

2016-17 Five-Year Charter Review Report

LAYC Career Academy Public Charter School

June 1, 2017

DC Public Charter School Board
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KEY FINDINGS AND STAFF RECOMMENDATION

The District of Columbia Public Charter School Board (DC PCSB) staff has conducted a charter review of Latin American Youth Center Career Academy Public Charter School (LAYCCA PCS or the school) in its fifth year of operation, pursuant to its authority in the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*¹ LAYCCA PCS provides adult education to students between the ages of 16 and 24, and offers students a GED, College, Medical Assistant, and Information Technology Pathway.

On January 23, 2017, DC PCSB staff recommended the Board initiate revocation of the charter of LAYCCA PCS based on its analysis that the school partially met 2 and failed to meet 5 of its 7 goals and student academic achievement expectations set forth in LAYCCA PCS's charter agreement², as amended. LAYCCA challenged this recommendation, providing additional evidence it believed supported a determination the school had met its goals. To ensure DC PCSB had a complete record and all evidence before it, the DC PCSB Board voted 4 to 3 to postpone initiation of revocation proceedings and asked the school to submit all evidence and documentation to DC PCSB by February 5.

The school provided the additional materials in a timely manner and DC PCSB staff incorporated them into its ongoing data analysis. Subsequently, staff requested additional time to complete its analysis and incorporate answers to follow-up questions that were directed at the school. Accordingly, at the February 27 Board meeting, staff recommended that the DC PCSB Board postpone its vote to initiate revocation or continue the charter of LAYCCA PCS until the March 20 meeting. The Board voted 5-0 to postpone the vote to initiate revocation proceedings until the March meeting.

At the March 20 Board meeting, staff again recommended that the Board vote to initiate revocation proceedings based on the larger record provided by the school. With the benefit of the additional information provided, staff determined that, of its seven academic goals, LAYCCA PCS met one goal, partially met one goal, and did not meet five goals. Five Board members voted in favor of initiating revocation and two voted against.

¹ D.C. Code § 38-1802.12(a)(3).

² Please see the school's agreement in Appendix A.

After the vote, on April 6, two board members met with DC PCSB and LAYCCA PCS staff to discuss various data related questions Board members had after reviewing the expanded record.

Finally, the DC PCSB Board held a public, informal hearing on this matter on April 12. That hearing ended after all who wished to speak were able to do so. At that hearing, and subsequent to it, the school provided more information that had not previously been submitted. This included a visual display at the hearing of notecards representing anonymized students and their individual gains and supports provided by the school. While this visual display was not detailed or rigorous enough for DC PCSB staff to properly evaluate, the other additional information led staff to determine that two of the goals staff had determined had not been met had in fact been partially met, a determination with which the DC PCSB Board agrees.

Specifically, with respect to goal number 1, staff conducted a thorough analysis of each Pre-Pathway and Pre-GED student's progress on the NWEA MAP Reading assessment. Staff found that that 33% of all Pre-Pathway and Pre-GED students—which represents 67% of all students for whom growth could be determined using this method—demonstrated growth. This finding convinced staff to change this goal from "Not Met" to "Partially Met." The DC PCSB Board agrees with staff that NWEA MAP is not an appropriate measure for the school's population, and addresses the school's failure to assess numeracy over the past three years by specifically requiring a math assessment in the charter agreement amendment, discussed below.

With respect to goal number 6, the school submitted additional information on the earnings and employment locations of several students in the MA Pathway. In summary, there were 42 total students in the MA Pathway over the past four years. Ten of those students now have a job in a medical office, earning an average hourly salary of \$15.76. Using this new data and additional analysis, staff also determined that 23 of 42 unique students (55%) enrolled in the MA Pathway either completed an MA internship, earned college credits, or were employed in a medical office. However, as noted in this review report, no students earned a Certified Medical Assistant credential. Based on these findings, staff revised this goal from "Not Met" to "Partially Met."

In summary, staff now finds and the DC PCSB Board agrees that the school fully met one goal, partially met three goals, and did not meet three goals. Accordingly, on May 9, 2017, the DC PCSB Board voted 6-1 to continue the charter of LAYCCA PCS contingent on the execution of a new charter agreement amendment with new, rigorous, and measurable goals for the school, including a commitment by the school that the school will voluntarily relinquish its charter if certain benchmarks are not met. This fully executed charter agreement amendment can be found [here](#).

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB “shall review [a school’s] charter at least once every [five] years.”³ As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.⁴

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, revoke the school’s charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school’s charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

³ D.C. Code § 38-1802.12(a)(3).

⁴ D.C. Code § 38-1802.12(c).

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

LAYCCA PCS began operation in school year 2012-13 under authorization from DC PCSB. The school is in Ward 1 and provides adult education to students between the ages of 16 and 24. In 2015-16 the school had 50% Black non-Hispanic students and 47% Hispanic students. Additionally, 24% of the school's 2015-16 students were identified as English Language Learners. The mission of the school is:

Using positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success, LAYC Career Academy will provide young people between the ages of 16 and 24 with (1) skills necessary to attain a GED certificate, (2) vocational training in high-growth occupations, (3) college-credit classes, and (4) preparation for success in college, postsecondary education, training programs or the workplace.

LAYCCA PCS places great emphasis on all students reading on at least an 11th grade level, which it defines as the student achieving one of the four outcomes described in the following table. Any time this report refers to students reading at an 11th grade reading level, it means that these students have achieved one of the following outcomes.

Outcomes deemed by LAYCCA PCS to demonstrate 11th grade proficiency	Description of Assessment
238 or higher on the NWEA MAP-Reading ⁵	The Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) is an assessment to measure the reading, language usage, science, and/or math proficiency of a student in grades 2 through 12. NWEA publishes normative data so that raw scores can be translated to grade-level proficiency. DC PCSB does not consider NWEA MAP to be an appropriate metric for measuring young adult learners, per the publisher's

⁵ In 2012-13 and 2013-14, the school's standard for 11th grade reading proficiency was a 241 on the NWEA MAP. It appears this is because the school was using an older version of NWEA where the 11th grade median math proficiency score was 241. The school appears to have incorrectly used this math score as a cutoff for 11th grade reading proficiency when it should have used 228.

	<p>guidelines, because it is normed using students in a K-12 system, comparing students of similar age and reading ability to one another.</p> <p>For its first three years, LAYCCA PCS administered the reading portion of this assessment to all students. During that time, it appears that LAYCCA PCS used the 11th grade math normed score (238) as its indicator of reading proficiency. NWEA’s 2011 norms set 11th grade reading proficiency (50th percentile) at 223.7.⁶</p>
6 on the TABE	<p>The Test of Adult Basic Education (TABE) is designed to measure reading and math skills among adult learners. Students receive a raw score that is used to classify them from Level 1 (beginning literacy or numeracy) to level 6 (high advanced adult secondary education literacy or numeracy level). DC PCSB accepts the TABE assessment as a measure of adult literacy and numeracy.</p>
78 in reading or an 86 on sentence skills on ACCUPLACER	<p>ACCUPLACER, administered by the College Board, is scored from 20 to 120 and evaluates reading, writing, and math skills and is used to assess student preparedness for introductory college courses. It appears that the scores used by the school accurately demonstrate 11th grade reading proficiency and were set using entrance scores required by the community colleges it partners with.⁷</p>
660 on the GED ⁸	<p>The General Education Test (“GED”) test includes four subject area tests to assess high school-graduate level competency. Scoring for the GED was updated in 2014. Prior to 2014, GED test scores ranged from 200-800. Now, each section of the test is scored from 0 to 200. To pass the GED in DC, students must score a 145 in each subject area and a combine score of 580. It appears that LAYCCA PCS bases this standard on the GED’s old score methodology.</p>

LAYCCA PCS assesses whether each incoming student reads at an 11th grade level to determine their eligibility to pursue four different pathways offered by the school: GED Pathway, College Pathway, Information Technology Pathway, and Medical Assistant Pathway, or the Pre-Pathway. Those Pathways, along with the school’s completion standards for each Pathway, are described in the table below.

⁶ See NWEA MAP 2011 norms at <https://www.nwea.org/content/uploads/2011/12/2011-NWEA-Measures-of-Academic-Progress-Normative-Data-One-Sheet-APR15.pdf>.

⁷ See LAYCCA PCS student handbook, p. 5. “The Accuplacer test is used to determine college readiness, as directed by UDC-CC and Trinity Washington University. Test scores must meet entrance scores set by the institution.”

⁸ Until 2015-16, the school considered a 680 on the GED to indicate 11th grade reading proficiency.

Pathway/Cohort	Pathway Completion Standards and Cohort Exit Standards ⁹
<p>GED. Students who do not have a high school credential who take GED preparation classes at LAYCCA PCS.</p> <p>In its February 2017 submission, the school analyzed separately a cohort of students within the GED Pathway, which it called the “pre-GED students” – those who entered LAYCCA PCS without a high school credential and have been identified as not reading at an 11th grade level according to the school’s metrics.</p>	<p>Students must read at an 11th grade reading level or earn a “likely to pass” on the GED Ready to exit Pre-GED status.</p> <p>To complete the GED Pathway, students must pass all four sections of the GED and complete 125 hours of classes at LAYCCA PCS.</p>
<p>College Pathway. Students complete college credits through LAYCCA’s partner colleges.</p>	<p>To complete the College Pathway, students are required to:</p> <ol style="list-style-type: none"> Pass the GED or have a high school diploma; Read on an 11th grade level; Earn six college credits; Attain IC3 certification for basic computer literacy; and Complete 300 hours of classes at LAYCCA PCS.
<p>Information Technology (IT) Pathway – Students pursue an A+ IT Technician certification and complete an internship.</p>	<p>To complete the IT Pathway, students are required to:</p> <ol style="list-style-type: none"> Pass the GED or have a high school diploma; Read on an 11th grade level; Attain IC3 certification for basic computer literacy; Attain A+ certification (credential that indicates ability to work as an IT technician); Complete a 300-hour IT internship; and Complete 300 hours of classes at LAYCCA PCS.
<p>Medical Assistant (MA) Pathway – Students complete an internship at a local healthcare organization.</p>	<p>To graduate from the MA Pathway, students are required to:</p> <ol style="list-style-type: none"> Pass the GED or have a high school diploma; Read on an 11th grade level; Complete 300 hours of LAYCCA PCS classroom instruction; Complete a 300-hour MA internship; and Complete 300 hours of classes at LAYCCA PCS.¹⁰

⁹ See Appendix B for a copy of the LAYCCA PCS 2015-16 Annual Report, pp. 14-15 for Pathway completion requirements.

¹⁰ The school’s charter application details that MA Pathway students are required to earn a Certified Clinical Medical Assistant credential. Yet, in its February 2017 submission, the school noted that it

Pathway/Cohort	Pathway Completion Standards and Cohort Exit Standards ⁹
<p>Pre-Pathway. Students who have a high school credential but do not have demonstrated computer skills and do not read at an 11th grade level.</p> <p>While LAYCCA PCS implemented the Pre-Pathway designation in the 2014-15 school year, in its February 2017 submission, LAYCCA PCS also retroactively classified 2012-13 and 2013-14 students as being in the pre-Pathway to provide further context.</p>	<p>To exit the Pre-Pathway and become eligible to pursue the College, IT, or MA Pathway, Pre-Pathway students must:</p> <ol style="list-style-type: none"> Attain IC3 for basic computer literacy; and Achieve an 11th grade reading level.

The following table details the number of LAYCCA PCS students pursuing each pathway over the past four years. Some students in the College Pathway also pursue the IT or Medical Assistant Pathway. Many students attend the school for more than one year, and their Pathway status sometimes changes year-to-year. Each year, the majority of the school’s students are pre-Pathway or in the pre-GED cohort.

Number of Students in Each Pathway Subgroup ¹¹						
	2012-13	2013-14	2014-15	2015-16	# of unique students	# of unique students who completed Pathway
Pre-Pathway ¹²	17	36	69	97	183	n<10 ¹³

does not require students to acquire this credential to graduate from the MA Pathway based on input from medical professionals that such a certification is not required to work as a medical assistant. As of 2016-17, MA Pathway students are required to complete the Simtics Medical Assistant suite, which includes 18 modules about various clinical procedures.

¹¹ The school validated all data in this table, except for the rightmost column regarding pathway completion.

¹² The data submitted by LAYCCA PCS identifying its pre-Pathway students appears to have errors because many students identified as pre-Pathway students also are identified as having a high school diploma. The school reported on February 22nd that “High school credential status was collected via student self-report during the enrollment process and may have later been found by the academic team to have been inaccurate, so those students would have been working toward a GED.”

¹³ Five pre-Pathway students achieved an 11th grade reading level and earned the IC3.

Number of Students in Each Pathway Subgroup ¹¹						
	2012-13	2013-14	2014-15	2015-16	# of unique students	# of unique students who completed Pathway
Pre-GED Cohort within GED Pathway	130	96	64	82	333 ¹⁴	n<10 ¹⁵
GED Pathway, excluding pre-GED cohort	n<10	23	57	51	119 ¹⁶	24
College Pathway	n<10	12	n<10	20	38	30 ¹⁷
IT Pathway	17	20	15	20	60	12 ¹⁸
Medical Assistant Pathway	n<10	18	10	18	42	n<10 ¹⁹

The table below provides an overview of the school's performance data:

LAYCCA PCS: Overview of PMF and Equity Report data ²⁰				
	2012-13	2013-14	2014-15	2015-16
PMF results	n/a ²¹	Exceeded 3 of 3 indicators	Tier 3	Tier 2
Audited enrollment	103	120	190	191 ²²
Suspension rate	11.7%	1.7%	3.7%	2.6%
Attendance rate	64.6%	60.9%	61.5%	58.6%
Retention rate ²³	49.5%	76.5%	50%	64.8%
Number of students who withdraw mid-year	Not published	Not published	144	145
Mobility (Entries minus Exits)	Not published	Not published	n<10	-66

¹⁴ The school reports 405 Pre-GED students in its February 2017 submission.

¹⁵ 5 Pre-GED students attained an 11th grade reading level or passed a section on the GED ready, making them eligible to sit for the GED.

¹⁶ The school reports 137 GED Pathway students in its February 2017 submission.

¹⁷ The school's data indicates that 35 students completed the College Pathway, yet the same data set indicates that 5 of these College Pathway completers did not earn any college credits.

¹⁸ LAYCCA PCS reports that 13 students completed the IT Pathway but did not provide a unique student identifier number for one of these students.

¹⁹ Although LAYCCA PCS describes in its charter that a Certified Clinical Medical Assistant credential is required to complete the MA Pathway, in practice it does not require this credential to complete the MA Pathway. The school reports that 16 unique students completed the MA Pathway, with 1 student completing it in 2012-13, 8 in 2013-14, 3 in 2014-15, and 5 in 2015-16.

²⁰ Please see the PMF reports attached as Appendix C.

²¹ The school did not create an accountability plan.

²² In the school report dated January 20, 2017, DC PCSB had an incorrect number.

²³ Retention measures the percentage of students who stay at an adult education school long enough to complete a single cycle of instruction. It is measured differently depending on the program; for example, the retention of students in an ABE or ESL program is measured based on taking a pre- and post-test and a student a CTE certification program may be measured by attempting a certification test or the required number of program hours.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are considered as part of the renewal analysis if they were included in a school's charter or charter amendment(s) approved by the DC PCSB Board.

In October 2015, LAYCCA PCS amended its charter to revise its goals and academic expectations. On June 9, 2016, in preparation for LAYCCA PCS' fall review, DC PCSB staff met with LAYCCA PCS staff to discuss all the data that would be reviewed to assess whether the school met its charter goals.²⁴ DC PCSB began validation of the data in October 2016. As detailed below, DC PCSB was unable to validate some of the data provided by the school. In these cases, this report presents the validated data in the body of the report and the data provided by the school in the footnotes.

The chart below summarizes DC PCSB's staff determinations as to whether the school met each goal and academic expectation. These determinations are further detailed in the body of this report. The DC PCSB Board agrees with these determinations as presented.

	Goals and Academic Expectations	Met?
1	Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels (as measured by the TABE Online) of low-functioning students and support English Language acquisition among non-native speakers. ²⁵	Partially Met
2	Prepare students for postsecondary education and/or job training or employment and provide them with opportunities to experience college work and earn college credit and participate in targeted vocational training in healthcare and information technology.	Not Met
3	Assist students who are ready for college after they complete the program in identifying and securing access to longer-term	Met

²⁴ An outcome of this meeting is the LAYCCA PCS Goals and Data document, attached as Appendix D.

²⁵ From 2012-13 to 2014-15, this goal's language was slightly different: Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels of low-functioning students and support English Language acquisition among non-native speakers.

	Goals and Academic Expectations	Met?
	postsecondary opportunities that will further their career goals and completing applications and financial aid forms.	
4	<p><i>2012-13, 2013-14, 2014-15</i></p> <p>A. Equip students with important workforce readiness skills, as defined in the Comprehensive Adult Student Assessment System (CASAS) Essential Life and Work Skills Competencies, and with other important life skills defined by the Search Institute in its Developmental Assets paradigm.</p> <p>B. Support students' development of the necessary life skills to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.</p> <p><i>2015-16</i></p> <p>Support and equip students with important workforce readiness skills, and important life skills to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.</p>	Not Met
5	Enable students interested in careers in information technology to secure marketable skills, A+ Computer Hardware Repair and Microsoft Office certification, and/or relevant college credits from the Community College of the District of Columbia (CCDC).	Partially Met
6	Enable students interested in careers in healthcare to secure marketable skills, a Registered Medical Assistant credential and/or relevant course credits from CCDC.	Partially Met
7	Assist students who have vocational interests in areas other than information technology and healthcare to identify, prepare for, and apply to high-quality postsecondary education or training programs and earn college credit while in our program.	Not Met

LAYCCA Public Charter School Goals and Academic Achievement Expectations

Goal 1: Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels (as measured by the TABE Online) of low-functioning students and support English Language acquisition among non-native speakers.²⁶

Assessment: **LAYCCA PCS partially met this goal.** This goal has three components: GED attainment; literacy and math growth among students pursuing a GED; and English acquisition by English learners (ELs) pursuing a GED. Over four years, 24 LAYCCA PCS students have earned the GED, 33% of Pre-Pathway and Pre-GED students demonstrated growth on the NWEA MAP Reading assessment, and some EL students improved their English proficiency. For three out of four years, LAYCCA PCS did not submit any data to demonstrate numeracy growth.

Regarding the first component, over four years, only 24 students earned a GED of the 427 GED Pathway students who entered LAYCCA PCS without high school credentials. However, most students within the GED Pathway were deemed ineligible by LAYCCA PCS to sit for the GED because they read below an 11th grade reading level. Of the 119 students eligible to sit for the GED, the school reported that "88% of these students showed measurable progress toward earning a GED,"²⁷ meaning that these students passed at least one of the four GED Ready assessment, and/or passed at least one of the four GED subject tests.

The second component of the goal relates to increasing the literacy and numeracy levels of its low-functioning students. Yet, LAYCCA PCS has not historically reported on math outcomes, and DC PCSB did not discuss with the school that math outcomes would be assessed in this charter review. Regarding the school's literacy outcomes, very few of the 592 Pre-Pathway and GED Pathway students ever achieved an 11th grade reading level.

²⁶ From 2012-13 to 2014-15, this goal's language was slightly different: Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels of low-functioning students and support English Language acquisition among non-native speakers.

²⁷ See LAYCCA PCS February 2017 goal attainment chart, pp. 2 and 3.

The final component of the goal relates to English language acquisition of EL students. In its first two years, the school administered NWEA MAP-Reading to ELs; DC PCSB does not consider NWEA MAP or TABE to be a valid assessment for measuring English language acquisition. In its third year, the school claims to have used the WIDA assessment to measure English language acquisition. Although OSSE has no record of these outcomes, the school provided DC PCSB with WIDA data for this review. Of the students who took the test, none of them earned an “exit-level” score indicating English acquisition. In its fourth year, the school administered BEST PLUS to measure EL English language acquisition, and no students earned an “exit-level” score indicating English acquisition.

GED Outcomes

Over four years, 24 LAYCCA PCS students who entered the school without a high school credential earned a GED. Most students within the GED Pathway were deemed ineligible by LAYCCA PCS to sit for the GED because they read below an 11th grade reading level.

Number of Pre-GED and GED Pathway students					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Pre-GED Cohort within GED Pathway	130	96	64	82	333 ²⁸
GED Pathway, excluding Pre-GED cohort	n<10	23	57	51	119 ²⁹

Starting in 2013-14, students deemed eligible to pursue a GED are required to achieve a “likely to pass” designation on the GED Ready assessment before sitting for that GED section. The following table details the number of eligible students who passed the GED Ready assessment.

Number of students who passed GED Ready			
	2013-14	2014-15	2015-16
Total GED pathway students (excluding pre-GED students)	16	37	49
Passed Language Arts	n<10	32	35
Passed Math	11	15	29
Passed Science	n<10	23	23

²⁸ The school reports 405 Pre-GED students in its February 2017 submission.

²⁹ The school reports 137 GED Pathway students in its February 2017 submission.

Passed Social Studies	11	26	33
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A small number of students attending LAYCCA PCS entered or advanced to become eligible to sit for the GED. Over four years, 24 LAYCCA PCS students earned a GED. The following table details how many students earned GEDs each year. In 2014-15, an updated version of the GED was administered that was aligned with the Common Core. That year, GED passage rates dropped due to the more rigorous exam. In 2015-16, the District of Columbia lowered the requirements for what it considers a passing score.

Number of students who attempted and passed the GED					
	2012-13	2013-14	2014-15	2015-16	Number of unique students
Number of students who passed the GED	n<10	n<10	n<10	13	24
Number of students who attempted GED	No data	No data	n<10	18	Incomplete data

Starting in 2014-15, disaggregated data is available for passage rates of individual GED sections. The following table details how many eligible students passed various sections of the GED in 2014-15 and 2015-16.

Number of students who passed the GED subject tests			
	2014-15	2015-16	# unique Students
Language Arts	n<10	18 ³⁰	23
Math	n<10	17	20
Science	n<10	21	25
Social Studies	n<10	20	25

Numeracy Proficiency and Growth

While increasing student numeracy is included in the text of this goal, when DC PCSB and LAYCCA PCS met in June 2016 to discuss indicators that would be assessed in support of the school's goals, there was no discussion about analyzing the school's math outcomes. The school did not provide DC PCSB with NWEA MAP-

³⁰ Some of the students who took these subject tests were not in the GED pathway.

Math outcomes for any year. Its math outcomes for 2015-16 are included in the students' overall TABE scores, which are discussed in the below literacy section.

Literacy Proficiency and Growth

From 2012-13 to 2014-15, the school used NWEA MAP-Reading to measure literacy proficiency and growth of students preparing for the GED, which includes Pre-Pathway and GED Pathway students. DC PCSB does not consider NWEA MAP to be an appropriate metric for measuring young adult learners because it is normed using students in a K-12 system, comparing students of similar age and reading ability to one another. The following table details how many Pre-Pathway and GED Pathway students took both a pre- and post-test.

Number of students with NWEA MAP outcomes						
	Pre-Pathway		Pre-GED Cohort		GED Pathway	
	Took pre-test	Took pre- and post-test	Took pre-test	Took pre- and post-test	Took pre-test	Took pre- and post-test
2012-13	16/17	12/17	102/116	57/116	n<10	n<10
2013-14	26/36	19/36	83/112	43/112	18/24	14/24
2014-15	46/69	30/69	45/68	22/68	40/58	29/58

For reference, the following table details 2011 NWEA normative data, which ties NWEA scores to grade level proficiency. Note, the school used 238.0 as the benchmark for reading at the 11th grade, not 223.7.

2011 NWEA MAP reading Norms		
Grade	Beginning-of-year mean	End-of-year mean
K	142.5	157.7
1	160.3	176.9
2	175.9	189.6
3	189.9	199.2
4	199.8	206.7
5	207.1	212.3
6	212.3	216.4
7	216.3	219.7
8	219.3	222.4
9	221.4	222.9
10	223.2	223.8
11	223.4	223.7

As discussed earlier, DC PCSB staff worked with LAYCCA PCS staff to overcome the limitations of the NWEA MAP data and develop a mutually agreed upon, rigorous method for calculating growth for Pre-Pathway and Pre-GED students using this data. Of the 412 Pre-Pathway and Pre-GED students tested in total, 203 (49%) had pre- and post-tests, necessary for growth to be calculated. Of those 203 for whom growth could be measured, 138 (67%) met typical growth expectations.

The following table shows the median scores of the GED-seeking students who took pre- and post- NWEA MAP-Reading assessments from 2012-13 to 2014-15. In the table below, post-test scores are shaded green if they increased from the pre-test, red if they decreased from the pre-test, and yellow if they remained the same. In most years, the median score of tested Pre-Pathway and GED Pathway students increased from the pre- to post-test.

NWEA MAP Reading median scores (Only students who have pre- and post-test outcomes)						
	Pre-Pathway		Pre-GED Cohort		GED Pathway	
	Median Pre-Test Score	Median Post-Test Score	Median Pre-Test Score	Median Post-Test Score	Median Pre-Test Score	Median Post-Test Score
2012-13	212	218	212	213	241	241
2013-14	222	219	208	216	222	218
2014-15	222	224	211	209.5	218	227

While the school requires students to score a 238 on the NWEA MAP-Reading to be eligible to enter the College, IT, or Medical Assistant Pathways, no Pre-GED Pathway students achieved a score of 238. DC PCSB only included students who took both a pre- and post-test and earned 238 on the post-test.

Number of students with 238 or higher on NWEA MAP-Reading (Only pre- and post-tested students)			
	Pre-Pathway	Pre-GED	GED
2012-13	n<10	n<10	n<10
2013-14	n<10	n<10	n<10
2014-15	n<10	n<10	n<10

In 2015, the school amended its charter to adopt the TABE assessment to measure literacy and math growth. The following table details how many Pre-Pathway and GED Pathway students took both a pre- and post-test.

Number of students with 2015-16 TABE outcomes					
Pre-Pathway		Pre-GED Cohort		GED Pathway	
Took pre-test	Took pre- and post-test	Took pre-test	Took pre- and post-test	Took pre-test	Took pre- and post-test
71/97	45/97	53/82	29/82	46/51	34/51

The median TABE scores of Pre-Pathway and Pre-GED students did not increase from the pre- to post-test score. For GED Pathway students, the median increased from 4.5 to 5.0.

2015-16 TABE Reading median scores (Only students who have pre- and post-test outcomes)					
Pre-Pathway		Pre-GED Cohort		GED Pathway	
Median Pre-Test Score	Median Post-Test Score	Median Pre-Test Score	Median Post-Test Score	Median Pre-Test Score	Median Post-Test Score
4.0	4.0	4.0	4.0	4.5	5.0

Few Pre-Pathway and Pre-GED students achieved a 6 on the TABE.

# of students who scored 6 on TABE (Only pre- and post-tested students)		
Pre-Pathway	Pre-GED	GED
n<10	n<10	23

English Language Learners

The number of ELs at LAYCCA PCS has increased from 19 in 2012-13 to 41 in 2015-16.

Number of English Learners			
2012-13	2013-14	2014-15	2015-16
19	21	24	41

Although the school committed in its charter to using the WIDA assessment, the school used three different assessments over four years to measure English language acquisition among ELs. In 2012-13 and 2013-14, the school notes that OSSE permitted it to administer the NWEA MAP-Reading for federal reporting

purposes of ELs (yet, OSSE only accepts WIDA as a test to measure English language acquisition and growth). DC PCSB does not consider NWEA MAP-Reading to be a valid assessment for measuring English language acquisition. The table below details the number of EL students who took both a pre- and post- NWEA MAP-Reading test.

Number of EL students with NWEA outcomes						
	Pre-Pathway		Pre-GED Cohort		GED Pathway	
	Took pre-test	Took pre- and post-test	Took pre-test	Took pre- and post-test	Took pre-test	Took pre- and post-test
2012-13	n<10	n<10	15/15	n<10	-	-
2013-14	n<10	n<10	n<10	n<10	n<10	n<10

For all tested Pre-Pathway and GED Pathway ELs, with the exception of GED Pathway students reading at an eleventh-grade level, there was an increase in median scores from pre-test to post-test.

NWEA MAP Reading median scores (Only EL students who have pre- and post-test outcomes)						
	Pre-Pathway		Pre-GED Cohort		GED Pathway	
	Median Pre-Test Score	Median Post-Test Score	Median Pre-Test Score	Median Post-Test Score	Median Pre-Test Score	Median Post-Test Score
2012-13	199	203	205	208	-	-
2013-14	182	214	193.5	201.5	222	217

No EL student achieved a 238 in either year.

