baton Rouge, and open two new public schools in the city of Opelousas: **Helix Artificial Intelligence and Medical Academy** and **Helix Agriculture and Energy Academy**. Helix Artificial Intelligence and Medical Academy will open a K-8 school in the 2024-25 school year with Helix Agriculture and Energy Academy opening a K-8 school in the following 2025-26 school year. Depending on demand, each school will later add a high school or combine into a single high school. Each of these schools is inspired by a combination of unique local assets and the models of similar schools that serve as examples of excellence. Helix intends to build two brand new school campuses in the city of Opelousas. The passage of additional local taxes will not be necessary for the construction of these new campuses. The new schools are unified by a commitment to the guiding priorities behind the Helix model:

- Academic Excellence
- Specialized Competencies for High-Demand Jobs
- Social-Emotional Support through Mentoring
- Equity for All Students

Helix Artificial Intelligence and Medical Academy (Helix A&M) is synonymous with innovation and will connect a new generation with an immersive learning environment outside the bounds of textbooks and the traditional classroom settings. In 2020, LinkedIn ranked AI specialist as the top emerging job. Studies show that hiring growth for AI specialists and Machine Learning has grown 74% annually in recent years. In addition, the U.S. Bureau of Labor Statistics projects that in the coming years, employment in healthcare occupations will grow 16 percent from 2020 to 2030, much faster than the average for all occupations, adding about 2.6 million jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services.¹ Helix A & M is designed to meet these increasing future demands of the technology and healthcare industries.

Helix A & M will offer an immersive learning environment featuring STEM-based, classroom programming and provide students with the opportunity to establish a strong educational background in math, science, and computer science. Students will learn the core concepts that underlie both computer science and modern machine learning and be introduced to a range of disciplines, including cell biology, histology, gross human anatomy, pharmacology, and microbiology. Students will also have the opportunity to participate in projects that offer real-world experiences as well as practical application of concepts learned in the classroom.

Helix A & M will open a K-8 school in the 2024-2025 school year in the city of Opelousas, ideally next to existing healthcare facilities. The following year, Helix will add a 9th grade in the 2025-

¹ See U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/healthcare/home.htm#:~:text=Employment%20in%20healthcare%20occupations%20is,of%20the%20other%20occupational%20groups>.

2026 school year and continue to expand to a full K-12 by the 2028-2029 school year.

Helix Agriculture and Energy Academy (Helix A & E) is inspired by the local assets of St. Landry Parish, which has a distinct history in agriculture and is uniquely situated to access opportunities in this market as it is rich with valuable resources, including land with good soil, a conducive climate, and an able workforce. The instructional vision will be designed to prepare and inspire young minds to pursue careers in agriculture and energy through hands-on activities and immersive learning experiences. The curriculum will be designed to provide students with a foundation of knowledge in agricultural practices that will prepare them for careers in food, production, conservation, and natural resource industries. Students pursuing a track in energy, will learn the fundamentals underlying renewable energy and energy efficiency.

Helix A & M will make great strides by opening doors for underrepresented and disadvantaged students through immersive, career-focused education. We believe that these doors for opportunity will multiply exponentially, thereby improving underrepresented groups in the agriculture and energy industries. The academy will open a K-8 school in the 2025-2026 school year in the city of Opelousas. The following year, the academy will add a 9th grade in the 2026-2027 school year and continue to expand to a full K-12 by the 2029-2030 school year.

Helix Community Schools enjoys great partnerships with the business and public sectors across the state of Louisiana. Our network is excited about the recent launch of Helix Aviation Academy and Helix Legal Academy in Baton Rouge, Louisiana last year. Helix Aviation Academy builds heavily on our strong emphasis on a STEM education and garnering national attention as the aviation industry is struggling to meet the tremendous demands for aviation professionals such as pilots, aerospace engineers, air traffic controllers, maintenance technicians, flight attendants, and the many other professionals needed to support our growing aviation industry. Helix was clearly ahead of its time when it conceived of the school three years ago and launched in 2021.

Similarly, as the nation is watching our legal system on full display in the wake of landmark U.S. Supreme Court decisions and action by Congress and this state's legislature, Helix took full advantage of its special partnership with the Southern University Law Center to develop a pipeline of legal professionals for the future. Fully aware that many of our state's most successful leaders are lawyers, including President Biden, Vice President Harris and Governor John Bel Edwards, we launched Helix Legal Academy. With the strong belief that our children should understand how to embrace this country's legal system rather than become victims of the system, Helix Legal Academy is preparing future entrepreneurs, corporate executives, non-profit and government leaders, policy makers, and lawyers of all types. While we certainly expect Helix Legal Academy students to be some of the top litigators and M&A lawyers in the country, we most importantly want to equip them with the skills to be successful human beings. We want them to know how to be independent and self-sufficient, to build strong families and be community and civic minded contributors to society.

Helix's growing network of innovative, career-focused public schools is an expansion on the

success we have had with Helix Mentorship STEAM Academy in East Baton Rouge (EBR) Parish. Since 2014, the leadership at Helix Mentorship has shown a unique ability to improve its School Performance Score (SPS) while continuing to serve a population that is over 80% economically disadvantaged. No other high school in EBR has seen more improvement in its SPS score, and Helix Mentorship now has the highest SPS of the eight high schools that serve a student population that is over 80% economically disadvantaged. This is especially significant when we consider that, in 2014, Helix Mentorship ranked at the bottom of the list for high school SPS. The leadership team that has been responsible for this transformation are the same people who will be leading the expansion of these two new schools. This effort will be anchored by the goal of achieving a 'B' letter grade for each school's third year of operation. While ambitious for the demographic we serve and intend to serve, we believe that with seasoned leadership, this goal is ultimately quite feasible and can serve as an effective rallying point for faculty and students alike.

As Helix expands, we will face similar challenges to any school, such as recruiting top faculty and staff, and in providing additional support for our unique population. As a network, we are well-equipped to deal with these challenges. Over the years, we have refined a process whereby we anticipate challenges, set clear goals, and use data to continuously reflect on and refine our strategies. The pages below detail our approach to this method. Finally, we emphasize Helix's commitment to equity and opportunity for all students. Helix schools will always remain non-selective for all programs. We believe that our school models offer innovative approaches to delivering a high-quality education and that all students should be able to access them, regardless of past academic performance. Helix is excited to champion these unique opportunities for the children of St. Landry and to expand on our commitment to prepare all students for the high-demand jobs of tomorrow and offer St. Landry Parish what it has been working so hard to accomplish: new schools for our children. We look forward to partnering with the St. Landry Parish School Board and System to build on the great tradition we all experienced in this great community.

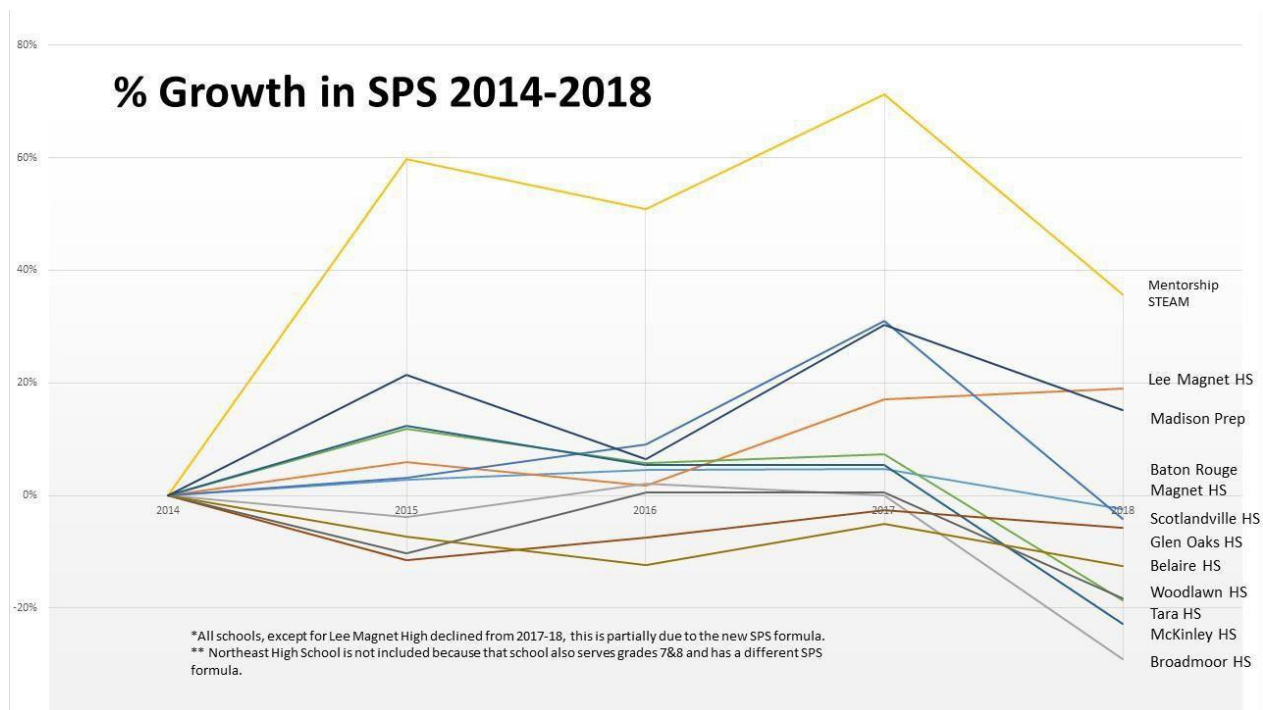
Past School Performance

Helix Community Schools is a homegrown charter operator that has evolved from Helix Mentorship STEAM Academy in downtown Baton Rouge. Since Helix Mentorship enrolled its first class in 2010, we have been resolute in our commitment to continuously improving effectiveness. Helix Mentorship confronted challenges early on and it has persevered by staying true to our values and our emphasis on creating access to high-quality STEM educational opportunities for young men and women from economically disadvantaged households. We are proud of the way we have been able to evolve and adapt to the needs of our students, faculty, and families.

Helix is proud to have been the first charter school in Baton Rouge to receive approval from the Louisiana State Bond Commission for tax exempt bond financing. In 2021, Helix STEAM Properties successfully secured more than \$10,000,000 in financing to acquire a six-story building in downtown Baton Rouge for Helix Mentorship STEAM Academy. Similarly, in 2020, Helix developed a unique partnership with the Baton Rouge Metropolitan Airport and the City of Baton Rouge to secure a new facility for Helix Aviation Academy, which is the only K12 school located on a regional airport in the state of Louisiana and one of only two in the entire country. The school building has a 10,000-sf hangar that opens to the Baton Rouge Airport where live aircraft are able to enter the school directly from the airport's runways and taxiways. As a result of these school facilities, Helix Aviation Academy has hosted a variety of aircraft, including airplanes, jets, helicopters, and drones at the school.

In addition to Helix Mentorship STEAM Academy and Helix Aviation Academy, Helix Community Schools successfully launched Helix Legal Academy in the Fall of 2021. It is also located in downtown Baton Rouge. A one-of-kind Louisiana school, Helix Legal Academy's building is host to the Southern University Law Center's downtown campus and evening program. Helix Legal Academy builds upon the special partnership that Helix and Southern University have enjoyed in the capital city for many years.

Our commitment to a culture of continuous improvement is evidenced in our data. Since graduating our first class of Helix Mentorship STEAM Academy students in 2014, no other high school in EBR has shown as much growth in SPS scores as Helix Mentorship. This ability to show substantial growth, while serving a population that is over 80% economically disadvantaged, is unique in Baton Rouge.



As the above chart makes clear, Helix Mentorship STEAM Academy has improved significantly over the past five years. During this same period, 8 out of 11 high schools had decreasing SPS scores, including all high schools that had rankings of D or F in 2014 and all high schools that serve a student body that is over 80% economically disadvantaged.

Amongst high schools that serve a student body that is over 80% economically disadvantaged, Helix Mentorship STEAM Academy is the highest rated high school in the city, and one of only two C rated schools meeting these criteria.

East Baton Rouge High Schools with C or Better Letter Grades and % Student Population Economically Disadvantaged		
School	Letter Grade / SPS	% Student body economically disadvantaged
Baton Rouge Magnet HS	A / 127.0	33%
Lee Magnet HS	A / 108.4	51%
Madison Prep HS	B / 85.1	74%
Helix Mentorship STEAM Academy	C / 68.1	81%
Scotlandville HS	C / 65.3	86%
Woodlawn High School	C / 61.4	68%

*Northeast High School is not included here because they serve grades 7 & 8 as well, are considered a 'combined school' and have a different SPS formula calculation. They have an SPS of 69.3 with 83% of students economically disadvantaged.

**Collegiate Academy is not included because the school only served one grade level for the most recent school year.

Source: Louisiana Believes Data Center; Oct. 2017 Multi-Stats (total by site and school system) file

Helix Mentorship STEAM Academy's relative performance with a student body over 80% economically disadvantaged is even more significant when we look at it in the context of the seven other high schools that serve a student body that meets the 80% threshold for economically disadvantaged students.

School Performance Score of All High Schools that Serve a Student Population that is Over 80% Economically Disadvantaged		
School	2019 SPS score	2021 SPS Score (Simulated)***
Helix Mentorship STEAM Academy	69.2	71.5
Scotlandville Magnet HS	65.1	66.5
Istrouma HS	50.9	52.3
Glen Oaks HS	51.1	42.2
Capitol	--	50.9
Tara HS	49	49.7
Broadmoor HS	49.5	56.5
Belaire HS	50.3	53.3
Average (not including Mentorship)	52.65	53.05
Standard Deviation (not including Mentorship)	7.0	
*Northeast High School is not included here because they serve grades 7&8 as well, are considered a 'combined school' and have a different SPS formula calculation. They have an SPS of 69.3 with 92% economically disadvantaged.		

** List of High Schools differs from growth chart because Capitol and Istrouma did not exist in their current forms in 2014

*** Due to the Covid Pandemic, the Louisiana Department of Education suspended SPS scores for 2020 and only issued simulated SPS scores for the 2021 school year.

Source: Louisiana Believes Data Center; School Performance Scores

Helix Mentorship's School Performance Score increased to 69.2 in 2019 from 68.1 in 2018. The average school performance, not including Helix Mentorship, for high schools where over 80% of students come from low-income homes, was 52.65. This finding is especially significant when we consider the standard deviation. With the data above, we can calculate that the standard deviation is 7.0. This means that Helix Mentorship's SPS of 68.1 is 2.4 standard deviations above the mean for all other high schools serving this population. According to the 65-95-99 rule for a normal distribution in statistics, 95% of observations should be found within two standard deviations. This means that, when it comes to serving a high concentration of low-income students, the performance of Helix Mentorship STEAM Academy is a statistical outlier. Statistically speaking, the district would have to open over 20 new high schools serving this population to expect just one of them to perform as well as Helix Mentorship.

It is also worth noting that Glen Oaks, Istrouma, and Scotlandville, all have magnet programs that are academically selective. Helix Mentorship STEAM Academy, like Tara, Broadmoor, and Belaire, has no academic criteria for entrance into any program at the school. Helix Mentorship is dedicated to equity and the belief that all students deserve access to the highest quality opportunities regardless of their past academic performance or ability to access special programming.

Helix Mentorship STEAM Academy did not always excel amongst its peers. In 2014, the school was ranked at the bottom of the list for high schools in EBR.

2014 to 2018 SPS Comparison			
School	2014 SPS	School	2019 SPS
Baton Rouge Magnet High (selective)	130.1	Baton Rouge Magnet High (selective)	128.2
Lee Magnet High (selective)	91.1	Lee Magnet High (selective)	112.8
McKinley HS (partially selective)	75.5	Madison Prep (non-selective)	85.9

Woodlawn HS (partially selective)	75.4	Mentorship Academy (non-selective)	69.2
Madison Prep (non-selective)	73.9	Scotlandville HS (partially selective)	65.1
Scotlandville HS (partially selective)	68.1	Collegiate Baton Rouge (non-selective)	64.1
Broadmoor Senior High (non-selective)	66.3	Woodlawn HS (partially selective)	63.4
Tara HS (non-selective)	56.9	McKinley HS (partially selective)	65.2
Glen Oaks HS (partially selective)	55.5	Istrouma HS (partially selective)	50.9
Belaire HS (non-selective)	52.2	Glen Oaks HS (partially selective)	51.1
Helix Mentorship Academy (non-selective)	50.2	Tara HS (non-selective)	49.0
		Broadmoor Senior High (non-selective)	49.5
		Belaire HS (non-selective)	50.3
Source: LDOE			

The remarkable transformation described in the table above, and in the ‘% Change in SPS’ chart, is a credit to the leadership at Helix Mentorship STEAM Academy. While most high schools in the parish have plateaued, or fallen, in terms of SPS, Helix Mentorship STEAM Academy has shown a unique ability to continuously improve. In terms of graduation rate, Helix Mentorship now ranks third amongst all schools, only trailing the selective magnet schools, Baton Rouge High and Lee High.

No other leadership team in EBR can claim to have led such a stunning and definitive transformation. From last amongst its peers, to a statistical outlier for schools with concentrated poverty, Helix Mentorship has shown that its commitment to excellence, continuous improvement, and belief that all students can excel, is not just rhetoric, it’s reality. Our past performance has been defined by leaders who constantly fight for ways to enhance the learning and day-to-day experience of our students. Many of the leaders at Helix

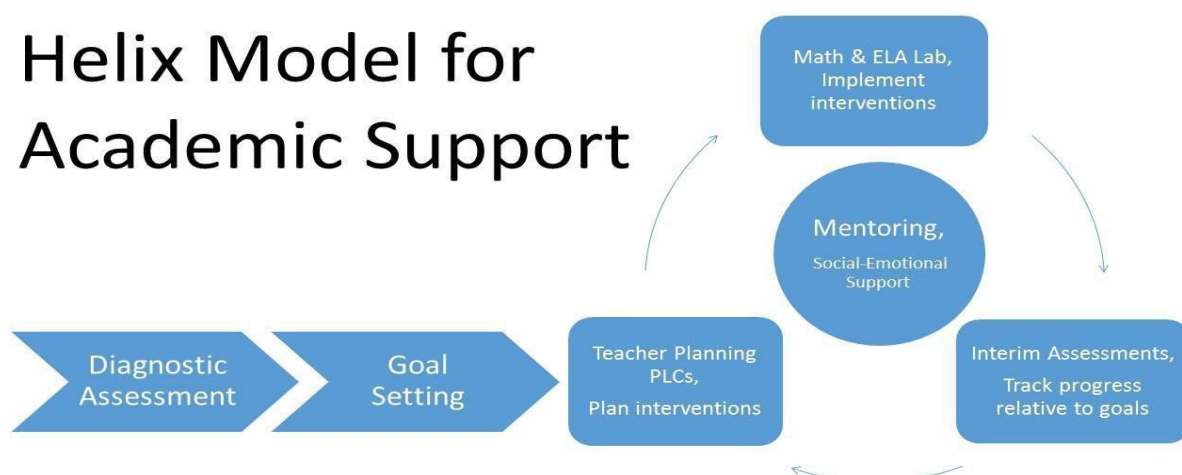
Mentorship who championed these efforts, and presided over this unparalleled transformation, are the same people who will be leading the growth of the Helix network.

