Final Application for a Massachusetts Commonwealth Public Charter School

Submitted By
Lawrence Family Development and Education Fund, Inc.
32 West Street
Lawrence, MA 01841

YouthBuild Academy Charter School

“strengthening family ...building community through education”

November 13, 2012
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Commonwealth Charter Applicant Information Sheet

Name of Proposed Charter School: YouthBuild Academy Charter School
School Address (if known): To be determined
School Location (City/Town REQUIRED): Lawrence
Primary Contact Person: Ralph L. Carrero
Address: 32 West Street
City: Lawrence
State: MA
Daytime Tel: (978) 689-9863 Ext. 123
Fax: (978) 689-8133
Email: rcarrero@lfdcs.org

1. The proposed school will open in the fall of school year: ☑ 2013-2014 ☐ 2014-2015

<table>
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<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
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<td>First Year</td>
<td>9-12</td>
<td>60</td>
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<tr>
<td>Second Year</td>
<td>9-12</td>
<td>100</td>
</tr>
<tr>
<td>Third Year</td>
<td>9-12</td>
<td>140</td>
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<tr>
<td>Fourth Year</td>
<td>9-12</td>
<td>173</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>9-12</td>
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2. Grade span at full enrollment: 9-12 (students will be eligible to remain for 5th year to complete standards for high school graduation)

3. Total student enrollment when fully expanded: 173

4. Age at entry for kindergarten, if applicable: N/A

5. Will this school be a regional charter school? ☐ Yes ☑ No

If no, please specify the district's population as reported in the most recent United States census estimate for the community the school intends to serve: 76,377 (U.S. Census 2010). The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at http://www.census.gov/], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).

6. For all proposed charter schools, list the districts that are contiguous with the proposed school’s district or region. Please only list districts that are included in Appendix B.

Andover  Methuen  North Andover

7. Is the proposed school to be located in a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? ☑ Yes ☐ No

8. Will the proposed school be located in a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2012-13 applications? ☐ Yes ☑ No

9. Is the applicant group currently the board of trustees of an existing charter school? ☐ Yes ☑ No

10. Is the applicant group/board of trustees intending to create a network of schools? ☐ Yes ☑ No

11. If the applicant group/board of trustees is intending to create a network of schools, how many applications is the group submitting in the 2012-13 application cycle? N/A

12. Do members of the applicant group currently operate or are they employed by a private or parochial school? ☐ Yes ☑ No
Commonwealth Charter School Certification Statement

Proposed Charter School Name: YouthBuild Academy Charter School
Proposed School Location (City/Town): Lawrence, MA

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person___________________________________________ Date    November 13, 2012
Ralph L. Carrero
(Please label the copy that has original signatures.)

Print/Type Name Ralph L. Carrero
Address: Lawrence Family Development and Education Fund, Inc.
32 West Street, Lawrence, MA 01841
Daytime Phone 978 689-9863 Ext. 123 Fax 978 689-8133
Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for YouthBuild Academy Charter School to be located at Lawrence, MA is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(j)).
12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(j)).
13. Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.
14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.09 (3)).

15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).

16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05(1)(c)).

17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.

19. Will participate in the Massachusetts State Teachers’ Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).

21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).

22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).

23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).

24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school’s board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).

25. Will ensure that all members of the school’s board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).

27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).

28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school’s ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).

30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

___________________________________                   November 13, 2012____

Signature                                             Date

Ralph L. Carrero
Lawrence Family Development and Education Fund, Inc.

Affiliation
Statement of Assurances for the Federal Charter School Program Grant

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

___________________________________           November 13, 2012____
Signature                                      Date
Ralph L. Carrero                              Lawrence Family Development and Education Fund, Inc.
Affiliation
YouthBuild Academy Charter School (YBACS)

EXECUTIVE SUMMARY

Lawrence Family Development and Education Fund, Inc. (LFDEF) proposes to open YouthBuild Academy Charter School (YBACS), a Commonwealth independent charter high school in Lawrence, Massachusetts. YBACS will specialize in the academic and social development of youth and young adult residents (ages 16-22) of Lawrence, Massachusetts who have previously dropped out of high school, and re-engage them in a rigorous course of study based on the Massachusetts Curriculum Frameworks grades 9-12 leading to a high school diploma. It will also cultivate leadership and personal development through community service for career readiness and post-secondary matriculation.

YouthBuild Academy Charter School will be located in and serve students from Lawrence, Massachusetts, a city founded in 1847 to build textile fortunes with immigrant labor. As one of Massachusetts’ true “Gateway Cities,” Lawrence has been home to more than five generations of immigrants who speak more than 60 languages, and today is home to almost 80,000 residents of whom the great majority is Hispanic who struggle against the barriers of poverty, English language fluency, unemployment and a failed school system currently in State receivership. The city remains vibrant, culturally-relevant and holds tremendous unrealized potential given its links to the global understandings that can make a difference in the sustainability of its resources—human and natural.

This new academic program expands the Lawrence Family Development and Education Fund Inc.’s Proven Provider Status for high expectations and culturally-relevant, student-centered experiences which foster academic achievement and self-advocacy. LFDEF was founded in 1992 to create a management and fiscal structure for the Lawrence Youth Commission, then a public board developing new initiatives for youth in Lawrence. Core to all of its programs is the mission and vision of the organization: “strengthening families and building community through education.” For the past twenty years, LFDEF has acquired property, formed partnerships and demonstrated experiences to create educational opportunities which improve the knowledge and skills for its stakeholders and the community: children, young adults, parents and families. The YouthBuild Academy Charter School will build on this experience and expertise with a rigorous high school program for young people whose futures have been placed “at risk” because of life and educational conditions or needs not met.

Edweek.org data indicates the national average graduation rate is 71.7%. The City of Lawrence graduation rate for all students is 32.4%. This is almost 40% below the national rate. A review of data on the website of the Massachusetts Department of Elementary and Secondary Education demonstrates the magnitude of student dropout and graduation rates in Lawrence. In the 2010-11 school year, 2.7% of Massachusetts’ students in grades nine through twelve dropped out of school. A dropout percentage in Lawrence of 8.6%, relative to 2.7% in Massachusetts, is a concern for these students and for the City of Lawrence. The four-year cohort graduation rate (2011) increased for Massachusetts’ public high schools (83.4% from 82.1%). In Lawrence, the 2011 four-year cohort graduation rate was only 52%, relative to the state at 82%.

The Turnaround Plan for the Lawrence Public Schools states: “The graduation rate was 31 percentage points below the state average. 24% of ninth graders failed to be promoted to 10th grade, more than three times the state average; 8.6% of LPS students drop out each year. The district’s retention rate, the percentage of students repeating the grade in which they were enrolled the previous year, is 5.2%, in comparison with a state average of 2.1%. Low baseline of performance: Of 24 “Gateway City” districts identified by the Commonwealth of Massachusetts, Lawrence ranks 22nd in academic achievement on MCAS across all grades in both Math and English Language Arts (ELA). LPS is ranked in the bottom five districts in the state in Math and ELA MCAS proficiency as well as graduation rate. In 2011, less than 30% of tested students were proficient in Math MCAS and only 41% of students were proficient in ELA MCAS.”
YBACS will recruit dropouts and provide academic preparation and support so that its students move successfully to post-secondary education, training or careers. By adding a pathway for a high school diploma, YBACS builds on the seventeen year academic and job-training success of YouthBuild-Lawrence, which has prepared more than 400 youth/young adults for the GED and provided counseling, career direction and construction skills in the building and renovation of homes for low income families. To provide opportunities to earn a high school diploma and explore career pathways, the YBACS expands the current GED program offering and construction skills training with a separate but complementary academic program. After student enrollment, to address students’ mental and physical readiness for re-engagement in an academic program and community service, YBACS will use a 2-week Transformation Orientation program along with a standards-based academic curriculum.

While providing additional time needed for credit recovery, individualized instruction and accelerated coursework, a trimester schedule of classes, a 200-day per school year calendar and support services will address issues surrounding retention and the development of academic skills. Within small class settings, the curriculum, focused on Massachusetts Curriculum Frameworks grades 9-12, will motivate and re-engage students. Attention to each student’s goals and progress will allow them to demonstrate competencies that are learned. These goals, and each student’s progress will be tracked using a 1) Personal Success Blueprint, 2) ePortfolio, and 3) Student Academic Achievement Plan. The school will implement a Response to Intervention (RTI) high school model that will assure adequate, effective classroom intervention strategies that are embedded into instruction. Student progress will also be monitored through cross-disciplinary teacher common planning sessions. This will assure that all students, including those with special education and English Language Learning (ELL) needs, receive the necessary and appropriate support in order to obtain academic proficiencies.

Collaboration with post-secondary institutions, employers and community partners will impact the education, welfare, safety and economics of the YBACS students and the community of Lawrence at large. Staffing will be experienced educators and student support staff who are knowledgeable in their respective fields of: academic standards, the challenges of previously disengaged students’ re-entry into secondary education, instruction for successful attainment of the requirements for the high school diploma, and transitions for entry and retention in post-secondary and employment settings. The use of technology will extend opportunities for individualized instruction and facilitate assessment methods. Communication with support service professionals and family (relevant and sponsoring caring adults) will holistically extend the opportunities of the academic program and help to ensure that students successfully move forward on a path to careers and college.

A governance structure will include board members from LFDEF, education professionals and area experts in academic, skills and career clusters. The board will also include a student, selected to serve on the Student Policy Council, whose voice and experience will provide authentic points for program development. The founding group is purposely composed of individuals who possess as much educational experience as significant exposure to high school youth—including individuals who were classified as “high risk” while in high school. The founding group and those recommended for the founding board represent committed stakeholders which ensure the success of this school and the lives of the students it serves.

YBACS anticipates enrolling 60 students in the first year with an anticipated growth of 40 students annually for each of the next four years, reaching a maximum of 173 students by the spring of 2017. The YouthBuild Academy Charter School will offer more than a “second chance” at earning a high school diploma. For many students it will offer their first chance at a rigorous academic program designed to engage their potential and build their future.
Public Statement - YouthBuild Academy Charter School

Lawrence Family Development and Education Fund, Inc. proposes to open YBACS, a Commonwealth charter high school in Lawrence, Massachusetts. It will educate 173 students in grades 9-12 who are considered “high-risk” dropouts. Since 2006, over 2,500 Lawrence students left school—51% non-completers. Students will earn a high school diploma by participating in rigorous courses that define the knowledge and skills students must have to achieve success in the workforce and in post-secondary education. Students will learn lifetime skills and leadership development through quality community service, career and post-secondary direction and planning.
COMMONWEALTH CHARTER FINAL APPLICATION
YouthBuild Academy Charter School
Lawrence, Massachusetts

I. CHARTER SCHOOL MISSION, VISION, AND DESCRIPTION OF COMMUNITY TO BE SERVED

A. MISSION STATEMENT:
YouthBuild Academy Charter School (YBACS) is an initiative of the Lawrence Family Development and Education Fund, Inc. The proposed high school will reinforce the Fund’s mission and vision of strengthening families and building community through education. YBACS will specialize in the academic and social development of youth and young adult residents (ages 16-22) of Lawrence, Massachusetts who have previously dropped out of high school. It will re-engage them in a rigorous course of study based on the Massachusetts Curriculum Frameworks grades 9-12 leading to a high school diploma. It will also cultivate leadership and personal development through community service for career readiness and post-secondary matriculation. The academic program expands the Lawrence Family Development and Education Fund Inc.’s Proven Provider Status for high expectations and culturally-relevant, student-centered experiences which foster academic achievement and self-advocacy.

YBACS will recruit dropouts and provide academic preparation and support so that its students move successfully to post-secondary education, training or careers. By adding a pathway for a high school diploma, YBACS builds on the seventeen year academic and job-training success of YouthBuild-Lawrence, which has prepared more than 400 youth/young adults for the GED and provided counseling, career direction and construction skills in the building and renovation of homes for low income families. To provide opportunities to earn a high school diploma and explore career pathways, YBACS expands the current GED program and construction skills training offerings with a separate but complementary academic program. To address students’ mental and physical readiness for re-engagement for an academic program and community service, YBACS will use a standards-based academic curriculum and begin programming with a 2-week Transformation Orientation program.

YBACS recognizes the diverse needs evidenced in the Lawrence out-of-school population and intends to recruit from all potential student groups, including 16 year olds who may have left school frustrated at not passing MCAS to young adult learners who face numerous personal challenges—such as, pregnancy or parenting, homelessness, drug or alcohol use, dysfunctional family situations or court-involved youth who may not be permitted to return to school. Within small class settings, the curriculum, focused on Massachusetts Curriculum Frameworks, grades 9-12, will motivate and re-engage students.

An ePortfolio that documents skill attainment and accomplishments will be maintained for each student to demonstrate progress from Academy entry to exit. In addition to academic and career exploration learning outcomes, the YBACS will link MassCore academic outcomes to key personal Core Abilities including civic involvement, social responsibility and informed decision-making. Students will make measurable academic progress toward earning a high school diploma while gaining the knowledge and skills they must have to achieve success in the workforce and post-secondary education. To address deficiencies in Language Arts and Mathematics, attention to basic skills in the enrollment year will help close the achievement gap and bring students toward benchmarks to the secondary school level.

A trimester schedule of classes, a 200-day per school year calendar and support services will address issues surrounding high school retention, development of academic skills and personal core abilities. While providing additional time needed for credit recovery, it will use individualized instruction for remediation or accelerated coursework. Interdisciplinary course design, teacher common planning sessions and academic technology will enhance the instructional delivery.

Attention to each student’s goals and progress will allow them to demonstrate competencies learned through a 1) Personal Success Blueprint, 2) ePortfolio, and 3) Student Academic Achievement Plan. The school will implement a Response to Intervention (RTI) high school model that will ensure adequate, effective classroom intervention strategies that are embedded and progress-monitored. This will also ensure that Special
Education and English Language Learners (ELL) students receive the necessary and appropriate support in order to obtain academic proficiencies.

B. VISION STATEMENT:

The YBACS high school reinforces the Fund’s mission of strengthening families and building community through education. The YBACS vision is to incorporate culturally-responsive practices and create structure, policies, curriculum and support services which specifically address the completion of a high school diploma, development of Personal Core Abilities and movement to post-secondary education and employment readiness for 16-22 year olds who have dropped out of school. As a Commonwealth charter high school, YBACS will offer comprehensive academic offerings which complement the current strengths and opportunities offered by YouthBuild-Lawrence.

To implement the mission in Lawrence, the vision for YouthBuild Academy Charter School (YBACS) is a new, high school completion option, which is defined by these organizing principles:

• A 200-day school year, divided into trimesters, allowing for a rolling entry and exit. After the first year with one lottery to bring in 60 students, it will have 3 annual lotteries to admit 40 students per year.

• A student-centered high school diploma program with a rigorous course of study based on the MA Curriculum Frameworks and Massachusetts graduation requirements that prepare students for success in the workforce and post-secondary education.

• Documentation of student goals and progress using 1) Personal Success Blueprints, 2) ePortfolios, and 3) Student Academic Achievement Plans to show learning outcomes and progress toward graduation requirements, readiness for post-secondary education and employment and the development of Personal Core Abilities.

• The integration of key personal Core Abilities and six life skills throughout the curriculum (as reflected in the literacies: academic, computer/technology, family (social-emotional), financial, health and workforce readiness) for foundational skills that lead to additional credentials, fostering lifelong learning and leading to positive workforce outcomes.

• A career pathways curriculum to introduce and explore viable career options. While not operating as a CTE or Perkins (VTE) high school, the curriculum will reference the existing VTE career clusters for the development of college and career readiness.

• Integrated academic, service learning, worksite and leadership opportunities so that the learning outcomes of community service and projects lead to the development of confidence, self-awareness, personal responsibility and career-transferable skills.

• The utilization of social discipline methods, (restorative practices) so that students take ownership and hold themselves and others accountable for the mission and vision of the high school. These practices will begin during the first two weeks called the Transformation Orientation period.

• Staffing by experienced educators and student support staff (counselors and other professionals) who are knowledgeable in their respective fields about academic standards, recognize the challenges of previously disengaged students’ re-entry into secondary education, have experience with instruction for successful attainment of the requirements for the high school diploma and are able to facilitate transitions for entry and retention in post-secondary and employment settings.

• The use of technology as a core skill set of the faculty and staff, and this core skill will extend opportunities for teaching with technology, individualizing instruction, facilitating assessment and creating effective and efficient administrative processes.

• Collaboration with post-secondary institutions, employers and community partners to impact the education, welfare, safety and economics of the YBACS students and the community of Lawrence at large.

• Communication with support service professionals and family (relevant and sponsoring caring adults) will holistically extend the opportunities of the academic program and help to assure that students successfully move forward on a path to careers and college.
C. DESCRIPTION OF THE COMMUNITY TO BE SERVED:
Lawrence is a community in deep poverty: economically, environmentally and educationally. These characteristics present serious challenges to student achievement. This high school’s vision is to impact the Lawrence community with regard to the City’s 1) Economic challenges, 2) Environmental challenges and 3) Educational challenges.

Economic challenges:
The median household income in Lawrence is $31,631, less than half of the state median of $64,509, with per capita income in the past twelve months at $16,557 compared to $33,966. The percentage of persons below the poverty level is 26.5% with 79% of families with children in the public schools at or below the poverty level. Unemployment in Lawrence is at 17%, the highest in the Commonwealth and more than twice the national rate. (U.S. Census, 2010)

YBACS will set an example of a successful education program which could be replicated in other urban communities in the Commonwealth. YBACS will address the challenges faced by students living in poverty through wrap-around services. It will re-engage dropouts in a rigorous course of study based on the MA. Curriculum Frameworks leading to a high school diploma, while cultivating leadership and personal development through community service for career readiness and post-secondary matriculation. Integration of curricula that address the six literacies (academic, computer/technology, family/social-emotional, financial, health and workforce readiness) will assist students in overcoming challenges related to poverty—such as, health issues, recidivism, lack of financial capability and unemployment. The academic program reinforces the Lawrence Family Development and Education Fund, Inc.’s Proven Provider Status for high expectations and culturally-relevant, student-centered experiences which foster academic achievement and career pathways leading to economic self-sufficiency and self-advocacy.

Environmental challenges
Lawrence is a densely populated community. A population of 76,377 residents live in 6 ¾ square miles, or 11,315 persons per square mile. This density is accomplished with 74.9% of the housing being multi-unit structures. Two, three and often six units of wood frame housing as well as four areas of public housing create dense, crowded neighborhoods without significant grass areas affecting air quality and asthma. The percentage of Lawrence residents, particularly children, with asthma is one of the highest in the Commonwealth at 11%, effecting long-term health and often days missed at school. Large units of boarded housing and former industrial areas also create a blighted environment, attracting drug users and vermin, additional health hazards for the city. (U.S. Census 2010)

YBACS, with awareness of the environmental realities of the community, will infuse health competencies into the curriculum to support nutrition, strong mental and physical health behavior, drug-free living, pre-natal care and parenting skills and information on how to extend these skills into the home and neighborhood. YBACS will engage students in integrated academic, service learning, worksite and leadership opportunities so that the learning outcomes of community service and projects lead to the development of confidence, self-awareness, and personal responsibility and develop career-transferable skills. The program will be designed to integrate key personal Core Abilities and six life skills throughout the curriculum (as reflected in the literacies: academic, computer/technology, family/social-emotional, financial, health and workforce readiness).

Educational challenges
Only 11.6% of the adult population holds a Bachelor’s degree or higher, limiting the number of potential higher income residents, role models or strong leaders available to strengthen the community (U.S. Census, 2010). Edweek.org data indicates the national average graduation rate is 71.7%. The City of Lawrence graduation rate for all students is 32.4%. This is almost 40% below the national rate. The data on the website of the Massachusetts Department of Elementary and Secondary Education demonstrate the magnitude of student dropout and graduation rates in Lawrence. In the 2010-11 school year, 2.7% of Massachusetts’ students in grades nine through twelve dropped out of school. A dropout percentage in Lawrence of 8.6%, relative to 2.7% in Massachusetts is a concern for these students and for the City of Lawrence. The four-year cohort graduation rate (2011) increased for Massachusetts’ public high schools (83.4% from 82.1%). In Lawrence, the 2011 four-year cohort graduation rate was only 52% relative to the state at 82%.

YBACS will provide a new model for educating 16-22 year olds in a poor urban community. The structures put in place will assess the entry-level skills of 16-22 year olds who have dropped out of school and provide culturally-responsive
practices in its structure, policies, curriculum and support services which specifically address the completion of a high school diploma, development of Personal Core Abilities and movement to post-secondary education and employment readiness. It will also actively seek opportunities to engage relevant stakeholders and disseminate the evolution of its model which responds to the needs of the dropout population in an urban community.

YBACS proposes a new high school model which will leverage YouthBuild-Lawrence’s current GED program network of community support services. Due to the comprehensive intake model, which includes a version of the Transformational Orientation program which is used in the YouthBuild GED program, YBACS will respond to and be more accessible for high-risk populations (parenting teens, court-involved, in foster care, exhibiting barriers to school success) with a model which is competency-based and constructed to help them move from entry level to successful high school completion. Guidance counselors at Lawrence High School will be contacted on a monthly basis for referrals of recent and in-process student dropouts and for assistance distributing flyers about the YBACS’ trimester lotteries. Flyers will also be distributed in neighborhoods and at community organizations that service this population. Through the Fund’s Adult Education programs, promotion to parents about the academic and readiness aspects of the school will be emphasized.

The use of technology will be a core skill set of the faculty and staff, and this core skill set will extend opportunities for teaching with technology, individualizing instruction, facilitating assessments and creating effective and efficient administrative processes. The structures put in place will assess the entry-level skills of all students and provide a basic skills program to bring students to benchmark. Teachers will be trained in Sheltered English Immersion, using the World-class Instructional Design and Assessments (WIDA), to be sure that needs of all ELL students are met. The school will implement a high school Response to Intervention (RTI) model, continuously monitoring student progress and determining appropriate interventions to ensure students reach the next academic level.

Student progress and goals in small classroom instruction will be documented using the:

1. **Personal Success Blueprint**, a student-centered tool to develop and track short and long term progress toward the six literacies: academic, computer/technology, family/social-emotional, financial, health and workforce readiness) for foundational skills that lead to additional credentials, fostering lifelong learning and leading to positive workforce outcomes.

2. **ePortfolio**, required artifacts for each of the academic, career and elective courses to show student progress and assessment toward graduation requirements as well as artifacts that demonstrate post-secondary education and employment readiness. In addition to academic learning outcomes, the ePortfolio will demonstrate the relevance of academic learning outcomes to the key Personal Core Abilities for success in the applied areas of civic involvement, social responsibility and informed decision-making.

3. **Student Academic Achievement Plan**, an administrative tool, from YBACS entry to exit, to track each student’s at-risk indicators, diagnostic assessments, academic performance on formative and standardized assessments and progress toward graduation requirements. This Student Academic Achievement Plan will also contain materials related to holistic curriculum adjustments, differentiated instructional techniques and services particular to the individual student—such as, an IEP, ELL assessments and internal and/or external support services.

In summary, as part of the identification of the community to be served and for the development of the application, the founding members of YBACS aligned Massachusetts State Law for the establishment of charter schools to the high school’s mission, vision, program design and YBACS Features/Responsibility Benchmarks. (See chart which follows for details.)
## YBACS/HIGH SCHOOL: Features/Responsibility Benchmarks for Community to be Served

<table>
<thead>
<tr>
<th>MA law for charter schools</th>
<th>YBACS Vision aligned to Massachusetts charter school law</th>
<th>Measures to Document the Faithfulness to Vision/Features (Responsibility Benchmarks)</th>
</tr>
</thead>
</table>
| **Stimulate the development of innovative programs within public education** | - Holistic approach designed to re-engage dropouts.  
- A 200-day school year, 3 trimesters, systematic entry and exit strategies.  
- Collaboration with external partners. | - Admission and recruitment plan. Calendar; Academic and career pathways curriculum.  
- Board membership, annual report, strategic planning.  
- Monitoring of outcomes for transitions to college and careers.  
- MOUs with Northern Essex Community College, Salem State University, workforce investment board and community partners (academic, career & support service partners). |
| **To provide opportunities for innovative learning and assessments** | - Integrated academic, service learning, worksite and leadership opportunities  
- Development of confidence, self-awareness, personal responsibility and develop career-transferable skills.  
- Integrated curriculum (MassCore and career clusters) for college and career readiness. | - Diploma requirement worksheets/course of study based on the Massachusetts High School Program of Studies (MassCore).  
- Portfolio to demonstrate academic progress through artifacts and career exploration.  
- Tracking tools to show progress toward mastery of academic performance criteria, college and career-readiness Core Abilities and social leadership/responsibility.  
- Diagnostic and progress monitoring assessments/tools (including native language literacy assessment) including Accuplacer exams, GRADE, GMADE, AIMSweb, AIMSweb Behavior, MA Work-Based Learning Plan, Career Cruising, MassCIS as well as internally-developed performance assessment tasks and assignment rubrics. |
| **To provide parents and students with greater options in selecting schools** | - Communication with family (relevant sponsoring caring adults) for links to careers and college.  
- Experienced faculty/staff knowledgeable about academic for successful attainment of the diploma.  
- Social discipline (restorative practices). | - An academic program rooted in the LFDEF’s Proven Provider Status and reputation for high expectations and culturally-relevant, student-centered experiences which foster academic achievement and self-advocacy. (e.g. its charter school and YouthBuild-Lawrence).  
- Interdisciplinary curriculum/tracking of progress with the life skills in the six literacies.  
- Multiple family engagement activities and student council - calendar of events and communication.  
- Documentation of links between existing adult education programs/parent education for referrals to the lottery and outreach for the charter school. |
| **Innovative methods of educational instruction and school structure and management/replication in other public schools.** | - Technology to extend opportunities for individualized instruction and to facilitate assessment methods.  
- Integration of personal Core Abilities and life skills (as reflected in the literacies: academic, technology, family/social-emotional, financial, health and workforce readiness). | - Range in purpose and focus of student assessments, curriculum and faculty experience  
- 200-day school year, divided into trimesters, allowing for a rolling entry and exit.  
- Technology skills of the faculty and staff, extending opportunities: for teaching with technology, individualizing instruction, facilitating assessment and creating effective administrative processes.  
- Faculty development/evaluation programs to complement ESE evaluation systems with school-vision relevant activities (peer coaching, teacher externships, links to post-secondary and community partners).  
- Connections to statewide initiatives such as the WIB as well as PARCC (Partnerships for Assessment of Readiness for College and Careers), ESE Connecting Activities, and Northern Essex Community College.  
- Board and faculty involvement to allow for external outreach, research and design replication. |
<table>
<thead>
<tr>
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<th>Measures to Document the Faithfulness to Vision/Features (Responsibility Benchmarks)</th>
</tr>
</thead>
</table>
| Performance-based ed. programs | • A student-centered high school diploma based on the MA Curriculum Frameworks and Massachusetts graduation requirements.  
• Internally developed formative and summative assessments.  
• Documentation: student goals/progress using 1) Personal Success Blueprints, 2) ePortfolios, and 3) Student Academic Achievement Plans. | • Holistic curriculum adjustments, differentiated instructional techniques, IEP, ELL assessments, and support services. Teachers trained in Sheltered English Immersion using the WIDA.  
• Course-specific and interdisciplinary performance-based assessments (refer to Section 2C for samples).  
• The Personal Success Blueprint (student-centered tool) to show short- and long-term progress toward six literacy areas: academic, computer/technology, family/social-emotional, financial, health and workforce readiness.  
• The ePortfolio containing required artifacts for each of the academic, career, and elective courses to show student progress and assessment toward promotion and graduation performance criteria.  
• The Student Academic Achievement Plan (administrative tool), diagnostic assessments, formative and standardized assessments, at-risk indicators (attendance, behavior, health, etc.) and progress toward graduation requirements. |
II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS?

A. EDUCATIONAL PHILOSOPHY:

*The belief that all students can achieve high standards transforms nearly everything about the way we approach schooling.*

*(Saphier and Gower: The Skillful Teacher)*

This belief, shared by the founders of YBACS, is represented by the vision and mission. Each student will be provided the attention, education and support that will honor their culture, recognize their assets and prior knowledge and build an education plan to prepare for their future. The proposed high school’s offerings will specialize in the academic and social development of youth and young adult residents (ages 16-22), including those with special needs or requiring ESL services, who have previously dropped out of high school. It will also cultivate leadership and personal development through community service for career readiness and post-secondary matriculation. Due to the core beliefs and values of the YBACS founders, the vision is that the curriculum, services and culture of the high school is manifested in an educational philosophy of individual respect and attention in every context:

- Education will be culturally and experientially relevant to older learners;
- Education will meet students where they are and reflect high expectations;
- Education will be facilitated through mutually-respectful and caring relationships;
- Education will address the individual learning needs and styles of diverse learners;
- Education will be obviously relevant and authentic;
- Education will prepare students to self-assess and take responsibility for their own learning;
- Education will be project-based and student-centered; and
- Education will foster self-efficacy and enable students to take control of their lives.

As the proposed school was designed, the founding group looked at the community to be served and researched this philosophy in search of best practices with at-risk and dropout populations. In order to effectively re-engage and serve dropouts, academic research informed the design of the mission, vision and curriculum. These dimensions of the academic research were aligned with the YBACS’ educational philosophy: 1) access for at-risk populations, 2) relevant academic, career and core personal abilities curricula, 3) faculty capacity adept with differentiated instruction and interested in integrated learning, and 4) ability to respond to the social-emotional needs of at risk students.
### YouthBuild Academy Charter School – Academic Research mapped to the educational philosophy

<table>
<thead>
<tr>
<th>YBACS Educational Philosophy</th>
<th>Academic Research to Support YBACS Model</th>
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<tbody>
<tr>
<td><strong>Education will…</strong></td>
<td></td>
</tr>
<tr>
<td>1. be project-based and student-centered</td>
<td>ACCESS</td>
</tr>
<tr>
<td>2. be obviously relevant and authentic</td>
<td>• Personalized, safe, and orderly learning environment: Research Source #5,7,8,9,10</td>
</tr>
<tr>
<td>3. be culturally and experientially relevant to older learners</td>
<td>• Flexible schedules, credit recovery, longer school year: Research Sources #1,5,6,8</td>
</tr>
<tr>
<td>4. be facilitated through mutually respectful and caring relationships</td>
<td>• Extended learning time: Research Sources #2,6,9,10</td>
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<tr>
<td></td>
<td>• Strategies for reducing absenteeism: Research Sources #1,2,4,9</td>
</tr>
<tr>
<td></td>
<td>• Small learning communities: Research Sources #4,5,6,9, 11</td>
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<tr>
<td></td>
<td>• Establish school reentry options for juvenile offenders: Research Sources # 3,4,8</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. be obviously relevant and authentic</td>
<td>APPLIED LEARNING</td>
</tr>
<tr>
<td>2. be project-based and student-centered</td>
<td>• Facilitate connections to post-secondary education and world of work: Research Sources #2,3,5</td>
</tr>
<tr>
<td>3. prepare students to self-assess and take responsibility for their own learning</td>
<td>• Relevant, culturally-relevant, student-centered curriculum and real world experiences: Research Sources #2,4,6,10</td>
</tr>
<tr>
<td>4. address the individual learning needs and styles of diverse learners</td>
<td>• Parent and family engagement: Research Sources # 2,4,10</td>
</tr>
<tr>
<td>5. meet students where they are and reflect high expectations</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. address the individual learning needs and styles of diverse learners</td>
<td>FACULTY CAPACITY/PRACTICES</td>
</tr>
<tr>
<td>2. must be culturally and experientially relevant to older learners</td>
<td>• Collaborative planning among teachers: Research Sources #5, 6,8, 10</td>
</tr>
<tr>
<td>3. be facilitated through mutually-respectful and caring relationships</td>
<td>• High quality teachers: Research Sources #2,10</td>
</tr>
<tr>
<td></td>
<td>• High quality professional development for teachers and staff: Research Sources 2,6,7,9,10</td>
</tr>
<tr>
<td></td>
<td>• Respectful and caring teachers and staff: Research Sources #1,5, 8,9,10</td>
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<tr>
<td></td>
<td>• High levels of student support: Research Source #3</td>
</tr>
<tr>
<td></td>
<td>• Individualized instruction: Research Sources #3,4,6</td>
</tr>
<tr>
<td></td>
<td>• Cooperative and restorative disciplinary practices: Research Sources #4</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. prepare students to self-assess and take responsibility for their own learning</td>
<td>SOCIAL-EMOTIONAL</td>
</tr>
<tr>
<td>2. address the individual learning needs and styles of diverse learners</td>
<td>• Programs that improve students' social and life skills: Research Sources #4,5,6,8,9,10</td>
</tr>
<tr>
<td>3. be facilitated through mutually-respectful and caring relationships</td>
<td>• Meaningful student input: Research Source #4</td>
</tr>
<tr>
<td>4. be obviously relevant and authentic</td>
<td>• Connecting student with social supports and external providers: Research Sources #1,2,3,4,5,8,9,10</td>
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</tbody>
</table>
## YouthBuild Academy Charter School – Academic Research mapped to the educational philosophy

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<td></td>
</tr>
<tr>
<td>1. meet students where they are and reflect high expectations</td>
<td>ACADEMIC PROGRAM/ASSESSMENT</td>
</tr>
<tr>
<td>2. address the individual learning needs and styles of diverse learners</td>
<td>• College- and career-ready standards: Research Sources #2,3,4,6,7,8</td>
</tr>
<tr>
<td>3. foster self-efficacy and enable students to take control of their lives</td>
<td>• High expectations for students: Research Sources #1,2,4,7,9,10</td>
</tr>
<tr>
<td></td>
<td>• Provide rigorous, relevant options for earning a high school diploma: Research Source #8</td>
</tr>
<tr>
<td></td>
<td>• Academically rigorous curriculum and instruction: Research Sources #5,8</td>
</tr>
<tr>
<td></td>
<td>• ESL program: Research Sources: #4, 10</td>
</tr>
<tr>
<td></td>
<td>• Clear goals and expectations for students: Research Sources #2, 10</td>
</tr>
<tr>
<td></td>
<td>• High-quality, valid, reliable assessments, and effective use of school data: Research Sources #2,3,4,5,7,8,9,10</td>
</tr>
</tbody>
</table>

### Academic Research: Sources mapped to the educational philosophy found in the chart above:

B. CURRICULUM AND INSTRUCTION:

Overview
The YBACS will be organized for successful high school completion of its 16-22 year old students and draw upon academic research for models to serve urban high school dropouts (see academic research, Section IIA). To prepare students for success in the workforce and post-secondary education, its high school diploma curriculum will be delivered in a student-centered format based on the MA Curriculum Frameworks and Massachusetts graduation requirements. YBACS plans to meet students at the level of their academic performance and use a developmental curriculum and small instructional groups (student/teacher ratio estimated at 15:1). Student progress with the curriculum and needed instructional adjustments will be based on teacher and counselor reviews of students’ performance which are documented in the 1) Personal Success Blueprints, 2) ePortfolios, and 3) Student Academic Achievement Plans. In addition, short (10 minute) monthly academic and behavioral assessments will allow for progress-monitoring, consistent with the Response to Intervention (RTI) model and individual curriculum and pedagogical adjustments, as needed, for students to reach personal and programmatic benchmarks. Finally, internal performance-based assessments will be used to demonstrate student mastery of learning outcomes, progress toward graduation requirements, readiness for post-secondary education and employment and the development of Personal Core Abilities.

Curriculum
As stated, YBACS will offer an academic curriculum that aligns with the Massachusetts Curriculum Frameworks. Classroom materials will be designed based on the standards. Instruction will include a combination of teacher-developed and commercially-available materials. An important aspect of the work of the faculty is to align relevant and project-based instructional activities to the MCF standards. YBACS will be staffed by educators experienced in both standards-based and performance-based instructional design. They will have demonstrated past success with challenging student populations. This standards-based curriculum will meet the Massachusetts graduation requirements. In addition, the curriculum will be infused with key Personal Core Abilities and life skills (as reflected in the six literacies: academic, computer/technology, family/social-emotional, financial, health and workforce readiness). This combination of academic standards, career interests and personal competencies will provide students with the foundational skills that foster lifelong learning and lead to positive workforce outcomes.

The curriculum will accommodate the learning needs and styles of all students. The relevant content will acknowledge the many challenges faced by this student population—such as, poverty, limited English proficiency, court-involved, homelessness, parenting, underemployment and balancing school and work. The curriculum will reflect the values and employ the successful techniques of the YouthBuild-Lawrence model which includes, for at-risk populations, the development of leadership and self-efficacy through project-based learning. Project-based learning will lead to the development of confidence, self-awareness, personal responsibility and career-transferable skills. To engage this at-risk population, character education and community service learning will be maximized. Through integrated academic, service learning, worksite and leadership opportunities, students will connect the academic program and its standards to college and career expectations.

Tracking of competencies mastered in the curriculum will be documented in 1) Personal Success Blueprints, 2) ePortfolios, and 3) Student Academic Achievement Plans. The Student Academic Achievement Plan will contain data and analyses of regular academic and behavioral assessments (AIMSweb and AIMSweb Behavior) as well as other formative and normative assessments—such as, MCAS and Accuplacer Diagnostics. The YBACS School Leader/Principal will oversee and work with the academic team (faculty, specialists, paraprofessionals, mentors and tutors) to assure that the processes and procedures are followed for implementing the curriculum (see Attachment D). Based on the Massachusetts Curriculum Frameworks, the YBACS faculty within each academic discipline will design curriculum that is interdisciplinary and incorporates problem-based learning. To successfully re-engage students and holistically respond to their academic and social-emotional standing, the School Leader/Principal and the faculty will build the curriculum during the implementation phase for the school. Once the school opens, common planning time across the academic and CTE disciplines will allow the faculty and staff to develop and refine the curriculum for specific student needs. This work will be supported by staff members assigned to Student Development Support Services (counseling, recruitment, school-linked services and community services). Because of the emphasis on college and career expectations.
readiness, where possible, links will be made to Northern Essex Community College and community partners to support the curriculum and support services components.

For both the academic curriculum and for the career pathways curriculum, monitoring will be done to assess student and group progress toward goals. The curriculum will include career and vocational education standards (CVTE) to motivate and engage meaningful learning and understand pathways to the future. While not operating as a CTE or Perkins (VTE) high school, the career pathways curriculum will reference the existing VTE career clusters for the development of college and career readiness. YBACS will expose students to viable career choices and links to career clusters for multiple pathways to self-sufficiency which includes post-secondary education, apprenticeship and employment. The four career clusters expected to be selected for curriculum development are: business and consumer services, construction, hospitality and tourism and health services. These will develop essential skills and knowledge that will continue to benefit students throughout life as well as provide viable employment opportunities.

**Outline of the academic curriculum (content and skills; 4 levels rather than grade equivalent):**

Because the YBACS target population experienced failure in traditional academic settings with a comprehensive academic curriculum, the YBACS proposed curriculum will ensure that the academic, developmental and cultural needs of this specific student population are addressed (see the following charts, along with details in Section IIC on performance and promotion). The MCF will provide the basis for the academic competencies, while the four career clusters for the CTE curriculum will expose students to the career clusters including: business and consumer services, construction, hospitality and tourism and health services. As an outline of the content and skills of the YBACS curriculum, proposed are four levels of developmental competencies (rather than grade equivalent levels). The following charts are drawn from competencies of the Massachusetts Curriculum Frameworks and are intended to assist with student placement in the most appropriate instructional level based on their academic developmental level (we anticipate modifications to these charts once student recruitment and assessment takes place).
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>Content: Focus on Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, speaking and listening: Vocabulary development, grammar, interpret words used orally, in text and digitally, discuss, answer and ask questions.</td>
<td></td>
</tr>
<tr>
<td>Reading: Read developmentally appropriate text and multi-media from various fiction and nonfictional genre: historical, mystery, graphic novel, classics, drama, poetry, current news, scientific, technical information and instructions, etc.</td>
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</tr>
<tr>
<td>Writing: Demonstrate comprehension, present findings, Edit and re write. Cite textual evidence in response to questions Cite textual evidence</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 2: Content: Focus on relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, speaking and listening: Vocabulary development, grammar, accepted conventions; collaborative discussion, expression of own ideas, building on those of others using social, technical and academic language.</td>
</tr>
<tr>
<td>Reading: Read to determine explicit meaning of material from different genre and to make logical inferences. Interpret words and phrases to establish tone. Analyze poetic and literary devices. Understand and explain simple technical reports and models.</td>
</tr>
<tr>
<td>Writing: Write, reflect, share and re write using content specific and literary material. Cite, analyze and evaluate evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 3: Content: Focus on community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, speaking and listening: Vocabulary development, accepted conventions, determine and clarify meaning of unknown technical, social and academic words and phrases. Appropriate use of social, technical and academic language. Initiate questions and discussion.</td>
</tr>
<tr>
<td>Reading: Analyze different points of view, examine how accounts of the same event evolve over time. Analyze and explain poetry, figurative and technical writings.</td>
</tr>
<tr>
<td>Writing: Write to illustrate technical information. Use evidence from literary, technical and informational texts to support opinions. Research, and then re-write.</td>
</tr>
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</table>

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<tr>
<th>LEVEL 4: Content: Global focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language: speaking and listening: Correct use of academic language conventions, grammar and vocabulary. Examine figurative language and nuance. Interpret figures of speech, specialized technical and content specific language. Compare structures and word and convention use in different languages.</td>
</tr>
<tr>
<td>Reading: Determine author’s purpose and point view by researching historic and biographic information. Comprehend literary nonfiction. Comprehend and implement technical writings, models and other images.</td>
</tr>
<tr>
<td>Writing: Write to coherently convey complex ideas and use well researched, valid reasoning to support them while using formal academic language.</td>
</tr>
<tr>
<td>LEVEL 1: <strong>Content:</strong> Focus on Self</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>SKILLS</strong>&lt;br&gt;Language speaking and listening: Use dictionary, thesaurus to build vocabulary and understanding. Determine meaning and main idea. Orally comprehend spoken non-fiction and fiction.</td>
</tr>
<tr>
<td><strong>Literature and Reading:</strong>&lt;br&gt;From Fiction (myths, classics, contemporary, narratives, historical writings and Non Fiction (content specific and current, relevant research and news) Read to determine explicit message, make logical inferences while citing evidence to support conclusions. Compose questions.</td>
</tr>
<tr>
<td><strong>Writing:</strong>&lt;br&gt;Write for specific purpose with clear focus and specific detail using personal experience, and in response to text, to oral presentations and digital and multimedia resources. Edit and revise writing that engages the reader.</td>
</tr>
<tr>
<td>MATH CONCEPTS AND SKILLS</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| *Operations, number systems, algebraic processes and geometric concepts*  
*Properties of the four operations generate equivalent expressions.*  
*Proportional Relationships and ratios*  
Solve numeric and word problems of addition, subtraction, multiplication and division.  
Compare, order, estimate & translate among integers, fractions & mixed numbers (rational numbers), decimals & percents.  
Use ratios and proportions in the solutions of real life problems, i.e., problems involving unit rates, scale factors, & rate of change measure length, area in various units  
Draw, construct, graph and/or build lines, angles, shapes  
Transform a plane  
Interpret data | *Properties of the four operations generate equivalent expressions.*  
*Functions and the output of any one function.*  
*Statistical patterns of association.*  
*Geometric theorems Statistics and probability.*  
Construct and interpret scatter plots using lines for linear association  
Use functions to model relationships between quantities  
Interpret and write and rewrite expressions  
Use linear equations to analyze and solve problems  
Graph proportionality  
Prove geometric theorems  
Analyze two dimensional figures and their rotation, reflection, dilation and congruence and similarity  
Use probability to interpret data orally and in writing | *Polynomial and rational expressions*  
*Properties of exponents*  
*Equations and inequalities interpreted and applies*  
*Right triangles and similarity*  
*Rules of probability and conditional probability.*  
Apply properties of exponents  
Use arithmetic operations with complex numbers  
Solve and explain rational and radical equations in one variable  
Solve systems of equations  
Use linear equations to analyze and rewrite expressions  
Graph proportionality  
Understand Radian measure of an angle as length of arc on unit circle  
Use probability to evaluate outcomes | *Arithmetic expressions on polynomials*  
*Equations that describe numbers and relationships*  
*Equations and inequalities*  
*Trigonometric functions*  
*Statistics and probability interpreted*  
Perform four operations with complex numbers  
Use polynomial identities to solve problems  
Create, graph and explain equations and inequalities  
Solve for the Radian measure of an angle as length of arc on unit circle  
Describe, replicate or construct objects using geometric shapes  
Understand and apply theorems about circles.  
Apply formulas of volume to real world problems  
Summarize, represent and interpret categorical and quantitative data |
<table>
<thead>
<tr>
<th>LEVEL 1 (Geography/Earth Science)</th>
<th>LEVEL 2 (Biology)</th>
<th>LEVEL 3 (Chemistry)</th>
<th>LEVEL 4 (Physics)</th>
</tr>
</thead>
</table>
| *Map Earth, its features and processes of its formation*  
*Investigate heat and energy transfer mechanisms*  
*Recognize elements and their compounds and mixtures*  
*Design experiments to differentiate between physical and chemical changes*  
*Assess what affects motion and force*  
*Graph and interpret distance vs. time, velocity, acceleration*  
*Understand and explain the movement of heat and water and their effects*  
*Determine meaning of symbols*  
*Identify and investigate a problem and contrast a natural versus an engineered solution*  
*Distinguish among facts based on research and speculation*  
*Integrate quantitative and technical information expressed visually and with text*  
*Identify the safe use of tools*  
*Calculate volume and mass of objects*  
*Follow complex multistep construction procedures*  
*Compare and contrast and evaluate construction results*  
*Analyze the interaction among organisms and their environment by constructing food webs*  
*Identify and graph factors that affect population size, organism speciation, adaptation, extinctions*  
*Follow experimental procedures precisely*  
*Determine and support conclusions*  
| *Understand the structure, characteristic and functions of animal and plant cells and the systems of living things*  
*Recognize the "instructions" required by cells and by organisms (DNA/inheritance)*  
*Construct and evaluate hypotheses*  
*Understand the structures and relationships among cells, tissues, organs, organ functions, organ systems as these affect homeostasis*  
*Explain the evidence for evolution and natural selection*  
*Differentiate among variables that affect*  
*Define a human created problem that affects the local community’s sustainability*  
| *Identify properties and states of matter and the interaction between molecules and atoms*  
*Interpret relationships of an element’s position on the periodic table, its atomic number, its class*  
*Explain bonding, reactions, and the effect of kinetic molecular theory*  
*Understand solutions, rates of reaction, chemical equilibrium*  
| *Understand laws of motion*  
*Interpret and create illustrations and models of one-dimensional motion*  
*Describe heat transfer by convection, conduction and radiation*  
*Interpret and apply Newton’s Laws*  
*Experiment to illustrate displacement, velocity, acceleration, momentum*  
*Illustrate and graph laws of conservation of energy and universal gravitation.*  
| *Explain the evidence for evolution and natural selection*  
*Differentiate among variables that affect*  
| *Describe heat transfer by convection, conduction and radiation*  
*Interpret and apply Newton’s Laws*  
*Experiment to illustrate displacement, velocity, acceleration, momentum*  
*Illustrate and graph laws of conservation of energy and universal gravitation.*  
| *Differentiate among variables that affect*  
| *Understand the structures and relationships among cells, tissues, organs, organ functions, organ systems as these affect homeostasis*  
*Explain the evidence for evolution and natural selection*  
*Differentiate among variables that affect*  
| *Compare and contrast vector quantities*  
*Illustrate conservation of energy and Momentum*  
*Understand heat and heat transfer processes*  
*Describe properties of waves and energy transfer*  
*Recognize that electric charges produce magnetic forces and apply understanding*  
| *Compare and contrast vector quantities*  
*Illustrate conservation of energy and Momentum*  
*Understand heat and heat transfer processes*  
*Describe properties of waves and energy transfer*  
*Recognize that electric charges produce magnetic forces and apply understanding*  
| *Structure experiments, select materials and equipment, define conditions and variables (dependent and independent), pose questions, define methods, document procedures record findings.*  
*Properly use equipment and materials, calibrate for accuracy and follow safety guidelines*  
*Translate quantitative and technical information into visual formats*  
*Conduct scientific investigation of data that affects policies with a global effect.*  
*Cite specific textual and experimental result evidence*  
<p>|</p>
<table>
<thead>
<tr>
<th>LEVEL 1 - SELF/RELATIONSHIPS</th>
<th>LEVEL 2 - COMMUNITY/GLOBAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING &amp; SPEAKING:</strong></td>
<td><strong>LISTENING &amp; SPEAKING:</strong></td>
</tr>
<tr>
<td><em>Converse using multiple simple or complex sentences and a variety of grammatical structures with purpose</em></td>
<td><em>Describe conflicts in points of view within and among cultures, possible resolution, and how proposed resolutions reflect cultural and individual perspectives</em></td>
</tr>
<tr>
<td><em>Use technical and abstract content-area language to express ideas</em></td>
<td><em>Identify Spanish speaking cultural locations on maps and orally describe geographic features &amp; trace historic development</em></td>
</tr>
<tr>
<td><em>Answer and ask questions with shades of meaning about content</em></td>
<td><em>Discuss community and global topics related to economics, political influence, health and access to care, natural disasters, distribution of water and other natural resources, etc.</em></td>
</tr>
<tr>
<td><em>Contrast words, pronunciations and ideas from different Spanish speaking cultures</em></td>
<td><em>Recall details from audio (i.e. Mass Moments, radio, etc.)</em></td>
</tr>
<tr>
<td><em>Recognize, understand and use grammatical categories and idiomatic expressions</em></td>
<td><em>Note double and multiple meaning or audio and video ads</em></td>
</tr>
<tr>
<td><em>Identify Spanish speaking cultural locations on maps and describe geographic features</em></td>
<td></td>
</tr>
<tr>
<td><em>Contrast sounds and rhythms of standard spoken English and Spanish.</em></td>
<td></td>
</tr>
<tr>
<td><strong>READING:</strong></td>
<td><strong>READING:</strong></td>
</tr>
<tr>
<td><em>Define vocabulary and word usage in context</em></td>
<td><em>Identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target language</em></td>
</tr>
<tr>
<td><em>Read articles in journals and orally summarize main ideas and details</em></td>
<td><em>Analyze examples of literature, primary source historical documents, music, visual arts, theatre, dance, and other artifacts from target culture(s) and surrarrize cultural perspectives</em></td>
</tr>
<tr>
<td><em>Read literary text and interpret themes, describe characters, settings, features of the narrative and authors’ intentions</em></td>
<td><em>Read to distinguish among opinions, stereotypes, biases in literature and the media</em></td>
</tr>
<tr>
<td><em>Tap internet resources to establish facts about target language countries: population, area in square miles or kilometers, natural resources, form of government, significant symbols and dates</em></td>
<td><em>View a film based on a novel or historic event and analyze how visual effects might compress events and characters</em></td>
</tr>
<tr>
<td><em>Identify a poet or lyricist and read selected works to identify themes and intention</em></td>
<td><em>Using political and humorous comic renderings, describe intention and meaning of symbols and words used</em></td>
</tr>
<tr>
<td><strong>WRITING:</strong></td>
<td><strong>WRITING:</strong></td>
</tr>
<tr>
<td><em>Using simple sentences, paragraphs and basic grammar, write an autobiography or descriptive portrait</em></td>
<td><em>In essay format contrast cultural and individual perspectives on historic and current political and environmental developments</em></td>
</tr>
<tr>
<td><em>Outline and detail a family tree</em></td>
<td><em>View a film in the target language subtitled in English and write a summary that compares the meaning of expressions used</em></td>
</tr>
<tr>
<td><em>Contrast writing systems used for American English and Spanish</em></td>
<td><em>Write a technical description of a process or procedure for review by a content expert</em></td>
</tr>
<tr>
<td><em>Design brochures detailing information gathered from internet resources about a select country</em></td>
<td><em>Interpret and summarize data from graphs and charts in the target language and apply in order to address a specific problem</em></td>
</tr>
<tr>
<td><em>Identify a person of significant influence and summarize her contributions</em></td>
<td><em>Write and illustrate a political cartoon</em></td>
</tr>
<tr>
<td><em>Solve mathematics problems of function and relationship</em></td>
<td></td>
</tr>
<tr>
<td><em>Using internet resources, construct graphs and charts detailing features and facts about target language countries: population, area in square miles or kilometers, natural resources, form of government, significant symbols and dates</em></td>
<td></td>
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</table>
**Instruction**

YBACS instruction will be provided by experienced educators and student support staff who are knowledgeable in their respective fields of the MCF/academic standards, instruction for successful attainment of the requirements for the high school diploma, problem-based learning, performance-based assessments, progress-monitoring and RTI and transitions for entry and retention in post-secondary and employment settings. Ongoing professional development of the teachers and the staff will be a key feature of the school. The professional development efforts will center on student needs as they relate to teacher capacity. In order to proactively meet student needs, teachers will be encouraged to assess their own classroom performance and set goals for the expansion of their teaching abilities. This reflection will be extended through the School Leader/Principal and peer-mentoring and via the collaborative review of student work samples during teacher common planning time. Due to the focus on assessment, teachers will be provided assistance with evidence collection and the use of assessment tools for ongoing development of instructional techniques. Professional development will be built into the school calendar at three different times between trimester breaks. Effective professional development will model the same values and approaches used to teach the YBACS students by being learner-centered, authentic, problem-based and utilize group learning when appropriate. Specific topics for professional development will be instructor-driven first, and then influenced by student performance outcomes, student testing analysis, student behavior and performance trends, instructor-developed professional goals, formative and summative assessment results and classroom observations. Teachers will be required to develop and maintain personal professional development plans that are aligned with the mission, vision and programmatic goals of the school.

