

YouthBuild Academy Charter School

Questions as derived from panel and documentation review

1. For the record, please briefly introduce yourself and indicate if:

-you serve or have served on a charter school board and which one;

-you serve or have served on the board of a non-profit organization and which one;

-you are employed or have been employed by a charter or district and which one;

-you are employed or have been employed by Lawrence Family Education Fund; or involved in an initiative of the Lawrence Family Education Fund.

- Carlos Cedeno, Board Member – I have over 17 years of experience working with at risk youth. I was raised in an at risk community in Dorchester. I bring experience working with at risk youth and serving the community of Lawrence. My proposed role is as a board member.
- Tara Brown, Board Member – I am a founding board member of the YouthBuild Charter academy. I am a professor of education at both Brandeis University and the University of Maryland. I'm a researcher as well, where I focus on urban education, high school dropouts and disciplinary solutions. I also assisted in putting together the proposal application. If granted the charter my proposed role would have to do with evaluation of the school.
- Nelson Batten, Board Member – My relationship with application process is as a founding board member. I currently work for a community development organization. My expertise is in community and youth development as well as community organizing. More importantly, I am a product of the LFDEF about 17 years ago. I was part of the program called City Core.
- John Housianitis, Board Member – I am the president of the LFDEF and the Lawrence Family Development Charter School. I was a founder of the LFDEF. I am a proposed board member for the new organization.
- Anne Hemmer, Board Member – I'm on the fund board and on the charter school board. I'm the treasurer of the current charter school. I'm a proposed board member of the new school. I worked on the budget for the proposed charter school. My background is finance and banking for 35 years.
- Raquel Bauman, Board Member – I'm on the board of directors for the Lawrence Family Development Charter School. I helped write this application. I'm a longtime educator in both Massachusetts and Texas. I have a background in bilingual education and psychology. I'm especially interested in quality programming that creates access to educational offerings for young people.
- Wendy Taylor, Board Member – I'm an education liaison contracted by DYS (Department of Youth Services). I'm also a licensed guidance counselor. I work

with young people who are involved in the juvenile justice system. I'm committed to youth at risk and young people. My areas of interest and expertise are positive youth development and cultural responsive practice. I helped write the curriculum for our three-year exploration class that we teach at DYS schools. I am a founding board member and my proposed role is to be a board member.

- Mary Beth Sullivan, Board Member – I am a member of the founding board for the Lawrence educational fund. I've also been working on the application and prior to that most of my experience has been in career-technical education as a teacher, administrator, principal, etc.
- April Lyskowsky, proposed school employee – I am currently the director for YouthBuild in Lawrence. I started with YouthBuild several years ago as a volunteer and then worked for them for about five years and then left the position and was recently hired back on as the director two years ago. I'm from the city of Lawrence; I've been there my whole life. The work that I've done over the last 25 years has been around child advocacy especially with high-risk young people. My role in the application process was making sure that the components of YouthBuild were woven throughout the program, to ensure the model and academic conformance would be followed through.
- Chris Shannon, Advisory Board member – I'm a member of the advisory board. I assisted with the writing of the application and may continue in a consulting fashion. My background is in education and workforce development for youth.
- Judith Marley, Advisory Board member – My role has been as a volunteer. I've worked in Lawrence for 15 years in special education, adult education, and a variety of roles there. Following that I've been in higher education for 15 years. My role with the application was to assist with the editing and I plan to advise on this project going forward.
- Roy Nelson, LFDEF – I worked with the LFDEF as the controller. We also act as the management organization for the current charter school. That is a role I would take on again for the academy. My involvement with this so far has been to review and advise on the budget.
- Peter Kamberelis, LFDEF and Advisory Board member – I am director of development for the management organization and Lawrence Family Development Charter School. My role with the application process was helping editing and keeping things focused. My proposed role would be to work with the high school in a capacity of development work.
- Ralph Carrero, LFDEF – Director and Superintendent of the LFDEF and the Lawrence Family Development Charter School. I've been with the organization since its founding. My role in this was to write the application and put this group together. My background is as a certified superintendent, a certified high school

principal, and prior to my involvement in the charter school world, I served as school administrator at a vocational/technical school for 19 years.

- Patricia Karl, LFDEF – I'm the founder and now the principal at Lawrence Family Development Charter School. I was executive director of the fund and in that capacity was the founding executive of YouthBuild Lawrence. I assisted in writing the application and may assist the organization as a consultant in the future.