Academics

Systems to Set and Measure Progress Towards Goals

Helix's approach to preparing our students for academic excellence is grounded in a deep respect for the utility of data to drive progress toward ambitious goals. To achieve these goals, we deliberately chart a path, with specific time-bound benchmarks, for students to make progress from where they are to where they need to be. Along this path, we regularly collect and analyze data to plan and execute individually tailored interventions to keep students on course to achieving their goals.

Our structure for goal setting and support is composed of six primary systems:



Diagnostic data is collected over the summer and then used to set specific progress goals for individual students. These goals are set relative to the 'growth to mastery' benchmarks for individual students. Once individual progress goals are set, teachers are able to plan appropriate interventions and implement these interventions during Lab periods that are structured around differentiation and RTI. Progress is assessed through interim assessments, as well as more regular curricular and STAR 360 assessments. The data from these assessments is then analyzed in data-driven PLC meetings. The cycle then repeats. These systems are discussed in more detail below.

Diagnostic Assessment: To give teachers and students adequate time to set appropriate goals and plan initial support strategies, Helix schools gather baseline diagnostic data over the summer on 'Discovery Days'. Students take a combination of LEAP 360 diagnostic and Star 360 assessments in grades K-8 while high school students take NWEA MAP and ACT practice

assessments. Teachers then use this data, along with the previous spring's state assessment data, to set long and short-term progress goals for students during their summer in-service. Gathering this diagnostic assessment over the summer is beneficial as students are able to start the school year receiving tailored instruction and interventions on day one.

Goal Setting: Once diagnostic data is collected, it is used to set goals at grade, class, and individual student levels. The first goals are focused on individual students and are crafted relative to what students will need to accomplish to excel. Specifically, they are oriented to the following expectations:

- 1) all students will demonstrate 'Proficiency' on state math and ELA assessments by their third year at a Helix school or hit their 'growth to mastery' target each year until mastery is achieved.
- 2) students who are more than two years below grade level will gain at least two grade levels each year until on grade level, and
- 3) all other students will gain at least 1.5 grade levels per year. Metrics for the first goal are set using the 'growth to mastery' target for each individual student. Metrics for the second and third goals are set using Star 360 scores on benchmark assessments. During summer in-service, teachers can look at students' diagnostic and state assessment data to backwards plan from these end goals to establish interim benchmark goals for each student. These goals help provide clarity and context for students, teachers, and families, making clear to everyone where we are, where we need to go, and how we're going to get there.

Professional Learning Communities: Teachers meet in content specific Professional Learning Communities (PLCs) twice per week and grade level PLC's once per month. To ensure these meetings are efficient and purposeful, instructional leaders take part in PLC trainings through Solution Tree to learn and adopt best practices. Every other week PLC meetings are dedicated to student work and data analysis. During this time, teachers analyze data at the grade, class, and student level to determine the standards and supporting skills to be targeted for intervention. Teachers are then able to plan tailored strategies for implementation during Math and ELA Lab blocks.

Interim Assessments: It is critical to regularly monitor students' progress toward their goals to ensure students remain on track for success. The Helix assessment calendar is anchored by LEAP 360 assessments, which include an initial diagnostic and three interim assessments over the course of the year. These assessments directly align to Louisiana state assessments. Between interim assessments, teachers monitor data garnered from assessments given as part of the Tier 1 curricula in core subjects as well as Star 360 benchmark assessments. The combination of LEAP 360, Star 360, and curricular assessments allow teachers to receive regular insight into student progress and content mastery. Teachers then analyze this data and plan appropriate interventions in their PLC meetings.

Math and ELA Labs: Two to three times per week, students' Math and ELA class periods are conducted in a lab model where the classroom is entirely differentiated to each students' unique needs. Students who are above grade level engage in extension and enrichment activities while students who are struggling academically receive targeted intervention in the areas that teachers have identified through data analysis in PLC's. Interventions can take various forms, including teacher-led small groups working on areas of common weakness, research-based, standards-aligned personalized learning tools, such as Zearn or Study Island, or formal RTI. All students engage with rigorous grade-level content, getting additional support where they need it the most, whether those needs be for remediation or acceleration.

Mentoring: Helix understands that school is as much an emotional experience as it is an academic one. For this reason, we prioritize social-emotional development and support for students through a focus on mentoring and dedicate time to discussions of students' social-emotional needs. At monthly grade-level PLCs, there is time allotted for discussion of individual students' social-emotional health. Teachers are able to discuss students who have exhibited unproductive behavior in class or whose behavior may be influenced by social dynamics unrelated to academic proficiency. These conversations are led by a school counselor, who is a full-time staff member. Teachers and counselors are then able to plan for social-emotional support conversations with students to help them navigate the issues they are facing. These supports are beneficial in their own right, but they also serve the end of supporting student persistence. Especially in high school, these supports positively impact graduation rates and serve as a strategy to ensure Helix high schools will continue to excel with 'A' level ratings for graduation rate.

In addition to our dedication to academic excellence in core subjects, Helix schools are defined by our commitment to cultivating experiences and competencies related to jobs in high-demand fields. STEAM based opportunities at Helix A & M and Helix A & E Academies include courses in digital media, engineering, and robotics. Students' dedication to these courses and the quality of their work is what truly sets Helix schools apart. To take a recent example, in February 2019 students in the digital media program won a [REDACTED] award for a film they made for Powerade.

These industry-specific courses and experiences allow students to engage in project-based learning. The emphasis on inquiry and applied knowledge through project-based learning is central to the academic experience of students at Helix schools. The assessments for these courses are built around demonstrations of knowledge that emphasize the application of increasingly complex competencies. Project-based learning experiences further expand the opportunities students have by allowing them to refine their problem-solving and critical-thinking skills through real world applications of high-demand skills.

STEAM Competencies: For both Helix A & M and Helix A & E Academies, Helix will extend its commitment to STEAM-based education by implementing the Project Lead The Way curriculum from Kindergarten through 8th Grade. Project Lead The Way is a nationally renowned, project-based curriculum that is focused on skills related to coding, engineering, and collaborative problem solving. It is deliberately aligned to reinforce the Common Core

State Standards from Kindergarten through 12th grade (more information on assessment is found in the curriculum section below). For students at the A & M Academy, this curriculum will prepare students with coding and engineering skills that will allow them to excel in more advanced engineering, specifically that underlies both computer science and modern machine learning. For students at A & E Academy, this curriculum will allow students to choose between specialization tracks as they matriculate through high school.

Artificial Intelligence and Healthcare: The K-8 experience will introduce elementary and middle school children to the core concepts of artificial intelligence and healthcare. For students pursuing a track in AI, basic concepts of artificial intelligence, machine learning, and robot construction will be infused into the core curricula, preparing students for a more immersive and industry-focused experience in high school. Students will access project-based learning curricula, empowering students to learn via experimentation, creative expression, critical thinking, and problem solving. The instructional model for AI will be informed by the “5 Big Ideas of Artificial Intelligence:” 1) machine perception, 2) knowledge representation and reasoning, 3) machine learning, 4) human-AI interaction and 5) societal impact. Students will access curriculum aligned with the National K-12 AI Guidelines being developed by the Artificial Intelligence for K-12 initiative (AI4K12).

Students pursuing a track in healthcare will gain a foundation of knowledge preparing them to pursue jobs in hospitals, physician offices, outpatient clinics, and residential facilities. Students will receive an overview of cell biology, histology, physiology, gross human anatomy, pharmacology, and microbiology. Classroom learning is combined with industry exposure to help students develop the skills needed in various fields of clinical medicine, including internal medicine, pediatrics, surgery, psychiatry, radiology, and anesthesiology.

Agriculture and Energy: The infusion of the agriculture and energy into the student experience at Helix A & E Academy is inspired by the local resources of St. Landry Parish. Beginning in grades K-8, students will be exposed to a curriculum that will increase their knowledge and appreciation of the food, fiber, and fuel systems. In 1986, the Louisiana Farm Bureau Federation established an active Ag in the Classroom (AIRC) program to cultivate agricultural literacy and instill an appreciation for the state’s renewable food, fiber, and fuel systems. Nationwide AIRC programs seek to improve student achievement by applying authentic, agricultural-based content as the context to teach core curriculum concepts in science, social studies, language arts and nutrition. By helping teachers embed agriculture into their classroom, AIRC programs cultivate an understanding and appreciation of the food and fiber system that we all rely on every day. Student experiences at Helix will be anchored by adoption of Louisiana’s AIRC curriculum, providing students with materials, hands-on activities, and lessons aligned to Louisiana State Standards.

For students pursuing a track in energy, Helix will offer STEM and education activities that focus on the development and enhancement of workforce skills to engage and inspire the future clean energy workforce. Teachers will incorporate renewable energy curricula, lesson plans, science projects, and other activities that increase energy literacy and prepare students for a clean energy job in the future. These activities will primarily be worked into the science

curriculum and serve as supplemental projects in math courses as they relate to the relevant state standards.

Professional Exposure: Building upon these competencies, Helix will provide its students with real world exposure to these professions. Students at both the A & M and A & E Academies will have monthly exposure to professionals and experiences related to these fields. Exposure will alternate each month between visits to relevant locations, like nearby natural parks, medical facilities, factories, or universities, and incoming visits from professionals in those fields who will meet with students and discuss how students may pursue similar paths. This exposure will be coupled with student surveys and reflection papers following each visit to determine the value and quality of the experience for students. The goal is for over 90% of students to report that the experience was 'highly interesting' and describe three specific learnings in each reflection paper, with a depth and clarity that meets the same standards expected of formal ELA assignments.

These professional and career competencies are central to the mission of Helix schools and metrics related to them are tracked alongside academic performance and progress in core subjects, strength of diploma metrics, and graduation rate. The performance metrics in the 'Board Readiness' section of this application include tracking of both students' exposure and engagement with projects and experiences related to STEAM, AI, healthcare, agriculture, and energy experiences, as well as those criteria discussed above which compose the school performance score.

Quality Curriculum & Aligned Assessments

A quality curriculum is the foundation of a student's learning experience. The Helix team considered five primary variables when vetting curricula: 1) Tier 1 designation by LDOE, 2) alignment with the unique aspects of our mission, 3) opportunities for ongoing professional development, 4) depth and clarity of supporting resources, and 5) ability to differentiate to support for students with special needs and English Language Learners. After analysis of Tier 1 designated curricula for core subjects and intensive research into other K-12 STEAM-based curricula, Helix made the following choices:

Grade Levels	Curriculum	Grade Levels	Curriculum
Mathematics		Science	
K-5	Eureka Math w/Zearn	K-8	Amplify
6-12	Eureka Math	9-12	Helix Science Curriculum aligned to Next Generation Science Standards
English Language Arts		Social Studies	
K-8	Wit & Wisdom	K-3	Helix Social Studies Curriculum aligned to LA GLEs, Wit & Wisdom Themes
9-12	HMH Collections	4-12	Helix Social Studies curriculum supplemented by The DBQ Project and AP Resources
STEAM		Agriculture	
K-8	Project Lead The Way	9-12	AITC Curriculum

Mathematics

Grades K-5: Eureka Math with Zearn Supporting

Eureka Math, a Great Minds curriculum, aligns to Helix's emphasis on molding students as 'sense makers' to support the development of their critical thinking and problem solving skills. The curriculum is scaffolded strategically to help students develop a holistic command of mathematics. Another advantage to Eureka Math is the depth and clarity of supporting resources. Eureka provides detailed guides for how it is to be implemented effectively and regular professional development opportunities exist around the region for both teachers and leaders. An added benefit is that Eureka also includes materials that can be used for English Language Learners so that language gaps do not manifest as gaps in mathematical understanding. Helix provides training and ongoing development of teachers and leaders to ensure faithful and effective execution of this curriculum.

Students will also have the opportunity to use Zearn Math in support of the Eureka curriculum. Zearn is a K-5 math curriculum based on Eureka Math / EngageNY with top-rated materials for teacher-led and digital instruction. Zearn is designed to support a differentiated classroom and will assist teachers in remediating instruction for students with unique needs as well as accelerate learning for those immediately mastering introduced content. Throughout the lesson, students rotate through different experiences; one-to-one engagement through a high-quality computer program that self-differentiates to remediate the needs of each individual student, small group instruction with the teacher, and whole class activities. The online component produces in-depth reports on what students are learning and what they are struggling with, producing data at the school, grade, class, and individual levels.

Both programs provide a well-designed balance between conceptual understanding and procedural fluency to ensure that students not only learn 'how' to solve math problems but have a clear understanding of exactly how mathematical concepts are applied in problem solving. This further strengthens the Helix emphasis on applied understanding, which is fundamental to later experiences in the agriculture, medical, AI, energy, and STEAM fields.

For interim assessments, students will take the three LEAP 360 math assessments, which can be aligned to the Eureka Math curriculum map. Teachers will also make use of the module assessments included in the Eureka Math curriculum as well as the data tracking that occurs automatically as students move through Zearn to track student progress between interim assessments. Data from these assessments and reports will be analyzed in weekly PLC meetings and be used to remediate content and design targeted interventions to be implemented during Math Lab blocks.

Grades 6-12: Eureka Math

Eureka Math for grades 6-12 is a Tier 1 curriculum aligned with the Louisiana State Standards. In grades 6-12, students will continue to use Eureka Math, allowing students to get the full continuum of benefits of this well-designed, research-supported curriculum. Eureka is built strategically so that concepts build off of each other, spiraling from year to year.

Teachers will use the LEAP 360 assessments as interim benchmarks and will track student mastery using Eureka module assessments. Data from these assessments will be analyzed in weekly PLC meetings and be used to remediate content and design targeted interventions to be implemented during Math Lab blocks. For grades 10-12, students will also take ACT practice assessments as benchmarks of their progress.

English Language Arts

Grades K-8: Wit & Wisdom

Wit & Wisdom, a Great Minds curriculum, is a Tier 1 curriculum aligned with the Louisiana State Standards. Wit & Wisdom uses authentic texts to develop critical readers who can analyze, write, and discuss what they learn. Topics addressed through texts are spiraled through the grade levels to deepen and reinforce key content knowledge around a range of critical topics, like the

American Revolution. Wit & Wisdom's rigor and commitment to culturally relevant content directly aligns with Helix's commitment to equity and conviction that all students deserve the opportunity to learn at the highest levels. All students read the same texts with supports for struggling readers built in throughout the lesson. Rather than lowering expectations for students, deepening the gap in achievement outcomes, Wit & Wisdom is designed to support all students to reach the same high expectations.

As with Eureka, Wit & Wisdom resources are readily accessible and there are ample opportunities for ongoing professional development. Helix supports the training and ongoing development of teachers and leaders to ensure faithful and effective execution of this curriculum.

Teachers will use the LEAP 360 assessments as interim benchmarks and will gauge mastery of content between interims through the Wit & Wisdom curricular assessments and Star 360. Data from these assessments will be analyzed in weekly PLC meetings and be used to remediate content and design targeted interventions to be implemented during ELA Lab blocks.

Grades 9-12: HMH Collections

HMH Collections is a Tier 1 curriculum aligned to the Louisiana State Standards for high school English Language Arts. Collections prioritizes critical reading of texts and using evidence to develop reasoning and communication skills. The supporting materials provide clear guidance, but also allow room for teachers to adapt the lessons and texts to their particular students, an element of flexibility that is especially important in high school. In addition to options for differentiation according to interest, it also includes resources specifically for English Learners.

The professional development support for Collections is also substantial. There are trainings at the 'getting started' level as well as ongoing support, and even the option for in-class coaching around how to effectively execute the curriculum.

For assessment, teachers will use the LEAP 360 interim assessment as well as the assessments included in the Collections curriculum. Data from these assessments will be analyzed in the monthly data PLC meetings and be used to design targeted interventions to classrooms and individual students to be implemented during ELA Lab blocks.

Science

Grades K-8: Amplify Science

The Amplify Science curriculum was chosen for its alignment to the Helix commitments to application and investigation. Amplify is a research backed curriculum where units are built around investigations into real world problems. The curriculum also prioritizes opportunities for students to collaborate as they explore hands-on experiences and involves reading and writing tasks that are designed to reinforce ELA skills and critical thinking. Students also learn how to use digital tools to support their inquiry, an increasingly important skill set to facilitate the application of knowledge. Through Amplify, students will learn how to ask questions and reason systematically from observations. Students learn about science while also learning what it means to be scientists. This approach fits with the Helix model and further reinforces the types of

critical thinking valued at Helix schools.

For assessment, teachers will use unit assessments and project-based rubric assessments included with the curriculum. Data from these assessments will be analyzed in the monthly data PLC meetings and be used to inform coaching and feedback as students move through the curriculum.

Grades 9-12: Helix Science Curricula

Helix is still exploring options for a science curriculum for the proposed high schools. In the absence of a state designated Tier 1 curriculum for high school science, Helix Mentorship STEAM Academy currently uses a school developed curriculum aligned to Louisiana State Standards and the Next Generation Science Standards. However, once a Tier 1 list for high school science curriculums is created, we intend to shift the science instruction at all Helix schools to the newly designated Tier 1 curriculums.

Social Studies

Grades K-3: Helix Elementary Social Studies Curriculum

There are no currently designated Tier 1 Social Studies curriculums for early elementary. If the state designates Tier 1 curriculums before the first elementary class in the 2023-24 school year, Helix will adopt one of the Tier 1 curriculums. In the meantime, Helix will design a social studies curriculum that is aligned to the Louisiana State Standards. The curriculum will also be created in alignment with topics discussed in concurrent Wit & Wisdom units to further deepen context and content knowledge related to understanding the ELA texts.