EL students with 238 on NWEA (Only pre- and post-tested EL students)			
	Pre-Pathway	Pre-GED	GED
2012-13	n<10	n<10	n<10
2013-14	n<10	n<10	n<10

In 2014-15, the school used the WIDA assessment to measure English language acquisition, although OSSE has no record of these outcomes. Instead, the school provided WIDA data for this review. Of the students who took the test, none of them earned an "exit-level" score indicating English acquisition.

In 2015-16, the school administered BEST PLUS to measure EL English language acquisition. The table below details the number of EL students who took both a pre- and post- BEST PLUS test.

Number of 2015-16 EL students with BEST PLUS outcomes					
Pre-Pathway		Pre-GED Cohort		GED Pathway	
Took pre-test	Took pre- and post-test	Took pre-test	Took pre- and post-test	Took pre-test	Took pre- and post-test
21/21	15/21	13/13	n<10	n<10	n<10

The median score of Pre-Pathway EL students remained the same from pre- to post- test, while the median scores of pre-GED and GED students increased from the pre- to post-test. The school reports that 62.5% of EL students improved by 2-3 grade levels in 2015-16.

2015-16 BEST PLUS median scores (Only EL students who have pre- and post-test outcomes)					
Pre-Pathway		Pre-GED Cohort		GED Pathway	
Median Pre-Test Score	Median Post-Test Score	Median Pre-Test Score	Median Post-Test Score	Median Pre-Test Score	Median Post-Test Score
3	3	2.5	4	2	4

No EL student achieved a 6 on the BEST PLUS.

Number of students with 6 on BEST PLUS pre- and/or post-test (Only pre- and post-tested EL students)		
Pre-Pathway	Pre-GED	GED
n<10	n<10	n<10

Qualitative Data from DC PCSB

DC PCSB conducted a Qualitative Site Review³¹ (QSR) and scored 66% of the observations as proficient or distinguished in the Instruction domain. Teachers in these observations connected lessons to what students were previously learning, used analogies effectively to convey ideas, and had students explain content to their peers. In one observation a teacher asked students to explain a new term they were learning in their own words and connected the lesson to students’ lives. In the remaining classrooms, the instruction was less effective, with teachers

³¹ Please see the Qualitative Site Review attached as Appendix E.

asking low level questions and assignments that did not require students to engage intellectually in the class content.

The special education and EL observations were weaker than the general education observations. In one observation the EL students participated in word exercises without any discussion of the meanings of the words they created. In a couple of special education observations, the teachers posed and answered their own questions without giving students appropriate wait time to respond.

Goal 2: Prepare students for postsecondary education and/or job training or employment and provide them with opportunities to experience college work and earn college credit and participate in targeted vocational training in healthcare and information technology.

Assessment: LAYCCA PCS did not meet this goal. Given that this goal is strongly tied to the school’s mission, and based on the school’s charter application, PCSB considers all LAYCCA PCS students to be pursuing this goal. Accordingly, the below analysis discusses outcomes for all of the school’s various cohorts of students. Over four years only 25 of the 183 unique pre-pathway students achieved an 11th grade reading level. Four of 333 students in the pre-GED cohort achieved an 11th grade reading level. The school is not meeting its goal to prepare these students for postsecondary education and/or job training or employment. The outcomes of the school’s College, IT, and Medical Assistant Pathway cohorts are better. However, these positive outcomes are far outweighed by the lack of outcomes for the 592 Pre-Pathway and GED Pathway students who have attended the school.

Pre-Pathway Outcomes

While LAYCCA PCS implemented the Pre-Pathway designation in the 2014-15 school year, in its February 2017 submission, LAYCCA PCS also retroactively classified 2012-13 and 2013-14 students as being in the pre-Pathway to provide further context. Pre-Pathway students have a high school credential but do not read at an 11th grade level.³² As of 2014-15, students can exit pre-Pathway status

³² The data submitted by LAYCCA PCS identifying its pre-Pathway students appears to have errors because many students identified as pre-Pathway students also are identified as having a high school diploma. The school reported on February 22nd that “High school credential status was collected via student self-report during the enrollment process and may have later been found by the academic team to have been inaccurate, so those students would have been working toward a GED.”

by earning an IC3 certificate and achieving an 11th grade level according to the school’s various measures. Overall, 13.7% of the 183 unique pre-pathway students achieved an 11th grade reading level.

Pre-Pathway					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Enrolled	17	36	69	97	183
Achieved 11th grade reading level	n<10	n<10	10	10	25
Earned IC3 certificate	n<10	n<10	n<10	10	16
Exited Pre-Pathway status	n<10	n<10	n<10	n<10	n<10
Employed/enrolled in college within 6 months of exiting LAYCCA PCS	n<10	n<10	n<10	n<10	n<10

GED Pathway Outcomes

In its February 2017 submission, the school analyzed separately a cohort of students within the GED Pathway, which it called the “pre-GED students” – those who entered LAYCCA PCS without a high school credential and have been identified as not reading at an 11th grade level according to the school’s metrics. Overall, 4 of 337 students in the pre-GED cohort achieved an 11th grade reading level. 1 other Pre-GED student passed GED Ready exams.

Pre-GED Cohort					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Enrolled	130	96	64	82	333
Achieved 11th grade reading level	n<10	n<10	n<10	n<10	n<10
Exited Pre-GED status	n<10	n<10	n<10	n<10	n<10
Employed/enrolled in college within 6 months of exiting LAYCCA PCS	n<10	n<10	n<10	n<10	n<10

GED Pathway students do not have a high school credential but can read at an 11th grade level. To complete the GED Pathway, students must pass all four sections of the GED and complete 125 hours of class time at LAYCCA PCS. Overall, 20.2% of GED Pathway students (excluding pre-GED students) passed the GED.

GED Pathway (excluding any student classified as "pre-GED")					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Enrolled	n<10	23	57	51	119 ³³
Passed GED	n<10	n<10	n<10	13	24
Completed GED Pathway	n<10	n<10	n<10	13	24
Employed/enrolled in college within 6 months of exiting LAYCCA PCS	n<10	n<10	n<10	n<10	n<10

College Pathway Outcomes

The majority of the school's 38 College Pathway students earned college credit and attained employment or enrolled in college after graduating from LAYCCA PCS. 38 students enrolled in the school's College Pathway, but only 14 of those students pursued only the College Pathway (the other 24 students were dual enrolled in the IT or MA Pathways).

College Pathway					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Enrolled	n<10	12	n<10	20	38
Earned college credit while enrolled at LAYCCA PCS	n<10	11	n<10	12	33
Completed College Pathway	n<10	10	n<10	12	30 ³⁴
Employed/enrolled in college within 6 months of exiting LAYCCA PCS	n<10	10	n<10	11	30

IT Pathway Outcomes

To complete the IT Pathway, students must (a) pass the GED or have a high school diploma; (b) read on an 11th grade level; (c) attain IC3 certification for basic computer literacy; (d) attain A+ certification (credential that indicates ability to work as an IT technician); and (e) complete a 300-hour IT internship.

³³ The school reports 137 GED Pathway students in its February 2017 submission.

³⁴ The school's data indicates that 35 students completed the College Pathway, yet the same data set indicates that 5 of these College Pathway completers did not earn any college credits.

20.0% of unique students enrolled in the IT Pathway completed it.

IT Pathway					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Enrolled	17	20	15	20	60
Earned IC3 Certificate	10	n<10	n<10	13	31
Earned Microsoft Office Suite Certificate	n<10	n<10	n<10	11	22
Earned A+ Certificate	n<10	n<10	n<10	n<10	12
Completed IT internship	n<10	n<10	n<10	n<10	13
Completed IT Pathway	n<10	n<10	n<10	n<10	12 ³⁵
Employed/enrolled in college within 6 months of exiting program	n<10	n<10	n<10	n<10	21

To complete the **Medical Assistant Pathway**, students must have a high school diploma or GED, read on an 11th-grade level, complete 300 hours of classroom instruction, and complete a 300-hour medical assistant internship. The school's charter application details that MA Pathway students will be required to earn a Certified Clinical Medical Assistant credential. Yet, in its February 2017 submission, the school noted that it does not require students to acquire this credential to graduate from the MA Pathway³⁶ based on input from medical professionals that such a certification is not required to work as a medical assistant. As of 2016-17, MA Pathway students are required to complete the Simtics Medical Assistant suite, which includes 18 modules about various clinical procedures. Overall, disregarding the certification requirement, 40% of unique students enrolled in the Medical Assistant Pathway completed it.

³⁵ LAYCCA PCS reports that 13 students completed the IT Pathway but did not provide a unique student identifier number for one of these students.

³⁶ The [charter agreement amendment](#) executed by DC PCSB and LAYCCA PCS on May 9, 2017 mandates that the school require a Certified Clinical Medical Assistant credential to graduate the MA Pathway, starting in SY 2017-18.

Medical Assistant Pathway					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Enrolled	n<10	18	10	18	42
Earned Certified Clinical Medical Assistant Credential	n<10	n<10	n<10	n<10	n<10 ³⁷
Completed MA internship	n<10	n<10	n<10	n<10	13
Completed MA Pathway	n<10	n<10	n<10	n<10	n<10 ³⁸
Employed/enrolled in college within 6 months after exiting LAYCCA PCS	n<10	n<10	n<10	n<10	17

Goal 3: Assist students who are ready for college after they complete the program in identifying and securing access to longer-term postsecondary opportunities that will further their career goals and completing applications and financial aid forms.

Assessment: LAYCCA PCS met this goal. Over four years, 39 students entered the College Pathway, with 78.9% completing it. All but 14 of College Pathway students are also enrolled in the school's IT and/or MA pathways. About half of all College Pathway students are accepted to at least one college, and 22 of the 30 students who completed the College Pathway subsequently enrolled in a postsecondary institution. Of those 22 students, College Pathway completers who enrolled in a postsecondary institution, 16 of them remained enrolled for at least one year.

College Pathway

Students who have a high school credential and read at an 11th grade level are eligible to pursue LAYCCA PCS's College Pathway, where they can take college-level classes through the school's partnerships with local colleges. 38 students enrolled in the school's College Pathway, but only 14 of those students pursued

³⁷ The school writes that five students earned this certification, but did not provide documentation to support this.

³⁸ Although LAYCCA PCS describes in its charter that a Certified Clinical Medical Assistant credential is required to complete the MA Pathway, in practice it does not require this credential to complete the MA Pathway. The school reports that 16 unique students completed the MA Pathway, with 1 student completing it in 2012-13, 8 in 2013-14, 3 in 2014-15, and 5 in 2015-16.

only the College Pathway (the other 24 students were dual enrolled in the IT or MA Pathways). 78.9% of the 38 College Pathway students completed the pathway.

College Pathway Enrollment and Completion					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Enrolled in College Pathway only	n<10	n<10	n<10	n<10	14
Enrolled in College Pathway only and completed College Pathway	n<10	n<10	n<10	n<10	13
Enrolled in College and IT Pathways	n<10	n<10	n<10	n<10	16
Enrolled in College and IT Pathways and completed College Pathway	n<10	n<10	n<10	n<10	13
College and MA Pathways	n<10	n<10	n<10	n<10	13
Enrolled in College and MA Pathways and completed College Pathway	n<10	n<10	n<10	n<10	12
Total unique students enrolled in College Pathway	n<10	12	n<10	20	38
Total unique students who completed College Pathway	n<10	10	n<10	12	30 ³⁹

College Credits

88.9% of College Pathway students earned college credits in the school’s first two years of operation, although that rate declined to 60.0% in 2015-16.

Number of students who earned college credits while enrolled at LAYCCA PCS					
College Pathway students who earned college credit	n<10	11	n<10	12	33

Financial aid or scholarships

While LAYCCA PCS noted in its February 2017 response that 20 students earned \$214,900 in college scholarships, underlying data indicates that 12 unique students were awarded scholarships from 2012-13 to 2015-16.

³⁹ The school’s data indicates that 35 students completed the College Pathway, yet the same data set indicates that 5 of these College Pathway completers did not earn any college credits.

Number of students who received financial aid or scholarships					
	2012-13	2013-14	2014-15	2015-16	# of unique students
College Pathway students who received financial aid/scholarships	n<10	n<10	n<10	n<10	n<10
Additional students not in College Pathway who received financial aid/scholarships	n<10	n<10	n<10	n<10	n<10

FAFSA

LAYCCA PCS did not provide any supporting documentation of its students who completed the Free Application for Federal Student Aid (FAFSA). The school noted in its February 2017 submission that many of its students are ineligible for federal student aid because of their immigration status.

Employment/College Enrollment Outcomes for college credit earners within six months of exiting

Over four years, 29 College Pathway students who earned college credit while enrolled at LAYCCA PCS went on to enroll in college or secure employment within six months of exiting LAYCCA PCS.

Employment/College Enrollment Outcomes within six months of exiting – Students who earned college credit while enrolled at LAYCCA PCS					
	2012-13	2013-14	2014-15	2015-16	# of unique students
College Pathway students	n<10	n<10	n<10	10	29

College Acceptance

Over four years, 11 of all College Pathway students were accepted into at least one college.

College Pathway Students accepted to college				
2012-13	2013-14	2014-15	2015-16	# of unique students
n<10	n<10	n<10	n<10	11

College Enrollment and Persistence

22 students who completed the College Pathway subsequently enrolled in a postsecondary institution.

Number of College Pathway students who enrolled in college after completing College Pathway ⁴⁰				
2012-13	2013-14	2014-15	2015-16	# of unique students
n<10	n<10	n<10	n<10	22

Of the 22 College Pathway students who enrolled in college, 16 of them remained enrolled for at least one year.

Number of students who persisted in college for one year					
	2012-13	2013-14	2014-15	2015-16	# of unique students
College Pathway students	n<10	n<10	n<10	n<10	16

Student Resources for Postsecondary Opportunities

In its February 2017 submission, LAYCCA PCS described various resources offered to students interested in pursuing postsecondary opportunities. It notes that students are offered “college counseling, college tours and fairs, remedial classes, and individual professional and postsecondary plans to assist ‘them’ in identifying and securing access to postsecondary opportunities.” The school also provided documentation that it offered a Career Day event and career preparedness workshops, and a financial aid workshop.

In 2015-16, the school began offering a Professional Development Course to students preparing to enter college or the workplace. The course’s curriculum focuses on seven core competencies, including communication and networking, among others.⁴¹ The school did not report how many students completed this course.

⁴⁰ LAYCCA PCS did not provide data regarding how many non-College Pathway students enrolled in college after exiting LAYCCA PCS.

⁴¹ See LAYCCA PCS 2015-16 Annual Report, pp. 12-13.

Goal 4 from 2012-13 to 2014-15: A. Equip students with important workforce readiness skills, as defined in the Comprehensive Adult Student Assessment System (CASAS) Essential Life and Work Skills Competencies,⁴² and with other important life skills defined by the Search Institute in its Developmental Assets paradigm.

B. Support students' development of the necessary life skills to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.

Goal 4 in 2015-16: Support and equip students with important workforce readiness skills, and important life skills (defined by the Search Institute in its Developmental Assets paradigm), to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.

Assessment: LAYCCA PCS did not meet this goal. From 2012-13 to 2014-15 the text of the goal referenced the CASAS assessment, yet the school never administered this assessment. For purposes of the review, DC PCSB agreed to deem this aspect of the goal to have been "not historically measured." Even setting aside the school's failure to administer this assessment, the school did not meet this goal. DC PCSB also considered the school suspension, attendance, and mobility rates in support of this goal. While the school's suspension rates have improved over four years, and are lower than the city's average for DCPS and charter adult and alternative schools, its attendance is consistently 6-13 percentage points lower than other DCPS and charter adult and alternative schools. Additionally, its 2015-16 mobility rate was the highest among adult charter schools, with a net loss in enrollment of 41%. The school offers outcomes from the 2015-16 CASEY self-assessment completed by students in support of goal. Of the 82 students who the school provided self-assessment pre-and post-tests, the average score increased from 3.97 in the fall to 4.21 in the spring. The school did not address why it did not report post-test scores for the majority of its students. Qualitative evidence also supports that the school met this goal. Yet, this

⁴² This can be viewed at <https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=1602>.

evidence is far outweighed by the school’s poor attendance and mobility performance.

Suspension Outcomes

The school’s suspensions rates have decreased since its first year and have remained at or below the city average for all adult and alternative schools.

Suspension Rates				
	2012-13	2013-14	2014-15	2015-16
LAYCCA PCS	12%	2%	4%	3%
City Average of all alternative and adult schools	12%	11%	8%	1%

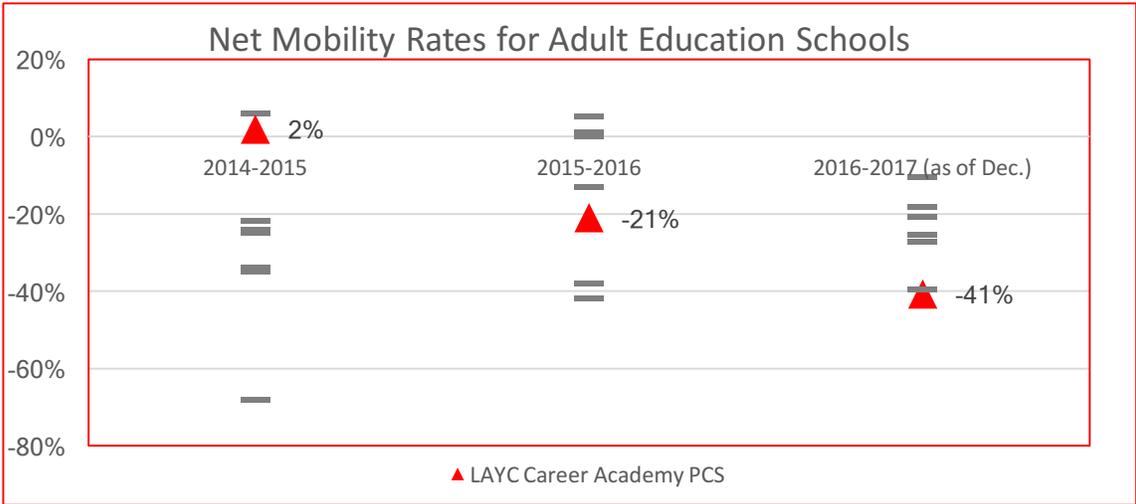
Attendance

The school’s attendance rates have consistently been 6-13 percentage points lower than the city average of all DC adult and alternative schools.

Attendance				
	2012-13	2013-14	2014-15	2015-16
LAYCCA PCS	65%	61%	62%	59%
City Average of all alternative and adult schools	Data unavailable	73%	68%	71%

Retention and Mobility

The school’s 2015-16 retention rate was 64.8%, and its net mobility rate was the highest among adult charter schools, with a net loss in enrollment of 41%.



CASEY Life Skills Self-Assessment

In SY 2015-16, the school administered the CASEY life skills self-assessment (scored on a scale of 1 to 5). The school has records for 213 pre-test scores for students who enrolled in the school for 15 consecutive day minimum threshold and 82 post-test scores. Of the 82 students who took the self-assessment pre- and post-test, the average score increased from 3.97 in the fall to 4.21 in the spring.

Qualitative Data

LAYCCA PCS offers Overcoming Obstacles Life Skills elective classes. These classes were full and almost all students appeared engaged. Teachers led discussions about how to handle difficult life situations positively. In one observation the teacher gave a personal anecdote that engaged the class and connected the story to the topic of mental toughness. In another observation students took a survey to reflect on their neighborhood and home environments and discussed how to find a mentor to help navigate those environments and stay on track to meet their goals.

Creating an environment of respect and rapport	The QSR team scored 88% of the observations as distinguished or proficient. In these observations there was mutual respect between the students and the teachers. Teachers showed care for students academically and personally. A student in one observation shared a preference to work alone and the teacher modified the assignment so that the student could work alone. During the observation of a counseling session, a teacher asked students how they could improve their habits to be more successful and reach their academic goals.
Establishing a Culture for Learning	The QSR team scored 82% of the observations as distinguished or proficient. Teachers in these observations encouraged students to work harder. Most students put forth effort in their work and kept trying even when they made a mistake. In one observation the teacher told a student, "Try it. Don't be discouraged," and the student kept working until she solved the math problem. In the few instances where students got off task during the lesson, teachers quickly conveyed their expectations and worked with the students to ensure they refocused on the task.
Managing Classroom Procedures	The QSR team scored 82% of the observations as proficient and none as distinguished. In these observations transitions were smooth and no instructional time was lost on administrative tasks. Teachers in a few observations had materials already placed on students' desks at the start of class, and students got to work immediately at the beginning of the class period. A teacher in one observation reminded students of how much time was left in the activity and all students were able to log out of their computers and transitions on time at the end of the class.
Managing Student Behavior	The QSR team scored 94% of the observations as distinguished or proficient. Student behavior was largely appropriate throughout the observations. In the few instances where there was a behavior issue, teachers effectively used redirections and nonverbal cues like proximity to correct the behaviors.

5. Goal: **Enable students interested in careers in information technology to secure marketable skills, A+ Computer Hardware Repair and Microsoft Office certification, and/or relevant⁴³ college credits from the Community College of the District of Columbia (CCDC).**

Assessment: **LAYCCA PCS partially met this goal.** Of the 60 unique students who entered the IT Pathway, LAYCCA PCS reports that 20% of them completed it. 22 unique IT Pathway students earned a Microsoft Office Certification, and 12 IT Pathway students earned the A+ credential.

IT Pathway Enrollment and Completion

Students who can read at an 11th-grade level are eligible to pursue LAYCCA PCS’s IT Pathway, where they train to work as an IT technician. To complete the IT Pathway, students must (a) pass the GED or have a high school diploma; (b) read on an 11th grade level; (c) attain IC3 certification for basic computer literacy; (d) attain A+ certification (credential that indicates ability to work as an IT technician); and (e) complete a 300-hour IT internship.

20.0% of unique students enrolled in the IT Pathway completed it, with the highest percent in 2012-13. There appears to be an error in the school’s reported completion rate because two students identified as completing the IT Pathway did not earn an A+ certification, a requirement of the pathway.

IT Pathway Enrollment and Completion					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Enrolled	17	20	15	20	60
Completed	n<10	n<10	n<10	n<10	12 ⁴⁴

IC3 Certification

IC3 certification is a basic certification of digital literacy, including how to operate various digital devices, social media, and cloud computing. IC3 certification is now required by the school as a pre-requisite for a student beginning the IT Pathway. Many IT Pathway students may not have sought this certification as they were already more advanced.

⁴³ DC PCSB reported all college credits earned by students.

⁴⁴ LAYCCA PCS reports that 13 students completed the IT Pathway but did not provide a unique student identifier number for one of these students.

IC3 Certification					
	2012-13	2013-14	2014-15	2015-16	# of unique students
IT Pathway students	10	n<10	n<10	13	31
Additional students not in IT pathway	n<10	n<10	18	31	61

Microsoft Office Certification

Students can earn certifications in Word, PowerPoint, and Excel, among other Microsoft programs. 36.7% of unique IT Pathway students earned a Microsoft Office Certification.

Microsoft Office Certification					
	2012-13	2013-14	2014-15	2015-16	# of unique students
IT Pathway students	n<10	n<10	n<10	11	22
Additional students not in IT Pathway	n<10	n<10	n<10	n<10	16

A+ Certification

A+ Certification is a certification of the technical knowledge required of foundation-level IT practitioners. 20% of enrolled IT Pathway students earned this credential.

A+ Certification					
	2012-13	2013-14	2014-15	2015-16	# of unique students
IT Pathway students	n<10	n<10	n<10	n<10	12
Additional students not in IT Pathway	n<10	n<10	n<10	n<10	n<10

College Credit

While the goal specifies that college courses relevant to information technology should be analyzed, DC PCSB analyzed how many IT Pathway students earned college credit while enrolled at LAYCCA PCS. 28.3% of enrolled IT Pathway students earned college credit.

College Credit					
	2012-13	2013-14	2014-15	2015-16	# of unique students
IT Pathway students	n<10	n<10	n<10	n<10	17

IT Internships

Thirteen IT Pathway students pursued internships over the past four years.

IT Internship					
	2012-13	2013-14	2014-15	2015-16	# of unique students
IT Pathway students	n<10	n<10	n<10	n<10	13

Additional Certificates

LAYCCA PCS also asserts that it awarded the following certifications to students, but did not provide supporting documentation of this.

Certifications related to Information Technology – no documentation provided					
	2012-13	2013-14	2014-15	2015-16	Total
MTA Windows	n<10	n<10	n<10	n<10	n<10
CISCO Network Academy	n<10	10	n<10	n<10	13
Security+	n<10	n<10	n<10	n<10	n<10
Network+	n<10	n<10	n<10	n<10	n<10

Qualitative Data from DC PCSB

The QSR team observed evidence of the school meeting this goal for the Information Technology pathway, but not for the Medical Assistant pathway. During classes where students earn various levels of IT certifications, students made references to their IT certificates. The QSR team saw certifications posted in the IT classroom. Students worked on differentiated tasks and the teacher worked one-on-one with students.

6. Goal: **Enable students interested in careers in healthcare to secure marketable skills, a Registered Medical Assistant (MA) credential and/or relevant course credits from CCDC.**

Assessment: LAYCCA PCS partially met this goal. None of the unique students enrolled in the Medical Assistant Pathway completed it.⁴⁵ The school provided no documentation that any student was credentialed as a Certified Medical Assistant (despite this being included in the text of the goal), and a minority of MA Pathway students earned college credit or completed a relevant internship. The school shared that students also earned such entry-level certificates as CPR, OSHA, HIPAA, and First Aid certifications, but was unable to provide documentation to support this. These certificates, while relevant to work and the medical workplace, are not substitutes for a professional level certification. The school also claimed that earning a HIPAA certification “represent[s] successful completion of a HIPAA course and exam offered at the Career Academy”. It is unclear whether these students earned industry-recognized HIPAA credentials.

However, of the 42 total students in the MA Pathway over the past four years, ten of those students now have a job in a medical office, earning an average hourly salary of \$15.76. Using this new data and additional analysis based on the “and/or” phrasing of the goal, staff also determined that 23 of 42 unique students (55%) enrolled in the MA Pathway either completed an MA internship, earned college credits, or were employed in a medical office.

Medical Assistant Pathway

Students who can read at an 11th-grade level are eligible to pursue LAYCCA PCS’s MA Pathway, where they train to work as a medical assistant. Excluding the requirement that students obtain Certified Medical Assistant credentials, 40% of unique students enrolled in the Medical Assistant Pathway completed the pathway.

Medical Assistance Pathway Enrollment and Completion					
	2012-13	2013-14	2014-15	2015-16	# of unique students
Enrolled	n<10	18	10	18	42
Completed	n<10	n<10	n<10	n<10	n<10 ⁴⁶

⁴⁵ Although LAYCCA PCS describes in its charter that a Certified Clinical Medical Assistant credential is required to complete the MA Pathway, in practice it does not require this credential to complete the MA Pathway. The school reports that 17 unique students completed the MA Pathway, with 2 students completing it in 2012-13, 9 in 2013-14, 2 in 2014-15, and 6 in 2015-16.

⁴⁶ Although LAYCCA PCS describes in its charter that a Certified Clinical Medical Assistant credential is required to complete the MA Pathway, in practice it does not require this credential to complete the MA Pathway. The school reports that 17 unique students completed the MA Pathway, with 2 students completing it in 2012-13, 9 in 2013-14, 2 in 2014-15, and 6 in 2015-16.

Certified Medical Assistant Credential

LAYCCA PCS claims that five MA Pathway students earned a Certified Medical Assistant credential over the past five years, but in its student-level spreadsheet, only three students were flagged as having earned this credential and the school did not submit documentation for any. In its February 2017 submission, the school noted that it does not require students to acquire this credential to graduate from the MA Pathway based on input from medical professionals that such a certification is not required to work as a medical assistant. As of 2016-17, MA Pathway students are required to complete the Simtics Medical Assistant suite, which includes 18 modules about various clinical procedures.

College Credit

While the goal specifies that college courses relevant to a medical assistant career should be analyzed, DC PCSB analyzed how many MA Pathway students earned college credit while enrolled at LAYCCA PCS. Over four years, 12 MA students earned college credit.

MA Pathway students earning college credit				
2012-13	2013-14	2014-15	2015-16	# of unique students
n<10	n<10	n<10	n<10	12

Medical Assistant Internships

13 MA Pathway students pursued internships over the past four years.

Medical Assistant Internships				
2012-13	2013-14	2014-15	2015-16	# of unique students
n<10	n<10	n<10	n<10	13

Additional Certificates

LAYCCA PCS also asserts that it awarded the following certifications to students, but did not provide supporting documentation of this.