The teacher evaluation system will consist of observations both by other faculty (peer to peer), the Academic Coordinator, and the School Leader/Principal. YBACS will also refine the new and currently-approved ESE teacher evaluation system to ensure that it also encompasses the unique culture of the school and aligns with the school instructional methodologies. Teachers, in cross-planning time and during instruction, will make modifications to instructional strategies and the curriculum based on the needs of students and progress-monitoring through the AIMSweb assessments. YBACS faculty and student services professionals will assess the curriculum and instructional practices holistically and collaboratively to make adjustments based on the needs, strengths and goals of the student population.

YBACS anticipates that the majority of students who apply for enrollment will test below ninth grade in English Language Arts (ELA) and Math; therefore, YBACS will be prescriptive in its instructional approaches based on students’ skills at entry. When necessary, based on students’ needs, we will rely on the MCF at the middle school levels to help remediate skills and prepare students for high school standards. Our goal is small group instruction, direct instruction, one-on-one tutoring, individualized web-based programs and other proven strategies that allow struggling students to practice and grow at their own pace. Every student will have a Personal Success Blueprint and set goals with their counselor/advisor to address academic deficiencies during the first year and establish a graduation plan, which will be updated annually. A programmatic goal will be to support all students who are below benchmark to reach grade-level competencies in both ELA and Mathematics. As students improve proficiency in the basic skills, their attention and motivation to be immersed in critical-thinking skills and rigorous learning will result in continued advancement. YBACS will draw on the academic programming and organizational strengths of YouthBuild and the Lawrence Family Development Charter School, an early-K to grade 8 school which was founded in 1995 by LFDEF, Inc. As with the LFDCS, the proposed high school will develop effective lesson plan protocols and a Response to Intervention (RTI) model which allows educators to follow and support student remediation progress from Tier II (at risk) or Tier III (low performing and in need of frequent assessments and intensive interventions) to Tier I (meeting benchmark for the curriculum). YBACS administration and instructors will utilize this model and modify its use to develop intervention strategies appropriate for this age and grade level. Implementation of a RTI high school model will ensure adequate, effective classroom intervention strategies and progress-monitoring through frequent short assessments, instructor observations and common planning sessions. This will also align with research-based methods recommended for special education students and English Language Learners.
Specific Instructional Methods Include:
The methods listed below reflect the YBACS founding group’s collective knowledge and experiences regarding research-based and promising pedagogical practices for high-risk youth and young adults. They address student learning needs at different academic levels, supports high achievement and allows for accessibility to all students. The flexibility in the instructional practices listed below also allows for the teachers to adjust instruction and plan for those students whose rate of learning is accelerated, typical or delayed.

1. Problem-based Learning (PBL)
2. Differentiated Instruction
3. Computer-Assisted Instruction (CAI)
4. Grouping Strategies (small group, cooperative learning, peer-assisted learning)
5. Effective Classroom Management Techniques

Teachers will ensure lesson and curriculum consistency using the four-phase learning cycle as defined by David Kolb: “Inquire, Gather, Practice and Apply.” This approach enables content chunking so students learn smaller bits of information and practice mastery of this information before moving on to additional content. Once all information is learned and practiced, students demonstrate mastery through performance where the “Apply” phase is used to initiate learning and not to be the center of it. YBACS students will also benefit from fully-defined performance criteria shared up front and from demonstration of competency mastery more than they would from traditional paper and pencil assessments. Effective classroom management will be augmented by parental and support services involvement to extend opportunities for the academic program and successful pathways to careers and college matriculation. YBACS will collaborate with post-secondary institutions, employers and community partners in the formation of its relevant curriculum and innovative instructional strategies.

C. PERFORMANCE, PROMOTION AND GRADUATION STANDARDS

YBACS’s approach to assessing mastery of curriculum performance criteria, grade level promotions and graduation standards reflect the mission, program and assessment policies put forth in this application.

PERFORMANCE CRITERIA: All instruction will reflect the tenants of problem-based learning (PBL) and performance-based assessment. Students and families will be provided all performance criteria—for example, graduation criteria will be communicated as soon as students are enrolled, course performance criteria will be communicated at the beginning of that course and all assessment criteria will be communicated when projects and course assessments are assigned/scheduled. Course performance criteria will include common measures (direct, indirect) so course expectations are consistent across academic areas and grade levels. Finally, course performance assessments will include portfolio artifacts and articulate expectations for each grade one could earn in that class.

Performance criteria and performance assessments will support YBACS’s approach to curriculum and instruction. They reflect the same developmental approach previously described, and allow instructor flexibility to tailor course content and resources to suit a student’s development level and ensure these resources reflect the diverse cultures, life styles and goals of our students. For example, a student could select from 3 different lists of characters found in Level 1 ELA that reflect different developmental reading level complexities to address course performance portfolio requirements, “Analysis of three fictional characters studied who emulate personal success strategies selected;” the performance criteria for this artifact (in both form and content) would be uniform, but the subject options would differ. Also, this artifact would be more individualized as students can select the focus of the paper in terms of the character and the personal success strategy.

All courses will embed shared “core abilities,” or transferable skills that transfer beyond each specific class and will enhance college and career readiness. These abilities are:

A. Build your skills learning skills.
B. Communicate well using spoken language, facial expressions, body language and written techniques.
C. Take responsibility for your actions and choices.
D. Maintain successful personal relationships.
E. Apply critical thinking skills. Specific indicators for each core ability can be found in Attachment I. These skills will be assessed in addition to course-specific performance criteria. All courses will use a variety of direct and indirect measures to assess student performance and engagement:

Direct Measures
1. Contributions of required course-specific and relevant assignment artifacts to the academic, computer/technology, family/social-emotional, financial, health and workforce readiness components of the Personal Success Blueprint
2. Contributions of required course-specific artifacts within the student’s ePortfolio course folder
3. Guided self-assessments based on academic SMART (Specific, Measureable, Attainable, Relevant, Time-Bound) goals
4. Level 1 course formative assessments and assignment performance

Indirect Measures
1. Class attendance
2. Class assignment completion rate
3. Timely class assignment completion rate
4. Efforts to revise completed work turned in on time for improved grade
5. Class participation rate

Finally, academic courses and assessments will reflect MCF expectations and standards. Entering students who are assessed below grade level for a specific subject will receive intervention until they are able to perform to level. As students complete the four levels and are ready for college study, referrals and partnerships will be made to area colleges. We intend to pursue opportunities such as dual enrollment with NECC.

Performance Standards: Example from Level 1 Grouping: Level 1, aka the YBACS entry performance level equated with grade 9, performance standards would look like for Level 1ELA, Math and Carpentry (career and technical education exploratory):

Level 1 ELA Performance Outcomes
1. Activate strategies for personal success in English Language Arts.
2. Use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.
3. Write informational and literary text to reflect on and recreate experiences, report observations and persuade others.
4. Compare effectiveness of varying approaches to seeking and giving information in conversations, group discussions, written reports and oral presentations.
5. Justify and cite potential sources for information, found in a variety of types and formats, by using sound searching methodologies, referencing techniques and critical analysis.

Level 1 Math Performance Outcomes
2. Solve numeric and word problems of addition, subtraction, multiplication and division.
3. Compare, order, estimate & translate among integers, fractions & mixed numbers (rational numbers), decimals and percents.
4. Use ratios and proportions in the solutions of real life problems, i.e., problems involving unit rates, scale factors and rate of change measure length, area in various units.
5. Draw, construct, graph and/or build lines, angles, and shapes.
6. Transform a plane.
7. Interpret data.

Level 1 Carpentry Performance Outcomes
1. Activate strategies for personal success in career readiness.
2. Exhibit preliminary computer aided design and blueprint reading skills.
3. Demonstrate the basic rules of safety and sanitation required for a carpentry shop.
4. Validate proper use and care of hand tools, power tools and stationary equipment.
5. Summarize different fabrication methods used when addressing wood types, quality and applications.
6. Design and/or create increasingly complex woodworking projects.
7. Identify and define technology-related mathematics, reading, writing, vocabulary, blueprint reading and science concepts integrated throughout the curriculum.
8. Research emerging occupations in demand for this field.
9. Determine financial skills required to weather labor market demands for the construction field.
10. Identify at least one personal career pathway within the field of construction and the education/training, job outlook and wages for each pathway step.

PROPOSED SCHOOL POLICIES AND STANDARDS FOR PROMOTING STUDENTS:
Promotion criteria, like performance criteria, will be clearly identified for faculty, students and parents, and provided at the start of a course. These criteria will reflect the core abilities, six literacies (academic, computer/technology, family/social-emotional, financial, health and workforce readiness), the MCF in the form of direct measures, including course artifacts and portfolio contributions and indirect measures. YBACS recognizes the diverse, and legitimate attendance needs of our particular population; however, to instill the value of personal accountability, students must account for all absences and attempt all assigned coursework to be promoted to the next performance level. Students will be afforded flexibility to access through the use of student guides (which outline all scaffolded performance steps), hybrid instructional techniques, flipped instructional techniques, among others, should a school absence be unpreventable. Students have to also make their best attempt at all assigned coursework; only then may they be afforded opportunities to revise and improve coursework and assignment performance. The requirements for both drafts and final artifacts in the student’s course ePortfolio reflects the expectation that no work is perfect or final.

Listed below are the fully outlined promotion criteria for a Level 1 ELA student:

Level 1 ELA Performance Criteria For A Final Course Grade Of A:
1. Level 1 ELA ePortfolio includes the following course artifacts:
   • Short-term, intermediate and long-term course level SMART goals, and evidence of measuring and tracking goal progress.
   • Analysis of three fictional characters studied who emulate personal success strategies selected.
   • Essay analysis of a personal success strategy that might have averted an antagonist's downfall and an in-depth assessment of the consequences from the lack of that personal success strategy.
   • Personal annotated reference bibliography that includes at least one of each of the following non-fiction literary forms: primary historical documents, secondary historical documents, scientific texts, trade or association publications and newspaper articles.
   • Research paper that argues the reflective nature of fictional literature (including novels, short stories, drama and poetry) to human nature by comparing a common character failing in fictional works studied to those found in current events and news stories.
2. All Level 1 ELA portfolio items are represented in draft and final forms.
3. The average final grade for portfolio items is a 90% or higher.
4. Each Level 1 ELA portfolio item properly uses at least 20 differently vocabulary terms studied in Level 1 English.
5. Student has completed and passed all assigned coursework with an average of at least 90%, with revision if needed.

Level 1 ELA Performance Criteria For A Final Course Grade Of B Or Higher:
1. Level 1 ELA portfolio includes the course artifacts listed for a course grade of A.
2. At least 80% of Level 1 ELA portfolio items are represented in draft and final forms.
3. The average final grade for portfolio items is 80% or higher.
4. At least 80% of Level 1 ELA portfolio items have been edited to reflect proper spelling, punctuation and grammar.
5. Each Level 1 ELA portfolio item properly uses at least 16 different vocabulary terms studied in Level 1. Student must be able to document the proper usage of at least 80 different vocabulary words studied in Level 1 English.

6. Student has completed and passed all assigned coursework with an average of at least 80%, with revision if needed.

7. Student has accounted for all class absences.

**Level 1 ELA Performance Criteria For A Final Course Grade Of C Or Higher:**

1. Level 1 ELA portfolio includes the course artifacts listed for a course grade of A.
2. At least 60% of Level 1 ELA portfolio items are represented in draft and final forms.
3. The average final grade for portfolio items is 70% or higher.
4. At least 60% of Level 1 ELA portfolio items have been edited to reflect proper spelling, punctuation and grammar.
5. Each Level 1 ELA portfolio item properly uses at least 12 different vocabulary terms studied in Level 1. Student must be able to document the proper usage of at least 60 different vocabulary words studied in Level 1 English.
6. Student has completed and passed all assigned coursework with an average of at least 70%, with revision if needed.
7. Student has accounted for all class absences.

[NOTE: Students must demonstrate at least this level of performance to be promoted to level 2 ELA courses.]

**Level 1 ELA Performance Criteria For A Final Course Grade Of D:**

1. Level 1 ELA portfolio includes the course artifacts listed for a course grade of A.
2. At least 40% of Level 1 ELA portfolio items are represented in draft and final forms.
3. The average final grade for portfolio items is 60% or higher.
4. At least 40% of Level 1 ELA portfolio items have been edited to reflect proper spelling, punctuation and grammar.
5. Each Level 1 ELA portfolio item properly uses at least 10 different vocabulary terms studied in Level 1. Student must be able to document the proper usage of at least 50 different vocabulary words studied in Level 1 English.
6. Student has completed and passed all assigned coursework with an average of at least 60%, with revision if needed.
7. Student has accounted for all class absences.

[NOTE: Students who demonstrate this performance will be referred to academic tutoring and repeat Level 1 coursework during interim sessions, as needed, until the student is able to demonstrate the performance required for course promotion.]

**Level 1 ELA Performance Criteria For A Final Course Grade Of F:**

1. Level 1 ELA portfolio includes the course artifacts listed for a course grade of A.
2. Less than 40% of Level 1 ELA portfolio items are represented in draft and final forms.
3. The average final grade for portfolio items is less than 60%.
4. Less than 40% of Level 1 ELA portfolio items have been edited to reflect proper spelling, punctuation and grammar.
5. Level 1 ELA portfolio items properly use less than 10 different vocabulary terms studied in Level 1. Student is unable to document the proper usage of at least 50 different vocabulary words studied in Level 1 English.
6. Student has not completed all assigned coursework and was unable to pass coursework with an average of at least 60%.
7. Student has not accounted for all class absences.

[NOTE: Students who demonstrate this performance will be referred to academic tutoring and repeat Level 1 coursework during interim sessions, as needed, until the student is able to demonstrate the performance required for course promotion.]

All courses would follow a similar pattern for grading and promotion standards, so that grading and promotion expectations are consistent. Only the required final portfolio artifacts would change to reflect the performance criteria and MCF for the specific course subject. So, for example, the performance expectations for Level 1 math course would look like this:
Level 1 Math Performance Criteria For A Final Course Grade Of A:

1. Level 1 Math portfolio includes the following course artifacts:
   - Short-term, intermediate and long-term course level SMART goals and evidence of measuring and tracking goal progress.
   - Create an appropriate Math model using estimation and graphing calculators to illustrate the growth and use of two selected technologies in the United States over a 30-year span or longer. Model should compare growth rates and predict future changes in the use of these items.
   - Interactive personal budgeting spreadsheet with a means to track budget goals, income and actual expenses.
   - Interactive spreadsheet that calculates actual intake of calories, fat and sodium as compared to goal intakes, and projects short-term and long-term impacts on weight and health.
   - Research and documentation of twenty mathematical concepts studied within two of the exploratory career/vocational technical areas studied; research will take the form of a Math textbook designed for future career/vocational students.

2. All Level 1 Math portfolio items are represented in draft and final forms.

3. The average final grade for portfolio items is a 90% or higher.

4. Each Level 1 Math portfolio item properly uses at least 10 differently vocabulary terms studied in Level 1.

5. Student must be able to document the proper usage of at least 50 different vocabulary words studied in Level 1 Math.

6. Student has completed and passed all assigned coursework with an average of at least 90%, with revision if needed.

7. Student has accounted for all class absences.

The expectations would look like this for the Level 1 Carpentry (exploratory) course:

Carpentry Exploratory Performance Criteria For Final Course Grade Of A:

1. Level 1 Carpentry portfolio includes the following course artifacts:
   - Three short-term course level SMART goals, (personal life skill goal, professional skill goal and work-readiness skill goal) and evidence of measuring and tracking goal progress. (This can be based, in part, on the Massachusetts Work-Based Learning Plan.)
   - Plan, construct and evaluate a woodworking project.
   - Develop a personal career pathway plan within the field of construction, which identifies at least four pathway steps and describes the education/training, job outlook and wages for each of those steps.
   - An analysis of five of the top health and safety issues within the construction industry and a training outline that would mitigate those issues.
   - Cost and spec analysis of the basic tools and equipment, and the space within which to house them, required to effectively address three common home ownership carpentry-based repairs.

2. All Level 1 Carpentry portfolio items are represented in draft and final forms.

3. The average final grade for portfolio items is a 90% or higher.

4. Each Level 1 Carpentry portfolio item properly uses at least 5 differently vocabulary terms studied in Level 1.

5. Student must be able to document the proper usage of at least 25 different vocabulary words studied in Level 1 Carpentry Exploratory.

6. Student has completed and passed all assigned coursework with an average of at least 90%, with revision if needed.

7. Student has accounted for all class absences.

Criteria for a course grade in this Math or Carpentry course would parallel those outlined above for Level 1 ELA. Students would have to meet the minimal expectations for the grade of “C” to be promoted to the next level. Students whose performance falls within the D or F criteria will be referred to academic tutoring and repeat Level 1 coursework during interim sessions, as needed, until the student is able to demonstrate the performance required for course promotion.
GRADUATION/“EXIT STANDARDS”

YBACS graduation standards reflect the same principals woven throughout the program and curriculum—demonstration of core performance competencies through external and internal assessments. This would include satisfactory MCAS performance (scoring “proficient” or above on all required subject matter exams) and successful completion of the final performance assessments required for each highest level of subject as noted in the YBACS Graduation Requirements (such as Level 4 ELA, Level 3 Math, Level 2 Foreign Language, etc.). Administrators will use the Student Academic Achievement Plan to track student progress throughout the program and students will use their Personal Success Blueprints to track personal progress toward academic and personal development goals. Students also have to successfully meet the performance requirements for an interdisciplinary project each year that demonstrates academic (ELA, Math) and career/technical (carpentry) mastery and the ability to apply these standards to real world or workplace problems:

- Level 2: Passing Grade on the Career Pathway Curriculum (CTE) Futurist Presentation
- Level 3: Passing Grade on the CTE Community Service Research Project
- Level 4: Passing Grade on the CTE Research Thesis Paper/CTE Project/Public Defense

Graduation standards will reflect MCF performance expectations as well as college and career readiness expectations outlined in the *Massachusetts American Diploma Project (ADP) Postsecondary Expectations Report* (2003, pp. 4-5) and the anticipated college and career-aligned high school assessments created by the Partnership for Assessment of Readiness for College and Career (PARCC). Students who successfully navigate these requirements prior to their final year will have opportunities, or who excel in an academic subject or career program of study, can elect to pursue one of the options to meet the requirements for YBACS Diploma with Distinction. (For sample subject-based eligibility, see Attachment J.) The following outline the graduation or exits standards for ELA, Math and Carpentry.

**LEVEL 4 ENGLISH LANGUAGE ARTS**

Sample Performance Outcomes: (An abbreviated list in the interest of space; a more complete list of ELA and Math Level 4 Performance Outcomes can be found in Attachment H.):
1. Increase his/her awareness of the depth of human nature captured in literature
2. Analyze characteristics of literary canon
3. Demonstrate analytical reading skills
4. Demonstrate critical thinking skills
5. Actively engage in small and large group discussions
6. Demonstrate effective oral presentational skills
7. Increase his/her vocabulary
8. Enhance his/her writing process, including the use of self and peer evaluation techniques
9. Analyze and/or explicate a text according to its literary elements
10. Maintain a writing portfolio
11. Complete persuasive research paper that analyzes & provides solution to a CTE-based problem
12. Express understanding of literature through a variety of media
13. Analyze and create connections between literature, sciences, history and culture
14. Develop an understanding and mastery of grammar
15. Synthesize and apply information presented in diverse ways to answer questions, solve problems or compare modes of presentation.

**Graduation Requirements**

- Passing final grade in English Level 4 as defined by the Level 4 Performance Criteria
- Score “proficient” (240) or higher on MCAS ELA (or successful application to ESE for MCAS Alternative Assessments though portfolio)

**MATH, LEVEL 3**

Sample Performance Outcomes:
1. Perform arithmetic skills with fluency and without a calculator.
2. Identify subsets of the real number system.
3. Calculate the relationships among various representations of parts of numbers.
4. Apply properties of operations & real number system; justify appropriateness for set of numbers.
5. Apply factorials and exponents, including fractional exponents, to solve practical problems.
6. Demonstrate fluency in operations with real numbers, vectors and matrices; use paper & pencil calculations or mental computation for simple cases, technology for more complicated cases.
7. Perform unit conversion and measurement, especially as needed in workplace environments
8. Represent and compute with complex numbers.
9. Investigate the concept of variable and basic symbolic manipulation
10. ID & classify functions as linear or nonlinear; contrast properties using tables, graphs, equations.
11. Analyze functions by investigating rates of change, intercepts, zeros, asymptotes and local and global behavior.
12. Use algebraic representations to model and solve problem situations.
13. Use the quadratic formula to solve quadratic equations that have complex roots.
14. Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.
15. Solve and graph linear equations involving two variables—graphically and symbolically.
16. Solve quadratic equations with real roots by graphing, formula and factoring.
17. Solve systems of linear equations involving two variables graphically and symbolically,
18. Create and analyze tabular and graphical displays of data using appropriate tools.
19. Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.
20. Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions.
21. Connect statistical techniques to applications in workplace and consumer situations.
22. Estimate and compute lengths, areas and volume in increasingly complex problem situations.
23. Apply the concepts of perpendicularity, parallelism & similarity to problem found in the workplace.
24. Identify the properties and measurement of angles.
25. Use trigonometric relationships to verify and determine solutions in problem situations
26. Apply logic, reasoning and deductive skills to Math-based problems and concepts.
28. Select and use various types of reasoning and methods of proof.
29. Evaluate a mathematical argument and use reasoning and logic to judge its validity.
30. Use formal mathematical language and notation to represent ideas, to demonstrate relationships within and among representation systems, and to formulate generalizations.
31. Interpret and comprehend Math problems expressed in number, word and verbal formats.
32. Communicate mathematical ideas orally in writing with a clear purpose and appropriate for a specific audience.
33. Apply mathematical modeling to workplace and consumer situations, including problem formulation, identification of a mathematical model, interpretation of solution within the model and validation to original problem situation.

Sample Performance Assessment
Using estimation, measurement, modeling and appropriate mathematical expressions and formulas, calculate the cost of setting up a CTE shop with at least 10 pieces of occupation-based equipment (determine space requirements, materials costs, estimated furnishing needs, equipment costs, utility needs.) Use correct industry math notations; justify your equipment selection; then, reconfigure and adjust all calculations to reduce initial costs by 18%.

Graduation Requirements
- Passing final grade in Math Level 4 or Math Level 3 as defined by the Performance Criteria
- Score “proficient” (240) or higher on MCAS Math (or successful application toESE for MCAS Alternative Assessments though portfolio)

LEVEL 4 CARPENTRY PERFORMANCE AND EXIT STANDARDS
Sample Performance Outcomes:
1. Demonstrate health and safety practices.
2. Read and interpret prints.
3. Demonstrate the fundamentals of carpentry.
4. Use hand tools.
5. Operate power tools.
6. Use and maintain ladders and scaffolds.
7. Demonstrate the ability to frame floors.
8. Demonstrate the ability to frame walls.
9. Demonstrate the ability to frame ceilings and roofs.
10. Demonstrate the ability to finish the exterior.
11. Demonstrate the ability to finish the interior.
12. Demonstrate commercial carpentry tasks.
13. Demonstrate positive work behaviors.
14. Evaluate the effects of community relations on companies and the industry.

**Sample Performance Assessment Tasks**
- Produce a safety demonstration in an online format.
- Performance of a weatherization analysis for a local non-profit or faith-based organization. Include estimated project equipment, costs, regulatory requirements and timeline estimations.

**Graduation Requirements**
- Passing final grade in Carpentry Level 4 as defined by the Performance Criteria
- Score “proficient” (240) or higher on MCAS Math (or successful application to ESE for MCAS Alternative Assessment though portfolio)

**D. ASSESSMENT SYSTEM**
The School Leader/Principal and Academic Coordinator have primary responsibility for curriculum and assessment. They oversee all academic operations and professional development of staff. YBACS will use a variety of assessment tools to assist both administration and staff in determining each student’s entry-level performance, academic progress and level of preparedness for movement to the next of four levels of the curriculum, skills for standardized tests such as MCAS and readiness for graduation and transition to post-secondary job placement or education. Assessment data will be overseen by the Administrative Team to help drive decisions regarding appropriate use of resources in terms of staffing, support services, learning materials and access to technology. Students who enroll at YBACS will be diverse in ages, grade levels completed and academic and personal needs. YBACS will make every possible effort to individualize instruction and instructional support, design Personal Success Blueprints and review ePortfolio artifacts to ensure student progress towards and attainment of the student’s personal program goals.
**YOUTHBUILD ACADEMY CHARTER SCHOOL ASSESSMENT TOOLS**

1. **Accuplacer (Standardized):** A collection of placement tests, typically administered by different colleges and technical schools, to their incoming students. The Accuplacer is used to evaluate a student’s aptitude within a number of basic academic areas to predict the student’s ability to succeed in college-level work (defined here as credit-bearing college coursework that counts toward a degree).¹

<table>
<thead>
<tr>
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<tr>
<td>Assesses college-readiness as defined by the New England Board of Higher Education (in above definition); fosters high expectations &amp; a rigorous course of study</td>
<td>Used by both colleges and technical schools; short assessments ranging from 12-20 questions; five of six tests are untimed</td>
<td><strong>Academic:</strong> Fosters academic skills required to matriculate into credit-bearing higher education courses</td>
<td><strong>Academic:</strong> Absolute, Value-Added, Comparative, Process Measures&lt;br&gt;&lt;br&gt;<strong>Frequency:</strong> Level 1, Trimester 1; Level 3, Trimester 3</td>
<td>Determine baseline academic needs to guide curriculum and instruction; assess academic skill gains and programmatic impact after two years; to determine interventions required to eliminate or at least minimize postsecondary remediation</td>
</tr>
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</table>

2. **AIMSweb (Standardized):** AIMSweb is a nationally-normed, researched-based assessment system for K-12 universal screening, progress-monitoring, and data management. AIMSweb provides guidance to administrators and teachers based on accurate, continuous and direct student assessment. At the heart of AIMSweb are K-12 Curriculum-Based Measures (CBM) of Reading and Math performance. Assessments include Early Literacy, Reading, Early Numeracy, Mathematics, Spelling and Writing. AIMSweb generates real-time reports at the student, class, grade and school that provide actionable data, to help schools determine RTI.

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<tr>
<td>Ensures student-centered interventions; fosters academic achievement; promotes appropriate level of academic challenge</td>
<td>Short (10 minute) consistent assessments allow for more learning time and real time feedback on student progress. It allows for acceleration—not remediation—in student curriculum and instruction as recommended for dropout students.² The MIDE (Spanish Early Literacy) assessment is included in the AIMSweb system.</td>
<td><strong>Academic:</strong> Compatible with MCF; focus on core reading and computational skills required for academic success; predictive power to report likely outcome of MCAS</td>
<td><strong>Academic:</strong> Absolute, Value-Added, Comparative and Process Measures&lt;br&gt;&lt;br&gt;<strong>Frequency:</strong> monthly</td>
<td>Reports chart continual progress towards academic performance goals and/or recommend interventions if student does not demonstrate academic progress; track impact of curriculum on cohort and individual academic interventions; inform school accountability measures</td>
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3. **AIMSweb Behavior (Standardized):** This nationally normed, researched-based assessment system provides the framework, resources and data for RTI and positive behavior support programs. Universal screening will identify students at risk for behavior or social skill problems that interfere with academic success using two types of valid and reliable screeners: Behavior and Emotional Screening System (BESS), for social-emotional problems, and Social Skills, for prosocial behavior and motivation to learn.

The AIMSweb Behavior measures non-academic skills identified by MA BHE, the American Diploma Project (required to perform well in a post-secondary environment) and the MA Work-Based Learning Plan (ESE) as being key to employability.

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<tr>
<td>Ensures student-centered interventions; cultivates leadership &amp; personal development; strengthen families &amp; communities; combined with AIMSweb to assess and foster academic and social development</td>
<td>Short (10 minute) consistent assessments; utilizes RTI model; addresses behaviors that are predictive of success in academic and work settings</td>
<td>Non-academic: time management, problem-solving, interpersonal skills, self-management and self-efficacy</td>
<td>Non-Academic: Absolute, Value-Added, Comparative, and Process Measures. Collected through student assessments and teacher observation forms</td>
<td>Chart progress towards social and behavioral performance goals; recommend interventions if progress not evident; track impact of program on at-risk behaviors of dropouts interventions; inform IEP and 504 plans; inform school accountability measures</td>
</tr>
</tbody>
</table>

4. **Career Cruising (ccSpringboard and ccTheRealGame):** Career Cruising offers a comprehensive suite of web-based products to help students in grades K-12 reach their full potential in school, career, and life. This is accomplished by engaging students through easy-to-use and very affordable online assessments, SIS integrated 4-year course plans, college application tracking tools and in-class financial literacy curriculum that helps students develop 21st century skills.

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<td>Cultivates college and career-readiness; student-centered; cultivates academic and personal development</td>
<td>Dropouts indicated enhancing the connection between school and work would increase student engagement³. All program screens can be viewed in English &amp; Spanish, increasing parental access/engagement</td>
<td>Academic: identify key academic skills and courses of study required for career preparation  Non-academic: career pathways research and development; career inventory and skills assessments; financial literacy; post-secondary planning</td>
<td>Non-Academic: Career interest inventories and values &amp; skills assessments; post-secondary research including financial aid needs; ePortfolio artifacts  Frequency: Skill/values surveys: Level 1; career interest inventory: Level 2; ePortfolio artifacts: ongoing submissions as needed to demonstrate CPC competency performance</td>
<td>Research career matches, job outlook and wage information; plan education and training programs.  Online Portfolio Tool allows students and faculty to track all career exploration activities and YBACS artifacts</td>
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</table>

5. ePortfolio (internal assessment): This online storage tool will contain required artifacts for each of the academic, career, and elective courses to show student progress and assessment toward graduation requirements, as well as artifacts that demonstrate post-secondary education and employment readiness. In addition to academic learning outcomes, the ePortfolio will demonstrate the relevance of academic learning outcomes to the key Personal Core Abilities for success in the applied areas of civic involvement, social responsibility and informed decision-making. (Depending on budgetary options, the school can opt to use the online storage feature of the Career Cruising system, Dropbox, or a combination of both.)

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<tr>
<td>Student-centered; tracks academic, personal and social development; documents academic and non-academic student achievements</td>
<td>Items are student-selected; provides venue for sharing achievements/artifacts with family, colleges and employers</td>
<td>Academic and Non-academic: documents performance, skill mastery, credentials and graduation criteria</td>
<td>Academic and Non-academic: Value-Added, Comparative, Process Measures</td>
<td>Document course, grouping and graduation performance criteria; track student progress (eds and final drafts); track student achievement; instant message feature allows dialogues between students &amp; faculty regarding artifacts; students can use it as part of a college or employment application</td>
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6. GMADE (Group Mathematics Assessment and Diagnostic Evaluation, Standardized): is a diagnostic Mathematics test that will measure student skills in the main areas of Math. This in-depth, group-administered test for grades K-12 helps Math instructors pinpoint the areas where students need instruction. Skills measured include: Concepts, and Communication, Operations and Computation and Process and Application. This assessment will be used to determine Math placement and establish a Math performance baseline.

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<td>Establish performance baseline for appropriate academic placement; identify skills and supports required to develop a rigorous course of study appropriate to that student</td>
<td>Analyzes strengths and weaknesses of student; allows for out-of-level testing so low-performing students can be assessed at their functioning level. Easy to understand parent overview available in Spanish</td>
<td>Academic: measures Math concepts and communication, operations and computation and process and application.</td>
<td>Academic: Absolute, Comparative Measures</td>
<td>Identify students who need remedial or enrichment programs; plan classroom instruction; develop IEP (if needed); determine Math readiness skills; help with college and career planning</td>
</tr>
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7. GRADE (Group Reading Assessment and Diagnostic Evaluation, Standardized): is a diagnostic test that determines what developmental skills students in pre-K through 12th grade have mastered and where they need instruction or intervention. GRADE is group-administered, norm-referenced and based on scientific research. It will provide YBACS instructors accurate information to assess Reading competencies and establish baseline performance.
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<tr>
<td>Establish performance baseline for appropriate academic placement; identify skills and supports required to develop a rigorous course of study appropriate to that student</td>
<td>Analyzes strengths and weaknesses of student; allows for out-of-level testing so low-performing students can be assessed at their functioning level. Easy to understand parent overview available in Spanish</td>
<td>Academic: Reading comprehension and Reading fluency and listening comprehension</td>
<td>Academic: Absolute, Comparative Measures</td>
<td>Identify students who need remedial or enrichment programs; plan classroom instruction; develop IEP (if needed); determine Reading readiness skills; help with college and career planning</td>
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8. Massachusetts Work-Based Learning Plan (WBLP): The Massachusetts WBLP is used to structure youth employment and work-and-learning placements, including summer jobs, internships, cooperative education placements, volunteer and service learning experiences and more. It is a four-page diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job. The WBLP includes a job description, a description of the Foundation Skills and Career and Workplace Specific Skills used in the student’s placement and a performance review section.

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<tr>
<td>Ensures student-centered interventions; fosters college &amp; career readiness through effective work-readiness behaviors</td>
<td>Drop-outs indicated enhancing the connection between school &amp; work increases student engagement⁴ An MA ESE study finds students participating in work-based learning showed improvements in attendance, speaking &amp; listening and improved interactions with coworkers⁵</td>
<td>Academic/Non-academic: Foundation Skills include skills that promote success in the classroom or the workplace. Career and Workplace Specific Skills provide an opportunity to identify and track key occupation-specific skills</td>
<td>Academic/Workplace Behavioral Skills: Value-Added and Comparative Measures</td>
<td>Students and faculty and/or employers will detail the specific work-based activities/expectations and then identify skill-specific goals set for the student over the course of the work-based learning or evaluation period. Resulting skill gains and evaluator comments can be utilized in future resumes, work applications and college applications</td>
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9. MCAS (Standardized): The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:
- test all public school students in Massachusetts, including students with disabilities and English Language Learner students;
- measure performance based on the Massachusetts Curriculum Frameworks learning standards;
- report on the performance of individual students, schools and districts.

### 10. Performance-Based Assessments (formative and summative internal assessments)

A student-created, observable product and/or concrete product that demonstrates their mastery of course competencies or learning objectives. Performance-based assessments generally:

- allow students to create their own response rather than to choose between several already created answers;
- are criterion-referenced, or provide a standard according to which a student's work is evaluated rather than in comparison with other students;
- concentrate on the problem-solving process rather than on just obtaining the correct answer; and
- require that trained teachers or others carefully evaluate the assessments and provide consistency across scorers.

Performance-based assessments more closely link assessment and instruction, more accurately measure the academic skills and knowledge, and allow a more complete account of student academic development.

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| Promotes high expectations and rigorous course of study for all students | They are public school students in Massachusetts; testing and scoring “proficient” is required by the MA Education Reform Law of 1993 | Academic: Requirement for a high school diploma | Academic: Absolute, Comparative and Process Measures  
Frequency: once for each of the four academic tests, unless test score is under 240; then re-test as needed | Individual student performance/ progress-data will inform instruction and curriculum; re-test performance data will influence student interventions; median student growth percentile (SGP) will be measured in all subject areas tested and for all subgroups for accountability purposes |

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6 Duran, Richard P. “Assessment and Instruction of At-Risk Hispanic Students.” *Exceptional Children*, October 1989

7 Math Accuplacer Alignment Seminar, November 2009, and ELA Accuplacer Alignment Seminar (April 2010). [Both were secondary/postsecondary professional development programs developed by the Bristol CVTE Consortium with support and input from community colleges, UMass, MA DESE, workforce investment boards and over 15 school districts.]
11. Personal Success Blueprint (goal-based internal assessment): This is a student-centered tool to develop and track short- and long-term progress toward the six literacies: academic, computer/technology, family/social-emotional, financial, health, and workforce readiness) for foundational skills that lead to additional credentials, fostering lifelong learning and leading to positive workforce outcomes.

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<tr>
<td>Goal setting assessment that is student-centered and student-driven and tracks individual development toward personal, social and academic goals that include career planning and the post-secondary training/education required.</td>
<td>Cost of university/ lack of financial aid, lack of high school academic success and/or lack of clear career goals are common reasons for post-secondary non-attendance.</td>
<td>Academic: academic goals may be course content specific, grade specific and/or academic skill specific (i.e., time management, study skills, note taking skills, etc.) Non-academic: career, life skill literacies and Core Abilities goals</td>
<td>Academic/Non-academic: Value-Added Measures</td>
<td>Students (with input as needed from advisors, instructors and support staff) will use this tool to write, track progress and document achievement of short-term and long-term SMART goals that address academic, career and personal growth. Blueprint artifacts from other academic and non-academic assessments, classroom project artifacts career-readiness documents (resume, references, etc.); acquired certificates, awards and honors; service-learning documentation; completed work-based learning plans; etc.</td>
</tr>
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</table>

12. Search Institute 40 Assets: The Developmental Assets® are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. Developmental assets are positive factors in young people, families, communities, schools and other settings that have been found to be important in promoting young people’s healthy development. Because of its basis in youth development, resiliency and prevention research and its proven effectiveness, the Developmental Assets framework has become one of the most widely used approach to positive youth development in the United States.

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<tr>
<td>Student-centered; promotes social development and self-advocacy. This assessment promotes life skill development, specifically family/social-emotional, which in turn can positively impact academic achievement.</td>
<td>Latino/Latina youth benefit from experiencing more of the 40 developmental assets in their lives, regardless of social-economic status. On average, young people with more developmental assets engage in fewer high-risk behaviors than youth with fewer assets.</td>
<td>Non-academic: family/social-emotional goals</td>
<td>Non-Academic: Absolute, value added and process measures Frequency: At least once a year</td>
<td>Students will regularly self-assess their 40 developmental assets. Counselors and other support staff will monitor assessments and provide counseling, resources and referrals, as needed, to support developmental asset acquisitions. Families will also be informed of the developmental assets and their importance in the healthy development of young adults.</td>
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13. **Student Academic Achievement Plan:** An administrative tool, from YBACS entry to exit, used to track each student’s at-risk indicators, diagnostic assessments, academic performance on formative and standardized assessments and progress toward graduation requirements. This *Student Academic Achievement Plan* will also contain materials related to holistic curriculum adjustments, differentiated instructional techniques and services particular to the individual student—such as, an IEP, ELL assessments and internal and/or external support services.

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<tr>
<td>Student centered; promotes student responsibility, allows for individualization of instruction, creates opportunities to integrate college and career goals.</td>
<td>Students that have dropped out of schools with a larger number of students and more structured instruction.</td>
<td>Academic: Non-academic: MCF and exploration of CPC career clusters.</td>
<td>Academic: Absolute, Value-Added, Comparative, and Process Measures; at-risk indicators (attendance, behavior referrals, etc.)</td>
<td>Internal/school-developed instruments will be administered in order to measure and report student progress and inform necessary adjustments to curriculum and instruction</td>
</tr>
</tbody>
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### ASSESSMENT TIMELINE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>ASSESS</th>
<th>PRE-ASSESS</th>
<th>L1T1</th>
<th>L1T2</th>
<th>L1T3</th>
<th>L2T1</th>
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<th>L2T3</th>
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| L = Level | T = Trimester |

Ongoing

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| L = Level | T = Trimester |

Will be assessed according to ESE regulations
Importance of Assessments to YBACS Stakeholder Groups:
Assessments, surveys and interviews will be utilized by the Board of Trustees and all stakeholders noted below to inform resource expenditures and priorities, staffing and instructional materials, the focus on intensity of professional development and any necessary changes to the school’s program with the specific goal of improving student learning and ensuring student retention.

1) Board of Trustees  
Student achievement data will assist the Board of Trustees in making critical decisions to shape the future of an evolving school model and in ensuring the program and curricula result in performance that aligns with the YBACS mission and vision. Data from academic assessments, career and interest inventory, English Language Learner levels and requirements for special education will set the staffing priorities and will drive professional development. With the School Leader/Principal and Academic Coordinator, the Board of Trustees will consistently review data to determine student needs and adjust the school finances and resources accordingly. The Board will receive regular reports of data at meetings throughout the year and as part of the Annual Report of the School’s Accountability Plan.

2) Administrators (School Leader/Principal and Academic Coordinator)  
will use data to determine resources required to meet student needs, to identify additional professional trainings and conferences and inform recommendations for purchase of technology, curricula and programmatic resources. Student achievement data will be used to monitor program effectiveness and faculty accountability. Data will measure criterion-referenced performance with other charter school programs serving similar populations, norm-referenced performance as well as student progress against internal performance benchmarks and targets. Non-academic student data will inform guidance and counseling staffing, training and programmatic resources as well as community partnering needs and opportunities.

3) Teachers  
will use data from both standardized and internal assessments to plan and modify lessons to improve student achievement. Initial baseline academic data will allow faculty to plan curriculum and develop appropriate instructional methods to target the identified differentiated needs of the students. Data will help faculty develop academic performance goals with students and track their progress towards those goals. Weekly assessment check-ins, such as those available through AIMSweb and AIMSweb Behavior, will allow faculty to apply the Response to Intervention (RTI) model to instructional practices, including matching instruction and interventions to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions (Batsche et al., 2006). Data will also help provide meaningful and measurable progress data to inform student progress toward IEP annual performance goals and benchmarks.

4) Students  
will use data to track progress towards SMART goals set for each course taken (see Section 2C regarding Performance Criteria) and for the six life skill literacy areas (academic, computer/technology, family/social-emotional, financial, health and workforce readiness) and towards course and graduation performance requirements. Academic data, in addition to Career Cruising and AIMSweb Behavior assessment data, will inform contributions and adjustments to their Personal Success Blueprints. For example, a data collection/completion checklist in Career Cruising can help students measure progress towards earning a work-study opportunity, or ePortfolio contributions can help students determine if they meet the criteria for college-readiness as defined by the graduation exit standards. Students can use data to inform meetings with program faculty and counselors, community mentors and/or support service professionals to analyze and advocate for additional supports and programmatic needs.

5) Parents  
YBACS recognizes that many of our students will be emancipated adults responsible for their own choices in school, attendance and completion. With student approval, the school will communicate student progress and achievement data to families (relevant and sponsoring caring adults) and/or support service professionals. Workshops will be provided once a trimester to inform and update parents on data collection tools, progress-monitoring and opportunities to support student academic and non-academic efforts. Data will be one means of communicating with parents and other supporting adults to ensure that programmatic efforts are supported and mirrored outside of YBACS.
E. SCHOOL CHARACTERISTICS:

The YBACS educational program was carefully designed to realize the mission, educational philosophy, curriculum and instruction, assessment system and school characteristics. This is reflected in the calendar, schedule, course placements, the mechanics of the education program, instructional methods, school culture, student behavior and discipline, family engagement, support services and external programs and partnerships.

The Calendar: YBACS will operate on a trimester basis, extending the school year to a total of 200 days of instruction with three entry points for students to enter the lottery and enroll: Trimester I (68 days), Trimester II (64 days) and Trimester III (68 days). As these youth and young adults may have been out of school for longer than a semester or for irregular periods of time, this approach to the schedule accommodates their need for flexibility. Each trimester will extend approximately 14 weeks, with 3 weeks between trimesters. The trimester calendar will allow for longer breaks within the school year and a shorter recess between grade levels, reducing academic skill loss frequently seen over summer months as well as the amount of remediation required at the start of the next cycle. The school will remain open during intersessions so students can take advantage of services to meet their continued growth needs—such as, balanced meals, counseling services and academic tutoring. Once chartered, the school intends to use a portion of its Title One funds for remedial services during trimester breaks. We anticipate, due to the student population’s level of poverty, that we will be recognized as a Title One high-poverty school.

The Schedule: YBACS will operate from 7:00 am until 6:00 pm; 6.5 hours of this time will be used for academic and career/technical coursework, allowing students to attain 1,300 hours of seat instruction each year, far exceeding the required 950 hours. The schedule will include breakfast, lunch and dinner with a community meeting period to begin each day. The academic day will run from 8:00 am until 4:00 pm. Classes will reflect a college-going environment by replicating a more college-like schedule allowing flexibility in duration and number of class sessions (See chart on next page: “Typical Student Week”).

Course Placement: Students will be admitted into Levels 1-4 courses, the equivalent of grades 9-12. Rather than be labeled with a grade level reflective of poor performance or incomplete academics, the YBACS will reflect more as a college course placement model in which students are placed at the level based on past performance/earned credits and prerequisites; therefore, it is possible that a YBACS student could be placed in Level 3 English and Level 1 Math. Similarly, students will be able to take courses outside of a standard high school scope and sequence as long as all prerequisites have been accounted for.

Mechanics of educational program: Students will be grouped into academic courses according to capabilities rather than age or “grade level.” Diagnostic assessment performance will determine course placement as will previously earned high school credit. A Humanities block (English and Social Studies) and a Math/Science block allow for instructional flexibility. When possible, instructors who work with the same level of students within a block can open up the instructional block to team-teach or to work on interdisciplinary projects.