Grades 4-12: Helix Social Studies, The DBQ Project & AP Resources

Resources from The DBQ project will be used to support a Helix developed Social Studies curriculum from fourth grade through graduation. The DBQ Project has been designated as a Tier 1 supplemental resource, but at this time, there are no comprehensive curriculums with this status. For grades 4-8, Helix will design a Social Studies curriculum that is aligned to the new Louisiana State Standards and supports the thematic topics in the Wit & Wisdom curriculum. High School students will also benefit from resources from Advanced Placement resources for relevant courses. The priorities in Social Studies instruction are for students to be able to analyze sources to construct meaning and to communicate effectively both verbally and through writing.

Helix schools are also defined by our commitment to cultivating experiences and competencies related to jobs in high-demand fields. This means opportunities to engage in STEAM-related competencies at both new schools with focus on agriculture, healthcare, artificial intelligence, and energy respectively. To reinforce our commitment to professional competencies in high-demand fields, we will use the curricula outlined below.

STEAM

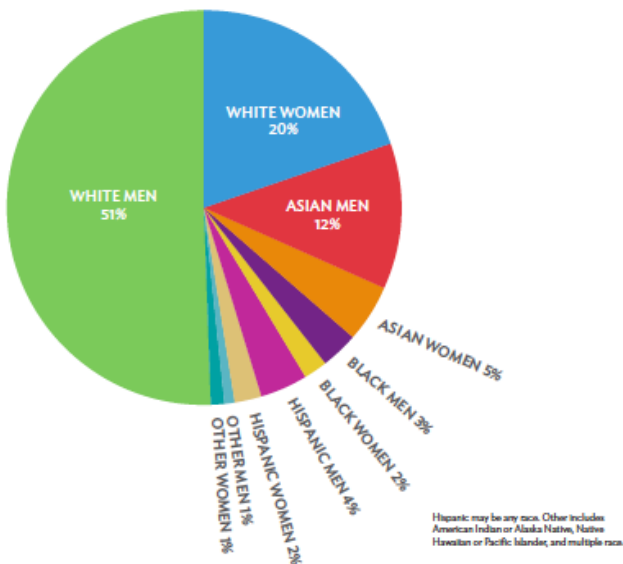
Grades K-8: Project Lead The Way

Project Lead The Way is a nationally recognized curriculum focused on coding, engineering, and collaborative problem solving, designed by professionals in education, science, engineering, and the medical industries. The curriculum is designed to align with the Common Core State Standards for Math and ELA as well as the Next Generation Science Standards.

Through Project Lead the Way, students engage in “hands-on activities, projects, and problems; empowering them to solve real-world challenges, and inspiring them to reimagine how they see themselves.” By the time students are in middle school, they design robots and construct environmentally sustainable buildings, all in a way that directly reinforces CCSS and Next Generation Science Standards.

The assessments for this course are holistic and rigorous. The curriculum assesses student progress through classroom activities, projects, and problems; maintaining logs, notebooks, and portfolios that undergo assessment; and evaluating work through a range of tools, such as performance rubrics and reflective questioning, to deepen and expand their knowledge and skills.

Scientists and Engineers Working in Science and Engineering Occupations: 2013



SOURCE: National Science Foundation

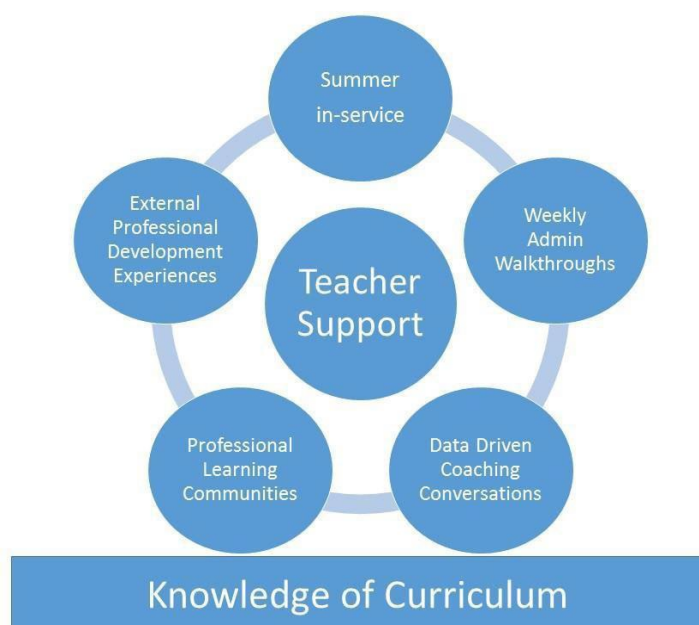
NOTE: The percentages in the pie chart add up to 101 percent because each percentage was rounded to the nearest whole number. To access the data set represented by this pie chart, visit nces.ed.gov/ipeds/data/ipeds_datacenter/ipeds_datacenter.asp?table=1&year=2013&table=1&year=2013 and download the Excel spreadsheet.

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This curriculum, in conjunction with rigorous core subject experiences, will prepare our students for the jobs of tomorrow. Access to this curriculum is especially important for our target student population, which is majority African American and economically disadvantaged. Both of these groups are dramatically underrepresented in STEAM fields. Providing low-income students of color, especially girls, access to knowledge and skill competencies that will prepare them to excel in STEAM fields is critical to our mission at Helix Community Schools. Once students matriculate to high school, they will continue their STEAM pathway with Project Lead The Way and specialize in the respective disciplines of artificial intelligence, healthcare, agriculture, or energy.

Systems for Teacher Support & Ongoing Professional Development

A deep commitment to teachers' ongoing support and professional development is central to our academic vision. We believe that teachers deserve to be supported in what they are being asked to do, and we are proud of the ways our current staff embraces a culture of continuous improvement. Our larger professional development structure is composed of five primary systems.



Across all of these systems, the initial and primary focus is on ensuring teachers have a deep and comprehensive knowledge of the curriculum they are implementing.

Summer In-Service: During the week-long summer in-service, teachers are introduced to the systems of the school and have a chance to develop a strong staff culture through team building activities. But the heart of the in-service is the time dedicated to curriculum training and strategies to support students who have a heightened need for intervention. While day one of the in-service is focused on team building and school systems, day two is dedicated to a comprehensive curriculum training from a vendor approved certified trainer. The following two days, teachers are then able to apply the learnings from that training as they work through their scope and sequence documents and gain clarity on the cumulative experience and details of the selected curricula for both themselves and their students. The final day of in-service is focused on intervention and remediation strategies for students with disabilities, English Learners, and students who are more than two grade levels behind.

Walkthroughs: Regular walkthroughs are an integral part of the Helix model. An extensive body of research has shown that administrative support is, by far, the number one factor for teacher satisfaction, and research into administrative support has shown that, especially in high-poverty schools, teachers value emotional support even more than instructional support. These

regular walkthroughs are how Helix provides this emotional support. Teachers who receive regular check-ins, and who feel connected to their administrators, are often more receptive to more formal professional development and coaching conversations. These walkthroughs generally consist of just a 5-10 min observation followed by a quick debrief conversation or note that highlights what the teacher is doing well and specific ways the teacher has grown. A teacher can expect to see their administrator in their classroom for one of these walkthroughs at least once per week. While not the central point of these walkthroughs, these observations can also serve to provide qualitative data to inform a future coaching conversation.

Observation & Coaching Cycles: All teachers engage in formal, data-driven, coaching cycles with an administrator at least every 6 weeks, and more as necessary. Observations are done using a combination of the COMPASS rubric, and curriculum guidelines, as they relate to the lesson plan for that particular day. Prior to the observation, the administrator also pulls the teachers' student performance data from the most recent assessment so that this data is able to inform the conversation. Following the observation, there is a structured coaching conversation that covers general teaching strategies and fidelity to the adopted curriculum. This conversation is then anchored in the teacher's student performance data. While all teachers take part in these coaching cycles every six weeks, teachers whose student data is significantly lagging the performance benchmarks will have coaching conversations more frequently. Teachers leave these conversations knowing what they are doing well and also with 2-3 areas of growth and specific action items to address these areas of growth. These 'glows and grows' are then recorded and tracked so that they can be referred to in both walkthroughs and future formal observations. At the end of the year, all teachers can see a documented record of their growth and development.

Professional Learning Communities: Twice a week, teachers engage in professional learning communities by subject. While one out of every four subject-specific PLCs focuses on data analysis and planning interventions, the majority of subject-specific PLC meetings focus on teacher professional development and curriculum alignment. These PLC meetings follow a professional learning calendar that ensures PLCs are purposeful and productive and that teachers have the ability to continuously grow as professionals. Once every six weeks this calendar prioritizes professional development related to supporting students with disabilities, English Learners, and students who continue to lag more than two grade levels behind. The core of these tailored sessions is to ensure that teachers do not lower expectations for students in these groups but rather provide the needed supports to accommodate them. This PLC model was adopted after teachers and administration had the opportunity to attend a PLC training by Solution Tree. Participation in this external training and our ability to implement the strategies learned, speaks to the culture that has been able to produce such significant gains at Mentorship STEAM Academy.

External Professional Development Experiences: Helix is also committed to ensuring teachers and administrators are able to participate in professional development experiences outside of the school. As opportunities arise for teachers to deepen their understanding on topics they are interested in, and as the school identifies mission-aligned priorities that could require external professional development, we will always make an effort to fund participation in external

professional development opportunities. For example, we are committed to send teachers to relevant Project Lead The Way, Great Minds, and HMH Collections trainings at least once per year and more frequently as they are available. These opportunities provide the added benefit of allowing teachers and administrators to interact with other educators doing similar work in other schools and to exchange ideas and experiences.

The Helix support and professional development approach for teachers is an in-depth and comprehensive experience. We believe that the whole of this experience is greater than the sum of its parts. Teachers not only grow professionally, they begin to feel like a family. They begin to live out a culture of excellence and continuous improvement that extends to the interactions between their students and into the larger Helix community.

Describe the system by which your instructional staff will design interventions for all students:

To briefly recap the systems teachers use to design interventions: all students take an initial diagnostic assessment over the summer and also participate in LEAP 360 interim assessments, Star 360, and regular curricular assessments in Math and ELA. Based off of data from these assessments, teachers develop individual performance plans for each student, benchmarking progress against “growth to mastery” targets. Teachers monitor progress and plan individualized, responsive interventions during subject-level PLCs on a bi-weekly basis. When applicable, these intervention strategies are informed by professional development sessions specifically focused on students with disabilities, English Learners, and students who are significantly behind grade level. Interventions are then implemented during the bi-weekly ‘Lab’ classes that are focused on differentiated instruction and RTI. The process repeats on two- and four-week cycles as teachers analyze data and students take additional assessments. Throughout the process, students are able to track their progress. The goal is to hold all students to the same rigorous expectations while providing necessary supports for students who are struggling.

Academic Calendars & Daily Schedules for Middle and High School

The schedules for the middle and high schools will be modeled after the Helix Mentorship, Helix Aviation, and Helix Legal Academies. Mentorship STEAM Academy has been successful in ensuring that students progress and graduate on time with the necessary courses. Helix Mentorship STEAM Academy currently has ‘A’ rankings for both strength of diploma and graduation rate. The academic calendars and daily bell schedules for our middle and high schools are included below.

HELIX MENTORSHIP STEAM ACADEMY 2021-2022 School Calendar

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July 8th Holiday
Discovery Day Orientation
9th-19th, 10th-20th, 11th-21st
12th-22nd
HCS Convocation/Team
Building Activity (24th)
Teacher Orientation and PD
19th-20th

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Students First Day 2nd
SAT-28th

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Virtual Day-Synchronous (1st)
Labor Day Holiday-6th
Club Day-8th
ACT-11th
Early Dismissal-15th Prof. Dev.
SAT-25th

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

End of the 1st 9 Weeks-1st
SAT-2nd
Virtual Day-Synchronous (6th)
Fall Break-8th-12th
Club Day-13th
ACT-23rd

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Virtual Day-Synchronous (3rd)
Club Day-10th
Thanksgiving Holiday-22nd-26th

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Virtual Day-Synchronous (1st)
SAT-4th
ACT-11th
Early Dismissal-13th-17th
End of 2nd 9 Weeks-17th
End of 1st Semester
Winter Break-20th-31st

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Teacher In-Service-3rd
Students Return-4th
Club Day-12th
MLK Holiday-17th

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Virtual Day-Synchronous (2nd)
ACT-5th
Club Day-9th
Early Dismissal-16th Prof. Dev.
Mardi Gras Holiday-28th

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Mardi Gras Holiday 1st-4th
District-Wide ACT-8th
Club Day-9th
End of 3rd Nine Weeks-11th
SAT-12th
Early Dismissal-16th Prof. Dev.

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Virtual Day-Synchronous (6th)
Easter/Spring Break-11th-18th
Spr. Test Window Apr. 27th-29th

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Spr. Test Window May 2nd-13th
Last Day for Seniors-6th
SAT-7th
Early Dismissal-16th-20th
End of Semester-20th
Last Day for Students-20th
Last Day for Teachers-23rd
Memorial Holiday-30th

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SAT-4th
ACT-11th

HELIX MENTORSHIP STEAM ACADEMY **(Regular) A/B BELL SCHEDULE 2021-2022**

From Date: August 02, 2021
To Date: May 20, 2022

8:20-10:09	1 st Block	105 minutes
10:13-11:43	2 nd Block	90 minutes
11:47-1:47	3 rd Block	90 minutes
1:55-3:45	4 th Block	105 minutes
Total Minutes	390 minutes	

(Half Day) BELL SCHEDULE 2021-2022

8:20-9:00	1 st Period/Check Roll
9:00-9:04	Class Change
9:04-9:44	2 nd Period/Check Roll
9:44-9:48	Class Change
9:48-10:28	3 rd Period/Check Roll
10:28-10:32	Class Change
10:32-11:12	4 th Period/Check Roll
11:12-11:52	Lunch by Floor
11:52	Dismissal

HELIX AVIATION ACADEMY 2021-2022 School Calendar

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July 5th Holiday
Teacher Orientation and Prof. Development (12th - 27th)
HCS Convocation Team Building Activity (23rd)
Bridge Program ½ Days /Prof. Development ½ Days (Students and Teachers attend) 28th - 30th

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Students First Day 2nd
August Dismissal Fridays (13th, 20th, 27th)

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Virtual Day-Synchronous (1st)
Labor Day Holiday-6th
September Dismissal Fridays (3rd, 10th, 17th, 24th)

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Teacher In-Service-3rd
Students Return-4th
MLK Holiday- 17th
January Dismissal Fridays (14th, 21st, 28th)

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Virtual Day-Synchronous (2nd)
Mardi Gras Holiday 28th
February Dismissal Fridays 4th, 11th, 18th, 25th

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Mardi Gras Holiday 1st - 4th
End of 3rd Nine Weeks-11th
March Dismissal Fridays (11th, 18th, 25th)

Su	M	Tu	W	Th	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

End of the 1st 9 Weeks-1st
Virtual Day-Synchronous (6th)
Fall Break-8th - 12th
October Dismissal Fridays (1st, 15th, 29th)

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Virtual Day-Synchronous (3rd)
Thanksgiving Holiday 22nd - 26th
November Dismissal Fridays (5th, 12th, 19th)

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Virtual Day-Synchronous (1st)
Mid-Term Testing- (14th - 17th)
Early Dismissal-17th
End of 2nd 9 Weeks-17th
End of 1st Semester
Winter Break- 20th - 31st

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Virtual Day-Synchronous (6th)
Easter Spring Break-14th - 18th
Spr. Test Window Apr. 27th - 29th
April Dismissal Fridays (1st, 8th, 29th)

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Spr. Test Window May 2nd - 13th
Early Dismissal 20th
End of Semester-20th
Last Day for Students-20th
Last Day for Teachers-23rd
Last Day for Leaders-24th
Memorial Holiday-30th

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

HELIX AVIATION ACADEMY **(Regular) BELL SCHEDULE 2021-2022**

From Date: August 02, 2021
To Date: May 20, 2022

8:11-9:46	1 st Period	95 minutes
9:49-11:24	2 nd Period	95 minutes
11:57-1:12	3 rd Period	75 minutes
1:15-2:30	4 th Period	75 minutes
2:33-3:23	5 TH Period	50 minutes
Total Minutes	390 minutes	

(Half Day) BELL SCHEDULE 2021-2022

8:08-8:48	1 st Period/Check Roll
8:48-8:51	Class Change
8:51-9:31	2 nd Period/Check Roll
9:31-9:34	Class Change
9:34-10:14	3 rd Period/Check Roll
10:14-10:17	Class Change
10:17-10:57	4 th Period/Check Roll
10:57-11:00	Class Change
11:00-11:25	5 th Period/Check Roll
11:25-11:55	Lunch
11:55	Dismissal

HELIX LEGAL ACADEMY 2021-2022 School Calendar

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July 5th Holiday
Teacher Orientation and PD (7th - 9th) ½ Days (12th - 22nd) Full
UKS Convention (1st - 4th)
Building Activity (23rd)
Bridge Program ½ Days / Prof. Development ½ Days (Students and Teachers attend) 26th - 30th

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Students First Day 2nd
August Dismissal Fridays (6th - 13th, 20th - 27th)

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Virtual Day-Synchronous (1st)
Labor Day Holiday-6th
September Dismissal Fridays (3rd, 10th, 17th, 24th)

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Teacher In-Service-3rd
Students Return-4th
MLK Holiday- 17th
January Dismissal Fridays (14th, 21st, 28th)

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Virtual Day-Synchronous-(2nd)
Mardi Gras Holiday 28th
February Dismissal Fridays (4th - 11th, 18th, 25th)

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Mardi Gras Holiday 1st - 4th
District-Wide ACT-8th
End of 3rd Nine Weeks-11th
March Dismissal Fridays (11th, 18th, 25th)

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

End of the 1st 9 Weeks-1st
Virtual Day-Synchronous-6th
Fall Breaks-8th -12th
October Dismissal Fridays (1st, 15th, 29th)

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Virtual Day-Synchronous-3rd
Thanksgiving Holiday 22nd - 26th
November Dismissal Fridays (5th, 12th, 19th)

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Virtual Day-Synchronous-1st
Mid-Term Testing- (14th - 17th)
Early Dismissal-17th
End of 2nd 9 Weeks-17th
End of 1st Semester
Winter Break- 20th - 31st

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Virtual Day-Synchronous-(6th)
Easter/Spring Break-14th - 18th
Spr. Test Window Apr. 27th - 29th
April Dismissal Fridays (1st, 8th, 29th)

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Spr. Test Window May 2nd - 25th
Early Dismissal-20th
End of Semester-20th
Last Day for Students-20th
Last Day for Teachers-23rd
Memorial Holiday-30th

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

HELIX LEGAL ACADEMY (Regular) BELL SCHEDULE 2021-2022

From Date: August 02, 2021
To Date: May 20, 2022

7:56-9:11	1 st Period	75 minutes
9:14-10:29	2 nd Period	75 minutes
10:32-11:12	3 rd Period	40 minutes
11:45-1:00	4 th Period	75 minutes
1:03-2:18	5 th Period	75 minutes
2:21-3:36	6 th Period	75 minutes
Total Minutes	415 minutes	

(Half Day) BELL SCHEDULE 2021-2022

7:56-8:31	1 st Period/Check Roll
8:31-8:34	Class Change
8:34-9:09	2 nd Period/Check Roll
9:09-9:12	Class Change
9:12-9:37	3 rd Period/Check Roll
9:37-9:40	Class Change
9:40-10:15	4 th Period/Check Roll
10:15-10:18	Class Change
10:18-10:53	5 th Period/Check Roll
10:53-10:56	Class Change
10:56-11:21	6 th Period/Check Roll
11:21-11:51	Lunch
11:51	Dismissal

Growth Plan

Target Student Population & Their Needs

While Helix Community may enroll students from across the parish, we anticipate a majority of students will reside in Opelousas in the zip codes adjacent to where the new schools will be located. To project the demographics and achievement levels of our prospective students, we compiled data from LouisianaSchools.com and conducted analysis for all elementary, middle, and high schools in the St. Landry Parish School System. The results are in the table below:

Characteristic	All St. Landry Schools
Economically Disadvantaged	81.2%
Students of Color	63.0%
English Learners	1.99%
Proficient on LEAP	33.2%

Source: Data from LouisianaSchools.com

Given this data, we anticipate serving a student population that is over 80% economically disadvantaged. We also anticipate that less than one in four students will arrive on day-one performing at grade level. The composition of this student body will inform decisions around how we set goals to catch students up to grade level, hire support staff for students with learning disabilities, and how we prioritize social-emotional and counseling support. While the district has done an admiral job continuing to educate students during the pandemic, we recognize there is a great deal to be done to overcome some of the learning loss that has occurred over the last two years. A more detailed account of how we will be responsive to the needs of this student population is described in the 'threats' section of the 'Scale Strategy' part of the application below.