Mission, Vision, and Description of the Community (ies) to be Served

1. How have your professional and personal experiences led you to propose the YouthBuild Academy Charter School in Lawrence?

- I grew up in Lawrence and spent 40 years in Lawrence. I taught at Central Catholic High School and administrated there for 29 years. I'm a former member of the board for the Lawrence school committee for 16 years. I've been on many other boards including non-profit organizations. I ran many board meetings, so I have skills in that area. I felt compelled to help Lawrence and help the next generation have an opportunity to get quality education.
- I didn't grow up in Lawrence or Massachusetts, I grew up in Texas, but my neighborhood was not too different from Lawrence. I originally came here to work for the Massachusetts Medical Center designing an access program for minority students in 1982-83 that is still in place. I've learned that there are lots of obstacles that impede access and this proposal seeks to circumvent those, but also helps prepare students to be academically and personally competitive.
- I've been working with youth at risk for probably 8 or 9 years, specifically with DYS population. I cover 45 school districts and over the years this, exactly what we are proposing, has been my dream. When I was invited, I can't believe that people are trying to bring this to fruition. The students I work with really haven't experience much academic success in their lives. This school will give students opportunity to believe in themselves and experience academic success. They can set their standards high; that they will graduate and continue on to more education. They can have actual careers.
- I was a high school teacher and I worked in alternative education. I realized that the main stream public schools often used alternative education as dumping grounds and they weren't being served well. I learned from the students what they needed. I went into teacher education program to focus on how to train teachers. This school is what I wish they had and that's why I'm part of this project.

2. Describe the present YouthBuild- Lawrence program. What lessons have you learned from operating the YouthBuild-Lawrence program? How is this proposal a

response to your experiences with the YouthBuild –Lawrence program. If the proposed school were to be chartered, what would happen to the present YouthBuild-Lawrence program?

- The 17-18 years before applying, Ralph, John and I were doing work for the Lawrence Youth Commission and part of our mandate was to look at needs in the city. We working with many different groups including the schools and parents, but there was clearly a group out there because of high dropout rate in the city. It an average dropout rate of 50% on an annual basis. We said we needed to look at that. We started a career center to help students, where they could come in and take classes, and take explorations with regard to choices in life. This was when YouthBuild had an opportunity for national funding. We saw this as something that would improve Lawrence and help community and address needs of young people. We applied and we got it. This program, every year, young people's lives are being turned around, getting their GEDs, and they are coming back to visit. They tell their stories and the stories are powerful. When they apply, we hear the sad stories of lost opportunity. We looked at YouthBuild Lawrence, and saw success, so there has to be something we can do to expand on that and reach out to more young people. The consensus of the fund board said we need to look at a school, a high school that could serve young people. This was 2 ½ years ago.
- There is a real deep knowledge of YouthBuild. What compelled me to ask this group to sit with me and create this opportunity for youngsters in Lawrence was when we were awarded, YouthBuild Lawrence, a national school's initiative grants from the Melinda Gates Foundation. It forced me to travel the country to visit other YouthBuild programs who were also awarded the national school initiative. They were five cohorts with 54 schools nationwide. The initiative was about transitioning YouthBuild programs from GED programs to diploma granting programs. In the midst, YouthBuild funding changed from the Department of Housing and Urban Development to the federal department of labor. When we were applying we were required to submit and do some data. We looked at last 10 year cohort in the city of Lawrence. My jaw fell when I saw the dropout rates. That hurts. I served 12 years as a public, elected official and we battled to fix dropout rate. When we left, it had premier high school facilities. Knowing the success we've had with YouthBuild, we are compelled to help the city of Lawrence and address huge gap. Kids are leaving school and we got to get them back to school. Quality of life starts with education. With these dropout rates, it's no wonder the quality of life in Lawrence is no good.

[Follow-up: "If the proposed charter school is chartered, what happens to the GED program at YouthBuild Lawrence?"]

- The GED program will still exist. Our thought process is to broaden the net. We want them to get a high school diploma, but we know that sometimes it's too hard given their situations, so we'll still give a GED track for them. By the time they

leave the program, they will have the opportunity for post-secondary education. Whether it's through a GED track, high school program, or career track.

[Follow-up: “Is the GED programming a part of the proposed charter school?”]