Differentiated instructional methods: The following techniques will be used to meet the differentiated needs of all students: 1) small groups and tiered levels of instruction; 2) learner-centered curriculum (including online instructional design approaches); 3) student flexibility to move through the curriculum at their own pace; 4) a balance of contingent and embedded curriculum scaffolding, as needed to support students’ individual learning needs; 5) individual supports and interventions as needed to accommodate the RTI instructional model; 6) problem-based learning; and progress monitoring through short, frequent assessments (using AIMSweb). Additional details can be found in Section 2F, “General Responsive Education Classroom.” Following the completion of the student’s academic schedule, the school hopes to provide labs for online advancement and remediation, one-on-one tutoring, mentoring meetings and available support services. Finally, all classes will be taught by certified teachers meeting the federal highly-qualified guidelines who will be encouraged to pursue professional development opportunities in special education and ESL topics to enhance accessibility of the curriculum.

Student Schedule: This chart reflects a typical second year student who might be considered the equivalent of Grade 10, although coursework will reflect existing high school credits and impact the student’s grade level.
Class placement was based on diagnostic assessments, and this particular student tested into a basic math course but was able to meet the skill prerequisites for Level 2 English.

This student’s selected CTE program is Culinary Arts.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>7-8 am</td>
<td>Breakfast and mentoring (with academic tutoring services available)</td>
<td>Community meetings held within CTE program of study (conducted by CTE instructors &amp; support staff)</td>
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<tr>
<td>8-8:30 am</td>
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<td></td>
<td>Applied Art: Research Technology</td>
<td>Applied Art: Research Technology</td>
<td>Applied Art: Research Technology</td>
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<tr>
<td>8:30 -9:30 am</td>
<td>Applied Art: Research Technology</td>
<td>Math (Extra Math affords ability to address individual math needs.)</td>
<td>Applied Art: Research Technology</td>
<td>Math (Extra Math also allows for applied Math within the CTE program.)</td>
<td>Applied Art: Research Technology</td>
</tr>
<tr>
<td>9:35 -10:35 am</td>
<td>Math*</td>
<td>CTE Program of Study: Foundations</td>
<td>Math*</td>
<td>CTE Program of Study: Foundations</td>
<td>Math*</td>
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<tr>
<td>10:40 -11:40 am</td>
<td>Science*</td>
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<td>Science*</td>
<td>Science*</td>
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<tr>
<td>11:45 -12:15 pm</td>
<td>Lunch (guest/motivational speakers every other week based on student requests and needs based on performance data)</td>
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<tr>
<td>12:15 -1:20 pm</td>
<td>Fine Art</td>
<td>Humanities block (English &amp; Social Sciences)</td>
<td>Fine Art</td>
<td>Humanities block (English &amp; Social Sciences)</td>
<td>Fine Art</td>
</tr>
<tr>
<td>1:25 -2:25 pm</td>
<td>Personal Success</td>
<td>Humanities block (English &amp; Social Sciences)</td>
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<td></td>
<td>Personal Success</td>
</tr>
<tr>
<td>2:25 -3:25 pm</td>
<td>Language (This student needed ESL supports at Level 1 but is now up to speed so is now Level 2.)</td>
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<td>Language (Students who don’t require ESL or pre-ELA supports would be in the second year of a foreign language.)</td>
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<tr>
<td>3:30 -3:50 pm</td>
<td>Counseling and/or extended Language class (For this student, foster care support services twice a week and academic counseling once a week. When no counseling is required, this becomes extended class time, which for this student would be extended Language. Students struggling in Language would be assigned to this time slot to allow the flexibility of longer classes as needed.)</td>
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<tr>
<td>4 -5 pm</td>
<td>Co-ed Extracurricular Activity (This Level 2 student has a choice of fine arts)</td>
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<tr>
<td>5-6 pm</td>
<td>Dinner and mentoring (with academic tutoring services available)</td>
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* Back-to-back subject blocks allow flexibility for block labs/projects, guest speakers, and/or team teaching.

**Faculty Schedule:** Flexibility is also worked into the faculty’s time at YBACS. Ample time will be provided so faculty are able to plan curriculum that can meet the differentiated demands of this diverse at-risk population. In addition, faculty will have opportunities to partner with others in their field or program partners to enhance instruction or to develop their own instructional skills.

After several years of YBACS’s scaled up implementation, faculty will be afforded the opportunity to work flex schedules so that students have access to a wide range of instructional and support services from 7am until 6pm. All faculty will also be encouraged to attend community meals (breakfast, lunch and dinner) with students.
This is a sample faculty schedule for the Culinary Arts instructor.

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<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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</thead>
<tbody>
<tr>
<td>8:00–8:30 am</td>
<td>Community meetings held within CTE program of study (conducted by CTE instructors &amp; support staff)</td>
<td>Applied Arts: Research Technology*</td>
<td>Applied Arts: Research Technology*</td>
<td>Planning</td>
<td>Applied Arts: Research Technology*</td>
</tr>
<tr>
<td>8:30–9:30 am</td>
<td>Applied Arts: Research Technology*</td>
<td>Planning</td>
<td>Applied Arts: Research Technology*</td>
<td>Planning</td>
<td>Applied Arts: Research Technology*</td>
</tr>
<tr>
<td>9:35–10:35 am</td>
<td>CTE Program of Study: Exploratory (Level 1)</td>
<td>CTE Program of Study: Foundations (Level 2)</td>
<td>CTE Program of Study: Exploratory (Level 1)</td>
<td>CTE Program of Study: Foundations (Level 2)</td>
<td>Coop/Employment Development*</td>
</tr>
<tr>
<td>10:40–11:40 am</td>
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<td>11:45–12:15</td>
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<tr>
<td>1:25–2:25 pm</td>
<td>CTE Program of Study: Applied Problems (Level 3)</td>
<td>CTE Program of Study: Applied Solutions (Level 4)</td>
<td>CTE Program of Study: Applied Problems (Level 3)</td>
<td>CTE Program of Study: Applied Solutions (Level 4)</td>
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</tr>
<tr>
<td>2:25–3:25 pm</td>
<td>Shared Planning Time with Academic Instructors</td>
<td>Planning</td>
<td>Shared Planning Time with Support Staff and/or Administrators</td>
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<tr>
<td>3:30–3:50 pm</td>
<td>Office Hours: Like college, students can schedule appointments with instructors to review grades, project requirements, additional skill resources, etc. Meetings are scheduled in 10-minute blocks</td>
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<tr>
<td>4–5 pm</td>
<td>(Qualified staff will have the opportunity to earn stipend pay by sponsoring an extracurricular activity; activity offerings will be dependent on staff expertise, student interest, facilities and YBACS budget.)</td>
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* This teacher would have the training/education required to assist with an elective, in this case, one of the Applied Arts courses.

** This time can be used to develop coop/employment opportunities or to perform labor market and employment research. It allows for ongoing instructor externships in industry settings to better inform instructional practices, program elements and program outcomes. It is also flexible enough to accommodate planning time with college staff to develop articulation agreements, leverage college instructional facilities. If need be, this time could be used to meet with parents.

**Summary of Teachers’ Schedule (40 hours)**

- **Weekly Instructional Time:** 23 hours/week
- **Weekly Planning/Meeting Time:** 4 hours/week in-house; 4 hours/week with external program partners.
- **Weekly Lunch Time:** 2 ½ hours/week
- **Weekly Individual Planning Time/Student Advising Time/Supervision duties as defined by the school administrator:** 6 ½ hours/week

**School Culture:** YBACS will build a culture of high academic achievement, personal development and accountability supported by caring, mutual respect and individual attention by and for all members of the school community. This will be demonstrated through a variety of means:

- **High Achievement:** partnership with NECC, use of Accuplacer diagnostic at program entry and placement testing to assess college-readiness, Graduation with Distinction opportunities, access to online enrichment opportunities such as college or AP courses, Personal Success Blueprint that includes Core Ability artifacts and academic SMART goals and track progress toward those goals, Student Academic Achievement Plan, and the Career Cruising College and Career Plan.

- **Personal Development and Accountability:** Personal Success Blueprint and ePortfolio include SMART goals and artifacts demonstrating competence in the six literacies (academic, computer/technology, family/social-
emotional, financial, health and workforce readiness) and five Core Abilities (build learning skills, communicate effectively in all modes of delivery, take responsibility for your actions and choices, maintain successful personal relationships and apply critical thinking skills); Youth Development and Leadership curriculum and Restorative Practices.

- **Caring & Respect:** daily community meetings, monthly family informational forums, learner-centered progress reports and communications, service learning, family/social-emotional literacy woven throughout the curriculum, AIMSweb Behavior assessments, Search Institute 40 Assets assessment, Student Council, Parent Council, asset-based reports and communications, Youth Development & Leadership curriculum, Restorative Practices, AIMSweb Behavior assessments and Search Institute 40 Assets assessment

- **Individual Attention:** learner-centered assessments, frequent and consistent progress-monitoring, RTI model of intervention, Personal Success Blueprint, Student Academic Achievement Plan, partnerships with community organizations and agencies to provide student supports and access to extracurricular activities, ESL and SPED support services, and performance-based assessments and portfolio artifacts that can be individualized according to topic and/or focus.

**Means of establishing and communicating culture:**

**Students and families:**
- Required YBACS meet-and-greet orientation for newly-enrolled students and their families (relevant and sponsoring caring adults)
- Morning community meeting
- Family dinners and family engagement/informational forums
- Regular school/program communications, including Student Handbook (print, online)
- Regular student achievement celebrations
- Support services provided by community partnerships
- Service learning/community-based service projects
- Instructor office hours
- Personalized student assessments and progress reports (Personal Success Blueprint, Student Academic Achievement Plan, ePortfolio, performance-based assessments, etc.)

**Student and Parent Councils**

**Community:**
- Community partnerships
- Service learning/community-based service projects
- Onsite access to students and families to provide community-based services

**Administrators/Teachers:**
- Shared vision (We anticipate YBACS will attract quality faculty and staff who share our vision. We will evaluate potential candidates through the interview/hiring process to ensure a shared vision.)
- Time built into schedule for shared planning, team-teaching, and partnering with outside agencies to further program curriculum and outcomes
- Professional development opportunities that further human capital and professional skills
- Instructor office hours and opportunities to collaborate with academic and industry professionals
- Assessments tools that provide a holistic view of student progress and program effectiveness; opportunities to develop internal assessments and programmatic benchmarks

**Student Behavior and Discipline:** The school recognizes that both student and staff safety is a major element that contributes to the culture of a school. While the school will help students understand and develop decision making and poor choice consequences through its Restorative Practices, students need to also understand rules that are consistent with public laws. Within the school discipline policy there will be expellable offenses that are required reportable offences to local law enforcement agencies.
• Students carrying a weapon to school or using an object as a weapon will be suspended and required to attend an expulsion hearing with the School Leader/Principal to determine if the school is the right place for the student.

• Any student that possesses drugs (legal or illegal) or distributes drugs will be suspended and required to attend an expulsion hearing before the School Leader/Principal.

• Any student who assaults a staff member (physically or threatens and puts reasonable fear in that person) will be suspended and attend an expulsion hearing before the School Leader/Principal.

These three offenses are considered extremely serious, are against the mission of the school and have a direct impact on the safety of all who are part of the school. The school also intends to implement a discipline policy that will address other serious offenses such as fighting that can have a detrimental effect on the school environment.

**Discipline and Special Populations:** We anticipate that many of YBACS students will have both court involvement and pending police matters. In these cases, the school will develop behavior contracts that address the specific behavior and how it impacts the school community. YBACS will engage the law enforcement agencies responsible for the supervision of the student that will be required to be placed either in DYS or incarcerated and will develop plans for re-engagement back to the school community. Special education students with IEP plans will be subjected to the school discipline policies with the consideration and guidance of the required regulations for the disciplining of special education students. Particular importance will be the development of the student IEP and determining the student’s ability to follow rules and alternative strategies for dealing with infractions.

Otherwise, YBACS will use Restorative Practices as its primary discipline tool. The use of Restorative Practices helps to: reduce crime, violence and bullying; improve human behavior; strengthen civil society; provide effective leadership; restore relationships and repair harm. It is proactive in the sense that the YBACS community develops procedures and expectations; this replaces establishment rules that are broken and require countless staff hours for enforcement. Restorative Practices include victim support circles, victim restitution, victim-offender mediation, victimless conferences, positive discipline and therapeutic communities. Full Restorative Practices include peace circles, family group conferencing and community conferencing. Each of these practices has an established structure so that all partners understand the purpose of the practice, their roles within it and strategies to achieve the desired outcome: restoring the community to a whole.

Faculty and staff will be fully trained in Restorative Practices prior to the school opening. All new students will be trained in the techniques and procedures for Restorative Practices during the student orientation. Teachers will reinforce practices through classroom visuals, regular simulations and verbal supports. Written information on Restorative Practices and behavioral expectations will be provided to students and families in English and primary languages spoken in the home (if not English) via the Student Handbook, program website and regular communications. These policies will also be clearly communicated during orientation activities for newly-enrolled students and their families.

**Family engagement:** Families and other identified supporting caring adults will be actively engaged through a variety of methods, most of which have been described earlier in this section.

**Methods of Engagement/Gathering parental feedback/satisfaction:**

• Materials will be provided in print and online, and home reports and other pertinent home communications will be provided in English and in languages identified in the Home Language Survey.

• Programmatic Orientation

• Dinners

• Progress Report (aka, “report card”) celebrations and end-of-trimester events

• Family Information Events
• Parent Council
• Home Visits (as needed to communicate student progress and/or any challenges)

All parent feedback will be used to inform programmatic elements and the YBACS Accountability Plan and will be communicated as indicated in Section IVB of this application.

Diversity of communications:
• **Academic:** Trimester reports (including diagnostic and performance assessment data, faculty feedback and student reflections), team meeting to support ELL students and students with special needs
• **Social-Emotional:** Trimester reports (including progress on student’s Personal Success Blueprint—including core abilities, SMART goals and six literacies, AIMSweb Behavior and Search Institute’s 40 Assets) and regular student celebrations
• **Accountability:** programmatic surveys provided with all Trimester reports, Open Door sessions with School Leader/Principal, Parent Council, representation of parent on YBACS Board

**Support Services/External Programs and Partnerships:** YBACS recognizes the need to identify and provide support services that will assist students in creating stability and focus in their lives so they can target their energies into completing their education. These support services will be provided in a “School-Linked Services’ model with some services being provided on-site and others through contracts or partnerships with social service or health providers. Accordingly, YBACS will seek a variety of community programs and partnerships, in addition to services noted above, to expand opportunities for our students and to enrich the school program with educational, cultural, career and experiential resources. Services may include health and wellness counseling, childcare referrals, connection to the Office for Children and Families, support for homeless students and those in foster care. These partnerships will be overseen by the Student Support Services Coordinator. Some examples are below and for several, details are found in Attachment M:

• **Foster Kids of the Merrimack Valley:** identify mentors for foster children who age-out of publicly-funded support at age 18 and need the attention of a caring adult to transition to the coming life stages.
• **City of Lawrence:** recently received a major Safe & Successful Youth Initiative grant to work with this population of students and young adults.
• **Safe and Drug-Free Schools grants:** reinforce the positive school climate and provide ongoing education about the damaging effects of drug use to students and the community.
• **Lawrence Police Department (LPD, Shannon Grant):** break down barriers of distrust and create communication and respect, while jointly addressing gang violence in the community
• **Maria del Pilar Quintana Family Center:** enroll eligible young adults who wish to obtain U.S. Citizenship in Citizenship education classes.
• **Merrimack Valley Workforce Investment Board/ValleyWorks Center:** workshops for career readiness and employability.
• **Merrimack Valley Center for Innovation & Entrepreneurship –** support to YouthBuild as part of the Merrimack Valley Sandbox Initiative for entrepreneurship classes for youth.
• **Northern Essex Community College – MOU for Post-secondary Education Initiative.**
• **Salem State University – MOU for Post-secondary Education Initiative.**

**F. SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES**

YBACS understands its mission of educating high-risk students and has designed an instructional program to meet the educational needs of all students. Students who are below grade level will receive the support of staff trained in effective, alternative, pedagogical practices to help students achieve and learn the basic skills necessary to move into grade-level courses (for students who test well below grade level there will be pre-Math, pre-Language/ELA, and pre-Science courses offered to get students’ academic skill sets up to a high school level). These staff members will include experienced content teachers, specialists and tutors.
Special Education Services
YBACS recognizes that a significant number of enrolled students will have previously had a formal IEP which may have expired. Upon receiving this information, an immediate evaluation will be recommended. Through the diagnostic and testing phase of enrollment, teachers will develop academic plans and monitor student progress. These students demonstrating further academic deficiencies will be referred for additional diagnostic testing. Also, any student who demonstrates continued academic deficiencies through the RTI process will be identified for additional intervention services.

YBACS also recognizes that many of its students will be 18 years of age or older—legal adults. YBACS will provide counseling and support for them to understand their rights and the school’s role in providing special education services. A full-time certified special education teacher will form part of the RTI team who will oversee any formal testing deemed necessary by the RTI team including assessment for Specific Learning Disabilities (SLD). Because the special education teacher will participate in the RTI process, no student experiencing academic difficulties should go unnoticed. The special education teacher will provide the modifications and oversights of lesson plans required by Individualized Education Plans (IEPs) as well as teach the subject-content required including assessments for Special Learning Disabilities (SLD).

The program types that YBACS plan to offer are:
- Inclusion classroom model
- Resource room if needed

YBACS anticipates hiring a full-time, licensed special education teacher in Year 1 with additional use of 1 or 2 paraprofessionals if student numbers warrant this and anticipates hiring additional special education teachers in both the second and third year of operation. The school will contract for a special education director through the Management Organization to oversee the administrative functions of special education including sign-off on all initial evaluations and re-evaluations. The special education director will also oversee professional development for special education teachers to conduct team meetings and for classroom teachers to know their responsibilities in completing assessment forms. The school anticipates providing contracted services through the Management Organization for occupational and speech therapy through “Speech Solutions,” a currently-approved ESE vendor.

YBACS recognizes that special education referrals will be made through the following avenues:
- Enrollment process—students holding current and expired IEPs.
- Parent referrals (up to age 18)
- Student self-referrals (18 and over)
- Agency referrals (doctors, Dept. of Youth Services, etc.)
- Charter School staff through the RTI process

English Language Learners
Students identified for English language support and who currently cannot perform ordinary classroom work in English will qualify for the ESL program; they will receive instruction that is specifically designed to assist them both in learning English and in learning subject matter content. These students are considered as identified as Limited English Proficient (LEP) students or as English language learners (ELLs). YBACS will administer a Home Language Survey, which is also part of the application document (contained in Attachment C) to identify students who may be English Language Learners (ELLs). Once identified, the English proficiency of incoming ELL students will be assessed using the Language Assessment Scale (LAS) for tests in reading, writing, speaking and listening. These assessments are based on the World-Class Instructional Design and Assessment (WIDA), English Language Development standards, and other pertinent records and information. In addition, YBACS has the option to use the MIDE, a Spanish-based Pearson diagnostic assessment for ELL students. The YBACS will use ACCESS, a recently-mandated, state-approved assessment for measuring language proficiency for ELL students. Faculty in all content areas will be Sheltered English Immersion trained when hired and/or will participate in SEI professional development before classes begin. Assessment data culled from all instruments used (including AIMSweb, MCAS results
and academic performance will be analyzed for the purposes of exiting students from the English language support program. Progress towards academic proficiency benchmarks will be assessed and analyzed at least monthly for ELL students who fall into the Tier 3 category on the RTI model. Annual assessments, such as the MCAS, will provide value-added measures, following the newly-implemented "growth model," a method of measuring individual student progress on statewide assessments by tracking the scores of the same students from one year to the next.

An instructional program (both pull-out support and immersed in regular classroom settings) will provide sheltered and scaffolded instruction in all content courses by Sheltered English Immersion (SEI) trained staff as well as direct instruction in English language development by an English as a Second Language (ESL) certified teacher. This will ensure that the English Language Proficiency Benchmarks and Outcomes for English Language Learners are incorporated into those students’ Student Academic Achievement Plans and progress towards those benchmarks tracked. Students will also be provided with scaffolded supports when in need of ESL for content-specific courses. This will advance academic language development, as well as the achievement of ELL students. Initial diagnostics assessments and ongoing progress-monitoring will ensure that the needs of ELL students will be addressed through the RTI approach described earlier in this section. Student assessment data and reports and notices from the school will be sent home in languages other than English if parents or students indicate on the Home Language Survey that that is their preference. School parent and community engagement events will be advertised and information provided in multiple languages, to accommodate any needs indicated by the Home Language Surveys.

The efficacy of the English language support program will be assessed by reviewing the result of language proficiency assessments, progress towards the English Language Proficiency Benchmarks and Outcomes for English Language Learners, ACCESS for ELLs, MCAS, AIMSweb and other assessments to determine programmatic absolute measures, value-added measures, comparative measures and process measure to ensure the academic and development needs of ELL students are being met and that the instructional program is effective and viable for this student population.

We anticipate that a significant percentage of students will be limited English proficient, so we will hire a teacher with ESL certification and experience with ESL instruction for grades 6-12 as well as sheltered instruction in the content disciplines. The number of hours of instruction is proportional to the language proficiency levels of students and to their depth of knowledge in the content areas even if in languages other than English.

**Nutritional Program**

The school will develop a Wellness Policy and program that will help frame the nutrition program for all meals served—breakfast, lunch, and dinner. Breakfast will be served for students who arrive early to the school, and meals will be available through dinner. As 81.5% of the Lawrence school-aged population qualifies for free lunch, and an additional 5.5% qualify for reduced lunch, YBACS will utilize federal, state and private dollars to ensure that all youth have access to three, nutritious meals each school day (MA DESE, School and District Profiles, “Lawrence School District” [http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=01490000&orgtypecode=5&leftNavId=303&](http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=01490000&orgtypecode=5&leftNavId=303&), Retrieved 2 November 2012).

YBACS will administer the free and reduced lunch program through the Management Organization Agreement and in collaboration with the Food Services Director who currently oversees the free and reduced lunch programs at Lawrence Family Development Charter School, is fully trained in both fiscal accountability and new guidelines for nutrition. YBACS will distribute and collect income eligibility forms and expects that 100% of the enrolled students will meet the income requirement to participate.

**School Supports and Services**

A major component for the success of YBACS is our comprehensive school support programs, which includes partnerships and extended services outside the school and in the community. Relationship building, modeling and mentoring will provide the key components for students to feel both valued and secure enough...
to reach out to adults working with them in the school. Through these adult relationships advocacy on the
student’s behalf will both heighten and remain at the forefront during the RTI process.

Through the School-Linked Support Services program a management and delivery system will be tracked
through the Student Academic Achievement Plan. Each student’s plan is both personalized and flexible based
on each student’s progress and accomplishments. The social responsibility component of the School-Linked
Services will enable the student to view the school from three perspectives; individual responsibility in
interactivities, the collective within a team, communal and ongoing support through post-graduation.
Services linked into school will include workshops for the development of self-advocacy and a
comprehensive understanding of the many outside services that have been denied in the past. These
comprehensive services will be extremely valuable, especially for the many students who already have children
of their own. Finally, parents and families will be encouraged to visit the school especially for report card
activities at the end of each trimester to join faculty to encourage communication and information sharing as
well as student progress and achievements.

YBACS plans to establish a partnership with the Greater Lawrence Community Health Center (GLCHC), an
onsite clinic that will be staffed by new GLCHC resident physicians required to provide community service to
a community-based organization. Students will receive onsite health services as well as direct referrals to the
health center, as needed. GLCHC will assist YBACS students and families with accessing health insurance.

III. HOW WILL THE SCHOOL DEMONSTRATE ORGANIZATIONAL VIABILITY?
A. ENROLLMENT AND RECRUITMENT

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grades</th>
<th>Annual Student Enrollment</th>
<th>Total Student Enrollment</th>
<th>September</th>
<th>January</th>
<th>April</th>
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<tbody>
<tr>
<td>2013</td>
<td>1st Year</td>
<td>9</td>
<td>60</td>
<td>60</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2014</td>
<td>2nd Year</td>
<td>9-12</td>
<td>40</td>
<td>100</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2015</td>
<td>3rd Year</td>
<td>9-12</td>
<td>40</td>
<td>140</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2016</td>
<td>4th Year</td>
<td>9-12</td>
<td>33</td>
<td>173</td>
<td>20</td>
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<tr>
<td>2017</td>
<td>5th Year</td>
<td>9-12</td>
<td>As seats are available</td>
<td>173</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: Upon notification of additional guidance from ESE to districts in or near the 15% cap, YBACS
anticipates requesting seats up to 240 students if available.

*YBACS will add students as approved

Although YBACS recognizes the statutory regulation for not admitting students beyond grade 10, its mission
is to consider all students who have dropped out of school and offer them a high school education. YBACS’s
rationale for selection of a 173-student enrollment is derived from the available seats from the charter school
cap in Lawrence as well as an intent to operate a smaller size school (up to 240) to ensure adequate attention
to a high-need, high-risk student population. The growth strategies noted in the chart will allow for the school
to enroll an initial cohort of 60 students and it will establish waitlist. In Year 1, YBACS must enroll a
minimum of 60 students for the first year to ensure financial viability to sustain the most educational and
support services—the school will have fiscal strength to hire educators and administrators sufficient for small
group instruction and oversight. Additional funding will be sought to pilot wrap-around services. By having
one lottery in Year 1, the school will be able to address assessment, placement, create Personal Success
Blueprints, ePortfolios and Student Academic Achievement Plans for a manageable cohort and best forecast
future staffing. In each subsequent year, YBACS will implement the lottery selecting one half of its
enrollment in September, the traditional school entry point for students. YBACS will also in subsequent years
add additional enrollment based on the trimester model allowing for non-traditional and mid-year entry for this non-traditional population. The school will establish a waitlist for these subsequent enrollment dates of January and April. The lottery and waitlist will be annual and new applications will be taken in the summer—preceding fall entry. Students on the waitlist will be entered in the new lottery. The opportunity to add students for each subsequent trimester will allow for smaller increases in overall enrollment and individualized attention to new students. YBACS recognizes that many of these students may not have traditional family relations or have high tensions with parents/guardians. When these are positive, YBACS will include parents/guardians, inviting them to Orientation and subsequent monthly coffees to learn of the school’s program. All students will have the opportunity to identify an adult who has had a significant role in their life such as a grandparent, older sibling, coach, employer or mentor. YBACS staff will contact this person and invite them to the Orientation to learn about the school’s mission and vision and encourage their involvement as part of the student’s support and Student Academic Achievement Plan.

The School’s Recruitment and Retention Plan is a comprehensive description of outreach through traditional and non-traditional avenues with attention to all subgroups. In selecting the school site, YBACS will ensure that it meets handicap accessibility for all potential students. Guidance counselors at Lawrence High School will be contacted on a monthly basis for referrals for recent and in process dropouts for their assistance in distributing flyers about YBACS’s trimester lotteries. Flyers will also be distributed in neighborhoods and at community organizations that services this dropout population. Promotions to parents about the YBACS will be done through the Fund’s Adult Education programs. The strategy YBACS will also utilize is to focus on non-traditional social activities and media—Facebook, popular local radio programs, MTV, YouTube and the local human service agencies (Attachment B).

B. CAPACITY

YBACS has a founding group composed of individuals with experience, education and expertise in the areas required for opening and operating a charter school, particularly with a defined target population of previously disengaged students ages 16-22. The group came together as a result of strategic planning sessions and discussions among:

- Members of the Board of Trustees of Lawrence Family Development Charter School
- Members of the Board of Trustees of Lawrence Family Development and Education Fund, Inc.
- Staff members of YouthBuild-Lawrence who have been engaged in The National Schools Initiative (NSI) funded by Bill and Melinda Gates to link YouthBuild education programs to a high school diploma track rather than a General Equivalency Diploma (GED).

Workforce Development and Career Training, At-Risk Youth Counseling, and support service providers have partnered with us to help inform the program elements that will make YBACS an engaging effective dropout recovery program, including: career exploration, community service and on-site skill development. The YBACS founding members have met since 2010 to discuss the design of a YouthBuild Academy Charter High School, anticipating the availability of seats. The founding group meets bi-weekly in person and regularly through e-mails and video conferencing to respond to the questions of the application and the process of opening a school. Goals, objectives and specific activities and actions are the result of deliberate attention to each section of the application and represent input from each member. Individually, members of the founding group bring diverse and necessary professional skills in secondary and post-secondary education, career and vocational technical education, youth advocacy, program development, law, workforce training, governance and finance. Collectively they support the immediate need to re-engage disconnected youth and young adults in a supportive and structured academic environment and immediately address the personal, economic and social costs of academic underachievement for individual young people for our community and for our Commonwealth.

Members of the founding group for YBACS are:

1) Raquel Bauman, an ESL facilitator - Dr. Bauman’s holds an EdD as well as a Bachelor of Science in Bilingual Education and a Master’s degree in Counseling and Psychology. She is currently an Adjunct Professor in the Graduate School of Education at Cambridge College and facilitator for the ESL program for the Ayer Public Schools. Her extensive background as an instructor, counselor and administrator at the
secondary and post-secondary level and expertise in curriculum design and program development for ELL students brings valuable experience and knowledge to YBACS’s Board of Trustees.

2) **Wendy Taylor** earned a M.Ed. in School Counseling, is a licensed school counselor and has a BS in psychology. For the past four years, she has worked for the Collaborative for Educational Services as an Education Liaison for The Department of Youth Services (DYS). In addition to serving the youth commitment to DYS, Wendy helped write and implement Career Exploration Curriculum for young people in DYS programs. Wendy serves as a member of the Positive Youth Development/Culturally Responsive Practice. She guides DYS educators and staff with positive approaches to work with young people. Wendy will bring her experience to the Board of Trustees.

3) **Nelson Butten**, a native of the Dominican Republic - Nelson holds a Bachelor’s degree from Cambridge College and is Co-Director of Lawrence CommunityWorks, a non-profit organization specializing in youth development and community building in Lawrence. Nelson was an AmeriCorps volunteer for two years in City CORE, developing leadership skills and tutoring in public school classes. He is an active member of the Lawrence community and will bring knowledge and experience working with the target population for YBACS to serve on the Board of Trustees.

4) **Michael Caban**, a graduate of YouthBuild-Lawrence in 2005 and a recent full-time Case Manager for the GED program of YouthBuild-Lawrence Michael is currently enrolled in Northern Essex Community College, majoring in Human Services. Michael had dropped out of school and faced many of the personal and economic challenges of disengaged youth before enrolling in YouthBuild. He excelled in the program and was elected to the National Youth Advisory of YouthBuild USA and served as national president for one term. His personal understanding of issues faced by youth who have dropped out of school and seven years assisting youth to rebuild their lives and futures will bring a deeper understanding and credible valuable perspective to the YBACS Board of Trustees.

5) **Ralph Carrero**, M Ed., Superintendent of Lawrence Family Development Charter School (2007-present) and founding Board President - Ralph is also Executive Director of Lawrence Family Development and Education Fund, Inc. the sponsor of YBACS. Mr. Carrero has extensive secondary school experience at Greater Lawrence Vocational Technical High School as Assistant Bilingual Coordinator, Dean of Discipline and Coordinator of Student Services. He is a former eleven-year member of the Lawrence School Committee and has extensive knowledge in development of school policies and programs. He currently serves as Vice President for the Massachusetts Charter School Association. He will have an administrative position in YBACS through the Management Organization.

6) **Juan Carlos Cedeño** an experienced student support professional. He holds a Bachelor’s degree from Tufts University and most recently joined Lawrence Family Development Charter School as its Placement Counselor. Prior to this position, he was director of his own intern referral company Intern Development Institute, assisting young adults to access summer internships in Fortune 500 companies, leading to full-time employment. Born of Puerto Rican heritage he grew up in the Bronx and in Boston, experiencing the challenges of urban adolescence before recruitment to A Better Chance, a program which placed motivated and talented minority youth in schools that nurture their academic potential. He has previously worked as a college admissions director, director of a Better Chance residence and a program manager for Inroads. Carlos will bring his experience with urban youth to the YBACS Board of Trustees.

7) **Anne Hemmer** is a Senior Vice-President for Peoples United Bank with a MA degree from Simmons College - Ms. Hemmer brings extensive financial experience as a vice-president at Fleet Bank, State Street Bank and Trust and DanversBank, and as senior auditor for Coopers and Lybrand. She is currently a board member of LFDEF, Inc. and Treasurer of Lawrence Family Development Charter School. She brings strong financial expertise and oversight to the YBACS Board of Trustees.

8) **John Housianitis**, is a founder and Board President of the Board of Lawrence Family Development Charter School and Board President of LFDEF, Inc. sponsor of YouthBuild-Lawrence - Mr. Housianitis holds a BA in History and Secondary Education from Merrimack College and is a member of the faculty and administration at Central Catholic High School for over thirty years. He is a former member of the Lawrence School Committee and held a leadership role in the Massachusetts Association of School Committees. He is Governor of the Hellenic Education Association of Massachusetts. He brings extensive leadership in school governance to the YBACS Board of Trustees.
9) Patricia Karl, M Ed., is a founder and superintendent of Lawrence Family Development Charter School (1995-2007) and as Executive Director of LFDEF, Inc. and founder of YouthBuild-Lawrence - Ms. Karl holds a M.Ed. in School Administration and was a public school educator and an administrator for a college consortium. As a community volunteer she has served on the board of several non-profit youth development and health care organizations. She has extensive experience in board governance and school leadership and will assist in a consulting position with developing college and institutional partnerships for the proposed charter school.

10) April Lyskowsky, Esq., is a Director of YouthBuild-Lawrence and a member of the Massachusetts Coalition of YouthBuild - Ms. Lyskowsky holds a Juris Doctor and is a member of the Massachusetts Bar. Ms. Lyskowsky has administrative experience as Executive Coordinator of the Lawrence Redevelopment Authority and Property Specialist for the Planning Dept. of the City of Lawrence. She was the Career Counselor for YouthBuild-Lawrence. As a member of the National Schools Initiative of YouthBuild USA, she has traveled extensively to YouthBuild programs throughout the country. She will bring this experience to an administrative position at the proposed YBACS.

11) Mary Beth Sullivan, holds a MA in Occupational Education and is past principal of Greater Lawrence Technical High School (2000-2006, retired) - As Principal, Ms. Sullivan led a 1,500 student body urban school, oversaw staff development, the teacher mentoring program and an extensive school expansion. She oversaw the restructuring of the school education model into Career Clusters and implementation of the Chapter 74 Career Exploratory programs. Her prior experience in secondary administration was Curriculum Coordinator and Integration Specialist and as an English Teacher and Department Chair. She has been a member of the NEASC Evaluating Teams for School Accreditation and is on the Board of Directors of Notre Dame Education Center, Northeast Education Consortium and LFDEF, Inc. Ms. Sullivan brings extensive experience in secondary school administration and board governance to the YBACS Board of Trustees.

12) YBACS will include a student member on the Board of Trustees, elected annually by the student body. This will follow the successful leadership format used by YouthBuild programs known as Student Policy Councils and will regularly bring forward a student voice at board meetings. The Board of Trustees will be comprised of 13 members:

- 4 members nominated by the LFDEF, Inc., the proven provider organization;
- 4 members identified by the Nominating Subcommittee from the community;
- 4 members who are representative of the four career pathways, identified by the Nominating Subcommittee a.) construction b.) business and computers consumer services c.) health services d.) hospitality and tourism
- 1 member (ex officio) President of the Student Policy Council

Advisory Board Members:
In addition to the Founders of YBACS listed above, YBACS identified individuals who will assist in the opening, operation and success of the school providing resources, partnerships, community service and work opportunities for the school and our students. These individuals will enhance the operation of the school and support the academic and personal growth of enrolled students and graduates. These will include:

1) Peter Kamberelis holds a BBA from the University of Massachusetts and has been the Director of Development at Lawrence Family Development Charter School for the past ten years. His current responsibilities include writing ESE entitlement and competitive grants and federal, corporate and foundation grants. During this period, he also held the position of Interim Director of the YouthBuild-Lawrence program. He also has 32 years of experience in the Workforce Investment System as the Director of the Lower Merrimack Valley Private Industry Council and Operations Manager of an employment and training organization including one year as the Acting Director of the Career Center.

2) Chris Shannon holds a Masters in Fine Arts and a BA degree. She has extensive experience in instruction and instructional design in varied secondary and post-secondary settings which includes: urban, vocational and gifted and talented community colleges and universities. She has worked for both the Merrimack Valley WIB and for Bristol Community College. She is a specialist in national and state-content standards and has aligned curriculum materials to address educational goals. Ms. Shannon brings an extensive background in Massachusetts youth workforce development designing effective educational and workforce programs for hard-to-serve, at-risk youth. Her expertise has helped inform the design of curriculum and instruction and will support its implementation.
3) **Tara M. Brown, Ph.D.**, a higher education faculty member - Dr. Brown is an Assistant Professor of Education at Brandeis University. She holds a Doctorate in Education from Harvard University and previously taught as a secondary school teacher in alternative education. Dr. Brown’s research focuses on urban, secondary education with specific emphasis on disciplinary exclusion and dropouts. Her most recent research “Un-credentialed: Young Adults Living without a Secondary Degree” focuses on the social, educational and economic causes and implications of young adults living in post-industrial cities in the Northeast. Her extensive research and knowledge of the target population of YBACS will greatly assist in policies and programs, and will conduct research as a consultant.

3) **Judith Marley** holds an EdD in Educational Leadership, a M.Ed. in Reading and Language, and an A.B. in Special Education. She teaches courses at Boston University in negotiations, communication and organizational development. In 15 years in higher education, she held full-time administrative roles as dean and vice president of academic affairs. In K-12, she was an administrator and teacher for 16 years, 15 of which were in the Lawrence Public Schools. In Lawrence, she led the Lawrence Adult Learning Center and its GED preparation and testing center. Due to these responsibilities and her work with special education behavioral students, she has a keen understanding of alternative programs for youth and for WIB workforce training efforts. Based on this background and as a former member of the LFDEF, Inc. board, she served as a volunteer advisor for the design and editing of the YBACS’ application.

**Statement of Commitments and Resumes:**
Each member of the founding group has submitted a Personal Statement of Commitment and a current resume. These are included as Attachment F.

**C. SCHOOL GOVERNANCE**
YBACS recognizes that its strength lies in the effectiveness and commitment of its Governance structure to carry out the mission and purpose of the school.

1. **Governance Structure** - As shown in Attachment D, the Board of Trustees, which holds the public charter, defines all policies and expectations of the school, recruits, hires and supervises the School Leader/Principal who is responsible for carrying out the policies through oversight of all staff and management of day-to-day operations. The Board of Trustees expects to enter into a Management Agreement with LFDEF, Inc., an ESE-approved Proven Provider, to carry out business and contracted services which are defined in this agreement (Attachment G).

2. **Roles and Responsibilities** - The Board of Trustees will be responsible for ensuring that the mission and the vision of YBACS will be carried in all policies and programs and will be vigilant in faithfulness to the granted charter. The Board of Trustees’ Bylaws will set membership at a minimum of nine and a maximum of thirteen. One seat on the board will be set aside for a student member, the elected president of the Student Policy Council—a leadership model employed by all YouthBuild programs in America. The Board of Trustees will be responsible for hiring the School Leader/Principal and carrying out annual evaluations and will be responsible for:
   - Strategic planning
   - Fiscal oversight/budget planning
   - Approving the curriculum
   - Ensuring that Accountability Plans are carried out
   - Ensuring that all state and federal laws and regulations are adhered to including the Open Meeting Law, State Ethics Law and Charter School regulations

   a.) **Process by Board of Trustees to Hire School Leader/Principal**
   The Board of Trustees will be responsible to hire a strong School Leader/Principal with experience in the following critical leadership areas: public charter school laws and regulations; management; public entity budget and finances; experience working with public board and bylaws; academic leadership; knowledge of the community and the target population being serviced and goal setting through strategic planning. The Board will identify requirements for the School Leader/Principal as follows:
   - 5 years’ experience in leadership in education role, preference to individual holding certification as high school Principal and/or School Superintendent
• strong successful track record working with high-need, at-risk students
• thorough understanding of MA Curriculum Frameworks
• proven, successful implementation of teacher development
• understanding of budgetary/fiscal responsibility
• understanding of state/federal laws pertaining to education
• track record for developing partnerships
• experience and commitment to urban education

b. Advertise position in public media and contact other relevant stakeholders. Create a timeline to hire School Leader/Principal
c. Subcommittee of Board of Trustees will create rubrics for reviewing, screening and selecting candidates

**How Does Board Evaluate School Leader/Principal?**

• The Board of Trustees will evaluate the School Leader/Principal by incorporating the newly-released criteria for evaluating school leaders as promulgated by ESE and the Professional Standards for School Administrators.
• The Board will use the School's Accountability Goals as the annual goals for the School Leader/Principal. This process will be annual with goal setting for subsequent years.

**Role Distinctions**

Roles and powers will be clearly defined in the School's bylaws by the Board of Trustees, which will include:

• Determine general charter school policies in compliance with state and federal taxes
• Manage financial affairs including approval of annual budgets, leasing of real property and approval of contractual applications in accordance with Chapter 30B when applicable. Establish parameters and limits for financial purchases
• Approve the curriculum and determine Accountability Goals
• Appoint and remove the School Leader/Principal (through the Executive Director)
• Approve student Code of Conduct

**Responsibilities of Administration**

• In accordance with a Board-approved budget and salary structure, hire certified staff adequate to carry out school mission; supervise and evaluate staff in accordance with agreed-upon evaluation instrument.
• Report to Board of Trustees periodic assessments relative to student growth and to carry out all goals of the Accountability Plan through day-to-day operations of staff and students.

**Ex-officio Position on Board**

Currently YBACS envisions one ex officio position, being a student representative, who will hold the title of Student Policy Council President, elected annually by all students. This position is vital because it will bring a student voice to the policy structure of the school.

**Job Description of Board of Trustees Chairperson**

• Shall preside at all meetings of the Board of Trustees and shall be a member of all subcommittees
• Sign all documents or deeds requiring official documents of the school
• Serves as Chair of the Executive Committee and is the Chief Officer in review of Charter Leaders
• Assigns Board members to subcommittees and ad-hoc committees as required
• Works in conjunction with School Leader/Principal in review and planning for school’s Accountability Plan and annual Strategic Plan
• Responsible for fiduciary responsibility and governs direction of school
• Responsible for Annual Report to Charter School Office
• Disclosure of board members regarding conflict of interest and any matters which might have conflict
• Have such other powers that are customary of a Chair of a Charter School Board

3. **Policy Development** - Please see Attachment A for draft copy of School Bylaws. The Board of Trustees will determine policies based on the mission and needs of the school developed from recommendation of the School Leader/Principal to the Executive Director to the Board. As policies are crafted for each need, an
initial vote will be taken by the Board, allowing time for feedback by staff and parents and the larger
community. Public participation is the first section of all Board agendas. Any stakeholder group being
affected will be included in surveys, discussions or subcommittees to ensure a broad and representative voice
is heard. An illustration of a critical decision that the founders were required to contemplate was accepting
only students who had previously dropped out of school versus accepting those at risk of dropping out. The
board deliberated and sought input from YouthBuild graduates, considered research and data of the student
dropout history in the City of Lawrence as well as input from human services’ providers and experienced
educators. The decision was made to start the school only accepting students who had dropped out. The
Board/Founders understand the potential evolution of this school and would reconsider this in the future if
appropriate. The school has identified a legal firm with a solid reputation and more than two decades’
experience representing public schools with expertise in personnel, special education, ESL policies and bylaws
and facilities management—the Management Organization. The founders have identified an auditor with
more than 15 years experience in financial oversight of non-profits and public schools.

4. Board Development - Board Development is consistent with effective board governance. The Board of
Trustees will engage in annual strategic planning. The Board of Trustees will meet monthly and will approve
the curriculum and graduation requirements. The YBACS Board of Trustees will establish subcommittees to
address all categories of governance, leadership and legal oversight including:
   a.) Executive Committee – board executive leadership and emergency decision-making
   b.) Personnel Committee – annual review of evaluations, procedures, exit interviews
   c.) Finance Committee – works with the Comptroller and the Business Office for monthly review of
      budget/expenses, salary grids for staff and future capital expenditures.
   d.) A Nominating Committee will be established whose role will be to identify and recruit potential leaders
      as part of ensuring that members with essential skills and commitments are on the board. The full board
      will establish a matrix of professional skills and experiences that are essential. The committee will use this
      visual chart to identify gaps in stakeholder roles.

The Board will annually participate in a self-evaluation identifying their personal strengths and commitments
they have made to a strong school governance. Membership on the founding board will be comprised of
individuals who bring essential skills and experience and a deep commitment to the core values and needs of
serving formerly disengaged students. Members of the founding group, as included in the document,
specifically identify those who are recommended to serve on the opening year board.

Potential Contractual Services
YBACS will potentially enter into a Management Agreement with LFDEF, Inc. which was described fully in
the Proven Provider template. LFDEF, Inc. was chosen for its twenty-year experience creating and leading
education-based programs in Lawrence, specifically YouthBuild-Lawrence and the Maria del Pilar Quintana
Family Center as well as its role as the founding group of Lawrence Family Development Charter School.
LFDEF, Inc. has held a management contract with LFDCS for each of its four charters ensuring consistent
and quality attention to fiduciary responsibilities and to all required documents of the Charter School Office.
All external funding will be required to enhance and expand YBACS and will be applied through LFDEF,
Inc., which holds a valid 501(c)3. The Proven Provider template included documentation and student
performances and positive youth outcomes in all educational programs—endeavors founded and managed
under LFDEF, Inc. The boards of LFDEF, Inc. and YBACS fully understand the responsibility of separating
and segregating roles and will ensure through organizational bylaws that the oversight is accountable and
separate.

5. Network of Schools – Not Applicable

6. School Management Contract – Attachment G.

7. Programmatic Relationship with Other Organizations– Not Applicable

D. MANAGEMENT

1. Management Structure – Please see Attachment D. for Organizational Chart

2. Roles and Responsibilities - Please see the following Roles and Responsibilities chart detailing the
   areas of responsibility for all administrators. Please see Management Agreement for further details.
## YouthBuild Academy Charter School

### Administrative Responsibilities

<table>
<thead>
<tr>
<th>Executive Director of Management Organization</th>
<th>School Leader/Principal</th>
<th>Academic Coordinator</th>
<th>Student Support Services Coordinator</th>
<th>Special Education Director (contracted services)</th>
<th>ESL Lead Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Serves as the chief educational leader for the school district to the state Department of Education</td>
<td>• Curriculum Oversight</td>
<td>• Curriculum and Instruction</td>
<td>• Student Recruitment and Retentions</td>
<td>• Supervision and implementation of IEP process</td>
<td>• Student Assessments</td>
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<tr>
<td>• Recommends and sets budgetary priorities for the school board</td>
<td>• Supervision of staff</td>
<td>• Oversight of Curriculum Alignment with MCF.</td>
<td>• Oversight of School Partnerships</td>
<td>• Contract liaison with specialists (Speech/OT)</td>
<td>• ESL Level Determination</td>
</tr>
<tr>
<td>• Develops programs which reflect best practices in education to foster student learning</td>
<td>• Evaluations of staff</td>
<td>• Oversight of Lesson Plans</td>
<td>• Tracking Com. Services Program</td>
<td>• Co-teach regular classroom</td>
<td>• Pull-out teaching Language-student program monitoring</td>
</tr>
<tr>
<td>• Ensures that the school meets all financial and legal requirements of state and federal regulations and contracted obligations</td>
<td>• Staffing/Hiring</td>
<td>• Student Assessment/Data</td>
<td>• School-Linked Services</td>
<td>• Special education testing procedure and protocol oversight</td>
<td>• Recommendations for ESL exit criteria</td>
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<tr>
<td>• Hiring and supervision of the School Leader/Principal</td>
<td>• Implementation of YBACS Accountability Plan</td>
<td>• 2nd Tier Evaluations</td>
<td>• YouthBuild-Lawrence Support Services</td>
<td>• Schedules for service delivery by special education Teacher</td>
<td>• Narrative support for Title III Grants</td>
</tr>
<tr>
<td>• Initiates and coordinates fundraising activities</td>
<td>• Student Achievement</td>
<td>• Teacher Schedules</td>
<td>• Communication with parent or other mentor/sponsor</td>
<td>• Special education file oversight and all documents</td>
<td>• Supervises staff in Management Organization and oversight of all contracted services</td>
</tr>
<tr>
<td>• Supervises staff in Management Organization and oversight of all contracted services</td>
<td>• Coordinate Professional Development</td>
<td>• Student Schedules</td>
<td>• Student behavior management</td>
<td>• 504 Plans</td>
<td>• ESL Lead Teacher</td>
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</table>
a. Organizational Chart (Attachment D.)

b. Rationale
The founding group identified a solid and sound administrative plan for the delivery of educational and support services. The depth, experience and knowledge of the Board of Trustees will provide for long-term and short-term planning, first year implementation and administrative oversight of the academic program. The experience of the last 18 years of the track record of serving at-risk youth through both LFDCS and LFDEF, Inc., the Proven Provider, informed the founding group of requirements in identifying LFDEF, Inc. and creating a management agreement. The knowledge and experience of LFDEF, Inc. administrators in financial management, grant writing and public grants management, facility selection, building financing, building maintenance, transportation and all contracted services of both professional advisors and specific vendors that support this decision. This decision clearly separates the school’s academic program under the governance of the Board of Trustees with all business-related programs and services carried out through the Management Agreement.

c. Reporting Structure and Relationships
The following narrative explains the reporting structure, relationship of all significant components of the organizational charter:

1. The Board of Trustees will be responsible to hire a strong School Leader/Principal with experience in the following critical leaderships areas: public charter school laws and regulations, management, public entity budget and finances; experience working with public board and bylaws; academic leadership; knowledge of community and target population being serviced and goal setting through strategic planning. The Board of Trustees, through its Management Organization Agreement with the Proven Provider, delegates supervision of the Executive Director of the Management Organization and the School Leader/Principal. This will ensure effective communication between the academic and financial aspects of the school for effective operation.