Additional Certifications (no supporting documentation)					
	2012-13	2013-14	2014-15	2015-16	Total Unique Students
Number of students who obtained CCMA certification	n<10	n<10	n<10	n<10	n<10

Additional Certifications (no supporting documentation)					
	2012-13	2013-14	2014-15	2015-16	Total Unique Students
Number of students who completed HIPAA ⁴⁷	n<10	10	n<10	n<10	23
Number of students who completed OSHA	n<10	14	n<10	12	36
Number of students who completed CPR	n<10	n<10	n<10	13	27

Qualitative Data from DC PCSB

QSR team members visited the medical assistant class on a couple of occasions, and the team did not observe any instruction about healthcare. Instead, students worked on English language arts skills. The QSR team later learned that no students were engaged in coursework related to healthcare during the two-week observation window. The students were building skills for the upcoming healthcare courses.

7. Goal: Assist students who have vocational interests in areas other than information technology and healthcare to identify, prepare for, and apply to high-quality postsecondary education or training programs and earn college credit while in our program.

Assessment: LAYCCA PCS did not meet this goal. DC PCSB and the school agreed that this goal would be assessed by analyzing the rate of college credits earned by students not in the IT or MA Pathways.⁴⁸ Over four years, only 13 students not in either of these pathways earned college credit. The school did not specify what vocational interests these students had.

LAYCCA PCS noted in its February 2017 response that non-IT/MA Pathway students who reach an 11th grade reading level begin attending weekly professional development classes focusing on college and workforce readiness. The school did not submit documentation regarding how many students complete this course.

⁴⁷ The school also claimed that earning a HIPAA certification “represent[s] successful completion of a HIPAA course and exam offered at the Career Academy”. It is unclear whether these students earned industry-recognized HIPAA credentials.

⁴⁸ See Appendix D.

As detailed in the below tables, LAYCCA PCS claims that students completed courses in areas not related to IT or medical fields, but did not provide documentation to support this. All of the courses included in the below table are offered by Everfi, a company that offers online courses regarding “critical skills that real life demands”, including money management, health, and diversity courses.

Everfi Courses offered by LAYCCA PCS⁴⁹	
Course	Course Description
Everfi Financial Literacy	6-8 hour course for high school students about introductory personal finance issues
Ignition – Digital Literacy and Responsibility	3-4 hour course for 6th-9th grade students about introductory technology and internet issues
Vault – Understanding Money	2.5 hour course for 4th-6th grade students about introductory financial skills
Future Goals	3-5 hour course for 4th-7th grade students about introductory STEM concepts
Radius – Stem Career Readiness	8-10 hour course for 8th-10th grade students about STEM topics and careers

Courses or certificates related to vocational interests other than IT and MA (school did not provide supporting documentation)					
	2012-13	2013-14	2014-15	2015-16	Total
Everfi	10	18	12	9	49
Ignition	n<10	n<10	n<10	23	29
Vault	n<10	n<10	n<10	n<10	n<10
Future Goals	n<10	n<10	n<10	n<10	n<10
Radius	n<10	n<10	n<10	n<10	n<10

⁴⁹ See <http://everfi.com/k12/> for complete course descriptions.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”⁵⁰ The SRA contains a non-exhaustive list of applicable laws, and DC PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. The table below displays the school’s compliance with various requirements from 2012-13 to 2015-16.

Compliance Item	Description	School’s Compliance Status 2012-13 to present
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2012-13
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ⁵¹ and the school must distribute such policies to students and parents.	Compliant since 2012-13

⁵⁰ D.C. Code § 38.1802.12(c).

⁵¹ See *Goss v. Lopez*, 419 U.S. 565 (1975).

Compliance Item	Description	School's Compliance Status 2012-13 to present
<p>Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651</p>	<p>The SRA requires DC charter schools to maintain the health and safety of its students.⁵² To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools:</p> <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	<p>Compliant since 2012-13⁵³</p>
<p>Equal employment D.C. Code § 38-1802.04(c)(5)</p>	<p>A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.</p>	<p>Compliant since 2012-13</p>
<p>Insurance As required by the school's charter</p>	<p>A DC charter school must be adequately insured.</p>	<p>Compliant since 2012-13</p>

⁵² D.C. Code § 38.1802.04 (c)(4)(A).

⁵³ Please see the Compliance Reports attached as Appendix F.

Compliance Item	Description	School's Compliance Status 2012-13 to present
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 <i>et seq.</i>	A DC charter school must possess all required local licenses.	Compliant since 2012-13
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2012-13
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	<p>While the school is not currently out of compliance with DC PCSB's accreditation requirement, it is highly unlikely that the school will be accredited by the end of its fifth year of operation as required by the law and the terms of the school's charter.</p> <p>In spring 2016, LAYCCA registered to begin the accreditation process with the Middle States Association of Colleges and Schools - Commission on Elementary and Secondary Schools (MSA-</p>

Compliance Item	Description	School's Compliance Status 2012-13 to present
		CESS). MSA-CESS then invited LAYCCA to complete an application for candidacy. The school submitted the application for candidacy in December 2016. Once accepted as a candidate, the MSA-CESS accreditation process involves several steps, including a self-study which takes 12 to 18 months to complete. When the self-study is finished, MSA-CESS visits the school before accrediting it. LAYCCA PCS reports that its candidacy visit will be conducted in March 2017, and that it expects to achieve accreditation by January 2018.

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

Because DC PCSB's [Submission of Procurement Contracts and Board of Trustees' Meeting Minutes Policy](#) was amended in September 2014, schools were not held accountable to compliance with the policy for 2014-15.

Year	Qualifying contracts executed by school	Corresponding documentation submitted to DC PCSB	Purchases executed by the school not subject to bid/submission to DC PCSB
2012-13	1	1	0
2013-14	0	0	2
2014-15	3	1	3

The school has historically executed very few procurement contracts relative to other DC charter schools because the majority of its furniture and technology were donated to the school or purchased at very low, subsidized prices.

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act⁵⁴ (IDEA) and Section 504 of the Rehabilitation Act of 1973⁵⁵. LAYCCA PCS elected to operate as a “dependent charter” for federal special education purposes, meaning that DC Public Schools (DCPS) works with LAYCCA PCS as it would a traditional DCPS school to service the school’s special education students.

Per the Special Education Quality Improvement Act of 2014⁵⁶, “[b]y August 1, 2017⁵⁷, each public charter school shall be its own local educational agency for the purpose of Part B of IDEA and section 504 of the Rehabilitation Act (29 U.S.C. § 794)”. As a result, LAYCCA PCS must apply to DC PCSB prior to May 1, 2017 to amend their charter agreement and, once approved, thereafter operate as its own LEA for federal special education purposes.

However, because of its dependent charter status, the school’s special education compliance performance is, for the most part, reported by OSSE as part of DCPS’ overall compliance performance, and compliance data specific to LAYCCA PCS students is limited. The following section summarizes LAYCCA PCS’ special education compliance from 2012-13 to the present.

⁵⁴ 20 USC §1413(a)(5).

⁵⁵ 29 U.S.C. § 794

⁵⁶ D.C. Official Code § 38-1802.10:

<http://www.dcregs.dc.gov/Gateway/NoticeHome.aspx?noticeid=5213573>.

⁵⁷ OSSE requires all LEAs to operate as independent as of July 1, 2017 due to alignment with federal reporting and payment cycles.

Special Conditions Quarterly Reports

OSSE submits quarterly reports⁵⁸ to the U.S. Department of Education’s Office of Special Education Programs detailing District of Columbia LEAs’ compliance in four areas of timeliness: (1) Initial Evaluation; (2) Reevaluation; (3) Early Childhood Transition (for students entering pre-kindergarten at age 2 and turning 3); and (4) Secondary Transition (for students transitioning from high school). Of these, LAYCCA PCS is evaluated for its compliance related to secondary transition– its outcomes in this area are detailed in the tables below. **The school has since cured all points of noncompliance.**

2013-14				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Secondary Transition	Compliant	Compliant	Compliant	Compliant

2014-15				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Secondary Transition	4 of 18 indicators compliant	Compliant	Compliant	Compliant

2015-16				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Secondary Transition	Compliant	Compliant	Compliant	1 of 10 indicators compliant

Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA’s timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs). As of August 2016, LAYCCA PCS has no untimely HODs or SAs reported on the Blackman Jones Database.

⁵⁸ Please see Appendix G for OSSE Special Education documents.

SECTION THREE:
FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.⁵⁹

The results of DC PCSB staff's review LAYCCA PCS's financial records are presented below.

SUMMARY OF FINDINGS

LAYCCA PCS is economically viable, has complied with GAAP, and DC PCSB staff finds the school has acceptable financial performance and internal controls. The data reviewed as a part this review dates back to the 2013 fiscal year (FY), the school's first year of academic operation. Since the school's opening, both enrollment and revenues have increased. At the same time, the school has maintained a meaningful reserve position. While LAYCCA PCS ran an operating deficit in the second year of operations, operating earnings, liquidity and reserves were significantly strengthened in 2015, leading DC PCSB to identify the school as a high fiscal-performing school in that year. This designation indicates that the school is able to balance its growth objectives with financial stability. LAYCCA PCS does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

LAYCCA PCS receives management services from the Latin American Youth Center (LAYCCA). Under the terms of the agreement with LAYCCA, the school pays a management fee of 12% of all funds received. This fee will be reduced to 10% of all funds received by the school when enrollment reaches 200 students. In 2015, the management fee was \$442,669.

FINANCIAL OVERVIEW

The following table provides an overview of LAYCCA PCS's financial information over the school's first three years of operations. Between FY2013 and FY2015,

⁵⁹ See D.C. Code § 38-1802.13(b).

enrollment and revenue have grown by 85% and 115% respectively. During this period, while liquidity improved significantly, both operating earnings varied. For a relatively young school, this variability is not a significant concern. While DC PCSB will continue to monitor LAYCCA PCS’s financial results as long as the school’s charter remains in effect, it is likely that the school will be able to grow its program in a fiscally responsible manner.

Financial Highlights			
	2013	2014	2015
Maximum Enrollment ⁶⁰	150	200	250
Audited Enrollment	103	120	190
Total Revenue	\$1,690,897	\$1,992,028	\$3,632,240
Operating Surplus/(Deficit) ⁶¹	\$833,548	(\$289,603)	\$602,884
Unrestricted Cash Balances	\$75,140	\$315,699	\$1,285,631
Number of Days of Cash on Hand ⁶²	16	44	147
Net Asset Position ⁶³	\$833,548	\$543,945	\$1,146,829
Primary Reserve Ratio ⁶⁴	0.48	0.24	0.38

FISCAL MANAGEMENT

Overall fiscal management considers the school’s liquidity, debt burden, cost management and internal controls. Together, these factors reflect the effectiveness of school leaders and the school’s board in managing school finances. LAYCCA PCS’s fiscal management appears to be sound: liquidity is strong; there is adequate ability to service new debt; costs are effectively

⁶⁰ Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school’s targeted or budgeted enrollment, but provides a good proxy for the school’s enrollment expectations over time.

⁶¹ Operating Surplus is total revenue minus total expenses.

⁶² Cash on hand equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school’s ability to pay debts and claims as they come due.

⁶³ Net Asset Position equals total assets minus total liabilities.

⁶⁴ Primary Reserve Ratio equals total net assets divided by total annual expenses.

managed; and the internal control environment appears to be strong. These areas are discussed further below.

Liquidity

Liquidity refers to the school’s ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school’s viability. Two indicators of a school’s liquidity are its current ratio⁶⁵ and its days of cash on hand. The current ratio is indicative of a school’s ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school’s ability to meet these obligations is in doubt; a current ratio of less than 0.5 is particularly concerning. The second measure, days of cash on hand, reflects a school’s ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days of cash or more is recommended. Less than 30 days of cash is a liquidity concern.

While LAYCCA PCS’s current ratio has varied over the last three years, it has been at least 3.9, indicating that the school’s short-term liquidity is strong. LAYCCA PCS’s cash on hand grew dramatically, from a low level at year-end 2013 to a level in excess of DC PCSB’s target in 2015.

Liquidity				
	Indicator of Concern	2013	2014	2015
Current Ratio	<0.5	8.4	3.9	4.2
Number of Days of Cash on Hand	<30	16	44	147

A final measure of liquidity is solvency⁶⁶, the school’s ability to pay outstanding obligations, including amounts due to vendors, employees and lenders, in the event that the school’s charter is revoked. DC PCSB reviewed LAYCCA PCS’s 2015 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close LAYCCA PCS, we expect that the school would be able to meet all of its operating obligations. Including

⁶⁵ A school’s current ratio is its current assets divided by current liabilities.

⁶⁶ Except when the school owns a facility, solvency equals current assets plus receivables with a high probability of collection, minus liabilities and closure expenses.

estimated closure costs, LAYCCA PCS would have an estimated \$700,000 remaining after payment of all liabilities, implying negligible risks to third parties if the school were to close.

Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. In particular DC PCSB reviews two debt ratios – the debt ratio⁶⁷ and the modified debt service⁶⁸ ratio. A debt service ratio measures the sustainability of debt payments. A ratio greater than 0.92 is a cause for concern. The modified debt service ratio, as introduced in FY14, includes not only debt, but also interest and rent obligations. For this metric, a ratio greater than 15% is a cause for concern.

LAYCCA PCS’s debt ratio is well below DC PCSB’s indicator of concern. The school’s modified debt service ratio, however, exceeded the indicator of concern in 2014 and fell just below this threshold in 2015. The 2014 result largely reflected the decline in revenue for that year. With continued growth in revenue, this measure of the school’s ability to sustain debt payment is likely to continue to improve. Overall, the school appears to be able to service its debt on a sustainable basis.

Debt Burden				
	Indicator of Concern	2013	2014	2015
Debt Ratio	>0.92	0.09	0.20	0.21
Modified Debt Service Ratio	>15%	n/a - metric introduced FY 2014	19.9%	14.9%

Cost Management

The following table provides an overview of the school’s spending decisions over the past three years. Since LAYCCA PCS began operations in FY2013, expenses have grown 75%, less than the 115% growth in revenues. The most significant increase in expenses has been for occupancy expenses, which more than doubled during the period. LAYCCA PCS’s lease provides that rent may increase to the full amount of the DC per pupil facility allocation. As such, the school’s rent expense is likely to increase faster than its revenues in the future. However, the school’s

⁶⁷ Debt Ratio equals total liabilities divided by total assets.

⁶⁸ Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

current rent expense is essentially equal to the 15% median for all DC public charter schools. Overall, LAYCCA PCS's expenses appear to be well managed.

Cost Management			
	2013	2014	2015
Salaries and Benefits	\$832,482	\$1,202,822	\$1,484,976
Direct Student Costs	\$145,889	\$319,578	\$211,378
Occupancy Expenses	\$274,653	\$414,565	\$581,759
Office Expenses	\$91,738	\$37,767	\$108,963
General Expenses	\$388,980	\$306,899	\$642,280
Operating Surplus/(Deficit)	\$833,548	(\$289,603)	\$602,884

As a Percent of Revenues			
	2013	2014	2015
Salaries and Benefits	31.2	60.3	40.9
Direct Student Costs	5.5	16.0	5.8
Occupancy Expenses	10.3	20.8	16.0
Office Expenses	3.4	1.9	3.0
General Expenses	14.6	15.4	17.7
Operating Surplus/(Deficit)	31.2	(14.5)	16.6

Internal Controls

At the highest level, internal control processes assure achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations and policies. Audits of LAYCCA PCS establish that the school has adhered to GAAP. The auditor provided unqualified audit opinions for all years and identified no material weaknesses or other findings. LAYCCA PCS appears to have a strong internal control environment.

Internal Controls			
	Audit Year		
	2013	2014	2015
<p>Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>qualified, adverse, or disclaimed</i>.</p>	Unqualified	Unqualified	Unqualified
<p>Statement Material Weakness. A material weakness is a deficiency in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented or will not be detected and corrected in a timely manner.</p>	No	No	No
<p>Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.</p>	No	No	No
<p>Program Opinion (A-133). When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major Federal programs. A <i>qualified opinion</i> indicates instances of noncompliance.</p>	Unqualified	Unqualified	Unqualified
<p>Program Material Weakness (A-133). In planning and performing the audit of major</p>	No	No	No

Internal Controls			
	Audit Year		
	2013	2014	2015
Federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance.			
Findings & Questions Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	0	0	0
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No

ECONOMIC VIABILITY

Measures of economic sustainability include earnings and cash flows, reserves, and trends in both enrollment and revenue. Together, these measures assess the risk that the school will not be able to continue operations. The first set of indicators address earnings and cash flow, specifically the school’s “operating result” – how much its total annual revenues exceed its total annual expenditures—and earnings before depreciation (EBAD)⁶⁹ In general, DC PCSB recommends that a school have positive annual operating results and cash flows.

⁶⁹ EBAD is the change in net assets plus amortization and depreciation a measure of operating cash flows.

Based on these measures, LAYCCA PCS’s performance has been mixed. While the school achieved positive operating results in its first year of operations, results were negative in 2014 before returning to positive results in 2015. Some variability in operating results is not a concern in the early years of operation. While DC PCSB will continue to monitor operating results as long as the school’s charter remains in effect, recent results suggest that school operations are sustainable.

Earnings and Cash Flow				
	Indicator of Concern	2013	2014	2015
Operating Surplus/Deficit	<0	\$833,548	(\$289,603)	\$602,884
Earnings before Depreciation	<0	\$838,265	(\$271,860)	\$642,456

Additional measures of economic viability include the school’s net asset position and primary reserve ratio. DC PCSB would be concerned with net assets reserves below zero and recommends that schools accrue reserves equal to 25% to 50% of operating expenditures.

LAYCCA PCS’s net asset position declined in 2014 before the school returned to positive operating results and added to reserves in 2015. During the entire period, the primary reserve ratio has stood at 0.24 or better, indicating that the school has the reserves to withstand some variability in results. Current reserve levels indicate that there is little risk to the school’s sustainability.

	Indicator of Concern	2013	2014	2015
Net Asset Position	<0	\$833,548	\$543,945	\$1,146,829
Primary Reserve Ratio	<0.00	0.48	0.24	0.38

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school’s ability to attract students

and receive DC and Federal funds for operations. Stable or growing enrollment and revenue indicates that the school is likely to remain financially stable, barring any extraordinary circumstances. Declining enrollment, however, may be cause for concern.

After beginning operations, LAYCCA PCS’s enrollment and revenue grew relatively slowly in the second year of operations before increasing significantly in 2015. However, in all years the school’s enrollment has fallen short of its approved enrollment ceiling.

Enrollment over Time				
	2013	2014	2015	2016
Enrollment Ceiling	150	200	250	250
Enrollment	103	120	190	201
Growth in Enrollment	n/a	16.5%	58.3%	5.8%
Growth in Revenues	n/a	17.8%	82.3%	n/a

Appendix A

CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

LAYC CAREER ACADEMY
PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is effective as of July 1, 2012 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the “**Board**”) and LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the “**Application**”); a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act; and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions, and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the “**School**”) in the District of Columbia and shall operate such school in accordance with the Act, this Agreement, and the Application. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation’s charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen (15) years unless sooner terminated in accordance with Section 6.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board and the School Corporation; or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits; Certifications. The School shall be located at 3047 15th Street, NW, Washington, D.C. 20009 (the School Corporation's fee, leasehold interest, or license to occupy such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board through an amendment of this Agreement pursuant to the Act and Section 8.4. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items at least thirty (30) days prior to the first day of the School's first academic year or at least thirty (30) days prior to the first day of the School's operation at a new School Property.

A. The School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals; and (ii) a report identifying any lease, sublease, deed, or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct, and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, or other authorization of, by, or with; (b) any notice to or from; (c) any declaration of or with; and (d) any registration with any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 3.2, within the time periods set forth in Section 3.2.

D. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees of the School Corporation as defined in the Act (the "**Board of Trustees**"), or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer ten (10) or more hours per week at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-D of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement; Goals. The School Corporation shall operate the School in accordance with the mission statement and educational goals set forth in the Application and the revised Goals and Mission Accomplishment Plan attached hereto as Exhibit A-1, as may be modified by the School Corporation, in writing, with approval by the Board.

2.2 Grade. In its first academic year, the School shall instruct students, with or without high school credentials, between the ages of 16 and 24 using a phased approach. The school will place students in one of six phases and will instruct students accordingly until the student advances through the program and completes the sixth phase which may take one to

seven years. The School shall not instruct students of any other age group or grade without prior written consent of the Board.

2.3 Enrollment. A. Enrollment in the School shall be open to any pupil between the ages of 16 and 24, as set forth in Section 2.2, who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than one hundred and fifty (150) pupils in its first academic year and no more than two hundred and fifty (250) pupils in the subsequent four academic years substantially in accordance with Schedule I attached hereto.

B. The School Corporation may petition the Board in writing to increase the maximum enrollment of the School provided that the School Corporation delivers to the Board, no later than three months before the requested change date, (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit R attached hereto and in accordance with the requirements of the Act.

D. The School Corporation shall keep accurate records of student enrollment and daily student attendance that are sufficient to permit preparation of the reports described in Sections 4.1E and 4.1F.

2.4 Curriculum. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation's curriculum shall adopt student content and performance standards for all subject areas at all grades or other performance levels served by the School Corporation. The School Corporation's curriculum shall be aligned with the School Corporation's educational program. The School Corporation shall notify the Board in writing of proposed changes in the curriculum of the School that are a material departure from the curriculum in the plan set forth in the Application as amended in accordance with this Agreement three months prior to the change going into effect.

2.5 Students with Disabilities. At least thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to the beginning of any academic year for which the School Corporation shall change such election from the current academic year. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board of the individual responsible for case management of the education of the School's students with disabilities.

2.6 Student Policies; Expulsion and Suspension. **A.** No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. Pursuant to the Board's Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions on a monthly basis using the data management reporting software required by the Board. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than five (5) school days of any student enrolled in the School.

SECTION 3. CONTRACTS

3.1 Notice for Contracts. In accordance with the Act, the School Corporation shall submit to the Board the documents required by the Act with respect to any procurement contract awarded by the School Corporation that has a value equal to or in excess of \$25,000.

3.2 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance company licensed in the District of Columbia providing at least the coverage provisions set forth below wherever applicable:

- (i) Workers' compensation insurance as required by applicable Law. "Law" shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect;
- (ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage;
- (iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned, and hired motor vehicles;
- (iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii);
- (v) For fee interests in School Property, property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering, and other consulting costs and permit fees directly incurred in order to repair or replace damaged insured property in a minimum

amount sufficient to cover 100% of the cost to reconstruct the School Property. For leasehold interests in or licenses to occupy School Property, property damage insurance as required in the lease or license to occupy. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel, and supplies, without deduction for physical depreciation and/or obsolescence;

- (vi) Directors and officers liability insurance and professional liability insurance; and
- (vii) Educators legal liability insurance.

B. If the School Corporation has entered into a contract for the management of the School by another entity ("**School Management Contract**"), the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "**School Manager**") to maintain management professional liability insurance. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies or other administrative or regulatory bodies thereof.

C. The School Corporation may satisfy its obligations under this Section 3.2 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself. "**Affiliate**" shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children, and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family, and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by," and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees, and agents as additional insureds.

3.3 Insurance Certificates. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders, and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 3.2.

3.4 Inventory. The School Corporation shall maintain an inventory of all fixed assets of the School Corporation purchased with District of Columbia public funds or federal funds with a value above a certain dollar threshold set by the School Corporation. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 4. REPORTS

4.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: No later than September 1 of each year, beginning September 1, 2013, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program, and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), and an assessment of compliance with the performance goals, objectives, standards, indicators, or targets or any other basis for measuring the School's performance as the Board may reasonably request.

B. Audited Financial Statements: As soon as available but no later than one hundred and twenty (120) days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to the Act in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

C. Interim Financial Reports: As soon as available and in any event within thirty (30) days after the end of each Interim Period starting with the Interim Period beginning July 1, 2012, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time;

notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July 2012 by August 31, 2012 and for August 2012 by September 30, 2012.

D. Budget; Fiscal Year: No later than June 1 of each year starting June 1, 2013, an annual operating budget, an annual capital budget, and cash flow projections (collectively, a “**Budget**”) for the next succeeding Fiscal Year; the School Corporation’s initial operating budget for the period from July 1, 2012 to June 30, 2014 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2012 a revised operating budget for the period from July 1, 2012 to June 30, 2014; the School Corporation shall consider the comments of the Board, its staff, and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board.

E. Enrollment Census: On dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community, and vocational programs, and (e) nongrade level programs; (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals, or (f) students with limited English proficiency; (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School; and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the District of Columbia Office of the State Superintendent of Education (“**OSSE**”) for similar reports from public schools in the District of Columbia, and such count shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

F. Attendance and Enrollment Data: On dates identified by the Board in writing and pursuant to the Board’s Attendance and Discipline Data Policy, attendance and enrollment data using the attendance management reporting software required by the Board.

G. Key Personnel Changes: Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining written notice of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

H. Events of Default, Etc.: Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or

circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects, or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement; (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation; and (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorizations, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto.

I. Litigation: Promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining written notice of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation, or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in Proceedings to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof.

J. Board of Trustees Meeting Minutes: At the Board's request, copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting).

K. Other Information: Such other reports, financial statements, and information as the Board shall reasonably request in accordance with the Act.

4.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 5. ORGANIZATION

5.1 Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws at least thirty (30) days prior to the effective date of such change.

5.2 Powers. The School Corporation shall have the powers set forth in the Act.

5.3 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

5.4 Nonsectarian. Pursuant to the Act, the School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

5.5 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 4.1B.

5.6 Board of Trustees. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall be fiduciaries of the School and shall set overall policy for the School.

5.7 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

5.8 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with the Act.

5.9 Complaint Process. No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act.

SECTION 6. TERMINATION

6.1 Termination. A. This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 38-1802.13 of the Act;
- (ii) by mutual agreement of the parties hereto;
- (iii) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2012;
- (iv) by the Board, if the School fails to begin instructing students by October 1, 2012; or
- (v) by the Board, if the School fails to submit to the Board mutually agreed upon amended educational goals by October 31, 2012.

B. This Agreement shall be terminated:

- (i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or
- (ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 8.2.

6.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall (i) promptly but no later than thirty (30) days after the Termination Date, deliver all student records, reports, documents, and files to the Board in accordance with the Family Educational Rights and Privacy Act; (ii) promptly dissolve the nonprofit corporation operating the School in accordance with the District of Columbia Nonprofit Corporation Act and the Act; and (iii) promptly distribute the School Corporation's assets and discharge the School Corporation's debts in accordance with the provisions of Section 38-1802.13a of the Act.

SECTION 7. COMPLIANCE

7.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew, and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

7.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees, and contractors to, cooperate with the Board, its staff, and its agents in connection with the Board's obligations to monitor the School Corporation.

7.3 Access. The School Corporation shall authorize and permit the Board, its staff, and its agents to have access to the extent permitted by Law, including the Family Educational Rights and Privacy Act, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records, and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors, and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act.

SECTION 8. MISCELLANEOUS

8.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board

shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within fifteen (15) business days of the School Corporation's receipt of such funding.

8.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

8.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine, or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit, or schedule, such reference shall be to the introduction, a recital, a section, or a paragraph of, or an appendix, an exhibit, or a schedule to, this Agreement unless otherwise indicated. The words "hereof," "herein," and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes," or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

8.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation in accordance with the Act.