The new schools will convert the established need for more school options into demonstrated demand by leveraging the reputation of Helix Community Schools. We believe that new school facilities will be a strong attraction for existing families, but will also help us retain talented faculty in the city of Opelousas and in the school district. As a homegrown charter network, we have local roots and legitimacy that have allowed us to develop bonds with the community. We believe that families in this area, and across St. Landry Parish, will embrace the opportunity to enroll their children in a school that can offer them a well-defined pathway to opportunity as they progress through their academic careers. More details on specifically how we will recruit families is described in the 'threats' section of the 'Scale Strategy' question below.

Details of the Growth Plan

Helix Community Schools – St. Landry will open two new schools in Opelousas: Helix Artificial

Intelligence and Medical Academy and Helix Agriculture and Energy Academy. Both schools will begin with K-8 grades only and will continue to expand until they serve students across the full K-12 continuum. The Artificial Intelligence and Medical Academy will open a K-8 school in the 2024-2025 school year. The following year, Helix will add a 9th grade in the 2025-2026 school year and continue to expand to a full k-12 by the 2028-2029 school year. Helix Agriculture and Energy Academy will open a K-8 school in the 2025-2026 school year in the city of Opelousas. The following year, the academy will add a 9th grade in the 2026-2027 school year and continue to expand to a full k-12 by the 2029-2030 school year.

Helix Artificial Intelligence and Medical Academy					
Grade	2024-25	2025-26	2026-27	2027-28	2028-29
K	150	150	150	150	150
1	150	150	150	150	150
2	150	150	150	150	150
3	150	150	150	150	150
4	150	150	150	150	150
5	150	150	150	150	150
6	150	150	150	150	150
7	150	150	150	150	150
8	150	150	150	150	150
9		150	150	150	150
10			150	150	150
11				150	150
12					150
Total Enrollment	1350	1500	1650	1800	1950

Helix Agriculture and Energy Academy					
Grade	2025-26	2026-27	2027-28	2028-29	2029-30
K	150	150	150	150	150
1	150	150	150	150	150
2	150	150	150	150	150
3	150	150	150	150	150

4	150	150	150	150	150
5	150	150	150	150	150
6	150	150	150	150	150
7	150	150	150	150	150
8	150	150	150	150	150
9		150	150	150	150
10			150	150	150
11				150	150
12					150
Total Enrollment	1350	1500	1650	1800	1950

With the establishment of these two schools, Helix will be creating two new models under the umbrella of the larger network. It should be noted that, unlike other expanding charter networks, these are not models that can be scaled and replicated, as is, to other locations. Each of these schools is inspired and informed by the unique local assets around it. We believe this will add new school choices for students and families and make St. Landry an attractive option for existing families and those that may have left our school district.

Our current analysis suggests that there will be sufficient demand to support this proposed expansion. Helix will work with the school district to adjust expansion, enrollment targets and staffing. Through these efforts, and a priority to be actively engaged in the communities where our students live, we are confident that we can be responsive to the changing needs of the community as we grow our schools to a full K-12 continuum.

Scale Strategy

Scaling the Organization

Helix Community Schools' current executive leadership is well-qualified to support the expansion of its network to operate two new schools in St. Landry Parish. The table below shows the most relevant personnel associated with this expansion.

Leader	Current Role
Preston J. Castille, Jr.	President of Helix Community Schools
Angela Domingue, Ph.D.	Chief Schools Officer
Robert M. Webb, Jr.	Executive Vice-President

The board of directors for the proposed schools will be composed of the same members of the current boards as Helix's existing three schools. To support this expansion, HCS St. Landry has been created to support the extended network of schools. HCS St. Landry will contract with Helix Community Schools, a charter school management company, which is governed by a separate board of directors.

After a review of the logistics and obligations associated with this expansion, Helix Community Schools, with the oversight and approval of the new board, will identify and seek out qualified school principals for the two new schools. The principals will report to Angela Domingue, Ph.D., the Chief Schools Officer ("CSO") for Helix Community Schools. As CSO, Dr. Domingue is responsible for all academic and instructional aspects of the network across all schools. The executive leadership of Helix Community Schools would handle coordination across the schools as it relates to business, public relations, institutional partnerships, and all matters of operation. It will be important for each of the new schools to be self-sustaining. Details on the financial stability and assurance that adequate monetary resources will be available to successfully execute this expansion can be found in the accompanying finances template.

Because of the limited economies of scale in the first few years of this expansion, a critical component of the scale strategy will be attracting funds to support these growth efforts. In line with this need, Helix will identify and secure sustainable sources of funding, including but not limited to non-profit grant funds to support capacity building. This support will allow Helix Community Schools to expand confident that the leadership team is well-prepared and that the network will not need to pull money from instructional support to make the necessary long-term investments that come with starting a new school.

Potential Threats & Strategies to Address Them

As Helix expands, it will face challenges like any school. There will be challenges in recruiting faculty and staff to ensure the schools are adequately resourced to provide students with the supports that they deserve. In addition to these challenges, Helix will face challenges related to serving a student body that has relatively high needs. By 'high-needs' we mean factors that are generally associated with students who come from communities of concentrated poverty. However, as a network, we are well-equipped to handle these challenges.

Finances: The attached finances template shows that we have diligently worked through the budget for this expansion and are secure in knowing we will be able to finance this growth in a sustainable way.

Student Recruitment: Helix Artificial Intelligence and Medical Academy and Helix AI and Energy Academy will be offering pathways to opportunity that do not exist elsewhere in the parish. By offering new modern school buildings and innovative school models, we are extremely confident that we will be able to enroll enough families to meet our enrollment targets. We are hopeful that our schools will be a complete alternative to many of the much older school buildings at the elementary, middle and junior high schools in Opelousas.

Faculty Recruitment: Recruitment of quality teachers is a perpetual challenge for schools in the state and across the country. First, we will look to the very talented faculty and staff currently employed by the K-8 schools in Opelousas to staff both campuses. We will also take proactive steps to recruit teachers by reaching out to the various teacher preparation programs in the city and across the state. Programs to be targeted will be: ULL, LSU, Southern University, McNeese, Louisiana Resource Center for Educators, Teach For America, and Relay Graduate School. Through focused and ongoing efforts, we are confident that we will be able to attract a number of qualified candidates. Candidates will then go through a rigorous selection process that includes a phone screening, structured in-person interview, sample lessons, and debrief conversation. A rigorous selection process is essential to ensuring an effective team and also to communicate to potential candidates that the process is taken seriously. With these strategies, we are confident we will be able to effectively build a team that is aligned to our vision and prepared to excel from the first day of school.

Student Needs: Because we project to serve a population that is over 85% economically disadvantaged, with close to 80% of students hit hard by the pandemic and starting below grade level, we must also be responsive to the particular needs of this group. Informed by these realities, we will make staffing decisions to prioritize having a dedicated special education teacher at each school from the first year to provide the necessary supports to struggling students. In addition, we will prioritize the hiring of a counselor at each school in order to provide the social-emotional support that students from low-income communities often need. Finally, the rigor of our goal setting and support systems speak to the urgency and ambition of our expectations for our students. With these strategic supports, we are confident that we can support our students to excel.

Board Readiness

Board Members with Relevant Expertise & Defined Roles

The Board of Directors for Helix Community Schools is ultimately responsible for the success of the schools under our governance. Because of the gravity and complexity of this responsibility, the Board has created clear systems to regularly assess the operations, finances, and academic achievement of the schools governed, as well as the performance of the network's

Executive Leadership. The Board also recognizes that, in order to be effective in this oversight, critical skill sets and perspectives must be represented on the Board. Specifically, it has been a priority to ensure that members can bring insights related to the following areas: academics, finances, legal issues, management/operations, and community relations. The table below identifies the current members of the board, their professional affiliations and skill sets. (One-page resumes for each board member can be found in Appendix B).

Helix Network of Educational Choices (dba Mentorship) & Helix Community Schools–Baton Rouge Board Member & Professional Affiliation	Relevant Skill Sets and Responsibilities
Arthur R. Cooper, JD, Chairman CEO, LSU System Research and Technology Foundation	Relevant skill sets: Founding board member with institutional memory. Significant experience in education and oversight of educational organizations. Former managing partner of law firm and investment firm. CEO of prominent research foundation. Expertise & Responsibilities: Academics, Management and Operations
Wendi Berthelot, CPA MBA, Vice Chairperson Director of Audit & Assurance at LaPorte	Relevant skill sets: Professional auditor and accountant. Significant experience with regard to oversight and auditing of organizational finances. Expertise & Responsibilities: Financial management, balanced budget
Timothy S. Burbach, Louisiana Aviation Leader, Senior Project Manager	Relevant skill sets: Civil engineer with a geotechnical background and experience in infrastructure design. Expertise & Responsibilities: Financial Management, Civil Engineering, and Infrastructure
Attorney Veronica Howard Sizer, Secretary, Attorney at Law Former Education Policy Advisor to Governor Kathleen Blanco	Relevant skill sets: Former education policy advisor to Governor Kathleen Blanco. Strong legal skills with nearly 25 years of experience. Expertise & Responsibilities: Legal, specifically with regard to laws governing charter schools. Instrumental in the reformation of the New Orleans K-12 system following Hurricane Katrina.

Dr. Luria Young Retired, Southern University and A&M College, Interim Executive Vice President for Academic Affairs, Interim Dean of College of Education, & Superintendent of Southern Lab	Relevant skill sets: Significant leadership experience in the field of education both at the K-12 and higher education. Former college professor, researcher and administrator. Expertise & Responsibilities: Academics, Academic Leadership, and School Governance
Renee Chatelain, JD President and CEO, Arts Council of Greater Baton Rouge	Relevant skill sets: Significant leadership experience in the arts and education. As President & CEO of the Arts Council, she offers strong organizational leadership experience. Strong legal skills as a lawyer. Expertise & Responsibilities: Management and Organization, Academics
Michael Victorian Immediate Past President, 100 Black Men of Greater Baton Rouge	Relevant skill sets: Long record of community leadership and engagement. He also offers Information Technology and organizational leadership experience Expertise & Responsibilities: Community relations

Helix Community Schools Board Member & Professional Affiliation	Relevant Skill Sets and Responsibilities
Preston J. Castille, Jr., President Retired Partner & Executive Committee Member, Taylor Porter Law Firm, Adjunct Professor, SU Law Center, Former Baton Rouge Bar President	Relevant Skill Sets: More than 20 years of legal experience; former Adjunct Law Professor at LSU (8 years), Adjunct Law Professor at SULC (19 years), former Judge Pro Tempore (appointed by LA Supreme Court); Retired Partner and Executive Committee Member at large downtown law firm; lead SULC downtown campus partnership with Helix Mentorship. Expertise & Responsibilities: Strong legal and judicial skills; 18 years of law school teaching experience; Law firm management experience; Significant community and civic involvement.

Todd Manuel, Vice Chairman Director of Organizational Health & Diversity, Entergy Corporation	Relevant Skill Sets: Nearly 20 years of legal experience; executive at Fortune 100 corporation. Expertise & Responsibilities: Strong legal skills; financial management; corporate management
Camille Manning-Broome, Secretary/Treasurer President & CEO, Center for Planning Excellence (CPEX)	Relevant Skill Sets: Experience in business development, management, and community planning. Expertise & Responsibilities: Financial Management, Balanced budget; Community Engagement
Christopher Williams, Logistics Chief and Program Monitor, Louisiana Department of Health Bureau of Community Preparedness	Relevant Skill Sets: Experience in emergency preparedness, records management, and program management. Expertise & Responsibilities: Workforce development; Community Engagement

The following section details how the varied areas of expertise align with a distinct division of responsibilities amongst the board members related to governance.

Monitoring School Performance

The governance systems created by the board are informed by the criterion of high-quality charter schools described in the Charter School Performance Compact, the metrics used by Louisiana to determine School Performance Score, and the unique mission of Helix to provide students access to opportunities in STEAM, agriculture, healthcare, AI, and energy related fields. Within this context, all metrics are in service of three foundational goals: 1) all students will be on track to graduate with the skill sets necessary to excel in both college and career pathways; 2) Helix maintains a strong organizational culture with a student body that is reflective of the community it serves and in line with Helix's larger mission of serving economically disadvantaged students; 3) the operations and finances of the organization are efficient, and sustainable.

To provide clarity to these longer-term goals, the Board will also adopt the mid-term rallying goal of all Helix schools receiving a 'B' letter grade by their third year of operation. The tables below identify the various metrics that will be used to track progress towards these goals,

describe the rationale for each, specify the reporting frequency, and name the board members who will be most directly responsible for analyzing the data under each category to inform future decisions.

Metric	Description/Rationale	Frequency of Analysis
<p style="text-align: center;">Academics</p> <p style="text-align: center;">(Board Members Primarily Responsible for Oversight: Arthur R. Cooper, Board Chair; Dr. Luria Young, Academics Committee Chair; Renee Chatelain, and Veronica Howard)</p>		
Overall Academic Performance relative to school performance goals	<p>Assessed through interim and end-of-year standardized assessments. This is the clearest way to gauge the school's current standing relative to established performance goals.</p> <p>This is a critical component of the school's SPS calculation.</p>	Quarterly*
Student progress on interim assessments relative to school performance goals	<p>Assessed through LEAP 360 and other interim assessments. The board will track student progress relative to school wide benchmark goals.</p> <p>This is a critical component of the school's SPS calculation.</p>	Quarterly
Rate of progress for students behind grade level relative to school performance goals	Assessed through LEAP 360 interim and other benchmark assessments. The board will isolate progress data for students who scored more than one grade level behind on their diagnostic assessment to ensure that interventions are successful.	Quarterly
Rate of progress for students with disabilities relative to school and individual performance goals	Assessed through LEAP 360 and other interim assessments. The board will isolate progress data for students with disabilities to ensure that interventions and academic supports are successful.	Quarterly
Rate of progress for English Learners relative to school and individual performance goals	Assessed through LEAP 360 and other interim assessments. The board will isolate progress data for students who were screened as English Learners to ensure that interventions are successful.	Quarterly

	% of students proficient in Math and ELA	Assessed through end-of-year standardized tests. This is a critical component of the school's SPS calculation	Annually
M i s s	Frequency of engagement with STEAM related partners	Metrics in this section are related to the mission centric goals of Helix Community Schools. In addition to a deep commitment to academic excellence in core courses, Helix Community Schools is also defined by its commitment to provide students exposure to high-demand industries and ensure that students have the	Quarterly
i o n - C e n t r i c G o a l s	Frequency of engagement with key industry sector partners % of students participating in and completing projects related to STEAM	opportunity to obtain marketable skills related to those industries. Since this commitment is central to the mission of Helix Community Schools, it is important to specify metrics to ensure that this commitment is a lived reality for our students. The four metrics in this section have been established to monitor both students' exposure to professionals in the fields our schools focus on, and students' participation in project-based learning experiences relative to those fields. The measurement to be used for these metrics will be class field trips, visits from relevant professionals, and students' letter grades in elective classes where they are able to engage in relevant projects.	
H i g h S c h o o l O	% Graduation Rate	High school graduation is the single most predictive pathway to success for our students. This is a critical component of the school's SPS calculation.	Annually
	Strength of Diploma	Students deserve access to rigorous coursework. This is a critical component of the school's SPS calculation.	Annually
	ACT Scores	Success on the ACT is a powerful tool to create access to world- class post-secondary opportunities. This is a critical component of the school's SPS calculation.	Annually

n l y	WorkKeys Assessment scores	For students who prefer to enter directly into a career, WorkKeys is a gateway to opportunity. This is a critical component of the school's SPS calculation.	Annually
	EOC scores and passing rate	Success on EOC tests is critical to progress towards graduation and ensure students have the core knowledge necessary to be successful. This is a critical component of the school's SPS calculation.	Annually
	Progress towards diploma	It is important to have an accurate idea of the percentage of students who are not on track to graduate in a four-year timeframe in order to provide appropriate interventions and opportunities.	Annually
	Post-Secondary Matriculation	Assessed through family surveys in the Fall semester following graduation. Many low-income students who are accepted into college do not end up matriculating in the Fall semester. In order to properly support Helix graduates during this transition, we need an accurate count of the percentage of students who actually matriculate.	Annually
	Post-Secondary Persistence	Assessed through annual family surveys. Helix Community Schools is committed to the long-term success of our students. Unfortunately, many low-income, and first-generation college students do not persist in college. For this reason, we plan to track postsecondary persistence and develop strategies to support our alumni.	Annually
<p style="text-align: center;">Management & Operations</p> <p>(Board Members Primarily Responsible for Oversight: Arthur R. Cooper, Board Chair; Michael Victorian, Finance & Operations Committee Chair; Wendi Berthelot, CPA; and Timothy Burbach)</p>			
	Total enrollment numbers	Tracking enrollment is critical to fulfilling our mission of serving students, as well as relevant to financial sustainability.	Quarterly

Enrollment reflective of local population in terms of race, gender, socio-economic status, and disabilities	Helix Community Schools is committed to equity as a foundational pillar and for this reason wants to ensure that the student body reflects the demographics of the surrounding community so that steps for inclusive action can be taken if necessary.	Quarterly
Student attendance	Student attendance is a key indicator for the strength of a school culture and early indicator for student dropouts.	Monthly
Suspension and expulsion rates	Monitoring here is critical to ensuring that discipline policies do not have an undue impact on students' opportunities for learning,	Monthly
Parent Satisfaction: Survey	To gauge parent satisfaction and be responsive to parent feedback, we must seek out parent feedback on a regular basis	End of each semester
Parent Satisfaction: Reenrollment	The most authentic measure of family satisfaction with a school is whether families decide to return to that school the following year.	Annually
Teacher Retention	Creating a staff culture that supports teachers.	Annually
<p style="text-align: center;">Financial Management</p> <p style="text-align: center;">(Board Members Primarily Responsible for Oversight: Arthur Cooper, Board Chair; Michael Victorian, Finance and Operations Committee Chair; Wendi Berthelot, CPA, and Timothy Burbach)</p>		
Fund balance	An accurate accounting of the fund budget is central to fiscal responsibility.	Monthly
Balanced budget	In order for the organization to be sustainable, it will be critical to operate according to a balanced budget.	Monthly
Audit to ensure compliance with accounting standards	An external audit of finances is essential to the transparency and viability of the organization's health.	Annually
<p>*Note: 'Quarterly' assessments refer to the school calendar and signify data that will be analyzed twice per academic semester.</p>		

The academic metrics described above will be tracked relative to the goal that all Helix schools be on track to receive a 'B' letter grade for their third year of operation.