2. The Executive Director through the Management Organization in consultation with the Board of Trustees, will develop the Performance Goals of the School Leader/Principal. The Executive Director will form part of the school’s administrative team for purpose of planning the School’s budget and categories of need.

3. The Executive Director through the Management Organization Agreement will oversee the fiscal and budgetary needs of the school and its annual audit. All contracted services, identified by the Board of Trustees, will be administered through the Management Agreement. This is purposeful to allow the School Leader/Principal to focus on the Academic Program.

4. The Administrative Team will work with and oversee faculty and staff recruitment, professional development and performance including evaluations. The Administrative Team collectively will develop responsibilities for tutors, mentors and other school support staff and provide oversight.

5. The Academic Coordinator will oversee all policies and procedures of curriculum design/implementation and all activities approved by the School Leader/Principal and Board of Trustees. The Academic Coordinator will provide oversight of academic assessments, and the RTI process and is responsible for supervision and evaluation (2nd tier) of faculty and all academic support staff. The Academic Coordinator will oversee staff planning to align curriculum to MCF and curriculum mapping.

6. The Student Support Services (SSS) Coordinator will provide oversight and support for student outreach and recruitment, counseling and coordination of external School-Linked Services and partnerships—ensuring they are appropriately integrated into the school’s structure and culture.

d. Plan for Organizational Decisions
The Board of Trustees will be responsible for ensuring that the mission and vision of YBACS is incorporated in all policies and programs and will be vigilant to the terms of the charter. The plan for the school’s key decisions will be derived from attention to strategic planning which always addresses the school’s mission and vision and establishes both short-term and long-term action plans to meet the expectations of the school’s Accountability Plan.
e. **Key Organizational Decisions**

i. **Curriculum** While the school understands its mandate to MA Curriculum Frameworks and other academic requirements, curriculum development and assessment will be an ongoing and evolving activity as the school grows and increases needs for career options, advanced studies, individualized computer courses and early college course alignment for high school and college credit. The YBACS Administrative Team will make recommendations of all curriculum and assessment to the Board for final decisions.

ii. **Student achievement** will be monitored by faculty, specialists, support staff and the Administrative Team through the school's monthly RTI process and through regular progress-monitoring as identified in Section 2D and 2F. In an effort to keep the Board of Trustees engaged and involved in the student academic program, the Administrative Team and faculty will present segments of the academic program as part of the Board meetings each month.

iii. **Fiscal planning** and annual budget forecasts as well as operations will be carried out during the later winter months. This will provide opportunity for meaningful discussions and dialogue, enabling all departments of the school to have a voice in planning for the coming year. At least two draft budgets of each coming year will be presented by the Comptroller and the Finance Subcommittee to the full board for decisions and priorities in setting the official school budget.

3. **Policy Development & Implementation**

Please see Attachment C. for the school’s Draft Enrollment Policy and Admissions’ Application. The school’s policy complements the school’s mission to re-engage students.

4. **Educational Leadership**

The school has designed an accountability system for both staff and students that will ensure high standards, accountability and efficiency of operations for every individual in the school. The in-depth student assessment system was designed intentionally so that the anticipated student enrollment will represent those who have previously not experienced academic success. The school has put in place a rigorous assessment system that is holistic and will capture all aspects of student need. The RTI system will ensure a more responsive and individualized approach to instruction, whereas the progress-monitoring tools will track student progress toward performance benchmarks that communicate high achievement expectations. The staff evaluation process will incorporate the new teacher evaluation frameworks received by ESE. The focus is on teacher growth and development and takes into account student growth and achievement. The school will provide both mentoring and professional development to have a strong teaching force capable of implementing a strong education program. The educational leader is the School Leader/Principal. Please see Management Organization Agreement for detailed explanation of qualifications and responsibilities (See Attachment G.).

5. **Human Resources**

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<th></th>
<th>Year 1</th>
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<th>Year 3</th>
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As detailed in the chart above, we intend to staff the school in a manner consistent with school enrollment including 3.9 administrators, 8 core teachers and 5.3 support staff to serve 60 students in grades 9-12. In the second year, five additional professional teachers will be hired to fully staff academics and career education and increase support staff by 2 to serve 100 students. By Year 3, enrollment will reach 140 students requiring a staffing pattern of 5.35 administrators, 17 teachers and 9.5 support staff. This year we will add an Academic Coordinator to ensure adequate professional development and attention to student assessment and achievement. Year 4 the school reaches its maximum enrollment at 173, with full staffing of 5.4 administrators, 22 teachers and 10.5 support staff and will take us through Year 5 of the 5-year charter. The staffing chart and job positions were determined by the needs of curriculum and providing career and support services to at-risk, diverse learners detailed in the academic program. The Roles and Responsibilities of all support staff and ancillary services are based on more than 15 years of experience serving at-risk students. All administration and professional staff will hold ESE certification.

Staff Recruitment, Advancement and Retention - The academic success of a school is directly dependent on quality educators. YBACS will target major media outlets to recruit educators interested and committed to challenges in urban education. To build awareness about staff vacancies YBACS will work with organizations such as Teach for America and AmeriCorps. YBACS will develop a professional and collegial working environment that focuses on continuous professional development with an understanding of how that correlates to student achievement. The compensation package that will attract and retain a highly-qualified staff will be competitive to area communities and will include a professional salary scale with increments for years of service and advanced degrees. It will also include a comprehensive benefits package providing stability for teacher retention. The professional salary scale that recognizes advanced degrees and years of experience has been budgeted for 3% increases for its first three years. As previously mentioned, the school intends to incorporate the current teacher evaluation instrument approved by ESE and supports its focus on teacher growth and development using a tiered system with support and mentoring for new teachers and coaching for professional development plans for veteran teachers seeking professional licensure. The School Leader/Principal and Academic Coordinator will be responsible for carrying out these tasks. Teachers will be included in the process, writing annual self-evaluations as well as writing preliminary evaluations on paraprofessionals. The School Leader/Principal will be responsible for writing evaluations for other administrators. The Executive Director of the Management Organization will set professional goals and evaluate the School Leader/Principal.

Professional Development Activities - YBACS will offer a systemic professional development program starting with 5 full days annually prior to the start of each school year. It will include information for new staff including structures and protocol, a review of the Accountability Plan, the School’s Policies and

<table>
<thead>
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<th>Teachers</th>
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</table>
Procedures and legal expectations. Based on school goals and annual priorities, the Administrative Team will determine and develop other professional activities throughout the school year. Staff will also have opportunities for coursework and workshops to obtain advanced degrees and professional certifications.

An Ideal Teacher for YBACS - Because YBACS is a unique school focusing on at-risk youth and young adults, it will be essential that the faculty we recruit, in addition to holding certification(s) and expertise in areas of educational competency, possess the following attributes: 1) understanding of urban communities; 2) understanding of diverse learners; 3) commitment to the mission and vision of the school; 4) experience and expertise in working with academically-challenging youth; and 5) firm understanding of strategies that close the achievement gap.

Typical Teachers Daily Program – will run from 8:00 am-4:00 pm, Monday -Friday
Weekly Instructional Time: 23 hours/week
Weekly Planning/Meeting Time: 4 hours/week in-house; 4 hours/week with external program partners.
Weekly Lunch Time: 2 ½ hours per week
Weekly Individual Planning Time/Student Advising Time/Supervision duties as defined by the school administrator: 6 ½ hours per week

E. FACILITIES AND STUDENT TRANSPORTATION

Facilities
In anticipation for a September 2013 opening, YBACS recognizes the necessity of finding a suitable school facility that meets student needs and staffing space including: all legal requirements, handicap accessibility, occupancy requirements and meeting environmental standards and square footage requirements. YBACS has not committed to a secured lease yet but have been involved in identifying appropriate locations. These possible sites are:

1. Identified former parochial elementary school sold to a local businessperson interested in collaborating a three-story building with fourteen available classrooms and suitable cafeteria located in a quiet, non-high traffic distraction. Sufficient parking with a residential structure which could house anticipated AmeriCorps and Teach for America teachers.

2. Large (30,000+ square foot) unoccupied mill space adjacent to LFDCS facility. Three stories, parking, updated infrastructure, environmentally-suitable with all appropriate public access codes. Space can be easily restructured to house suitable classrooms, offices and cafeteria space.

3. Former public school building, no longer in use as a school, in proximity to the current YouthBuild operating site. An older brick building formerly used for 250 elementary students can be updated with HVAC, technology and plumbing for a small high school population. This is attractive to our organization because of proximity to Orange Wheeler House housing offices, meeting spaces and computer lab which can be shared.

4. One-Year Safety Plan – LFDEF, Inc. currently owns an unoccupied three-story classroom building which formerly housed the LFDCS kindergarten. The building has all the necessary permits for public school usage including a cafeteria, computer lab, adult bathroom facilities and office space. The facility has limited parking and is suitable only for Year 1 with 60 students. If necessary, it will provide an adequate facility and time to plan or renovate one of the first three identified sites.

YBACS anticipates developing a leaseholder contract with any of the proposed sites. We have discussed and will develop a plan that incorporates part of the cost of renovation into a 5-year lease. LFDEF, Inc. will seek grant funding from past donors to LFDEF, Inc. for building improvements. The founding organization (the Proven Provider organization) will establish a line of credit which can be accessed toward renovations.

Transportation
YBACS does not intend to utilize the local school transportation system because it does not operate on the same schedule. YBACS anticipates contracting with Merrimack Valley Regional Transit Authority (MVRTA) for a student transportation pass program similar to that used by the local district for its students. By utilizing a public transportation plan, it will enable students to travel earlier in the morning, later in the evening and on Saturdays throughout the year. MVRTA buses travel all major routes. For students who are physically challenged, some may be able to use the public bus. For students who are more seriously physically
challenged, YBACS will be prepared to contract external private services. As noted in facility planning, all sites will meet the ADA standards for access.

F. SCHOOL FINANCES
1. Fiscal Management
The Board of Trustees has a thorough understanding of its fiduciary responsibility in governing the use and management of public funds. One of the key elements in determining a Management Organization was a solid track record in oversight of public funds. The Comptroller of the Management Organization has 17 years of direct experience in the development, day-to-day management and audit of Commonwealth charter school dollars. The Comptroller will be responsible for working with the Executive Director of the Management Organization, the Board of Directors and the School Leader/Principal for developing the annual school budget and operating expenses. Once the school budget is presented and approved by the Board of Trustees, quarterly reports to the Board will be established so that the Board of Trustees remains informed regarding expenditures and amendments. School expenditures will be monitored through internal controls using established procurement procedures that will require signatures from the School Leader/Principal to the Executive Director of the Management Organization authorizing purchases and proper vendor payment. The Board of Trustees will authorize signature requirements for major purchases and contracts. The school will establish fiscal policies and procedures according to the guidelines that have been recommended by the Massachusetts Charter School office. The tracking of school finances is the responsibility of the Business Office, the Executive Director of the Management Organization and the School Leader/Principal. Through the school’s monthly administrative meetings, financial considerations for the ongoing support and/or purchasing of additional resources are recommended for consideration. The daily tracking of accounts receivable will be administered and monitored by the Comptroller. The school will use an automated financial management system to track expenditures.

2. Operating Budget and Budget Narrative
Please refer to electronic budget Attachment E. In determining the school’s budget and growth pattern for the first 3 years, the school made the following financial assumptions: 1) per pupil expenditure for Year One is $11,508, as stated in the application based on enrollment of 60 students with a .025 increase in Year Two to $11,800 and $12,100 in Year Three; 2) the pre-operation period anticipates hiring a School Leader/Principal by May 1 to be responsible for hiring, planning and all administrative tasks. We anticipate using charter school “start-up” funds to underwrite these expenses; 3) We projected Title 1 based on 60 students with 100% at poverty level, approximately $700 per student or $42,000; 4) We estimated that 20% of the student enrollment would be Special Education for $39,000; 5) We estimated a cost of $4.72 per student (breakfast and lunch) X 51* students X 200 days = $48,144 (*only students 18 years of age and younger are eligible for free and reduced; therefore YBACS anticipates 15% (equals 51 students) of it student population will not be eligible); 6) The school will utilize the district’s policy of 1.5 miles for transportation eligibility and will contract with MVRTA for bus passes. Some of the operating expenses we anticipate:
   a. Administration Management Agreement Contract at 6.25%;
   b. Instructional Services
      • teachers are content-based/higher numbers required
      • attention to small instructional groups
      • need for full-time special education and ESL teachers due to a large number of high-risk students
      • paraprofessionals to supplement teacher support
      • Facilities – Projected school facility plan includes 4 viable options. We anticipate developing lease agreements with build-out options to be paid through a 5-year lease, eliminating re-op costs.
   d. Fundraising –The Management Organization, the Development Director and the Founding Board intend to seek foundation dollars to support operating start-up of the first two years: FY’14 - $175,000; FY’15 - $175,000.
   e. Program Fees – Through contracted services from YouthBuild-Lawrence, portions of teachers’ salaries will be paid. Paraprofessional services will be paid through the AmeriCorps grant.
   f. Contingency – Bank line of credit for $500,000.

G. ACTION PLAN
<table>
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<th>Task Detail</th>
<th>Start Date</th>
<th>Person(s) Responsible</th>
<th>Completion</th>
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<td>Founders</td>
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<td>11/12</td>
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<td>Pre-Submission</td>
<td>Founders</td>
<td>11/12</td>
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<td>Recruitment</td>
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</tr>
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<td>Lottery</td>
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<td>MOED/Administration</td>
<td>3/13/13</td>
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<td>3/15/13</td>
<td>MOED</td>
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<td>Recruitment &amp; Hiring</td>
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<td>MOED/YBACS Board President</td>
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<tr>
<td></td>
<td>Teachers</td>
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<td>SL-P</td>
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<td>7/1/13 ongoing</td>
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<td>Curriculum</td>
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<td>Building Selection</td>
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<td></td>
<td>• Accessibility</td>
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<td></td>
<td>• Asbestos Inspection</td>
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<td>MOED</td>
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<td>• Lead Paint Inspection</td>
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<td>• Occupancy Permit</td>
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<td></td>
<td>• Insurance Coverage</td>
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<td>Renovations</td>
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<td>Building Owner/LFD Maintenance</td>
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<td>Classroom Set-up</td>
<td>8/1/13</td>
<td>MO/LFD Maintenance Staff</td>
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<td>Task</td>
<td>Task Detail</td>
<td>Start Date</td>
<td>Person(s) Responsible</td>
<td>Completion</td>
</tr>
<tr>
<td>-----------------------------</td>
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<tr>
<td>Technology</td>
<td>Technology Plan</td>
<td>Pre-Submission</td>
<td>MOED/Technology Coordinator</td>
<td>3/1/13</td>
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<td>Technology Installation</td>
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<td>MOED/Technology Coordinator</td>
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<td>Administrative Systems Staff</td>
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<td>Schedules/Responsibilities</td>
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<td>Administrative Systems Students</td>
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<td>Student Orientation</td>
<td>8/13</td>
<td>Student Support Services Coordinator</td>
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<td></td>
<td>Intake/Prior Transcripts</td>
<td>3/13</td>
<td>Student Support Services Coordinator</td>
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<td></td>
<td>Student Transportation</td>
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<td>MO</td>
<td>8/13</td>
</tr>
<tr>
<td></td>
<td>Nutrition/Food Services</td>
<td>3/13</td>
<td>MO</td>
<td>8/13</td>
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<td></td>
<td>Student Schedules</td>
<td>8/13</td>
<td>SL-P</td>
<td>8/13</td>
</tr>
<tr>
<td></td>
<td>Student Pre-Assessments</td>
<td>7/13</td>
<td>SL-P/Student Support Services Coordinator</td>
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</tr>
<tr>
<td>Finance</td>
<td>Operational Budget</td>
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<td>Fiscal Policies &amp; Procedures</td>
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<td>MOED/Comptroller</td>
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<td>Banking Arrangements</td>
<td>Charter Issued</td>
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<td>Grant Applications</td>
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<td>MOED/Development Director</td>
<td>Ongoing</td>
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<td>Payroll</td>
<td>Charter Issued</td>
<td>MOED/Comptroller</td>
<td>8/1/13</td>
</tr>
<tr>
<td></td>
<td>Audit</td>
<td>8/1/13</td>
<td>External Auditor/Comptroller</td>
<td>9/13</td>
</tr>
</tbody>
</table>

SL-P – School Leader-Principal        MO – Management Organization        MOED – Management Organization Executive Director
IV. HOW WILL THE SCHOOL DEMONSTRATE THAT IT IS FAITHFUL TO THE TERMS OF ITS CHARTER?

A. PROCESS
The school’s leadership, in partnership with the Management Organization’s Executive Director and Board of Trustees, will have primary responsibility for developing and overseeing the school’s Accountability Plan for the first five-year charter. A draft plan will be written during pre-operation (Spring-Summer, 2013) based on the mission and vision of YBACS. Once the initial draft has been reviewed, this will be forwarded to the Charter School Office for discussion and final approval. Once the plan is approved, the schools’ leadership team will then have primary responsibility for monitoring the Accountability Plan and all actions and strategies to attain the objectives. This will be done annually in collaboration with faculty and staff that will identify successful strategies from the prior year during August orientation. These will become part of the school’s Improvement Plan each year with outcomes reported in the Annual Report.

B. ACCOUNTABILITY PLAN OBJECTIVES

<table>
<thead>
<tr>
<th>Sample Accountability Plan Objective</th>
<th>Source of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Success</strong></td>
<td></td>
</tr>
<tr>
<td>1. External Assessments of Student Achievement</td>
<td>Student performance is strong and demonstrates improvement over time</td>
</tr>
<tr>
<td>2. Curriculum</td>
<td>The school’s curriculum is aligned horizontally and vertically and supports opportunities for all students to meet the State standards</td>
</tr>
<tr>
<td>3. Classroom and Environment</td>
<td>The classroom and school environment is orderly, supports the goals of student’s understanding and mastery of skills and is consistent with the school’s mission</td>
</tr>
<tr>
<td><strong>Organizational Viability</strong></td>
<td></td>
</tr>
<tr>
<td>1. Enrollment</td>
<td>Enrollment applications for all grade levels will exceed the number of available spaces, thus sustaining the school’s budget</td>
</tr>
<tr>
<td>2. Fiscal Oversight</td>
<td>The school’s annual independent audit is free of material or repeated findings</td>
</tr>
<tr>
<td>3. Family Engagement</td>
<td>Over 85% of parent(s)/guardian(s) who return the annual family agree with the statement: “The school provides a safe and structured academic environment and my child is held to high behavioral and academic expectations.”</td>
</tr>
<tr>
<td><strong>Faithfulness to Charter</strong></td>
<td></td>
</tr>
<tr>
<td>1. Mission, Vision &amp; Educational Philosophy</td>
<td>As a high school that specializes in re-engaging dropouts, YBACS will maintain a 65% retention</td>
</tr>
<tr>
<td>2. Mission, Vision and Educational Philosophy</td>
<td>Seventy percent (70%) of students who complete requirements for graduation will enter post-secondary education or training or employment</td>
</tr>
<tr>
<td>3. Contractual Relationships</td>
<td>The Board of Trustees and School Leadership established an effective relationship with the Management Organization</td>
</tr>
</tbody>
</table>
C. NARRATIVE
During the 3-day visit on the fourth or fifth year, we expect that the renewal inspection team would see a vibrant urban school that is orderly and safe. Key indicators would include diverse learners fully engaged in meaningful learning in classrooms, small group instruction or as responsible, independent learners studying on line. Teachers would demonstrate a variety of instructional strategies supporting both interventions and higher level thinking and problem solving. They will see career classrooms providing examples of multiple skills and paths for career tracks, and counselors offering relevant information and supporting in a caring and professional manner. Parent(s)/guardian(s) and student surveys will identify satisfaction with all aspects of the school, and staff focus groups will provide in-depth information regarding curriculum success and appropriate strategies that effectively re-engage students in their education and future.

D. DISSEMINATION
YBACS intends to engage a research professor who has served as part of the founding group and who also has done extensive research on “high-risk” students and dropouts. She will annually examine and document the best practices and strategies that students are experiencing at the school. YBACS will offer these successful strategies to the local school district in order to engage in meaningful dialogue regarding student success. This research will be used to design and implement a 5-year evaluative study of the school's practices and outcomes. This includes curricular, instructional and assessment strategies, social supports and student outcomes. Data will include classroom observations, interviews with school staff, students and family members, student’s work and assessment outcomes. The goal is to identify and document effective strategies for promoting academic success, social development and college and/or career preparation for this student population. This study will enable YBACS to disseminate best practices in multiple ways.

YBACS will share successful strategies with the local school district with the goal of working in cooperation to best serve "at-risk" youth in Lawrence. YBACS will welcome visitors interested in observing YBACS's practices. The school will present on its work and effective practices at conferences, including the annual “Youth At-Risk” conference sponsored by Essex County Community Foundation, which YouthBuild-Lawrence has participated in past years. Based on study findings, YBACS will prepare newsletters, reports and articles that will be made available to the local community and the general public. It will also seek to publish in educational journals such as “Educational Leadership.” The evaluative study will culminate in a publication documenting the school's first five years, which will offer a comprehensive, school-wide model. The dissemination strategies described support our overall goal of offering best practices that can be replicated in other urban school districts experiencing high dropout rates.
V. REQUIRED ATTACHMENTS

A. DRAFT BYLAWS

BYLAWS OF THE
YOUTHBUILD ACADEMY CHARTER SCHOOL

ARTICLE I

Name, Purpose, Seal, and Fiscal Year

Section 1.1 – Organization Name
The name of the Organization shall be the YouthBuild Academy Charter School (hereinafter referenced as the “Charter School”), a public school chartered by the Commonwealth of Massachusetts.

Section 1.2 - Charter
The Charter School has been granted a Charter (the “Charter”) by the Commonwealth of Massachusetts Department of Elementary and Secondary Education (“ESE”), in accordance with MGL Chapter 71, Section 89.

Section 1.3 – Purpose
The purpose for which the Charter School is formed is set forth in G.L. c. 71, Section 89 of the Commonwealth of Massachusetts as it may be amended (the Enabling Act), including, but not limited to, the following: (1) to provide quality public education to youth and young adults from Lawrence, Massachusetts, ages 16-22 who had previously dropped out of school; (2) to stimulate and facilitate the development of innovative programs within public education; (3) to provide opportunities for innovative learning assessments; (4) to encourage performance-based educational programs; (5) to hold teachers and school administrators accountable for students’ educational outcomes; and (6) to develop and offer such programs as required to support educational needs of youth and young adults to re-engage in their schooling and earn a high school diploma and career pathway awareness to post-secondary education and training.

Section 1.4 – Charter School Mission
The mission of the YouthBuild Academy Charter School, from its founding is:
YouthBuild Academy Charter School (YBACS) is an initiative of the Lawrence Family Development and Education Fund, Inc. The proposed high school will reinforce the Fund’s mission and vision of strengthening families and building community through education. YBACS will specialize in the academic and social development of youth and young adult residents (ages 16-22) of Lawrence, Massachusetts who have previously dropped out of high school. It will re-engage them in a rigorous course of study based on the MA Curriculum Frameworks grades 9-12, leading to a high school diploma. It will also cultivate leadership and personal development through community service for career readiness and post-secondary matriculation.

Section 1.5 – Charter School Seal
The Board of Trustees may adopt and alter the Seal of the Charter School.

Section 1.6 – Fiscal Year
The fiscal year of the organization shall be twelve months beginning on July 1st of each year and ends on June 30th of the following calendar year.

Section 1.7 – Location
The principal office of the Charter School shall be located at 32 West Street, Lawrence, MA 01841. The Board of Trustees may change the location of the principal office in the Commonwealth of Massachusetts effective upon filing a certificate with the Secretary of the Commonwealth.

Section 1.8 – Certificate of Organization
The Charter School shall file a Certificate of Organization which lists the names and addresses of the members and officers of the Board of Trustees with the Secretary of the Commonwealth. Any amendments to the Certificate of Organization evidencing changes in the information contained in the Certificate shall be

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similarly filed. The Charter School shall also file these bylaws and any amendments thereto and any rules and regulations that it may adopt with the Secretary of the Commonwealth.

ARTICLE II

Section 2.1 - Governance

The Charter School shall be governed by a Board of Trustees (the “Board”). The Board is a public entity, which operates independently of a school committee. The members of the Board (the “Trustees”) are public agents, considered special state employees of the Commonwealth of Massachusetts, in accordance with MGL Chapter 71, Section 89. The Board is a public employer for the purposes of tort liability (MGL Chapter 258). The Board holds the Charter granted by the Commonwealth of Massachusetts. These Bylaws govern the activities of the Board.

Section 2.2 – Mandate

The Board of Trustees shall have such powers and rights as are vested in the Enabling Act as may be amended from time to time, the Certificate of Organization, these bylaws, and any other applicable law or regulation. The Board of Trustees is authorized by the Commonwealth to supervise and control the Charter School. The Board of Trustees shall have the power of general management of the Charter School and shall exercise all the powers of the Charter School. The Board of Trustees is a public entity and its individual Board Members are considered special state employees.

The Charter School shall be a public school under charter granted by the Massachusetts Board of Education, and, specifically, the Board of Trustees holds the charter from the state and is responsible for ensuring that the school and board members:

(a) Comply with all applicable laws and regulations, and
(b) Ensure that the school is an academic success, organizationally viable, faithful to the terms of its charter and earns charter renewal

Section 2.3 - Policies

The Board develops, approves, reviews and amends its policies (the “Policies”) from time to time, as it deems necessary, on all issues. The Policies incorporated herein and are part of these bylaws, except as otherwise provided by law, by the Charter, or by these bylaws, and the Policies shall be approved, amended or revoked in the same manner as the Board may act with respect to the bylaws. The Policies detail the main procedures of the Board activities described in these bylaws.

Section 2.4 – Powers

The Board shall supervise and control the Charter School and oversee the affairs of the Charter School and shall exercise all of the powers of the Charter School, except as otherwise provided by law, by the Charter, or by these Bylaws. The Board reserves to itself exclusively the power:

a. to adopt, amend, or repeal the Bylaws with the approval of ESE;
b. to amend the material terms of the Charter, with the approval of ESE;
c. to determine general Charter School policies, in compliance with state and federal law;
d. to manage the financial affairs of the Charter School, including the approval of (i) an annual budget; (ii) the purchase, sale, or lease of real property; (iii) the pledge, assignment or creation of liens on or security interests in the real or personal property of the Charter School; and (iv) the establishment, execution or modification of investment policies;
e. to determine issues regarding the governance of the Charter School;
f. to determine the educational goals of the Charter School;
g. to approve a curriculum;
h. to appoint or remove the Charter School Leader;
i. to delegate, from time to time, powers to the Charter School Leader in accordance with these Bylaws except as otherwise provided by law or by the Charter;
j. to approve a student code of conduct.
k. Adopt a name and corporate seal that shall include the word “charter;”
l. Ensure and be sued, but only to the same extent and upon the same conditions that a town can be used;
m. Acquire real property from public and private sources by lease, lease with an option to purchase, or by gift, or by any lawful means as authorized by the Board of Trustees for use as a school facility or other such use deemed necessary and appropriate by the Board of Trustees;

n. Receive and disperse funds for school purposes as deemed necessary and appropriate by the Board of Trustees;

o. Make contracts and leases for the procurement of goods, services, equipment, and supplies necessary to the operation and maintenance of the Charter School.

p. Incur temporary debt in anticipation of receipt of funds;

q. Solicit and accept any grants or gifts for school purposes;

r. Manage the financial affairs of the school and approve the annual budget;

s. Have such other powers available to a business corporation formed under G.L. c. 156B that are not inconsistent with G.L. c. 71.

In addition, the Charter School shall have all powers granted by the Enabling Act as it may be amended. The Board itself shall not exercise any managerial powers over the day-to-day operations of the school.

**Section 2.5 – Composition**

The Board of Trustees shall consist of not less than six (6) and not more than thirteen (13) members. Trustees shall be nominated by the Board of Directors of LFDEF, Inc., the founding organization, shall be no less than four; four members from the community at large, four members who are representatives of or knowledgeable of the career path components and one student representative who shall be the President of the YBACS Youth Council.

In the event of one or more vacancies, the remaining Trustees may exercise the powers of the full Board until such vacancy or vacancies are filled. All officers and agents of the Charter School shall act under the direction of the Board of Trustees.

**Section 2.6 – Election and Tenure**

Each member of the Board of Trustees shall hold office for three years, which is defined as one term until the next Annual Meeting or until his or her successor is duly elected and qualified, or until the trustee sooner dies, resigns, is removed or becomes disqualified. Board members can be re-elected to three consecutive 3-year terms and serve for no more than nine consecutive years, at which time they must step down for a minimum of one year prior to additional service.

The YBACS Youth Council representative shall serve for a one-year term. He/she may serve additional terms if elected by the student body.

Trustees shall be elected by a formal vote of the Board at any meeting of the Board, who shall, in accordance with procedures specified in the Board’s written policies, consider each candidate’s qualifications, experience and background in deciding to elect such individual.

The Board shall request the appointment of a trustee to the board only where the board has no reason to know that the trustee has a financial interest under M.G.L. c. 268A which may preclude a majority of the board from participating in deliberations or voting on certain matters that are expected to come before the board. The board must exercise due diligence prior to determining that a proposed trustee does not have such a financial interest.

The Board of Trustees shall not discriminate against potential members on the basis of race, color, national origin, creed, ancestry, ethnicity, age, gender identity, religion, marital status, sexual orientation, or non-disqualifying handicap or mental condition.

Upon the election of any Trustee, such Trustee shall, within thirty (30) days of such election, submit her/his resume and a financial disclosure form to the Charter School Office of ESE for approval of the appointment of such new Trustee. On no account shall any Trustee vote as Trustee or take any official act without first having received the written approval of ESE to such Trustee serving the Charter School. The final acceptance of a new member is subject to the approval of ESE.

Any Trustee elected to fill an unexpired term shall have tenure only to the end of such term.

**Section 2.7 – Committees**

The Board of Trustees may elect from their own members an Executive Committee, may appoint any other committees and may delegate to any such committees comprised solely of members of the Board of
Trustees any or all of their powers except those which by law may not be delegated. Unless the Board of Trustees otherwise designates, committees shall conduct their affairs in the same manner as provided in these bylaws for the Board of Trustees. The Board of Trustees may abolish any such committee at any time and may modify, remove or add to the powers delegated to the committee at any time with or without notice. Any committee to which the Board of Trustees delegates any of its powers or duties shall keep records of its meetings and shall regularly report its actions to the Board of Trustees. The Board of Trustees shall have the power to rescind, modify, revoke or disapprove any vote or action or the committee.

Section 2.8 – YBACS Youth Council

The YBACS Youth Council shall consist of 6-9 individuals to serve a one-year term. Membership is restricted to students enrolled in the Charter School. The President elected by the students shall serve a one-year term and bring a student voice to all matters of policies, goals and objectives, advising on curriculum and budget and developing policies on codes of conduct.

Section 2.9 – Suspension and Removal

A Trustee may be suspended or removed with cause by vote of two-thirds of the Board of Trustees then in office. A Trustee may be removed only upon a showing of cause after reasonable notice and opportunity to be heard.

Section 2.10 – Resignation

A Trustee may resign by submitting his/her written resignation to the President, or one of the officers of the Charter School prior to a meeting of the Board of Trustees. They may also mail the resignation to the office of the Charter School Leader of the school. Such resignation shall be effective upon receipt (unless specified to be effective at some other time) and placed on the next board meeting agenda for acceptance. The Board encourages Trustees intending to resign or to decline nomination to provide notice of the Trustee’s intent before June.

Section 2.11 – Vacancies

Any vacancy in the Board of Trustees may be filled by vote of the majority of the Board of Trustees then in office at a meeting called for such purpose. Vacancies occurring in the Board of Trustees shall be filled by individuals who are representatives of the group from which the vacancy occurred. Each successor shall hold office for the unexpired term or until he or she sooner dies, resigns, is removed or becomes disqualified. The remaining Trustees shall have and may exercise all their powers notwithstanding the existence of one or more vacancies in their number. The Board may exercise all their powers notwithstanding the existence of one or more vacancies in the Board. Vacancies in any office may be filled by the Board.

Section 2.12 – Regular and Special Meetings

Regular meetings of the Board may be held at such times as the Board may determine. The Board will meet at least nine (9) times annually and at least quarterly. The frequency and the schedule of the meetings are specified by the Board Policies.

Special meetings may be called by the Chair at any time and shall be called by the Secretary or his or her designee upon a written application of two or more voting Trustees.

Section 2.13 – Annual Meeting

The Annual Meeting of the Board of Trustees held during the month of September of each year at a time and place to be designated by the Board of Trustees for the purpose of adopting the Annual Report, electing Trustees and officers and transacting such other business as may be brought before such meeting. At the Annual Meeting, any business may be transacted whether or not notice of such meeting shall have contained reference thereto, except where such a reference is required by law or these bylaws.

Reasonable notice of the date, time, and location of the Annual Meeting of the Board of Trustees shall be given to each Trustee. Said notice shall specify the purpose of such meeting if either of the following shall be considered at such meeting: (1) contracts or transaction of the Charter School with interested persons; or (2) amendments to these bylaws.

If the Annual Meeting is not held as provided therein, a special meeting may be held in place thereof with the same force and effect as the Annual Meeting, and in such case all references to the Annual Meeting in these bylaws, except in this Section 2.8 shall be deemed to refer to said special meeting. Any such special meeting shall be called and notice shall be given as provided in Section 2.11 and 2.12.
Section 2.14 – Regular Meetings

Regular meetings of the Board of Trustees may be held at such places within the Commonwealth of Massachusetts, and at such times as the Board may from time to time by vote determine.

Notice to the Trustees shall be required for any regular meeting held at a time and place fixed in advance by the Board of Trustees, provided that reasonable notice of the first regular meeting following the determination by the Board of Trustees of times and places for regular meetings shall be given to absent Trustees and provided, further, that reasonable notice specifying the purpose of a regular meeting shall be given to each Trustee if either contracts or transactions of the Charter School with interested persons or amendment to these bylaws are to be considered at the meeting. Regular meetings of the Board of Trustees are usually held on the second Tuesday of every other month at 5:30 p.m. on the first floor meeting room of the Orange Wheeler House, 355 Haverhill Street, Lawrence, MA. A minimum of nine meetings annually is required.

A record of every meeting shall be adopted and kept, including the time, date and location of the meeting, the members present or absent and all action taken at the meeting including formal votes. A copy of said minutes shall be kept in the school administration office available for reference.

Section 2.15 – Special Meetings

Special meetings of the Board of Trustees may be held at any time and at any place within the Commonwealth of Massachusetts when called by the President of the Board of Trustees, with reasonable notice thereof being given to each Trustee by the President.

Section 2.16 – Notice to the Trustees

Notice of any change of the date fixed in these bylaws for the Annual Meeting shall be given to the Trustees at least twenty (20) days before the new date fixed for such meeting. Any notice for any other purpose to a Trustee shall be deemed reasonable and sufficient if given in person, or by telephone, fax, telegram or similar electronic means at least forty-eight (48) hours, or by mail at least 96 hours before the meeting, any such written notice to be directed to such Trustee at his or her address or as last recorded on the records of the Charter School. A notice need not specify the purpose of the meeting unless the matters to be considered at such meeting are contracts or transactions between the Charter School and interested parties, or amendments to these bylaws.

Any person authorized to give notice of any annual, regular or special meeting may make affidavit or such notice, which as to the facts therein stated shall be conclusive. It shall be the duty of every Trustee to furnish to the Trustee/Secretary of the Charter School his or her current mailing address and telephone number for notice purposes.

Section 2.17 – Quorum

Except as otherwise provided by law or by these bylaws, a quorum for any election, other than election of Trustees, or for the consideration of any question shall consist of a majority of the Trustees then in office or at least seven (7) members of the Board of Trustees, but if a meeting lacks a quorum, less than a quorum may adjourn such meeting from time to time to a future date or dissolve such a meeting. A quorum for election of Trustees or determination of the number of Trustees shall consist of a majority of the Trustees. If a meeting is adjourned to a future date, it may be held as so adjourned without further notice. Trustee participation must occur in person for purpose of a quorum or a vote. No Trustee may be counted toward a quorum or vote by fax, telephone, e-mail or other correspondence.

The announcement of a quorum by the officer presiding at the meeting shall constitute conclusive evidence that a quorum is present; however, the absence of such an announcement shall have no significance.

Section 2.18 – Action by Vote

When a quorum is present at any meeting, the votes of a majority of the Trustees present at the meeting shall be sufficient for election to any office and shall decide any questions brought before such meeting, except in any case where a larger vote is required by law or by these bylaws. A vote of a majority of the Trustees shall be sufficient for election of Trustees and on the question of the number of Trustees.

A special majority—two third (eight members) of the board of trustees will be required in circumstances such as submission of a charter school amendment, any major financial considerations, and the removal of a Trustee or removal of the Charter School Leader.
Trustee participation must occur in person for purpose of a quorum or a vote. No Trustee may be counted toward a quorum or vote by fax, telephone, e-mail or other correspondence.

Section 2.19—Trustees’ Responsibilities

The Board of Trustees shall be responsible for (a) complying with all pertinent law; (b) ensuring that the school is an academic success and viable organization and faithful to the terms of its charter; (c) determining the curriculum of any school operated by the Charter School, as required by law; (d) oversight of the school’s financial matters and approval of the annual budget; (e) the submission of annual reports to the Charter School Office, the parents and guardians of children enrolled in the Charter School, and the parents and guardians of children contemplating enrollment in the Charter School, as required by law, or students or applicants over the age of 18.

Section 2.20—Limitation of Powers

The Board of Trustees shall set the policies for operations; however, the Board of Trustees shall not hold nor exercise managerial powers of the day-to-day operations of the school.

Trustees shall not select, appoint, evaluate and/or remove school staff other than school leadership. Trustees affirm recommendations by the Charter School Leader to indicate awareness of compliance with ESF for hiring and certification and fidelity to mission and budget. The Board of Trustees is responsible for evaluating and hiring the Charter School Leader. The Charter School Leader is responsible for hiring and evaluating the Principal and all administrative employees of the management agent/ LFDEF, Inc.

Section 2.21—Compensation

Trustees shall not be entitled to receive compensation for their services as Trustees. Trustees may be reimbursed for the reasonable expenses of travel to conferences, trainings or meetings required by the Board membership.

Section 2.22—Management Agent, Charter School Leader

The Board of Trustees of the Charter School shall enter into a Management Agreement with the Lawrence Family Development and Education Fund, Inc., (the “Management Agent”) to provide the following management services. The Charter School Leader as Executive Director of the Management Agent shall hire a Comptroller with responsibility for:

1. Financial oversight including preparation of a budget for approval by the Board of Trustees and responsibility for administering said budget, including preparation of regular and annual financial reports in compliance with statutory requirements; administrative services necessary for the operations for the school, and all necessary accounting and bookkeeping services necessary for the operation of the school.
2. Responsibility for purchasing all goods and services on behalf of and in the name of the Charter School;
3. Securing and managing property suitable for the education of students
4. Securing public and private grants, donations and other resources to support the education of students and opportunities for their benefit.

The Charter School Leader is the primary responsible person under the Management Agreement and shall report to the Board of Trustees of the Charter School for all purposes of managing the school. In addition, The Board of Trustees of the Charter School shall have final authority to select, appoint, evaluate and/or remove the Charter School Leader.

The Principal of the School shall be hired by and be accountable to the Board of Trustees through the Charter School Leader as an employee of the Charter School and shall perform the following duties:

1. Assist in the preparation of the budget and curriculum of the Charter School;
2. Assist in establishing goals and objectives of the Charter School and implement and administer said goals and objectives;
3. Hire and supervise and evaluate all teachers and staff of the Charter School as employees of the Charter School;
4. Assure compliance with all applicable laws and regulations relating to certification, Title 1 Special Education;
5. Assist in establishing disciplinary policies and code of conduct; and any student and staff testing programs;
6. Assist in the identification and establishment of the School’s five-year Accountability Goals and annual monitoring of these goals.
ARTICLE III

Section 3.1 - Open Meeting Requirement

To the extent required by law, all meetings of the Board of Trustees, and any executive committee appointed by the Board of Trustees, shall be open to the public and any person shall be permitted to attend any such meetings.

No quorum of the Board of Trustees or of any Executive Committee appointed by the Board of Trustees shall meet in an executive session for the purpose of deciding on or deliberating toward a decision on any matter, except as required or permitted by law. Notice shall be provided of any meeting of the Board of Trustees and of any executive committee appointed by the Board of Trustees and records of such meetings kept as required by law.

The Charter School shall give notice of the date, time and location of all meetings in accordance with the law pertaining to the open meeting law of governmental bodies (MGL c. 30A 11½). The Charter School shall satisfy the notice requirement of regularly scheduled meetings by posting a yearly schedule of meetings in the Charter School office and mailing a schedule to the Secretary of State’s office, the Executive Office for Administration and Finance and the City Clerk of the City of Lawrence.

YouthBuild Academy Charter School Board of Trustees meet on the 2nd Tuesday of each every other month (holidays or meetings cancelled due to inclement weather, 5:30 p.m. on the first floor meeting room at the Orange Wheeler House, 355 Haverhill Street, Lawrence, MA; a handicap accessible site.

Section 3.2 - Executive Sessions

In certain very limited situations specified in G.L. c. 30A, §11½, the Board of Trustees may hold Executive Sessions that are not open to the public. If the Board decides to hold an Executive Session, it may do so only:

• After first convening in open session;
• After the presiding officer of the Board cites the reason for meeting in executive session and whether the Board will reconvene in open session after the executive session; and
• After a majority of Board members vote, through a roll call vote recorded in the minutes, to meet in executive session.

Minutes must be taken and votes recorded through roll call votes during executive session. Records remain secret only so long as publication may defeat the lawful purposes of the Executive Session. G.L. c. 30A, § 11½(7).

Under G.L. 30A, § 11½, Boards may hold Executive Sessions only in seven limited situations, including:
1. To discuss the “reputation, character, physical condition or mental health rather than the professional competence” of a particular individual.
2. To consider the discipline or dismissal of an employee or to hear complaints or charges brought against a public officer, employee, staff member, or individual.

NOTE: If the Board is meeting in Executive Session under either of these two prior exceptions, the individual in question is afforded certain rights, including the right to have notice of the meeting, the right to be present, the right to have counsel attend, and the right to speak on his/her own behalf.
3. To discuss strategy relating to litigation or collective bargaining.
4. To discuss the deployment of security personnel or devices.
5. To investigate charges of criminal misconduct or to discuss the filing of criminal complaints.
6. To consider the purchase, exchange, lease, or value of real property, if an open discussion may have a detrimental effect on the negotiating position of the governmental body with a person, firm, or corporation.
7. To comply with the provisions of any general or special law or federal grant-in-aid requirements.

ARTICLE IV

Section 4.1 – Officers

The officers of the Charter School shall be President, Vice-President, Treasurer and Secretary and such other officers elected or appointed in such manner as the Board of Trustees may from time to time determine.
Section 4.2 – Election and Tenure

The officers of the Charter School shall be elected annually by the Board of Trustees at the Annual Meeting following election of the Board of Trustees by the Trustees. They shall hold office until the next Annual Meeting subject to the bylaws, unless a shorter period shall have been specified by the terms of their election, and until their successors are elected and qualify, unless they shall sooner die, resign, be removed or become disqualified. Each agent shall retain his or her authority at the pleasure of the Board of Trustees.

Section 4.3 – Qualifications

Only Trustees are qualified to serve as officers. The Secretary must be a resident of the Commonwealth of Massachusetts. The same person may hold more than one office.

Section 4.4 - President and Vice-President of the Board of Trustees

The President of the Board of Trustees shall preside at all meetings of the Board of Trustees, except as the Board of Trustees shall otherwise determine, and shall have such other powers and duties as may be determined by the Board. The President shall be the chief executive officer of the Charter School and, subject to the direction of the Board of Trustees, shall have general charge and supervision of the affairs of the Charter School.

In the event of his or her absence or disability, the Vice-President shall perform the duties of the President. In the event of the absence or disability of both the President and the Vice-President, a temporary chair shall be elected by those present at such meeting and shall preside.

Section 4.5 – Treasurer

The Treasurer shall, subject to the direction of the Board of Trustees, have general oversight of the financial affairs of the Charter School. The Treasurer shall cause to be kept regular books of account, shall report to the Board of Trustees at regular intervals the financial condition of the Charter School, and shall ensure that a true and accurate accounting of the financial transactions of the Charter School is made. The Treasurer shall be responsible for the safekeeping of all investments and funds of the Charter School, which funds and investments shall be held in such depository or depositories as the Board of Trustees shall select and as permitted or required by law. The Treasurer shall be in charge of the Charter School’s valuable papers, books of account and accounting records, and shall have custody of the Charter School’s seal.

Section 4.6 – Secretary

The Secretary shall record and maintain records of all proceedings of the Charter School in a book or a series of books kept within the Commonwealth of Massachusetts at the administrative office of the Charter School or at the office of its Secretary or its resident agent. Such book or books shall be open at all reasonable times to the inspection of any Trustee. Such book or books shall also contain the original or attested copies of the Certificate of Organization and the bylaws, and the names of all the Trustees and the addresses of each. If the Secretary is absent or unavailable, an Assistant Secretary may be temporarily appointed and shall have the duties, powers, and responsibilities of the Secretary and shall have such further duties, powers, and responsibilities as the Board of Trustees shall from time to time determine. In the event of the absence or unavailability of both the Secretary and Assistant Secretary from any meeting of the Charter School, a temporary Secretary chosen by those at the meeting shall exercise the duties of the Secretary at the meeting.

Section 4.7 – Powers and Duties of Officers

Subject to these bylaws and to the control and direction of the Board of Trustees, each officer shall have in addition to the duties and powers specifically set forth in these bylaws, such duties and powers as are customarily incident to such office and such additional duties and powers as the Board of Trustees may from time to time determine.

Section 4.8 – Bonds

The Board of Trustees may from time to time require from any one or more of the officers or agents of the Charter School that they shall give bonds for the faithful performance of their duties in such form, in such sum and with such sureties as the Board may determine. The premium for all such bonds shall be paid by the Charter School unless otherwise determined by the Board.
Section 4.9 – Suspension and Removal
The Board of Trustees may terminate or modify the authority of any agent affiliated with the school. The Board of Trustees may suspend an officer with cause by vote of a majority of the Trustees then in office. The Board of Trustees may remove any officer from office with cause by vote of a majority of the Trustees then in office.

Section 4.10 – Resignations
Any officer may resign at any time by delivering to the President or the Treasurer/Secretary or to a meeting of the Board of Trustees a written instrument which, if it does not specify a later effective date and time, shall take effect when accepted by the President, Treasurer/Secretary or the Board of Trustees.

Section 4.11 – Vacancies
If the office of any officer becomes vacant, the Board of Trustees may choose or appoint a successor by vote of the majority of the Trustees present at the meeting at which such choice or appointment is made. Each such successor shall hold office for the unexpired term of his or her predecessor and until another shall be chosen or appointed and qualifies for such office or until such successor sooner dies, resigns, is removed or becomes disqualified.

Section 4.12 – Compensation
No officer shall be compensated for services rendered as an officer of the Board. Officers shall be entitled to be reimbursed for reasonable expenses incurred in the performance of their duties upon presentation of such expenses before any meeting of the Board of Trustees and authorization for the payment of such expenses by vote of the Board of Trustees.

ARTICLE V
Code of Conduct
To the extent required by law, the Trustees and officers of the Charter School shall comply with G.L. c. 268A regarding ethical obligations of public agents.

ARTICLE VI
Personal Liability
The Board of Trustees and officers of the Charter School shall be considered a public employee for purposes of tort liability under G.L., c.258. Employees of the Charter School shall be considered public employees for the purpose of tort liability under G.L. c. 258. The trustees and officers shall not be personally liable for any debt, liability or obligation of the Charter School. All persons, corporation or other entities extending credit to, contracting with or having any claim against the Charter School may look only to the funds and property of the Charter School. The Charter School shall maintain directors’ liability insurance for the protection of individual Trustees from debt, liability or other obligation resulting from their role as Trustee of the Charter School.

ARTICLE VII
Conflicts of Interest
The actions of all Trustees, Committee members and officers are subject to the Conflict of Interest provisions set forth in the Policies and in MGL Chapter 268A.