- Not at the charter school, this is separate. YouthBuild Lawrence program could potentially grab them.
- For example, the YouthBuild Lawrence Program could potentially grab kids who age out.
- The YouthBuild Lawrence Program will still be standalone, funded by department of labor and seven other funding stream. We'd like to integrate programs. For example, teachers could teach classes for GED and diploma tracks. We know there are successful models around the country that do that. When we get chartered, YouthBuild USA will help us integrate programs successfully.
- Conceptually, to look at this application is first to look at the capacity of the Lawrence Family Development and Education Fund. That fund has three key pieces: access, innovation, and excellence. In terms of looking at an academic excellent offering, being able to meet a student where they are around their academic competencies and develop a program both academically and career-wise would be ideal. Some of us have been involved in successful GED programs at this table, but we know they aren't adequate. It takes access, and provides a small school with innovation and excellence, but provides more choices; and with the Fund's after school programs, with the K8 School provides a great opportunity to complement what already exists.

[Follow-up: “Is there a succession plan? How big is the current YouthBuild Lawrence program?”]

- For the current YouthBuild program, in the current year we have a U.S. Department of Labor grant for \$1.1 million. That money is actually over 30 years. The annual budget is somewhere in the vicinity of \$700,000. In addition to that, we have 6 or 7 other funding streams that support that budget.
- This year we are working with 34 students. It depends on funding resources from Department of Labor. Last year we had 22 students and the year before we had 34.
- What our data showed is that we have an 80% positive outcome rate over the 10 year period. The positive outcome rate is based on students obtaining a GED or obtaining at least two grade equivalents in reading and math and also going on to post secondary education or employment.

- We expect to the size of the program to stay the same even if new school opens.
- We want to develop culture; we already started that process last year evolving into a charter high school. We spent time working with the National School Initiative. We travelled the country and visited a lot of schools, many that started out very similar: a YouthBuild program that evolved into a charter school. When they had that transition, they kept intact the funding sources and the successful models.

3. Have you reached out to other schools who are implementing this type of educational programming? Describe your collaboration efforts. What expertise does the founding group and educational management organization possess in competency based curriculum and assessment?

- I have training from the World Wide Instructional Design system in instructional design. I also have experience in curriculum design work, which I've been doing as a consultant for over 10 years. I've been doing that for at risk education programs, workforce development programs, and financial literacy programs, mostly for young adult and youth populations.
- My experience is in curriculum and development. Also I've worked with students who are definitely in need of integrated curriculum and having teachers who are academic and technical teachers working together to build integrated curriculum, which is student-centered and hands-on curriculum. We found that students who are almost dropouts, that once they are in good program, they gain command and competency with regard to being project based. We also found that teachers become better teachers as well.
- Our education, as we start the school will take the path of career exploration. It is our intent, and we have vast knowledge of putting together certified chapter 74 programs through Perkins, which is our intention to do. As the school moves along, career exploration moves on to career certifications, for students to be able to graduate with specific career competencies.

[Follow-up: "But you specifically state in your charter that you plan to pursue operation as a CTV high school. Please clarify your statement."]

- Not right now, but as school evolves. We can't take on Perkins funding yet, we need a certified program first. We need 3 or 4 years first to develop program to make career options.
- There are some specific needs in this population. Second language learning is a huge need, and we have expertise in this area. We need to get kids comfortable with academic language. I have expertise in second language acquisition theory. We want to provide necessary support to make sure students understand. This is very important to us. We have been very deliberate in considering assessment and curriculum. When we wrote the curriculum, we reached back to 6th grade

requirements. If you walk in the door on a 6th grade level, we're going to meet you there.

Educational Philosophy, Curriculum and Instruction

1. Describe how the elements of YouthBuild will be incorporated into the proposed school. Have you discussed the proposed school with national YouthBuild? Do you have an MOU with YouthBuild USA? What support does the proposed school receive from YouthBuild (i.e funding)?

- I think it's really important to understand the student that we have in front of you. When our young people come into the program, they are assessed. Students are often assessed at 3rd, 4th, 5th, 6th grade in terms of math and reading. Not only that, but a lot of them come in with an individual education plan. They've been identified as having special education needs. When you look at those plans and talk to the young person, the plans are outdated. We do academic timelines with our kids and try to identify where they started to fall off so that we can catch up with them. A lot of what we are trying to implement, like project based learning-our younger people are much more successful. We're also looking at integrating higher level thinking and strategies.
- We do have evidence of capacity through our funding sources for construction. That has been done on the job, through internships and so on, through the Department of Labor. We have also engaged employers and advisory boards for that particular career cluster. We intend to look at those successes and those strategies and processes for three other vocational areas although we will not consider ourselves a vocational school. We would just like to expose our students to that and help them move into the field. On the other side of the spectrum, we've had existing MOUs with Northern Essex Community College, with Salem State, and with our investment board career center. We want to capitalize on this and we've had those conversations. We see this as a tremendous time for this initiative because of the Park Initiative. We're looking at a very holistic strategy to engage the relationships and successes that we have thus far, but then formalize them especially towards the college track for these students.