8.5 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) delivered by hand (with written confirmation of receipt); or (ii) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 8.5) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Executive Director
Telephone: (202) 328-2660

If to the School Corporation:

LAYC Career Academy Public Charter School
3047 15th Street, NW
Washington, D.C. 20009
Attention: Board of Trustees Chair
Telephone: (202) 319-2225

8.6 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board or the School Corporation in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

8.7 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

8.8 Applicable Law. This Agreement and the rights and obligations of the parties hereunder shall be governed by, and shall be construed and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

8.9 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

8.10 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

**LAYC CAREER ACADEMY PUBLIC
CHARTER SCHOOL**

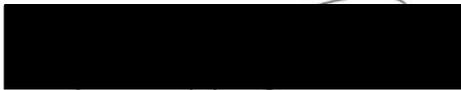


By: _____

Title: *Board Chair*

Date: *September 5, 2012*

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**



By: *Scott Pearson*

Title: *ED*

Date: *9/5/12*

SCHEDULES

SCHEDULE I – Maximum Enrollment

SCHEDULE I

Maximum Enrollment

	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017
Total	150	200	250	250	250

EXHIBITS

- EXHIBIT A -- Application
- EXHIBIT A-1 -- Revised Goals and Mission Accomplishment Plan
- EXHIBIT B -- Random Selection Process
- EXHIBIT C -- Expulsion/Suspension Policies
- EXHIBIT D -- Initial Budget
- EXHIBIT E -- Key Personnel
- EXHIBIT F -- Articles of Incorporation
- EXHIBIT G -- Bylaws



LAYC

CAREER ACADEMY

PUBLIC CHARTER SCHOOL

Revised Edition of the Charter Application

July 20, 2011

LAYC Career Academy Public Charter School

Application to the DC Public Charter School Board to establish a Public Charter School in the District of Columbia

Revised Edition of the Charter Application
July 20, 2011

Table of Conditions

Conditions and Corresponding Weaknesses	Response Page	Comments
<p>1. Provide a complete discipline policy that includes consequences for tiered infraction, policies around withdrawals, suspensions, and expulsions, due process and appeal procedures.</p>	<p>p.37 and Appendix L-3</p>	<p>Our discipline policy is incorporated into our student handbook, which is mentioned on page 37 and included in full in Appendix L-3</p>
<p>2. Provide a Professional Development Calendar that will support staff's implementation of the curriculum and programs and assure adequate funding is available for these purposes.</p>	<p>p. 37-39</p>	
<p>3. Provide the revised Pre-GED and GED course materials to reflect the school's focus on preparing students for college-level work. Create a plan to ensure that the revised Pre-GED and GED course materials include measurable goals that will be evaluated in specific time frames. These materials and goals must be reflective of the school's mission which is success beyond the GED thus distinguishing the school from other GED programs.</p>	<p>p. 10, p. 12-13, p. 29, p. 76-79</p>	<p>Information on timeframes for completion of phases is on p. 12-13. The most detailed information that addresses this condition is on p. 76-79.</p>
<p>4. Develop a detailed schedule for students for the school-wide Friday afternoon activities.</p>	<p>p. 40-43</p>	
<p>5. Develop a comprehensive Employee Policy Manual, which delineates policies for employees, not limited to but including a grievance/complaint process and a whistleblower policy.</p>	<p>p. 71 and Appendix L-2</p>	<p>Our Employee Policy Manual is mentioned on page 71 and included in full in Appendix L-2</p>

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Applicant Information Sheet

Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School: LAYC Career Academy_____

Name of Entity Applying for Charter Status: Latin American Youth Center (LAYC)_____

Contact Person: Nicole Hanrahan, LAYC's Chief Strategy Officer_____

Address: 1419 Columbia Road NW, Washington D.C. 20009_____

Daytime Telephone: (202) 319-2235_____ **E-mail:** nicole@layc-dc.org_____

Fax: (202) 462-5696_____

Name of Person Authorized to Negotiate: Lori M. Kaplan, LAYC's Executive Director_____ *(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)*

Authorized Signature: _____

Proposed Start Date: September 2012_____ **Proposed Year 1 Budget:** \$1,684,967_____

Start Up Information

First-Year Enrollment: From age 16 to age 24 **Number of students:** 100_____

Year Five Enrollment: From age 16 to age 24 **Number of students:** 200_____

Location of school (address or area of city): 3500 14th Street NW, Washington D.C. 20010 _____

Names of Organizations Involved in Planning (if applicable): Latin American Youth Center (LAYC)_____

Name of Educational Service Provider (if applicable): N/A_____

Type of Application (Check One)

Conversion of Existing Public School Conversion of Existing Private School New School

If conversion, name the school being converted: N/A_____

Do you wish to retain the existing school site? Yes No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? Yes No

Executive Summary

The Latin American Youth Center (LAYC) proposes to open a new public charter school to provide young adults ages 16-24 who have not succeeded in traditional schools with: (1) the skills necessary to attain a GED certificate, (2) vocational training in high-growth occupations, (3) college-credit classes and (4) preparation for success in college, postsecondary education, training programs or the workplace. The school is grounded in positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success in a culturally and developmentally appropriate setting.

While LAYC Career Academy will be open to any young person between 16 and 24, we know that the program will fill a significant gap in low-income neighborhoods within Wards 1 and 4 including the Mount Pleasant, Adams Morgan, Columbia Heights, Shaw, Petworth and Upper Cardozo communities. We will offer young people in these neighborhoods access to an academically rigorous program that prepares them to obtain a high school credential while helping them acquire the necessary skills for entry-level jobs in the health-care and information technology industries, where continued job growth is projected and significant opportunities exist for career advancement. Our academic program combines aspects of three successful LAYC-sponsored GED preparation programs and the Access Model, a program developed by the New York City Department of Education to meet the needs of students with very similar strengths and challenges to those we plan to serve.

In addition, we will provide more rigorous college-preparation course content to prepare our students for postsecondary education and offer students an opportunity to gain college credits or industry-recognized credentials in Healthcare or Information Technology. LAYC Career Academy will partner with the Community College of the District of Columbia (CCDC) to offer our students a chance to experience success in college-level courses, for credit, while still enrolled in our program. Students may also gain college credits by participating in LAYC's Bard College Program. After they have secured their GED, students will be encouraged to participate in an ACT or SAT preparation module, to further bolster their postsecondary readiness. Finally, we will provide transition support and follow students for a year after they leave our program, supporting them as they complete college applications and begin college coursework, secure employment, and/or participate in additional vocational training in furtherance of their educational and career goals.

LAYC Career Academy will be successful for three reasons:

- **We know what young adults who have not succeeded in traditional educational settings want:** LAYC has successfully provided GED preparation to this student population through two public charter schools since the mid-1990s. In addition, a survey of young people attending LAYC's WISE program, which will be subsumed

by the new public charter school, indicated strong support for expanding that program and including college preparation, college-credit coursework, and job training. We have designed a program that responds to each of those priorities.

- **We know what young adults who have not succeeded in traditional educational settings need:** We have studied what works for young people who have not been successful in traditional high schools, met with leading providers of GED preparation programs for students facing significant academic challenges, and researched the region's most promising entry-level jobs and career tracks. And to leverage the resources and expertise LAYC has developed during its decades working in the community, we have sought out two partners to help us extend our capacity: Bard College and the Community College of the District of Columbia, which will provide our "early college" courses.
- **We have the experience and resources to make it happen:** LAYC has served low-income youth and their families in Ward 1 for four decades. We have earned a reputation for providing high-quality, culturally appropriate and effective services. LAYC has special expertise working with youth and families to overcome language barriers and multigenerational failure in the District's traditional education system, and founded three successful public charter schools (LAYC YouthBuild, Next Step, and the Latin American Bilingual Montessori). Our Social Services Division opened in 1979 and provides counseling, service referrals, case management, and housing services, in addition to the Promotor Pathway, an intensive, long-term mentoring program, and health, fitness, and arts opportunities.

As one of the nation's leading youth development organizations, LAYC will weave youth development principles into every aspect of the school's program to ensure that our students gain critical personal and interpersonal skills (including self-confidence, communication and problem-solving skills, flexibility and resilience) to succeed in competitive academic and/or work environments. We will use a "Primary Person" advisor-advocate model, community building, student recognition programs, social activities and other proven techniques to create a school environment in which students feel comfortable and valued and which offers a relevant, rigorous and engaging curriculum that will keep students connected to our program and focused on their goals.

In short, the LAYC Career Academy will set high expectations for students and provide them the support they need to meet and exceed these expectations, securing not only a high school credential but also the higher level academic foundation and critical thinking skills to pursue college, additional vocational training or rewarding work and the promise of opportunities for advancement.

A. Educational Plan

1. Mission and Purposes of the LAYC Career Academy Public Charter School

a. Education Needs of the Target Student Population

The LAYC Career Academy Public Charter School will target District youth ages 16-24 who have dropped out, aged out or been expelled from public school, initially serving 100 such students with a goal of enrolling 200 students by Year Three.

Despite the recent focus on improving the public education system, the District's population of "disconnected youth," young people who are not engaged in school, work or postsecondary education, continues to grow rapidly.¹ High drop-out and unemployment rates concentrated in already troubled neighborhoods create a toxic environment for young people that impedes their educational, social, and emotional development, encourages unhealthy behaviors and limits their prospects for economic independence and productive and fulfilling lives.

LAYC has worked with young people in our community who have struggled in traditional high schools for decades, first founding Next Step Public Charter School, then starting an LAYC YouthBuild program that we later converted to a charter school, and most recently creating our Workforce Investment and Success in Education (WISE) program, which prepares students for the General Educational Development (GED) exam and offers work-readiness and life skills training.

The WISE program will be subsumed by the LAYC Career Academy and we expect that the charter school will serve a similar population. WISE participants are primarily low-income immigrant and minority youth who have dropped out of high school and are unemployed or under-employed. WISE students have had little or no educational success and as a result have few skills and limited job prospects. Many are victims of violence, have been involved in gang activity, the court and juvenile justice system, and have substance abuse issues. Some cannot live with their families and must rely on guardians and mentors for support. Many are English Language Learners or have special learning needs. Although WISE is open to youth from all over the city, the majority are from the neighborhoods of Columbia Heights, Adams Morgan, Mount Pleasant, Petworth, Shaw and Upper Cardozo in Wards 1 and 4. They are predominantly Latino and African American, and many are immigrants. In addition to being far behind in high school credits,

¹The 2010 KIDSCOUNT Report found that the number of disconnected youth in the District rose from 9,000 in 2007 to 13,000 in 2009.

they often need to build basic literacy and numeracy skills. In fact, some of our students came to us never having attended high school.

Exacerbating this situation are the District's unemployment and poverty rates. Data from early 2009 (the last ward-specific data released by the District's Department of Employment Services) showed unemployment at 10.2% in Ward 1 at 9.7% in Ward 4. Although ward-specific youth unemployment data is difficult to come by, we are confident in saying that the jobless rate among teens and young adults in these communities is much higher. In addition, recent Census Bureau data shows that nearly one in three District children lives in poverty.²

We know from our current work that most of the young people we serve live in homes where economic instability is a constant challenge to their educational process. Many have parents who struggle to find steady employment and who themselves lack a strong history of educational attainment. In Ward 1, 22% of residents live below the poverty line and 32% percent of adults do not have high school diplomas. In Ward 4, 15% of adults do not have high school diplomas and while the family poverty rate is relatively low at 10%, there are neighborhoods within the ward, many of which are near LAYC, where poverty is much more concentrated.³ These young people face particular difficulty meeting the requirements of a traditional high school and transitioning successfully to adulthood with a high school credential and a realistic plan for postsecondary and vocational success.

At the same time, we know that educational attainment has an enormous impact on a young person's ability to find a good job and become financially self-sufficient. In fact, data from the U.S. Bureau of Labor Statistics shows that the national unemployment rate for high school dropouts is over three times that of workers with a college degree, and twice that of students with even some college.⁴ Specifically, in July 2009, the national unemployment rate for high school dropouts was 15.4 percent, compared to 9.4 percent for high school graduates, 7.9 percent for individuals with some college credits or an associate's degree, and 4.7 percent for individuals with a bachelor's degree or higher. Our goal is to break this cycle in our community.

And we will do so in a local economy where postsecondary education is becoming more important to a young person's job prospects every year. According to the findings of a recent Georgetown University study, 71% of all jobs in the District of Columbia will require some postsecondary training

²2005-2009 American Community Survey 5-Year Estimates, U.S. Census Bureau, available at <http://factfinder.census.gov>.

³Neighborhood Info DC, available at <http://www.neighborhoodinfodc.org>.

⁴BLS Table A-4: Employment Status of the Civilian Population 25 Years and Over by Educational Attainment, <http://www.bls.gov/news.release/empsit.t04.htm>. Reported on Alliance for Excellent Education website (www.all4ed.org).

beyond high school in 2018.⁵ Even with the programs we already operate, we know that more is needed to reach this goal. There is a critical shortage of programs like the one we are proposing, especially for the young people LAYC has historically served.

In addition, we believe that no one program yet provides the full array of offerings and services this population wants in one place. While Next Step provides high quality, culturally and developmentally appropriate adult basic education and services to support young people in our target demographic who are trying to earn a GED, it does not yet provide career exploration, vocational training, and advanced courses to prepare students for college. The LAYC YouthBuild Public Charter School (PCS) also provides GED preparation, as well as high quality vocational training, but only in the area of construction.

At the same time, as currently configured, WISE is limited to pre-GED and GED and work-readiness and skills training without a vocational component, while our neighbor Carlos Rosario PCS provides GED preparation and job training in a range of occupations, but in programs designed for older students. Our new program, which initially will be located in the current WISE facility, will incorporate all of the academic, vocational and developmental elements we believe our students need to succeed not only in securing their GED but also in postsecondary education and training and, ultimately, for fulfilling and economically rewarding work.

In addition, while each of the programs we are building upon are excellent models and have made tremendous contributions to this community, we know that the need for educational and vocational services designed especially for students in our target demographic far exceeds the number of seats available. In fact, all of the LAYC and LAYC-affiliated programs GED-preparation program discussed above have waiting lists. It is time to expand and enhance our offerings to address this desperate need in our community.

At LAYC, we bring tremendous institutional capacity to this effort. We have four decades of experience successfully serving young people and families in our community who are struggling to overcome significant challenges to success in education and the workforce. We have a demonstrated track-record, at the three charter schools we founded and more recently in our WISE GED preparation program and many other programs (from our Art + Media House to our Teen Health Promoter program). And we are a national leader in youth development, which is a critical component of any successful program for disconnected youth, youth challenged by cultural, language, or learning differences, and youth living with economic instability. We look

⁵*Help Wanted: Projections of Jobs and Education Requirements, 2008-2018*, from the Georgetown University Center on Education and the Workforce, available at <http://cew.georgetown.edu/>.

forward to helping even more of these young people reach their full academic and vocational potential at the LAYC Career Academy.

b. Mission and Philosophy

Our Mission

Using positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success, LAYC Career Academy will provide young people between the ages of 16 and 24 who have not been successful in a traditional school setting with (1) skills necessary to attain a GED certificate, (2) vocational training in high-growth occupations, (3) college-credit classes and (4) preparation for success in college, postsecondary education, training programs or the workplace.

Our Vision

LAYC Career Academy will be a school in which youth who have not succeeded in traditional educational settings are considered “at strength” rather than “at risk,” where youth who have faced many challenges – unemployment, teen parenthood, overcoming substance use and abuse, gang involvement and other high-risk behaviors, living as unaccompanied minors, negative peer pressure, lack of resources and more – are valued for their ability to overcome obstacles and supported as they develop new skills and confidence in their ability to succeed in school and a career.

These programs will be offered by competent, caring and supportive teachers trained in youth development principles, so that whether students are learning English, Algebra, Biology, or U.S. History, they also are developing critical life skills that will empower them to pursue their dreams. Teachers will take an asset- rather than deficit-based approach with their students, helping them to recognize their own strengths and use them not only to continue overcoming obstacles, but to begin setting and achieving goals.

Students also will be supported in achieving their objectives by staff whose primary responsibility is to build personal relationships with them, identify external obstacles to their success, and quickly provide the supports necessary to resolve those issues. These supports will range from individual or family counseling in areas ranging from substance abuse to parenting skills to assistance accessing affordable housing or child care.

Our Philosophy

LAYC’s Board of Directors, senior management team, and the members of the LAYC Career Academy’s Founding Group believe that through high-quality, culturally appropriate education and support services, at-risk youth can overcome the challenges of poverty, lack of prior success in school, and the many other obstacles that may have restricted their development as successful students and healthy, productive members of the community. Our philosophy is encompassed in these core beliefs:

- Every young person deserves the opportunity to achieve academic success and secure meaningful work.
- Given the proper tools, young people can be powerful agents in affecting the circumstances of their lives.
- Every young person can develop the skills and aptitudes to be successful in his or her personal and professional lives.
- Postsecondary education and training dramatically increase a young person's ability to achieve economic independence and success in the workplace.
- Every student has the right to aspire to postsecondary education and to expect his or her school to provide the tools he or she needs to be successful.
- Every student needs and deserves a safe and respectful place to learn, where diversity is valued and competent and engaged adults support his or her efforts.
- Adults have a critical role in teaching and modeling positive values and challenging youth to change unproductive behavior and attitudes.
- Young people will respond when appropriately challenged to reach for high standards and meet high expectations.

In short, by believing in and valuing our students, holding them to high standards, empowering them to make good decisions about their futures, and providing them with relevant and engaging instruction that is clearly linked to their life objectives, we can ensure that students are prepared to thrive in postsecondary education and careers.

This philosophy has borne fruit in our previous endeavors and we are confident that by staying true to these core beliefs, the LAYC Career Academy will be successful as well.

c. Educational Focus

The LAYC Career Academy's educational program will equip students with the tools needed to earn a GED certificate and work-readiness and other life skills that will support them as they set postsecondary educational and career goals and take steps to reach those goals. In addition, basic literacy, numeracy and English language acquisition classes will be offered to those students who need these foundational skills before beginning GED preparation.

In addition, students will participate in career exploration activities and high-quality vocational training in two high-growth industries – healthcare and information technology – where robust employment and advancement opportunities are projected in the District and region. We also will offer more advanced academic work related to these fields and ACT and SAT preparation

for students who wish to pursue formal postsecondary education after they complete our program.

The LAYC Career Academy's educational program will combine elements of LAYC's successful Next Step PCS, YouthBuild PCS and WISE program, as well as aspects of the GED Access Model in New York City, through which hundreds of students have been prepared for the GED exam since 2005. Developed by the New York City Department of Education's Office of Multiple Pathways to Graduation and the Gates Foundation, the Access Model – like LAYC's Next Step, YouthBuild and WISE programs - incorporates a positive youth development philosophy that we have found to be critical to the success of students in our target population.

In addition, the Access Model curriculum reflects our experience that instructional methods and materials relevant to a young person's life experiences and aspirations are essential to help disconnected youth re-engage in the learning process and develop the confidence and stamina they will need to complete the program. Like the Access Model, we also will use individualized learning plans and differentiated instruction, which are key to effectively serving a student population with large variations in skill levels, and which meet DCPCSB's expectations related to addressing the learning needs of students at various skill levels, special needs students and English Language Learners.

Finally, the Access Model is structured to meet over-age and under-credited youth where they are, through a phased curriculum that allows students who are further behind to begin by gaining basic skills, while students who have fewer gaps to fill before taking the GED can progress more quickly to the material they need. A recent report from the Western Interstate Commission for Higher Education shows that accelerated learning options "are related to higher rates of college enrollment, persistence, and graduation."⁶ In addition, these options are likely to be desirable to over-age and under-credited students, who may otherwise feel that it would take them too long to earn the Carnegie units needed to get a diploma.

Following the Access Model's lead, we have developed a program that is structured to meet the needs of students at various levels and with varying interests, through a phased curriculum that allows students who are further behind to begin by gaining basic skills, while students with fewer gaps can move directly to GED-preparation and, when ready, to college courses that are aligned to their postsecondary goals and vocational interests. In addition to individualized attention and schedule flexibility that responds to student's individualized needs and objectives, LAYC Career Academy staff will provide an array of wrap-around supports to help students to complete the program.

⁶*Accelerated Learning Options: Moving the Needle on Access and Success*, http://www.wiche.edu/info/publications/Accelerated_Learning_Options.pdf.

d. Goals

LAYC has two overarching goals for the new public charter school: (1) to help disconnected youth ages 16-24 envision a future that includes not only a high school credential but also postsecondary education or training and a fulfilling career, and (2) to provide those young people with the necessary resources and tools to realize that vision.

Specific student-centered objectives designed to ensure that the LAYC Career Academy achieves these goals include the following:

- Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels of low-functioning students and support English Language acquisition among non-native speakers;
- Prepare students for postsecondary education and/or job training or employment and provide them with opportunities to experience college work and earn college credit and participate in targeted vocational training in healthcare and information technology;
- Assist students who are ready for college after they complete the program in identifying and securing access to longer-term postsecondary opportunities that will further their career goals and completing applications and financial aid forms;
- Equip students with important workforce readiness skills, as defined in the Comprehensive Adult Student Assessment System (CASAS) Essential Life and Work Skills Competencies, which can be viewed at <https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=1602>, and with other important life skills defined by the Search Institute in its Developmental Assets paradigm, attached as **Section K.1.**
- Enable students interested in careers in information technology to secure marketable skills, A+ Computer Hardware Repair and Microsoft Office certification, and/or relevant college credits from the Community College of the District of Columbia (CCDC);
- Enable students interested in careers in healthcare to secure marketable skills, a Certified Medical Assistant credential and/or relevant course credits from CCDC.
- Assist students who have vocational interests in areas other than information technology and healthcare to identify, prepare for, and apply to high-quality postsecondary education or training programs and earn college credit while in our program.
- Support students' development of the necessary life skills to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good

decisions about educational/vocational opportunities and personal and financial issues.

As required under the DCPCSB's Performance Management Framework and described further in our Mission Accomplishment Plan, we will measure our success in achieving these goals in terms of *Student Progress, Student Achievement, Leading Indicators, and Gateway Measures*. In addition, we will ask the DCPCSB to evaluate the success of our program on the basis of two *Mission-Specific Objectives*.

In assessing Student Progress, we propose to utilize the Test of Adult Basic Education (TABE) as the primary indicator of how quickly our students are gaining new literacy and numeracy skills. We propose to measure Student Achievement in terms of increases in the number of students who receive passing scores on two or more sections of the Official Practice Test for the GED. Leading Indicators for non-standard programs such as ours are stipulated by DCPCSB; accordingly, we will use student attendance and re-enrollment as indicators leading to our two Gateway Measures, attaining a GED certificate and securing six college credits or an industry-recognized credential in Healthcare or Information Technology.

We also will have two Mission-Specific Objectives, one relating to non-cognitive skill development, and the other relating to postsecondary readiness. Our youth will not have been successful in traditional schools due to poverty, homelessness, addiction, parenting responsibilities, limited English proficiency, or some combination of the above. In addition, they may be living apart from their families or their families may be unable to provide them with the support they need to achieve academic success as a result of their own limited educational attainment and/or English proficiency. Many of them will need to work to meet their basic needs while in the program or while in college. Accordingly, we will measure our students' development of the life and career-readiness skills we know to be essential to their ability to succeed in the workplace and higher education.

We have identified indicators to assess student preparation for postsecondary education including: achieving a passing score of 2750 or higher on the GED; passing the GED exam, which will be aligned to Common Core Standards in 2012; and obtaining an industry recognized credential or at least six college credits.

LAYC Career Academy leadership will collect and analyze student performance data on a regular basis and present this data to the Board of Trustees, which will provide ongoing oversight of the program to ensure that adequate progress toward these goals is being made and/or program adjustments are implemented. The data also will be used by individual faculty and staff to assist in identifying specific student needs and by the faculty as a group to drive changes to curriculum materials and inform the school's professional development programs, as discussed further in the Plan of Operations section.

Finally, we will ask our students, families, and staff to assess the school's performance formally and informally throughout the school year. For example, students will evaluate their teachers at the end of each course and also will be asked to provide feedback on course content. Parents and other family members also will be invited to casual "Showcase Success Nights" where they will have the opportunity to provide informal feedback to faculty and staff.

In turn, faculty will be regularly involved in assessing the school curriculum, especially in its first several years, in order to ensure that we are meeting our students' needs well. As members of a professional learning community, their opinions on the academic program will be regularly sought by the Principal and they will have the freedom to propose changes to course curricula and materials, provide feedback on student support efforts and investigate innovative instructional techniques and technology.

2. Charter School Curriculum

Overview

The LAYC Career Academy curriculum builds on what we have learned from our WISE GED preparation program, which has served low-income and minority students who have not been successful in traditional high schools effectively for six years, as well as our experience with Next Step PCS and LAYC YouthBuild PCS.

Our goal is to provide older students who have not been successful in traditional schools with a richer, more comprehensive educational experience than currently may be available to them. To do this, we intend to transform what is now a targeted three-month long GED program into a full-service school with a year-round schedule. At the LAYC Career Academy, in addition to GED preparation and workforce-readiness training, students will be offered:

- *College preparatory courses;*
- *College-credit coursework;*
- *Preparation for college entrance exams;*
- *Vocational training in high-growth job sectors leading to industry-recognized credentials; Internship opportunities;*
- *Assistance with college applications; and*
- *Job search support.*

In addition, we have borrowed elements from New York City's Access Model, which was a perfect starting point for our expanded curriculum design process as it also targets over-age and under-credited students and is grounded in an approach to educating disconnected youth that is congruent

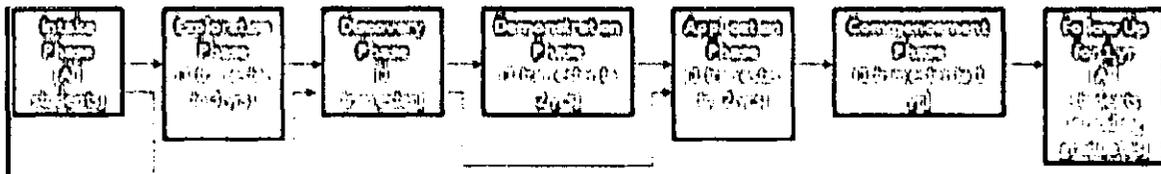
with the youth development philosophy of LAYC.⁷ In particular, we will use their phasing system to ensure that we can be responsive to students and varying skill levels.

Academic Program

The academic program will have three components: (1) pre-GED literacy and numeracy courses for students who are not yet ready to begin work at the level required to prepare for the GED; (2) GED-aligned coursework in the five content areas tested (Language Arts-Reading, Language Arts-Writing, Mathematics, Science, and Social Studies) and college preparatory work, for students who are ready for more advanced material; and (3) college-level courses, for credit, through our partnerships with Bard College and the Community College of the District of Columbia (CCDC).

Students will move through six Phases – *Intake, Exploration, Discovery, Application, Demonstration* and *Commencement* – students will develop literacy and numeracy skills, as well as more advanced content in English Language and Literature, Social Studies (including US History, Government and World Geography), Science (including major concepts of Biology, Chemistry, and Physics), and Math (including pre-Algebra, Algebra and Geometry). This work will go well beyond the knowledge needed to pass the GED’s five sections, providing students with a strong foundation for college-level work.

LAYC Career Academy Timeline for Finishing Phases and Graduation



Students will complete the LAYC Career Academy in one year to seven years, depending on the students’ level of skills and knowledge upon entering the school. Students who enter the school with math, reading and writing skills that are above 9th grade level could finish in three trimesters/one year by completing each of the Discovery, Application and Commencement Phases in one trimester. Students who enter with low literacy levels may need more time to complete. For example, a student entering with a first grade level would be expected to improve his or her literacy or numeracy levels by at least two years for each year s/he spends at the Career Academy. That student would finish the equivalent of first grade through 12th grade and

⁷In fact, while the Access Model partners with a non-profit social service provider to provide youth development training to teachers and staff, LAYC has been a leader in youth development for decades and has the organizational capacity to provide the requisite training, case management, and student supports critical to retention and success. In addition, we have long-standing relationships with providers of affordable housing, child care, substance abuse treatment, and other social services that we expect that many of our students will need.

then an industry recognized credential or six college credits in less than seven years when this would usually take 13 years. The six phases will be described in more detail in the *Program Structure* section.

We will provide our students with additional preparation for postsecondary success by making it possible for them to earn college credit through our Bard and CCDC “early college” programs. Early college high school is based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious academic challenges.⁸ Students in early college programs have been shown to have better attendance, grade-to-grade promotion, and college enrollment rates than their peers.⁹ Giving students an opportunity to do college-level work within a familiar and supported environment increases their chances of success and helps them to overcome the misconceptions that they or their families may have, such as “college is not for them” or that the coursework will be too challenging.

CCDC has agreed to offer courses at the LAYC Career Academy that align with our vocational training program (discussed in the following section). While we are still working through the details of this partnership, possible on-site CCDC course offerings include:

- Fundamentals & Human Anatomy & Physiology
- Essentials of Human Biology
- Introduction to Nutrition
- Introduction to Programming
- Introduction to Web Page Development and HTML
- Computer Science I or II

For students who prefer more general preparation for college coursework, the Bard College Clemente Course in the Humanities will be the appropriate early-college option. The Clemente course is a free, six-credit college-level course that introduces students to some of the world’s greatest writers, thinkers and artists. Classes currently meet at LAYC’s main building on Columbia Road, NW two evenings per week over a period of eight months and are taught by college professors. Bard program participants explore:

- Literature and Poetry
- Critical Thinking & Writing
- American History
- Art History

⁸Early College High School: A Portrait in Numbers, Jobs for the Future, November 2010. Available at <http://www.jff.org/publications/education/portrait-numbers/741>.

⁹*Id.*

- Moral Philosophy

More detailed information on the Bard College course is provided in **Section K.2**.

Vocational Education

After analyzing current and projected labor market data for the region and LAYC's existing vocational education resources, we have selected two high-growth industries – healthcare and information technology (IT) – in which we will offer high quality career exploration and training courses.