No contract or transaction between the Charter School and one or more of its Trustees or officers, or between the Charter School and any other organization of which one or more of its directors, trustees or officers are Trustees or officers, or in which any of them has any financial or other interest, shall be void or voidable, or in any way affected, solely for this reason, or solely because the Trustee or officer is present at or participates in the meeting of the Board of Trustees or committee thereof which authorizes, approves or ratifies the contract or transaction, or solely because his, her, or their votes are counted for purposes if:
(a) The material facts as to his/her or their relationship or interest and as to the contract or transaction are disclosed or are known to the Board of Trustees or the committee which authorizes, approves or ratifies the contract or transaction by the affirmative vote of a majority of the disinterested Trustees, even though the disinterested Trustees be less than a quorum; or
(b) The contract or transaction is fair as to the Charter School as of the time it is authorized, approved or ratified by the Board of Trustees, or a committee thereof.
Interested Trustees may be counted in determining the presence of a quorum at a meeting of the Board of Trustees or a committee thereof which authorizes approves or ratifies the contract or transaction. No Trustee or officer of the Charter School shall be liable or accountable to the Charter School or to any of its creditors or to any other person, either for any loss to the Charter School or to any other person or for any gains or profits realized by such Trustee or officer, by reason of any contract or transaction as to which clauses (a) or (b) above are applicable.

ARTICLE VIII
INDEMNIFICATION
Section 8.1 – Right of Indemnification
The Charter School shall indemnify and reimburse out of the Charter School’s funds any person (or the personal representative of any person) who at any time serves or shall have served as Trustee, officer, employee or other agent of the Charter School, or who serves or shall have served at its request as an officer, employee, or other agent of another organization in which it has an interest, whether or not in office at the time, against an for any and all claims and liabilities to which he or she may be or become subject by reason of such service and against and for any and all expenses necessarily incurred in connection with the defense or reasonable settlement of any legal administrative proceedings to which he or she is made a party by reason of such service except with respect to any matter as to which he or she shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that this or her action was in the best interest of the Charter School or, to the extent that such matter relates to service with respect to an employee benefit plan, in the best interests of the participants or beneficiaries of such employee benefit plan, In affecting such indemnity and reimbursement, the Board of Trustees may enter into such agreements and direct the officers of the Charter School to make such payment or payments and take such other action (including employment of counsel to defend against such claims and liabilities) as may in their judgment appear to be reasonable, necessary, or desirable. Such indemnification or reimbursement shall not be deemed to exclude any other rights or privileges to which such person may be entitled.

Section 8.2 – Indemnification in Advance of Final Disposition of Action
Indemnification of the person specified in Section 8.1 may include payment by the Charter School of expenses incurred in defending a civil or criminal action or proceeding upon receipt of an undertaking by the person indemnified to repay such payment if he or she shall be adjudicated to be not entitled to indemnification by law or under these bylaws.

Section 8.3 – Insurance
The Charter School shall have power to purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or other agent of the charter School or is or was serving at the request of the Charter School as a director, officer, Trustee, employee or agent of another organization in which it has an interest against any liability incurred by him or her in any such capacity or arising out of his or her status as such whether or not the Charter School would have the power to indemnify him or her against such liability.

ARTICLE IX
Section 9.1 – Voting Stock in Other Corporations
Whenever the Charter School shall own stock or another corporation, either the President or Treasurer/Secretary may, on behalf of the Charter School: (i) waive notice of any meeting of stockholders or shareholders of any other corporation, or of any association, trust or firm of which any securities are held by the Charter School; (ii) appoint any person or persons to act as proxy or attorney-in-fact for the Charter School, with or without substitutions, at any such meeting and (iii) execute instruments or consent to stockholder or shareholder action take without a meeting.

Section 9.2 – Checks, Etc.
To the extent permitted by law, all checks, drafts, endorsements, notes, and evidence of indebtedness of the Charter School, and all endorsements for deposits to the credit of the Charter School shall be signed by such officers, agent or agents of the Charter School and in such manner as shall from time to time be determined by resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the President or Vice-President and countersigned by the
Treasurer/Secretary. The amount of check approval and their signatory are reviewed annually and updated annually in the corporate resolution.

Section 9.3 – Loans

No loans or advances shall be contracted on behalf of the Charter School and no note or other evidence of indebtedness shall be issued in its name unless permitted by law and unless and except as authorized by the members of the Board of Trustees. Any such authorization may be general or confined to specific instances and may include authorization to pledge as security for loans or advances so authorized, any and all securities and other real or personal property at any time held by the Charter School.

Section 9.4 – Contracts

To the extent permitted by law, the President or any other officer or agent specifically authorized by the Board of Trustees, may, in the name of and on behalf of the Charter School, enter into contracts and execute such instruments that are specifically authorized by the Board of Trustees. No other officer or other agent of the Charter School may enter into any contract or execute and deliver any instrument in the name of or on behalf of the Charter School unless authorized by a vote of the Board of Trustees.

Section 9.5 – Recordable Instruments

To the extent such execution is permitted by law, any recordable instrument purporting to affect an interest in real estate executed in the name of the Charter School shall be executed by the President and Vice-President or the officer or agent specifically authorized by the Board of Trustees. If executed, said instruments shall be binding on the Charter School in favor of a purchaser or other person relying in good faith on such instruments notwithstanding any inconsistent provision of the Certificate of Organization, these bylaws or resolutions or votes of the Board of Trustees.

Section 9.6 – Execution or Certifications

Any action taken by the Board of Trustees or any committee thereof may be certified by the officer whose duty it is to keep the minutes of such meeting or by the officer or Trustee keeping the records thereof or presiding thereat; and any such certificate shall be conclusive evidence for all purposes that the action so certified was properly taken.

Section 9.7 – Dissolution of the Charter School

Subject to the applicable provision of the law, the Charter School may dissolve at any time by the affirmative vote of at least two-thirds of the Trustees. Upon the liquidation or dissolution of the Charter School, after payment of all liabilities of the Charter School or due provisions therefore, all of the assets of the Charter School shall be disposed of as permitted or required by law. The Charter School’s charter issued by the Massachusetts Board of Education is subject to the provisions of the Enabling Act and other provision of the General Laws of the Commonwealth of Massachusetts concerning applicable terms of revocation and/or termination.

Section 9.8 – Policy of Non-Discrimination

The Charter School will not discriminate against any client, employee or applicant for employment on the basis of race, creed, color, sex, sexual orientation, national or ethnic origin, mental or physical disability, age or ancestry. The Charter School shall be open to all students on a space available basis through ESE approval enrollment and lottery process and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language and academic achievement.

ARTICLE X

Amendments

These bylaws may at any time be amended or repealed by vote of a majority of the Trustees then in office as to all provisions except composition of an election of Trustees. Any amendment as to provisions concerning composition or election of Trustees shall require a vote of a majority of Trustees.

Amendments to the Charter must be approved by a majority of the Trustees and the Massachusetts Department of Elementary and Secondary Education.

ARTICLE XI

Complaints and Grievance Procedure

In compliance with MGL Chapter 71, Section 89 (ll), or 603 CMR 1.00, individuals or groups may complain to the Board concerning any claimed violation of this section or the Charter.
Section 11.1 - Complaints related to internal administrative or educational issues

All complaints related to the in-school administrative or educational issues should be addressed first at the lowest possible level to the persons that are immediately responsible for reviewing and addressing these complaints.

Any complaint directed to the Board must be submitted to the President in writing, with a detailed explanation of the problem and description of how the problem was addressed by staff and why, in the complainer’s opinion, the problem was not solved to his/her satisfaction. Written responses from the staff involved in the issue must also be provided to the Board.

The Board President or his designee shall interview the complainant and all involved parties and report the problem at the next Board meeting. The Board makes a final decision regarding the complaint.

Section 11.2 - Complaints related to the Charter School laws and regulations (per 603 CMR 1.10)

(1) A parent, guardian, or other individuals or groups who believe that a charter school has violated or is violating any provision of M.G.L. c. 71, § 89, or 603 CMR 1.00 may file a complaint with the charter school's board of trustees.

(2) The board of trustees shall respond no later than 30 days from receipt of the complaint in writing to the complaining party.

(3) The board of trustees shall, pursuant to a complaint received under 603 CMR 1.10, or on its own initiative, conduct reviews to ensure compliance with M.G.L. c. 71, § 89, and 603 CMR 1.00. The charter school and the specific individuals involved shall cooperate to the fullest extent with such review.

(4) A complaining party who believes the complaint has not been adequately addressed by the charter school board of trustees may submit the complaint in writing to the Commissioner, who shall investigate such complaint and make a written response.

(5) In the event the charter school is found in non-compliance with M.G.L. c. 71, § 89, or 603 CMR 1.00, as a result of a complaint or upon investigation, the Commissioner or Board may take such action as it deems appropriate, including but not limited to suspension or revocation of the charter under 603 CMR 1.13, or referral of the matter to the District Attorney, the Office of the Attorney General, or any other agency for appropriate legal action.

(6) A parent, guardian, or other individuals or groups who believe that a charter school has violated or is violating any state or federal law or regulation regarding Special Education may file a complaint directly with the Department.
## B. DRAFT RECRUITMENT AND RETENTION PLAN

**YouthBuild Academy Charter School**  
November 13, 2012

### I. Recruitment Plan

#### General Recruitment Activities

YBACS will reach out to every section of the City of Lawrence through advertisements in English and Spanish newspapers and will post all requirements and the application on its YBACS Facebook page and website in both Spanish and English. YBACS will distribute posters and distribute enrollment eligibility information to all agencies that traditionally work with high-risk student dropouts, i.e., probation department, DCF, Essex County Pre-release Center, local high school counselors, The Career Center and other identified groups.

### Recruitment Plan – Goals and Strategies

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th>GOAL: To offer quality public education to students who have demonstrated learning and developmental challenges.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Special education students</td>
<td>STRATEGY: LFDCS will distribute flyers and/or posters to local health agencies, family counseling agencies and health centers and the local court system, DYS and The Career Center.</td>
</tr>
<tr>
<td>B. Limited English-proficient students</td>
<td>YBACS recognizes that its founding mission will attract significant numbers of limited English students where the local public schools enrolls 90% minority. GOAL: Continue to attract English Language Learner older youth who do not fit the traditional high school by ensuring that all communication is in two languages: English and Spanish. STRATEGY: 1. Place advertisements on Spanish language radio stations. 2. Provide information at Latino-specific cultural events. 3. Advertise at any agency which generally provides services to new immigrant families. 4. Communicate with bilingual school counselors.</td>
</tr>
<tr>
<td>C. Students eligible for free lunch</td>
<td>Based on the 1990 decennial census, LFDCS strategically opened its doors in the poorest section of the poorest city in the Commonwealth, focusing its outreach to enroll students from this demographic. GOAL: To attract low-income, disadvantaged students in the City of Lawrence. STRATEGY: Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers. Connections to job training programs, community colleges, MVWIB, ValleyWorks.</td>
</tr>
<tr>
<td>D. Students eligible for reduced price lunch</td>
<td>YBACS will enroll youth and young adults who have dropped out of school, constituting the poorest cohort in the poorest community and will focus its outreach to enroll in this demographic.</td>
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</tbody>
</table>
Demographic Group: E. Students who are sub-proficient

YBACS will recruit students who have experienced academic difficulties in traditional schools—the main cause for dropout.  
**GOAL:** To attract sub-proficient students who have left school in the City of Lawrence.  
**STRATEGY:** Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.

Demographic Group: F. Students at risk of dropping out of school

YBACS’s sole existence is to re-engage students who have already dropped out of school. In recognizing high-risk factors that impact this group, YBACS will collaborate with area crisis counselors, mental health and court counselors.

Demographic Group: G. Students who have dropped out of school

**GOAL:** The priority goal of YBACS is to recruit young people who have dropped out of school.  
**STRATEGY:** The strategy is to work with every local organization that traditionally provides services to this group including: the Police Department, DA's office, DCF, career centers, mental health and drug counselors, MVWIB, ValleyWorks, Dept. of Transitional Assist.  
YBACS will establish the foundation for student success and retention through its Transformation Orientation program that addresses both mental and physical readiness and re-engage them in a rigorous academic program for their success.

II. Retention Plan

<table>
<thead>
<tr>
<th>Overall Student Retention Goal</th>
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<tbody>
<tr>
<td>The annual goal for student retention at YBACS is 75%. YBACS recognized that the target population of youth/young adult prior dropouts is a highly mobile and transient population; therefore, the annual goal for student retention will begin at 65% for Year 1, increasing annually by 3% as program support services and strategies are developed and implemented.</td>
</tr>
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<table>
<thead>
<tr>
<th>Retention Plan Goals and Strategies</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td>Limited English Learners</td>
</tr>
<tr>
<td>Parenting and Pregnant Teens</td>
</tr>
<tr>
<td>Low Income (free and reduced lunch)</td>
</tr>
</tbody>
</table>
C. DRAFT ENROLLMENT POLICY AND ADMISSION APPLICATION
YouthBuild Academy Charter School (YBACS) Enrollment Policy

YBACS is a public school operating under a charter/ license granted by the Commonwealth of Massachusetts. Admission to the school is open to all eligible applicants who are residents of the City of Lawrence ages 16-22, for enrollment in grades 9-12. YBACS does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement when recruiting or admitting students 603 M.G.L.c. 71, 89(1); 603 CMR 1.06(1). YBACS accepts applications throughout the year in anticipation of a public lottery to be held on the first Wednesday of August, December and April prior to the start of each trimester.

Eligibility for Admittance - Every student regardless of sibling preference, residence preference or non-residence must complete an Enrollment Application prior to the deadline to be entered into the lottery. YBACS will announce and hold a subsequent lottery each year for those students submitting applications after the deadline to be held in August. Applicants for enrollment must be a resident of Massachusetts at the time of their application. Available lottery seats will be offered first to siblings, then residents of the City of Lawrence. Non-residents of the community will participate in the lottery only if more seats are available at the time of the lottery than resident applicants. Otherwise a separate lottery will be conducted for non-residents. Proof of residency (except in the case of homeless students) is required in the form of a gas bill, electric bill or a signed lease. Student applicants must submit documentation that they are 16-22 years of age. YBACS does not require applicants to attend interviews or informational meetings as a condition of enrollment. YBACS does ask parent(s)/guardian(s) and/or students to meet with the Parent Liaison to finalize paperwork, review the Parent/Student Handbook and meet the School Leader/Principal. Parent(s)/guardian(s) and/or students are invited to an Orientation Session.

Enrollment Process - YBACS will hold its initial lottery the second Wednesday of March, 2013 at 355 Haverhill Street at 3:00 p.m. for enrollment into its first class. YBACS will only hold one lottery for its first year of operation. Subsequent lotteries will be held for each year on the first Wednesday of August, December and April for the upcoming trimester. Each new student, once enrolled, will participate in a Transformation Orientation Program which will culminate into a written Personal Success Blueprint. The lottery is publicized beginning one month prior to the lottery— including the date, time and location—on its website (www.lfdcs.org), local newspapers, on local radio programs, in a notice to all current students, and in a flyer or poster in local non-profits, service agencies and organizations. All announcements will disclose that YBACS does not discriminate on the basis of race, color, national origin, sex, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or foreign language, or prior academic achievement 603 M.G.L.c. 71, 89(1); 603 CMR 1.06(1). The YBACS lottery is open to the public. Student names, by grade level, are entered based on completed applications signed by parent(s)/guardian(s) or students over age 18. YBACS draws the lottery using student names unless parent(s)/guardian(s) or students chooses to opt out of having their names publicly used at which time a number will be assigned and the parent(s)/guardian(s) or students will be notified in advance. Once a student is accepted that student must finalize acceptance. Parent(s)/guardian(s) or student over age 18 are notified by phone, followed by a first class letter of Congratulations and Welcome sent within three school days of the lottery. Parent(s)/guardian(s) or students over age 18 must notify the school of their acceptance within 10 school days of YBACS's notification of the student's selection.

Release of Student Names and Addresses - Parent(s)/guardian(s) or students applicants over age 18 need to be informed that YBACS, in accordance with MGL Charter 71, Section 89 (g), shall release the names and addresses of students to a Third Party Mail House upon request unless the parent(s)/guardian(s) and/or students over age 18 object to disclosure of information. The school will release this information at the request of the Lawrence Public School District. If parent(s)/guardians(s) and/or students over age 18 wish not to have the student’s information released to a third party mail house parent(s)/guardians(s) and/or students over age 18 need to complete the form that is attached as part of the application.

Lottery Process - YBACS must hold a lottery to determine which applicants will receive an offer of admission in March, 2013 and each subsequent year during the month of August 603 CMR 1.06(3)(a). A public chart will list the number of opening in grades 9-12. If an applicant is the sibling of a student
currently attending YBACS, a card with the student’s name, address, and sibling name and grade is placed in the lottery and drawn and posted for available slots. Each trimester the lottery is conducted the school identifies an individual that has no affiliation with the school to publicly draw the names from the applicant pool. The lottery will be held in the school cafeteria of the identified building, Lawrence, MA. Once all siblings of current students are drawn and posted, the names of resident children are drawn and posted, in the order drawn. If there are more siblings drawn than available slots those students are placed on the sibling waitlist in the order drawn. Non-resident students are then drawn and posted until all current openings are filled. Once all openings are filled, all remaining names are drawn, and posted in order, creating a waitlist while taking into consideration the sibling preference waitlist, the resident waitlist and the non-resident waitlist for all subsequent openings. If the lottery process in a given trimester fails to adequately draw the sufficient number of students for enrollment, the school will hold a subsequent lottery after public notice has been advertised for a month and the required lottery process is followed.

Waitlists - YBACS will not retain a rolling waitlist from one year to the next; YBACS will keep a rolling waitlist for each subsequent trimester. Applications received after the deadline for the annual lottery are placed in a subsequent lottery and upon being drawn will be added to the existing waitlist. The order of the student’s placement on the waitlist may change depending on the preferences that exist at the time an offer of admission is extended, such as a student moving up on a waitlist due to a sibling or residential status. Any new applicant would be placed at the bottom of the list once a public lottery is held. Unless there is more than one applicant, in which case a lottery will be held for these students and the order as drawn will be added to the waitlist. YBACS maintains accurate waitlist records including student names, home addresses and telephone numbers of students who were part of the lottery but did not gain admission. Students accepted from the waitlist are notified by telephone and in writing. If a letter is returned by the Post Office without sufficient forwarding information, the school will make every effort in compliance with the child find law and go to the last known physical address to ensure that the family is not homeless. If a student declines an offer of admission, the school will immediately contact the parents(s)/guardians(s) and/or students over age 18 first on the waitlist that meets all eligibility requirements, as mentioned before. No student will be admitted ahead of other eligible students on the waitlist unless said student is either a sibling of a currently enrolled student or a resident of Lawrence should the other student be a choice student. YBACS will fill vacancies at the start of each trimester. Although vacancies which occur in grades 10-11-12 may be statutorily excluded, YBACS will accept on school-wide rather than grade level.

Siblings are potential students who currently have a sibling attending the charter school at the time of the lottery. Siblings are students that share a common biological or legal parent as opposed to students who may live in the same house but do not share a common parent. If a student moves out of the city but remains enrolled, that student’s sibling has preference in the admissions process even though they are non-residents at the time of the application.

Residents are students that live in the city in which the charter school is located. Residents who have dropped out of district, charter, private or parochial schools get equal access to available seats. Students must be residents of the City of Lawrence at the time of application.

Non-Residents are students who live in Massachusetts but outside the city in which the charter school is located. YBACS acknowledges that non-resident applicant names will be kept separate from Lawrence residents. A lottery may be held if non-resident names are submitted. Non-resident students will be offered a place at the school only if there are no resident student names on the waiting list.

Students Who Move From Lawrence - YBACS acknowledges that once a student enters the Charter School, that student may continue to attend even if the student moves to a new community within the State of Massachusetts. Transportation of the student however will be the responsibility of the parent(s)/guardian(s) and or student.

Part 6 – Application for Admission - The application for admission to YBACS does not require dual parent / guardian signature. Students who are 18 years of age do not require any parent/guardian signature. As part of the application process, students are not required to submit a Social Security Number. YBACS will submit a copy of the application with its Enrollment Policy to ESE and will re-submit at any time amendments are made.
YouthBuild Academy Charter School
Address, Telephone, Fax and E-mail – To be determined once chartered

Application Information Sheet 2013-2014

Last Grade Completed: Please circle Último grado que usted completó (por favor circule):

8 9 10 11 12

Name of Student as it appears on Birth Certificate______________________________________________
Nombre del Estudiante según aparece en el Certificado de Nacimiento

Student Birth Certificate Verified by Staff Initials __________

Name/Nombre ______________    Middle/Segundo Nombre __________    Last/Apellido ____________
Address/Dirección _____________________________________________________________________
City/Ciudad ____________________________, MA (Zip Code/Código Postal) __________________
Date of Birth/ Fecha de Nacimiento ______________________________________ Sex/Sexo _____
Month/Mes Day/Día Year/Año
Place of Birth/Lugar de Nacimiento _______________________________________________________
City/Ciudad State/Estado Country/País

The following questions are optional. You are not required to answer these questions. Race/
Las siguientes preguntas son opcionales. No es obligatorio responder a estas preguntas. Grupo étnico
(Please Circle/Favor Circule)  White/Blanco     African American/Afroamericano  White Hispanic/Blanco Hispano  Black Hispanic/Blanco Español  Asian/Asiático American–Alaskan Native/Indio Americano–Nativo de Alaska Other/Otro __________

Primary language spoken at home/Lenguaje primario que se habla en su casa ______________________

*Is your child receiving services on an IEP 504 ELL (English language learner) Health Plan
*Esta su hijo recibiendo servicios en un IEP 504 ELL (English language learner) Health Plan

Last school attended/ Escuela a la que asistió o esta asistiendo actualmente:
____________________________________________________________________________________

Does this youth have any siblings (brothers or sisters) currently attending YBACS?
¿Tiene este niño/niña algún hermanito(a) actualmente asistiendo la escuela YBACS?

If your answer is yes, please provide sibling’s name, grade, and age __________________________
Si su respuesta es sí, favor de proveer el nombre grado y edad del hermanito(a) ____________________

Has this student ever been expelled?  ¿Ha sido el estudiante expulsado alguna vez?  Yes/Si No

Does your child require special academic help? ¿Necesita su hijo alguna ayuda académica especial? Yes/Si No

Parent’s Signature or student signature if 18 or over: ___________________Date (Fecha):_________
(Firma del padre o encargado)

**In accordance with M.G.L. Chapter 71, Section 89(g) LFDCS will release student name & address to a
third party mail house upon request unless parent/guardian objects to disclosure of information./**De acuerdo con la ley M.G.L. Capítulo 71, Sección 89(g),LFDCS notificará el nombre y domicilio del estudiante a una tercera agencia cuando corresponda a menos que el padre/guardián se oponga a dar esta información.

☐ I prefer not to release my child’s information: (Prefiero no notificar la información de mi hijo/a)
YouthBuild Academy Charter School
Address, Telephone, Fax and E-mail – To be determined once chartered

HOME LANGUAGE SURVEY

Massachusetts Department of Elementary and Secondary Education regulations require that all schools determine the language(s) spoken in each student’s home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your child. Please help us meet this important requirement by answering the following questions. Thank you for your assistance.

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
</tr>
<tr>
<td>Country of Birth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Start in New School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTIONS FOR PARENTS/GUARDIANS OR STUDENTS 18 OR OVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the native language(s) of each parent/guardian and caregivers? (circle one)</td>
</tr>
<tr>
<td>mother/father guardian</td>
</tr>
<tr>
<td>mother/father guardian</td>
</tr>
<tr>
<td>What language did your child first understand and speak?</td>
</tr>
<tr>
<td>What other languages does your child know? (circle all that apply)</td>
</tr>
<tr>
<td>speak/read/write</td>
</tr>
<tr>
<td>speak/read/write</td>
</tr>
<tr>
<td>Will you require written information from the school in your native language?</td>
</tr>
<tr>
<td>Y □ N □</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>Parent/Guardian or Student over 18 Signature</td>
</tr>
</tbody>
</table>

| Which language(s) are spoken with your child? |
| include relatives: grandparents, uncles, aunts, etc. |
| seldom / sometimes / often / always |
| seldom / sometimes / often / always |
| What language do you use most with your child? |
| Which language do you use most with your child? |
| seldom / sometimes / often / always |
| seldom / sometimes / often / always |
| Will you require an interpreter/translator at Parent/Teacher meetings? |
| Y □ N □ |
| X |
| Today’s Date mm/dd/yyyy |

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D. DRAFT ORGANIZATIONAL CHART

YouthBuild Academy Charter School

BOARD OF TRUSTEES

MANAGEMENT AGREEMENT

LFDEF, INC.

ACADEMIC PROGRAM

School Leader/Principal

Academic Coordinator

Faculty
Specialists
ESL
Special Education
Paraprofessionals
Mentors
Tutors

Students

Student Support Services Coordinator

Counseling
Recruitment
School-Linked Services
Partnerships
YouthBuild
Community Service

Employees

• Comptroller
• Development Director/Public Relations
• Technology

Contracted Services

• Special Education
• Food Services
• Facilities
• Transportation
• Custodial
• Family Center
• Audit/Financial

BUSINESS PROGRAM

Employees

• Comptroller
• Development Director/Public Relations
• Technology

Contracted Services

• Special Education
• Food Services
• Facilities
• Transportation
• Custodial
• Family Center
• Audit/Financial
### E. OPERATING BUDGET: PROJECTED REVENUES AND EXPENDITURES

#### Charter School:

<table>
<thead>
<tr>
<th>MAJOR ASSUMPTIONS</th>
<th>YBACS Budget</th>
<th>Pre-Operational Period FY2013</th>
<th>Year 1 FY 2014</th>
<th>Year 2 FY2015</th>
<th>Year 3 FY2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Per Pupil Tuition</td>
<td></td>
<td>11,508</td>
<td>11,850</td>
<td>12,200</td>
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</tr>
<tr>
<td>B Student Enrollment</td>
<td></td>
<td>113</td>
<td>60</td>
<td>100</td>
<td>140</td>
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<tr>
<td>C Facility Size (square footage)</td>
<td></td>
<td>29,000</td>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td>D Cost per square foot</td>
<td></td>
<td></td>
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<tr>
<td>E Staff FTE: (1.0 FTE = 40 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1 Administrative (Professional)</td>
<td>PRIN/ACAD CO-ORD</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
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</tr>
<tr>
<td>E2 Administrative (Support/Clerical)</td>
<td>ADMIN SUPP</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>E3 Instructional: Teachers</td>
<td>TEACHERS</td>
<td>5.0</td>
<td>9.0</td>
<td>15.0</td>
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</tr>
<tr>
<td>E4 Instructional: Other (Professional)</td>
<td>SPED TEACHER/ESL</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
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<tr>
<td>E5 Instructional: Paraprofessionals</td>
<td>AMER CORP</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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</tr>
<tr>
<td>E6 Instructional: Salaries - Support/Clerical</td>
<td>CAREER/ADJ COUNS</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
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<tr>
<td>E7 Other Student Services</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>E8 Operation and Maintenance of Plant</td>
<td></td>
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<tr>
<td>F Staff FTE:</td>
<td>Subtotal:</td>
<td></td>
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<tr>
<td>OPERATING REVENUES</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1 Tuition</td>
<td></td>
<td>690,000</td>
<td>1,185,000</td>
<td>1,708,000</td>
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<tr>
<td>2 Grants - State</td>
<td></td>
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<tr>
<td>3 Grants - Federal</td>
<td>TITLE 1/SPED</td>
<td>81,300</td>
<td>135,000</td>
<td>189,000</td>
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<td>4 Grants - Private</td>
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<td>175,000</td>
<td>175,000</td>
<td>75,000</td>
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</tr>
<tr>
<td>5 Nutrition Funding - State &amp; Federal</td>
<td></td>
<td>48,144</td>
<td>80,240</td>
<td>112,336</td>
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<tr>
<td>6 Program Fees</td>
<td></td>
<td>152,000</td>
<td>147,000</td>
<td>150,000</td>
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<tr>
<td>7 Contributions, in-kind</td>
<td></td>
<td></td>
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<tr>
<td>8 Contributions, in-cash</td>
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<tr>
<td>9 Investment Income</td>
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<tr>
<td>10 Transportation Reimbursements</td>
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<td></td>
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<tr>
<td>11 Other:</td>
<td></td>
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<tr>
<td>12 Other:</td>
<td></td>
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<td></td>
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<tr>
<td>13 TOTAL OPERATING REVENUES</td>
<td>0</td>
<td>1,146,444</td>
<td>1,722,240</td>
<td>2,234,336</td>
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<td>OPERATING EXPENDITURES</td>
<td>Pre-Operational Period</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td></td>
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<tr>
<td>------------------------</td>
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<td></td>
<td>FY2013</td>
<td>FY 2014</td>
<td>FY2015</td>
<td>FY2016</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
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<td>Salaries - Administrative (Professional)</td>
<td>80,000</td>
<td>82,400</td>
<td>149,872</td>
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<tr>
<td>15 Salaries - Administrative (Support/Clerical)</td>
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<td>36,050</td>
<td>37,135</td>
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<td>16 Accounting-Audit</td>
<td>5,000</td>
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<td>17 Legal</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
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<td>18 Payroll</td>
<td>5,000</td>
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<td>5,000</td>
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<td>19 Other Professional Services</td>
<td>0</td>
<td>0</td>
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<tr>
<td>20 Information Management and Technology</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
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<tr>
<td>21 Office Supplies and Materials</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
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<tr>
<td>22 Professional Development, Administrative/Board</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
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<tr>
<td>23 Dues, Licenses, and Subscriptions</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
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<td></td>
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<tr>
<td>24 Fundraising</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
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</tr>
<tr>
<td>25 Recruitment/Advertising</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td></td>
<td></td>
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<tr>
<td>26 Travel expenses for staff/Board</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
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<tr>
<td>27 Bank Charges - Current (Short Term)</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
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<tr>
<td>28 Purchased Management Services</td>
<td>MGMT FEE</td>
<td>43,000</td>
<td>74,065</td>
<td>106,750</td>
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<tr>
<td>29 Other: BD MTG</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
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<tr>
<td>30 Other: MISC</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
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<tr>
<td>31 Subtotal:</td>
<td>0</td>
<td>208,000</td>
<td>242,515</td>
<td>343,757</td>
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<tr>
<td>Instructional Services</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Salaries - Teachers</td>
<td>225,000</td>
<td>45,000</td>
<td>411,750</td>
<td>91,350</td>
<td>694,102</td>
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<tr>
<td>33 Salaries - Other (Professional)</td>
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<td>92,700</td>
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<td>140,481</td>
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<td>34 Salaries - Paraprofessionals</td>
<td>54,000</td>
<td>0</td>
<td>73,620</td>
<td></td>
<td>75,830</td>
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<tr>
<td>35 Salaries - Support/Clerical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 Contracted Services, Instructional</td>
<td>30,000</td>
<td>0</td>
<td>40,000</td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td>37 Instructional Technology in Classrooms</td>
<td>15,000</td>
<td>3,000</td>
<td>20,000</td>
<td>4,000</td>
<td>25,000</td>
</tr>
<tr>
<td>38 Instructional Supplies &amp; Materials</td>
<td>25,000</td>
<td>10,000</td>
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<td>7,500</td>
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<td>6,500</td>
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<td>41 Dues, Licenses, and Subscriptions</td>
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<td>6,000</td>
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<td>7,500</td>
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<td>42 Staff Stipends in addition to base salary</td>
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<td>9,000</td>
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<tr>
<td>43 Purchased Management Services</td>
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<td>44 Other: POSTAGE/TEL</td>
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<td>45 Other: COPIER/FAX</td>
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<td>Year 1 FY 2014</td>
<td>Year 2 FY2015</td>
<td>Year 3 FY2016</td>
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<tr>
<td>47 Salaries - Other Student Services</td>
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<td>48 Health Services</td>
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<td>49 Student Transportation (to and from school)</td>
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<td>77,000</td>
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<tr>
<td>Operation and Maintenance of Plant</td>
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<td>56 Salaries - Operation and Maintenance of Plant</td>
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<td>63 Renovation/Construction</td>
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<td>64 Acquisition of Capital Equipment</td>
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<td>66 Other: FURN &amp; EQUIP</td>
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<td>76 Dissemination Activities</td>
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<td>77 Civic Activities</td>
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VII. REQUIRED ATTACHMENTS

F. FOUNDING GROUP MEMBERS: LETTERS OF COMMITMENT AND RESUMES

October 27, 2012

To Whom It May Concern:

It is with great pleasure that I write in support of the application for a YouthBuild Academy Charter School in Lawrence, Massachusetts. As a member of the Board of the existing Lawrence Family Development Charter School, I have had the opportunity to observe and analyze an effective instructional program and to work with a well prepared and committed team of administrators and educators. The strategic planning undertaken by the Lawrence Family Development and Education Fund, Inc. laid out the challenge last year: “Given the proven efficacy of the K-8 school and given the academic needs of adolescents in the community who are not meeting with academic success, let us consider designing a program for high school students.”

The Department of Education has presented the challenge and the members of this planning group are willing to accept it. As a team we recognize the complexity of the task. The team includes the expertise and experience necessary to design, implement and evaluate an academic program that will address the needs of adolescents in Lawrence who might have left school.

My background and experience designing and implementing access programs for minority students and students not yet proficient in academic English includes work in Texas and Massachusetts and spans the academic continuum from early childhood through professional medical schools. My assignment as adjunct faculty member at Cambridge College has allowed me to stay abreast of the most current research regarding the learning of a second language as this process compares to the acquisition of our first. As ESL coordinator and teacher in a low incidence district, I have had the opportunity to work with students from diverse backgrounds and languages. Together with content teachers, students have had access to the curriculum and have been passed state mandated exams (MCAS ELA, Math and Biology).

The students in Lawrence deserve the best education the Commonwealth of Massachusetts has to offer. Based on the proposed model, they will have a challenging well-scaffolded program available along with the accepting and supportive environment that values each student.

Sincerely,

Raquel Bauman EdD
OBJECTIVE
To facilitate institutional efficiency by undertaking cooperative assessment of existing procedures to
determine whether these are in keeping with established goals. Experience includes design and
implementation of creative strategies and programs aimed at improving delivery of support services to all
students especially those from historically excluded groups.

WORK EXPERIENCE
Adjunct Instructor School of Education
Cambridge College Lawrence, Ma.
Regional Center Cambridge, MA 6/08 - Present
Adjunct instructor in the graduate college of education. Areas of instruction include developmental issues
that affect learning, language acquisition and second language learning, curriculum design and counseling
psychology.

Facilitator, English as a Second Language Program
Ayer Public Schools Ayer, MA 8/07-Present
Responsible for supervising and administering state required assessment K-12. Collaborating with academic
department liaisons and assistant principals at the high school and middle school to design and implement a
curriculum and integrate instruction into the academic program and schedule. With K-12 teachers,
administrators and support staff, responsible for designing and implementing in-classroom and pull-out
program of ESL instruction and assessment. As a qualified MELA 0 trainer, responsible for professional
development (Category III). Responsible for parent inclusion procedures and for facilitating communication
at policy and program committee meetings including Individual Educational Program sessions.

Guidance Coordinator/Teacher/English Language Learner facilitator
Lowell High School Lowell, MA 4/00-6/06
Oversight for the individual and group guidance of close to 3,800 students in an urban multicultural high
school. Ten counselors, a college relations counselor, three clerks, parent liaisons and schedulers provide
services to students. Responsible for the transition program from middle school and to college or jobs or
military services after high school. Worked with school and district planning and assessment teams including
design of 504 and home instruction procedures. Coordinated collaborative programs with Middlesex
Community College and University of Massachusetts Lowell. In the English Language Learner program,
designed and implemented course for beginning and former Limited English Proficient students, conducted
state required assessments.

Counselor Chairperson
Houston Independent School District TH Houston, TX 8/93 - 4/00
Rogers Alternative School
Oversight for individual and classroom developmental guidance for Pre-K-eighth grade Vanguard and
hearing impaired students. Secured funding for partnership with Myers Center for Developmental
Pediatrics at Baylor College of Medicine. The purpose was to facilitate collaboration between clinical and
instructional staff.

Executive Director
University of Texas El Paso, Kellogg El Paso, TX 4/92 – 7/93
Community Health Education Institute
Associate Dean, Student and Educational Affairs  
Tufts University School of Medicine  Boston, MA  6/88-8/91

Assistant Dean for Minority, Academic and Community Affairs  
University of Massachusetts Medical School  Worcester, MA  6/82- 5/88

Associate Project Director  
American Medical Student Association  Reston, VA  2/80- 6/82  
Responsible for the development and support of the National Health Service Corps Network and for a Health Careers Opportunity grant.

Coordinator, Office of Special Programs  
University of Texas Medical Branch  Galveston, TX  7/77- 1/80  
Graduate Assistant  
University of Houston and Houston Community College  Houston, TX  7/76-7/77

English as a Second Language Teacher and Bilingual Program Coordinator  
Houston Independent School District  Houston, TX  8/70- 6/76  
Taught English as a second language classes at Anson Jones and Franklin Elementary Schools for three years and was responsible for staff, curriculum and assessment support in Area V.

EDUCATION  
Bachelor of Science (Elementary Education/Spanish)  
University of Houston  Houston, TX  5/70  
Master of Science (Counseling Psychology)  
University of Houston  Houston, TX  8/74  
Doctor of Education (Academic Administration)  
University of Houston  Houston, TX  5/84
November 1, 2012

Applicant Review Committee
Massachusetts Department of Elementary and Secondary Education
Charter School Office
75 Pleasant Street
Malden, MA 02148-4906

Dear Charter School Review Committee,

I write to support the final application for the proposed YouthBuild Academy Charter School for high school dropouts of Lawrence, Massachusetts. I was honored to be invited onto the YBACS board and have found working with the board of dedicated, experienced and energetic members inspirational and exciting. The members' extensive knowledge of the Commonwealth's educational requirements, understanding of the needs of the population we have chosen to serve and passion for and belief in that population will lay the groundwork for a charter school that will result in academic and occupational success for its students.

As an education liaison working with young people who are court involved and, many of whom, have dropped out of high school, I believe that YBACS' flexible schedule, competency-based approach, extensive career exploration curriculum, development of employability skills and exposure to various occupations will reengage these young people and empower them to believe that they can and will obtain high school diplomas, receive post-secondary degrees and be employed in fulfilling and satisfying careers.

It is my experience that the individuals who work in the various agencies and programs that serve many of the young people who have dropped out of school in Lawrence are looking for a school for those dropouts that offer exactly what YBACS will offer—an opportunity to re-engage in school without having to repeat coursework for which those students who are competent; rigorous expectations; hands-on occupational experiences; focus on developing life skills; and a setting where student voice is encouraged, heard and influential. I suspect that folks from DYS, DCF, FSI, SSYI, to name a few, will be excited to collaborate with YBACS to identify high school dropouts who are wanting to re-enroll in high school and in supporting those students as they traverse their journey to a high school diploma, enrollment in post-secondary education and successful employment.

I support the proposed YouthBuild Academy Charter School for high school dropouts of Lawrence, Massachusetts and hope it will be approved for a charter. Please feel free to contact me with questions or concerns.

Sincerely,

Wendy Taylor, M. Ed.
PROFESSIONAL PROFILE
During my fourteen years of experience working with and advocating for young people, I have developed a passion for initiatives and programming that provide educational and employability opportunities for them. By utilizing my strengths in research, writing, negotiating, collaborating, and implementing and my commitment to social justice and equity, I hope to be a partner in making a difference and providing rich experiences that might guide young people to believe in themselves and achieve their goals.

EMPLOYMENT HISTORY

Education Liaison, HEC/DYS, Lawrence, MA
04/08-Present
• Collaborate and negotiate with public school systems, the Department of Youth Services (DYS), DYS committed young people and their families, the Department of Children and Families (DCF), and The Collaborative for Educational Services to assure that the educational needs and requirements are fulfilled for all DYS committed young people.
• Analyze and evaluate education records and assessments, maintain the education component of client information systems and files, work with clients individually on career exploration and continuing education exploration and application.
• Collaborate with DYS provider community resource specialists and Bridging the Opportunity Gap (BOG) grant coordinators to assist in the continuum of services and the transition from DYS programs into the community for DYS committed young people. Assist in writing the education component of the BOG grant proposal.
• Participate in the Life Skills, Career Development, and Employability in DYS (LSCDE) pilot as a work force member and in the coaching of Life Skills (LS) curriculum, writing of LS curriculum, and planning of the roll out of the LS curriculum state wide to DYS treatment programs.
• Participate in an initiative to implement a mentoring program for DYS committed young people.
• Accomplishments: With Positive Youth Development (PYD) in mind, implemented a “Stars at School and Work” incentive and reward program for young people; collaborated and negotiated with Haverhill Public Schools Special Education director to ensure that DYS committed young people were receiving special education services in accordance with regulations; collaborated and negotiated with Lawrence Public Schools to develop a consistent translation of DYS credit hours to LPS High School credits, to allow the opportunity for DYS committed young people reentering the community to return to Lawrence High School instead of being referred to the alternative school, and to develop an effective process for requesting and receiving education records; helped implement a successful GED preparation program in the Lawrence District office; collaborated with the Northeast Regional Education Coordinator and teaching coordinators to implement GED preparation in DYS programs in compliance with the DYS GED policy, succeeded in obtaining funding for and hiring a tutor to service DYS committed young people in need of additional academic support.

Positions held while completing my masters of education
Supervisor/Youth Counselor/Vocational Counselor, NFI, Danvers, MA
07/07-04/08
• Supervised staff of 3-4 in girls’ short term treatment DYS program. Counseled young people, planned and implemented activities, ran DBT skills groups in clinician’s absence.
• Provided vocational counseling services, including career exploration and interviewing skills workshops, to young boys and girls in DCF independent living programs. Wrote and prepared reference binder for future vocational counselors. Participated in grant writing for funding for various enrichment opportunities for young people.
Intern/Guidance Counselor, Marshall Middle School, Billerica, MA  11/06-06/07
• Ran two girls’ groups focusing on self-esteem and choices, confirmed compliance with all 504 plans, counseled students individually, taught grade 6 and grade 8 career exploration classes, coordinated and attended IEP and 504 team meetings, wrote and prepared reference binder for future interns, problem solved parent questions and concerns.
• Became guidance counselor when internship supervisor took maternity leave
• Coordinated entire MCAS process for all grades and all students

Childcare Consultant, Beverly, MA  01/04-09/06
• In compliance with the Core Competencies established by the Department of Early Education and Care (EEC), coordinated, wrote curriculum for, and presented professional development workshops to early childhood educators and childcare providers who earned training credit hours toward licensure
• Researched and wrote comprehensive proposal for an afterschool childcare program for the superintendent of Beverly Public Schools

Tutor, Substitute, Paraprofessional, Beverly Public Schools, Beverly, MA  01/04-04/08
• Tutored grade 5-12 students in all content areas for periods of 3-18 months.
• Substitute taught grades K-12.
• Supported students receiving special education services in Kindergarten
• Provided academic support for and taught pragmatic skills to grade 6-8 students with Asperger and anxiety disorders.

Childcare Provider, Beverly, MA  01/96-12/03
• Owned home childcare business
• Wrote and implemented comprehensive early childhood curriculum for ages infant through 5 years in compliance with EEC regulations
• Managed full-time assistant

Revenue Analyst, Lotus Development Corporation, Cambridge, MA  07/88-12/95
• Analyzed sell through revenue and created formulas to calculate sales commissions for all levels and layers of sales force
• Developed first successful system in the high tech industry to track sell through revenue to the end user.
• Managed Interns

EDUCATION AND LICENSES
Salem State College, Salem, MA  2008
Master of Education, School Counseling
Guidance Counselor, Initial License, ESE  2008

Boston University, Boston, MA  1991
Bachelor of Science, Psychology
October 27, 2012

Department of Elementary and Secondary Education
Charter School Office
75 Pleasant Street, Malden, MA02148-4906

To Whom It May Concern

Please accept this letter of commitment to serve on the proposed YouthBuild Academy Charter School founding Board of Directors. I am really excited about the opportunity of starting a new Commonwealth independent charter high school to provide students who have dropped out of the traditional public school system with the necessary skills and knowledge to not only obtain a high school diploma but also to become responsible and active members of their community. The LFDEF, Inc. has extensive experience and a proven record of success working to connect high-risk and drop-out high school students to training, resources and other opportunities to become successful members of society.

I personally benefitted greatly from participating in one of LFDEF, Inc.’s youth development programs, City CORE. Almost 20 years ago, I migrated to the United States from the Dominican Republic looking for better life opportunities, and City CORE gave me the chance to learn English, develop great leadership skills and build a network of positive relationships. Today I have a Bachelor’s degree in Business Administration from Cambridge College, and I am a Co-Executive Director at Lawrence Community Works, a local non-profit dedicated to the physical, economic and civic revitalization of the City of Lawrence. I can confidently say that my success (professional and academic) and my commitment to work for a better City of Lawrence are in great part the result of my participation in LFDEF, Inc.’s City CORE program. I am convinced that opening an independent charter high school will go a long way in improving the lives of many youth and families in the City of Lawrence.

I am sure my experience as a former City CORE member and my experience and training in community development will be a great asset to the Board and the school. Therefore, I accept your invitation to join the board and look forward to working with your board members and the staff of the LFDEF, Inc. on this great project.

Sincerely,

Nelson Butten
NELSON P. BUTTEN, B.S.

WORK EXPERIENCE:

2010-Present  LAWRENCE COMMUNITY WORKS, INC., LAWRENCE, MA
Co-Executive Director
• Foster a positive and appropriate organizational culture
• Work with Co-Executive Director to develop and manage organizational resources
• Work with Board to create organizational policy and oversee fiscal management of the organization to ensure organizational success
• Provide general oversight of day-to-day organizational operations
• Work with the other Co-Executive Director, the resource development department, CFO and department directors in the creation and management of the organizational budget.

2009-2010  Director of Collective Action and Mobilization
• Manage and supervise overall activities and staff of the Collective Action and Mobilization Department
• Work collaboratively with city residents, LCW members, and LCW staff to develop and support opportunities and initiatives for leadership development and collective action that address community and network priorities

2003-2009  Community Organizer
• Coordinate NeighborCircles (organized strategy based on popular education)
• Assist with the organization of annual and co-sponsored events
• Facilitate resident participation in housing and community development projects
• Assist in the coordination of leadership development programs for adults and teens

1999-2003  LAWRENCE TEEN COALITION, LAWRENCE, MA
Outreach &Membership Coordinator
• Coordinate annual events and co-sponsored events
• Represent the Lawrence Teen Coalition in neighborhood groups and grassroots organizations
• Recruit and orient parents and teens to serve on Coalitions committees

2000 - 2002  SETON ASIAN CENTER, LAWRENCE, MA
Youth Group Coordinator
• Coordinate community service projects and annual events
• Schedule educational workshops on issues relevant to youth
• Organize healthy social activities
• Supervise 15 youth members

1996- 1999  LAWRENCE YOUTH COMMISSION, LAWRENCE, MA
Team Leader
• Assist in the recruitment and team development of 35 AmeriCorps members each school year.
• Supervise 20 AmeriCorps members assigned to the Lawrence Family Development Charter School and Leahy School
• Implement an environmental after-school program in three public schools
• Coordinate food drives in three public schools
• Coordinate a paper-recycling program at two public schools
1995-1996  LAWRENCE YOUTH COMMISSION, LAWRENCE, MA (CONT’D)
Team Leader Assistant
• Assist team leaders in the recruitment, supervision and team development of 35
  AmeriCorps members each school year

EDUCATION:
Cambridge College, Lawrence, MA
Bachelor of Science in Management Studies

Northern Essex Community College, Haverhill, MA
Completed English as a Second Language Requirements

VOLUNTEER EXPERIENCE:

1997-1999  ADELANTE, INC., LAWRENCE, MA
Board Member

1994-1995  LAWRENCE YOUTH COMMISSION, LAWRENCE, MA
• Worked as teaching assistant and participated in several community service events

SKILLS:
Bilingual (English/Spanish)
Strong management and leadership skills
Excellent knowledge of Microsoft Office and other computer applications

INTERESTS AND ACTIVITIES:
Family, Exercising, Reading and Cooking
October 26, 2012

Massachusetts ESE, Charter School Office
75 Pleasant Street, Malden, MA 02148-4906

Living in 2012, everyone knows that times are hard. For many of our students their parents' American dreams have been taken away from them. When the economy crashed, so did hopes of millions of young people. The saying goes: “Our youth are the future of tomorrow.” If this is true, then more YouthBuild Charter high schools are needed. These schools will have an impact on the outcome of America's prosperity. This is why a YouthBuild Academy Charter School is needed in Lawrence, MA.

YouthBuild is a national organization that accepts young adults who have dropped out of high school and are between the ages of 16-24. YouthBuild is based in some of America's poorest neighborhoods. Personally, I graduated from the YouthBuild Lawrence program in 2005 and was hired as a case manager shortly thereafter. I have experienced what this program can do for our young adults. I was one of the young adults who benefitted from the YouthBuild program. To this day I still benefit from YouthBuild, because I am able to help those in need who were just like me. My background has led to many negative influences, and because of those experiences I am able to understand where they are coming from and how the current student feels when they arrive at YouthBuild. In Lawrence, we are fortunate to have a YouthBuild. YouthBuild provides education, job readiness and leadership development because the organization believes those three components will have the greatest impact on America’s youth and keep them on the path to greatness.