The Board of Directors meets regularly, and legal and financial representation is present at each meeting. Appropriate updates and decisions are made at regularly scheduled board meetings, but over the course of the year, there are three meetings that hold strategic importance for the governance of Helix: school- year launch, end of calendar year, and a two-day retreat at the end of each school year.

School-Year Launch: At the school year launch meeting, the President presents to the board information on enrollment, the demographics of student enrollment, as well as the systems and strategies the school will put in place that academic year to achieve both, metric specific goals and the larger goal of receiving a 'B' letter grade by the third year of operation. Benchmark metrics are attached to each goal that the Board can then use to track progress over the course of the year.

End of Calendar Year: At the end of the calendar year meeting, the board engages in a self-evaluation to ensure that all relevant areas of expertise are represented on the board, and will continue to be represented the following year. This involves continued participation from representatives of the categories described as priorities above, as well as any additional areas of expertise that may be relevant to fundraising or mission-centric opportunities. The conclusions from this meeting then trigger the process for identifying and training new board members described below.

Board Retreat: During a two-day board retreat following the end of the school year, board members will engage with data related to the metrics described above according to their division of expertise. Following analysis of the various data presented, the board will charge the President/CEO to develop plans to address the areas identified for improvement. These plans are then presented at the school-year launch meeting. This retreat also provides an opportunity for new and current board members to receive training on both the responsibilities of effective boards in general and the priorities and operations of the Helix board specifically.

Evaluating the President/CEO

Under Helix Community Schools, the President receives an annual performance evaluation. It is the President's responsibility to then manage the CSO and school leaders to advance the mission of Helix. The core of this evaluation are the school performance metrics as described above. As mentioned above, the performance metrics will be benchmarked against the progress necessary for each school to receive a 'B' rating for its third year of operation. The above table clearly identifies how data on each metric will be collected and the rationale for each metric as a critical predictor of success in achieving our mission. Together with the clarity of the SPS goals that progress is measured against, this clearly establishes that our described set of metrics are both necessary and sufficient for ensuring the successful completion of each school's goals. These are the outcomes-based standards for which the President will be held accountable.

In addition to these school-based metrics, the board also conducts an evaluation related to the individual management practices of the President. In addition to organizational

performance, this evaluation also includes criteria for evaluating community leadership, human resource management, financial stability, and board leadership. For criteria associated with each category, the President receives scores on a 4-point scale from 'Outstanding' to 'Improvement Needed'. This evaluation is conducted by the board officers at the annual retreat and then submitted for approval by the full board. Following this evaluation, the President develops strategies to address areas rated 'Average' or 'Needs Improvement'.

Progress towards improvement in these areas is assessed by the Board officers at the end of the first academic semester. If schools are not making adequate progress relative to established goals in the network-wide metrics, and/or members of the leadership team are not responsive to deficiencies in their management practices, then an intervention process is triggered. This intervention has four distinct phases, 1) an in-depth conversation between the President and board officers to identify root causes and potential supports/strategies to address the deficiencies. This may include the contracting of an executive coach, the creation of a detailed project plan, or some other strategy, 2) the creation of a performance plan with clear benchmarks for demonstrable improvement in the identified areas, 3) monitoring of progress of this plan in four 3-month intervals, 4) if adequate progress has been made at the end of 12 months, then the performance plan is dropped. If, at the end of this process, the President has not made adequate progress, then the termination process will be initiated.

Identifying Conflicts of Interest

The Helix Community Schools has a conflict-of-interest policy. The full policy is available upon request. According to the policy, Board members have a duty to disclose any actual or potential conflict of interest where a conflict of interest is defined as 'a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction.' The procedure for addressing a conflict of interest is as follows:

- An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee

shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Board Development & Training

Board development and identification of new board members begins at the end-of-year board meeting described above. Once the roles and perspectives for new board members are prioritized, potential members are identified by the nominating committee. Potential candidates are then screened to ensure that they are aligned with the mission and values of Helix Community Schools, and to ensure they have the capacity to dedicate the necessary time to their board service. Approved candidates are then recommended by the nominating committee for a vote by the whole board. This process will conclude before the end of the school year so that new board members are able to participate in the annual board retreat which follows the end of each school year.

During the annual retreat, new and veteran board members receive board training. This training is conducted by the board chairman and, when relevant, an outside contracted agency. The board training covers both general rules and responsibilities for non-profit board service, as well as training specifically related to the Helix board and its duties. Board training also involves participation of the legal counsel, the finance team, and the academic leadership of the schools.

Financial Readiness

The Financial Manager

Helix Community Schools will contract with Donald Ford, CPA, LLC for financial management. Mr. Ford provides a range of accounting & financial services and currently supports Helix's network of three charter schools in Baton Rouge, Louisiana. Mr. Ford's team has over 20 years of combined accounting, audit, and financial experience. Donald Ford has a bachelor's degree in accounting. Mr. Ford is also a certified public accountant (CPA) and has served as an auditor for various state offices, including the Louisiana Treasury Department and Department of Labor. Notably, Mr. Ford has previously served as the Director of Finance and Administration for the Office of the Governor. A copy of Mr. Ford's resume is attached in Appendix C.

Approach to Budgeting and Budget Shortfall

Annual operating budgets and any budget updates will be prepared by the Financial Manager working closely with the President, School Leadership, and Operations Manager as appropriate. The budget will be reviewed by the Finance Committee and submitted for approval by the full Board. Any updated operating budgets with greater than a 5% variance in either revenue or expenses are required to have full Board approval (after review by the Finance Committee).

The annual operating budget will be prepared using conservative assumptions regarding student *enrollment*, MFP funding, federal funding, and expenses. When budgeting expenses, the school will err on the side of budgeting higher usage and higher per unit costs. In addition, the expense budget will contain a reasonable contingency for unforeseen expenses.

If a budget shortfall arose due to lower enrollment, the school should be able to reduce staff accordingly and/or combine positions where possible. The school will also identify certain non-instructional costs including facility, busing, and school administration costs that will have a minimum effect on the quality of education if reduced or eliminated. Negotiating reduced costs with some vendors is also possible for one-time events. During the budget process, the school will identify “discretionary” expenses that could be eliminated if the school was required to reduce overall costs.

Accounting, Control System, and Culture of Financial Stewardship

Helix Community Schools will engage an experienced financial service provider to ensure a strong foundation for effective school operations. The schools will contract with Donald Ford, CPA, LLC. Mr. Ford currently provides financial services for Helix’s three charter schools Baton Rouge, Louisiana.

The financial service provider will report directly to the Board of Helix Community Schools as well as the President. The school’s Operational & Financial Team will work closely with the Board Finance Committee to ensure that all finances are accurately accounted for in the school’s financial statements.

A Finance Committee appointed by the Board will ensure fiscal accountability and transparency. The committee will accomplish this by performing the following:

- Review and approve annual budget, including revisions if necessary
- In conjunction with the President reviewing the school’s financial statements on a monthly basis, including the balance sheet and revenue & expense statement compared to budget;
- Ensuring proper financial and accounting practices in compliance with all applicable federal, state and local regulations by reviewing & approving initial policies and procedures as well as any revisions;
- Conduct thorough investigations of any financial discrepancies or irregularities; report any issues to the appropriate agencies;
- Choose a qualified CPA firm to handle the annual audits and tax returns

Mr. Ford will use MIP Fund Accounting as its accounting and financial reporting software. Mr. Ford has configured the software in accordance with the Louisiana Accounting Uniform Governmental Handbook (LAUGH) system to allow for proper financial reporting. The school will

draft a set of financial policies and procedures that cover, at a minimum, the following areas: Segregation of duties, Safeguarding of assets, Budgeting, Cash receipts, Purchasing including public bid law, Cash disbursements including authorized, Accounts payable, Contracts, Credit cards, Travel, Payroll, Federal & state grants management, Financial reporting, and Fixed assets.

In addition, there will be a record retention policy.

The Board will choose a qualified CPA firm based on proposals gathered by school staff. The CPA firm will audit the school's financial records, including payroll and grants. All transactions and documents will adhere to Generally Accepted Accounting Procedures (GAAP). Furthermore, the CPA will ensure that restricted grant funds have been properly appropriated according to the terms associated with the awarding of those grants. The CPA firm will also make recommendations on general financial accounting and financial analysis practices.

The CPA firm will complete the following annually:

- Annual financial audit which includes review of all financial statements and internal control processes;
- A-133 Single audit (if necessary) if receiving federal funds in excess of the current threshold;
- Agreed upon procedures reports as required by BESE
- Statewide Agreed-Upon Procedures required by LLA
- IRS Form 990 tax return

Executive Leadership Team Capacity

The Executive Leadership Team

The strength of Helix Community Schools' leadership team is a foundational component of the network's success. The leadership team that will lead the expansion efforts consists primarily of the following key individuals (one-page resumes can be found in Appendix A).

Preston J. Castille, Jr. – President, Helix Community Schools

Preston Castille became President of Helix Community Schools in 2019. He has been an adjunct law professor for more than two decades. He began his teaching career in 2001 at LSU Law School and taught there for eight years. In 2003, he began teaching at Southern University Law Center and teaches Education Law & Policy, Evidence, Louisiana Civil Procedure I & II, and Trial Advocacy. After 25 years with the law firm, Preston retired from the partnership and Executive Committee of the Taylor, Porter, Brooks & Phillips in January of 2020, where he and eight other partners had led the management team of the firm. Preston practiced law primarily in commercial transaction and complex litigation and focused substantially on matters in the Education and Energy sectors in the U.S. and abroad. As a retired partner, he continues to serve

as Of Counsel with the firm. In 2009, Preston was also appointed by the Louisiana Supreme Court to serve as an ad hoc judge on the Baton Rouge City Court, where gained a unique perspective not only on our legal system but also on our educational system as he observed too many disadvantaged children become lost to the criminal justice system.

In 2019, Preston was elected to the Louisiana Board of Elementary and Secondary Education (BESE), where he serves as the District 8 member. District 8 is a 14-parish district which includes both East Baton Rouge Parish as well as St. Landry Parish. His district includes some of the poorest parts of the state and some of the most-disadvantaged children. Along with his 10 other BESE colleagues, he represents more than 800,000 students across the state of Louisiana.

Preston is a 1985 graduate of Plaisance High School, where he graduated valedictorian, was captain of the school's marching and concert band, and was the school's first state science fair winner. In high school, he spent two summers in the Upward Bound Program at the University of Louisiana at Lafayette. He then attended Southern University on a full academic scholarship. At Southern, he became student body president and was selected by other undergraduate, law school and medical school student body presidents across the state to serve as the student member of the Louisiana Board of Regents. Preston always had a love for science and attended the Meharry Medical College Biomedical Sciences Program in Memphis, TN during the summer of 1986.

After graduating from Southern University, he worked as an economist for the U.S. Department of Labor in Washington, DC. He then returned to Louisiana in 1991 where attended Tulane Law School, served on the school's prestigious Moot Court Board, and graduated *Order of the Barristers*, one of the highest honors bestowed upon a student for oral advocacy.

Preston is active in various education-related organizations. He served on Governor John Bel Edwards' Education Transition Committee in 2015 and EBR Mayor President Sharon Weston Broome's Education Transition Team in 2016. He is the Immediate Past National President of the Southern University Alumni Federation and is a current member of the Tulane Law School Dean Advisory Board. He is a past board chairman of the Board of Directors of New Schools for Baton Rouge. He is also a former member of the Board of Directors of Volunteers in Public Schools (VIPS). He is a past president of the Baton Rouge Bar Association, the Louis A. Martinet Legal Society, and member of the Louisiana State Bar Association Board of Governors and House of Delegates.

Robert Webb, Jr. – Executive Vice-President, Helix Community Schools

When Robert Webb Jr. took over Helix Mentorship Academy in 2013 the school was an 'F' rated school. Mr. Webb's leadership propelled Helix Mentorship from an 'F' rated school to a 'B' rated school for the 2016-17 school year. Even with the recent slide due to the new scoring formula and the Covid Pandemic, Helix Mentorship STEAM Academy is still ranked as a 'C' school and is the highest rated school serving a student population that is over 80% economically disadvantaged. Indeed, Helix Mentorship's Simulated SMS score actually increased last year during the pandemic. The record of Helix Mentorship's rapid improvement detailed in the 'Past

Performance' section of this application is a direct credit to Mr. Webb's leadership. During this time, Mr. Webb has provided both instructional and operational leadership to the school. He has instilled a culture of continuous improvement amongst staff and students alike. His ability to create a positive culture is evidenced both by Mentorship's 'A' rating for graduation rate. Mr. Webb was also distinguished as a leader in the East Baton Rouge Parish School System where he received the 'High School Principal of the Year' award for his work in the 2009-2010 school year at Belaire High School. He is a veteran of the armed forces where he served in Operation Desert Storm.

In 2019, Mr. Webb joined the Executive Leadership of Helix Community Schools Network as the Executive Vice-President. His experience and record of excellence will be instrumental to ensuring the smooth and successful launch of Helix Artificial Intelligence and Medical Academy and Helix AI and Energy Academy.

Dr. Angela Lee Domingue – Chief Schools Officer, Helix Community Schools

Dr. Angela Domingue is an experienced 30-year education veteran. She attended Southern University in Baton Rouge, LA where she earned a Bachelor of Science in Secondary Education. Dr. Domingue was a classroom teacher for 13 years before she began her district level work. After working for several EBR school systems, she pursued a dual degree. In 2012, Dr. Domingue received a Master of Education in Secondary Education from Southern University and a Doctor of Philosophy in K-12 Education Leadership from Louisiana State University. She currently serves as the CSO for Helix Community Schools.