[Follow-up: "What exactly are you proposing? In terms of scale, how will you offer these robust programs and pathways?"]

- As a non-YouthBuild member. So, I was not involved in any of the buildup. What I think I heard is "how is the YouthBuild program and philosophy going to be integrated with the school we are proposing?" and also "how are they separate?" We're not a CVTE. Hopefully we can move in that direction. A CVTE will not accept the population that we are targeting.

[Follow-up: "Distinguish the differences between this population and the Phoenix Academy."]

- The Lawrence Phoenix Academy is focused specially on college preparatory curriculum. They are not offering any vocational exposure or training. The students we're talking about are asking for something that isn't credit based, but competency based. We're really focusing on traditional college trajectory however, also a vocational component that includes an opportunity to learn a skill and have exposure to a trade. Not CVTE, but just that they have the exposure. A chunk of their day will include the vocational component. This is where the proposed school and the current YouthBuild program overlap.
- The Phoenix is accepting students who are part of Lawrence public schools. They are students who are currently in the school who have been identified as at risk, but they are not dropouts...or maybe it's a combination of the two...For this school, this is really a recovery program - re-engaging. We're seeking students who are on the street. With regard to our components, vocational education is certainly a piece. However, the first piece of what we want to do is assessment and moving students' skills up. We're looking to recapture dropouts. We are intentionally small and intentionally focused. The vocational piece is an appropriate way to re-engage thinking of young people. We've engaged people in community that work with young people and support systems. Students need easy access to these support systems that will allow them to move forward.

[Follow-up: "How do the career pathways work?"]

- In terms of career exploration, which will be done at the freshman level, it can be done as an overview. One thing we hope to do is share faculty members because with a small school and small budget, we won't be able to bring on the full time teachers that can address the multiple levels of skills. We're hoping to partner with local institutions such as NECC to share faculty and provide expertise. We want our students to obtain as many academic industry-recognized credentials as possible before they leave the program. This would enhance their employability if they don't choose to pursue post-secondary education.
- This isn't about charity. We want to empower young people to help themselves.

2. What are the priorities for implementation during the first year of operation with a tight six month planning period?

- Facility is a priority. We need to find a place. We'll be looking Department of Education for startup dollars, to bring consultants and teachers to put career exploration and curriculum and all components together. We intend to hire teachers, if possible, by June 1st in order to open in September.

[Follow-up: "Who will be doing the hiring? Do you have someone identified? What's your assessment for being to hire someone quickly?"]

- We'll be looking to hire an experienced consultant. We do not have a school leader identified. If granted a charter, we'll put together a sub-committee and we'll advertise to find school leader.

3. Describe the action plan and the individuals involved to develop curriculum prior to the first day of school. Who will be responsible for writing the curriculum for the academic and career clusters? When is the writing expected to take place? Has commercial curriculum been selected for any subjects? How will the proposed school be able to meet the learning needs of students across a range of competency levels in each content area (limited faculty)? How will you integrate the curriculum frameworks, Common Core state standards, and MassCore graduation requirements with the six literacies and the four career clusters (VTE frameworks)?

- We recognize how incredible complex this curriculum will be. We have pushed to think about bringing staff on before school starts. We want teachers to understand how to scaffold instruction.

[Follow-up: "In terms of curriculum, have you identified curriculum or best practices from a similar type of school? What will be developed between now and August?"]

- We don't need a lot of the curriculum in place for first year.
- We've really looked at curriculum development over the last two years. We looked at common frameworks and identified competencies and developed curriculum that would help support our young people. These are in the areas of leadership development, English language, social studies, math, and science. We aligned our curriculum with that. We've developed project-based learning projects.

[Follow-up: "Will all of this be developed with to be hired school leaders and teachers?"]