The way today's school systems are set up there are only two options. The first is for high school students who are enrolled and are successful. Those students are the ones who go on to graduate. The second is for high school dropouts to leave and figure out their next steps on their own. They are left to navigate and find their way in a society who will judge them as being a failure. As of now, there is a third option, YouthBuild. Unfortunately, what will happen to all of the students if they continue to leave school early? Where will they go? What else are their choices? They will not have many. Think about how devastating it will be if they do not have the opportunity to continue their education? Again, many of the students who leave traditional high schools are not leaving because they do not want to be educated. It is simply because they feel they may not be getting what is needed to be successful. There is nothing wrong with having that feeling. If the education of our youth is what is important, then our focus should be that. Education should be the key, and I believe that a YouthBuild Charter High School eliminate many of those issues in a city that truly needs it.

We must have alternatives for those students who decide to leave school early. YouthBuild is that alternative because it takes those students who have decided to leave early. For many, this will be their second chance at getting back on track and finishing what they had set out for in the first place--education. First of all, without education students will not prosper in the American Dream. These youth, for whatever reasons, had trouble in the traditional school setting. YouthBuild was put in place for those students. Having their focus on finishing school either with their GED or their high school diploma is the main focus. Many people believe the students in high school who are “at risk” have issues in a classroom setting-well not at YouthBuild. Our setting is for students who need that extra help. The smaller classrooms, the one-on-one tutoring; and the respect they receive as individual students allow them to receive the help that is needed. For example, we had a student 4 years ago who suffered from anxiety. Being in a class of twenty students wasn't an ideal fit for Luis. He dropped out his freshman year and enrolled into the YouthBuild-Lawrence program shortly after. Because of the smaller classroom sizes, Luis was able to receive the help
he needed. Luis wasn't a bad kid and he didn't get into trouble; he just became very nervous in the traditional school setting, and it was difficult for him to focus. Luis graduated from YouthBuild-Lawrence and went on to get an Associate's degree from Middlesex Community College where he studied Business Management. Luis is one of many students who has gone on and accomplished some amazing things in his life. Again, a YouthBuild Charter High School will be ideal in the City of Lawrence. Without educating the young adults of America, YouthBuild knows it will be difficult for many of them to succeed.

Job readiness is another component that YouthBuild offers. As we know, jobs are hard to come by due to the economic times our nation is facing. If a student has a good education but lacks a good work ethic, it is likely the student will have trouble being successful. YouthBuild students are prepared every day for the competitive work field. Students build low-income housing for first-time home buyers. The on-site training is what the program prides itself on. I tell the students all the time, “building a house is the same as building their lives. You cannot build a house without a strong foundation.” We strive for students to have a strong foundation and build their futures from there. As of now, most of the students who leave school early try to find work. Students feel because they do not have an education they might as well go find a job and provide for themselves. Most of the jobs the students find are not jobs that will lead to careers. YouthBuild is preparing young adults in many fields and students go into jobs where they have benefits and can provide properly for themselves or their families. America's economic growth is dependent on the young people of tomorrow. These students are our future teachers, doctors and lawyers.

Lastly, another component of the YouthBuild program is the Leadership Development piece. In my opinion there aren't many programs that focus on students' growth as individuals. Our leadership development classes are set in place so students can feel valued and know that personal growth is important in order to be successful. Students are taught how to deal with their emotions, how to be good listeners, and how to be better sons and daughters. Many of these issues are never discussed at home or in traditional schools because the students feel as if they do not have any one to talk to. These are just a few examples of what we do in the leadership development department. When these issues are brought up at our program, the students feel a sense of trust and peace. For example we had a young lady by the name of Melissa who kept everything about her personal life bottled up inside. When we introduced a workshop on “Dealing with Emotions” something changed in her. We began to notice what was being said really had touched her personally. Everyone began to speak and then it was Melissa's turn. Melissa explained that she had never opened up in her life in front of people before. Then she went on to say that: “I never knew that people would be going through the same things I was going through. Now I feel like people understand me and how I can relate to others.” This is such an amazing feeling when you watch someone come out of their shell and begin to open up. It is like watching a caterpillar transform into a cocoon and then on to a beautiful butterfly. The transformation is truly unexplainable. For many students traditional school doesn't have these options to interact on a personal level with each other. The fact that they are not interested in school reinforces students to not be able to come out of their shells. If students do not have programs in place that will address personal issues, then their voices will never be heard. Leadership Development at YouthBuild has changed the life of thousands of students.

Many of America's low-income communities are benefitting from YouthBuild programs. Having a YouthBuild Academy Charter School in Lawrence will open many doors for the young people who have decided to leave school for whatever reason. Again, education, job readiness and leadership development are some of the components that will help our youth become productive citizens of the United States of America. Without YouthBuild, thousands of young adults in America's low-income communities will have nowhere else to go. If the students are our future, then having a YouthBuild Academy Charter School in Lawrence, MA will greatly benefit the City of Lawrence.

Sincerely,

Michael Caban
EMPLOYMENT EXPERIENCE:

2007- Present  YOUTHBUILD-LAWRENCE, LAWRENCE, MA
Case Manager /Leadership Development Coordinator/Carpentry Trainer
- Work effectively with young people in their workforce and career development
- Plan, organizational development, structure and management and develop curriculum that will apply the concepts to the program development
- Knowledge of the system that impacts and influence the daily lives of young people
- Conceptual understanding of, and practical competence in, case management, one-on-one and group counseling strategies and approaches with young people and volunteers
- Supervised students and teach the basics of carpentry and help with all aspects that are site related
- Liaison with school administration, principals and community agencies to develop and organize community service activities
- Create, lead and help students create and lead community service workshops
- Maintain program files, documentation, timesheets and payroll
- Able to work in a high energy environment while keeping focus on tasks
- Proficient in Microsoft Word and Excel

2005-2007  AmeriCorps Alumni
- Support construction staff with daily tasks and oversee students' activities on a construction worksite
- Coordinate and organize functions involving alumni and current program participants
- Contribute in staff meetings
- Participate in recruitment and interview process for new program students
- Supervise construction skills trainings and mentor program students
- Receive two full-time Education Award Scholarships

2004-2005  YouthBuild Trainee
- Complete program focusing on life skills, team building, leadership and development through construction training
- Serve on Youth Policy Committee
- Display outstanding attendance, participation and dedication to program
- Proficient use of hand and power tools, good hand-eye coordination and excellent interpersonal skills

EDUCATION:
Currently enrolled at Northern Essex Community College
General Equivalency Diploma (GED) earned in 2005

CERTIFICATES:
2012  Merrimack Valley Business Magazine, 40 under 40 Recipient
2012  Lead & RR&P Certified
2011  10-hour OSHA certified in Construction Safety and Health
2011  CPR/First Aid certified
2007  P.A.C.T. certified

YOUTHBUILD ADVOCACY:
2009-Present  In Partnership with Ground Works Lawrence, planted over 150 trees in the City of Lawrence during Arbor Week
2005-present  Travel to Washington D.C. (Capitol Hill & White House) to advocate for programs that support young people in low-income communities
2007-2008  National Young Leaders Council President
2006-2008  Katrina Rebuild Project in Mississippi for one week with students in 2006 and again in 2008
2006-2007  YouthBuild USA Policy Council Member
2005-2007  National Young Leaders Council Member
National trainings on Leadership Development, Career Development
Comprehensive Trainings around the Understandings of Gang and Street Life
Organize Community Meetings about Quality of Life issues in partnership with Lawrence/Methuen Community Coalition

COMMUNITY SERVICE VOLUNTEER
2012  Director of Operations/Board Member/Coach for Gladiator Health & Athletics
2007-present  Board Member & Head Coach for Lawrence Youth Football
2010-present  Lawrence YMCA Basketball Head Coach
2008-present  Amigos Mentoring Program - 6th, 7th & 8th grade students at South Lawrence East School
2005-present  Spicket & Canal River Clean-up
2005-present  National Night Out
2005-present  Youth Recognition Day - 158 youth
2005-present  Comcast Cares Day
2005-2010  Thanksgiving baskets for those in need through L.M.C.C.
2005-2010  Christmas Toys for Tots through L.M.C.C.
October 27, 2012

Massachusetts Department of Elementary and Secondary Education
Charter School Office
75 Pleasant Street
Malden, Massachusetts, 02148

To Whom It May Concern:

Please accept this letter of commitment on behalf of the application for a YouthBuild Academy Charter School in Lawrence, Massachusetts.

As a founding member of the application, I have been involved from the concept through the design. The founding groups’ commitment to this school is collectively captured in their professional experiences and passion for seeing young people re-direct their lives into productive independent citizens.

My experience as a twenty-seven year professional educator, combined with the twenty years of experience and commitment to service on behalf of youth in Lawrence, and through my involvement with Lawrence Family Development and Education Fund, Inc., has allowed me to develop successful programs and services that have transformed young lives.

As the Superintendent/Director of the Lawrence Family Development Charter School, I fully understand the commitment and drive that is required to design, develop and, most importantly, support the evolution of a charter school.

My commitment to the application is in working along with the other members of the founding group to develop a high school specially designed to educate out-of-school youth. The design and program services should be successful so that other urban areas that are experiencing similar challenges with “high risk” students can review and interpret our successful strategies and implement them into their respective schools.

Sincerely,

Ralph L. Carrero
Executive Director
EDUCATION:
1994 Fitchburg State University, Fitchburg, MA
   M.Ed., Education
1981 University of Massachusetts, Amherst, MA
   B.A., Psychology
1979 Northern Essex Community College, Haverhill, MA
   A. A., Liberal Arts

TRAINING WORKSHOPS:
1995 Massachusetts Institute of Technology, Cambridge, MA
   TILT Program - Creating Schools of the Future
1990-1991 University of Massachusetts, Boston, MA
   Leadership Institute for Vocational Administrators
1989-1990 Harvard School of Education, Cambridge, MA
   School-year program at the Principals’ Center

PROFESSIONAL EXPERIENCE:
2007-present LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL, LAWRENCE, MA
Director/Superintendent
  • Serve as the charter school leader to ESE
  • Oversee all components of the charter school programs which include academic
    programs, budget development, policies and procedures

1999-2007 GREATER LAWRENCE TECHNICAL SCHOOL, ANDOVER, MA
Coordinator of Student Services
  • Direct supervision of all student support service programs
  • Responsibilities include: Attendance, Discipline, Transportation, Admissions, At-Risk
    Counselors, Advisors, Clubs & Student activities, Suspension programs, After-
    school/Summer School Programs and Graduation
  • Major Accomplishments:
    - Developed and implemented P.A.S.S. Program
    - Developed and implemented C.A.M.P. 57
  • Initiate and revise attendance program and policy
  • Coordinate the school's Admissions' Policy, submitted to and approved by the
    Massachusetts Department of Education
  • Develop Student Handbook and oversight responsibility for annual updates with new
    policies and regulations
  • Develop and implement the Student Recognition Program, including the AAA club
  • Implement After School and Summer MCAS and RESULTS Programs
  • Design and implement the Student Credit Recovery Program
  • Establish Parent Outreach Program
  • Revise and refine discipline program
  • Design and implement the Student Probation Program utilizing At-Risk Counselors
  • Establish the Education and Responsibility Center
  • Serve on the following committees: Professional Development Committee and NEASC
    Subcommittee and Chair of the School and Community Profile Committee for decennial
    NEASC evaluation
1995-1999  **Dean of Discipline**
- Responsible for administration and enforcement of the student code of conduct
- Coordinate the Essex County District Attorney's Memorandum of Understanding working in partnership with the Andover Police Department
- Conduct student investigations for discipline code violations
- Conduct student suspension and expulsion hearings
- Supervise the administration of the in-house suspension, after-school, and Saturday morning detention program

1988-1999  **Assistant Bilingual Coordinator**
- Responsibilities include overseeing the admission, placement and counseling of bilingual students
- Assist in policy implementation of the district's Chapter 71-a·Bilingual Education Program at the faculty and student level
- Responsible for student recruitment and placement testing of all students

1987-1988  **MASSACHUSETTS TRIAL DISTRICT COURT, LAWRENCE, MA**
- **Probation Officer**
  - Supervision of criminal offenders on probation in the community
  - Provide case management including counseling and referral services to criminal offenders
  - Prosecute probation violators

1987  **DISTRICT ATTORNEY'S OFFICE, ESSEX COUNTY**
- **Program Director**
  - Responsibilities include full implementation of juvenile diversion program, staff evaluation and supervision in all thirteen trial courts of Essex County
  - Responsible for developing comprehension reports, supervision of District Courts’ staff, overseeing the diversion restitution account and bookkeeping

1984-1987  **Program Coordinator**
- Designed and implemented the District Attorney's Juvenile Diversion Program in Lawrence
- Screened juvenile first offender cases in the Lawrence District Court
- Coordinated with the Assistant District Attorneys to plan appropriate prosecution strategy
- Developed extended supportive services to juvenile clients and their families, networking with the local police departments, judges and the Probation Department

1983-1984  **DEPARTMENT OF SOCIAL SERVICES, LOWELL, MA**
- **Social Worker**
  - Duties include providing direct services to children and their families, individual and family counseling
  - Manage the cases of children who were victims of sexual abuse
  - Case management and crisis intervention
  - Development of service plans
  - Work with family service providers
1978-1979  **GREATER LAWRENCE BOYS CLUB, LAWRENCE, MA**  
**Individual Service Director/Counselor**  
- Development and implementation of programs for troubled youths involved with the judicial system  
- Developed and maintained job program incentives to maintain youths in the school system

**COMMUNITY SERVICE:**  
2008-present **MASSACHUSETTS PUBLIC CHARTER SCHOOL ASSOCIATION**  
- Serve as officer (vice-president) to the Association  
- Serve as advisor for association to Commissioner Chester  
- Serve on Governance Committee  
- Represent the interest of all charter schools in Massachusetts

1992-2001 **CITY OF LAWRENCE SCHOOL COMMITTEE**  
- Chair of Contract Negotiations Subcommittee, and member of Finance Subcommittee  
- Establish school district's Student Uniform Policy  
- Establish school district's Student Discipline Policy

2003-2005 **CASA DOMINICANA, INC.**  
- Founding Board Member/Executive Board Member

2003-2006 **DOMINICAN AMERICAN NATIONAL ROUNDTABLE, WASHINGTON, D.C.**  
- Executive Board Member, Co-chair of 8th Annual National Conference

1990-2005 **Lawrence Family Development & Education Fund, Inc.**  
- Executive Board Member, Past President

1993-2005 **LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL**  
- President/Co-founder, Executive Board Member

2001-2005 **LATINO SCHOLARSHIP FUND**  
- Founding Board Member

1988-1992 **LAWRENCE YOUTH COMMISSION**  
- Founding Board Member

1985-1988 **GREATER LAWRENCE PSYCHOLOGICAL CENTER**  
- Board of Directors

**PROFESSIONAL MEMBERSHIP**  
- Member Massachusetts Association of Vocational Administrators  
- Member Association for Supervision and Curriculum Development  
- Member National Association of School Boards Association  
- Member, Massachusetts Public Charter School Association

**STRENGTHS:**  
Budgets, management, administrative supervision, assessment, planning and development
October 27, 2012

Massachusetts ESE, Charter School Office  
75 Pleasant Street  
Malden, MA 02148-4906  

Dear Charter School Office,

When approached about serving on the Lawrence YouthBuild Academy Charter School (YBACS), I did not hesitate to accept the invitation. I feel that as a person who was deemed "at risk" during my youth, I can bring a great deal of empathy, sympathy and mentorship to the youth that the YBACS will serve.

Growing up in Dorchester, Massachusetts, I experienced the hardships of a single parent upbringing, the disillusionment of not having positive role models, and the lack of teachers believing in my capabilities. Things seemed dire and hopeless during that part of my life. It was then that I met a family who believed in me, encouraged me, and held me accountable to graduate from high school and attend Tufts University, where I attained a Bachelor of Art degree.

Taking part in the board for YBACS will allow me to give back to my community and help others whose life may present little hope. I can relate to the hardships, the lack of confidence that often times afflicts the minority community in an urban setting. I will provide guidance, leadership, mentorship and accountability to the youth that YBACS serves. I feel that these elements are the recipe for success in helping youth who want to accomplish great things, but lack the people to show them the way.

As a board member of YBACS, I commit to promoting the organization's mission of "strengthening families and building community through education". I am both humbled and honored to serve on this board and will do everything in my God-given abilities to ensure the success of this program.

Juan Carlos Cedeño
JUAN CARLOS CEDEÑO, B.A.  
jccedeno3@gmail.com

EDUCATION:  
Tufts University, Medford, MA  
B.A., International Relations  
1995

CORE QUALIFICATIONS:  
*Expert Workshop Facilitator  
*Bilingual/Bicultural  
*Academic Advising  
*Managed Relationships with Corporate Clients  
*Experienced Recruiter  
*Experienced Event Planner  
*College Admissions' Experience  
*Career Advising  
*Experienced Event Planner  
*Solid Sales Experience

RELEVANT PROFESSIONAL EXPERIENCE:

INROADS, Boston, MA  
Manager  

• Facilitate workshops on resume writing and interviewing skills  
• Lead Organizer of the Career and Professional Development Learning Summit for the Boston Office  
• Service clients in the Insurance, Financial, Retail and Diverse Manufacturing Industries  
• Advise 87 interns in areas of career development and academic performance  
• Successfully place 28 out of 34 (82%) graduating seniors in full-time entry-level positions at partnering corporate clients  
• Maintain and document monthly contact with assigned students  
• Serve as Sales Lead creating partnerships with new clients in Boston and Rhode Island thus expanding internship opportunities for our students.  
• Develop career competency plans for hired INROADS interns, facilitating their transition from internship to full-time employment  
• Conduct performance evaluations for 87 INROADS interns during their summer employment  
• Train regional staff on effectively utilizing INROADS academic recovery plan to better assist students falling below the academic standards

Strategic Account Manager  
10/2008 - 04/2009

• Manage a portfolio of 150 internships in the Banking Industry in 10 cities throughout the U.S. with companies such as: JP Morgan Chase, Citigroup, The Federal Reserve Bank of NYC, CIT Group and State Street Corporation  
• Supervise 10 Client Managers ensuring proper intern advising and client servicing protocols were followed  
• Strategize with Client Managers to increase the number of internship opportunities at their assigned corporate clients  
• Train Client Managers on providing services aligned with client needs.

Client Manager  
1/2007 - 10/2008

• Advise 60 INROADS interns at the top four public accounting firms (KPMG, PwC, Deloitte and Touche and E&Y)  
• Develop competency base training for interns to meet the changing needs of the public accounting firms  
• Successfully place 18 out of 20 (90%) graduating interns for full-time entry-level positions at our public accounting clients
• Generate $10,000 in scholarship opportunities for interns via The American Institute for Certified Public Accountants (AICPA)
• Partner with clients to create timeline on effectively and efficiently close out the offer to acceptance process
• Develop a recruitment strategy for the New England Region (Boston, MA, Hartford, and Stamford, CT)

A BETTER CHANCE, WINCHESTER, MA
• Supervise high school students (freshmen through senior year) in a boarding setting
• Organize academic and social enrichment programs
• Guide scholars through the college application process
• Assist 3 scholars in applying for summer abroad experiences (Italy, Mexico and Greece)
• Ensure academic standards were maintained
• Serve as a mentor to the scholars in areas of social and academic development (successfully saw 9 scholars through graduation)

INROADS, BOSTON, MA
Professional Development Specialist 5/1999 - 06/2002
• Advise interns (freshmen-seniors) on academic course selection to better prepare them for corporate careers
• Maintain monthly coaching contacts and document all sessions with assigned interns
• Devise recruitment strategies to create a pipeline of talent for our summer internship opportunities
• Increase the number of UMASS Amherst candidates (from 11 to 44) in a period of two years
• Expand internship opportunities at assigned corporate clients by 15%

A BETTER CHANCE INC., BOSTON, MA
Program Officer 9/1997-5/1999
• Advise 150 A Better Chance (ABC) Scholars at 23 assigned boarding and public schools
• Manage the recruitment strategy for the Greater Boston Area, which yielded a 300% (5 to 20) increase in Boston student placements
• Serve on the admissions committee that sourced qualified candidates to over 200 affiliated private and public schools throughout the country
• Play a key role in organizing the East Coast Orientation for newly-accepted (ABC) Scholars

WHEATON COLLEGE, NORTON, MA
Assistant Director of Admission 9/1995 - 8/1997
• Recruit and interview prospective candidates from New York, New Jersey, Massachusetts and Puerto Rico
• Assess applicant qualifications for admissions to the college
• Organize Visiting Days for prospective and accepted students
• Serve as student advisor for first-year students

PROFESSIONAL EXPERIENCE:
STOP AND SHOP SUPERMARKET COMPANY
• Manage the on-board process for newly-hired exempt associates through VP level
• Direct a career center to assist 850 displaced associates in North Heaven, Connecticut
• Partner with Human Resource Managers to ensure that the company was in compliance with the Fair Labor Standards Act (FLSA)

Non-Perishable Manager, Revere, MA 7/2003 – 6/2005
• Manage 80% of total store sales in the Frozen Foods, Grocery, Health/Beauty Care, General Merchandise and the Dairy Departments
• In charge of hiring and developing associates for promotional opportunities within store departments

• Responsible for staffing the front end of the store, deal with associate discipline and ensure a positive customer's shopping experience
• Spearhead Associate Recognition Program, process documentation of working permits for minors and I-9 paperwork for associates with permanent US Resident Status
• Develop partnership with community leaders and helped support grass root community initiatives

AFFILIATIONS:
6/2007-10/2011 Earthen Vessels Board Member (www.evkids.org)
1/2012-8/2012 Lawrence Family Development and Education Fund, Inc. Board Member (www.lfdcs.org)
Anne R. Hemmer, CPA

October 27, 2012

To Whom It May Concern:

I am writing this letter to voice my support of the application for a YouthBuild Academy Charter School in Lawrence, Massachusetts. As a school board member of the Lawrence Family Development Charter School, I have had an opportunity to observe and analyze the school and to work with a well-prepared and committed team of administrators and teachers. The strategic planning undertaken by the Lawrence Family Development & Education Fund, Inc. laid out a challenge to address the academic needs of "at risk" youth and the opportunity to rebuild their lives or reclaim their futures through education.

The Department of Education has also presented this opportunity by lifting the cap and providing additional charter school seats for the City of Lawrence as an acknowledgment of the underperformance of the local schools. The members of this founding group are willing to accept this challenge and responsibility. The team includes the expertise and experience necessary to design and implement an academic program to address the needs of adolescents who have left school in the City of Lawrence.

My extensive background and experience in finance, planning and accounting in banking; public accounting and in industry will allow me to provide guidance in the financial planning for the program. In addition laying out a realistic budget, operating as well capital is a key underpinning for the success of the school.

The youth of Lawrence deserve the best education and efforts that the Commonwealth of Massachusetts and we can provide. We will provide a strong program and commitment to their success and the school.

Sincerely,

Anne Hemmer
EXPERIENCE:

2011- Present  PEOPLES UNITED BANK, Boston, MA (acquired DanversBank in 2011)
Senior Vice President-Boston Commercial Lending Group
Relationship and portfolio management responsibilities in a commercial lending team
providing financing and cash management for middle market companies

2008-2011  DANVERS BANK, Danvers, MA
Vice President-Boston Commercial Lending Group
Relationship and portfolio management responsibilities in a commercial lending team
providing financing and cash management for middle market companies

2007-2008  RBS CITIZENS, NA, Boston, MA
Team Leader-Special Assets
Manage a team of four workout officers managing C & I loans under $1 million and
commercial real estate loans under $3 million

2001-2007  Vice President-Special Assets
• Administer and manage a workout portfolio of C & I loans, including nationally-
syndicated loans, middle market and commercial real estate
• Participate in developing a portfolio manager database to improve workflow and provide
information for Basel II

1999-2001  Vice President-Communications Lending Group
Continue with the Communication Group after being acquired by RBS Citizens N.A.

1997-1999  STATE STREET BANK AND TRUST, Boston, MA
Vice President-Communications Lending Group
Provide structured loans nationwide for leveraged transactions, including
acquisitions, product and business expansion, management buyouts and
working capital

1995-1997  Assistant Vice President-Division Controller
• Responsible for all financial functions of the Real Estate and Specialized
Industries Divisions, including budgets, monthly forecasting and profitability
• Assist in developing tax advantaged Sec. 29 financing of the oil and gas industries
including detailed financial modeling

1994-1995  FLEET FINANCIAL GROUP, Providence, RI
Vice President-Division Controller
Manage all financial functions of the Small Business Lending Division, including annual
budget, quarterly forecasting and profitability analysis

Vice President-Manager of Bank Accounting and Regulatory Reporting
Manage bank accounting, regulatory reporting and OREO reporting departments
which include approximately 10 staff
EXPERIENCE (cont'd):

1987-1991  BANK OF NEW ENGLAND, Boston, MA
Vice President-Manager of Accounting
Responsible for bank accounting for the CT and RI banks, including month-end closing and yield analysis
Assistant Vice President-Manager of Regulatory Reporting
- Responsible for all regulatory reporting for nine banks
- Manage process for consolidating all reporting into one location, reorganizing workflow and documentation

1986-1987  BUSINESS RESEARCH CORPORATION, Boston, MA
Assistant Controller
Manage all accounting functions, including financial statements and bank reporting

1984-1987  KAISER SYSTEMS, INC, Beverly, MA
Accounting Manager
Manage accounts receivable, accounts payable, general accounting and budgeting

1983-1984  MERRIMACK LABORATORIES, Hudson, MA
Accounting Supervisor
Managed accounts receivable, accounts payable and general accounting

1980-1983  COOPERS AND LYBRAND, Boston, MA
Audit Senior
Supervise field work, plan and coordinate the audit strategy for clients including insurance, manufacturing and colleges

EDUCATION:
1980  SIMMONS COLLEGE, Boston, MA
Master of Business Administration

1976  UNIVERSITY OF MICHIGAN, Ann Arbor, MI
B.A. German 1976

OTHER:
Languages - Dutch and German
October 26, 2012

To Whom It May Concern,

As President of the Lawrence Family Development Fund, Inc., I am in full support of this application for a YouthBuild Academy Charter School in Lawrence, MA.

The track record of our organization in operating the Lawrence Family Development Charter School, the YouthBuild program, and the Citizenship/ESL programs bode well for the new initiative.

My 16 years of public service on the Lawrence School Committee which concluded in 1997, my decades of work on the Youth Commission/Lawrence Family Development and Education Fund, Inc., my service on numerous Boards of Directors (Lazarus House, Lawrence, MA, Saints Constantine and Helen Greek Orthodox Church, Andover, MA, Salisbury Community Television, Salisbury, MA, the American Hellenic Educational and Progressive Association’s as Massachusetts State Governor for three terms, and many others) demonstrate my willingness to give back to the community.

My work experience as a secondary education Social Studies instructor for 28 years at Central Catholic High School in Lawrence, MA, also demonstrates my commitment to quality education in Lawrence.

With all this in mind, I hope that our application for the YouthBuild Academy Charter School for Lawrence, MA will be approved as the need is great and the lives to be changed are many.

Peace,

John Housianitis
President
Lawrence Family Development Charter School
Lawrence Family Development and Education Fund, Inc.
JOHN C. HOUSIANITIS
jchdagreek@aol.com

EDUCATION:
1977-1981 Merrimack College, North Andover, MA, Bachelor of Arts
   History/Secondary Education
1973-1977 Central Catholic High School, Lawrence, MA

EXPERIENCE:
2008-present Central Catholic High School, Lawrence, MA
   Social Studies Instructor
2004-2008 Central Catholic High School, Lawrence, MA
   Director of Institutional Advancement
2001-2004 Central Catholic High School, Lawrence, MA
   Director of Admissions
1983-2001 Central Catholic High School, Lawrence, MA
   Social Studies Instructor
1981-1983 DeMoulas/Market Basket Inc., Head Cashier
   Billerica, MA, North Andover, MA, Salem, NH

PROFESSIONAL ASSOCIATIONS:
1982-1997 Lawrence School Committee
   Member, Vice-Chairman
1989-1991 Massachusetts Association of School Committees
   Division I Chairman
1990-present Holy Family Hospital Men’s Guild
   Member
2000-present Lawrence Family Development & Education Fund
   President
2007-present Lawrence Family Development Charter School
   President
2001-present Order of American Hellenic Educational Progressive Association
   Governor

AWARDS:
1979 Harry S Truman Scholarship for Massachusetts
   (four-year tuition scholarship for undergraduate and graduate work)
1977 Central Catholic High School, Brother Florentius Award
   Father William Cullen OSA Scholarship to Merrimack College
   (four-year tuition scholarship)
October 27, 2012

Applicant Review Committee  
Massachusetts Department of Elementary and Secondary Education  
Charter School Office  
75 Pleasant Street  
Malden, MA 02148-4906

Dear Charter School Review Committee,

Please accept this letter as my commitment, as a member of the founding group of the proposed YouthBuild Academy Charter School for previously disengaged students in Lawrence, Massachusetts, to support in the design and opening of the school if approved for a Commonwealth Charter.

Since 1965, I have devoted my professional work to public education, as a teacher in Andover and Lawrence, and as the founder and head of Lawrence Family Development Charter School in Lawrence (1995-2007). During these years, it has been my great pleasure to work with youth and families in the City of Lawrence, to help create partnerships with higher education for the Lawrence Public Schools and for LFDCS, to design and oversee curriculum and teacher training programs.

Through my work in this immigrant city, I understand the struggles of families and the challenges faced by generations of newcomer and immigrant youth and young adult students facing a new culture, a new language and new expectations for learning. Unfortunately, in a community that was not prepared to provide the depth of support programs and properly designed ESL instruction, I have also seen the results of students who dropped out of the local high schools and are ill-prepared for post-secondary education, gainful employment or a future of success for themselves and the following generations.

YouthBuild Academy Charter School will afford new opportunities to the students who will seek to enroll and reclaim their futures. I have pledged my assistance as a former Charter School leader to the founding board and leadership to assist with procedures and protocols and to help create partnerships with community organizations and higher education institutions whose resources will enrich the programs and courses of YBACS and enrich the experiential knowledge of its students.

Please do not hesitate to contact me if my input can be of assistance in reviewing the application.

Sincerely,

Patricia F. Karl
EXPERIENCE:

2007 - Present  Lawrence Family Development Charter School, Lawrence, MA
Special Projects Coordinator
Building on 12-year leadership of LFDCS. Accepted role to support development and implementation of new projects including Teacher Mentoring, PFK Scholarship Fund, Teacher Preparation, School Partnership and Annual Reports.

1995 – 2007  Lawrence Family Development Charter School, Lawrence, MA
Director/Superintendent

1992 – 2007  Lawrence Family Development and Education Fund, Inc., Lawrence, MA
Executive Director
Formed non-profit corporation to raise private resources to ensure financial security of Lawrence Youth Commission projects. Developed budgets for all programs, responsible for grant writing and negotiations to secure funding. Developed vision for range of community based initiatives, predicated on mission to “strengthen families and build the community.”

1990 - 2007  Lawrence Youth Commission, Lawrence, MA
Executive Director
Responsible for administration and development of innovative programs to meet needs and improve opportunities for youth in Lawrence. Primary focus youth leadership development through community service, career and college awareness programs, addressing issues of education reform through parental involvement. Developed vision for City C.O.R.E., an AmeriCorps program with focus on education and environment and YouthBuild, building homes and restoring neighborhoods for low income residents.

Northeast Consortium of Colleges and Universities in Massachusetts/NECCUM, Lawrence MA
Administrator
Responsible for coordinating resources and planning for five colleges with youth and public schools in Lawrence, MA. Purpose to expose youth, particularly Hispanic youth, to opportunities available in higher education and to encourage youth to remain in school and pursue higher education. Developed school college partnerships with six schools; scholarship program, and early awareness projects in the community. Presented and published developing community collaboratives, education equity and school/college partnerships.

1973 - 1985  Lawrence Public Schools, Lawrence, MA
Teacher
- Classroom Teacher grades 3, 5, 6, 8, at the A. B. Bruce School
- Directed Gifted and Talented Program for Lawrence Public Schools
- Coordinated Research and Writing, City of Lawrence Curriculum in partnership with Lawrence Heritage State Park
1965 - 1970  Andover Public Schools, Andover, MA
Teacher
  - Classroom Teacher grades 5, 6.
  - Secretary: Andover Education Association.
  - Assisted Research and Writing - Health Curriculum

1964 - 1965  Sacred Heart School, Phoenix, AZ
Teacher
  - Volunteer teacher in mission school educating children of migrant families.

EDUCATION:

1995  University of Massachusetts, Lowell, MA
M.Ed., Education Administration

1964  State College at Lowell, Lowell, MA
B.S. Education (K-8 Certification)

COMMUNITY ACTIVITIES:
Trustee, Essex County Community Foundation, Danvers, MA (since 2008)
Volunteer Teacher Trainer in Rural School, Mision Joven, Dominicana (two weeks annually) (since 1997)
Trustee, Charles G. Pringle Foundation, Lawrence, MA (since 1989)
Board of Directors, MI/Mary Immaculate Nursing and Restorative Center, Lawrence, MA (1989-2008)
Board of Directors, Clerk, CHS/Covenant Health Systems, Lexington, MA (1992-2007)
Chairperson, Lawrence Heritage State Park Management Advisory Board (1987-1995)
Vice President, YWCA of Greater Lawrence (1990-1995)
Chairperson, Adelante Youth Center (1993-2007))

SPECIAL RECOGNITION:
  - Archbishop Oscar Romero Award by Paulist HELP/JCA & Archdiocese of Boston – work for Hispanic Youth
  - Dr. Nina Scarito Award from Quota Club of Lawrence
  - Service to Youth – Club Latino Americano, Lawrence
  - Immigrant City Award by International Institute of Lawrence
October 27, 2012

Dear Department of Elementary and Secondary Education:

Please accept this letter as my commitment and dedication to the development and implementation of the proposed independent YouthBuild Academy Charter School (YBACS) under the auspice of the Lawrence Family Development and Education Fund, Inc. (LFDEF) located in Lawrence, Massachusetts.

I am a lifelong resident of the City of Lawrence and a product of similar barriers confronting the youth and families that the YBACS Founding Members seek to serve. I have dedicated more than twenty-five years of professional and educational experience in the areas of youth advocacy, education, leadership and community development. I began my career as a social worker working with at-risk youth and their families from Greater Lawrence and Southern New Hampshire. Primarily, the individuals I served were in government custody or were involved with the legal system and/or social service agencies. I quickly learned that the population I was serving had multiple barriers and unique challenges and lacked adequate advocacy, support and resources that would allow them to achieve personal, academic and economic success.

Because of my background, education, experience and training, I have in-depth understanding of the YouthBuild population and movement especially the YouthBuild-Lawrence Program. I first became acquainted with YouthBuild-Lawrence in 2000 as a volunteer where I had the unique opportunity to utilize my legal education and my passion to work with young people. While volunteering, I specifically developed and facilitated workshops that incorporated elements of the law, history, civic responsibility, empowerment and leadership development to meet the needs of the YouthBuild participants. Subsequently, I was hired by (LFDEF, Inc.) as the YouthBuild-Lawrence Job/Career Developer. Principally, I was responsible for the day-to-day program operations and participants’ overall individual growth and adherence to the YouthBuild philosophy. During my five years of employment, I researched, analyzed and implemented several initiatives, policies and procedures related to post-secondary education, economic, leadership, career and community development. Additionally, I served as a liaison to government agencies, non-profit organizations, unions and private industry.

In August 2010, I was offered the position as Youth Director overseeing AmeriCorps and the YouthBuild-Lawrence programs. Over the past two years as Director, I have worked to strengthen the core components that make YouthBuild a unique youth development program. During this time, one of my main responsibilities was to transform the academic component and align it with the Massachusetts Frameworks strengthening students’ opportunities toward post-secondary education. I worked in collaboration with a network of academic professionals involved with YouthBuild USA National Schools Initiative which focuses on academic and post-secondary achievement. I have traveled the country and visited numerous YouthBuild charter high schools located in mostly poor urban communities. These experiences allowed me the opportunity to network nationally with academic professionals and observe best practices regarding academic, workforce development and post-secondary success. Moreover, I am familiar with the complex legal, educational, political and economic challenges associated with developing and implementing an independent charter school to benefit YouthBuild students, families and the community. I understand the necessary work and continued effort involved to create and cultivate partnerships with potential post-secondary institutions, employers, government agencies and other non-profits.

In conclusion, I am excited to be part of a team of like-minded individuals who voluntarily and enthusiastically bring years of expertise to work toward closing the achievement gap and provide inspirational, robust and rigorous education that will afford and advance YouthBuild students toward future personal, academic and economic success.

Sincerely,

April M. Lyskowsky, Esq.
APRIL M. LYSKOWSKY, ESQ.  
alyskowsky@lawrenceyouth.com

PROFESSIONAL OBJECTIVE
To be a proactive team leader with effective decision-making and problem-solving skills who works well under pressure and has a strong desire to succeed.

PROFESSIONAL EXPERIENCE
LAWRENCE FAMILY DEVELOPMENT AND EDUCATION FUND, INC. 08/10-Present
Director, AmeriCorps & YouthBuild-Lawrence
- Work with Executive Director to raise program funds from public and private funding sources; maintain relationship with founders.
- Develop and maintain effective relationships with key stakeholders, community organizations, city, county, state and federal agencies.
- Design program and organizational structure; plan and coordinate development of all program components.
- Develop and implement academic and vocational curricula to ensure students’ post-secondary success.
- Recruit, hire, and supervise administrative and program staff.
- Develop strategies to reintegrate out-of-school youth into GED, high school diploma granting and post-secondary programs.
- Oversee daily operation of program, including the development and monitoring of the budget and development and project management of construction projects.
- Collaborate with Board of Directors on programming, strategic planning, procedures and policy issues.
- Work with Advisory Board on program design, curricula and professional development based on academic, industry trends and program outcomes.
- Oversee the collection of data for any on-going evaluation efforts.
- Organize and coordinate the work of a broad-based coalition supportive of program goals.
- Oversee the timely submission of all reports to local, state and federal affiliates.

CITY OF LAWRENCE, Real Property Acquisition/Disposition Specialist 09/06-08/10
- Analyze, implement and research current real property, affordable housing and economic trends.
- Create development and/or redevelopment strategies of city owned, underutilized property in accordance with City Ordinances, Massachusetts General Laws and Massachusetts Rules of Civil Procedure.
- Develop policies and procedures and prepare and implement all aspects for the disposition of city owned, underutilized real property through the “Requests for Proposals” process pursuant to M.G.L. 30B procurement requirements.
- Correspond with city, state and federal officials and present findings and recommendations during public hearings.
- Select, prioritize and develop strategies for the disposition of city owned property.
- Develop and maintain an accurate real property information database for the reconciliation of all city owned properties.
- Evaluate comparative criteria and write recommendations.
- Perform administrative duties, oral and written.

LAWRENCE REDEVELOPMENT AUTHORITY, Executive Coordinator 02/08-09/06
- Research, analyze and recommend urban renewal and/or redevelopment strategies based on current municipal, state and federal policies.
- Coordinate with the Attorney General’s Office to promote, develop, train and implement a receivership program.
- Develop, manage and implement the Receivership Program.
- Analyze current market and trade activity to promote and attract new commercial interests.
• Identify partners for the implementation of urban renewal plans.
• Organize and implement various real estate development projects.
• Coordinate and manage records, contracts and projects.
• Manage Internship Program.
• Correspond with city officials and present findings and recommendations during public hearings.
• Attend and make recommendations at public hearings.

**NEIGHBORHOOD LEGAL SERVICE, Volunteer, Lawyer of the Day Program  04/09-09/10**
• Advocate and advise low income residents regarding legal issues related to Landlord-Tenant Law.
• Provide legal counsel during court hearings and mediation.

**YOUTHBUILD-LAWRENCE, Job/Career Developer  09/01 – 09/06**
• Planned, developed and provided career and job training and staff development programs, using a variety of methods such as classroom training, demonstrations, on the job training, meetings, and workshops.
• Provided legal education in the areas of Landlord-Tenant Law, Criminal Constitutional Law, Consumer Protection Law and Family Law.
• Performed difficult staffing duties including dealing with understaffing, refereeing disputes, firing employees, and administrating disciplinary procedures.
• Planned and conducted new employee orientation to foster positive attitude toward organizational objectives.
• Established and maintained cooperative relationships with representatives of community, consumer, employees and public interest groups.
• Researched and developed economic and job placement opportunities with private, union, non-profit and government employers.
• Studied objectives, promotional policies and needs of organization to develop public relations strategies that will influence public opinion or promote ideas and services.
• Analyzed training needs to develop new training programs or modify and improve existing programs.
• Coordinated and implemented various projects and outreach efforts improving affordable housing, community and economic development.
• Primary staff person responsible for overseeing compliance with Department of Training and Development Massachusetts state contract.

**EDUCATION**
• Massachusetts School of Law at Andover, MA – Juris Doctorate
• University of Massachusetts, Lowell, MA – Bachelor of Science

**PAST/PRESENT AFFILIATIONS**
• Court-Appointed Special Advocate (CASA)
• Department of Children & Family Service
• Greater Lawrence Big Brothers/Big Sisters
• Massachusetts School of Law Student Bar Association
• City of Lawrence Zoning Board of Appeals
• City of Lawrence School Department Dropout Task Force
• YouthBuild USA National Schools Initiative
• Massachusetts YouthBuild Coalition
• Lawrence Bar Association
• Merrimack Valley Foster Kids
• Lawrence Community Boating Program

Exceptional research, writing and oral communication skills as well as leadership and diplomacy
Admitted to both the Massachusetts Bar and the United States District Court
Proficient in general computer applications: Lexis/Nexus and Microsoft Office Suite.
Marybeth Sullivan

Massachusetts ESE Charter School Office
75 Pleasant Street
Malden, MA 02148-4906

Dear Charter School Office,

I am writing this letter of commitment to ensure that the proposed YouthBuild Academy Charter School will be approved and granted the status of a Commonwealth Charter School in the city of Lawrence where such a school is surely needed to serve the youth and young adult population of previously disengaged students.

During my lengthy career as an educator, I served as a high school English teacher, a department chair, a curriculum coordinator and principal of the Greater Lawrence Technical School. I have had the good fortune to teach in several school systems in Massachusetts (Lowell, Andover, and Lawrence) as well as Pelham, New York and Jacksonville, Florida. However, my 23 years at Greater Lawrence Technical School has been the most challenging and most rewarding. The majority of the Greater Lawrence Technical students were from the city of Lawrence, far outnumbering the students from Methuen, Andover and North Andover. In my various capacities at GLTS, as teacher, advisor, administrator, and principal, I became more committed to seeking alternative avenues to uncover the talents and prior knowledge and experience of our students, to give them confidence that they have the potential to succeed, and provide them with learning tools necessary to complete their education, establish jobs and careers and become successful, contributing adults.

Our opportunity came with the Perkins Grant mandate to integrate the academic and the occupational curricula. In this long process of integrating academic standards and occupational competencies, we created five learning academies based on the major technical programs. Academic and technical teachers worked in teams to deliver a highly integrated curriculum. We also introduced a Freshman Academy to concentrate on academic standards while exploring career pathways. This ninth grade academy also benefited from an integrated curricula provide by academic and occupational teachers. During this major educational change, I also become the point person for overseeing our $51 million School Expansion and Renovation Project. In the last year of our four-year project, I had to find a viable educational environment for the Construction Academy, providing students and teachers with a workable and safe site in which to continue the integrated curriculum. The teachers and the students worked together over the summer providing most of the renovation of the vacant building in Lawrence that we were renting.

We spent many years fine tuning our Academy Model High School and were rewarded with significant success in school attendance, meeting and exceeding the state average, definite increase in MCAS scores, higher graduation rates, more students qualifying for Cooperative Internships and a positive change in school climate especially with the faculty. They had become more involved with their students through project based learning and were energized with the students’ success.

In my additional roles I have served on the negotiating team for the teachers' union (9 years, 3 contracts and 1 strike). This helped me immensely when I, as principal, had to negotiate grievances and contracts. I have served on many educational boards and associations. For many years I was involved with the NEASC, evaluating schools in Connecticut and Massachusetts. I am currently serving on the Lawrence Family Development and Education Fund, Inc. along with several educational boards in Andover and Lawrence. Since I have retired from GLTS, I find that I have more time to devote to assisting educational programs that will benefit the youth and young adults who live in Lawrence. I have always been a proponent of occupational education, as my father, who had been the commissioner of occupational educational for the state of Massachusetts, championed this cause and was the creator of the Regional Vocational Technical High Schools System in Massachusetts. I hope that I have given you enough information as to my background and service in the educational arena and my dedication to Occupational Education. I can assure you that I am definitely committed to seeing the proposed YouthBuild Academy Charter School become a reality.

Sincerely,

Marybeth Sullivan
Marybeth Sullivan
mbsullivan@comcast.net

EDUCATION:
College of New Rochelle
Bachelor of Liberal Arts Concentration in English Literature

Fitchburg State University
Master of Arts in Occupational Education
Concentration Curriculum and Supervision

EXPERIENCE:
1983-2006 Greater Lawrence Technical School
High School Principal (1500 Student Body)
Curriculum Coordinator
English Department Chair
English Teacher

1980-1983 Andover High School
English Teacher

1975-1980 Greater Lawrence Technical School/Andover Public Schools
Substitute Teacher

1962-1964 Lowell Public Schools Lowell High School English Teacher

EDUCATIONAL MEMBERSHIPS
Andover Dollars for Scholars Board of Directors
Notre Dame Education Center Board of Directors
NEASC Evaluating Teams for School Accreditation
Northeast Educational Consortium Board of Directors
“High Schools That Work” Coordinator and Presenter
Massachusetts Secondary School Administrators’ Association
Massachusetts Association of Vocational Administrators

COMMUNITY MEMBERSHIPS:
Andona Society Board Member/Past President
Andover/North Andover YMCA Board of Directors
St. Augustine's School Committee Member

Principal (2000-2006)
Responsible for leading and supervising approximately 1500 students and 280+ employees including administrators, faculty, clerical, technical, cafeteria and custodial staff.

Goals and Expectations
• Support and encourage the Educational Reform efforts that had been implemented at Greater Lawrence Tech over the past five years
• Promote achieving Excellence in Everything" for students and staff
• Encourage achieving 100% attendance for students and staff
• Continue improvement in student achievement on the MCAS
• Achieve 95% graduate rate
• Provide the Greater Lawrence Community with graduates who will continue their education and/or enter the workforce with advanced technical skills.

- Responsible for providing a safe and productive learning environment for all students and staff
- Committee member of school expansion project for six years - 2 years in planning and 4 years in construction
- Work daily with the architects, construction company officers and construction workers
- Research area locations to provide space for displaced students and departments during expansion
- Responsible for the safety of the students and the quality of education at satellite campus during the last two years of the project
- Design and implement location changes through the 4 phases of the project to ensure the curriculum and student learning environment retained its integrity
- Communicate with parents and staff re construction in meetings and through bilingual letters and notices

Staff Development

- Initiate innovated and pertinent education opportunities
- Began a partnership with the Leadership Academy at University of UMASS at Lowell for Administrators and Principals
- Sponsor membership in "High Schools that Work" for Administrators and Faculty
- Arrange for teachers and administrators to participate in HSTW Summer Conferences and curriculum workshops during school year
- Presenter at several National State Yearly Conferences including HSTW, National School Board Association, Massachusetts Association of School Committees
- Plan and execute staff development yearly programs
- Plan and supervise Summer Institutes that fostered staff involvement with our students, their families, culture and communities
- Hiring and Mentoring Teachers and Staff
- Consorted effort to acquire and maintain certified teachers who will be role models for our students
- Instituted "Coffee with the Principal" {Tuesdays at 2:30 PM} for new teachers and staff as part of our teacher mentoring program
- Monitor the Teacher Mentoring Program and focus on matching new teachers with enthusiastic and excellent professional teachers

Curriculum Coordinator / Integration Specialist (1993-2000)

- Develop and implement The Academy Model for the integration of academic and technical curriculum
- Work with academic and technical teachers to develop integrated curricula and team teaching
- Institute professional development summer programs for teachers in developing new 9-12 curricula
- Worked with a committee of teachers and administrators in designing the Five Cluster model
- Design and implement The Freshman Academy

English Teacher and Department Chair (1983-1993)

- Grades 9-12 Literature and Composition Classes
- Worked with teachers to develop more relevant curricula
- Served as advisor for National Honor Society
- Worked with students to institute a SADD chapter
- Mentor/Advisor for students
- Enrolled in courses for Spanish and Latin American Culture at UMASS Lowell
November 1, 2012

Applicant Review Committee  
Massachusetts Department of Elementary and Secondary Education  
Charter School Office  
75 Pleasant Street, Malden, MA 02148

Dear Charter School Review Committee,

Please accept this letter as my commitment to the development and implementation of the proposed YouthBuild Academy Charter School (YBACS) under the guidance of Lawrence Family Development and Education Fund, Inc. (LFDEF) located in Lawrence, Massachusetts.

I have worked in the City of Lawrence for 34 years in positions related to education, employment and training and understand the barriers confronting the youth and families that the YBACS will serve. As Director of the Lower Merrimack Valley Private Industry Council, Operations Manager for the Department of Training and Development, and Acting Director of ValleyWorks Career Center over a period of 22 years, I saw first-hand how employment and training opportunities can change the direction of a young person’s life. Since 2001, I have worked as the Director of Development at Lawrence Family Development Charter School and am also fully aware of the importance of a high quality education at all levels.