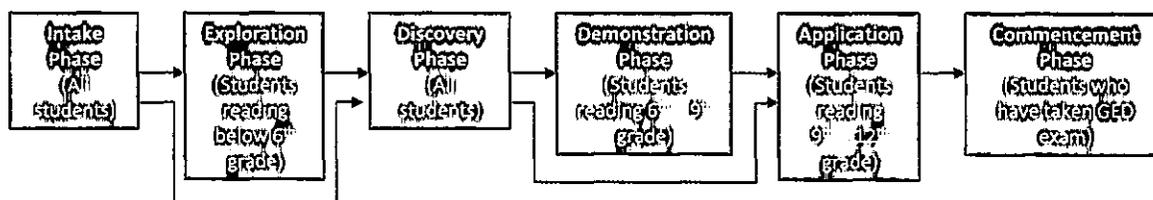
Students on the IT track will start by taking an Introduction to IT course. A more detailed description of this course is provided in **Section K.3**. After completing this initial IT course, students may elect to enroll in a longer, LAYC-operated program to attain A+ Certification in computer hardware repair, a highly marketable credential in the field. Internships in this area also will be offered to students who have finished their GED preparation work. After completing the Introduction to Healthcare class (which is also described in Section K.4, students on this track will be eligible to enter a Certified Medical Assistant (CMA) training program at CCDC and/or take advantage of internship opportunities in this field.

As noted above, our CCDC partnership also will allow students wishing to pursue higher education in these sectors (allied health certificates or nursing degrees and Bachelor's Degrees in Information Technology or other IT certifications) the opportunity to take introductory college courses through CCDC, in some cases on our campus.

Program Structure

As noted previously, the LAYC Career Academy's program is divided into six phases, after which students who complete the program are followed for one year. Each of those phases is described below. Like the Access Model, students begin with intake, which we have extended to provide for additional assessments and orientation to our programs and services. In addition, we have added a new phase – Exploration – for English Language Learners and students reading below a sixth grade level, who are not eligible for the Access Model in New York.

The six phases are shown sequentially in the graphic below and described in more detail in the text that follows.



In order to provide every student with the greatest chance for success we will not only meet the students where they are academically but also take

into consideration the student's zone of proximal development. Our current work with the WISE program has taught us that students can learn faster if we give them work that is more challenging than their standardized assessments and provide the support needed for the student to master the work. We expect that this also will appeal to our students, who are anxious to make progress towards their GEDs quickly and may have had negative experiences with traditional curricula.

During Intake, students will be assessed in reading to determine placement into a module according to reading level. The assessment will be given again at the end of each trimester to ensure appropriate placement and promotion decisions. The student's age and the last grade completed will not be factors for placement.

Student placement will be determined by reading level in order to provide instruction in a modular fashion across content areas. If the level of performance for math is higher or lower than the reading level, students will take math classes in another module to ensure that they continue to be challenged or supported as necessary.

A more detailed discussion of these modules, including a chart showing the correlation between each student's reading and math skill level and module, how the modules relate to the program phases is provided below.

Placement Criteria Chart

	Exploration		Demonstration		Application	Commencement
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Module placement based on reading level	Reading Level 0.0-3.0	Reading Level 3.0-5.0	Reading Level 6.0-7.5	Reading Level 7.5-9.0	Reading Level 9.0-GED	GED Test Taken
Reading level based courses (student will remain in module)	<ul style="list-style-type: none"> • Reading • Writing • Science • Social Studies 	<ul style="list-style-type: none"> • Reading • Writing • Science • Social Studies 	<ul style="list-style-type: none"> • Language Arts • Science • Social Studies 	<ul style="list-style-type: none"> • Language Arts • Science • Social Studies 	<ul style="list-style-type: none"> • Language Arts • Science • Social Studies 	<ul style="list-style-type: none"> • Career/ College Planning • Voc Ed/ Early College • Internships
Math courses (student may go outside of module)	Math I	Math II	Math III	Pre-Algebra/ Algebra	Algebra/ Geometry	

Note: The Discovery Phase is not included in the chart as all students will participate in this career exploration/introduction to GED and vocational education instruction after Intake or Exploration as applicable.

Intake Phase

This week-long phase is designed to orient students to the program, introduce them to the GED and the vocational pathways, ensure that the student sees the program as a good fit, conduct baseline assessments and ensure that the student is placed in the appropriate course modules and identified for additional support as necessary. Students also will meet the adult who will be his or her "Primary Person," an advisor/advocate who will stay with the student for his or her entire time at LAYC Career Academy and for a full year following graduation.

Day One: Orientation. Students are introduced to GED exam and the healthcare and IT-focused vocational offerings, youth development model, and support services available to students. During Day One, teachers and staff set expectations for student involvement and student achievement.

Day Two: Academic and Career-related Assessments. Students take the TABE locator test for Reading, the CASAS work skills test, and provide a writing sample, which staff will use to determine skill level in reading comprehension, mathematics, and written communication. Students also will be engaged in some initial learning community-building activities.

Day Three: Additional Academic Assessment and Risk Screening. Students take the TABE locator test in Mathematics (TABE locators in Social Studies and Science will be administered the following week) and take LAYC's Risk Screening Inventory to be eligible for social services from LAYC and so that any immediate non-academic needs - i.e., child care, housing - can be addressed. Students also will be given the Myers-Briggs interest and aptitude test as well as possibly the Gallup StrengthsFinder 2.0 test.

Day Four: Engagement Interview. Students meet their "Primary Person," and discuss how that person will monitor their progress and help them overcome any obstacles that arise during the program. The Primary Person "interviews" each student to establish a helping relationship and learn more about the factors that contributed to his or her decision to return to school, and to choose the LAYC Career Academy. Working together, they also will begin thinking about the student's long-term academic and career goals.

Day Five: Student Placement and Teambuilding. Students participate in a variety of activities designed to create a positive school culture, set norms for behavior expectations, and help students begin to build peer relationships to support student engagement and adherence to the program model. Staff-led discussions focus on helping students overcome any anxiety they may have about returning to school. School staff analyzes student assessments and learning goals and creates schedules so students can begin classes the following week.

Exploration Phase

The Exploration Phase is designed to help students who are significantly below grade level in basic skills to identify their own academic and social barriers, and rapidly increase their literacy, numeracy, and language skills. A student may stay in this phase one or more trimesters depending on the student's skill level at entry and his or her progress.

The LAYC Career Academy will be open to all applicants and we expect to enroll a significant number of English Language Learners and students performing below a sixth grade level in math and reading.¹⁰ We will offer basic literacy, numeracy, and English language instruction in this phase to accommodate those students. Classes will be provided in small groups and one-on-one tutoring will be available as necessary. In addition, students who have diagnosed or undiagnosed special learning needs also will be supported by Special Education staff during the Exploration phase and subsequent phases to identify effective teaching methods and related services to help them succeed.

¹⁰ By contrast, New York's Access Model requires students to be reading at a sixth grade level before entering the program.

Students reading at a 6th grade level or higher when they enter the program will not participate in Exploration Phase activities.

Discovery Phase

During the Discovery Phase, students will become familiar with the format of the GED and the content areas covered by it and will begin developing GED (or pre-GED) content and skills. They also build workforce readiness and life skills that will support them in achieving their post-program work and/or college objectives and explore college and career opportunities. Finally, they will complete an introductory class in either Information Technology or Healthcare.

Teachers will use the “GED and You” curriculum developed at the Virginia Commonwealth University to guide students through a self-reflective process to understand the content, structure, and skills embedded in the GED test. (A summary of the program can be found in **Section K.4.**) They will then begin GED preparation coursework in all five sections of the test – (1) Language Arts – Reading, (2) Language Arts – Writing, (3) Mathematics, (4) Social Studies, and (5) Science – with a primary focus on reading, writing and math during this phase. An overview of the pre-GED and GED skills to be covered is provided in **Section K.5.**¹¹

Discovery Phase students also take an intensive course focused on workforce readiness and career exploration. This course has been a critical component of LAYC’s career training for a number of years and has been refined to meet the needs of disconnected youth. A course outline and sample lesson plan is provided in **Section K.6.** Finally, Discovery Phase students will take either the Introduction to Healthcare or Introduction to Information Technology class.

By the end of the Discovery Phase, students will have developed a comprehensive Individual Learning Plan (ILP) that reflects their strengths and weakness on GED subjects, steps to overcome weaknesses, and initial career and/or postsecondary education plans. A draft ILP is provided in **Section K.7.**

¹¹We are working with a curriculum developer to revise our Pre-GED and GED course materials to reflect our focus on preparing students for college-level work, as well as the recently adopted Common Core Standards, but are providing the WISE program materials we are currently using as our initial starting point for the reviewers’ reference.

Demonstration Phase

During this phase, students will primarily be focused on reaching a ninth grade or higher proficiency level on each of the five sections of the GED. GED-preparation course content will be aligned to the concepts and skills covered by the GED as well as the recently adopted Common Core Standards for the covered content, which are summarized in the Student Learning Standards section. Before moving from the Demonstration Phase to the Application Phase, students must be reading at a 9th grade level.

(Note: Students who come to the program with math and reading skills above a ninth grade level may be able skip this phase and move directly to the Application Phase).

Application Phase

In this phase, students will continue working to master GED content and skills and will take the Official GED Practice Test. Students who have elected to pursue either the IT or Healthcare vocational track also will be enrolled in the second vocational course (focused on A+ Certification for the IT track and a Certified Medical Assistant (CMA) credential for Healthcare) while other students will enroll in early college classes with a goal of accruing at least three credits in this phase. Students also will explore college and/or additional job training or job placements, complete college or job applications, engage in mock interviews, and create resumes and/or draft college essays during this phase.

To complete this phase, students must take the GED and pass their second vocational education course or complete a three credit early college course. Time to complete this phase will vary according to individual circumstances – some students may complete this phase in one trimester and others may take multiple trimesters to be ready to take the GED exam and succeed in a college-level course.

Commencement Phase

In this phase, students on the Healthcare track finish their vocational course work, participate in the internship required for the CMA license, and prepare for the CMA exam. IT students finish course work in A+, participate in an internship to gain practical experience, and study for the A+ exam. Students who are not pursuing A+ or CMA certification are expected to earn three additional college credits, either by completing the Bard Humanities course or taking another early college course through CCDC. In addition, students will be encouraged to begin ACT/SAT preparation if those tests are required by the colleges where they plan to apply. College-bound students also will receive assistance with applications and financial aid applications.

We recognize that some students may elect not to continue the program after they take the GED and complete their vocational courses. These students will be contacted by staff after two weeks, and then every month for the first six months, and every two months after that. During these

conversations, we will ask if these young people need any other services that would support their continued success, and will invite them to follow-up meetings every two months for the next year.

a. Student Learning Standards

The LAYC Career Academy has adopted the following student learning standards for its three major program areas. These standards, which will shape our GED and college-focused academic preparation, workforce readiness and vocational education prongs, are described below.

GED/College Preparation

The LAYC Career Academy has elected to use the Common Core Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and Common Core Standards in Mathematics recently adopted by the State Board of Education. These standards were developed with the express purpose of ensuring that all high school students are prepared for career and college success; although other adult education learning standards are available, we felt that it was critical to our mission to prepare students for postsecondary and career success to adopt these more rigorous standards.

While the Common Core Standards were designed to ensure quality and consistency in coursework leading to the traditional high school diploma, the LAYC Career Academy will be taking advantage of work that has already begun in New York City's GED preparation programs, in partnership with the American Council of Education, which administers the GED, and ACHIEVE, the District-based organization that spearheaded development of the new standards to align the new standards with the GED. We will work with our Principal and Lead Teacher to refine existing course curricula and instructional materials to ensure that they are aligned with these standards and have reached out to ACHIEVE for additional support.

By creating an instructional program that meets the same high content and performance standards that other students in the District (and most of the States) will have to master in order to earn a high school diploma, we will ensure that our students gain the knowledge and skills needed for postsecondary education and the competitive and increasingly skills-intensive workplaces in our region.

Workforce Readiness

The District has not yet adopted content and performance standards for workforce readiness; however, WISE faculty currently use a combination of the nationally recognized Comprehensive Adult Student Assessment Systems (CASAS) workforce readiness model and "Workforce Essential Skills" developed jointly by KET and PBS's Literacy Links adult education program. These standards address problem-solving skills and techniques, conflict resolution, self-awareness and awareness of the learning/work and communication styles of others, personal responsibility and time-

management, and a number of other skills important in both the workplace on postsecondary education. We have found them to be thorough and relevant and will continue to use them.

Vocational Education

Although several states are in the process of developing standards for vocational education in particular industries (with Florida having published one of the more comprehensive sets of draft standards), we are not aware of any standards for IT and Healthcare that have been widely-endorsed in the states. However, both our IT and Healthcare programs are designed to prepare students to secure an industry-recognized credential, which we are using in lieu of a performance or content standard. The requirements for the two credentials students will be able to obtain, as well as descriptions of the courses themselves, are provided in **Section K.8.**

Ensuring that Students with Limited English Proficiency or Special Needs Can Meet the Standards

To ensure that English Language Learners and students with IEPs are able to meet these standards, we will provide professional development on differentiated instruction and meeting the needs of students with different learning styles and/or language barriers. In addition, we will provide significant resources for these student populations (which are described in the Methods of Instruction and Support for Learning content areas).

Students will have multiple opportunities and means for demonstrating mastery of the course content through the standard exam format, written products (essays, sample resumes and business letters, etc.), projects (research on career fields, presented via PowerPoint to their classmates, for example) and other demonstrations (practice interviews, internship projects). In addition, they will receive regular oral feedback from teachers as well as formal progress reports at the midpoint and end of each trimester. Within the phasing structure discussed above, they will progress at their own pace, moving through the material according to their demonstrated learning.

b. Resources and Instructional Materials

The LAYC Career Academy will use a variety of high-quality commercial and staff-developed instructional materials and other resources to address different student readiness levels, meet the specific needs of English Language Learners and Special Needs Students, and ensure maximum relevance of our course content to our students. Toward that end, our curriculum advisor (whose professional experience is provided in Section X) is reviewing the pre-GED, GED, and workforce-readiness materials currently used in our WISE GED-preparation program, Next Step PCS, and LAYC YouthBuild PCS as well as other products that have been effective with students who have similar needs and objectives.

Instructional materials and resources used by WISE faculty:

- Steck-Vaughn's Complete GED
- McGraw-Hill/Contemporary's Essential GED: A Compact Review for the High School Equivalency Exam (2002)
- McGraw-Hill/Contemporary's Complete GED: Comprehensive Study Program for the High School Equivalency Exam (2002)
- Contemporary's Number Power: The Real World of Math
- Contemporary's Number Power 3: Algebra
- Contemporary's Number Power 6: Word Problems
- Contemporary's Number Power 7: Problem-solving and Test-Taking Strategies
- Contemporary's Math Exercises
- Contemporary's Calculator Essentials for the GED
- Contemporary's Vocabulary Exercises
- Contemporary's English Exercises
- Plato advanced reading strategies and vocabulary and reading comprehension, floridatechnet.org, umbc.edu (on-line instructional resources)

Additional curriculum materials likely to be used at LAYC Career Academy:

- The Wilson Reading Program
- The Lexia Reading Program
- LANGUAGE! Literacy Curriculum (See **Section K.9** for more information)
- TransMath, an accelerated curriculum taking students from Number Sense to Algebraic Thinking (See **Section K.10** for more information)
- Teacher-developed materials for advanced learning activities in key college-preparatory subjects (English/Language Arts, Biology, Algebra, Geometry)
- Materials to support vocational education courses in Information Technology and Healthcare
- Early-college course materials as specified by instructors from CCDC and Bard College

The criteria that will be used to finalize this list are: (1) adaptability to students at various skill levels; (2) accessibility for special needs students and English Language Learners; (3) a high level of rigor and/or alignment to the Common Core State Standards; (4) relevance to our student population (*i.e.*, age-appropriate, culturally appropriate, and college- and work-

oriented); and (5) proven effectiveness with students in our target population.

We will use formative and summative assessments to measure student progress in mastering skills and content and to serve as an indicator of the effectiveness of our instructional materials, our teaching methods and our program design. The assessments will include TABE, CASAS, the Official GED Practice Test, and the PSAT and SAT/ACT. In addition, we will solicit feedback from students and parents, guardians, and supportive adults, and invite master teachers to visit our classrooms at least once a trimester to observe our teachers and provide informal feedback and coaching to help enhance their instruction.

c. Methods of Instruction

The primary methods of instruction to be used at LAYC Career Academy are: (1) differentiation; (2) relevant, contextualized subject matter; (3) active-learning techniques; and (4) Individualized Learning Plans developed by each student and her/his "Primary Person" advisor/advocate. We are confident that these methods will be effective for students at varying skill levels, students with special needs, and English Language Learners, as discussed further below.

In addition, because we will place a strong emphasis on literacy and advanced reading skills and higher-order thinking, our Reading Specialist will work with the content area teachers to promote reading across curriculum as a means of helping students practice and improve reading and responding to text of various genres and levels. We also will utilize instructional technology (as discussed in the preceding section) to support student learning at various levels. To encourage the development of habits of life-long learning, students will also be encouraged to read on their own. We will provide students with fun books, so they can engage in independent reading as well. We will assess the effectiveness of our instruction on an ongoing basis.

Differentiation

Differentiated instruction will be a key strategy to help teachers meet the wide range of needs, skills, learning styles, and interests of students at the LAYC Career Academy. Initial placement in modules based on entering students' reading and math skill levels will allow for grouping to support a significant level of differentiation among classes. In addition, while students reading scores will be used to make initial pre-GED, GED module placements in Language Arts, Social Studies, and Science, Mathematics module placement will be driven by math scores, to avoid a mismatch between math instruction and student readiness that is common in other GED preparation programs.

Teachers also will deliver differentiated lessons within modules, to ensure that all students remain engaged and that different avenues are available for students to acquire content, process new ideas, and develop work products

that demonstrate the degree to which they have mastered the learning objectives. We know that differentiated instruction is particularly important for special education students and English Language Learners. The use of differentiation and other instructional techniques to address special needs students is discussed in detail below (in the Special Needs Students section). For English Language learners, similar adaptations will be made. For example, a weaker ELL reader/writer may be engaged in a Social Studies lesson by listening, viewing, and responding verbally first and using that as scaffolding to support written responses to unfamiliar material. We will provide teachers with specific training related to differentiation for both students with special needs students who are developing language proficiency.

Because of the importance of effectively delivering the LAYC Career Academy's rigorous curriculum in a differentiated manner to students with varied prior education histories and learning styles, teachers will receive significant training and support in this area. Specifically, they will participate in intensive training prior to the school's opening focused on developing and delivering differentiated instruction, and will meet at least once a month as a group during the school year to discuss their challenges and successes in providing access to the curriculum to students at all levels.

To meet the needs of all students — including English Language Learners and special needs students — LAYC Career Academy will adjust curriculum, instruction, and materials along four different axes:

Content	What we teach and what we want students to learn ("input"). While we intend to maintain the same high learning standards for all students, we will approach the standards using different types or levels of materials and instruction incorporating culturally appropriate topics and resources.
Process	Activities through which students process or make sense of content. For example, a learning activity can be adjusted by having students choose between two approaches (<i>i.e.</i> , electing to develop a PowerPoint presentation or write a script and direct a YouTube video to demonstrate knowledge of U.S. history or current events).
Product	How students demonstrate what they have learned and apply it to new facts or situations ("output"). LAYC Career Academy students will have many different options for demonstrating their own learning. For example, they will produce business letters that demonstrate progress in English language acquisition and writing skills, present reviews of new restaurants to their classmates orally, or complete a household budget/comparison shopping exercise using Excel.

Learning Environment	Classroom conditions and use of outside resources that support learning will be adapted to meet the range of student learning abilities and needs, including the use of instructional technology, small group instruction, and one-on-one tutoring.
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Relevant, Contextualized Subject Matter

Student-centered instruction places students’ own interests, skill levels, and objectives at the center of the learning process. Students learn and retain more knowledge when the instructional material is explained in contexts connected to their prior knowledge, experiences, and interests. The more that content and concepts can be tied to a student’s vocational or other future aspirations, the more “real” and thus important the lesson becomes to the student. In the context of our program, this means practicing grammar by drafting resumes or college essays and practicing math in the context of a health professions lesson on proper dosing, etc.

Research has shown that student-centered instruction also stimulates student curiosity and enhances the desire to learn. Teachers who use culturally appropriate materials also will observe greater motivation, effort, and achievement from their students. The approach encourages students to engage actively in discussing and analyzing content-specific information while sharing perspectives, presenting differing viewpoints, and working together to draw conclusions and form opinions. This approach will be used across the curriculum, but we see it being particularly effective in the GED-preparation course for Social Studies, which covers U.S. History and World Geography.

Active Learning

Teaching methods that have proven effective for older students returning to school after failing to succeed in traditional programs engage students in problem-solving and working together to draw conclusions about new information. Because these types of activities are increasingly important to success in the workplace, LAYC Career Academy staff will integrate them into the school program whenever possible. The primary approaches our teachers will use and examples of how they would support our curriculum are as follows:

- *Independent Learning:* Students will have opportunities to engage in independent learning that is supported by staff. Examples include developing a household budget, completing financial aid documentation, searching for jobs online, and submitting applications for jobs and/or college.
- *Cooperative learning:* Students participate in mock interviews and employee-employer or employee-customer roles plays; students review and comment on each other’s written products, etc.

- *Project-Based learning*: Examples of project-based learning include students working with a group to perform research, conduct analyses, develop recommendations based on findings, and then present to peers.
- *Work-Based Learning*: Students will have internships opportunities in community health centers, hospitals, doctor's offices or the IT departments of local businesses or nonprofit organizations.

Individual Learning Plans and Primary Person Support

We expect that a majority of students will enter the LAYC Career Academy significantly below level for their age in reading and math and will have psychological or emotional barriers to educational success based on their previous school experiences. We will use Individual Learning Plans and support from a Primary Person as the primary means to ensure that these issues are addressed quickly, adequately, and throughout their time at the school.

The Primary Person, a trained caseworker who will serve as advisor/advocate and the primary monitor of academic, vocational and developmental progress for a maximum of 25 students, will meet regularly with his or her advisees beginning in the first week of school and be in direct contact with the students (in person or via phone or email) on a weekly basis thereafter. These students and their advisors will work as a team, with input from the students' teachers, to develop the student's Individual Learning Plan. In addition, we hope that students will develop a level of trust with their Primary Person and feel comfortable sharing personal and academic concerns before these challenges become insurmountable.

The Primary Person will monitor the student's attendance, engagement and performance via centralized data sharing, meetings with the student's teachers, and joint debriefs on student progress reports to ensure that he or she is progressing or that adjustments in instruction are made or additional supports are provided. The Primary Person also will assist students with early-college course selections, internship applications, and consideration of college and/or work or training opportunities.

The assignment of a Primary Person to each student ensures that each youth is seen as a whole person and that no young person falls through the cracks. These advisor-advocates will get to know their advisees well—both as learners and as people. These close relationships also create a feeling of belonging and increase the student's likelihood of being successful in school and beyond. We are in the process of developing criteria for matching students to their Primary Person and a process for reassignment if the initial fit is not right. We intend to have further discussions with Good Shepherd, the New York community-based organization that is implementing the Access GED Model, about these two issues before the school opens. We recognize how critical the Primary Person relationship is for our students as Primary staff will not only be tasked with supporting the youth through difficulties but

also setting high expectations for achievement. Accordingly, Primary staff will also be asked to consider and provide input during the matching process about which students they feel they could best support based on their own life experiences.

d. Students with Exceptional Needs

In providing services to students with special needs we will comply with all applicable IDEA and District regulations for students up to age 21. The school also will have a licensed Special Education teacher and at least one special education aide. During the Intake Phase, students with a current Individualized Education Plan (IEP) will be referred directly to the Special Education Team so instructional supports and related services can be provided. In addition, we will utilize a Three-Tier Response to Intervention model when new students who may require Special Education services are identified to determine what special needs they may have. A referral for evaluation will be made if a student does not respond to Tier II interventions and an eligibility determination made on the basis of the evaluation. If the student is determined eligible, an IEP will be developed to provide the supports and related services the student requires to reach his or her full academic potential.

Utilizing the concept of Universal Design, we also have embedded many supports and systems into the overall structure of the school that will help special needs students succeed. Special education students will be placed into modules with other students at similar academic performance levels, where scaffolding and differentiation is already taking place. As discussed above, small group instruction will be provided and Individual Learning Plans that resemble IEPs and Transition plans will be developed by all students. We believe this program model will provide a very inclusive environment for students with IEPs.

In addition, related services will be delivered to special education students as prescribed by their IEP, using service providers contracted as needed in all areas of concern. Finally, LAYC Career Academy staff will work with students who are nearing age 21 to assess which components of the vocational track and college prep curriculum should be included in the student's Transition Plan. The Transition Plan may include a Certificate of Completion as an alternative to completing the GED.

Finally, students who are 21 or older when they enroll and had an Individualized Education Plan (IEP) at their prior school will continue to receive accommodations and adaptations as needed. Towards that end, LAYC is exploring the possibilities of creating partnerships with organizations to provide related-services to these older students if they are needed.

e. English Language Learners

English Language Learners will be offered the same GED, workforce readiness, college-preparatory and vocational content as other students, as well the support of an ELL instructor and aide.

The LAYC Career Academy will use the WIDA Access Placement Test (W-APT) to identify English Language Learner's language level and need for ELL services and in order to comply with federal accountability requirements. The Beginners to Intermediate student group will receive instruction in a self-contained manner for part of the day and then be mainstreamed into a lower literacy instruction to adapt and interact with non-ELL peers.

Intermediate to Advanced ELL students will receive Sheltered-Content Instruction in all subjects, with instructors utilizing the Cognitive Academic Language Learning Approach (CALLA), an instructional model that was developed by two professors at George Washington University to meet the academic needs of English Language Learners that is now used in over thirty school districts. Based on the findings of cognition studies, the model combines academic language development, content area instruction and explicit instruction in learning strategies that can be applied to both content and language acquisition. Content area teachers will be trained in Sheltered Content Instruction and the CALLA method. Sheltered content instruction offers a means by which ELL students can continue their academic or cognitive development while they are also acquiring academic language proficiency. The World-Class Instructional Design and Assessment (WIDA) Consortium English Language Performance Standards will be used when delivering instruction.

f. Strategies for Providing Intensive Academic Support

As discussed above, we expect many of the students we serve at the LAYC Career Academy to require intensive academic support because of language barriers, special learning needs, and a host of other issues that have had a negative impact on their prior educational experiences. Our staffing model includes a significant number of staff dedicated to working with these students in small groups or one-on-one, and our professional development program will emphasize interventions for these students. In addition, our curricular focus on differentiation, contextualized subject matter, and active-learning techniques will further address the needs of these students.

Finally, we believe the "Primary Person" advisor/advocate model and Individual Learning Plans will be especially important as a support for these students. Each Primary Person will continuously monitor the progress of his or her students/advisees, ensuring that their needs – academic and otherwise – are addressed quickly and effectively. We are confident that these methods will support all of our students regardless of the challenges they face.

3. Student Performance

a. Student Progress and Achievement

At the LAYC Career Academy, we will utilize a number of assessment strategies to develop baseline data for student placement and in-class differentiation and to monitor the progress of students as they move through our program phases towards achievement of their academic objectives.

To determine a newly-enrolled student's skill levels, each student will supply a writing sample and take TABE (or the TABE E-Class for English Language Learners) and CASAS assessments, which, respectively, provide grade level information and functional reading, writing, listening, speaking, and higher-order thinking skill levels. ELL students also will take the WAPT diagnostic assessment to determine their baseline level of English listening and speaking skills. Because of the high number of ELL students expected, all students will complete a home language survey when they enroll.

The results will provide information about each student's need for support and provide data to shape their individual academic goals. These assessments also will be used to modify instruction for particular students, provide them with targeted feedback and additional supports (i.e., tutoring, use of on-line tools for practice) and to modify the curriculum as necessary. Finally, TABE scores, combined with teacher input, will be used to determine student readiness for movement to the next module or phase (as shown in the student placement chart criteria shown previously).

As students progress through the program phases, their achievement also will be measured by performance on teacher-developed tests and end-of-course projects aligned to course material, which will in turn be aligned to the content covered by the GED and the relevant Common Core Standards or industry-accepted performance standards associated with the vocational pathways. We will also use GED practice test scores and actual scores on the GED exam to assess student progress and achievement. A passing score on the GED exam is 2250. However there is a significant difference between students passing with higher vs. lower scores. Students scoring 2750 or higher on the GED exam perform comparably to high school graduates on two key measures of progress: credit accumulation and basic skills proficiency¹². Therefore, the Career Academy will not only measure pass rates but students' scores on the GED exam. We also are considering use of the COMPASS test as a measure of college-level critical reading and math skills. Finally, student performance on the Official Practice Test for the GED and the A+ Computer Hardware Repair and Certified Medical Assistant exams will be used to measure achievement.

¹²College Readiness of New York City's GED Recipients, Report of the CUNY Office of Institutional Research and Assessment, November 2008.

As this is an ungraded program, the DC-CAS will not be utilized as a measurement of achievement.

b. Gateway Measures

As discussed in more detail in the Mission Accomplishment Plan (**Section D**), students will complete the program when they have passed the GED exam and secured at least six college credits or attainment of a[n] industry-recognized credential in Healthcare or IT.