Appendix

A

C U R R I C U L U M V I T A E

POSITION	Director, Audit and Assurance Services
EDUCATION	Bachelor of Science in Accounting, Southeastern Louisiana University Masters in Business Administration, Southeastern Louisiana University
CERTIFICATIONS	Certified Public Accountant AICPA Not-for-Profit Certificate I Program
PROFESSIONAL AFFILIATIONS	American Institute of Certified Public Accountants Society of Louisiana Certified Public Accountants
CIVIC AFFILIATIONS	Junior Achievement, <i>Board Member and Volunteer</i> Manship Theatre, <i>Board Member and Finance Committee Member</i> Mentorship Academy, <i>Board Member and Finance Committee Member</i>
RANGE OF EXPERIENCE	A leader in the LaPorte Baton Rouge office, Wendi has over 16 years of experience with the firm. Her experience includes financial audits of entities including nonprofit organizations, closely-held companies, financial institutions, broker-dealers and SEC registrants. A member of the LaPorte Nonprofit Industry Group, she holds an AICPA Not-for-Profit certification. She also co-leads the LaPorte Real Estate Industry Group.
AWARD	2015 <i>Baton Rouge Business Report</i> Forty Under 40

EDUCATION:

Paul M. Hebert Law Center	Baton Rouge, Louisiana
Louisiana State University	
Juris Doctor, May, 1994	
Louisiana State University	Baton Rouge, Louisiana
Bachelor of Arts – History December, 1988	

WORK EXPERIENCE:

2015- present – Arts Council of Greater Baton Rouge	Baton Rouge, Louisiana
President and CEO	
2010 – 2015 – Manship Theatre at Shaw Center for the Arts	Baton Rouge, Louisiana
Executive Director	
2008- 2010 – The Dunham School	Baton Rouge, Louisiana
Director of Fine Arts; World History teacher, Community Service Coordinator	
1999 – 2008 – Episcopal High School	Baton Rouge, Louisiana
Teacher, Social Studies, Director of the Dance Department	
Director of Cornerstones, Administration 2007 - 08	
1997 – 1999 Becker & Associates/	Lafayette, Louisiana
American Title Company	
Litigation attorney, Title Attorney	

SELECTED DISTINCTIONS:

2018 Women in Dance Conference, Speaker and Panelist
2017 Ballet Festival of India – Mumbai, Faculty
2017 National Guild of Arts Education Milestone Award
2016 Esprit de Femme Award – Louisiana State University Women and Gender Studies
2015 Influential Women in Business Award - Baton Rouge Business Report
2013 John W. Barton, Sr. Excellence in Nonprofit Management Award – Baton Rouge Area Foundation
2011 Louisiana State Senate Commendation for contribution in the performing arts to the African American Community.
2007 Louisiana Heroine – Louisiana Association of Non-Profit Organizations
2006 MLK Unsung Hero Award, Louisiana State University – Office of Multi-Cultural Affairs
2006 Panelist Louisiana State Economic Summit Post Katrina
2006 Panelist for the Louisiana Summit on Poverty LSU
2005 Blue Cross Blue Shield Angel Award Finalist
2005 Polaris Award, The Greater Baton Rouge Pan-Hellenic Council, Inc.
2005 Leadership Class of the Greater Baton Rouge Chamber of Commerce
2002, 2018 President’s Award, Baton Rouge Bar Association

PROFESSIONAL ASSOCIATIONS:

2014- present	Foundation for East Baton Rouge School System Board
2016-present	National Coalition for Arts Preparedness and Emergency Response advisor
2015–present	Shaw Center for the Arts Board of Directors
2008 – present	American Mural Project – Advisory Board
2013 – 2014	Louisiana Creative Communities Coach – Louisiana Office of Culture and Tourism
2016-present	Louisiana First Foundation Advisory Board – First Lady Donna Edwards
1992 – present:	Louisiana State Bar Association, Member
1992 – present:	Baton Rouge Bar Association, Member



EMPLOYMENT

CHIEF EXECUTIVE OFFICER <i>Louisiana State University System Research & Technology Foundation</i>	2005-PRESENT <i>Baton Rouge, LA</i>
EXECUTIVE DIRECTOR, LOUISIANA EMERGING TECHNOLOGY CENTER <i>Louisiana State University</i>	2004-PRESENT <i>Baton Rouge, LA</i>
DIRECTOR OF BUSINESS RETENTION & ASSISTANCE <i>Department of Economic Development</i>	2001-2004 <i>Baton Rouge, LA</i>
AREA ATTORNEY <i>Small Business Administration</i>	2001 <i>Baton Rouge, LA</i>
CEO <i>SuperNatural Foods, LLC (and its predecessor Food Science)</i>	1999-2001 <i>Baton Rouge, LA</i>
MANAGING PARTNER <i>Arthur R. Cooper, APLC</i>	1998-2001 <i>Baton Rouge, LA</i>
MANAGING PARTNER <i>Bell, Cooper & Hyman (and predecessor firms)</i>	1983-1998 <i>Baton Rouge, LA</i>
MANAGING PARTNER <i>Bell, Cooper & Hyman Investment Company (and predecessor firms)</i>	1983-1998 <i>Baton Rouge, LA</i>
DESIGN ENGINEER <i>Barbay Engineers</i>	1980-1982 <i>Baton Rouge, LA</i>

EDUCATION

ACCOUNTING COURSES <i>Louisiana State University</i>	2001- <i>Baton Rouge, LA</i>
JURIS DOCTOR <i>Louisiana State University</i>	1980 - 1983 <i>Baton Rouge, LA</i>
B.S. IN ELECTRICAL ENGINEERING <i>Louisiana State University</i>	1976-1980 <i>Baton Rouge, LA</i>

ASSOCIATIONS AND BOARDS

Member of the Louisiana State Bar Association
Member of the Louisiana Industrial Development Executives Association (Former President)
Member of the International Economic Development Council
Member of the National Business Incubator Association
Board member of NO Bioinnovation Center
Board member of the Louisiana Small Business Development Centers
Board member of the Louisiana Business Incubator Association (Former President)
Board member of the Ascension Industrial Development Board
Board member of the Helix Network of Educational Choices

EXPERIENCE**President and CEO: Center for Planning Excellence, Baton Rouge, Louisiana**

June 2018 – Present

Senior Vice President: Center for Planning Excellence, Baton Rouge, Louisiana

May 07- June 2018

Owner: Renovate Urban Properties, LLC

2007-Present

Urban and Regional Planner: The Shaw Group Inc., Environmental & Infrastructure Division, Baton Rouge, Louisiana

Apr 2006- May 2007

Field Operations Deputy: Federal Emergency Management Agency (FEMA), Long-Term Community Recovery, Baton Rouge, Louisiana

Oct 2005 – Mar 2006

Graduate Intern: Environmental Protection Agency, Criminal Investigative Division, Baton Rouge, Louisiana

Jan 2005 – Aug 2005

Graduate Research Assistant: Environmental Studies, Louisiana State University, Baton Rouge, Louisiana

2004 – Fall 2005

Graduate and Undergraduate Teaching Assistant: Louisiana State University in Paris, France

Summer 2000 & 2002

EDUCATION**PH.D. (CAND.) ENVIRONMENTAL SCIENCES**

Anticipated-2020

Louisiana State University, Baton Rouge

MASTERS OF SCIENCE IN ENVIRONMENTAL STUDIES

GPA 3.9

Emphasis: Planning & Management

Aug 2005

Louisiana State University, Baton Rouge

Thesis - Riding Out the Risk: An Ethnographic Study of Risk Perceptions in a Southeastern Louisiana Coastal Community

BACHELOR OF ARTS IN ARTS AND SCIENCES

Art History concentration

Dean's List

Louisiana State University, Baton Rouge

Dec 2001

EDUCATION ABROAD

- Graduate Studies in Art History
Museums of Paris, France

Feb- Sep 2002

Entergy Corporation (Baton Rouge, LA)

Director, Organizational Health & Diversity, February 2018 – Present

- Responsible for developing and leading the company's strategy for improving organizational health, diversity and inclusion.
- Responsible for ensuring Entergy meets all compliance requirements set by the Office of Federal Contract Compliance Programs and the Equal Employment Opportunity Commission.

Assistant General Counsel, April 2016 – February 2018

Senior Counsel, September 2012 – April 2016

- Member of the Legal Department's litigation team.
- Represents the company's interests in casualty and commercial matters as trial and appellate counsel.
- Manage all aspects of litigation from inception through completion, including mediation and/or settlement.
- Chair, Legal Department Diversity Council (March 2015 – present).
 - Responsible for leading a variety of department-wide and community based Diversity & Inclusion initiatives.
- Chair, Multicultural & Women's Employee Resource Group (June 2016 – present).
 - Responsible for leading a company-wide team that engages the workforce through initiatives designed to promote cultural awareness and support women within the workplace.

Taylor, Porter, Brooks & Phillips, L.L.P. (Baton Rouge, LA)

Partner, January 2004 – September 2012

Associate, 1998 - 2004

- Member, Firm Executive Committee.
- Member Firm Associate Committee.
- Chair, Firm Diversity Committee.
- Managed all aspects of litigation from inception through completion, including pretrial, trial and appellate strategy, mediation and settlement.
- Practice areas include Commercial Litigation, Insurance Defense, Labor and Employment Law and Toxic Tort Litigation.

EDUCATION

Southern University Law Center

- Juris Doctor, 1998
- Managing Editor, *Southern University Law Review*
- Southern University Moot Court Board

Louisiana State University

- Bachelor of Science, Accounting, 1995

BAR ADMISSION

-
- All Louisiana State Courts
 - United States District Court for the Eastern, Middle and Western Districts of Louisiana
 - United States Court of Appeals for the Fifth Circuit
 - Supreme Court of the United States



EXPERIENCE

Law Office of Veronica L. Howard, LLC

Attorney, April 2004 to present

Division of Administration, Office of General Counsel

Attorney 4, December 2014 to present

Division of Administration, Office of the Commissioner

Research Analyst, Special Projects Team Lead, May 2013 to December 2014

Recovery School District

Executive Director of External Affairs, May 2012 to November 2012

Louisiana Department of Justice

Honorable Charles C. Foti, Jr., Attorney General

Honorable Richard Ieyoub, Attorney General

Section Chief, Education/IAT Section, January 2002 to February 2004

Office of the Governor

Honorable Kathleen Babineaux Blanco, Governor

Education Policy Advisor, February 2004 to January 2007

19th Judicial District Court, Baton Rouge, Louisiana

Honorable Curtis A. Calloway, Judge

Staff Attorney/Law Clerk, August 1994 to October 1998

EDUCATION

Southern University Law Center, Baton Rouge, Louisiana Juris

Doctorate, May 1993

Southern University and A&M College, Baton Rouge, Louisiana

Bachelor of Arts in Political Science, May 1990

3.4 GPA (cum laude), Top Graduating Senior, Class Marshall

PROFESSIONAL MEMBERSHIPS

- Louisiana Bar Association
- United States Supreme Court
- Federal Eastern, Western, and Middle Districts
- Federal 5th Circuit Court of Appeals
- Baton Rouge Bar Association
- Louis A. Martinet Legal Society



ACADEMIC PREPARATION

Louisiana State University, Baton Rouge, Louisiana
Doctor of Philosophy, Educational Leadership, Research and Counseling, concentration in **Higher Education**, May 2004

Louisiana State University, Baton Rouge, Louisiana
Educational Specialist Certificate, Secondary Science Education, May 1997

Louisiana State University, Baton Rouge, Louisiana
Master of Education, Secondary Science Education, August 1995

Southern University and A&M College, Baton Rouge, Louisiana
Bachelor of Science, Biology, May 1993

PROFESSIONAL POSITIONS

The Shaw Consulting Group, LLC, Owner/Lead Consultant, February 1, 2018-present

Southern University and A&M College Senior Associate Vice Chancellor for Academic Affairs -January 1, 2018 – March 31, 2018 (Retired March 31, 2018)

Southern University System / Southern University and A&M College, Executive Vice President for Academic Affairs and Provost May 15, 2017–December 31, 2017

Southern University and A&M College Office of Academic Affairs Vice Provost for Academic Affairs, March 1, 2016 – May 12, 2017

Southern University Department of Science/Mathematics Education Doctoral Program, Baton Rouge, Louisiana
Professor, August 2015 – February 2016

Southern University College of Education, Arts & Humanities (CoEAH), Baton Rouge, Louisiana
Interim Dean and Superintendent of the Southern University Laboratory School
Professor, December 2012 – July 2015; Rosalie Guidry Daste Endowed Professorship in Urban Education, Fall 2012 – present, NCATE Coordinator (Spring 2007 – July 2015)

Southern University Department of Curriculum and Instruction (C&I), Baton Rouge, Louisiana
Laser Interferometer Gravitational Wave Observatory (LIGO) Science Education Specialist and Associate Professor, August 2004 – November 2012; Graduate Studies Faculty (Spring 2008 – November 2012), NCATE Coordinator (Fall 2006 – November 2012)

Southern University Department of Science and Mathematics Education Doctoral Program, Baton Rouge, Louisiana - **Adjunct Faculty**, August 2008 – July 2015

is the Immediate Past-President and Chairman of the Board of the 100 Black Men of Metro Baton Rouge, LTD., and a Senior Client Executive at CMA Technology Solutions. Prior to joining CMA Technology Solutions, Victorian worked at IBM for 30+ years in sales and marketing. At IBM, he was a consistent top performer and award winner.

Since being elected to membership of 100 Black Men of Metro Baton Rouge in July 1994, Michael has demonstrated his personal commitment to the community by mentoring and working to enhance the lives of African-American youth. Michael has served as a member of the Board of Directors of the 100 Black Men of Metro Baton Rouge, LTD., from 1996 through the present – except for two years (2005-2007) when work travel was particularly intense. Twice, he was elected Vice President of Operations (2007-2013) before being elected President and Chairman of the Board, from July 2013 to June 2017. He is particularly committed to 100 Black Men of Baton Rouge's Project Excel Mentoring Program, the organization's "flagship project" that focuses on mentoring African-American males. The Mentoring Program targets middle school males. In addition, his commitment is to the ACT Prep Academy. The goal of the eight-week program is to increase the number of underrepresented student populations that can become eligible for the Louisiana TOPS program.

Under Michael's leadership, the 100 Black Men of Metro Baton Rouge integrated the "Wise Guys" curriculum into their Health & Wellness program. The goal of Wise Guys is to reduce teen pregnancy rates and STDs, including HIV/AIDS. The chapter also experienced a 30% membership increase as well as a 20% fund development increase during his tenure as President.

In June 2017, Michael was elected to serve as a National Board Member of 100 Black Men of America to support the Chapters throughout the unified network across the United States in its mentoring, education, economic development and health and wellness efforts. In June 2017, he was presented the 100 Black Men of America's, Leonard Knight Leadership Award. In January 2018 Michael was appointed as the Chairman of the 100 Black Men of America Collegiate 100 committee.

Michael is a member of the Governor's Children's Cabinet Advisory Board which is a member network of more than 44 public and private sector organizations including service providers, advocacy groups, state and local stakeholders. This group is responsible for making recommendations to the Children's Cabinet on pertinent children & family issues.

Michael also serves on the Baton Rouge Area Foundation's Civic Leadership Initiatives Committee, Baton Rouge Area Chamber Diversity and Inclusion Committee, on the board of New Schools for Baton Rouge and is a member of the Gloryland Baptist Church where he previously served as a board member on the Gloryland Education Resource Center Foundation. He is a proud member of Kappa Alpha Psi Fraternity, Inc.

A proud native of Eunice, LA, Michael received a bachelor's degree from Southern University and A&M College and is married to Kathy Victorian. He has three adult children and five grandchildren.



EDUCATION/CERTIFICATIONS/TRAINING

May 1993	Southern University A & M Baton Rouge, Louisiana Bachelor of Science (Biology)
August 1998	Tulane University School of Public Health and Tropical Medicine New Orleans, Louisiana Master of Public Health (Epidemiology)
June 2008	National Library of Medicine (NLM) – Biomedical Informatics Training, Certificate of Completion
August 2009	Graduate Certificate in Public Health Informatics University of Illinois- Chicago, School of Public Health
February 2009- March 2010	National Public Health Leadership Institute (PHLI) Chapel Hill, North Carolina, Alumnus
August 2012	Claremont Graduate University Evaluation Workshop Certificate of Completion Basics of Evaluation, Donaldson & Christie Culture in Evaluation, Hopson & Casillas
Present	University of Illinois-Chicago, School of Public Health Doctoral Candidate, Doctor of Public Health Program
July 2014- June 2015	Council of State & Territorial Epidemiologists Fellow, Health Systems Integration Program

WORK EXPERIENCE

December 2019- present

LDH- Louisiana Office of Public Health
Bureau of Community Preparedness (BCP)

Program Monitor

- Serve as Program Monitor in the Operations Section of the BCP.
- Assist with linking plans with the development of operating procedures to be used in response to a public health disaster.
- Develop competency level in PHEP capabilities directly related to work performed within Operations Programmatic areas
- Support evaluation of programmatic initiatives including Overdose Data to Action (OD2A) and COVID-19 Disparities Grant.

Logistics Chief

- Serve as a Logistics Chief in the LDH Emergency Operations Center (EOC) by overseeing all the activities of the following EOC positions: Logistics Scribe, Transportation/Food Lodging, SNS Coordinator, Information Technology Services, HF and VHF Ham Operators, Communications Officer, Warehouse Supply Lead.
- Provide logistical support to OPH regions, medical special needs shelters (MSNS), medical monitoring stations (MMS), community vaccination events (CVEs).
- Manage all activities related to resource requests assigned to the Logistics section.
- Ensure that all shift activities are properly reported in the Logistics Situation Report (SitRep) prior to sending to the EOC Watch Desk SitRep Officer.
- Attend all shift briefings and meetings.

July 2015- December 2019

LDH- Louisiana Office of Public Health

Program Manager I

- Served as the manager of organization-wide efforts to ensure that performance management (PM) and quality improvement (QI) programs were developed and managed using a data- driven focus that set priorities for improvements aligned to ongoing strategic imperatives.

- Supported and communicated the strategic vision, scope and mission of the Office of Public Health.
- Assured that organization-wide PM/QI initiatives were focused and aligned on improving operational and program efficiencies and effectiveness.
- Researched and developed PM and QI training programs that focus on enabling the workforce to achieve improvements with priority health concerns.
- Worked with Bureau Director/Accreditation Coordinator and Deputy Director regarding PHAB accreditation requirements to include domain documentation, performance improvement/quality improvement initiatives, steering committee facilitation and site visit.
- Worked with OPH leadership, staff and LDH Budget Manager on preparation and timely submission of legislatively-mandated deliverables including: strategic plan, operational plan, LaPAS quarterly updates.

July 2014 - July 2015 DHH- Louisiana Office of Public Health
Fellow, Health Systems Integration Program (HSIP)

- Served as a Health Systems Integration Program (HSIP) Fellow which was administered by the Council of State & Territorial Epidemiologists, supported by the Association of State and Territorial Health Officials (ASTHO), National Association of County & City Health Officials (NACCHO), the Public Health Informatics Institute (PHII); and funded by the Centers for Disease Control and Prevention (CDC).

- Contributed to the development of a public health performance accountability dashboard for all OPH programs. When fully implemented, the dashboard would enable public health leaders and staff members to 1) set performance goals and communicate goals to raise the performance bar for all performance areas captured through the dashboard and 2) gauge performance for accountability and service quality at all levels of public health statewide. The dashboard would allow program staff and leaders to quickly and easily view progress towards established goals, objectives, strategies, and projected outcomes.
- Successfully demonstrated performance management dashboard.
- Successfully made timely reporting of all programmatic performance indicators for the legislative accountability system.
- Established successful relationships with all staff.
- Prepared nine (9) regional data presentations for the state health assessment process.

April 2010- April 2014 eQHealth Solutions (formerly Louisiana Health Care Review)

HIT/EHR Regional Team Leader

- Served as Regional Team Leader for the DHHS/ONC-funded Mississippi Regional Extension Center (REC)
- Supervised and managed four (4) consultants in the Southern Region of Mississippi regarding electronic health record adoption, implementation and preparation for meaningful use.
- Served as content expert on workforce development activities, provider education & outreach activities, and Federally Qualified Health Centers (FQHCs) and Rural Initiatives.
- Served as company liaison to the Mississippi Primary Health Care

Association and the Mississippi Division of Medicaid.

- Served as team liaison between the REC and organizations that serve underserved and other priority populations.

July 2009- April 2010

eQHealth Solutions (formerly LA Health Care Review)
HIT/EHR Consultant

- Worked collaboratively with physicians on the implementation of Electronic Health Records.
- Provided project management oversight for clients.
- Consulted with the Prevention Disparities Team in meeting programmatic goals, benchmarks, and contract deliverables.