The mission that has been established for YBACS presents many challenges, but I believe my grant writing experience and program operations background will help this organization exceed all expectations. I support Lawrence Family Development and Education Fund, Inc.’s application and have dedicated myself to this endeavor.

Sincerely,

Peter Kamberelis
pkamberelis@lfdes.org
Highly-organized, detail-oriented, adaptable, innovative professional with over 33 years of senior level management experience. Dynamic record of accomplishments stemming from the ability to motivate people and achieve bottom-line results.

**STRENGTHS AND ABILITIES**

- Grant Writing
- Leadership
- Customer Satisfaction
- Media Relations
- Strategic Planning
- Multi Site Management
- Team Building
- Program Development
- Project Management

**EDUCATION**

Bachelor of Business Administration—Management  
University of Massachusetts, Amherst, Massachusetts

**PROFESSIONAL EXPERIENCE**

**Lawrence Family Development Charter School, Lawrence, Massachusetts**  
Director of Development  
2001—present

Responsible for foundation, corporate, federal, state and local government grant writing and management. Provide support for annual campaign and special events for individual donors. This work supports both the charter school and a 501 (c) (3) not for profit organization operating YouthBuild, English-as-a-Second Language, Citizenship Education and Computer Skills Training Programs. Oversee media relations and provide technical assistance for program operations.

**Department of Training and Development, Lawrence, Massachusetts**  
Operations Manager/Acting Director of Valley Works Career Center  
1989-2001

Managed services to customers under federal and state employment and training grants and ensured full compliance with applicable laws and implementing regulations. Planned, coordinated and supervised the day-to-day activities of forty employees in three locations throughout the Merrimack Valley. Established department policies and procedures. Recruited, interviewed, hired, trained, evaluated and terminated staff. Developed and authored ValleyWorks Career Center Business Plan and designed operational systems. Procured and renovated facilities.

**Lower Merrimack Valley Private Industry Council, Lawrence, Massachusetts**  
Director  
1978-1989

Organized, managed and staffed private sector dominated board overseeing a regional education, training and employment system. Produced job fairs and career days. Published a quarterly newsletter. Recruited volunteers to serve on committees and work on special projects.
Dear Department of Elementary and Secondary Education,

I am writing to express my commitment to developing and implementing the proposed YouthBuild Academy Charter School in Lawrence, MA. This commitment is based on my skills and expertise in education and educational practices as well as my experience and passion for ensuring all youth, specifically at-risk youth, have the skills, knowledge and resources they need to make informed choices and lead rewarding and self-sufficient lives. I have over 20 years of instruction and instructional design experience in varied secondary and post-secondary settings, including urban, vocational, comprehensive, gifted and talented, community college and university. I have been certified in Secondary Education, English, Theatre and Speech (in DE and VA), endorsed in Gifted and Talented Education and credentialed by WIDS in Designing and Assessing Learning and COACH (training others in instructional design). My approach to instructional design is learner-centered and incorporates Kolb’s four-phase learning cycle, differentiated instruction, problem-based learning and performance-based assessments. I am a specialist in national and state content standards, and have designed crosswalks and aligned curriculum materials to meet NCLB and MA Curriculum Frameworks educational goals. I am also no stranger to working with programs that span both education and workforce development, such as YouthBuild, LARE Training and Catholic Social Services, and have served on three Massachusetts Youth Councils. As the Director of the Bristol CVTE Consortium, I worked to ensure early access to college assessments and college credit for vocational students, many of whom were low-income. I also have experience researching labor market data to inform vocational program creation and linkages to student employment opportunities.

I have an extensive background in Massachusetts youth workforce development, designing effective education and youth workforce programs with higher-than-average positive outcomes for hard-to-serve, low income, at-risk youth. While working in Lawrence MA at the Merrimack Valley Workforce Investment Board, I helped to develop and oversee over 20 workforce training and career-readiness programs for young adults for ages 14 to 24. I used this role to develop youth policy and programming in Lawrence, the Merrimack Valley and Massachusetts to ensure that all youth are college and career ready For example, through my efforts, financial literacy became a required component of all WIA funded youth programming in the Merrimack Valley. I also spearheaded a regional initiative to address youth homelessness, bringing together over 100 representatives from 50 different youth-serving agencies throughout the region. In the past three years, I have worked to create two new public educational programs (NBHS Engineering Academy and Junior Leadership Corps) aimed at increasing the positive outcomes for low-income, at-risk youth in public schools.

My leadership has been recognized at the state and national levels and have been asked to serve as chairperson and/or to serve on multiple initiatives across the state of Massachusetts, including: ESE’s Work-Based Learning Plan Revision Team, Pathways to Success by 21 ("P21") Initiative, the Governor’s Youth Task Force, and the MWIB’s Links to Higher Education. Nationally, I have played ongoing advisory roles for the US Army (Project PASS), National Endowment for Financial Education and VISA’s Educator Advisory Council. Because of my six years’ experience working with the at-risk youth Lawrence, MA, I recognize the need and value for a high school such as the YouthBuild Academy Charter School. I am aware of YouthBuild- Lawrence’s existing program model and its success with hard-to-serve young adults. Ralph Carrero has put together a team with expertise in education, assessment, workforce development, at-risk youth and Latino populations, and I am confident that the programmatic design of the YouthBuild Academy Charter School address the academic needs of this population while providing the supports they require to ensure successful outcomes. I applaud their efforts to establish this much-needed charter school, and I am committed to providing whatever assistance I can to safeguard its success. Please feel free to contact me if you have any questions regarding my commitment to this project or my qualifications to assist in their efforts.

Sincerely,

Chris Shannon
EDUCATION and WORKFORCE PROGRAM CONSULTANT

INSTRUCTIONAL DESIGNER       GRANT/PROGRAM ADMINISTRATOR       RESEARCHER       WRITER

Ten years of extensive workforce programmatic design and administrative experience for a variety of workforce settings, grant funded programs and target at-risk populations.

• Managed over 15 youth workforce programs and initiatives including grant writing, procurement, contracting, training, budget oversight, case management and evaluation

• Proven track record of management and leadership roles in youth workforce, educational pilot and reform programs, financial literacy, team-based instructional projects & educational policy development; with input requested from ESE, MWIB, US Army, YouthBuild, VISA, among others

• Over eight years of research and data analysis using a variety of qualitative and quantitative methods: applying programmatic measures and evaluation; analyzing systemic & local testing patterns; developing online analytics (youth program access); and synthesizing studies, research materials and promising practices

• Experienced in designing holistic, systemic initiatives--such as the MA Statewide Articulation and the SOCO Network to End Homelessness initiatives, including needs assessment, regional data collection, stakeholder input & buy-in, action plan development and evaluation

• Highly requested workshop designer/facilitator on topics that develop youth capacity such as financial literacy, job readiness, college transitioning, etc.; facilitated over 130 workshops for 200 organizations, businesses and schools

PROFESSIONAL EXPERIENCE

rAsa consulting [2003 - Present]

Lead consultant—Small, woman-owned business

• Experienced in working on short-term and long-term regional, state and national projects

• Strong expertise in developing college and career-readiness programs, events and curricula, including: WIA programming; CVTE high school programs; post-secondary transition programming; MA EDCO Collaborative; NYC’s Dept. of Youth & Community Development; MA WIB Youth Task Force; among others.

• Create and advise on financial education projects & curricula for students and instructors including NEFE’s HSFPP(2 editions), VISA’s Financial Soccer, VISA & Marvel Comic’s Avengers: Saving the Day, MA Office of Consumer Affairs & Business Regulation’s HiFi Program, Family Economics and Financial Education (FEFE), WV State Treasurer’s Office & 2 JumpStart Coalition’s Teacher Training pilots.

• Requested speaker, trainer, advisor and crosswalk specialist for schools, non-profits, state agencies, businesses and state credit union associations, including credit union organizations in MA, NY, RI, TX, VA & HI

• Clients have included: MA OCABR, NYSCUL, VACU, RI JumpStart, MCCEO, SOCO, FEFE and NEFE

Worldwide Instructional Design System [2010 - 2011]
Instructional Design Consultant

- Developed middle school drop-out prevention curriculum and assessments for low-income, at-risk youth currently being piloted in five sites (FL, GA, KS and two sites in KY)
- Led multiple, nationwide projects that required virtual collaboration; managed competing timelines while consistently meeting deadlines
- Created activity bank of 287 adult-based, interactive learning activities that adhere to Kolb’s four-phase learning cycle for college CTE instructor professional development (Wisconsin)

Bristol Community College 2008 - 2010

Director, Bristol Career/Vocational Technical Education Consortium

- Provided administration and budget oversight for Perkins programming to promote career education, college access, academic alignment and early college programming for over 5,000 high school students from eleven school districts
- Evaluated regional and college-level programmatic success based on Federal, state and local direct and indirect measures; adjusted programming to enhance positive outcomes
- Created college faculty workshops to increase understanding of high school programming & student academic/transitional barriers and promote more effective instruction & partnering

Merrimack Valley Workforce Investment Board 2003 - 2008

Youth Workforce Program Manager

Provided administration and budget oversight for regional youth programming ($1.5+ million)
Created regional workforce programming and events for older youth such as: Job Shadowing programming, Summer YouthWorks, regional Career Fairs, ISY and OSY workforce training
Provided administrative functions: procurement, contracting, asset mapping, programmatic reporting, grant writing, & research to develop policy recommendations to the WIBs & legislators

EDUCATION

Master of Fine Arts, Virginia Commonwealth University, Richmond, Virginia
Bachelor of Arts, cum laude, University of Delaware, Newark, Delaware

AFFILIATIONS:

Association for Supervision and Curriculum Development
Commonwealth Workforce Coalition (Northeast and Southeast)
JROTC Project PASS
Massachusetts Department of Education Employability Initiative (Co-Chair)
Massachusetts HiFi Initiative—Consultant/Trainer
National Association of Community Colleges
NEFE High School Financial Planning Curriculum Review Team
STEM Initiative Steering Committee
Stoughton Team Meeting Representative
VISA’s Educators Advisory Council
To Whom It May Concern:

As a member of the founding board, the intent of this letter is to express my endorsement of and full support for the proposed YouthBuild Academy Charter School in Lawrence, Massachusetts.

For nearly fifteen years, I have worked in alternative education and with adolescents and young adults who have dropped out of high school or are at risk for doing so, as a classroom teacher, a consultant, and researcher. I have specifically focused on low-income youth of color in urban areas like Lawrence, among whom the problem of dropout is particularly severe. I am currently engaged in a research project with young adults in Lawrence, who have dropped out of school. The project is to better understand the circumstances under which they left school and how they can be reconnected to educational and employment opportunities.

As shown in my own and others' work, youth in urban communities who have dropped out of school and face a myriad of risks—e.g., poverty, homelessness, poor health and incarceration—that negatively impact not only individuals, but families, entire communities, and the nation as whole. Thus, providing these youth with viable, educational and vocational opportunities through which they can lead productive and satisfying lives is of vital importance. However, there are far too few such opportunities.

Through my experiences as a teacher and researcher, I am conversant in the educational needs of youth who have not been successful in traditional school settings. I have seen such students thrive in environments where teachers and administrators are respectful, caring, and dedicated to their academic learning and personal development. Flexible and culturally-relevant curriculum, diverse instructional strategies, attention to individual learning styles and high expectations are essential to connecting them to academic learning. Further, these youth tend to be older than and have greater economic and familial responsibilities than traditional students. Thus, strategies like flexible scheduling and increased attention to vocational development and employment opportunities is particularly important. These are among the many important elements of YouthBuild Academy Charter School's pedagogical approach.

I am extremely excited about YouthBuild Academy Charter School, which addresses the academic and social needs of its target population, using innovative strategies and established best practices in working with previously out-of-school youth. As conceptualized, I am certain that YouthBuild Academy Charter School will be successful in helping students to achieve a high school diploma, to begin their journey to a stabilizing and rewarding career, and to improve their own lives and the lives of their families and communities. In the city of Lawrence, where the dropout and poverty rates are higher than in any other city in the Commonwealth, the need for such a school is particularly dire.

It is for all of the reasons cited above that I endorse the proposed YouthBuild Academy Charter School and am fully dedicated to bringing whatever resources I can to its conceptualization and operation.

Sincerely,

Tara M. Brown, EdD
EDUCATION:  HARVARD GRADUATE SCHOOL OF EDUCATION, Cambridge, Massachusetts
Doctorate of Education, 2005

HARVARD GRADUATE SCHOOL OF EDUCATION, Massachusetts
Master of Education, 2001

LESLEY UNIVERSITY, Cambridge, Massachusetts,
Master of Arts, 1999
Interdisciplinary Studies

LESLEY UNIVERSITY, Cambridge, Massachusetts,
Bachelor of Arts, 1997
American Studies

ACADEMIC POSITIONS:

2008-Present  Assistant Professor
Brandeis University
Education Program, College of Arts and Social Sciences
Waltham, Massachusetts

2005-2008  Assistant Professor
University of Maryland, College Park
College of Education, Dept. of Curriculum & Instruction
College Park, Maryland

2004-2005  Technology and Media Instructor
Community Academy Public Alternative High School, Roxbury, MA

2001-2004  Teaching Fellow
Harvard Graduate School of Education, Cambridge, MA

2000-2002  Technology Instructor
Harvard University Kennedy School of Government, Mid-Career Master's Program

2000-2001  Internet/Website Design Instructor
Media and Technology Charter High, Boston, MA

1999-2005  Adjunct Instructor
Graduate School of Education, Lesley University, Cambridge, MA
PUBLICATIONS:

Peer Reviewed Journal Articles

Brown, T. It's My World: Self-Determination, Self-Perception and Adolescents’ Technology Use. (accepting by and forthcoming in Youth & Society)

Brown, T. The Effects of Educational Policy and Local Context on Special Education Students’ Experiences of School Removal and Transition. (accepted by and forthcoming in Educational Policy).

Brown, T. and Rodriguez, L. Collaborating with Urban Youth to Address Gaps in Teacher Education. (accepted by and forthcoming Teacher Education Quarterly).


Book Chapters


**Other Publications**


**Under Review**

Brown, T. “Crackin’ Out” and “Going Crazy”: Four Adolescents Reflect on their Persistently Troublesome Behavior in School. (submitted to *The Urban Review*).

**Works in Progress**


Brown, T. Young adults without a secondary credential in the “new economy.” (anticipated submission to *Teachers College Record*).

Brown, T. & L. Rodriguez. Research with youth for school and community change. (anticipated submission to *Action Research*).

Valencia, A. and T. Brown. Professional research organizations and Latino/a and Black youth. (anticipated submission to *Journal of Social Issues*).
RESEARCH PROJECTS:

Uncredentialed: Young Adults Living Without a Secondary Credential. Principal Investigator, Spring 2011
This mixed-method, participatory study seeks to understand how young adults without a secondary credential (i.e. a high school or General Educational Development [GED] diploma), and living in a low-income community, manage and understand their everyday experiences and the conditions of their lives, particularly in an increasingly difficult economy.

Investigating Culture through Participatory Photography: Youth as Learners and Teachers. Co-Investigator, Spring 2011
The purpose of this mixed method, evaluative study is to understand the effectiveness of Photovoice, a visual research methodology, as a collaborative learning and empowerment program for girls aged 8-12. The study seeks to understand how youth participants in an afterschool Photovoice class develop understandings of culture, both individually and collectively, and the impact of the class on their self understandings, self development, and interactions with others.

Burke Participatory Action Research Project. Principal Investigator, Fall 2009
This mixed methods study investigated academic and social relationships between and among students and teachers at an urban public high school, designated as a “turnaround school.” It sought to understand the impact of school culture on students’ educational experience, which included relationships between immigrant and U.S.-born students and English learners and native English speakers.

Action Research into School Exclusion. Principal Investigator, 2006-2009
This two-year, mixed methods study is aimed at understanding the experiences of adolescents excluded from the educational mainstream and attending alternative schools. It seeks to build knowledge among researchers, teachers and policy-makers about how to better serve students with histories of disengagement and academic failure, particularly through the use of experientially relevant learning and new technologies.

Lost and Turned Out: The Effects of School Exclusion. Principal Investigator, 2005
This quantitative study explores some of the effects of disciplinary exclusion on the schooling experiences of adolescents attending an urban, public alternative high school in the Northeast. Thirty-seven students were surveyed to gather information on their perceptions of school exclusion and of their past and present schooling experiences. Analysis focuses specifically on the loss of classroom instruction time and its implications for academic achievement, as well as on the social-emotional experiences of these students excluded from the educational mainstream. 2005.

School and the Co-Construction of Dropout. Co-Investigator with Dr. Louie Rodriguez, 2004-2005
This ethnographic study examines two Latino adolescents’ everyday experiences of dropping out in the context of cultural and structural aspects of school and consciously works against the common view of poor students of color as inherently “at risk” for school dropout. We illuminate how, through educational neglect and social and intellectual alienation, schools and school adults contributed to these two students’ progressive disengagement from school. Implications for practice and further research are explored.

This largely qualitative study investigated; 1) how adolescents attending an urban public high school used new technologies, 2) how they understood the significance of those uses for themselves and others and 3) the nature of the relationships between their uses and understandings and the contexts in which they used new technologies. The study highlights the everyday experiences and perceptions of participants, from their own perspectives, in order to understand how contextual factors shape the ways in which they use and understand new technologies to better understand how new technologies can be used to enhance the educational experiences of, particularly, low income students and students of color.
Learning Experiences that Use Multiple Media to Bridge Distance and Time. Co-Investigator, 2002
Research project focusing on course design and experiences of students in the course, “Learning Media that Bridge Distance and Time,” taught by Dr. Chris Dede at the Harvard Graduate School of Education. It sought to better understand the affects of a hybrid, technologically-mediated course on student learning.

USENIX Grant Project: Mentoring with Technology. Assistant Director and Co-Investigator, 2000-2001
Action research project providing technology mentorship to low-income, urban youth through a collaboration between Lesley University, The Intel Computer Clubhouse, and The Boys and Girls Clubs. 2001-2002. This study was funded in the amount of $50,000 by the USENIX Association.

GRANTS:
Funding Sponsor: Consortium on Race, Gender and Ethnicity, University of Maryland
Grant Title: Building the Qualitative Community: Faculty Seed Grants for Developing Qualitative Work
Funding Amount: $3,000
Principle Investigator: Tara M. Brown, EdD
Timeline: 2007-2008

Funding Sponsor: Graduate Research Board, University of Maryland
Grant Title: Graduate Research Board Summer Award
Funding Amount: $9,000
Principle Investigator: Tara M. Brown, EdD
Timeline: 2007

Funding Sponsor: Spencer Foundation
Grant Title: Spencer Research Training Grant
Funding Amount: tuition and fees for 3 years in doctoral program
Principle Investigator: Tara M. Brown, EdD
Timeline: 2002-2005

Funding Sponsor: The Jacobs Foundation
Grant Title: Information and Technology Dissertation Grant
Funding Amount: $10,000
Principle Investigator: Tara M. Brown, EdD
Timeline: 2004-2005

Funding Sponsor: The Jacobs Foundation
Grant Title: Information and Technology Dissertation Grant
Funding Amount: $10,000
Principle Investigator: Tara M. Brown, EdD
Timeline: 2004-2005

Funding Sponsor: Daniel A. Buckley Bequest
Grant Title: Doctoral Scholarship
Funding Amount: $10,000
Principle Investigator: Tara M. Brown, EdD
Timeline: 2004-2005

Funding Sponsor: Harvard Graduate School of Education
Grant Title: Advanced Doctoral Student Grant
Funding Amount: $9,000
Principle Investigator: Tara M. Brown, EdD
Timeline: 2003
**Funding Sponsor:** USENIX, the Advanced Computing Systems Association  
**Grant Title:** Youth and Technology Grant  
**Funding Amount:** $50,000  
**Principle Investigator:** Phyllis E. Brown, EdD  
**Co-Investigator:** Tara M. Brown, EdD  
**Timeline:** 2003

**OTHER AWARDS:**  
College of Education Excellence in Teaching Award, University of Maryland, College Park (2008)

**PRESENTATIONS:**  
**Refereed Conference Presentations**  


Brown, T. and Rodriguez L. (March 3, 2007). “"They were just trying to get rid of me": School and the Co-Construction of Dropout." Harvard Graduate School of Education Alumni of Color Conference, Cambridge, MA.


Invited Conference and Symposia Presentations
Brown, T. (March 2011). “What Kind of Teachers and Teaching Make a Difference?: Learning from Students. 50th Anniversary of Teacher Education at Brandeis, Brandeis University, Education Program. Waltham, MA

Brown, T. (April 2010). “Youth Participatory Action Research.” Webinar sponsored by Program in Education, Afterschool and Resiliency (PEAR), at McLean Hospital and Harvard University, and the University of Minnesota Extension.


Brown, T. (March 2010). “Participatory Action Research: Conducting Research with Youth in the Classroom. Increasing Our Impact Conference, Brandeis University, Education Program. Waltham, MA


**Guest Lectures**


Brown, T. (September 2010 & 2011). “Society and Schooling: Dilemmas of Cross-Purpose.” In the course, Education and Social Policy. Professor, Marya Levenson, EdD Education Program, Brandeis University, Waltham, MA.


Brown, T. and ARISE Research Team Members. (April 2008). “Addressing the Challenges of Students at Risk for Exclusion.” In the course, *Diversity and Teacher Education*. Instructor, doctoral candidate. Department of Curriculum & Instruction, University of Maryland, College Park, MD.


Brown, T. and ARISE Research Team Members. (November 2006). “Addressing the Challenges of Students at Risk for Exclusion.” In the course, *Introduction to Special Education*. Professor, Will Drakeford, Ph.D. Special Education Department, University of Maryland, College Park, MD.

Brown, T. (April 2007). “Adolescents’ Literacy, Expression, and Technology Use.” In the course, *Adolescent Literacies*. Professor, Jeanine Staples, Ph.D. Special Education Department, University of Maryland, College Park, MD.
Brown, T. and ARISE Research Team Members. (November 2006). “Talk in the Hallway.” In the course, Introduction to Special Education. Professor, Will Drakeford, Ph.D. Special Education Department, University of Maryland, College Park, MD.

**COURSES TAUGHT**

**Doctoral Level**
- Participatory Action Research, Brandeis University
- Conducting Interpretive Inquiry in Classroom Contexts, University of Maryland, College Park
- Introduction to Field Methods in Schools and Communities, University of Maryland, College Park
- Ontology and Research Among Marginalized Groups, University of Maryland, College Park
- Minority and Urban Education Doctoral Research Seminar, University of Maryland, College Park
- Identity, Power & Privilege in Research, University of Maryland, College Park

**Masters Level**
- Teacher Action Research, Brandeis University
- Critical Perspectives in Urban Education, Brandeis University
- Urban Education, University of Maryland, College Park

**Undergraduate Level**
- Reading (and Talking Back to) Educational Research, Brandeis University
- Critical Perspectives in Urban Education, Brandeis University
- Computers for Teachers, University of Maryland, College Park

**Independent Studies**
- 3 – Heller School for Social Policy and Management, Brandeis University
- 3 – Undergraduate Program, Brandeis University
- 4 – Minority and Urban Educational Graduate Program, University of Maryland, College Park

**STUDENT COMMITTEES:**

**Brandeis University**

**Doctoral Dissertation Committees**

<table>
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<tr>
<th>Student</th>
<th>Department/Program</th>
<th>Students’ Status</th>
<th>Role</th>
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<tr>
<td>Plachta-Elliot, Sara</td>
<td>Heller School</td>
<td>ABD</td>
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<td>Sarah Phillips</td>
<td>Heller School</td>
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<td>Maria Timberlake</td>
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<tr>
<td>Deana Yameen</td>
<td>Heller School</td>
<td>Writing proposal</td>
<td>Chair</td>
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<tr>
<td>Kimberly Godsoe</td>
<td>Heller School</td>
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**Honors Thesis Committees, Education Program**

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<tr>
<td>Hebert, Ashley</td>
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**University of Maryland**

**Doctoral Dissertation Committees**

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### Doctoral Comprehensive Exam Committees

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<td>Bridges, Thurman</td>
<td>Minority and Urban Education</td>
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<td>Awokoya, Janet</td>
<td>Minority and Urban Education</td>
<td>Passed comps, 2007</td>
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<td>Cain, Steve</td>
<td>Social Studies Education</td>
<td>Passed comps, 2007</td>
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<td>Megean Garvin</td>
<td>Science Education</td>
<td>Passed comps, 2008</td>
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<td>Davis, Kelley</td>
<td>Science Education</td>
<td>Passed comps, 2007</td>
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<td>Gibson, Simone</td>
<td>Minority and Urban Education</td>
<td>Passed comps, 2007</td>
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### Masters Comprehensive Exam Committees

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<tr>
<td>Edmond, Danittra</td>
<td>Minority and Urban Education</td>
<td>Passed comps &amp; graduated, 2007</td>
<td>Chair</td>
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<tr>
<td>Smith, Dawn</td>
<td>Minority and Urban Education</td>
<td>Passed comps &amp; graduated, 2007</td>
<td>Member</td>
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### CONSULTING:

#### 2010-Present
**REALM Charter School**, Berkeley, CA
*Curriculum Consultant*
Working with teachers and administrators to integrate inquiry skills and participatory action research into the curriculum in grades 6-12. REALM is a newly approved public charter school that opened in Fall 2011.

#### 2009-Present
**Commonwealth Corporation**, Boston, MA
*Professional Development Consultant*
Assisting in developing and conducting professional development workshops for teachers, administrators, and staff working with incarcerated youth in the Massachusetts Department of Youth Services (DYS).

#### 2008-2009
**Berkeley Technology Alternative High School**, Berkeley, CA
*Curriculum Consultant*
Provided guidance for the school in implementing a school-wide participatory action research project over the 2008-2009 academic year.

#### 2008
*Consultant*
Wrote a literature review identifying how the “Hip Hop Educational Literacy Program” (H.E.L.P.) connects to best practices in the field of literacy development—the piece is used as a promotional/marketing tool for the curriculum.
2007  
**Youth Opportunities Alternative High School**, Baltimore, MD (2007)
*Consultant, School Culture and Teacher Development*
Worked with principal to resolve conflict between students and new teachers.

2003  
**Discovery Education Online**, Silver Spring, MD (2003)
*Curriculum Writer*
Developed a curriculum entitled, “Understanding Stereotypes,” which is still available online at: [http://school.discoveryeducation.com/lessonplans/programs/stereotypes/](http://school.discoveryeducation.com/lessonplans/programs/stereotypes/)

### PROFESSIONAL SERVICE

#### Service to Brandeis University

- **2010-Present**  Affiliate Faculty, Heller School for Social Policy and Management
- **2009-Present**  Affiliate Faculty, African and African American Studies Program
- **2009-Present**  Affiliate Faculty, Gender and Women’s Studies Department
- **2009-Present**  Honors Thesis Coordinator, Education Program
- **2009-Present**  Education Studies Curriculum Committee, School of Arts and Social Sciences
- **April 2010**  Chair of the Organizing Committee for the Research Symposium, *The Power of Participatory Action Research: Building Knowledge for Practice, Action, and Justice*. Heller School for Social Policy and Management
- **April 2009**  Chair of the Organizing Committee for the Research Symposium, *Research for Sociopolitical Justice: Participatory Action Research with Schools and Communities*. Heller School for Social Policy and Management

#### Service to the University of Maryland

- **2008**  Chair of the Organizing Committee for the Third Annual Minority and Urban Education Educational Symposium, *Schooling for Empowerment: Education as Political Action*
- **2007-2008**  Acting Unit Chair, Minority and Urban Education, Department of Curriculum & Instruction
- **2006-2008**  Affiliate Faculty, Women’s Studies Department
- **2006-2008**  Affiliate Faculty, Consortium on Race, Gender, and Ethnicity (CRGE)
- **2006-2008**  Graduate Student Association Faculty Mentor, Department of Curriculum & Instruction
- **2006-2008**  Merit Pay Committee Member, Department of Curriculum & Instruction
- **2005-2007**  Regional Outreach Committee Member, Department of Curriculum & Instruction

#### Service to the Profession/Journal Manuscript Reviewer

- **2012-Present**  Anthropology of Education Quarterly
  Responsibilities include reviewing 1-2 manuscripts per year
- **2010-Present**  Action Research
  Responsibilities include reviewing 1-2 manuscripts per year
- **2010-Present**  Journal of Teacher Education
  Responsibilities include reviewing 1-2 manuscripts per year
- **2007-Present**  Teachers College Record
  Responsibilities include reviewing 1-2 manuscripts per year
- **2007-Present**  *American Educational Research Association Journal* (AERJ), *Teaching, Learning, and Human Development*
  Responsibilities include reviewing 1-2 manuscripts per year
- **2007**  *American Educational Research Association Journal* (AERJ), Social and Institutional Analysis
  Reviewed 1 manuscripts
Other Service to the Profession

2010-Present  Harvard Graduate School of Education Alumni Council Member
2009-Present  Regional Board Member, National Latino Education Research Agenda Project (NERAP)
2003-Present  American Educational Research Association Member
2007-2009  Affirmative Action Committee Member, AERA Division K: Teaching and Teacher Education
2007-2009  Editorial Board Member, Journal of Access Services
October 22, 2012

Applicant Review Committee
Massachusetts Department of Elementary and Secondary Education, Charter School Office
75 Pleasant Street, Malden, MA 02148-4906

Dear Charter School Review Committee,

I write to support the final application for the proposed YouthBuild Academy Charter School for high school dropouts of Lawrence, Massachusetts. Since its creation, I have witnessed the impact and growth of the Lawrence Family Development and Education Fund (LFDEF) and am confident in their planned expansion to offer a dynamic and innovative public high school.

As an educator who has worked for more than 30 years in special education, teen parent programs, adult education and continuing higher education, I see this proposed effort as a critical opportunity for educationally disadvantaged urban students who have dropped out of school. In addition, Lawrence’s economic challenges will be positively impacted by increasing the number of youth who complete a high school diploma and successfully enter employment or post-secondary options.

My background includes relevant experiences with under-educated and under-employed students. For several years, I held the position of Adult Basic Education Director in the Lawrence Public Schools and witnessed firsthand the struggles of dropouts and the success they could achieve when engaged in accessible and responsive GED instructional models. As I reflect on the interest and capacity of these students, I am confident that the comprehensive nature of the proposed academic model to earn a high school diploma would provide them with a more comprehensive model than what is currently offered in Lawrence.

More recently, as I worked in higher education deanships (including at Boston University where I currently teach), I recognize the importance of rigorous academic standards in high school in order to successfully participate in undergraduate courses. Therefore, as the founding group assembled the model for this application I assisted with the design of the academic vision. My work in both K-12 and in higher education allowed me to provide insights into the proposed academic program, career skills options, and support services. Of particular strength in the design are the measures to track student progress and engage students in their performance through Personal Success Blueprints, ePortfolios, and Student Academic Achievement Plans. These were designed to show learning outcomes and progress toward graduation requirements, readiness for post-secondary education and employment, and the development of Personal Core Abilities.

In this high school, the use of technology will extend opportunities for individualized instruction and facilitate assessment methods. Teachers and academic support staff will integrate academic, service learning, worksite and leadership opportunities so that the learning outcomes of community service and projects lead to the development of student confidence, self-awareness, personal responsibility and career-transferable skills. I support the proposed YouthBuild Academy Charter School for high school dropouts of Lawrence, Massachusetts and hope it will be approved for a charter. If so, I plan to continue to assist this new high school in Lawrence. Please do not hesitate to contact me if my input can be of assistance in reviewing the application.

Sincerely,

Judith C. Marley, EdD
JUDITH C. MARLEY, EdD
Judith.Marley@gmail.com

EDUCATION
EdD, Leadership in Schooling, University of Massachusetts, Lowell, MA
M.Ed., Reading and Language, University of Massachusetts, Lowell, MA
A.B., Special Education, Boston College, Chestnut Hill, MA

EXPERIENCE

EMMANUEL COLLEGE
400 The Fenway, Boston, MA 02115

Dean of Graduate and Professional Programs & Associate Professor of Education
Emmanuel College is a Catholic, liberal arts college comprised of approximately 2,400 students. Reported to the Vice President of Academic Affairs.

- Provided strategic leadership for programs serving part-time students: BSBA, BS in Nursing, MS in Nursing, MS in Management, MS in Human Resource Management, MS in Management with specializations in Research Administration or Biopharmaceutical Leadership, Master of Arts in Teaching, and Master of School Administration.
- Oversaw faculty and staff for academic instruction, student services and administrative units. These included: student admissions and advising; faculty development and instruction; academic transfer credit; academic policy and curriculum development; online instructional design. Supervised all instructional sites and over 85 faculty members.
- Conducted internal program assessment; led the curricular review process, responsible for researching and understanding workforce development potential of existing programs, as well as determining future programs.
- Developed partnerships with area employers to deliver new and innovative degree and certificate programs. Initiated Employer Connect and hired the College's first Director of Employer Partnerships.
- Established employer relationships: Brigham & Women’s Hospital, Merck Pharmaceuticals, Harvard University, and US Army.
- Initiated the College’s first offerings of asynchronous online degrees; in three years built more than 35 undergraduate and graduate online courses. Developed standards for online graduate programs and models of innovation for new audiences.
- Began the College’s faculty development efforts with teaching with technology, instituted the College’s instructional design capacity and hired full and part-time instructional designers.
- Supervised new Summer Term efforts, which launched expanded courses and formats for a 150% enrollment increase.

BOSTON UNIVERSITY (BU)
Metropolitan College, 755 Commonwealth Avenue, Boston, MA 02115

Assistant Dean and Lecturer from 2003 to 2007
Employed as Lecturer, Administrative Sciences from 2006 to present

Assistant Dean & Lecturer in Administrative Sciences
BU’s Metropolitan College is comprised of approximately 3,700 students and is one of the country’s largest continuing education units. Reported to the Dean of Metropolitan College and Extended Education.

- Provided oversight to staff for admissions and outreach activities which benefited academic departments offering 60 undergraduate and graduate certificates and degrees.
Worked with the Dean, the Office of General Counsel and Academic Department Chairs to negotiate external marketing partner contracts and monitor external visibility and performance for online degree programs.

Developed and delivered onsite and online degree programs in partnership with employers. Managed budgets and business development for the College’s programs, and had oversight of the department’s internal budget. Supported partnerships with the United States Air Force, Project Management Institute, and BU’s Center of Excellence in Information Assurance.

Responsible for faculty and student services of onsite and online degrees for Preferred Educational Partnerships at: Boeing, GE, Acambis, ADP, United Technologies, Boston Medical Center, RSA Security, Oasis, Kronos, and the City of Boston.

Expanded new audiences and internally bridged students and their employers to extended education offices for support services (distance education, marketing, international initiatives, and other centralized University service offices).

Founded scholarship efforts for Boston Medical Center and community college graduates called “Community Scholars”

**NEW ENGLAND COLLEGE OF FINANCE (NECF)** 1998-2003
1 Lincoln Plaza, Boston, MA 02111

*Vice President & Director of Academic Affairs*

NECF served approximately 3,000 students. Academic leader for this accredited, degree-granting college serving its members in the financial services industry. Reported to the President.

- Led all instruction and managed partnership agreements during 1998-2003 with Boston University, Bentley College, Providence College, Northeastern University, University of Hartford, Assumption College, Sacred Heart University, and the University System of NH.
- Responsible for all profit and loss activities (revenue exceeding $4 million) which constituted 80% of NECF’s revenue.
- Supervised all academic faculty, services and staff for instruction, admissions, advising/student services, and registration.
- Managed all accreditation issues as the liaison to New England Association of Schools and Colleges (NEASC).
- With Sloan-C funds, incorporated new online courses into degree programs; assured academic integrity, managed faculty training; coordinated all student outreach, admissions, and student support activities.

255 Essex Street, Lawrence, MA 01841

*Director / Principal of Adult Learning Services*

Adult Learning Center instructional leader for educating 1,800 full and part-time students in the Center’s programs, which covered academic levels from nonreader through high school. Programs provided options for teens and adults.

- Managed 47 staff members; set up productivity teams for teaching staff; increased bicultural staff by 300%.
- Increased grant resources by 65% during a 3-year period to expand professional development offerings, initiated new technology designs, started a multimedia computer center, and supervised a GED Test Center and instruction.
- Introduced Lawrence’s first teacher aide training for employees, giving trainees the opportunity for college credit courses. Developed and supervised Title 1 funded programs to expand career options and develop computer skills for parents and their children. Involved in the development of Lawrence’s Technology Curriculum and Plan.
Program Facilitator / Counselor

Facilitator/Counselor for the Educational Development Program (EDP), which was recognized as Program of the Year.

- Managed academic, career and job placement services to prepare students for jobs and college certificate programs.
- Wrote yearly grant proposals, managed budgets and reporting to grant funding sources (DOE, JTPA, IIA, DTA).
- Documented and tracked program successes; during one cycle attained 150% of performance target.

Program Facilitator

Program Facilitator to train and support academic services of volunteers who tutored teens and adults.

- Supervised volunteer instruction in: basic skills education, language acquisition and citizenship preparation.
- Conducted in-service workshops for volunteers in instructional strategies, and motivational techniques.
- Wrote grants for operational funding; developed monthly newsletter and wrote numerous press releases for program promotion.

Teacher / Special Education

- Instructed students with learning and behavioral challenges; wrote IEPs and coordinated building-based student services.
- Served as a consulting teacher to classroom and special education staff on effective methods with special education students. This consultative role reduced SPED referrals and promoted inclusion efforts.

TIMBERLANE REGIONAL SCHOOL DISTRICT, Plaistow, NH 1976 – 1977

Teacher

NEEDHAM PUBLIC SCHOOLS, Needham, MA 1976

Learning Disabilities Tutor

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION CERTIFICATIONS

(Certificate #207303)

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<th>Superintendent/Assistant Superintendent (all)</th>
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<td>Special Education Administrator (all)- standard</td>
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<td>Supervisor/Director (all)- standard certificate</td>
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Management Services Agreement

YouthBuild Academy Charter School

(a Commonwealth Public Charter School)

And

Lawrence Family Development and Education Fund, Inc.

(a Massachusetts non-profit organization and an ESE-approved Proven Provider)
THIS MANAGEMENT SERVICES AGREEMENT (this "Agreement") is made and entered into as of July 1, 2013 by and between LAWRENCE FAMILY DEVELOPMENT AND EDUCATION FUND, INC. (the “Management Organization”) a Massachusetts nonprofit organization, and the Board of Trustees of YouthBuild Academy Charter School under a charter granted by Elementary and Secondary Education of the Commonwealth of Massachusetts ("ESE"). Subject to ESE’s approval, the Management Organization and the School agree to the terms set forth below and in the exhibits attached hereto and incorporated by reference herein.

WHEREAS, the Management Organization is a provider of management services with a focus on providing fiscal, facility, contracted services and overall business support which supports an effective learning environment with maximum external and internal services which address barriers to academic achievement for high-risk young adult students.

WHEREAS, the Management Organization has been providing management consulting services to LFDCS and YouthBuild-Lawrence since 1995; and

WHEREAS, YBACS desires to engage the Management Organization and the Management Organization desires to provide certain services (as more fully set forth herein) to YBACS in an effort to manage or operate the School;

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

**Article 1: Relationship**

**Section 1.1 - Charter.**

The Management Organization and the School agree to operate in accordance with the charter (the "Charter") pursuant to the Commonwealth's statutes and regulations governing charter public School, as amended.

**Section 1.2 - Governance.**

YBACS is governed by a Board of Trustees (the "Board"). The Board is responsible for hiring and overseeing the Management Organization and overseeing the operations of the School. Because the accountability of the Management Organization to the Board is an essential foundation of this relationship, the board delegates to the Management Organization the responsibility to select, hire, evaluate and terminate a Comptroller who will carry out all of the fiscal responsibilities of the Charter. The Board shall approve the School's budget and curriculum and hiring the School's independent auditor. The Management Organization shall provide an Executive Director who shall provide leadership services to the School, consistent with this Agreement. "Notwithstanding anything contained herein, the Board of Trustees shall have the power and final authority to select, appoint, evaluate and/or remove the Executive Director." The Board, or a committee thereof, shall, at least annually, evaluate the services provided by the Management Organization relative to annual goals, including, without limitation, a review of the Executive Director, based upon specific goals set by the Board in relation to the School's state-mandated accountability plans.

**Section 1.3 - Term.**

The term of this Agreement shall commence on the Effective Date and end on [June 30, 2018], unless terminated earlier in accordance with this section 1.3, section 5.1 (which governs Termination By YBACS For Cause), or section 5.2 of the Agreement (Termination by the Management Organization For Cause) or unless extended in accordance with the terms and conditions of this Section (the "Term").

This Agreement may be approved and renewed by the Board for additional renewal terms ending on June 30 of each five year charter term. If either Party intends to not renew this Agreement that Party must give
written notice of intent to terminate or renegotiate not later than three (3) months prior to the end of the final year of the Term.

Notwithstanding anything herein to the contrary, this Agreement shall automatically terminate on the date that YBACS's charter expires due to revocation or nonrenewal.

Article 2: The Management Organization & YBACS Roles and Responsibilities

Section 2.1 - The Services.

(a) The Services. The Management Organization shall provide to the School comprehensive school business management services (the "Services"). Subject to the direction and oversight of the Board, and in accordance with YBACS's Charter and any amendment thereof, the Management Organization shall be responsible for providing or managing, without limitation, the following Services:

(i.) Staffing decisions, including selection, hiring, performance reviews, and termination of personnel who provide the fiscal, business, operational and contracted services requisite for effective and efficient operations.
(ii.) Development, maintenance and operation of the School facilities;
(iii.) Financial services, human resources, development, IT services, data management and reporting and marketing and public relations for School;
(iv.) Business administration of the School development and management of student life programs;
(v.) Administration and oversight of food services for students;
(vi.) Administration and oversight of custodial services, supplies and equipment;
(vii.) Procurement functions, which shall be performed in accordance with the procurement policies and requirements of the Commonwealth of Massachusetts applicable to charter School;
(viii.) Administration and oversight of the School finances, including payroll; and

(b) The Board of Trustees of YBACS shall select, hire, evaluate and terminate the School Leader/Principal conducted using the qualifications and expectations of ESE. The School Leader/Principal shall hire all teachers, specialists and support staff for the school and shall be responsible for the supervision and evaluation of all school staff.

Development and administration of policies concerning student admissions, student records, access to equal educational opportunities, the School’s schedule, and student testing; and the preparation is the responsibility of the Board of Trustees delegated to school staff or the Management Organization’s staff for all materials required by ESE, including annual reports and accountability plans.

(c) Authority of Executive Director of the Management Organizations. The Directors will be authorized by resolution of the Board to enter into contracts on behalf of YBACS, which shall be subject to any budgetary or other limitations imposed by the Board as outlined in the School fiscal policies and procedures. No other employee of the Management Organization shall have the authority to bind YBACS to a contract unless authorized by a vote of the Board.

(d) Reporting to the Board. The Management Organization shall provide all of the Services in accordance with the provisions of applicable state and federal law and subject to the oversight of the Board, and shall provide periodic reports to the Board on no less frequently than on a monthly basis in a form mutually agreed upon by the parties. The Executive Director and the Comptroller/Director of Finance will attend monthly meetings of the Board (and others when necessary). Additionally, the Personnel and senior management of the Management Organization shall also be available from time to time to discuss management issues under this Agreement with the President of YBACS and the Board as more specifically provided in the Board School Management Protocol attached hereto and incorporated by reference herein.

(e) Performance Agreement. The Management Organization shall also be responsible for meeting certain performance metrics as set forth in the performance agreement (the "Performance Agreement") attached hereto as Exhibit 4 and incorporated by reference herein. The Board shall review the Management
Organization's progress towards meeting the performance metrics on a quarterly basis at regular or special board meetings.

**Section 2.2 - Management Organization Personnel.**

In order to effectively deliver the Services and meet the requirements of the Performance Agreement set forth in Section 2.1 above, the Management Organization shall employ and supervise sufficient personnel to perform the Services and the obligations on the Management Organization under this Agreement (the "Personnel"). The parties have determined that, as of the inception of this Agreement, the Personnel are expected to include the positions described in Exhibit 5. In particular, the Executive Director shall serve as the chief spokesperson for the School, and shall supervise the School Leader/Principal, report to and work with the Board, Board officers and committees, as required, and shall supervise the delivery of all Services.

**Section 2.3 - The School's Budget.**

The School's personnel, working with the Management Organization's Director of Finance shall annually prepare a proposed budget for each School and submit same to the Board for its approval, upon recommendation of the Board's Finance Committee. The proposed budget shall show as a separate line item each item of anticipated revenue and all actual and anticipated expenses associated with the operation and management of the School.

The Management Organization agrees to provide the Board with all information that the Board deems necessary for purposes of reviewing or evaluating the budget or any financial reports, or for the purposes of any audits. All actual expenses reflected in such reports must be supported by invoices and supporting documentation that justifies the expenses and which shall be available upon request.

All financial reports provided or prepared by the Management Organization will follow generally accepted accounting principles and will comply with the Commonwealth's requirements and prescribed format for charter school reporting.

**Section 2.4 - Compensation.**

For the Services, YBACS shall pay to the Management Organization on a monthly basis an amount equal to one-twelfth of 6.25% of Massachusetts Department of Elementary and Secondary Education per pupil tuition payments for year 1 and 6.5% of Massachusetts Department of Elementary and Secondary Education per pupil tuition payments for the remaining years of the agreement. The Management Fee shall initially be based on budgeted numbers and shall subsequently be adjusted for the student count and otherwise during the year as the parties agree on changes in expected per pupil revenues; and it shall be finally adjusted based on the revenues substantiated in Board approved audited financials.

In addition to the management fee which will support overall operations for the school, each component of contracted services, i.e., food, facilities, maintenance, etc., will be included in the school budget as contracted services and paid by invoice the Management Organization.

All monthly payments of the Management Fee shall be due no later than the last day of the month for that month’s services (e.g., the fee for July 2013 services shall be due no later than July 31, 2013).

**Section 2.5 - Public Records Law.**

Both the Management Organization and YBACS acknowledge and agree that YBACS is subject to and shall comply with the public records laws of the Commonwealth of Massachusetts, and the Management Organization shall assist and cooperate with YBACS to make timely response to all valid requests for YBACS's public records.

**Article 3: Indemnification**

**Section 3.1 - Legal Representation and Costs; Cooperation.**

Except as expressly provided herein or in connection with insurance coverage as well as any indemnification required to be provided in this Agreement by one party for the benefit of the other, each
party shall be responsible for its own legal representation and legal costs in connection with any legal claim or proceeding. Except where there is an actual or potential conflict of interest, YBACS and the Management Organization shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either or both of them. Notwithstanding any other provision of this Agreement, neither party shall settle or compromise any third party claim against the other without the express written permission of that party.

Section 3.2 - Indemnification by the Management Organization.

Subject to the limits of this Agreement, the Management Organization shall indemnify YBACS, the Board, their employees, officers, directors, subcontractors, and agents (the "YBACS Indemnitees"), against and shall defend and hold each of them harmless from any and all damages, loss, obligation, action, cause of action, claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees (collectively, "Losses"), incurred or suffered by the YBACS Indemnities occurring or allegedly occurring due to the negligent conduct or willful misconduct of the Management Organization or of its direct employees, managers, members, officers, directors, subcontractors, or agents, during the Term of this Agreement or any renewal thereof, except to the extent such Losses may arise due to the negligence or willful misconduct of YBACS or its employees or agents. YBACS shall provide timely written notice containing specific facts constituting an obligation of indemnification under this Agreement, and the Management Organization shall defend the YBACS Indemnities with respect thereto. For purposes of this paragraph, third parties shall be deemed to include, but not be limited to, employees or former employees, volunteers and other agents of the Management Organization.

Section 3.3 - Indemnification by YBACS.

To the extent allowed by law and subject to the limits of this Agreement, YBACS shall indemnify the Management Organization, its employees, managers, members, officers, directors, subcontractors, and agents (the "Management Organization Indemnities"), against and shall defend and hold each of them harmless from any and all Losses incurred or suffered by the Management Organization Indemnities (i) occurring or allegedly occurring due to the negligent conduct or willful misconduct of YBACS or of its employees, officers, directors, subcontractors (except the Management Organization), or agents, during the Term of this Agreement or any renewal thereof, except to the extent such Losses may arise due to the negligence or willful misconduct of the Management Organization or its employees or agents; and (ii) any third-party claim for actions or failure to act by YBACS relating to any time period prior to the date of the Management Consulting Agreement or regarding which the Management Organization had no involvement or decision-making authority. The Management Organization shall provide timely written notice containing specific facts constituting an obligation of indemnification under this Agreement, and YBACS shall defend the Management Organization Indemnities with respect thereto. For purposes of this paragraph, third parties shall be deemed to specifically include, but not be limited to employees or former employees, volunteers and other agents of YBACS.

Section 3.4 - No Waiver.

The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable laws of the Commonwealth.

Section 3.5 - Limitation of Liability.

Except for willful misconduct or gross negligence on the part of the Management Organization, the Management Organization shall not under any circumstances be liable to YBACS, on account of any Losses pursuant to Section 3.2 or damages for breach of contract, for more than the aggregate amount of the fees paid to the Management Organization pursuant to this Agreement during the last twelve (12) months of the Term prior to the date of any such Losses or breach, with the exception of any amounts that are covered by insurance, or that are required to be covered by insurance pursuant to Article 4 of this Agreement.
Article 4: Insurance

Section 4.1 - YBACS Insurance.