As they progress towards this goal, students will be promoted through the program's six phases (Intake, Exploration, Discovery, Application, Demonstration and Commencement) on the basis of evidence that they have achieved predetermined skill levels, as outlined in the promotion table in **Section K.11**.

We also will develop standards for a Certificate of Completion option for special needs students who are unable to either pass the GED or earn the college credit during the planning period prior to school opening. We will provide the requirements for that Certificate to the Board at that time.

c. Leading Indicators

We know that many of our students will have dropped out of previous schools because their chronic absenteeism made the work seem too difficult or "catching up" seem impossible. Other students will have substantial attendance challenges that result from personal commitments and/or situations (family, work, crises, issues related to involvement with the criminal or juvenile justice system and substance abuse treatment, etc.). Accordingly, LAYC Career Academy staff will be focused on creating an educational environment that is engaging, enriching, and supportive where students can see their progress and it is celebrated by their peers, teachers and other important adults in their lives. Students who enjoy coming to school, perceive the relevance of the material they are studying to their life goals, and can measure their progress towards those goals will want to remain engaged in the learning process.

Additionally, we will develop and maintain strong relationships with parents, guardians, other family members, and supportive adults, including friends and current or former employers, to create a network of supportive individuals that will promote attendance and retention of students. LAYC Career Academy will hold celebrations, trips, community events, and personal meetings to engage these key stakeholders in ongoing dialogue about student successes, attendance, and socio-emotional or academic issues. In addition, parents, guardians, and other supportive adults will be encouraged to get involved in school activities such as supporting teachers and students with career development activities and postsecondary planning, as well as other support functions, as needed.

In order to retain its students, LAYC Career Academy will continually invest in their success. All students will develop a supportive relationship with at least

one adult at the school who will serve as their advisor/advocate and we believe these personal connections will help us increase attendance and retention and, ultimately, student achievement. These individuals, who we call Primary People, will take immediate action if attendance issues arise: this may include calling home, conducting a home visit, identifying the causes of the issue, and/or providing additional support services.

In the event a student is considering dropping out, LAYC Career Academy staff will interview the student and his or her parent, guardian, or supportive adult to determine what supports are needed to prevent the student from leaving and what can be done to influence his or her decision. If a student's life circumstances are an obstacle to his or her continuation in the program, LAYC Career Academy staff will work closely with the student and his or her parent, guardian, or supportive adult to determine what supportive plan can be implemented to help retain the youth. This can include advocacy in court cases and mental health or substance abuse treatment. In some cases youth can be supported by LAYC's Promotor Pathway if there are a number of complex issues at play. The goal is to get the youth reengaged in the program and working toward completion.

Finally, LAYC case managers will work to remove barriers from students' lives that may be preventing them from being able to regularly attend school, pay attention, or retain information. Providing help with child care, finding stable housing for students, or helping students secure food stamps and metro cards are just some of the methods LAYC staff have used in the past to improve student participation in Youth Center programs; we expect to be able to make these options available at the Career Academy.

4. Support for Learning

a. Parent Involvement

In any school, support from family members or other supportive adults is integral to student success, satisfaction, and achievement. Many of our students will lack strong family connections; some will be parents themselves. Accordingly, family support, defined broadly to include support from grandparents, guardians, mentors, and other supportive adults, is critical. Each student will be expected to identify and provide contact information for at least one individual who will serve as his or her "support" person while at the LAYC Career Academy. This individual is expected to sign a commitment letter, agreeing to serve as a role model for the student, be actively involved in the student's education at LAYC Career Academy, and be dedicated to the student's long-term academic and career success.

Communication

Upon enrollment, students will identify their support person and this individual will indicate the best way for faculty and staff to get in touch with him or her, such as by email, phone call, text message, or mailed letter.

Students will also be asked to sign a release of information form so that teachers and staff can openly communicate the student's progress to his or her support person. The LAYC Career Academy will provide updates about student learning and progress in the preferred format to this support person every three to six weeks. Information about adult support and involvement in the Academy's special events also will be provided to this person. All communications will be made available in English and Spanish, as well as other languages spoken by the families of enrolled students.

At the beginning of each trimester, LAYC Career Academy will host an Open House for both students and their support people to discuss academic goals and expectations. During these events, students and their support people will be broken into small discussion groups and given the opportunity to talk about their previous academic experiences and what challenges they faced as students and any successes they have felt in their educational histories. By sharing both challenges and successes, students and their supporters will be better equipped to address these issues should they occur and motivate each other as well.

The foundations of positive youth development will be covered during each Open House; however, if support people are interested in learning more about how to support their students, the LAYC Career Academy will offer a positive youth development reading materials and mini-sessions to help them better understand how important they are in the lives of their young people. Additionally, the LAYC Career Academy will host several Showcase Success Nights throughout the year, providing opportunities for students to invite their support people and family members to view their progress to-date.

Academics

To inform students of their academic standing, formal progress reports will be published at the end of each six week unit and shared with student-designated support people. Support people will be invited to join in discussions regarding progress reports with the student's instructional team, both to demonstrate support for student's education and to brainstorm ways to provide assistance or otherwise enhance the student's academic process.

Decision-making

At least two family members will serve on the Board of Trustees, and family members and other support people will be encouraged to participate on LAYC Career Academy clubs and committees, including the Mentoring Club, After School Tutoring Club, School Policy Committee, and Special Events Committee. These clubs and committees will allow support people and family members to increase their involvement with LAYC Career Academy, support students, help shape school policy, and plan special events.

Social Services

Even students who have strong family support often need additional assistance. Because a majority of the school's student body will come from

households facing a myriad of economic, social, and health obstacles, every LAYC Career Academy student will have access to LAYC's case management system. This connection to a proven social services network will enable students to receive the housing, healthcare, child care, counseling, and financial assistance they need so they can focus on learning and will, in some cases, strengthen their families and their relationships with their support people as well.

In addition, students struggling with the emotional and economic pressures of being a parent and head of household will be eligible to enroll in LAYC's Family to Family Mentoring Program. Family to Family pairs families who have successfully resolved emotional, economic, and other life stressors with families facing those same issues. The goal is to strengthen the family unit and make it a positive force in the young person's life. This program provides a range of free services including budget management, domestic violence prevention and conflict resolution, substance abuse prevention, individual case management, and referrals to healthcare, daycare, housing, legal aid, and other service providers. Program staff also work with young parents to increase their ability to be emotionally and financially supportive of their children and partners/spouses.

b. Community Participation

LAYC has been an active member of the Columbia Heights Community since the late 1960s and has a successful, decades-long history of collaboration with community leaders, organizations, and families. LAYC Career Academy will continue that tradition, cultivating and further developing deep relationships with partner organizations at the local, regional, and national levels and individuals.

Locally, LAYC is a member of the Steering Committee of the Columbia Heights/Shaw Family Support Collaborative, an organization consisting of over 25 community groups aimed at coordinated human service delivery in the area. In addition, LAYC has partnerships with Unity Healthcare and Mary's Center, local organizations that provide healthcare and other social services to members of the community. LAYC is also actively involved in the Workforce Investment Committee's Youth Investment Committee as well as the DC Alliance of Youth Advocates, a coalition of youth-engaged organizations. Finally, LAYC has been designated as a Weed and Seed Haven as a result of the partnership we've forged with the Metropolitan Police Department to better protect young people in the neighborhood.

In this region, LAYC is a member of the Consortiums for Youth Services and Child Welfare, both of which bring together youth service providers in the region, a long-time grantee of the DC Children and Youth Investment Trust Corporation, a mayoral initiative aimed at enhancing youth services in the District. Nationally, LAYC is a member organization of the United Way and recently received national recognition when it was pre-selected to receive funding through the White House's Social Innovation Fund.

c. School Organization and Culture

LAYC Career Academy will be governed by a Board of Trustees and led by a half-time Executive Director and full-time Principal who will have overall responsibility for the operation of the school and its educational programming. The Board will also play a key role in providing oversight to LAYC Career Academy's finances and programming. A Youth Leadership Team of five student officers and two alternates elected by the student body will represent the students' interests in all school-related matters. The team will be responsible for communication with school staff and administration in areas such as student activities, policies, and discipline. Members of the Youth Leadership Team can serve up to three trimesters before they must step down for two trimesters before running again. Elections for the Youth Leadership Team will be held every trimester.

The culture of the LAYC Career Academy will be based on encouraging intellectual curiosity, providing support for learning, and setting high expectations. At the school, faculty and staff will work hard to create a safe space where students feel comfortable sharing their perspectives on an issue or subject, giving feedback to peers, thinking critically, and engaging in healthy debate. Students will not only feel safe in this learning environment; they also will be surrounded by success stories of other students and role models. The walls of the classrooms will showcase students' achievements, stories of accomplishment, and motivational quotes and posters.

The LAYC Career Academy school culture will reflect our strongly-held belief that all students can succeed and that each person deserves the opportunity to seek and access further education and a fulfilling career. The school will be a haven in which young people can learn, find mentorship, and become empowered, positive members of the community. Once a student learns a concept, we want them to be able to be able to apply it to a real-life experience so that it gains more relevance for him or her. By providing students with problem-solving approaches and tools, they will be more engaged in learning. Additionally, by following a rigorous curriculum and upholding high standards for student behavior, we believe students will be more successful.

We seek to promote a "team mentality" in which students support and take care of one another in their classes. Attendance is critical in developing this sense of community, and we will establish clear attendance guidelines during orientation and at the start of each class. Students will also receive clear guidelines around homework completion, honest communication, and feedback loops. Within each classroom, students will be organized into groups that allow them to work with others to build upon their strengths and improve their weaknesses. Also, students will be required to demonstrate what they have learned by presenting in front of their peers, providing them opportunities to develop confidence and strong public speaking skills. In addition, students will engage in fun and creative activities that will allow

them to enjoy particular subjects, such as mathematics, and reduce the fear of failure in these subject areas.

The LAYC Career Academy will be a positive, supportive learning community not only for our students, but also for teachers, staff, and families. Students will learn in respectful, safe and attractive classrooms that will be organized to promote collaboration and mutual support. Teachers will be instructed to seek help from superiors if they are encountering challenges with a particular student, so that the LAYC Career Academy faculty can work together to support the student. Faculty and staff will lead by example, and attend weekly, monthly, quarterly, and annual professional development training sessions. Supportive adults and family members will be encouraged to take an active role in students' academic pursuits, and will be invited to participate in Open Houses, Showcase Success Nights, and positive youth development training workshops.

d. Extracurricular Activities

LAYC Career Academy students will have access to extracurricular activities provided at three locations: the LAYC Career Academy site; LAYC anchor site, 1419 Columbia Road, NW; and LAYC's Art + Media House, 3035 15th Street, NW. All three facilities are located within a half-mile of one another, close to public transportation, and readily accessible to students. All programs are offered free of charge. LAYC Career Academy students will be able to select from a number of programs, including the following:

LAYC's Teen Center provides quality youth programming after-school five days a week to increase academic success, offer access to technology, and support healthy living habits. LAYC Career Academy students who do not have adults at home after school, lack study facilities, need assistance with academics, or simply wish to be around peers and adults in a safe and fun environment may attend the Teen Center, which offers a mix of activities each day:

Independent Study: Students who do not need assistance completing homework can work in a quiet area supervised by volunteers and stocked with school and project supplies.

Homework Assistance Zone: Adult volunteers assist with homework assignments and provide subject-area tutoring.

Technology Zone: Staffed by a lab assistant and offering twelve computers connected to a color laser printer, this area allows students to conduct research and complete assignments.

Fitness Classes: Students can learn skills associated with weight lifting and complete a general fitness regimen. Expert supervision is provided by LAYC staff.

College Access Activities: Students are invited to various workshops conducted by college students, professors, content experts, academic

advisors and alumni who will provide information about college programs, financial aid, study skills, and college life. In addition students would be able to participate in college tours with LAYC Teen participants in other LAYC programs. Through these activities, students become part of the youth community which values education beyond the school day.

Café Night: Youth are encouraged to share their creative skills and talents such as singing dancing, poetry slam, and performance improvisation. They perform for their peers and staff and are able to experience applause and acknowledge for their successes.

Leadership development: Youth are able to join the LAYC youth advisory and gain skills in leadership, advocacy, planning events, work and lead teams. They will also have opportunities advise staff on issues regarding youth services and program development.

Promote the Peace: Youth will be provided with opportunities to learn conflict resolution and mediation skills, advise staff on the development of youth activities that will promote peace building and decrease involvement in violent activities.

The **Art + Media House** is a space where the creative abilities of youth are developed through hands on training in digital media – radio, photography, beat-making, music/poetry, graphic design; and art – drawing, painting, graffiti, sculpture, stenciling and murals. Through the creative process, youth develop leadership skills and learn how to collaborate and manage their own projects. Youth share their ideas with a wider audience through community exhibitions, performances and dialogue. The facility includes an art studio, digital media lab, recording studio and a gallery for exhibitions.

The Art + Media House provides after-school and summer programming for youth ages 11-18. The programs include:

Art-is-In Classes provide specialized opportunities for youth to take a 12-week class. The class topics are driven by the interests of the youth; and will develop skills through a series of projects, class critiques and fieldtrips.

Generation Creation (Gen-C) is an arts leadership program for middle and high school students. A total of 24 youth are selected to participate in the two tracks of visual art or media. The program fosters a safe space in which youth develop skills in a collaborative, supportive and open atmosphere. The program includes discussions, artist talks, and field trips to area museums and galleries.

2nd Nature employs 40 youth age 14-21 for six weeks each summer. The youth are divided into four different art or media tracts. The 2nd Nature program is a partnership with the National Park Service of the National Capitol Region. The program develops young peoples' creative skills in arts and media while introducing them to environmental issues and resources through visits to National Parks in the National Capital Region.

Project STRIPES is a social outreach club for self-identifying Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) youth. Based at the LAYC with weekly meetings, the club provides a safe supportive space for youth to engage in self-discovery and reflection. Participants will explore issues that affect GLTBQ youth, such as coming-out, embracing non-traditional gender roles, coping with and challenging homophobia, and engaging in healthy relationships. Additionally, youth will practice outreach skills by planning and implementing events for the DC GLBTQ youth community.

e. Safety, Order, and Student Discipline

LAYC Career Academy will be a safe, orderly, and drug-free school. Expectations for student and staff behavior will be clear, and disciplinary actions will be consistent, respectful, and in-line with our underlying principles of positive youth development.

Every student will be expected to maintain high standards of behavior. To engage them in the process, students will develop a Code of Conduct, facilitated by school faculty and staff during the first week of school.

Good order and discipline starts with the basic commitment of attending class. Each teacher will take attendance at the beginning of class, and records of student attendance will be provided to each student on a weekly basis and will be reviewed and discussed in bi-weekly meetings with their Primary Person. Absent students will be called each day by administrative staff. Students who exceed the maximum number of absences will be offered a hearing in front of the Youth Leadership Team and face disciplinary action.

A student handbook, which includes a discipline policy and provides graduated penalties for violations, has been developed and will be used by school staff to further ensure school order. The student handbook (found in **Appendix L-3**) will be clearly explained to students during the Intake Phase and provided in writing in English and Spanish. They will be required to sign a form stating that they understand it at that time. In addition, the school discipline policy will be posted in an area of the school where it can be seen by students. Students involved in any action that is judged to have put themselves or other students in danger will face expulsion from the school. Criteria for expulsion will be developed by school staff prior to its opening.

f. Professional Development for Teachers, Administrators, and Other School Staff

The LAYC Career Academy is committed to providing high quality, ongoing professional development to its teachers, administrators, and other school staff, enabling them to help students realize their fullest potential. The LAYC Career Academy's professional development program will ensure that faculty and staff have a strong understanding of and expertise in:

- The special needs of the school's target population: disconnected youth

- Positive youth development
- Special education
- The needs of English Language Learners
- Curriculum development
 - The GED
 - College preparatory curricula
 - Early college classes
 - Vocational education
- Effective teaching techniques including differentiated instruction and contextualized- and active-learning
- The healthcare and information technology industries
- Classroom management
- Facilitation, mediation, and conflict resolution
- Assessment, student evaluation, and using data to strengthen student outcomes
- Other topics identified by the teachers and staff

During the Summer Institute for the faculty and staff, the equivalent of five days will be spent on:

- Introduction to the LAYC Career Academy model and school culture (Principal and Executive Director)
- Training in positive youth development (using LAYC's positive youth development curriculum)
- Understanding the school's target population, disconnected youth (conducted by veteran LAYC staff)
- Training on the healthcare and information technology sectors including what it is like to work in these industries, what skills employers are looking for employees to have, trends in these fields, and which career tracks are growing within each of these fields (Led by LAYC Career Academy's employer partners)
- Working with English Language Learners and students with exceptional needs (led by Special Education and ELL teachers)
- Review of LAYC Career Academy Discipline Policy (led by Principal)
- Mandatory Notification Training (led by Principal)

The other five days will be devoted to curriculum development for teachers and case management training for Primary People. The teachers, the Principal and the lead teacher will analyze and build the curricula in pairs, small groups, and as a full team. Primary People will focus on topics like confidentiality, crisis intervention, motivational interviewing, solution focused techniques, cognitive and biological development of youth and young adults, goal setting, case plans, effective case note writing, and healthy relationships and boundaries.

Faculty and staff will begin and end each day of the Summer Institute with time for reflection. Teachers and staff will take five minutes to write in journals at the end of each day and then will spend the first 20 minutes of

each day discussing what they learned the day before. During the last day of the Summer Institute, faculty and staff will be asked about professional development opportunities that they would like to have available to them during the year. The Principal will ask faculty and staff about training needs regularly during each trimester to ensure that professional development is relevant, timely, and actionable.

During the school year, teachers will participate in professional development trainings every Friday afternoon. Half of the Fridays will be devoted to curriculum development and the other half will be devoted to ensuring that staff are well versed in topics that are critical to the success of the school (positive youth development, special needs of the target student population, IT, Healthcare, etc.) Teachers will play a lead role in identifying the types of professional development that will be most helpful to them. Professional development will be delivered through:

- Site visits (i.e. Year Up, Carlos Rosario, College Summit, Unity Healthcare Centers)
- Sharing faculty knowledge (i.e. a teacher presentation to the full group, working together in small groups or pairs)
- Bringing in experts (i.e. Jobs For the Future to discuss GED to College research, leaders from Access GED, leader from a successful early college program)
- Sharing expertise from LAYC (i.e. using data to strengthen student outcomes, adolescent psychology, youth development, confidentiality training)

The budget for professional development is \$500 per teacher per year, which will be \$6000 for the first year of operation. The Latin American Youth Center staff and partners will provide many workshops free of cost, which will allow the Career Academy to better leverage its professional development budget. Ten to twenty percent of the professional development budget is reserved for teachers' special professional development opportunities. All teachers and staff will have the opportunity to apply for this money by writing a one to two page proposal and will be encouraged to apply in teams. The Principal will evaluate applications based on the quality of application and the desire to give opportunities to as many teachers and staff as possible.

Professional development is a priority for the Career Academy and leadership will ask for feedback regularly to ensure that training opportunities are useful to faculty and staff. Professional development will not only better equip faculty and staff to be successful in their important roles but it is also a key part of the Career Academy's retention strategy.

g. Structure of the School Day and Year

The LAYC Career Academy will be a year-round program operating on a trimester schedule and providing 200 days of instruction annually. The trimester schedule is shown below.

Annual Schedule

Trimester One: September through December
1 week: Intake for new students and assessments and special projects for returning students. School-wide community building.
13 weeks: academic unit
2 ½ week break
Trimester Two: January through April
1 week: Intake for new students and assessments and special projects for returning students. School-wide community building.
13 weeks: academic unit
2 ½ week break
Trimester Three: May through August
1 week: Intake for new students and assessments and special projects for returning students. School-wide community building.
13 weeks: academic unit
2 ½ week break

The daily schedule will be divided into five 50-minute periods, with student career workshops and other special events. Students enrolled in the IT and Healthcare courses will take them in a double-period block in order to meet certificate requirements related to class-time. No classes will be held on Friday afternoons; this time will be reserved for teachers to plan lessons, review student assessment data together, work on integrating curriculum, and receive professional development.

While teachers participate in professional development workshops on Friday afternoons, LAYC Career Academy students will spend time meeting with their Primary People to check in and address any areas of concern. In addition, students will participate in special Friday afternoon activities, which will be led by Primary People, guest speakers, college and employer representatives, and volunteers. Examples and descriptions of these educational, career, leadership development, cultural, and team-building activities are provided below.

Friday Afternoon Activities

Educational

- **Tours of local colleges/universities:** Primary People and volunteer chaperones will accompany students on tours of local colleges and universities where students will have the chance to meet with representatives from campus services such as Financial Aid and Admissions.
- **Educational field trips:** Primary People and volunteer chaperones will accompany students on educational field trips, which will serve to reinforce concepts introduced in the classroom. For examples, students may go to the National Zoo to reinforce science concepts.
- **Research Project Workshop:** Primary People will break students into small groups and they will be assigned topics to research and present. Students will be allowed to present their research in a variety of ways, including short plays, creative writing exercises, collages or informational posters.
- **Study Skills Workshop:** Professional trainers will facilitate workshops centered around helping students develop strong study and time management skills to prepare them for managing heavy course loads as they pursue postsecondary education.
- **Individual tutoring & career searching services:** Volunteer tutors and career coaches will offer tutoring sessions and résumé review sessions for students to receive additional homework help or assistance in their job searches.

Career

- **Professional Etiquette Workshop:** This session will be facilitated by a professional career coach who will teach the students about the following topics: dress code, communication and negotiation skills, behavior and attitude, time management, and coworker relationships. Students will have opportunities to practice the skills they learn.
- **Résumé Building Workshop:** This session will be facilitated by a professional career coach who will teach the students about the purpose of a résumé and how to develop various types of résumés. Students will have an opportunity to review sample résumés and

Identify common errors. At the end, students will have an opportunity to create draft résumés of their own.

- **Financial Literacy Workshop:** This session will be facilitated by a professional financial planner who will teach students about how to develop personal finance skills and good money management habits. Students will participate in interactive exercises and create monthly budgets.
- **Career Fairs:** Primary People and volunteer chaperones will bring students to local career fairs (e.g., Opportunities Fair and the Mayor's Citywide Job Fair), so students can collect information about opportunities of interest to them. Students will dress professionally and bring their résumés to pass out to employers.

Leadership Development

- **Public Speaking Workshop:** This session will be facilitated by a public speaking coach who will teach the students the importance of good posture, hand placement, pace, voice projection, and eye contact. The facilitator will also provide tips on how to avoid distractions and how to have confidence while speaking in public. Students will have the opportunity to write short bios and present them to the group.
- **Life Skills Workshop:** Primary People will lead an interactive session to introduce the following concepts: inductive and deductive reasoning, critical thinking, conflict resolution, and problem solving. Students will be broken into small groups to practice these skills.

Cultural

- **Black History Month/Entrepreneurship Panel:** In honor of Black History Month (February), the LAYC Career Academy will host a panel of young black entrepreneurs from different industries. Each panelist will speak about their personal background and the struggles and successes that come with starting and running a small business.
- **Women's History Panel:** In honor of Women's History Month (March), the LAYC Career Academy will host a panel of women from various professions, including law, medicine, public health, business, and nonprofit management. Panelist will share their life stories with the students and host an interactive question and answer session.

Team-building

- **Men and Women's Discussion Groups:** Students will participate in discussion groups based on their self-identified genders. The purpose of these discussion groups is to provide a forum to talk about gender-specific issues (e.g., motherhood, fatherhood, reproductive health, etc.). Primary People and guest facilitators (as appropriate) will lead these sessions.
- **Mid-module Potluck Lunch:** The main purposes of these lunches are to create a sense of community among participants and celebrate students' hard work. These lunches will be held at school or a local park during the warmer months. Primary People and students will bring food and games for fellowship.
- **End of Module Celebration:** Similar to the mid-module potlucks, end of the module celebrations will involve food and games and are aimed at showcasing student achievement. Primary People will individually recognize students by giving out "superlative" awards.

Daily Schedule

	Exploration			Demonstration		Application	Commence- ment
	NEP/ELL	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
8:30-8:50	----- Advisory -----						
9:00-9:50	ELL	Study Hall / Prim Pers Mtgs	Reading	Science	Social Studies	Language Arts	Voc Ec/ Early College
10:00-10:50	ELL	Science	Writing	Language Arts	Math	Math	Voc Ec/ Early College
11:00-11:50	Math	Math	Science	Social Studies	Lunch	Lunch	Career/ College Planning
12:00-12:50	Lunch	Lunch	Math	Math	Language Arts	Voc Ed/ Early College	Lunch
1:00-1:50	Reading	Social Studies	Lunch	Lunch	Language Arts	Science	Internship
2:00-2:50	Writing	Reading	Study Hall / Prim Pers Mtgs	Language Arts	Science	Social Studies	Internship
3:00-3:50	Study Hall / Prim Pers Mtgs	Writing	Social Studies	Study Hall / Prim Pers Mtgs	Study Hall / Prim Pers Mtgs	Language Arts	Internship

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

Founded in the late 1960s and incorporated as a nonprofit 501(c)(3) in 1974 for the purpose of serving immigrant Latino youth, LAYC has grown from a small grassroots recreation center to a nationally recognized organization serving low-income youth and families across the District of Columbia and in Maryland's Prince George's and Montgomery Counties. LAYC achieves its mission by operating a regional network of youth centers and educational and social services programs with a shared commitment to meet young people where they are and help them gain the skills necessary to make a successful transition to young adulthood. LAYC provides multi-lingual culturally and developmentally appropriate programs in seven areas: Educational Enhancement, Workforce Investment, Social Services, Residential Placement, Art + Media, Recreation and Advocacy.

Lori Kaplan, who is the Executive Director of the Latin American Youth Center and resides at 1741 Irving Street, NW, Washington, DC 20010, initiated and continues to provide oversight and support to the charter school planning effort for the LAYC Career Academy. She has led LAYC for the last 24 years. She directs and coordinates the organization's fund development, programming, financial management, personnel, public relations and external affairs. She manages the organization's \$14.4 million budget and over 200 full- and part-time staff and over 100 volunteers. In addition, Ms. Kaplan was the original executive director of Next Step PCS, which she founded in 1996 and which is located in LAYC's headquarters at 1419 Columbia Road, NW, and was a major force in the development of the LAYC YouthBuild PCS. She also was one of the founders of the LAYC Bilingual Montessori PCS, which opened in September of 2003. She serves on a number of boards, including the District of Columbia Workforce Investment Board, Leadership Washington, the Consortium on Child Welfare, Youth Radio, DC Alliance of Youth Advocates, and the Roundtable for Non-Profit Excellence. Ms. Kaplan will serve as the Chair for the LAYC Career Academy's Founding Board.

Mai Fernandez, who resides at 70 I Street, SE, Washington, DC 20003, had primary responsibility for the design and development of the LAYC Career Academy before her departure from LAYC to become Executive Director of the District-based National Center for Victims of Crime. As Chief Operating Officer, Legal and Strategic Director, and ultimately Co-Director of LAYC, she provided strategic planning and organizational growth and development support to LAYC from 2003 to 2010. She also provided legal and policy guidance and managed the refinancing of the organization's real estate holdings. Ms. Fernandez was actively involved in the creation of the three

other charter schools founded by LAYC. Her planning and design responsibilities related to this application have been taken over by Nicole Hanrahan, LAYC's current Chief Strategy Officer (whose bio is below). However, Mai has agreed to serve as the Board's Legal Advisor and to provide her policy expertise and institutional knowledge. Mai holds a Master's in Public Administration from Harvard University.

Nicole Hanrahan, who is the Chief Strategy Officer of LAYC, resides at 1537 E Street, SE, Washington, DC 20003. Nicole has been charged with supporting LAYC's efforts to deepen its work with youth in the region and across the country by developing new programs and projects into which best practices and sustainability are embedded. Before joining LAYC last fall, Nicole was a Director at Community Wealth Ventures (CWV) where she helped nonprofits and foundations build social enterprises and improve organizational sustainability. Prior to joining CWV, Nicole spent ten years in community economic development where she ran workforce development programs for low-income people in New York, Chicago and Boston. Nicole holds a BA in Public Policy from Brown University and an MBA from the Harvard Business School.

Mala Thakur, who is the Executive Director of the National Youth Employment Coalition resides at 3707 Astoria Road, Kensington, MD 20895 and has over fifteen years of work experience supporting urban education and workforce development for youth and adult populations. Mala led the creation of NYEC's education portfolio and has managed national and state technical assistance efforts for workforce development, school-to-work, and juvenile justice initiatives. Before joining NYEC in 1999, Mala served as Director of Workforce Development at the New York Citywide School to Work Alliance, where she provided technical assistance to School to Work partnerships and tracked federal and state legislation on education and workforce development. Prior to School to Work Alliance, Mala directed policy, research, and advocacy efforts at the National Puerto Rican Forum and also worked in dropout prevention programs in the New York City public school system.