August 2008 - June 2009

Louisiana Health Care Review, Inc.
Quality Improvement Specialist

- Successfully led authorship for a Request for Proposal (RFP) response to a highly competitive Prevention Disparities (Diabetes) Project for Medicare's QIO 9th Scope of Work (9SOW).
- Served as Quality Improvement Specialist for the nationally-coveted "Every Diabetic Counts" Diabetes Self-Management Education (DSME) program. The program was sponsored by the Centers for Medicare & Medicaid Services (CMS).
- Worked collaboratively with primary care physicians' offices to improve the quality of utilization measures of diabetes care delivery.
- Collaborated with ancillary organizations to increase capacity and create sustainability of programmatic efforts in identified parishes and communities.
- Evaluated program sustainability efforts.
- Initiated systems-level interventions to facilitate policy change regarding health disparities, particularly regarding diabetes.

October 2004 - July 2008

Louisiana Health Care Review, Inc.
DOQ-IT Team Leader / Physician Office Team Leader

- Served as Team Leader for the Centers for Medicare and Medicaid Services'

(CMS) DOQ-IT
PR/Award # S282B220004

(Doctor's Office Quality Information Technology) Project in Louisiana.

- Worked collaboratively and directly with primary care physicians and providers to facilitate the adoption of Health Information Technology (HIT), specifically electronic health records (EHRs), in their practices.

DOQ-IT / Physician Office Activities

- Led and contributed to a multidisciplinary team in the design and implementation of physician office quality improvement projects.
- Coordinated tasks in information gathering, project partnerships and reporting.
- Tracked team progress against tasks and goals
- Participated in Leadership Team (LT) meetings to update LT on project status/progress.
- Reported project deliverables status to Supervisor, Project Officer (PO), and Government Task Leader (GTL).
- Attended CMS-sponsored and AHQA-sponsored conferences and training sessions relative to DOQ-IT, CLAS/ Cultural Competency, Medicare Part D, PQRI, and other physician office-related topics.
- Maintained relationships and communications with participants and key stakeholders.
- Reported project progress through deliverables and meetings.
- Led and facilitated project team meetings
- Provided support to internal teams and external collaborators.
- Developed and facilitated project partnerships.
- Spoke at affiliated HIT events to enhance exposure of the DOQ-IT program and other HIT initiatives (e.g. E-prescribing, Pay-for-Performance) to relevant stakeholders.
- Interfaced with Electronic Health Records vendors
- Readily monitored emerging HIT trends in a dynamic environment.
- Recruited physician practices for the DOQ-IT Project.
- Attended, spoke, and participated in conferences/events that enhanced DOQ-IT recruitment (e.g. Louisiana Medical Group

Academy of Family Physicians (LAFP).

- Administered Practice Readiness Assessments to medical practices, evaluated results and provided feedback to practices.
- Assisted practice leadership in identifying and selecting EHR vendors and conducted follow-up with practices to assess progress and results.
- Developed improvement plans as needed and contributed to the development of Internal Quality Control (IQC) measures for DOQ-IT and Physician Office Tasks.
- Routinely communicated with CMS Project Officer and Chief Science Officer regarding adherence to contractual deliverables.
- Attended and participated in meetings, projects relative to rebuilding the healthcare infrastructure in South LA (e.g. HIMSS Katrina-Phoenix project)
- Spoke at meetings that supported national health care initiatives, including those addressed by the Physician Quality Reporting Initiative (PQRI).

September 2000- October 2004 Louisiana Health Care Review, Inc.

Team Leader/Quality Improvement Specialist

Physician Office

- Served as contract task leader of a multi-disciplinary team.
- Collaboratively worked with physicians and their staffs on Medicare quality improvement projects.
- Particular emphasis was placed on increasing the coverage rates of Medicare Preventive services for diabetes, breast cancer prevention, and adult immunizations.
- Implemented and monitored systems and processes of care in the physician office setting to facilitate improvement in care delivery, assessment and performance.
- Attended external meetings with physicians, physician organizations, municipal, state, and federal agencies to assess barriers and develop innovative ways to improve access to preventive services for Louisiana's Medicare beneficiaries.

Underserved Project

- Served as an Underserved Task team member.

PRAWAYC-528252-2004

- Worked collaboratively with Louisiana Health Care Review (LHCR) staff, optometrists, ophthalmologists, in a health disparity initiative to increase the number of dilated retinal eye exams for African- American, Medicare beneficiaries with diabetes in East Baton Rouge, Lafayette and Orleans parishes.
- Participated in and organized community-based special events targeted at increasing the numbers of dilated eye exams for Medicare beneficiaries with diabetes.
- Partnered with the faith community to increase transportation access for Medicare beneficiaries.

July 2000-September 2005

Donaldsonville Community Health Coalition
Proposal Contributor/Internal Program Evaluator

- Partnered in writing the evaluation components of the contract proposal to Louisiana Partners in Prevention (LAPIP) and Capital Area Human Services District (CAHSD).
- Served as program evaluator for the Donaldsonville Community Health Coalition (DCHC).
- Designed, recommended, and supplied all evaluation tools for the program.
- Monitored program performance. Collected, aggregated data, and reported findings.
- Participated in all external evaluations of the program.

July 2000- October 2000

Southern University Agricultural Research & Extension Ctr
Program Evaluator (Contract)

- Served as Program Evaluator of the *Fight Bac* program.
- Designed assessments and gathered data regarding staff and students' perceptions of the program
- Gathered data on knowledge enhancement pre and post curricular modules
- Reported key findings to staff and stakeholders

June 1999- July 2000

AmeriCorps Program
Project and Evaluation Manager

Corps Support

- Supervised, monitored, and coached AmeriCorps Members and ensured that programmatic activities and assignments supported the organization's mission and annual objectives.

PR/A&A 02/2001

01/97

Service Site Support

- Organized orientation sessions between service partners and members.
- Outlined specific roles and responsibilities of assigned members and site supervisor.
- Coordinated orientation sessions to SERVE! Baton Rouge for site supervisors and other site personnel.
- Met regularly with site supervisors, and principals to monitor impact of service delivery on set objectives and the partnership.
- Refined roles and responsibilities when necessary. Coordinated preparation and distribution of tools and materials for members to tutor and mentor elementary school children.
- Designed and implemented a site selection process.
- Identified critical community needs in designating corporate partners for SERVE! Baton Rouge.

Development of Community Projects

- Coordinated all aspects of the Martin Luther King Day (National Day of Service) and National Youth Service Day projects.
- Served on the Community Partnership Committee and established new partnerships with the faith-based community, and cultivated existing partnerships.
- Developed innovative objectives for revised vision and mission statements for SERVE! Baton Rouge.

Evaluation and Outcomes

- Developed and implemented an evaluation system that measured the results of program efforts with the program and the community.
- Conducted an internal evaluation of the AmeriCorps grant.
- Worked closely with the East Baton Rouge Parish Research Specialist to obtain data on the students served.
- Developed internal methods to monitor on-going progress to seek continuous improvement toward accomplishing objectives.

December 1998- June 1999 Department of Health and Hospitals (DHH)
Capital Area Human Services District
Management Intern (60% Evaluation/40% Social Services)

- Proposed a District-wide evaluation process of substance abuse and mental health services and

contracts in a five-parish region based on an outcomes monitoring system methodology.

- Provided direct social service counseling to clients and their families at the Baton Rouge Area Substance Abuse Clinic.
- Managed a caseload of clients by counseling, scheduling appointments, evaluating client progress in counseling sessions, and making recommendations for more intensive treatment.
- Referred clients and families to other public and private agencies as needed.

August 1994- December 1998

Department of Health and Hospitals
Office of Alcohol and Drug Abuse
Capital Area Human Services District (CAHSD)

Social Services Counselor

- Facilitated treatment services for specialized, complex caseloads of clients (Men's Group, IMPACT Aftercare Group).
- Interviewed clients to establish the nature of their problems related to substance abuse.
- Clients were counseled individually, in family, or in other small groups.
- Assisted clients in mobilizing their inner capacities and environmental resources to improve social functioning.

December 1997- June 1999

Baton Rouge Area Substance Abuse Clinic
Prevention Spokesperson

Served as a prevention resource, and spokesman for schools, businesses, community-based organizations, and faith-based organizations by disseminating information about the dangers of alcohol, tobacco, and other drug use. Particular emphasis was placed on the correlation between substance use, abuse, and risk-taking behaviors such as unprotected sex. Prevention strategies to increase awareness of substance abuse and HIV within specialized groups were presented. The importance of life-long health behaviors in promoting favorable health outcomes was highlighted.

AFFILIATIONS

APHA- Governing Council Member

APHA- Equal Health Opportunity Committee (EHOC), Past Chair

APHA- Action Board, Past Chair

Louisiana Center for Health Equity (LCHE), Past Board Chair (2016-2019)

APHA-Health Informatics Information Technology Section, Past Chair

APHA-Committee on Membership, Past Chair (2009-2011)

Public Health Informatics Institute, BPA Reviewer (2007)

HIMSS Katrina-Phoenix Advisory Board, Member (2005-2007)

HIMSS Davies Award Public Health Committee, Member (2005-2009)

MBL/NLM Biomedical Informatics Program, Alumnus (2007)

National HIMSS, Member (2006-2012)

Louisiana Chapter of HIMSS, Membership Chair (2006-Present)

Louisiana Rural Health Association Board of Directors (2009), Past President

REFERENCES PROVIDED UPON REQUEST

Appendix

B



RESUMÉ

Education Experience

HELIX COMMUNITY SCHOOLS

President, 2019 - Present.

www.HelixCommunitySchools.org

LSU LAW SCHOOL

Adjunct Law Professor, 2001 – 2009.

www.law.lsu.edu

Course: Pretrial Litigation Practice.

SOUTHERN UNIVERSITY LAW CENTER

Adjunct Law Professor, 2003 – Present.

www.sulc.edu

Courses: Education Law & Policy, Louisiana Civil Procedure I & II, Evidence, Trial Advocacy and Pretrial Litigation Practice.

Legal Experience

TAYLOR, PORTER, BROOKS & PHILLIPS, LLP, Attorneys at Law

Of Counsel, 2020 – Present.

Partner | Executive Committee, 1994 – 2020.

www.TaylorPorter.com

MSI GLOBAL ALLIANCE, London, England

Management Board | North America Area Representative, 2011 – 2022.

www.msiglobal.org

SOUTHERN UNIVERSITY SYSTEM FOUNDATION

Trustee & General Counsel, 2000 – Present.

www.foundation.sus.edu

Judicial Experience

BATON ROUGE CITY COURT

Judge *Pro Tempore*, January - May, 2009.

Appointed by Louisiana Supreme Court

www.brgov.com

BATON ROUGE CITY COURT

Judge *Ad Hoc*, Periodically, 2003 – 2015.

Appointed by Louisiana Supreme Court

Public Service

Louisiana Board of Elementary and Secondary Education (BESE), District 8 Member.

Chair of School Innovation and Turnaround Committee, 2020 - 2022.

Louisiana Board of Regents for Higher Education, Student Member, 1987 - 1988.

Other Professional Experience

UNITED STATES DEPARTMENT OF LABOR, Washington, D.C.

Economist, 1990 – 1991.

www.dol.gov

Bar Admissions

United States Supreme Court; U.S. 5th Circuit Court of Appeal; United States District Court for the State of Louisiana for the Middle, Western and Eastern Districts; All Louisiana State Courts.

Education

TULANE UNIVERSITY SCHOOL OF LAW, New Orleans, Louisiana

Juris Doctor, 1994.

www.law.tulane.edu

Significant Honors and Accomplishments:

- *The Order of Barristers*
- Tulane Moot Court Board, Senior Appellate Chairman
- Tulane Appellate Advocacy Competition, Winner
- National Environmental Law Moot Court Competition, Quarterfinalist, (Pace University, NY)

SOUTHERN UNIVERSITY and A&M College, Baton Rouge, Louisiana

Bachelor of Science in Economics, 1990.

www.subr.edu

Significant Honors and Accomplishments:

- Student Government Association (SGA), President, 1987-88
- National Honors Society, National Vice President (Highest Student Office), 1987-88
- Pre-Med Scholarship, Academic Scholarship, Presidential Scholarship & Dean's List
- *Wall Street Journal* Award in Economics

MEHARRY MEDICAL COLLEGE, Nashville, Tennessee

Biomedical Sciences Program, Summer 1986.

www.mmc.edu

UNIVERSITY OF SOUTHWEST LOUISIANA (Now ULL), Lafayette, Louisiana
Upward Board, Summer 1985.
www.louisiana.edu

PLAISANCE HIGH SCHOOL, Plaisance, Louisiana
Valedictorian, 1985.

Professional Affiliations

Baton Rouge Bar Association & Baton Rouge Bar Foundation
President, 2011, **Board of Directors**, 2003 - 2012.
www.brba.org

Louis A. Martinet Legal Society, Baton Rouge Chapter
President, **Vice President**, **Treasurer**, 2002-1996.
www.louismartinetbr.com

Louis A. Martinet Foundation
Founder and Chairman of the Board, 1999 – 2001.
www.louismartinetbr.com

Louisiana State Bar Association (LSBA)
Board of Governors, 2003 - 2004.
www.lsba.org

Louisiana State Bar Association
House of Delegates, 2011 - 2013.

Louisiana State Law Institute
Council Member, 2015 - 2018.
www.lsl.org

Louisiana Supreme Court Rules Committee
Member, 2012 - Present.
www.lasc.org

American Bar Association (ABA)
Delegate, ABA House of Delegates, 2015 - 2018.
www.AmericanBar.org

Defense Research Institute (DRI)
Chairman of Diversity Committee Online Community, 2014 - 2016.
www.dri.org

National Conference of Bar Presidents
Member, 2011 - 2014.
www.ncbp.org

Other Bar Associations: Arizona Federal Bar (Previously admitted *Pro Hac Vice*); National Bar Association; Louisiana Association of Defense Counsel; Defense Research Institute; Dean McMahon American Inns of Court.

Civic Affiliations

Center for Planning Excellence (CPEX)

Member, 2014 - Present; Chairman, 2020 - Present.

Baton Rouge Area Foundation (BRAf)

Member, Board of Directors, 2019 - Present.

Tulane Law School Dean's Advisory Board

Member, 2019 - Present.

New Schools for Baton Rouge

Member, 2013 - 2019; Chairman, 2017 - 2019; Chairman Emeritus, 2019 - Present.

Governor John Bel Edwards Higher Education Transition Team

Appointed December 2015.

www.onwardlouisiana.com

Mayor-President Sharon Weston Broome Education Transition Team

Appointed December 2016.

Southern University Alumni Federation

National President, 2014 - 2018.

www.sualumni.org

Baton Rouge Area Chamber of Commerce

Business Development Advisory Committee, 2013 - 2015.

Leadership Baton Rouge Program (Class of 1997).

Council for a Better Louisiana (CABL)

Louisiana Leadership Class, 2012.

Baker Planning and Zoning Commission

Board of Directors, 2001 - 2002.

Volunteers in Public Schools (VIPS)

Board of Directors, 1996 - 2001.

St. Paul Adult Education Center

Board of Directors, 1996 - 2000.

City Club of Baton Rouge

Member, 2013 - Present
Board of Governors, 2021 - Present.

OBJECTIVE

To provide students, teachers and leadership with the motivational skills needed to excel academically, while facilitating intellectual growth and equipping them with the essential tools to be college and/or career ready and becoming a productive citizen of the community and beyond.

EDUCATION

Southern University and A&M College

Baton Rouge, Louisiana

Master's Degree plus 30; Concentration: Administration and Supervision; May 2001

Master of Education in Speech Pathology; December 1997

Bachelor of Science in Speech Pathology and Audiology December; 1993

EXPERIENCE

07/21-Present

Helix Community Schools

Baton Rouge, Louisiana

Executive Vice-President- K-12th Type I Charter Schools

Provides an optimum customer care and management environment. Diligently manages and ensures best practices and data driven strategies produce results which are systematic and systemic. Oversees the recruitment, enrollment, and retention processes. Provides support, guidance, and development to the leadership team. Cultivates a culture where policies and procedures are implemented and followed with fidelity. Attends board meetings and serves as liaison between stakeholders and the organization.

06/17-7/21

Helix Mentorship STEAM Academy

Baton Rouge, Louisiana

CEO/CAO- 9th-12th Type I Charter School

Administered instructional programs, evaluated teacher performance to encourage the use of a variety of instructional strategies and materials consistent with project infused learning. In charge of day-to-day operations of the school. Created a culture that was data driven and made learning desirable at high levels among students. Ensured a safe, orderly environment that encouraged all to take responsibility for behavior and created high morale among faculty/staff. Communicated regularly with stakeholders; seeking their support and input, to create a cooperative relationship to support the organization. Established procedures that created and maintained attractive, organized, functional, healthy, clean, and safe facilities.

8/13 – 6/17

Mentorship STEAM Academy

Baton Rouge, Louisiana

Principal-9th-12th Type-1 Charter School

Created a culture for a new Type-1 Charter School, while providing an optimum learning environment which met students' needs; coupled with establishing the annual master schedule for instructional programs. Collaboratively working with the school community to develop and maintain a shared school vision, while encouraging, supporting and modeling researched-based teaching strategies. Responsible for the overall operation of the school.

6/05 – 08/13

East Baton Rouge Parish School System/Recovery School District

Baton Rouge, Louisiana

Principal- Belaire High School/Istrouma High School 9th-12th

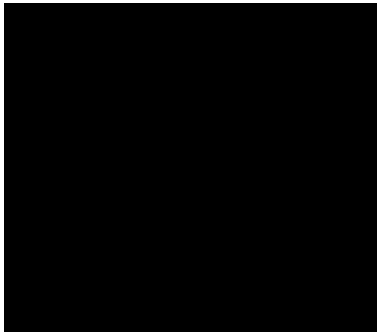
Provided an optimum learning climate which met student needs, while enabling our scholars to apply what they have learned to real world experiences. Maintained a safe, secure, and clean environment for all stakeholders. Responsible for the overall operation of the school. Aligned all resources and priorities with a vision of achievement through embedded goals.