- Curriculum is going to be identified once school leader is appointed. There are resources out there that will allow me to teach a group of students who are at different levels of competency and ability.
- There is not an identified curriculum. There is an outside group of consultants who could help build the curriculum. Specific textbooks could be recommended at a later date. The World Wide Instructional Design System would be capable of coming out to train instructors on performance-based, competency-based education techniques based off of the larger strokes that have already been put down in here based on WIDA and ELL curriculums and the Massachusetts curriculum framework.

- If you are the person that knows how to teach people with math experience, then no you aren't the person for this school. We want teachers that will teach developmentally.
- Because it is competency based, once the competencies are solidified, then the lesson plans will be built that are student centered.

[Follow-up: "What will you have in place on the first day of school for curriculum and lesson plans?"]

- Right now, what I know is that our teachers at Lawrence Family Development Charter School take the Massachusetts curriculum frameworks and write lesson plans. I have great people who will be advisors to the new school in writing lesson plans specifically for this population.

[Follow-up: "What is the how? How will I know, as a teacher, all the different things I need to do?"]

- There are a lot of commercially made materials. We will be doing lots of assessments of students and mapping their needs back to the student success plans.
- We've looked at the curriculums of other YouthBuild charter schools across the nation. There are best practices. It's modifying something that already exists.
- The other YouthBuild schools, they do offer career paths as well. They blend the career paths into academics.
- In DYS, kids are coming and going and kids have individual plans.
- With regard to the design around technology and looking at competency base, we know we'll need to leverage capacity at Northern Essex Community College or our own for things. We'll need to have many of the tools for students and teachers housed electronically so that they are accessible and scalable. Our vision is to start the planning and training early.

School Characteristics

1. How will your attendance policy address the challenges of serving this at risk student population? Describe how students struggling with truancy will be supported.

- Over the last 15 years, when we started the YouthBuild program, over 135 students applied.

- With regards to support, there's the building of relationships, engaging and empowering the students, and feeding the students. Kids don't want to be on the street. They tell me they want a program and that they want summer school.
- We're extending our YouthBuild program hours. We'll be open to 8:00 p.m. The students need that. A lot of them are homeless.
- It's also a matter of developing a culture of belonging. We try to make it not look anything like the traditional academic system that failed them. This includes the schedule to make it more college-like in nature. The learning plans are portable. If the student is pregnant in the hospital or incarcerated, they have access to their learning plans. We'll also be working at helping with credit recovery any way we can.
- It's about the final product. Kids are dealing with a lot of things outside of school. Some of their parents make them stay home to babysit siblings or be a translator. Some kids may be in and out of DYS. Whatever the case may be, these kids are getting unexcused absences at school; that is not going to happen to these kids with us.

2. Please explain the rationale behind the proposed enrollment strategies. Clarify enrollment processes and your eligibility requirements.

- Resident of Lawrence.
- Withdrawn from high school.
- For the purpose of our conversation, high school is 9-12. If they have high school credit and they come to us because they've already withdrawn from high school, you know that they are high school eligible students. The criterion that we are setting is that they have dropped out of high school. Yes, the statute reads it has to be in the community that it's at, but once you exceed all the applications in that community, we're a mandatory-choice school. Kids that drop out in neighboring town also have an opportunity as long as they are a resident of Massachusetts.

3. Please explain the rationale for one lottery the 1st year and the anticipated challenges in retaining 60 new students over the course of the first year.

- At the YouthBuild program we usually receive 80-140 applications.
- We expect to appeal to same population, in fact a broader population.
- During school year we are proposing that we have a lottery in between semesters, but not the first year because we anticipate full enrollment in the first year.

- The intent was to start with a reasonably small group.
- Attrition would happen between year one and year two.
- Last year, at the YouthBuild program, we had 27 enrolled students and 22 graduated.
- I guarantee we will have 60 or more.
- There may be an issue of losing one or two students, but we've tried to create wrap around services that make it a place where the students want to persist.

Capacity and Governance

1. Explain the proposed board composition. The application lists 11 members of the founding group. Of the 11, 8 will serve on the board of trustees. Please explain how these 8 fit into the proposed composition of the board (4 from LFDEF, 4 identified by Nominating subcommittee from the community; 4 members from career pathways also identified by nominating subcommittee). Explain the rationale of having board members of the management organization serving on the proposed school's board.