Deborah Santiago, who is the Co-founder and Vice President for Policy and Research at Excelencia in Education resides at 3429 S. Wakefield Street, Arlington, VA 22206. At Excelencia in Education, Deborah manages efforts to improve higher education success for Latino students by providing data-driven analyses and promoting education policies and practices that support their academic achievement. Deborah has extensive experience in education policy and research at both the community and federal levels and has been an LAYC Board member since 2009. She currently serves on the Program Oversight Committee and chairs the Advocacy Committee.

G. Kenneth Robinson, III who is the U.S. Tax Health Plans Sector Leader for Deloitte's Health Sciences & Government Industry resides at 3818 Woodridge Avenue, Silver Spring, MD 20902. Kenneth brings over twelve years of practical and technical experience in tax, treasury, statutory and financial planning to Deloitte's health plan clients. Kenneth serves clients such as

UnitedHealth Group, Health Net, WellCare Health Plans, WellPoint, CIGNA and multiple Blue Cross Blue Shield health plans. Furthermore, he is a frequent presenter at BCBS industry tax conferences. Prior to joining Deloitte, Kenneth served as Vice President – Tax, and as a member of the senior management team, for Coventry Health Care, Inc. Kenneth received a M.S. in Taxation from Georgetown University and a B.S. with Special Attainments in Commerce from Washington & Lee University.

Isaura Medrano, who will serve as a parent member of the Board of Trustees resides at 1447 Somerset Place, NW, Washington, DC 20011. Isaura's daughter attended classes at WISE last year, received her GED, and is currently preparing to start her postsecondary education. Isaura will be able to provide LAYC staff with her perspective as a parent of a former student. Isaura works at Rosemount Center Program as an Early Childhood Education Teacher and Home Visitor and has a long history of working with children, youth, and families to support their educational goals. In the application process, Isaura has shared her insights and ideas, and is dedicated to making the LAYC Career Academy a successful and youth-focused charter school.

Avery Savage, who will serve as the current WISE student on the Board of Trustees resides at 221 Rock Creek Church Road, NW, Washington, DC 20011. Avery is currently enrolled in job readiness training at WISE and is working towards getting his GED. He is grateful to the WISE staff members for their commitment to his success in the program and looks forward to serving as a Board member of the Career Academy. Avery's role in the application has been related to the youth surveys; he is dedicated to ensuring that young people's voices are heard in the school planning and development process.

Veronica Vasquez, who will serve as the WISE program alumna on the Board of Trustees resides at 3636 16th Street, NW, Apartment B340, Washington, DC 20010. Veronica received her GED from the WISE Program in 2008. She is now in her second year as an AmeriCorps Member with LAYC's AmeriCorps Program. In her current position, she works as an educational aide at a DCPS middle school. Additionally, Veronica is enrolled at Northern Virginia Community College. Veronica is very excited about the proposed LAYC Career Academy and has provided her perspectives on the needs of students throughout the application development process. Veronica helped to administer student surveys and has worked closely with the staff involved in the charter school application.

b. Planning Process

The LAYC Career Academy planning effort began in March 2009, when LAYC's leadership decided to make it an institutional priority to build on the success of the WISE program and the other LAYC-founded charter programs for older, disconnected youth and offer a more comprehensive and robust GED and college preparation program that would also have a strong vocational

training component. Although the existing programs had been successful in helping at-risk youth to attain their GED and secure entry-level jobs, in keeping with its vision of unlimited growth for the young people we serve, LAYC began working to design a program that would provide students the skills and support to reach higher levels of education and employment. We committed to providing a more comprehensive curriculum to our students, preparing them not only for success on the GED but also success in college and/or high growth jobs with clear career advancement paths, at the new school.

We formed a planning committee, which analyzed LAYC's existing education and workforce development programs to identify core principles and program elements that we would want to build into the new program as well as lessons learned from our 15 years of experience with charter schools. In addition, we studied best practices in this field, utilizing the wide array of resources in the District's national nonprofit community and visiting programs that were identified as particularly effective. We recruited leaders from two of these highly effective organizations to join our founding group.

We then conducted research on the needs of older youth in our community, our workforce development experts analyzed the local job market to determine which vocational tracks to pursue, and we studied effective GED, college, and career preparation programs around the country. Team members with expertise in youth development also created an outline of the non-negotiable components of the school in terms of support services we know our youth need to succeed in secondary and postsecondary education and the workforce. Finally, we surveyed current WISE program participants to better understand their needs as well as the strengths and weaknesses of the program and used this information to help shape the school's mission, philosophy, goals, focus and design.

c. Corporate Structure and Nonprofit Status of School

The LAYC Career Academy will be a 501(c)(3) nonprofit organization. Initial steps have been taken to create the nonprofit entity by LAYC's pro bono legal counsel, Covington & Burling, LLP. Covington & Burling also has drafted the school's Articles of Incorporation and bylaws for its Board of Trustees. We are confident that we will meet all requirements of the DC School Reform Act related to incorporation and nonprofit status in a timely manner. Draft Bylaws and Articles of Incorporation are provided in **Section J.4 and J.5**.

2. Governance and Management

a. Board of Trustees

The Founding Group has recruited a diverse group of experts with a range of applicable expertise to serve as a Founding Board of Trustees for the new school. All members of the Founding Board have submitted the required documentation, which is found in **Section G**. The Attachments include:

Letters of Interest, outlining each person's contribution to the planning process, relevant experience and commitment to the mission of the school; resumes; Board Member Agreements, and Conflict of Interest forms; and background check consent forms. We will continue to seek out new Board members where we determine that additional expertise in specific areas is needed.

In general, Board members will serve for renewable two-year terms. Members of the initial board will either serve a two-year term or a one-year term, in each case renewable for additional two-year periods. This staggered approach will help provide for continuity of governance by assuring that only half the board will end its term each year. As vacancies arise, new members will be recruited by the Board and will be elected by a simple majority of current Board members. Unplanned Board vacancies will be filled in accordance with the bylaws.

The Board will be composed of a chair, vice chair, treasurer, and secretary, along with other members. The Board Chair will preside at all meetings of the Board of Trustees, oversee the general management of the affairs of the school, see that all orders and resolutions of the Board are carried out expeditiously and efficiently, and perform such other duties as may be assigned to him or her by the Board of Trustees. The Vice Chair will perform the duties and possess and exercise the powers of the Board Chair, at the request of the Chair, or in the event of the Board Chair's absence or disability. The Vice Chair shall also have such other duties as the Board of Trustees may determine. The Treasurer will have the care and custody of all funds, property, and securities of the school, subject to such regulations as may be imposed by the Board of Trustees. He or she will also sign all receipts and vouchers, maintain the books of all monies and obligations received, and exhibit such books at all reasonable times to any Trustee. The Secretary will be in charge of books, documents and papers as the Board of Trustees determines and shall attend and keep the minutes of all meetings. He or she may sign with the Board Chair or Vice Chair, in the name and on behalf of the school, any contracts or agreements authorized by the Board of Trustees. Copies of all official records of the school shall also be provided to LAYC Career Academy staff for maintenance and safekeeping. Board member job descriptions and performance expectations are included in **Section J.1**.

There will be a standing Finance Committee, and ad hoc committees will be formed to address particular issues and accomplish specific objectives, as needed. The full Board will meet quarterly to:

- Provide strategic direction to support the school's mission and goals;
- Oversee the establishment of new school policy with input from the school's leadership, staff, students and the community;
- Provide oversight and support to the Executive Director in his/her efforts to ensure that the school meets its goals and objectives as

specified in the mission accomplishment plan and implement sound risk management policies;

- Provide fiscal oversight of school operations to ensure compliance with charter school law and other laws, and approve the school budget, leases, major contracts, and other large purchases;
- Oversee and evaluate performance of the Executive Director;
- Establish and sustain a strong collaborative relationship with the school leadership team;
- Support fund development, public relations, and community outreach;
- Hear appeals from members of the school community related to promotion, discipline, and personnel concerns according to a process to be developed by the Board and the Executive Director and publicized to the school community and posted at the school;
- Work to enhance LAYC Career Academy's image to the public at large;
- Recruit and provide orientation for new Board members to ensure quality and continuity of governance; and
- Select, provide oversight to, and evaluate the charter management organization (CMO).

Charter Management

The founding group believes that several management, administrative, and educational functions of the school should be delegated to a CMO and that LAYC has the appropriate institutional resources to assume that role. The terms of this arrangement are set forth in a draft charter management agreement attached in **Section J.7**.

Pursuant to this arrangement, LAYC will provide the school an Executive Director who is a senior nonprofit executive with extensive experience operating programs serving at-risk youth. This individual will oversee the recruiting, training, and evaluation of the school's Principal, teachers, and student support staff. In addition, LAYC will provide operational support for the school in the following areas: budgeting and financial management, accounting and payroll, data management and IT support, marketing/fundraising, human resources, and facilities management. We believe this management arrangement will further the school's mission by allowing it access to very high-quality yet cost-effective operational and development support by skilled professionals with documented success working with the students and communities to be served.

The CMO services described here (and in more detail in the Charter School Contracts section) will be provided under the supervision of the school's

Board of Trustees and, pursuant to the CMO contract, in a manner consistent with this charter school application and all applicable laws and regulations.

b. Rules and Policies

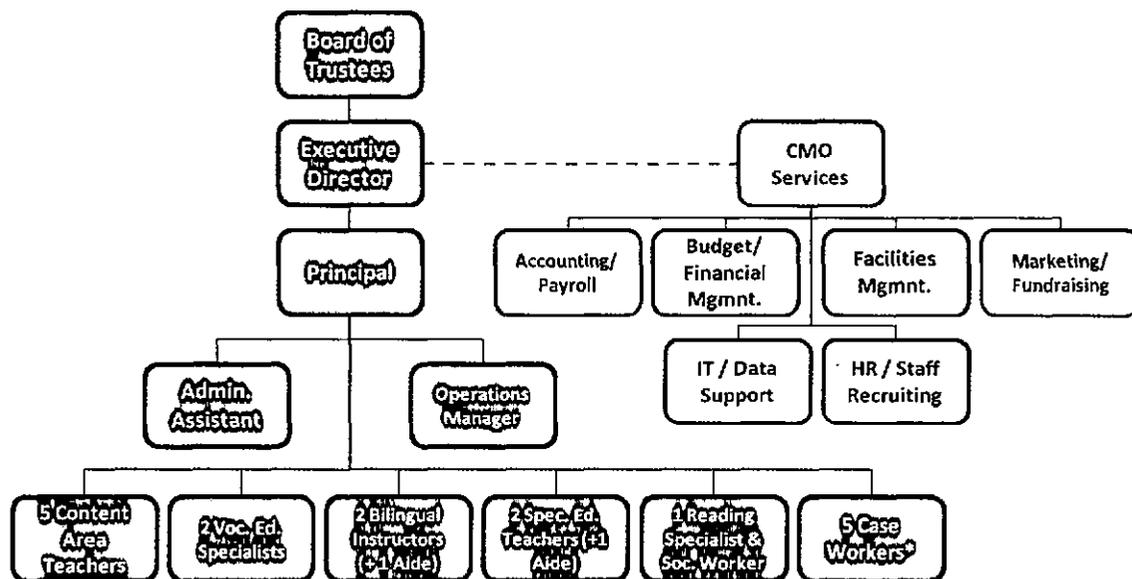
The founding Board is in the process of assessing current WISE program rules and related LAYC Career Academy policies to determine how best to apply and/or modify these rules and policies to meet the requirements of charter school law and the school's expanded mission and goals. In addition, we will gather information from other charter schools and resource organizations (e.g., The National Charter School Resource Center (Learning Point), the National Resource Center on Charter School Finance and Governance, and FOCUS) regarding best practices in this area.

Comprehensive school rules and policies will be provided to the Board prior to the beginning of school operations. We anticipate that the rules will address employment, personnel, financial procedures, grievance processes, and the procedures for staff evaluation and dismissal and student enrollment, attendance, promotion, completion, suspension and expulsion.

c. Administrative Structure

The following organizational chart depicts the administrative structure of the school, as well as the operational and management support to be provided by LAYC. The school principal will create professional learning community through which teachers and other staff can provide regular feedback on administrative decisions. In addition, students will have the opportunity to provide input into the program structure through the Youth Leadership Team (described on the following page(s)). Parents, guardians, and other supportive adults will be able to provide feedback directly to the principal at any time.

Organizational Chart



* Student Advisors / Advocates will provide academic and social services support and college / career transition guidance and follow-up.

Key Staff Position Descriptions

Executive Director

- Hire, supervise, and evaluate Principal;
- Work closely with Principal to establish and sustain a school environment that is consistent with the school's mission and philosophy;
- Work in partnership with the school's Board of Trustees and Principal to ensure the school's programs continue to support its mission;
- Build and maintain relationships with key community organizations, District and federal government agencies, and the DCPCB;
- Raise funds for the school from public and private funding sources and maintain relationships with funders;

- Work with the Principal to develop the school's annual operating and capital budgets; and
- Draft the school's annual report and serve as the school's primary liaison to DCPCSB for the purposes of the annual school review and any other compliance issues.

Principal

- Work with the Executive Director to establish and sustain a school environment consistent with the school's mission and philosophy;
- Oversee the day-to-day functioning of the school;
- Recruit, hire, supervise, and evaluate teachers and staff;
- Work with Executive Director to ensure compliance with all requirements of the charter, charter school regulations, and grantee guidelines;
- Coordinate efforts to reach the goals outlined in the school's mission accountability plan, including continuous review of student assessment data to ensure progress toward goals;
- Work with the Executive Director to develop the budget, monitor its execution and address any spending pressures that arise;
- Ensure the safety and security of students, staff, visitors, and facilities;
- Communicate regularly with students, staff, parents and family members and other student supporters;
- Meet regularly with the Youth Leadership Team, work to address their concerns, and relate concerns to the Board as appropriate;
- Work closely with ELL and Special Education Teams and contract related-services providers to ensure an effective and consistent approach and clear communication in meeting students' needs; and
- Coordinate student support services and supervise and evaluate student support staff.

Lead Teacher/Director of Curriculum

- In addition to teaching duties, serve as curriculum leader and head of instruction and work with staff to continuously improve the curriculum and delivery of instruction;
- Identify professional development (PD) needs relating to instruction and identify or develop PD programs to address those needs;
- Coordinate with master teacher programs to create peer-evaluation and support program;
- Spearhead efforts to continuously align curriculum to GED and Common Core and other performance standards, as applicable; and

- Meet with counterparts at CCDC and Bard College to ensure that school curriculum is preparing students effectively for college work.

Operations Manager

- Maintain records related to student enrollment and attendance;
- Work with Data Manager to ensure that student and school performance data is properly compiled, stored, and reported to local and federal authorities;
- Serve as primary liaison to LAYC accounting, payroll, and budget/financial management staff; and
- Order textbooks and other instructional materials and supplies, manage food services contract and work with custodial team/contractor to resolve facilities-related concerns.

Case Manager (Academic and Social Services Support and College/Career Transition)

- Establish personal relationships with all students on caseload, monitor academic progress, identify support needs, and make necessary service referrals;
- Work with students to develop Individualized Learning Plans (ILP) and monitor progress towards ILP objectives;
- Establish and maintain partnerships with colleges, community colleges, alumni organizations, and others providing support for postsecondary education, especially for previously disconnected youth;
- Develop resource center for students in need of information about student financial aid and assist students in applying for Federal, District, and school, foundation and private financial aid;
- Coordinate job readiness classes and workshops and group and individual career exploration activities;
- Help students learn about and make connections with trade and vocational job training programs;
- Work with students to help them identify their employment skills and career goals and set employment-related goals; and
- Establish and maintain partnerships with businesses, nonprofits and others to sponsor student internships and monitor students at their internship sites.

Youth Leadership Team

Students will elect five officers to serve as members of a Youth Leadership Team. The group will meet weekly with the following responsibilities:

- Represent students' interests in matters of school policy, procedures, and operations and communicate students' concerns to staff;
- Meet monthly with the Principal;
- Act as liaisons between the students and the school staff and administration; and
- Make recommendations school staff and administration to improve the school.

d. School Management Contracts

LAYC Career Academy will delegate certain management, administrative, and educational functions to the Latin American Youth Center, which will function as the CMO for LAYC Career Academy. As noted above, a draft management agreement is included as **Section J.7**; Schedule 1 of the agreement stipulates the specific services to be provided.

Pursuant to the agreement, LAYC will manage and operate the LAYC Career Academy and provide services including human resource administration; accounting and payroll; budgeting and financial management; marketing and fundraising; data management; and facility maintenance. The Board of Trustees will oversee these services and they will be performed in a manner that is consistent with this charter school application and applicable law, regulations, and accreditation standards.

- The management agreement will provide for the appointment of an LAYC Career Academy executive director (at 50% time), employed by LAYC, who will hire and manage the principal, teachers, and other school personnel. Under the agreement, the parties will agree to a set of criteria (to be updated from time to time) to evaluate the CMO's performance; the parties will meet no less often than quarterly to discuss the CMO's performance and will provide a formal evaluation annually.
- To compensate LAYC and cover the costs of the services it provides, LAYC Career Academy will pay a management fee of 12% to LAYC until the school reaches full enrollment; at that time, the fee will drop to 10%. The management agreement may be terminated by mutual consent, by one party to the agreement following a material breach by the other party, by either party with six months' notice before the end of a school year, or by either party for the insolvency of the other party.

- The Board will evaluate the CMO on the basis of its performance in the areas of school administration, operations and financial management, and its effectiveness in supporting the school's mission.

A copy of LAYC's most recent Annual Report and audited financial statements are included in **Section J.9 and J.10**. LAYC's most recent Standard and Poor's credit rating is A/A-1, and LAYC has no canceled contracts.

The CMO contract between LAYC Career Academy and LAYC will include financial management services. LAYC will maintain the LAYC Career Academy's financial records in accordance with generally accepted accounting principles using QuickBooks accounting software. LAYC will assist the Executive Director and Finance Committee of the Board in establishing policies and procedures that will ensure strong internal controls. Categories to be covered in the financial policies and procedures include:

<ul style="list-style-type: none"> • Closing/opening investment and bank accounts and identifying signatories 	<ul style="list-style-type: none"> • Setting up lines of credit and borrowing money
<ul style="list-style-type: none"> • Audit procedures 	<ul style="list-style-type: none"> • Budgeting process
<ul style="list-style-type: none"> • Investment policy 	<ul style="list-style-type: none"> • Insurance
<ul style="list-style-type: none"> • Physical controls and asset safeguards 	<ul style="list-style-type: none"> • Payroll system

The Finance Committee will be responsible for oversight of fiscal integrity and LAYC will be responsible for implementing controls on a day-to-day basis.

With regard to experience with charter schools, LAYC has founded three other District of Columbia public charter schools: Next Step PCS (1419 Columbia Rd, NW), LAYC YouthBuild PCS (3014 14th Street, NW) and Latin American Montessori Bilingual Public Charter School (1375 Missouri Avenue, NE). Although LAYC did not formally serve as the CMO for any of these charter schools (in fact, the concept of a CMO had not been developed when Next Step opened its doors in 1998), we have in the past provided management support, facility access and maintenance, and curriculum development assistance. Moreover, Lori Kaplan, LAYC's Executive Director, served as the Executive Director of the Next Step Charter School from March 1996 to June 2005 and as the Board Chair of the YouthBuild Charter School from 2005 to 2006.

The Latin American Youth Center does not plan to open additional charter schools within the District in the next five years.

As described in the Educational Plan, LAYC was founded in 1968 to address the need for services for the emerging Latino community in Washington, D.C. Today, LAYC is one of America's leading youth development organizations, serving youth from all backgrounds and neighborhoods to meet ever-

changing needs. LAYC comprises a multicultural network of youth centers and educational and social service programs serving over 4,000 low-income, immigrant and minority youth and their families. LAYC achieves its mission by providing multi-lingual culturally and developmentally appropriate programs, support, and opportunities to its clients. LAYC is led by Executive Director Lori Kaplan.

The Founding Group selected LAYC as its CMO to provide continuity and quality in the management and operations of the school and to leverage its reputation in the community, strong existing relationships with key partners, and comprehensive support services. If in the future the management needs of the school change, the school's Board of Trustees can cancel its contract with the LAYC and choose another management company. In addition, LAYC and the LAYC Career Academy will have separate legal counsel to ensure that the interests of both entities are protected when the contract is reviewed and finalized.

3. Finance

a. Anticipated Sources of Funds

Meeting the educational needs of LAYC Career Academy students will entail a significant investment from public and private sources to maintain a full staff of academic, social service, and support professionals. However, the cost of failing to meet the needs of this at-risk population is even higher. Direct and indirect costs from increased crime, lower educational levels, social isolation, and diminished quality of community life far outstrip the expenses associated with prevention, education, and diversion.

We are confident that we have developed a sound and realistic budget for the LAYC Career Academy. We derived our calculations by analyzing comparable school budgets and collaborating with experts to create realistic assumptions for each line item in our revenue and expenditures. As indicated in the budget documents provided in **Section F**, we will run a surplus in Year 1. Further, as the size of our enrollment increases over the coming five years (with per pupil funding increasing from \$1,575,020 in Year 1 to \$3,799,907 in Year 5), our revenue will continue to increase faster than our planned expenses, resulting in a modest budget surplus each year.

We have budgeted for \$75,000 in private grants and donations in the first year with modest increases in the out-years included to be conservative. However, we expect to raise significantly more funds given our strong record in fundraising at LAYC described in more detail in the following section. In the event that enrollment is lower than expected, we will adjust staffing levels accordingly to avoid a budget shortfall.

b. Planned Fundraising Efforts

LAYC is a financially stable organization with almost forty years of experience raising the necessary funds to sustain a broad array of educational, social services, arts and advocacy programs. LAYC is confident in its ability to raise funds from various sources to supplement the per pupil allocation in support of the LAYC Career Academy's development and operation. Over the past year, LAYC has raised in excess of \$14 million dollars, 40% of which came from non-governmental sources, to further its mission. Our fundraising staff will utilize LAYC's extensive network of contacts in the local and national foundation communities to generate additional resources for the LAYC Career Academy. In addition, by expanding our Learning and Evaluation Division and implementing Efforts-to-Outcomes (ETO) software, we recently improved our internal capacity to track and analyze program outcomes, making our programs more attractive to sophisticated funders.

In addition, we believe we will be successful in securing support for the school from corporate and individual donors because we will address such an intense unmet need for workforce readiness and targeted vocational training in the District. At the same time, our fundraising department is in the process of developing a highly structured program using the nationally recognized Benevon model to build and maintain support from individual donors. Finally, LAYC has utilized special events such as joint fundraising-community awareness vehicles in the past and will likely pursue this approach at the Career Academy as well.

LAYC also has extensive experience with capital projects; in fact, since 1996, LAYC has successfully raised funds for the redevelopment of community properties totaling over 63,000 square feet for use by community-based organizations and low-income youth. Specifically, working with several local developers and raising over \$8 million in public and private financing, we renovated our headquarters location in the 1400 block of Columbia Road NW and four houses on 15th Street between Columbia Road and Irving Street. Two of these houses offer safe and stable home-like environments in which formerly homeless or runaway youth learn the life skills necessary to be successful adults. A city bond enabled us to rehabilitate the third house into residential units for teen parents and their young children. The fourth building houses LAYC's Art + Media program. Based on this strong track-record, we are confident in our ability to raise capital funds, as necessary, as the LAYC Career Academy grows to its full enrollment.

c. Financial Management and Accounting

The LAYC Career Academy will establish and maintain its financial records on an accrual basis in accordance with generally accepted accounting principles, as defined by the American Institute of Certified Public Accountants. With the assistance of the LAYC, the school will establish financial management and internal accounting procedures with strong fiscal controls. LAYC's accounting department includes two Certified Public Accountants who have established

and maintained similar systems for Next Step PCS, YouthBuild PCS, and LAMB PCS. The system and procedures are subject to review from financial experts on the Founding Board. Our comptroller will conduct regular bookkeeping and accounting work as appropriate.

Once the school reaches full enrollment, we anticipate having a margin of approximately 10% each year, which will help us develop cash reserves to cover any gaps in cash flow. However, the school’s cash flow management plan will also be aided by the establishment of a line of credit to draw upon if necessary to meet expenses.

LAYC Career Academy finances will be managed by LAYC, with oversight from the school’s Board of Trustees. All LAYC Career Academy funds (including uniform per student funds, facility funds, District and federal government grants and non-government grants) will be kept separate from those of the affiliate organization by using separate accounting software and systems.

d. Civil Liability and Insurance

Our preliminary plan is to secure the following coverage, as recommended by DCPCSB. If our legal counsel advises additional coverage, we will consider increasing our insurance at that point:

General liability	\$1,000 per occurrence, \$2,000 aggregate
Directors and Officers Liability	\$1,000
Educators Legal Liability	\$1,000
Umbrella Coverage	\$3,000; \$5,000 if providing transportation
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	Actual loss sustained
Auto Liability Insurance	\$1,000
Workers Compensation	As required by law

e. Provision for Audit

The firm of SB & Company performs the annual audit of LAYC’s financials. LAYC Career Academy will utilize a Certified Public Accountant licensed in the District of Columbia and listed on the approved Auditor List to ensure that the organization adheres to all A122 and A133 guidelines issued by the Office of Management and Budget.

4. Facilities

a. Identification of a Site

Our initial plan for Year One is to house the LAYC Career Academy in the space currently occupied by LAYC’s WISE program, which is a fully-renovated

mixed use building at 3500 14th Street, NW. WISE currently occupies approximately 3,800 square feet of ground floor space at that location. It is easily accessible by the 52 and 54 Metrobus lines at the northbound 14th & Oak Street, and southbound 14th & Ogden Street stops, and is about six blocks from the Columbia Heights Green Line Metro station.

There are four classrooms at this location, including two that are fully technology-equipped, as well as a smaller computer lab that is dedicated to resume drafting and job search activities. The space has a lobby, lunch room and staff offices. The classrooms and restrooms are all on ground level and are ADA accessible and the building is equipped with fire safety technology. LAYC has a five-year lease for the space, which does not expire until December 2013, and a five-year option to renew at the expiration of the current lease. A copy of the lease, including a floor plan, is provided in **Section J.8.**

We anticipate the need for some additional space to accommodate all of the activities in which Year One students will be engaged. Additional classroom space, including another fully computer-equipped classroom, will be available for use at the LAYC's main facility at 1419 Columbia Road, NW. At that location, there also is a large community room, where the Bard College classes are currently taught and where CCDC classes also may be taught. Finally, the Heritage Board Room will be available for staff meetings, trainings, and other school functions. This location will be familiar to our students, as some of the school's activities also will be held here such as open houses and Showcase Success nights. The building was purchased in 1995 and fully renovated in 1998.

Finally, additional space for vocational education programming as well as special events is available at the LAYC Art + Media House, a three-story building located at 3035 15th Street, NW (about two blocks from LAYC's main facility). The Art + Media House includes a fine arts studio on the 3rd floor, a media lab with sound room and audio engineering room on the 2nd floor, a darkroom, and classroom space in the basement, and a large, open gallery space on space first-floor exhibition space.

As we grow the school in Years Two and Three to its target enrollment of 200, we know that we will need to identify additional space. We will pursue the full array of options over the next two years, including the following:

- Because of the relatively high real-estate costs in the area we serve, we will look for opportunities to partner with other programs with similar objectives and target audiences, with a goal of achieving economies of scale in terms of square footage rates and sharing spaces (i.e., cafeteria, auditorium);
- We already have reached out to Building Hope, a local charter support organization that provides "incubator" space to new charter schools at reasonable rental rates. Specifically, we have had initial conversations with staff about the possibility of utilizing Building Hope's 12,500

square foot incubator space on 14th Street NW, which is within blocks from LAYC's main building, in Year Two. A Letter of Support from Building Hope is provided at **Section L.6**.

- Finally, we will continue to pursue opportunities to lease or purchase excess District government buildings or DCPS schools, as we have in the past, most recently with our bid for a long-term lease at old J.F. Cook School, where we hope to locate a new LAYC YouthBuild program.

b. Site Renovation

Given that the existing facilities have proven appropriate to the needs of these projects, and each has flexibility to accommodate anticipated growth in school enrollment, no significant renovations are anticipated at any of the three buildings that will house LAYC Career Academy activities in Year One. Renovations also are unlikely in Year Two if we are able to utilize Building Hope's 14th Street NW incubator site. In the alternative, if we determine that the best course is to lease a DC-government building or privately-owned property (potentially of a larger spaced shared with another school), renovations may be required in Year Two. If that is the case, we will provide any additional information the Board requires at that time.

c. Financing Plans for Facilities

For Year 1, the LAYC Career Academy will occupy the WISE Program's current site located at 3500 14th Street NW, Washington DC 20010. LAYC has a five-year lease on this space, which does not expire until December 2013. This 3,800 square foot building has four classrooms and a monthly rent of \$8,154.17, or approximately \$95,000 per year. We expect to meet this obligation with funds from the facilities allowance. In addition to the WISE space, Year 1 LAYC Career Academy students will also regularly utilize LAYC's community room, Heritage Board Room, and the Art + Media House facility, which together provide for an additional 6,000 square feet of space, at no cost to the school.