YBACS shall maintain insurance consistent with applicable law, carriers rated at least A-or higher by A.M. Best, including:

- Commercial general liability insurance with limits of at least one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate;
- Automobile liability insurance of at least one million dollars ($1,000,000);
- Employee dishonesty insurance with limits of at least one hundred thousand dollars ($100,000);
- Directors and Officers insurance (which shall include coverage of trustees and officers of the YBACS with limits of at least one million dollars ($1,000,000) each claim;
- Property insurance sufficient to protect owned or leased buildings and personal property; and
- Workers Compensation insurance as required by the Commonwealth of Massachusetts.

The Management Organization will be shown as an additional insured on all of the above insurance policies where it can be added with no cost to YBACS with the exception of Professional Liability and Workers Compensation.

Section 4.2 - Management Organization Insurance.

The Management Organization shall maintain insurance consistent with applicable law, carriers rated at least A-or higher by A.M. Best, including:

- Commercial general liability insurance with limits of at least one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate;
- Automobile liability insurance of at least one million dollars ($1,000,000);
- Professional Liability insurance with limits of at least one million dollars ($1,000,000);
- Workers Compensation insurance for the Management Organization employees; and
- Excess liability insurance with limits of five million dollars ($5,000,000) (applicable to all of the coverage described above except professional liability).

YBACS will be shown as an additional insured on all of the above insurance policies where it can be added with no cost to the Management Organization with the exception of Professional Liability and Workers Compensation.

Section 4.3 - Coordination of Risk Management.

The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims, and complying with any defense and reimbursement provisions of Commonwealth governmental immunity laws and applicable insurance policies. Neither party shall compromise, settle, negotiate, nor otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the other party without the approval of the other party.

Article 5: Termination

Section 5.1 - Termination by YBACS For Cause.

YBACS may terminate this Agreement for cause, by written notice of termination to the Management Organization, prior to the end of the Term, if the Management Organization materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within thirty (30) days after receipt of written notice of such breach from YBACS, unless such breach is incapable of being cured within
thirty (30) days, but is capable of being cured within ninety (90) days, in which case this Agreement may be terminated by written notice of termination to the Management Organization if the Management Organization, within thirty (30) days after receipt of written notice of breach, fails to initiate and diligently pursue a cure for such breach or if the Management Organization fails to accomplish a cure for such breach within ninety (90) days of such written notice of breach. Prior to giving a final notice of termination, YBACS shall participate in the Dispute Resolution process set forth in Exhibit 6 if requested in writing by the Management Organization.

Section 5.2 - Termination by the Management Organization For Cause.

The Management Organization may terminate the Agreement for Cause prior to the end of the Term, on written notice of termination to YBACS, for any of the reasons set forth in subparagraphs (a), (b) or (c) below:

(a) If YBACS fails to pay when due any monetary obligation of YBACS as required by the provisions of this Agreement and such obligation remains unpaid for a period of thirty (30) days after receiving written notice of breach from the Management Organization;

(b) If YBACS materially breaches any of the material non-monetary provisions of this Agreement and fails to remedy such breach within thirty (30) days after receipt of written notice of such breach from the Management Organization, unless such breach is incapable of being cured within thirty (30) days but is capable of being cured within ninety (90) days, in which case this Agreement may be terminated by written notice of termination to YBACS if YBACS, within thirty (30) days after receipt of such written notice of breach, fails to initiate and diligently pursue a cure for such breach or if YBACS fails to accomplish a cure for such breach within ninety (90) days of such written notice of breach; and

(c) If the Management Organization and YBACS have a material dispute, which dispute is not resolved to the satisfaction of the Management Organization. In such event, the Management Organization shall not be required to participate in the Dispute Resolution process set forth in Exhibit 6.

Section 5.3 - Terminations not at the end of a School Year.

Notwithstanding anything to the contrary in Sections 5.1 or 5.2(a) or (b), neither party may terminate this Agreement effective as of a date other than the end of an academic year in the absence of compelling circumstances that take into consideration the best interests of the students.

Article 6: Miscellaneous

Section 6.1 - Dispute Resolution.

The parties agree to cooperate in good faith in all actions relating to the Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with the Agreement. If, nevertheless, a dispute should arise in connection with the Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. Except as otherwise expressly provided in this Agreement, in the event any dispute arises between the Parties to this Agreement, the Parties agree to submit the dispute to nonbinding mediation as described in Exhibit 6 prior to pursuing litigation or any other means of formal dispute resolution with the exception noted therein. Should the parties find it necessary to resort to litigation, any case or proceeding arising out of or relating to this Agreement shall be brought exclusively in the state or federal courts located in the Commonwealth of Massachusetts.

Section 6.2 - Board Management Protocol.

At all times under this Agreement, the parties shall comply with the terms of the Board –School Management Interaction Protocol appended hereto as Exhibit 3.
Section 6.3 - Force Majeure; Legislative or Regulatory Action.
Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, terrorism, accident, or any other casualty or cause beyond either party's control, including legislative or regulatory action, and which cannot be overcome by reasonable diligence and without unusual expense.

Section 6.4 - Survival.
All representations, warranties, and indemnities made herein, as well as the provisions of Sections 2.2(b), 2.5(c) & (d), Article 3, Section 4.3 and Section 6.1 shall survive termination of this Agreement.

Section 6.5 - No Third Party Beneficiary Rights.
Except as stated in the provisions of this Agreement concerning insurance and indemnity, no third party, whether a constituent of YBACS or the Management Organization or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of YBACS or the Management Organization in this Agreement. This Agreement is not intended to create any rights in a third-party beneficiary except as stated in the provisions of this Agreement concerning insurance and indemnity.

Section 6.6 - Exhibits.
The parties agree to the terms and conditions of this Agreement and the exhibits attached hereto and incorporated herein by reference.

Section 6.7 - Entire Agreement.
This Agreement and the appendices and exhibits hereto shall constitute the full and complete agreement between the parties. Except as otherwise stated herein, all prior representations, understandings, and agreements are merged herein and are superseded by this Agreement.

Section 6.8 - Construction and Enforcement.
The Agreement shall not be construed against the party that drafted it and shall be construed and enforced in accordance with the laws of the Commonwealth of Massachusetts.

Section 6.9 - Amendments.
This Agreement may be altered, amended, changed, or modified only by agreement in writing executed by the Management Organization and the officer of the Board authorized to so execute by action of the Board on behalf of YBACS, and only if such alteration, amendment, change or modification has received any required approval from ESE.

Section 6.10 - Section Headings.
The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

Section 6.11 - Invalidity of Provisions of this Agreement.
If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

Section 6.12 - No Waiver.
No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall a one-time waiver of any obligation of a party to this Agreement constitute a continuing waiver of that obligation unless expressly stated in writing.
Section 6.13 - Public Nature of Agreement.
The terms of this Agreement shall be considered a public record available to the public upon request in accordance with the law of the Commonwealth of Massachusetts.

Section 6.14 - Notices.
All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile, or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the earlier of the date personally delivered, the date delivered by a nationally-recognized overnight courier, the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To the Management Organization at:
Ralph L. Carrero
Lawrence Family Development and Education Fund, Inc.
32 West Street, Lawrence, MA 01841
978 689-9863 ext. 123
rcarrero@lfdcs.org

To YBACS at:
YouthBuild Academy Charter School
Address, Telephone, Fax and E-mail – To be determined once chartered

(Signature Page Follows)

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

Management Organization

LAWRENCE FAMILY DEVELOPMENT AND EDUCATION FUND, INC.

By: __________________________________________
Name: John C. Housianitis
Title: President
LFDEF, Inc.

YBACS

YOUTHBUILD ACADEMY CHARTER SCHOOL

By: __________________________________________
Name: ______________________________
Title: President
YBACS Board of Trustees
Exhibit 1

CURRICULUM PROTOCOL

The Board of Trustees of YBACS, through its School Leader/Principal and appropriate staff shall be responsible for implementing the initial proposed curriculum for the School, which is defined as what is taught in the School, using various resources, and which addresses the YBACS benchmarks directly derived from the Commonwealth's standards. The curriculum shall be implemented consistent with the YBACS's Commonwealth Charter School Application dated November 13, 2012 which has been submitted to the ESE.

The curriculum as proposed in the YBACS application shall be presented to the Board, for the Board's final approval each year. To ensure ongoing oversight by the Board, the YBACS School Leader/Principal and the Executive Director of the Management Organization shall report monthly to the Board regarding progress in development and implementation of YBACS's curriculum, either at the Board's monthly meeting or in a manner otherwise approved by the Board.

The Board of Trustees of YBACS shall thereafter be responsible for reviewing and approving any material alternations to the academic program ensuring that it is consistent with meeting the ESE-approved Accountability Goals and measures of each charter period.
QUALIFICATIONS AND EXPERIENCE OF THE SCHOOL LEADER/PRINCIPAL

The School Leader/Principal will provide the instructional, operational, and administrative leadership necessary to ensure the success of the School in accordance with the requirements of Massachusetts law and the policies established by the Board and the Management Organization. The School Leader/Principal of YBACS will be the instructional leader for the School, with a focus on nurturing relationships and supporting School culture. The School Leader/Principal is ultimately responsible for student achievement. The Executive Director of the Management Organization and his or her faculty, as direct reports, work to achieve these goals.

The School Leader/Principal’s job is to ensure that all aspects of the School run well and that student achievement is high and meets the Department of Education's requirements and is responsible for managing that this occurs and for setting the culture and tone of the School. The School Leader/Principal is assessed on his or her ability to manage the School to excellence in every way.

The School Leader/Principal will:
• Serve as the leader of the School, and ensure that all other members of the staff of the School reporting to him/her perform their responsibilities effectively ensuring the success of the School.
• Communicate the vision that supports the School's goals and articulates the School's values.
• Supervise the work of all faculty members and support staff of the School.
• Oversee the observation and evaluation of the instruction of all teachers and tutors regularly including that teachers monitor student growth and achievement.
• Establish high standards for student achievement and behavior at the School.
• Provide leadership, direction, and support to the development and implementation of the School's instructional and program plans including advancing proven teaching and learning practices.
• Support and monitor the professional development of faculty.
• Properly notify students and parents and enforce any applicable student code of conduct and associated policies. Implement student discipline in a fair and consistent manner.
• Ensure that procedures that provide for the safety and security of staff and students are developed and maintained.
• Oversee compliance in testing, admissions, attendance, special education, record keeping, etc.
• Ensure that continuous improvement is guided by Massachusetts student academic standards, school performance standards, and concrete data from state and local assessments.
• Ensure that required reports are prepared and submitted and ensure that complete and accurate records are maintained.
• Manage through staff and external resources a network of student support systems that address the identified areas of high risk.
• Make budgetary recommendations and collaborate with the Director of Charter School to prepare the preliminary budget for the School in conjunction with the Director of Finance.
• Work cooperatively with the Management Organization through its Executive Director to ensure that all business programs and support services intended to strengthen student life and effective operations work within the structure and “culture” of the school.
• Ensure that the Executive Director of the Management Organization is fully informed of all School activities and of all incidents of significance.

Knowledge and Skills:
• Exceptional skills in leadership, oral and written communication, team building, and collaboration
• Excellent skills in setting goals, motivating staff, and leading teams in problem-solving
• Organizational ability, knowledge of statutes, educational practices, special education regulations, instructional practices, assessment, evaluation, technology, school-based decision making, and business practices
• Excellent computer skills, specifically including Word, Excel, and PowerPoint
• Written and oral skills in Spanish are advantageous

Training and Experience:
• Minimum of five years teaching (preference for urban schools), minimum of 3 years administrative leadership
• Proven success as an instructional leader in prior educational or administrative settings
• Commitment to achievement of high risk urban student populations
• Master’s Degree in a directly-related field.
Exhibit 3

BOARD-SCHOOL MANAGEMENT PROTOCOL

In order to facilitate the Management Organization's effective administration of the School business component while also providing Board members with the information and insight into school operations and services necessary to effectively carry out their oversight duties, the following protocols are hereby adopted to ensure a strong working relationship between the Management Organization and the Charter School Board allowing both to effectively serve the needs and Accountability Goals of the School, their students and staff, regulators and other community constituents:

Protocols:

1. Board Presence

Board members shall not directly engage with staff on School matters other than with the School Leader/Principal without first coordinating with the Management Organization's Executive Director.

2. Board Consultation

The Board Chairperson and Chairpersons of any Committee of the Board may consult directly with the School Leader/Principal who has responsibility for the areas which the Board or the Committees oversee, provided that such consultation is reasonable in frequency, scope and duration and does not unreasonably interfere with the School Leader/Principal's duties.

3. Board Concerns about the Management Organization and School Performance

   a. Management Organization: If there is a concern about the Management Organization's performance in an area of the business or contracted services component supporting the operation of the School, the Chairperson of the Board shall notify the Executive Director, and the Management Organization shall be given a reasonable period of time to remedy such concern.

   b. School Performance: If there is a concern about the Charter's School's performance in academic or support services, the Chairperson of the Board shall notify both the School Leader/Principal and one Executive Director of the Management Organization to meet and respond with an action plan to remedy such concern.
Exhibit 4

PERFORMANCE AGREEMENT

Throughout the Term of this Agreement, the Management Organization shall be accountable to YBACS for meeting the following performance metrics (the "Performance Metrics”):

1. The Management Organization shall manage the School in accordance with all applicable Federal and Commonwealth laws and regulations;

2. The Management Organization shall manage the School on a financially prudent basis by operating within the constraints of the approved annual budget;

3. The Management Organization shall cause the School to meet all Federal and Commonwealth reporting deadlines;

4. The Management Organization shall cause the School to materially comply with all representations and plans that are submitted to and approved by ESE pursuant to this Management Agreement.

In order to enable the Management Organization to meet the above Performance Metrics, the School will provide the Management Organization with copies of any and all communication, reports, findings, requests, demands, and so forth received from the ESE, the Commonwealth, or any regulatory agency, and the Board shall make its Trustees and/or staff available to the Management Organization in order to facilitate the timely and thorough completion of any required reports or responses. The School recognizes that this and the remainder of its obligations expressed in this Agreement are necessary for the Management Organization achieving its Performance Metrics. YBACS may invoke the termination provisions of Section 5.I in the event of material failure of the Management Organization to meet the Performance Metrics set forth above.
Exhibit 5

PERSONNEL

YBACS will be responsible to recruit, hire, supervise and evaluate all personnel who provide direct instruction and academic support for students enrolled at YBACA. This is the Academic Program.

LFDEF, Inc. the Management Organization will be responsible to recruit, hire, supervise and evaluate all personnel who provide the business management operations to support the school as well as outsourcing such contracted services that are appropriate to support the effective operation of the Charter School. This is the Business Program.

ACADEMIC PROGRAM
School Leader/Principal
Academic Coordinator
Teaching faculty
Paraprofessionals
Tutors
Student Support Services Coordinator
Counselors
Career Track Partnerships
Other, as required

BUSINESS PROGRAM
Executive Director
Comptroller
Data Management/SIMS
Director of Development/Public Relations
Informational Technology Specialist
Contracted Services:
*Special Education
*Food Services
*Facility
*Maintenance
*Other, as required
Exhibit 6

DISPUTE RESOLUTION PROCEDURE

This Dispute Resolution Procedure sets forth the dispute resolution procedures applicable to the resolution of disputes between the parties to this Agreement and arising from this Agreement, unless otherwise expressly provided herein, and shall apply to the fullest extent of the law, whether in contract, statute, tort or otherwise.

All Disputes shall be first submitted to nonbinding confidential mediation by written notice from one party to the other, and shall be treated as compromise and settlement negotiations under the standards set forth in the Federal Rules of Evidence and all applicable state counterparts, together with any applicable statutes protecting the confidentiality of mediations or settlement discussions. If the parties cannot agree on a mediator, the Boston office of Judicial Arbitration and Mediation Services shall designate a mediator from its panel. If a Dispute has not been resolved within sixty (60) days after the effective date of the written notice beginning the mediation process (or longer period, if the parties so agree in writing), the mediation shall terminate and any party shall be free to pursue other legal remedies available to each, subject to the provisions of Section 6.1 establishing the courts located in Massachusetts as the sole venue for any litigation.

Nothing in this provision or this Agreement shall be construed to prevent a party from seeking preliminary injunctive relief from a court of competent jurisdiction located in Massachusetts at any time in the event it determines that it is suffering irreparable harm.
FERPA ACKNOWLEDGMENT FORM

YouthBuild Academy Charter School
Address, Telephone, Fax and E-mail – To be determined once chartered

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all School that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Lawrence Family Development and Education Fund, Inc., which is performing educational services for the YouthBuild Academy Charter School (YBACS) on an out-sourced basis pursuant to a Management Services Agreement between Lawrence Family Development and Education Fund, Inc. and YBACS, dated ________________, acknowledges that it, its officers, and its employees (collectively, the "Management Organization") are subject to the following restrictions on access to student records and information:

(a) The Management Organization may access personally identifiable student information only on a need to know basis and only when the Management Organization will be using the information for a legitimate educational purposes in connection with duties that, in the absence of the Management Services Agreement between the Management Organization and YBACS would normally be performed by YBACS employees;

(b) The Management Organization is subject to the control of YBACS's Board of Trustees with respect to its use and maintenance of the student records and information;

(c) The Management Organization must not use the information for any unintended purposes;

(d) The Management Organization must not re-disclose any of the personally identifiable student information to anyone else, except that the Management Organization may disclose the information on a need to know basis to another School official (which includes other the Management Organization employees who meet and are subject to these same requirements) for a legitimate educational purpose, or with the written consent of the student's parents; and

(e) The Management Organization will return to YBACS all personally identifiable student information at the termination of the Management Services Agreement.

The Management Organization agrees to comply with FERPA and with the requirements of 603 Code of Massachusetts Regulations 23.00 et seq. at all times. The Management Organization has read and fully understands the foregoing statements and agrees to fully comply with the restrictions set forth above and with the FERPA Regulations and will ensure confidentiality of all students' records and information to which the Management Organization is given access.

YOUTHBUILD ACADEMY CHARTER SCHOOL

By: ___________________________    ___________________________
   Its Board President     Date

Printed Name:
VII. OPTIONAL ATTACHMENTS

H. PERFORMANCE OUTCOMES

SAMPLE ENGLISH LANGUAGE ARTS, LEVEL 4 PERFORMANCE OUTCOMES:

Reading: Acquisition of Vocabulary
1. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.
2. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.
3. Use multiple resources to enhance comprehension of vocabulary.
4. Explain the influence of the English language on world literature, communications and popular culture.

Reading: Literary Text/Informational, Technical and Persuasive Text
5. Engage in sustained, focused reading; read multiple texts, of multiple genres, and effectively negotiate among them simultaneously.
6. Analyze & evaluate the six elements (e.g., structure, plot, character, setting, point of view and theme) within a text.
7. Explain ways characters confront similar situations and conflict.
8. Recognize and analyze characteristics of subgenres and literary periods.
9. Outline texts effectively for comprehension and review, recognizing the thesis and extracting essential information.
10. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.
11. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Writing Conventions
12. Use correct spelling, punctuation & capitalization conventions.
13. Demonstrate understanding of grammatical conventions of the English language.
14. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.
15. Incorporate and correctly cite primary and secondary sources as evidence in constructing persuasive writing, discussion or presentations.
16. Construct writing with internal organization, including a thesis statement and supportive material.

Oral and Visual Communications
17. Use a variety of strategies to enhance listening comprehension.
18. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.
19. Select and use effective speaking strategies for a variety of audiences, situations and purposes.
20. Give informational presentations that contain a clear perspective, present ideas from multiple sources in logical sequence and include a consistent organizational structure.
21. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.
22. Give presentations using a variety of delivery methods, visual displays and technology.
23. Engage in collaborative work with many or few peers, practicing respect, civility and effective communication.
SAMPLE MATH, LEVEL 4 PERFORMANCE OUTCOMES:

Number, Number Sense & Operations
1. Perform arithmetic skills with fluency and without a calculator.
2. Identify subsets of the real number system.
3. Calculate the relationships among fraction, decimals and percentages as representations of part of numbers.
4. Apply properties of operations and the real number system, and justify when they hold for a set of numbers.
5. Apply factorials and exponents, including fractional exponents, to solve practical problems.
6. Demonstrate fluency in operations with real numbers, vectors and matrices, using mental computation or paper and pencil calculations for simple cases and technology for more complicated cases.
7. Perform unit conversion and measurement, especially as needed in workplace environments.
8. Represent and compute with complex numbers.

Patterns, Functions & Algebra
9. Investigate the concept of variable and basic symbolic manipulation.
10. Identify and classify functions as linear or nonlinear, and contrast their properties using tables, graphs or equations.
11. Analyze functions by investigating rates of change, intercepts, zeros, asymptotes, and local and global behavior.
12. Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.
13. Use the quadratic formula to solve quadratic equations that have complex roots.
14. Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.
15. Solve and graph linear equations involving two variables graphically and symbolically.
16. Solve quadratic equations with real roots by graphing, formula and factoring.
17. Solve systems of linear equations involving two variables graphically and symbolically.

Data Analysis & Probability
18. Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.
19. Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.
20. Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions.
21. Connect statistical techniques to applications in workplace and consumer situations.

Measurement
22. Estimate and compute lengths, areas and volume in increasingly complex problem situations.

Geometry and Spatial Sense
23. Apply the concepts of perpendicularity, parallelism and similarity to problem found in the workplace.
24. Identify the properties and measurement of angles.
25. Use trigonometric relationships to verify and determine solutions in problem situations.
26. Apply logic, reasoning and deductive skills to math-based problems and concepts.

Mathematical Process Standards
28. Select and use various types of reasoning and methods of proof.
29. Evaluate a mathematical argument and use reasoning and logic to judge its validity.
30. Use formal mathematical language and notation to represent ideas, to demonstrate relationships within and among representation systems, and to formulate generalizations.
31. Interpret and comprehend math problems expressed in number, word and verbal formats.
32. Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.
33. Apply mathematical modeling to workplace and consumer situations, including problem formulation, identification of a mathematical model, interpretation of solution within the model, and validation to original problem situation.
I. CORE ABILITIES DEFINED

These core abilities, like the general education competencies found in higher education institutions, will be infused, or addressed, through YBACS program courses across all levels:

A. Build your skills learning skills.
   **Indicators**
   2. Use structured and creative ways to learn new skills and information.
   3. Take responsible risks to learn new skills or solve problems.
   4. Turn your mistakes into learning opportunities.
   5. Find the appropriate person, resource or support to help you make decisions and solve problems in life and in school.
   6. React positively to feedback from others.
   7. Improve your actions and class work based on feedback.

B. Communicate well using spoken language, facial expressions, body language and written techniques.
   **Indicators**
   1. Select an appropriate way to express a message.
   2. Communicate respectfully and professionally.
   3. Apply reading strategies to understand and remember key information.
   4. Speak and write clearly so others can understand.
   5. Apply standards of spelling, English grammar, and punctuation.
   6. Use active listening skills to interpret meaning and emotion.

C. Take responsibility for your actions and choices.
   **Indicators**
   1. Consider what is morally right and best for others before you act or make decisions.
   2. Follow policies and procedures.
   3. Model academic honesty.
   4. Examine how your beliefs and values affect your actions and decisions.
   5. Demonstrate personal dependability.
   6. Manage time to achieve your best.
   7. Make a high level of effort and dedication to reach your goals.

D. Maintain successful personal relationships.
   **Indicators**
   1. Treat self and others with respect.
   2. Work well with people and groups from different backgrounds.
   3. Value individuals and cultural differences.
   4. Recognize your own prejudices and stereotypes.
   5. Identify with someone else's perspective and feelings.
   6. Use I-messages to communicate your feelings and concerns.

E. Apply critical thinking skills.
   **Indicators**
   1. Use problem-solving techniques in your school classes.
   2. Tell the difference between fact and opinion.
   3. Consider possible solutions and their consequences before you make decisions.
   4. Support your opinions with reason and evidence.
   5. Check information for accuracy.
J. REQUIREMENTS TO QUALIFY FOR YBACS DIPLOMA WITH DISTINCTION

Diploma with Distinction (ELA)
Comply with all subject graduation requirements as well as at least two of the following:
• Demonstrate a score on at least one of the three Accuplacer English-based exams (Sentence Skills, Reading Comprehension or WritePlacer) that would enable the student to matriculate directly into higher education, credit-bearing coursework
• Successfully achieve a score higher than 450 on the critical reading section or higher than 450 on the writing section of the SAT exam
• Successfully achieve a score of 18 or higher on the ACT English exam or a score of 21 on the ACT Reading exam
• Successfully complete a college level English course
• Present on coursework artifact(s) at an approved education, CPC or business event
• Publish coursework artifact(s) or other instructor-approved material through an approved education, business or CPC association publication or website

Diploma with Distinction (Math)
Comply with all subject graduation requirements as well as at least two of the following:
• Demonstrate a score on at least one of the three Accuplacer math-based exams (Arithmetic Test, Elementary Algebra or College Level Math Test) that would enable the student to matriculate directly into higher education, credit-bearing coursework
• Successfully achieve a score higher than 450 on the mathematics section of the SAT exam
• Successfully achieve a score of 22 or higher on the ACT Mathematics exam
• Successfully complete a college level math course
• Present on coursework artifact(s) at an approved education, CPC or business event
• Publish coursework artifact(s) or other instructor-approved material through an approved education, business or CPC association publication or website

Diploma with Distinction (Carpentry)
[NOTE: Math skill deficiencies are one of the greatest barriers to successful matriculation and completion of post-secondary education and training in this field.]
Comply with all subject graduation requirements as well as at least two of the following:
• Demonstrate a score on at least one of the three Accuplacer math-based exams (Arithmetic Test, Elementary Algebra or College Level Math Test) that would enable the student to matriculate directly into higher education, credit-bearing coursework
• Successfully achieve a score higher than 450 on the mathematics section of the SAT exam
• Successfully achieve a score of 22 or higher on the ACT Mathematics exam
• Successfully complete a college level course in or related to carpentry, such as drafting, computer-aided design or engineering
• Present on coursework artifact(s) at an approved education, CPC or business event
• Publish coursework artifact(s) or other instructor-approved material through an approved education, business or CPC association publication or website
### ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS 9-10

**Reading standards for informational text**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Course Instructor</th>
<th>Date</th>
<th>Assessed</th>
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<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
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<tr>
<td>1. Cite strong and thorough textual evidence to support analysis of explicit statements as well as inferences drawn from text</td>
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<td>2. Determine a central idea of text, analyze its development over course of text, provide summary</td>
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<td>3. Analyze how author unfolds an analysis or series of ideas or events, how introduced and developed and connections drawn between them</td>
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<td><strong>Craft and Structure</strong></td>
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<td>4. Determine meaning of words and phrases as used in text, including figurative, connotative, and technical. Analyze impact of word choices on meaning.</td>
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<td>5. Analyze in detail how author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger sections (e.g. chapter)</td>
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<td>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<td>7. Analyze various accounts of a subject told indifferent mediums (e.g. life story in print and multi-media) determining which details are emphasized in each</td>
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<td>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and evidence is sufficient, identify false statements/reasoning</td>
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<tr>
<td>9. Analyze seminal U.S. documents of historical and literary significance (e.g. Washington’s farewell Address, Lincoln’s Gettysburg Address, Roosevelt's Four Freedom’s speech, King’s “Letter from Birmingham Jail”) and how they address related themes and concepts</td>
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<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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<tr>
<td>10. By the end of grade 9, read and comprehend literary non-fiction in the grades 9-10 level proficiently with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary non-fiction at the high end of the grades 9-10 level independently and proficiently</td>
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YOUTHBUILD ACADEMY CHARTER SCHOOL  
PORTFOLIO DOCUMENTATION OF ACADEMIC STANDARDS

Student: _______________________________    SIMS# ____________________

COLLEGE AND CAREER READINESS ANCHOR STANDARDS 6-12

WRITING:

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
<th>Course Instructor</th>
<th>Date</th>
<th>Assessed</th>
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<tbody>
<tr>
<td>1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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<tr>
<td>2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<td>3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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<tr>
<td>MA.3.A Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.</td>
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<td>Production and Distribution of Writing</td>
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<td>4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
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<td>6) Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</td>
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<tr>
<td>Research to Build and Present Knowledge</td>
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<td>7) Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</td>
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<tr>
<td>8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
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<tr>
<td>9) Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>Research to Build and Present Knowledge</td>
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<tr>
<td>10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
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</table>
Mathematics: 9-12

Conceptual Category: Geometry

<table>
<thead>
<tr>
<th>Content Standards: Congruence</th>
<th>Course Instructor</th>
<th>Date</th>
<th>Assessed</th>
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<tbody>
<tr>
<td><strong>Experiment with transformations in the plane.</strong></td>
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<tr>
<td>1) Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the undefined notions of point, line, distance along a line and distance around a circular arc.</td>
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<tr>
<td>2) Represent transformations in the plane using transparencies and geometry software; describe transformations that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g. translation versus horizontal stretch)</td>
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<tr>
<td>3) Given a rectangle, parallelogram, trapezoid, or rectangular polygon, describe the rotations and reflections that carry it onto itself.</td>
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<tr>
<td>4) Develop definitions of rotations, reflections, and translations in terms of Angles, circles, perpendicular lines, parallel lines and line segments.</td>
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<tr>
<td>5) Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using e.g. graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</td>
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<td><strong>Understand congruence in terms of rigid motions.</strong></td>
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<tr>
<td>6) Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motion to decide if they are congruent.</td>
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<tr>
<td>7) Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if an only if corresponding pairs of sides and corresponding pairs of angles are congruent.</td>
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<td>8) Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow form the definition of congruence in terms of rigid motion.</td>
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<tr>
<td>Prove geometric theorems.</td>
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<tr>
<td>9) Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints.</td>
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<tr>
<td>10) Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point</td>
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<td>11) Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</td>
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<tr>
<td>12) Make geometric constructions.</td>
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<tr>
<td>13) Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle</td>
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</table>

14) Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.)
- Copying a segment;
- Copying an angle;
- Bisecting a segment;
- Bisecting an angle;
- Constructing perpendicular lines including the perpendicular bisector of a line segment;
- And constructing a line parallel to a given line through a point not on the line.
## L. CURRICULUM PLANNING GUIDE

### Curriculum Planning Guide

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td><strong>ELA/Social Sciences</strong></td>
<td>Focus: Cultural Literature and Citizenship</td>
<td>Focus: Regional Literature and Citizenship</td>
<td>Focus: National Literature and Citizenship</td>
<td>Focus: Global Literature and Citizenship</td>
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<td>Writing:</td>
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<td><strong>Math</strong></td>
<td>Math 1/Pre-Math</td>
<td>Math 1/Math 2</td>
<td>Math 2/Math 3</td>
<td>Math 3/Math 4</td>
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<tr>
<td><strong>Science</strong></td>
<td>Science 1/Pre-Science</td>
<td>Science 2/Science 1</td>
<td>Science 3/Science 2</td>
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<td><strong>Language</strong></td>
<td>Pre-Language</td>
<td>Language 1</td>
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<td>Language 3</td>
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<td><strong>VTE</strong></td>
<td>Exploratory (weaves basic literacy and</td>
<td>VTE 1—Intro/Foundations</td>
<td>VTE 2—ID problem</td>
<td>VTE 3—“Solve” Problem</td>
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<td>academic skills: “If you had to know one</td>
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<td>(Apply/Evaluate solution)</td>
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<td>thing that would help ensure personal</td>
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<td>success, it would be…””)</td>
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<td><strong>VTE</strong></td>
<td>Exploratory—Career Assessment</td>
<td>VTE 1—Career Fair</td>
<td>VTE 2—Internship</td>
<td>VTE 3—Coop/Employment</td>
</tr>
<tr>
<td><strong>Personal Success</strong></td>
<td>Personal Success Skills</td>
<td>Health Literacy (include mental &amp; physical</td>
<td>Employment Success (creating training/</td>
<td>Coop Success (group counseling)</td>
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<td>health)</td>
<td>employment plan)</td>
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<tr>
<td>**Applied Arts--</td>
<td>Technology Across the Curriculum (TI-83,</td>
<td>Research Technologies</td>
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<tr>
<td>Technology**</td>
<td>scientific experiment, media literacy, word</td>
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<td>processing)</td>
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<td>**Applied Math--</td>
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<td>Personal Finance</td>
<td>Economics</td>
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<td>Financial**</td>
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November 8, 2012

Ralph Carrero, Director/Superintendent
Lawrence Family Development and Education Fund
32 West Street
Lawrence, MA 01841

Dear Mr. Carrero,

The Merrimack Valley Workforce Investment Board (MVWIB) supports your efforts to become a Massachusetts Department of Elementary and Secondary Education approved Commonwealth Charter High School. We have long endorsed the Lawrence Family Development and Education Fund's mission of strengthening families and building community through education.

The MVWIB provides youth services under the Workforce Investment Act (WIA) of 1998. WJA has a large youth component so we are familiar with the challenges faced by City of Lawrence, Massachusetts youth who did not graduate from school. You have explained how the YouthBuild Academy Charter School will focus on this dropout population (ages 16-22) and how it will be designed to improve their academic, social, and career development.

The YouthBuild Academy Charter School will complement YouthBuild Lawrence’s GED and construction training programs. Its enrolled students will cultivate leadership and personal development through community service while participating in rigorous academic courses based on the Massachusetts grades 9-12 Curriculum Frameworks/Common Core Standards. Its differentiated instruction and problem-based curriculum will accelerate your students’ career readiness and increase their post-secondary matriculation. Graduates will receive a diploma instead of a GED.

Your goal to re-engage drop-outs by enrolling them in your proposed Charter High School is ambitious. If you are successful, the school will greatly improve graduating youths’ life chances and help raise the expectations of all City residents. Please know that the MVWIB will develop skills training offerings to help your enrolled students and graduates make progress in business and consumer services, construction, hospitality and tourism, and health service CTE curriculum clusters.

We look forward to further collaborating with you and your staff once your application is approved. Together we will increase the positive impact that YouthBuild Academy Charter School graduates have on this region. Please know that you have my best wishes for the success of your application.

Regards,

Rafael Abislaiman, Executive Director
Memorandum of Agreement (MOA) Between
Lawrence Family Development and Education Fund, Inc. (LFDEF) and
ValleyWorks Career Center (VWCC)

I. Purpose
The purpose of the MOA is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities. This agreement is to establish and coordinate joint processes and procedures between the parties. The parties to this MOA shall coordinate and perform the activities and services herein within the agreement.

II. Duration
This agreement shall commence on October 1, 2012 and shall terminate on September 30, 2014, unless otherwise terminated for cause or by agreement of all parties.

III. The VWCC is pleased to participate and support the LFDEF proposal to enable disadvantaged youth to obtain education and employment skill services to achieve self-sufficiency and provide youth with work opportunities for meaningful work and services to their communities. The ValleyWorks Career Center will assist with recruitment, job readiness and career workshops and place youth in meaningful jobs. VWCC enthusiastically endorses the goals set forth in this proposal and looks forward to our continued collaboration initiatives to provide employment opportunities for youth enrolled in the grant. The education, training and job placement concepts and outreach to local employers will go a long way to opening the door wider for an often overlooked sector of capable job seekers.

ValleyWorks Career Center staff will provide YouthBuild enrollees with a description of all its services at the One Stop. In addition, VWCC staff will provide each youth a tour of the Center to provide them a higher understanding of the services that are offered. All YouthBuild literature concerning the services of the program will be displayed and distributed to interested youth at VWCC. The parties will also agree to participate in cross-training of staff to better understand the services each provides.

IV. The positions that will be provided by VWCC for the grant will include Workshop Specialist and a Business Service Representative.

The ValleyWorks Career Center Workshop staff will provide workshops for the YouthBuild enrollees. A minimum of ten (10) youth must be in attendance at each workshop for VWCC staff to facilitate.

VWCC workshop staff will:
1) Develop Curriculum for Workshops
2) Set up and deliver each workshop
3) Meet with YouthBuild staff prior to the workshops to discuss process
4) Complete the needs assessment to deliver workshops

The following are some of the workshops that will be delivered for the YouthBuild enrollees:

WORK ETHIC AND PROFESSIONALISM

1. Motivation in the Workplace
   Designed to help participants understand the importance of goal setting.

2. Understanding the Workplace
   Designed to help participants comprehend the workplace environment. What they can expect and what will be expected of them as employees

3. Attendance and Punctuality
   Designed to help participants understand the importance of being punctual and dependable in the workplace.
4. Accepting Direction and Constructive Criticism
Designed to help participants gain a better understanding of the importance of taking direction and accepting and giving constructive criticism in the workplace.

5. Your Image in the Workplace
Designed to help participants comprehend the importance of their appearance in job searching and in the workplace.

6 Interacting with Co-Workers
Designed to help participants understand the importance of good interaction with peers both in school and in the workplace.

7. What is MassCIS?
Participants learn how to set up a profile and use the Massachusetts Career Information System (MassCIS) to take assessments, learn about occupations, salaries, and more.

8. What is· TORQ?
TORQ will allow YouthBuild students to analyze transferability of job skills based on an analysis of previous work history in light of current labor market conditions. The software assists to identify potential new employment opportunities, based on transferability of their knowledge, skills and abilities.

JOBS SEARCH SKILLS

9. Work Ready Youth Workshop
A 2 Part Certificate Program Part 1 is designed to help prepare participants to meet employers, prepare to complete an application & successfully contact employers. Part 2 provides assistance developing and typing a Basic: Skills Resume. To earn a Work Ready Youth Certificate, participants must attend and complete Part 1 & 2 and all assignments.

10. Cover Letters
Participants learn how to create a strong cover letter to complement their resume and grab the employers' interest.

11. Interviewing Techniques
Participants learn to market their skills and experience with confidence during the interview and practice handling common interview questions asked by employers

12. ABC's to an Easier Job Search
Prepares participants to launch a job search and plan a strategy for success. Gain an understanding of the numerous job search techniques and resources available to plan and conduct a focused and highly effective job search.

13. $$ Money Basics $$
Start off on the right foot with money. Learn about a budget, what is the difference in net and gross pay and other cool facts about earning money.

Note: The above workshops are subject to change by mutual agreement of both parties and new workshops could be possibly added or developed.

The Business Service Representative (BSR's) will be responsible for highlighting private/public sector awareness and utilization of the services offered by the YouthBuild program. Their major duty will be to market the skill; and abilities of program graduates to the business customers in the Merrimack Valley. The BSR's will develop and implement strategies to expand recognition of the YouthBuild program by identifying
employers who are currently unaware of the program. They will establish and contact the personnel/human resource staff who would be likely to provide new job opportunities for the youth enrolled. They will act as a liaison between the YouthBuild Program in order to increase placement services for their customers.

If funding is available, the BSR will utilize the One"tlll-e-. Job Training program to place participants in occupations that will enhance their prospects for long-term employment, maintains or increases their wage levels and ultimately permit them to become self sufficient. OJT will provide YouthBuild participants the acquisition of specific skills and employment competencies, through experience in an actual work setting, to the processes, work tasks, tools and methods of a specific job or group of jobs.

V. Funding
VWCC is requesting $8,000.00 from the YouthBuild grant to provide the above-mentioned services.

VI. Procedures for Amendment and Termination
The MOA may be modified by mutual agreement of either party to add additional services between the parties. Any such modification will be preceded by thirty (30) days written notice to both parties of the intent to modify the agreement.

Either party of the MOA may withdraw from the partnership by presenting the other party with written notice delivered to the other party at least sixty (60) days in advance of the effective date of withdrawal, indicating the parties intent to terminate the MOA.

Signatories
The signatories hereby agree to the terms of the MOA dated May 4, 2012. All information shared will remain confidential between the parties.

Ralph Carrero
Executive Director
Lawrence Family Development and Education Fund
32 West Street
Lawrence, MA 01841

Arthur Chilingirian
Executive Director, Department of Training and Development/VWCC
439 South Union Street, Bldg. 2
Lawrence, MA 0184

Direct Costs
• Twenty-four (24) workshops = $6,000
• Sixty Hours (60) of Business Services Representative = $2,000
Total Cost= $8,000

In-Kind Costs
• Eighty Hours (80) of DTD Executive Director= $4,730
• Three (3) potential OJT's= $15,000
Total Cost= $19,730
Memorandum of Understanding (MOU)
Salem State University and YouthBuild Lawrence
Postsecondary Education Initiative

Primary Goals of the Partnership is to develop and demonstrate:

- A consistent and passionate commitment to assisting more low-income young people, those whose parents did not graduate from college and those with learning/physical disabilities complete postsecondary credentials and obtain a bachelor degree.
- A readiness and capacity to strengthen and maintain meaningful postsecondary relationships.
- An ability to improve academic offerings to levels that more fully prepare students for postsecondary, career pathways and life opportunities.
- A comprehensive system for providing proactive transition and ongoing supports that meet the full range of social, emotional and logistical needs facing YouthBuild students pursuing postsecondary credentials.
- A quality and consistency between YouthBuild staff and postsecondary faculty/staff.
- Develop a system for sharing student information to ensure support, attendance and full academic participation.

This MOU is made and entered into this 30 day of April, 2012, by and between Salem State University, 352 Lafayette Street, Salem, MA ("SSU") and the Lawrence Family Development and Education Fund, Inc., 34 West Street, Lawrence, MA ("LFDEF").

Purpose and Scope
SSU and LFDEF intent to increase the enrollment and completion of postsecondary credential programming by YouthBuild Lawrence graduates who have obtained the necessary credentials. The two organizations believe that credentials will materially assist YouthBuild Lawrence graduates in securing employment with family-sustaining wages that will further the graduates in moving out of poverty.

Duration
The term of the MOU is for the period of September 1, 2012 through June 30, 2015 and may be extended upon written mutual agreement. It shall be reviewed annually to ensure that the agreement is fulfilling its purpose and to make necessary revisions.

Responsibilities

YouthBuild Lawrence agrees to:

- Prepare and refer qualified YouthBuild Lawrence students to postsecondary education at SSU.
- Provide education background regarding YouthBuild Lawrence students enrolling at SSU.
- Provide space at YouthBuild Lawrence for SSU recruitment workshops and presentations.
- Provide a YouthBuild staff person to assist in the facilitation of the enrollment and/or transfer to SSU via the Mass Transfer Articulation Agreements with Massachusetts Community Colleges.
- Provide support to YouthBuild graduates enrolled at SSU in conjunction with SSU staff.
Memorandum of Understanding (MOU)

Salem State University agrees to:

- Provide MassTransfer Pathway support services to successful YouthBuild graduates who obtain community college credentials recognized by specific Articulation Agreements between SSU and individual Massachusetts Community Colleges.
- Provide (TRIO) Student Support Services to YouthBuild Lawrence students upon enrollment including testing and assessment, academic support in reading, writing, math and science, in addition to course tutorials and testing and personal counseling, academic planning, financial aid assistance, and guidance in course selection and registration.
- Provide Student Academic Support Services (SASS) to YouthBuild Lawrence students upon enrollment including peer tutoring and collaborating with other departments to ensure that YouthBuild Lawrence students have the academic support services they need to be successful.
- Provide the following workshops and presentations to YouthBuild Lawrence students upon enrollment SSU resources including information about advising, tutoring, social service supports, student clubs and organizations.
- Upon admission and enrollment of YouthBuild Lawrence graduates, SSU will provide its full range of degree programs, as currently offered.
- Provide transfer and support services, as currently offered at the time of YouthBuild Lawrence graduates' admission.
- Provide credential certifications in a wide array of career fields, as currently offered at the time the YouthBuild Lawrence graduates' admission.
- Provide a SSU staff person to assist with the facilitation of the SSU program services.
- Provide support to YouthBuild Lawrence graduates enrolled at SSU in conjunction with YouthBuild staff.

This Agreement set forth the entire agreement between the parties and may be amended only in writing, executed by both parties. The parties' duly authorized agents have signed the agreement below.

Ralph L Carrero, Executive Director  
Lawrence Family Education Fund, Inc.  
34 West Street  
Lawrence, MA 01841

Patricia Maquire Meservey, President  
Salem State University  
352 Lafayette Street  
Salem, MA 01970
Memorandum of Understanding (MOU)
Northern Essex Community College and YouthBuild Lawrence
Postsecondary Education Initiative

Primary Goals of the Partnership is to develop and demonstrate:

- A consistent and passionate commitment to assisting more low-income young people complete postsecondary credentials and obtain an associate degree.
- A readiness and capacity to strengthen and maintain meaningful postsecondary relationships.
- An ability to improve academic offerings to levels that more fully prepare students for postsecondary, career pathways and life opportunities.
- A comprehensive system for providing proactive transition and ongoing supports that meet the full range of social, emotional and logistical needs facing YouthBuild students pursuing postsecondary credentials.
- A quality and consistency between YouthBuild staff and postsecondary faculty/staff.
- Develop a system for sharing student information to ensure support, attendance and full academic participation.

This MOU is made and entered into this 27th day of April, 2012, by and between Northern Essex Community College, 45 Franklin Street, Lawrence, MA ("NECC") and the Lawrence Family Development and Education Fund, Inc., 34 West Street, Lawrence, MA ("LFDEF").

Purpose and Scope
NECC and LFDEF intend to increase the enrollment and completion of postsecondary credential programming by YouthBuild Lawrence graduates. The two organizations believe that credentials will materially assist YouthBuild Lawrence graduates in securing employment with family-sustaining wages that will further the graduates in moving out of poverty.

Duration
The term of the MOU is for the period of September 1, 2012 through June 30, 2015 and may be extended upon written mutual agreement. It shall be reviewed annually to ensure that the agreement is fulfilling its purpose and to make necessary revisions.

Responsibilities

YouthBuild Lawrence agrees to:

- Prepare and refer qualified YouthBuild students to a summer "bridge" program prior to admission to NECC.
- Provide education background regarding YouthBuild students.
- Provide space at YouthBuild Lawrence for NECC workshops and presentations.
- Provide a YouthBuild staff person to assist in the facilitation of the (Transition/Bridge) program.
- Provide a YouthBuild staff person to guide Grammar/Writing/Math skills review utilizing testprepreview.com or other resources.
- Provide support to YouthBuild graduates enrolled at NECC in conjunction with NECC staff.
Memorandum of Understanding (MOU)

Northern Essex Community College agrees to:

- Provide the following workshops and presentations to YouthBuild students in winters and summers 2013, 2014 and 2015: College 101, Financial Aid 101, NECC Resources Overview including information about advising, tutoring, social service supports, P.A.C.E., student clubs and organizations.
- Upon admission and enrollment of YouthBuild graduates, NECC will provide its full range of degree programs, as currently offered.
- Provide transfer and support services, as currently offered at the time of YouthBuild Lawrence graduates' admission.
- Provide credential certifications in a wide array of career fields, as currently offered at the time the YouthBuild graduates' admission.
- Provide Mass Transfer Pathway support services to successful YouthBuild NECC graduates.
- Provide support to YouthBuild graduates enrolled at NECC in conjunction with YouthBuild staff.

This Agreement set forth in the entire agreement between the parties and may be amended only in writing, executed by both parties. The parties' duly authorized agents have signed the agreement below.

Ralph L. Carrero, Executive Director  Mary Ellen Ashley, Executive Vice President
Lawrence Family Education Fund, Inc.  Northern Essex Community College
34 West Street  45 Franklin Street
Lawrence, MA 01841  Lawrence, MA 01841
April 23, 2012

Ralph L. Carrero
Executive Director
Lawrence Family Development & Education Fund, Inc.
34 West Street
Lawrence, MA 01841

Dear Mr. Carrero,

YouthBuild Lawrence has partnered with the Merrimack Valley Sandbox Initiative (MVSJ) located at the Merrimack Valley Center for Innovation and Entrepreneurship at the University of Massachusetts Lowell. Through this partnership, the MVSJ affords support to YouthBuild students through curricular, extracurricular, and leadership modes.

The curricular support MVSJ lends YouthBuild students takes the form of Community Catalyst which provides entrepreneurship education to our youth. Community Catalyst offers an opportunity for students to test business ideas through Catalyst Grants. Through a resource partner's curriculum which takes a project-based approach to learning about business, community engagement, and important life skills, Community Catalyst helps to incorporate the basic math and literacy competencies necessary in becoming a successful entrepreneur.

The extracurricular support MVSJ presents to YouthBuild students takes the form of information panels where YouthBuild students have the opportunity to interface with local entrepreneurs, networking nights where YouthBuild students can share their business ideas with students from other institutions also engaged in the Network For Teaching Entrepreneurship (NFTE) curriculum, and workshops that help refine YouthBuild students' entrepreneurial strategies.

In addition to curricular and extracurricular support, MVSJ also creates opportunities for YouthBuild students to take on leadership roles. MVSJ has called on YouthBuild students to give presentations about their business ideas, act as keynote speakers on the subjects of individual responsibility, social responsibility, and the justice system, as well as starting their own business.

The partnership with the Merrimack Valley Sandbox Initiative is multi-faceted allowing students to fully engage in their community, as well as pushing students take responsibility for their own personal development. The extracurricular and leadership opportunities the MVSJ has afforded students have been exemplary compliments to their curricular support commended to YouthBuild Lawrence.

I look forward to drafting an MOU to memorialize our partnership including a comprehensive strategy for communication, staff trainings, each partner's roles and responsibilities to the partnership and a detailed explanation of how our partnership will have positive impact on program outcomes. Please contact me with any questions or need for additional information.

Sincerely,

Todd Fry, Executive Director
Merrimack Valley Sandbox.