- There is a minimum of 6 members and a maximum of 12 members, with an additional one being the student.
- There would be an arrangement, just as there is now, between the new YouthBuild Academy and the education fund.
- The fund board doesn't meet every month. The school board meets once a month, but it doesn't end up being 12 months; it's more like 9 or 10. We will attend three different sets of board meeting. Two sets for some.
- There are four community representatives; three board members from the fund. There isn't any movement on the fourth member from the fund. Ralph and April have identified a few people for career pathways. The president of student council would be the thirteenth member.
- As a board member, we are responsible for fiscal oversight, strategic planning, budget planning, approving curriculum, ensuring state and federal regulations are followed, and meeting the law. All of the things that we follow now as a charter school board and as a fund board. We have very quality board members who are very talented people. They all know that they have tremendous responsibility. We spend the dollars of the tax payers of Massachusetts very wisely.
- My expectation is making sure that I understand how the charter school is evaluating their students and what they are doing to fix issues. We'll be looking

over the shoulder as well as looking at the numbers and making sure we are spending dollars wisely.

- For each of four charters that we've had, we've had a management contract with the LFDCS and the LFDEF that has worked out well. We anticipate no difference.
- We have audits done every year for the charter school and the fund. We've been consistent with all financial practices of auditing firms and we've always come through with a clean bill of health. Whenever there are recommendations that they make, we follow through with them. Having those checks and balances in place ensure me that we have using the dollars wisely.
- We keep a close eye that the schools always has the viability, the funds and that we aren't doing anything to put it at risk.
- I think you also have employees in place that you trust.
- The separate sub-committees, finance, executive, etc., with multiple members serves as a safeguard should someone leave the board.
- An idea that we have is that whoever our board chair is determined to be, that person should not serve on all three boards. We do not have a board chair yet.
- In terms of human resources, one of the main responsibilities is hiring and firing, particularly hiring a quality principal.
- First thing we'd do if chartered is finish recruiting board members and who the chairperson will be. Then the next step is to hire principal/school leader. We'd do this independent of management agent.
- The charter school board evaluates the principal. The principal for the new charter school is hired by the new board. That person would be in day-to-day contact with the superintendent. We don't handle day-to-day and nor should we.
- The reason I was asked to be on the board is because of my experience in competency-based goals. I want to make sure that we are setting realistic goals and that we don't lose sight of asking someone to build the bridge when they don't know the basics of physics. My goal is to keep us leveled and make sure we are doing what we said we are going to do without pushing students away.

Management

- 1. How did the proposed board of trustees determine the need to contract with LFDEF? How was the management fee determined? (6.25% Year 1 and 6.5% thereafter – per pupil tuition)**

- As a LFDEF board member, we knew at the get-go that it would mean that we would be providing services that we would not be fully reimbursed for. We're going to asking people at the LFDEF level to work harder for no more money. They are enthusiastically supporting that.

2. Please explain the choices made in the staffing chart. Do you expect additional staffing?

- Day one, we probably won't need additional staffing, but we will probably need additional staffing at day 30.

Finances/Facilities

1. Explain line item 6 - program fees.

- The program fees were the portion from the Department of Labor.
- It has to do with the possibility of integrating current YouthBuild program with the students in school; doing some cost-sharing, which is the model the successful YouthBuild charter schools are using. Also utilizing some of the Department of Labor money to help defray costs in the school; teachers teaching in different classes. It's an accounting issue in terms of tracking time.
- We'd have to use time cards to track who was teaching what and for how long.
- They'd be employees of the school, not the fund. Time gets charged to grants, but they work for the school.

2. What capacity does the proposed board have to raise money? How will you achieve the fundraising goals? How will you sustain the fundraising necessary? What is your track record for fundraising?

- We have a number of different foundations that we've had success with in the past. Three in particular that we'll approach more formally, if we are chartered. There's the Amelia Peabody Foundation, The Mosley Foundation and the Stevens Foundations. They seem willing to support what we're doing. We're confident that we can raise the money. We have a good track record of raising money to date.
- In our best year we raised \$2.1 million and we probably average about \$1.6 or \$1.6 million that we raise. We just need to translate that into a high school.
- We're aware of the challenge.

- Fundraising will be a dual function between the management organization and the board.
- Just this week, we completed posting a profile through the Boston Foundation in the “common giving” portion of it. Featured in that currently is our YouthBuild program and Lawrence Family Development Charter School. When we learn that we’re chartered we can go in and amend that at any time. We could add the high school to that. It might be a way to open additional doors for funding.

3. Explain the establishment of a credit line through the management organization.

- The academy wouldn’t be able to establish a line of credit, because it doesn’t exist.
- Line of credit would still exist with management organization should we be chartered.