- 8/03 – 06/05 Assistant Principal- **Baton Rouge Magnet High School** and **Northeast Elementary**
 Provided a safe environment conducive to learning. Assisted in overseeing daily operations of the school. Interacted with parents, teachers and students through humanistic approaches. Provided an optimum learning climate which met all instructional student needs.
- 8/02 – 5/03 **Pearland Independent School District**
Pearland, Texas
Special Education Teacher-**Pearland Jr. High East Middle School**
 Provided instruction and curriculum to students with behavior disorders, learning disabilities and emotional disturbances.
- 8/01 – 5/02 **East Baton Rouge School System**
Baton Rouge, Louisiana
Interim Assistant Principal-**Sherwood Middle School**
 Provided behavior modifications and correcting misbehavior through assertive discipline; interact with parents, teachers and students through humanistic approaches; and represented the school in hearings.
- 2/99 - 8/01 Middle School Special Education Teacher
 Provided instruction to students with behavior disorders, learning disabilities and emotional disturbances. Prepared IEP's and administered assessment.
- 12/97 - 2/99 **Detroit Elementary**
Detroit, Texas
Speech Therapist
 Provided speech therapy to preschool and elementary students.
- 12/93 - 5/95 **Brazosport Independent School District**
Freeport, Texas
Speech Therapist **Elementary** and **Middle School**
 Provided speech therapy for multi-handicapped, visually impaired, hearing impaired and life skills students.
- 8/86 - 8/93 **Louisiana Army National Guard 812th Medical Company, Air Ambulance**
New Orleans, Louisiana
Operation Desert Storm
 Assisted in ensuring the safety and security of personnel and facilities in Saudi Arabia.

**CERTIFICATIONS
 HONORS &
 MEMBERSHIPS**

School Superintendent-Certified
 Secondary and Elementary School Principal-Certified
 Parish/City School Supervisor of Instruction-Certified
 Educational Leader Level -3 Certified
 Mild/Moderate-Certified
 Child Search Coordinator-Certified
 East Baton Rouge Parish High School Principal of the Year 2009-2010
 National Association of Secondary School Principal (NASSP)
 Louisiana Association of Principals (LAP)
 Tulane University-Educational Presenter
 Southern University A&M College-Educational Presenter
 Technology, Reading, Learning and Diversity (TRLDD)-Educational Presenter
 Texas Middle School Association-Presenter
 International Recruiter for East Baton Rouge School System 2007, 2008
 Louisiana Principal Induction Program-Principal 2006, Asst. Principal 2005
 Council of Assistant Principals-Vice President 2004-2005
 Desert Storm Veteran
 Kappa Alpha Psi Fraternity, Inc.- Polemarch

REFERENCES AVAILABLE UPON REQUEST



EDUCATION

DOCTOR OF PHILOSOPHY
K-12 Educational Leadership
Louisiana State University
Baton Rouge, LA | 2012

*Dissertation: A Study of
Turnaround Efforts in
High-Poverty Schools:
Characteristics of High Reliability
Organizations that Determine
Why Some Efforts Succeed and
Others Fail*

MASTER OF EDUCATION
Secondary Education (English)
Southern University
Baton Rouge, LA | 1993

BACHELOR OF SCIENCE
Secondary Education (English)
Southern University
Baton Rouge, LA | 1991

PROFESSIONAL PROFILE

An innovative, collaborative school executive with a passion for creating positive and successful academic experiences for students throughout the education continuum through academic rigor, engaging learning environments, and community engagement.

EXPERIENCE

HELIX COMMUNITY SCHOOLS | 2021-present

Chief Schools Officer

Serves as the executive leader, team builder, and systems designer to implement and monitor curriculum, instruction, and assessment strategies for a charter network serving three schools.

CITY OF BAKER SCHOOL DISTRICT | Louisiana | 2020 – 2021

Acting Superintendent

Served as the top executive in a four-school system serving approximately 1,500 students and 250 faculty and staff members. Reported to five-member school board elected by the community.

- Developed transition strategies with the School Board, faculty, staff, parents, students, and community stakeholders
- Oversaw day-to-day system operations (including construction of a new school) through open, approachable communication channels
- Collaborated with executive staff and faculty to provide a safe, healthy, and inclusive learning environment for students' academic success during a global pandemic

CITY OF BAKER SCHOOL DISTRICT | Louisiana | 2015 – 2020

Assistant Superintendent of Innovation and Student Achievement

- Provided leadership to the Offices of School Leadership, Curriculum and Instruction, Assessment and Accountability, Professional Development, Early Childhood Education, and Federal Programs
- Increased performance of Early Childhood program from "Not Proficient" to "High Proficient"
- Managed \$1.1 million federal grant budget

EXPERTISE

- Change Management
 - Strategic Planning
 - Grants and External Support
 - Financial Management
 - Mentoring & Development
 - Community Engagement
 - Coalition Building
-

EXPERIENCE

WASHINGTON COUNTY PUBLIC SCHOOLS | Maryland | 2013 – 2015

Associate Superintendent and Chief Academic Officer

- Accepted responsibility for the education of 22,000 students and the professional development and support of 2,500 employees in a district with a 93% average graduation rate and 8% free and reduced lunch population
- Provided leadership to the Offices of Elementary Reading, Secondary English Language Arts, Mathematics, Science, Social Studies, World Languages, English Language Learners, Health and Physical Education, Visual and Performing Arts, Advanced Programs, Library Media Programs, and Career and Technological Education
- Served as a member of the Superintendent's Executive Staff
- Implemented a process to develop a K-12 curriculum aligned to the Maryland College and Career-Ready Standards
- Worked with the College of William and Mary, Department of Education, Center for Gifted Education to coordinate professional development opportunities for faculty and staff
- Ensured academic quality and rigor in all magnet and advanced programs, including the International Baccalaureate Diploma Program

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 2011 – 2013

Principal, Belaire High School

- Accepted responsibility for the education of 950 students and the professional development and support of 60 teachers
- Implemented research-based processes to increase average daily attendance and the on-time matriculation rate for all students
- Secured external support from the Diplomas Now! project in cooperation with Johns Hopkins University and City Year
- Increased student performance by 10 points according to the Louisiana educational accountability system
- Managed Title I and Title II school-based funding

EXPERIENCE

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 2010 – 2011

Director of Elementary School Programs

- Assisted in the selection, mentoring, observation, and evaluation of elementary principals
- Participated in instructional planning and implementation of elementary instructional programs
- Mediated and/or resolved conflicts between parents and elementary schools
- Conducted professional development for elementary principals
- Provided oversight for teacher evaluation and remediation and direction in the selection and use of instructional materials

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 2009 – 2010

*Interim Assistant Superintendent for Instructional Services Area III
(High Schools)*

- Served as a member of the Superintendent's Executive Leadership Team
- Conferred with the Superintendent and Chief Academic Officer regarding the selection and assignment of principals
- Directed, supervised, and evaluated high school principals
- Provided leadership and support to principals and stakeholders of 16 traditional high schools and alternative schools
- Expanded strategies (i.e., credit recovery, Advanced Placement, Dual Enrollment) to increase the matriculation and graduation rates of high school students
- Designed and facilitated research-based professional development for high school principals and assistant principals
- Mediated and/or resolved conflicts between parents and high schools
- Developed process and evaluation instrument to assess charter school proposals and implementation plans
- Secured grants and other external funding for high schools
- Co-created implementation plan for the Common Core

EXPERIENCE

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 2004 – 2009

Special Assistant to the Superintendent for Instructional Leadership

- Developed and implemented strategies in leadership, curriculum and instruction, accountability and assessment, and parent engagement for 23 of the district's lowest performing schools, which resulted in increased academic achievement in those schools and subsequent district-wide implementation of those strategies
- Prepared reports, presentations, and recommendations for the Superintendent, School Board, and community organizations concerning various aspects of the instructional program
- Conferred with the Superintendent regarding the selection and assignment of principals
- Served as the district's liaison with external funding agencies to implement school turnaround reform
- Facilitated and coordinated the development and subsequent revision of the EBRPSS Strategic Plan
- Developed and implemented the Balanced Scorecard Strategic Management System
- Coordinated high school redesign strategy, resulting in conversion of a traditional high school into two, gender-based, small schools
- Developed, implemented, and monitored the Dual Enrollment and Early College programs among the community college, local universities, and the district
- Directed professional development for principals and teachers in low-performing schools
- Managed and coordinated district quality assurance reviews

EAST BATON ROUGE PARISH SCHOOL SYSTEM | Louisiana | 1991 – 2004

Various Positions

- Assistant Principal, Woodlawn High School, 2000 – 2004
- Teacher, Scotlandville Magnet High School, 1993 – 2000
- Teacher, Woodlawn High School, 1992 – 1993
- Teacher, West Feliciana High School, 1991 – 1992



Work Experience

Managing Member/Owner

DONALD R. FORD, CPA LLC

2015 to Present

Provides professional accounting, bookkeeping, and tax services, including financial statement preparation and analysis, managing accounts payables, bank reconciliations, payroll tax preparation and reporting, audits, reviews, and compilations.

Controller/Interim CFO

Volunteers of America

July 2016 to June 2018

Oversaw the activities of the Corporate Accounting Department for the accurate and timely dissemination of financial management reports including, but not limited to, internal and external monthly financial statements. Coordinated the annual audit. Prepared budgets for various grant programs. Managed cash flow. Ensured the accurate and timely processing of accounts payable, payroll processing, and accounts receivable aging components including billings, cash receipts application, etc.

Auditor/Accountant

Bruce Harrell & Company, CPAs

2014 to 2015

Performed various functions in conducting audits and compilations of local government entities. Assisted with other attestation engagements. Performed other accounting duties as assigned.

Franchisee/Owner

Subway Restaurant

2007 to 2014

Helped support the manager as needed to oversee the operations of a Subway restaurant.

Undersecretary

State of Louisiana - Department of Labor

2006 to 2007

Directed the functions of the Office of Management and Finance, which included accounting and budget control, procurement and contract management, management and program analysis, personnel management, and grants management for the department.

Director of Finance & Administration, Executive Office

State of Louisiana - Executive Office
2004 to 2006

Directed and/or coordinated the finances/budget and work activities for the Office of the Governor such as the administrative services, audit coordination, computer support services, information technology, personnel, and organization planning.

Internal Auditor

State of Louisiana - Treasury Department
2001 to 2004

Performed statewide cash management audits to assist the Treasury in accomplishing its cash management goals. Conducted examinations of public or quasi-public entities that receive state appropriated funds according to section 18B of the General Appropriations Act. Performed audits and reviews of the internal control structure of the Treasury on a continuing basis and made recommendations for improvements.

Field Examiner/Auditor, Asset-Based Finance Department

Bank One, NA
1997 to 2001

Monitored loan portfolios through field examinations. Companies in industries examined included manufacturing, retail, oilfield services, and consumer lending. Prepared detailed, written summary and analysis of exams with emphasis on exceptions noted. Job functions included:

- Reviewed, tested, and analyzed accounts receivable, inventory, fixed assets.
- Analyzed general ledger and financial statements.
- Analyzed cash position and activity. Performed and/or reviewed bank reconciliations.
- Evaluated accounting procedures and practices.

Balance Sheet Analyst

Bank One, NA
1996 to 1997

Responsible for the preparation of monthly earnings forecast/earnings projections based on interest on loans and expenses. Loans were from all divisions of the bank including commercial, consumer, real estate, construction, etc. This information was used to make management decisions. Job functions included:

Provided analysis of loan volumes, spreads, and cost of funds on new/renewed loan activity.
Prepared charts and graphs of loan forecast information.
Prepared analysis of the Bank's loan activity using microcomputer programs and databases (FOCUS, Dbase).

Auditor III

Bank One, NA

1991 to 1996

Member of audit team which performed internal audits of financial and operational aspects of the bank. Insured policies and procedures, compliance with federal laws and regulations, to safeguard systems with regard to lending.

Performed audits of commercial, consumer and mortgage lending, and the Trust Division.

Led a team of three auditors on consumer lending audits, setting all goals and deadlines as well as preparing final report for senior management.

Developed an audit program for Bank One's Consumer Underwriting and Telebanking departments after assessing the internal controls and evaluating risk and opportunities in those areas.

Managed the audit of the Bank's new small business loan underwriting software. Ensured for proper controls with regard to passwords, log-ons and lending approval.

Served as liaison between internal audit and external auditors in performing year-end financial statements test work.

Developed a new team and individual evaluation process to evaluate success and productivity as a member of the Evaluation Task Force Team.

Education

B.S. in Accounting

Louisiana State University

1991

Skills

Accounting & Finance

Certifications/Licenses

CPA

December 2021

Date of expiration is 12/31/21. CPA license is renewed each year.

Additional Information

Professional with over twenty years experience in the accounting, audit and finance industry.

Served in top level finance leadership roles.

Excellent analytical, organization, and computer skills.

Strong oral and written communication skills.

Former award winning Quick-Service Restaurant Franchisee



August 5, 2022

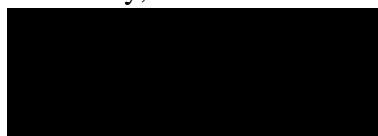
St. Landry Parish School Board
1013 E. Cresswell Lane
Opelousas, LA 70571

Re: Notice of Helix Community Schools Application for Charter School Grant

To Whom it May Concern:

The purpose of this letter is to serve as formal written notice to the St. Landry Parish School Board that Helix Community Schools has submitted an application for the ***Charter Schools Program Grant to Charter School Developers for the Opening of New Charter Schools (84.282B)*** issued by the United States Department of Education. Helix is seeking grant funding to support the opening and launch of Helix Artificial Intelligence and Medical Academy applied for in its charter application. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,



Chief Development Officer

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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



Budget Narrative

Personnel

The School will identify and hire a School Leader beginning in Year 1 of the project to assist with all planning and implementation efforts. With the oversight of the Chief Schools Officer, the School Leader's primary responsibility will be to design and plan a rigorous educational program that improve student outcomes. School Leaders are certified/licensed educators with the minimum of a bachelor's degree in education and are uniquely qualified to address the developmental needs of all students. The annual salary for the new School Leader will be [REDACTED] and is being requested 100% for Years 1-5 respectively. Starting in Year 2, the School will hire other key personnel including an Assistant Principal and Operations Manager. The annual Salary of the Assistant Principal and Operations Manager will be [REDACTED] respectively. The salary cost for the grant will be [REDACTED] for Year 1 and [REDACTED] for Years 1-5 respectively.

Supplies

Technology

The School will purchase a laptop, printer, and other supportive devices for the School Leader in Year 1. Beginning in Year 2, the School will use grant funds to purchase technology for additional school staff, including the Assistant Principal and Operations Manager. The School will also purchase new Chromebooks for incoming students in each of Years 2-5. The Chromebooks will allow students to complete all assignments via cloud-based technology. Whether learning to code or recording podcasts, creating video documentaries, or making animated stories, students use Chromebooks to gain skills of the future. This includes storing and sharing files, creating, and editing Google Docs,

slides and forms for quick feedback and interactive collaboration. It also allows teachers to plan learning experiences that use the file-sharing capabilities. The cost of each Chromebook including licenses, virus protection, and Google Suite is [REDACTED] per Chromebook. The total cost of Chromebooks for incoming students will be [REDACTED] for Years 2. The School will use [REDACTED] of grant funds to offset this cost. In Year 3, when Helix A&M begins adding high school grades, the school will need approximately [REDACTED] in Years 3-5 to purchase Chromebooks for its high school students at a rate of 150 Chromebooks per year.

Classroom Supplies

The School's programs include a STEM Program which exposes students to science, technology, engineering, and math (STEM) and it is key for building the foundation for advanced thinking skills. Using 3D printers and robots in the classroom incorporates multiple aspects of STEM learning, including critical thinking and team-building skills. 3D printing education and robotic programs teach students the process of trial and error, helping to develop the student mindset of experimentation in their learning. To support its Artificial Intelligence and Healthcare programs, the School will need to purchase robot kits & 3D printers to accommodate hands-on learning. The School will purchase 30 VEX robot kits each year – the cost of each kit is [REDACTED] so total costs of the kits is [REDACTED] for Years 2-5. The School will purchase two performance 3D printers each year. The cost of each MakerBot Replicator (with peripherals) cost [REDACTED] each so the total cost is [REDACTED] for Years 2-5.

Equipment

Furniture

The School will purchase 150 new student desk and chairs for each of Years 2-5 to accommodate the new students. The cost of each Virco desk and chair is [REDACTED] which brings the total cost of student desk and chairs is [REDACTED] for Years 2-5.



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

Applicant Information

Legal Name:

Helix Community Schools

1. Project Objective:

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

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

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

2. Project Objective:

Engage the Project Director, Chief Schools Officer, and other key project personnel in a long-term strategic planning process.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Complete and adopt a 5-year strategic plan.	PROGRAM			/	

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

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		%	
Develop a facilities plan.	PROGRAM			/		

2.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Develop a school budget and cash flow projection	PROGRAM			/		

2.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Complete school facility and ensure it is fully equipped.	PROGRAM			/		

3. Project Objective:

Develop the management structure for the school and the recruitment and hiring plan for faculty and staff.

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

3.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Approve the position descriptions for faculty, administrators, and other key staff.	PROGRAM			/		

3.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Recruit and fill all leadership, faculty, and administrative positions.	PROGRAM			/		

4. Project Objective:

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

Retain an operations team that will complete key operational processes.

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Establish personnel processes for recruitment and hiring, benefits structures, and payroll.	PROGRAM			/	

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Nutrition and food services contracts will be in place.	PROGRAM			/	

4.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Fiscal policies and procedures will be developed and adopted.	PROGRAM			/	

4.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Critical contracts for payroll, insurance, accounting software, student information systems, transportation, technology, etc. will be executed	PROGRAM			/	

5. Project Objective:

Recruitment and Enrollment of student will be completed.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
A marketing and community engagement strategy will be developed and executed to recruit students.	PROGRAM			/	

5.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
An electronic application and enrollment process will be implemented.	PROGRAM			/	

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

5.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
A school website will be developed and published.	PROGRAM			/		

5.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
School literature will be developed, printed, and distributed.	PROGRAM			/		

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.

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).



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Helix Community Schools

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

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

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

***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 %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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Name of Institution/Organization	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.	
Helix Community Schools		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px;">Helix Community Schools</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013

Expiration Date: 02/28/2025

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Helix Community Schools"/> * Street 1 <input type="text" value="4400 Airpark Blvd"/> Street 2 <input type="text"/> * City <input type="text" value="Baton Rouge"/> State <input type="text" value="LA: Louisiana"/> Zip <input type="text" value="70807"/> Congressional District, if known: <input type="text" value="LA-006"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="LA: Louisiana"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="LA: Louisiana"/> Zip <input type="text"/>		
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: <input type="text" value="Neshira Millender"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Ne'Shira"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Millender"/> Suffix <input type="text"/> Title: <input type="text" value="Chief Development Officer"/> Telephone No.: <input type="text" value=""/> Date: <input type="text" value="08/05/2022"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S282B220004

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