Beginning in Year 2, we hope to use Building Hope's incubator space located on 14th Street, which is an ideal location for our students. This 12,500 square foot site is within walking distance from the current WISE site and LAYC's main anchor site, and is already configured into classrooms. Building Hope provides incubator space to charters at a rate of 80% of the per pupil facilities allowance. In the event that the Building Hope space is not available, we will explore other facility options, including co-location with another charter school and use of DC Government excessed buildings.

d. Building Maintenance

Building maintenance at the 3500 14th Street, NW facility is currently handled by Cavalier Apartments; under an existing custodial agreement, Cavalier will continue to ensure that all applicable codes and standards are continuously

met. Students themselves will be tasked on a daily basis to help keep their school clean and well-organized. In addition, an annual clean-up day will be held, with students and their families encouraged to give the facility a thorough "spruce-up." Maintenance of the Latin American Youth Center headquarters and Arts + Media House is provided by LAYC staff.

5. Recruiting and Marketing

a. Outreach to the Community

WISE, as a successful ongoing LAYC program, has an already established identity and respected reputation within the community. To spread the word about the program's transition into a charter school, we will launch a public information campaign that will include the following:

- Media outreach to Spanish-speaking and English-speaking outlets;
- Flyers, emails, web postings, and other notices sent to social service agencies, youth-serving organizations, juvenile justice centers, probation officers, faith institutions, training programs, community-based organizations, and substance abuse treatment programs;
- Street outreach conducted by current WISE program participants, parents, and alumni; and
- Information sessions at community centers.

The LAYC Career Academy also will be a strong positive presence in the community, providing a variety of community events, (i.e., health screenings, parenting workshops); occasional student performances; and student service projects. We believe that by creating a distinct identity for the school in this community, we will benefit from the positive opinions of residents, who will then help us spread the word as we recruit new students.

b. Recruitment of Students

While recruiting students is an essential task for any new school, The LAYC Career Academy will have several assets that may facilitate such recruitment. These include:

- The WISE program already has a track record of success. The program is routinely unable to accommodate participant demand, and we anticipate this to continue once the program transitions to a charter school. To address space constraints that we will likely face in Year 2, we have already begun identifying potential sites that can easily accommodate the number of students we expect in Years 2, 3, and beyond.
- The added breadth of academic and programming options offered to students will attract additional participants. Prospective students are especially likely to be attracted to LAYC Career Academy because of

the opportunities to gain marketable skills in the high growth occupational fields of healthcare and information technology.

- LAYC Career Academy will offer CCDC and Bard college courses on site and, in addition to this early college experience, students also will have access to transition supports to pursue post-secondary education.
- LAYC will continue to refer young people who utilize its programs to the LAYC Career Academy, if it suits their academic and vocational objectives.

In order to reach students, or their parents or guardians, who might not otherwise be aware of our program, LAYC staff will utilize its excellent working relationship with a number of District agencies, including DC Public Schools, the Department of Employment Services, the Department of Housing and Community Development, the DC Superior Court Drug Treatment Program, the Public Defender's office, the Department of Youth Rehabilitation Services, and the Child and Family Services Agency. We believe that working with these agencies and various community-based organizations that LAYC already collaborates with, we will be able to reach students who are homeless or "wards of the state."

While there are a number of charter schools located in our area, the LAYC Career Academy's program is significantly different from what these other schools currently provide, in that we will offer GED preparation (rather than a diploma track), access to a range of vocational courses, early-college opportunities, and youth development and other supports critical to our target population. In addition, reliable data show that there are as many as 11,000 disconnected youth in the District; the total number of available seats in schools that currently offer even some of the programs and services these students require can meet only a small fraction of that demand. Accordingly, we do not believe we will have a negative impact on neighboring programs.

If more students apply than we can serve, we will conduct a lottery consisting of a randomized selection from the available pool of students until all available slots are filled. Those who are not selected will be put on a waiting list.

School staff will create a Recruitment Plan, including public awareness and recruitment goals. The plan will include street outreach and the production of recruitment materials distributed to community centers, area churches, allied social service organizations, homeless shelters, foster homes, youth sports groups, and other organizations and government agencies likely to have contact with young people in our target demographic. Current LAYC participants (especially those already enrolled in the WISE program), alumni, parents, community members, and friends will be informed about the new school and encouraged to recruit potential students.

On a monthly basis, progress toward the goals of the Recruitment Plan will be reviewed and analyzed, and required changes will be made to assure its success. Key milestones for the 2012-2013 academic year include:

Develop Recruitment Plan, including public awareness and recruitment goals	August, 2011
Begin executing against public awareness and community outreach goals	September 2011
Refine Recruitment Plan, as necessary	February 2012
Finalize Recruitment Plan	March 2012
Begin recruitment campaign	April 2012
Complete recruitment campaign	June 2012
Prospective students submit all necessary documentation; conduct lottery (if necessary)	July, 2012
Classes begin	September, 2012

The LAYC Career Academy supports the principle of open enrollment, but will target its recruitment efforts towards the low-income, out-of-school youth for whom its programs are primarily designed. No qualified student, regardless of grades or family income, will be barred.

c. Future Expansion and Improvements

LAYC Career Academy School Enrollment Estimates

	Year One	Year Two	Year Three	Year Four	Year Five
Total number of students	100	150	200	200	200
Number of ELL students	80	120	160	160	160
Number of Special Education students	20	30	40	40	40
Number of students age 19-24	60	90	120	120	120

Our urban campus is large enough to accommodate the school as it reaches its Year 1 full capacity of 100 students. As discussed in the Identification of a Site section, as the LAYC Career Academy grows we will need additional space and are pursuing several options. As necessary to meet student needs and provide academic and support services, we will increase qualified staff via several avenues, including professional and trade association marketing, participation in charter school and other academic job fairs, and coordination with Teach for America, AmeriCorps, and other youth service networks.

Orientation of Parents, Teachers, and Other Community Members

The LAYC Career Academy will host a series of informational sessions for prospective students, their parents, and other community members to help them become aware of the school and its offerings. These sessions will be held at LAYC and at public libraries, community centers, faith institutions, and other youth centers in the area.

Teachers will be asked to participate in a two-week summer institute that will provide them with a more complete understanding of the mission and vision of the LAYC Career Academy, train them in the curriculum, and explain their role in helping the school achieve the objectives laid out in our Accountability Plan.

To enable potential students to make an informed enrollment decision, LAYC Career Academy will hold a week-long orientation designed to help applicants determine whether the school is right for them. The orientation will provide an in-depth overview of the program, which will outline the rules regarding attendance, punctuality, participation, and respectful communication. If they choose to enroll, students and staff will carefully review the Student Code of Conduct, which lays out school rules and consequences. Students will also sign a contract stating their intention to follow the Code of Conduct.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

Tentative time table for registering and enrolling students is as follows:

- *April 2012-June 2012*: Active recruitment of students through steps outlined in Recruiting and Marketing section.
- *May 2012-July 2012*: Host campus tours and information sessions of the LAYC Career Academy for prospective students and their parents and guardians. Provide students and parents with enrollment information.
- *May 2012-July 2012*: LAYC Career Academy staff will be available for walk-in or scheduled appointment to assist parents or guardians with registering and enrollment paperwork. Bilingual staff will be available.
- *July 2012-August 2012*: Finalize enrollment of 100 students for the 2012-13 school year. The cutoff date for accepting enrollment forms for the first trimester will be July 16, 2012. We will initiate a random selection process on August 1, 2012, and will maintain a waiting list in the cases of over enrollment.
- *Late August/September 2012*: Start of academic school year. Utilize Intake process to ensure that the LAYC Career Academy is a good match for the student's expectations/objectives/timeframe and meets his/her needs and goals.
 - Ensure that all 100 slots in the LAYC Career Academy are filled. Fill any empty slots in enrollment from the waiting list.
- *October 1, 2012*: Close of enrollment for Trimester 1. The final list of 100 students will be submitted to the DC Public Charter School Board.

Since the LAYC Career Academy will operate on a trimester system, we may repeat the recruitment/enrollment process prior to each new trimester, if space becomes available due to student completion or attrition, and if the waiting list is exhausted.

b. Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students

The proposed LAYC Career Academy is a school of choice for older teens and young adults who are residents of the District of Columbia and who have not met with success in a traditional school setting. Although WISE and LAYC will provide exceptional support services to assist students, self-determination will be key to each individual's achievement. Students must be prepared to

put forth the effort to complete a demanding program. To succeed at our school and prepare for success in higher education and/or the workforce, students must be self-motivated to complete a rigorous academic program. In addition, LAYC Career Academy teachers and staff will work individually with students to support and motivate them to overcome any academic and situational challenges they may be facing.

Our enrollment process and policies reflect our organization's mission and philosophy, which emphasizes the importance of student responsibility to meet all school requirements. Students will be asked to demonstrate:

- A commitment to regular attendance and punctuality;
- An interest in the school's academic programs;
- A willingness to actively participate in their own learning;
- A commitment to meet all requirements of the program; and
- The motivation to complete their education.

While at the LAYC Career Academy, students will not only receive wraparound supports from teachers and staff to help them meet these requirements and achieve their academic and career goals, but they will also have opportunities to be actively involved in the school's operation. For example, five students will have the opportunity to represent their peers and affect school policy by serving on the Youth Leadership Team.

Enrollment in the LAYC Career Academy will be open to students 16-24 throughout the city. Students may apply at any time. Packets containing information about the school's timetable and requirements for admission will be provided to each prospective student. Students who have applied will be asked to attend at least one of several information sessions to learn more about the school.

To be admitted, students will be asked to provide:

- Proof of DC residency (as specified by Office of State Superintendent of Education regulations)
- School transcripts (if available)
- Individual Education Plan (as appropriate)
- Home Language survey
- Family income information (*For purposes of identifying student eligibility for the free/reduced lunch program*)
- Health/vaccine record signed by health care provider
- *If seeking child care assistance:* Students can apply for day care vouchers from the Department of Human Services' Income Maintenance Administration, Child Care Division.

If there are more students meeting the enrollment criteria than there are slots available, a lottery will be conducted. Those who are not selected through the lottery will be placed on a waiting list. Students who meet admission requirements and are offered available slots will participate in an orientation to help them decide if the school is right for them.

During the Intake Phase of the program, students will receive detailed information about the program's academic offerings and requirements. In addition, students will participate in a personal interview with school staff, enabling staff to learn about the student, build rapport, and gather information to guide the provision of social services, as appropriate. Finally, students will take several assessments so that they can be placed in the appropriate level courses and receive appropriate academic support.

The Student Code of Conduct will include clear statements of policy regarding treatment of others (students and staff), attendance, late arrival, attire and hygiene. The consequences of violating these policies will be clearly described, as well as a process for students who have complaints about peers, staff, school policies, or disciplinary actions. In accordance with DCMR Title 25, serious violations of school policy and/or breaches of the Student Code of Conduct may lead a student to be suspended or expelled.

Each student will be asked to sign the student contract containing the Student Code of Conduct, indicating his or her willingness to abide by school policy.

2. Human Resource Information

a. Key Leadership Roles

Executive Director - Sandra Gutierrez (half-time): Ms. Gutierrez is the current Chief Operating Officer at LAYC and has been part of the leadership team since 2008. Ms. Gutierrez has had an active role in the planning of this charter school, taking a lead role in developing the school design, in particular its youth development components. Ms. Gutierrez has over 25 years of experience leading youth development organizations and her academic background includes an academic appointment in the Department of Human Development at Vanderbilt University – Peabody College, Nashville TN, and a Master of Science in Public Administration from the College of Human Services (1995).

Principal to be hired, (full-time): We plan to recruit a professional to fill this role with assistance from our professional network, including our Board of Trustees, LAYC's network of supporters, and school support organizations, such as New Leaders for New Schools and FOCUS. We are looking for an individual who has the abilities and qualities to guide a group of teachers and students through the process of building a learning community and helping young people to re-engage in their education. The candidate must have a demonstrated track record of success working with students who have had

difficulty in traditional schools. We also will look for a candidate with a strong background working with English Language Learners and Special Education students and a commitment to high expectations for all students regardless of socioeconomic status. The Principal also must be well-versed in youth development principles and able to lead by example in this regard.

Operations Manager – to be hired

Lead Teacher/Curriculum leader – to be hired

Reading Specialist – to be hired

Legal Counsel – Mai Fernandez, Founding Board member, has agreed to act as legal counsel to the Board should the charter be approved.

Covington & Burling, LLC, which has served as pro bono Legal Counsel for LAYC for a number of years, provided advice and drafted materials for this application as well. C&B attorneys also have agreed to assist us in incorporating the school and obtaining 501(c)(3) status.

Ms. Gutierrez and Nicole Hanrahan (Board of Trustees member and LAYC Chief Strategy Officer) will provide leadership for the areas of responsibility listed above during the planning period until individuals are hired. Both of their resumes are included in **Section G.1.**

b. Qualifications of School Staff

According to a twenty-year study by Teach for America (described in the January/February edition of The Atlantic magazine), great teachers “tend to set big goals for their students,” and are always striving to improve their own teaching performance. Teach for America notes that “superstar teachers...avidly recruited students and their families into the process, maintained focus, planned exhaustively and purposefully...working backward from the desired outcome, and worked relentlessly.”

In addition, LAYC has learned through its work with the WISE program and the other charter schools that highly effective teachers are those who have a solid understanding of positive youth development and demonstrate these principles in every interaction with their students. Teachers who are able to develop strong and supportive relationships with their students are the ones who are able to engage and motivate their students to reach their full potential, and achieve positive academic and life outcomes.

The LAYC Career Academy will recruit teachers who have substantial experience working with older youth who have not succeeded in traditional learning environments. We will also hire teachers who are knowledgeable about student-centered approaches that promotes active learning and the creation of relevance connections between the classroom (and postsecondary education) and the “working world.” In addition, LAYC Career Academy will recruit teachers and other staff who:

- Demonstrate a clear commitment to the school's mission and philosophy (through professional and volunteer experience);
- Have the energy and capacity to be instrumental in helping the school reach its goals (as articulated in the accountability plan);
- Have at least two years of experience in their content area and are prepared to take part in additional professional development to hone their skills;
- Have experience with youth development principles or a strong willingness to learn this method;
- Have earned the appropriate academic credentials for the position they are seeking or are on a path to do so that is acceptable to LAYC Career Academy leadership; and
- Possess the qualifications to meet or exceed the "highly qualified" requirements of the No Child Left Behind Act, as applicable to certain of our teachers.

Staff members must be mature and authoritative, yet respectful of youth. Successful employees will be those who share the organization's belief that although young people may struggle (and sometimes fail) to make healthy life choices, each has the capacity and deserves the opportunity to improve his or her lives, complete his or her education, and move on to college and/or a productive, fulfilling career. Staff members must also accept and embrace their responsibilities as positive role models for students, and exhibit professionalism at all times.

Staff will be recruited during 2011 and 2012; in addition, we expect to transition some of the current WISE instructional staff to the new school. We will advertise openings in trade publications, online job lists, and websites, to professional organizations such as Teach for America, and at charter school and other academic job fairs, as appropriate. Selection criteria will be developed during the planning year based on best practices and LAYC hiring standards. Candidates will go through a rigorous interview and vetting process, which will include criminal background checks.

c. Staffing Plan

The staffing plan acknowledges that the students served by the LAYC Career Academy may require substantial support and intervention to fulfill their academic and life goals. Anticipated number of staff members will be 23 full-time employees and 2 part-time employees.

Positions	(All are 100% unless otherwise noted)
Executive Director	.5
Principal	1
Operations Manager	1

Positions	(All are 100% unless otherwise noted)
Administrative Assistant	1
Data Manager	.5
Content Area teachers	5
Vocational Education teachers	2
Bilingual Education teachers	2
Special Education teachers	2
Special Education/ELL aides	2
Case Managers	5
Reading Specialist	1
Social Worker	1

Pupil-teacher ratio: 8:1

In addition to participating in the summer training institute, all new staff members will be encouraged to consider specifically how they will help the staff as a whole to meet school goals and share that with their colleagues. In weekly meetings, staff members will discuss issues related to school goals, strategies will be developed to address issues, and they will be followed from week to week until they are satisfactorily resolved. All staff members will participate in the annual school review process to keep them informed about school progress and hold them accountable for both outcomes related to their areas of expertise and broader school goals.

d. Employment Policies

In order to attract high quality staff, we will make every effort to offer a competitive salary and benefits package to our employees. In order to ensure that this is the case, we will research local compensation patterns and develop policies for salaries, staff evaluation and retention, and benefit plans (including pensions), and related issues that reflect our findings about the local labor market. We also will meet all EEO and ADA requirements and will seek to hire a diverse staff. All staff members will be asked to attest to being drug-free and will be asked to consent to a drug test if requested. All of these employment-related policies can be found in the LAYC Career Academy Employee Handbook found in **Appendix L2.**

e. Volunteers

Volunteers will be recruited to help support the LAYC Career Academy mission. Their duties will include:

- Service on the Board of Trustees;
- Assisting with fundraising, communications, and public relations events.

In general, LAYC programs do not use volunteers to work directly with students. We have found that most volunteers are not prepared for the challenging behavior and difficult circumstances sometimes presented by older students. In our experience, for volunteers to be effective with these students, they require extensive training and/or supervision. At this time, we are not equipped to provide necessary training to prepare volunteers for such work. However, we are open to expanding volunteer opportunities in the future and will explore that possibility with staff, student, and board input.

3. Arrangements for Meeting District and Federal Requirements

The LAYC Career Academy will comply with all District and federal requirements. Compliance with laws, codes, and regulations across the school will be the responsibility the Executive Director, with assistance from our legal counsel and oversight from the Board. If this application is approved, the Board of Trustees and our legal counsel will assess all applicable requirements and determine whether there is a need to implement additional policies and/or procedures (beyond those currently in place for the WISE program) to ensure full compliance with the law. If so, measures will be taken to implement such policies and procedures prior to opening of the school.

Following is a description of our plans as they currently exist, along with information about the steps we have taken thus far to ensure compliance.

- *Health and Safety:* Our facilities will comply with all applicable health and safety laws and regulations of the District and the Federal government. We will comply with all Americans With Disabilities Act (ADA) requirements to ensure that students and staff with disabilities can access our facility and will ensure that all reasonable measures are taken to ensure the safety of our students and staff. We will submit reports to DCPCSB as required, showing that the charter school's facilities comply with applicable health and safety laws and regulations.
- *Safety:* We will comply with the District's Fire Prevention Code and make our facility available for inspection by Department of Consumer and Regulatory Affairs and Fire and Emergency Medical Services officials.
- *Transportation:* Students will be eligible for reduced fares on the Metrobus and Metrorail Transit System on the same terms as applicable to students attending the District of Columbia Public Schools. In addition, LAYC-owned vans may be used to transport youth from the school to learning sites, as appropriate.
- *Enrollment data:* LAYC Career Academy will collect and maintain all records related to enrollment in accordance with the requirements of the School Reform Act and will provide all required student enrollment

and attendance data to the Office of the State Superintendent of Education.

- *Maintenance and Dissemination of School Records:* The Operations Manager will have primary responsibility for ensuring that the LAYC Learning and Evaluation team, which will manage and analyze student records and provide OSSE and others with any reports required by the School Reform Act and other applicable laws.
- *Compulsory Attendance Laws:* We will comply with the District's compulsory attendance law.
- *Subchapter B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973:* LAYC Career Academy will make every effort to meet the educational needs of all of our students, including students with disabilities.
- *Civil Rights Statutes and Regulations of the Federal Government and District of Columbia:* Our Board of Trustees and legal counsel will review all student and personnel policies to ensure that they comply with civil rights statutes and regulations promulgated by the District and federal governments. Our Executive Director and Principal will have primary responsibility for ensuring compliance with these policies.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

February 1, 2011	<ul style="list-style-type: none"> • Application delivered to DC Public Charter School Board
Feb-Apr, 2011	<ul style="list-style-type: none"> • Interviews with DC Public Charter School Board • Public hearing
April 19	<ul style="list-style-type: none"> • First stage decisions announced
April-Dec, 2011	<ul style="list-style-type: none"> • Feedback session with DC Public Charter School Board • Negotiations with DC Public Charter School Board (if application is approved) • Hire Principal and draft job descriptions for other key positions
March-May, 2012	<ul style="list-style-type: none"> • Hire Lead Teacher and begin finalizing curriculum • Begin staff recruitment • Conduct community information sessions • Launch student recruitment efforts • Finalize staffing plan and make final hiring decisions

Summer, 2012	<ul style="list-style-type: none"> • Complete transition from program into school (implement new systems, procedures, change insurance and legal documentation as needed) • Purchase supplies and equipment • Begin two-week professional development summer institute for teachers
September, 2012	<ul style="list-style-type: none"> • Open LAYC Career Academy
October 1, 2012	<ul style="list-style-type: none"> • Full enrollment of 100 students

b. Maintenance and Reporting of Academic and Non-Academic Performance Data

LAYC Career Academy will develop and maintain a website for students, parents, teachers, stakeholders, and any interested community members. LAYC Career Academy will ensure the website is user-friendly and easy to navigate, so that information is readily accessible to all stakeholders.

LAYC Career Academy will offer workshops to teach parents, guardians, or supportive adults how to use the website and student/parent portals to get the most from what it offers. In addition, these individuals are welcome to use the school’s computer lab to log on to these portals.

The website will have all necessary information about the school’s mission and philosophy, class schedules, contact information, school activities, and school performance data. LAYC’s IT Department, in collaboration with the Executive Director and Principal, will be responsible for the development and maintenance of the website.

The Executive Director and Principal, working with LAYC’s Learning and Evaluation Team and other program staff, will review performance data to inform improvements and changes to the school program. Teachers and staff members will be responsible for entering data into Efforts to Outcomes (ETO) as outlined by their established performance indicators. The school’s Operations Manager will have primary responsibility for working with LAYC’s IT team and the Data Manager to collect, maintain, and report data to local and federal officials and other stakeholders in the required formats.

The following are the intended supported platforms for the Campus Website and Portal:

- Server(s): Intel Xeon Quad Processor(s) on High-end Rack Server (Domain Controller, File Server, Web Server, Email Server)
- Internet Connection: Full T1
- 1Gb Cisco Switches for high speed connection to workstations
- Cisco Pix Firewall

- Workstations: Intel Quad-Core Duo workstations running Windows 7 Professional edition, Microsoft Office 7 Suite.
- Wireless Access Points for WIFI throughout the school for both Windows and Mac-based laptops

c. Major Contracts Planned

With the exception of the CMO contract, the LAYC Career Academy expects its only contract above \$25,000 in Year 1 to be for food services.

As described previously, the LAYC Career Academy intends to contract with LAYC to provide certain management, administrative, and financial functions, which will function as the charter management organization for LAYC Career Academy. The terms of this arrangement will be set forth in a charter management agreement to be entered into by WISE and LAYC, a draft of which is attached to this application.

d. Orientation of Parents, Teachers, and Other Community Members

During the Intake Phase of the program, students, along with parents, guardians, or supportive adults, will receive detailed information about the program's academic offerings and requirements. In addition, students will participate in a personal interview with school staff, enabling staff to learn about the student, build rapport, and gather information to guide the provision of social services, as appropriate. Finally, students will take several assessments so that they can be placed in the appropriate level courses and receive appropriate academic support.

Teachers will be asked to participate in a two-week long summer training institute that will provide workshops on the curriculum, immersion in youth development principles, time for teambuilding and the development of integrated curricula and strategies for reading across the curriculum. New teachers also will receive targeted professional development related to developing literacy in non-native speakers and serving students with special needs (e.g., response to intervention).

e. Services Sought from the District of Columbia Public Schools

The LAYC Career Academy has elected to be a non-LEA for special education purposes and will therefore seek assistance from DCPS to evaluate students and develop IEPs for them, as appropriate.

D. Mission Accomplishment Plan

1. Goals Against Which the School's Success Will be Judged

We are in the process of developing a plan that fully articulates the academic, non-academic, mission-related, and management effectiveness goals against which the school's success will be judged, along with specific strategies for attainment of those goals that will be used to guide the school leadership in developing and implementing annual workplans. We expect to complete this process by February 2012.

The school's overarching objective – to provide students who have not succeeded in traditional schools with the preparation they need to secure a high school credential and succeed in postsecondary education or training and the workforce-readiness and life skills to succeed in work – will be at the center of our Accountability Plan. To ensure that we achieve this objective, the LAYC Career Academy has identified specific student performance goals in the areas stipulated by the Board, which are listed below. (We will, of course, measure student progress in a number of other ways as well – including demonstrations of work-readiness skill mastery, successful participation in internships, completion of vocational pathway projects related, etc., but for the purposes of the Performance Management Framework, we will intend to report data in the following areas to the Board).

- *Student Progress*, defined as increases in literacy, numeracy and English language skills for English Language Learners
- *Student Achievement*, defined as growth in mastery of course content necessary to pass the GED and to be prepared for postsecondary education.
- *Leading Indicators*, defined (as required by the DCPCSB) as attendance and re-enrollment
- *Gateway Measures*, defined as mastery of the content skills required to pass the GED and the successful accrual of six college credits or attainment of an industry recognized credential in either IT or Healthcare

We also plan to propose *Mission-Specific Objectives* to the Board prior to opening the school and are in the process of researching the best ways to measure success in non-cognitive/life skill development.

Our students will likely have been unsuccessful in traditional schools for one or more of a host of reasons, including homelessness, addiction, parenting responsibilities, limited English proficiency, involvement in gang activities or the juvenile justice system, or some combination of the above. In addition, they may be living apart from their families or their families may be unable

to provide them with the support they need to achieve academic success as a result of their own limited educational attainment and/or English proficiency. Many of them will need to work to meet their basic needs while in the program or while in college. Accordingly, we will measure our students' development of the non-cognitive/life skills that we know to be essential to their ability to succeed in the workplace and higher education.

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2. Assessment Measures

The LAYC Career Academy will assess students both to ensure their individual progress and to measure the effectiveness of our overall school program and curriculum in helping students reach their academic, vocational, and developmental goals. Evaluation of student and school progress will be structured and documented, with data reviews to be conducted by an Evaluation Team comprised of the Executive Director, Principal, teachers (including representatives of the Special Education and ELL teams), data management and evaluation staff, and case workers. This team will meet weekly to analyze performance data to ensure that the program stays on track to reach its goals and adjustments are made quickly when necessary.

For *Student Progress*, we will use the Test of Adult Basic Education (TABE) to measure students' literacy and numeracy skills (and the TABE-E to measure acquisition of the same skills by English Language Learners).

For *Student Achievement*, we measure student progress towards mastery of GED skills using the Official GED Practice Test. We aim for our students to attain higher scores on Practice Tests and the actual exam. A passing score on the GED exam is 2250. However there is a significant difference between students passing with higher vs. lower scores. Students scoring 2750 or higher on the GED exam perform comparably to high school graduates on two key measures of progress: credit accumulation and basic skills proficiency¹³. Therefore, the Career Academy will not only measure pass rates but students' scores on the GED exam and practice tests.

For *Leading Indicators*, we will measure student attendance and re-enrollment.

For *Gateway Measures*, we will use the GED exam, which will demonstrate mastery of high school skills and, beginning in 2012 (when the American Council on Education has said it will issue a new version of the test), also will demonstrate mastery of the skills and content contained in the Common Core Standards for High School. We also expect LAYC Career Academy graduates to either obtain the Healthcare or IT credentials offered in the school or to

¹³ College Readiness of New York City's GED Recipients, Report of the CUNY Office of Institutional Research and Assessment, November 2008.

enroll in further postsecondary education within a year of completing the LAYC Career Academy program.

3. Performance Indicators

We will use the following performance indicators for the assessments we discussed above.

Student Progress, defined as increases in literacy, numeracy and English language skills for English Language Learners.

- **Measuring Tool:** Test of Adult Basic Education (TABE)
- **Indicator Year 1:** Students are expected to improve their literacy and numeracy levels by at least 1 year for each year they spend at the Career Academy.
- **Indicator Year 2:** Students are expected to improve their literacy and numeracy levels by at least 1.5 years for each year they spend at the Career Academy.
- **Indicator Year 3:** Students are expected to improve their literacy and numeracy levels by at least 2 years for each year they spend at the Career Academy.

Student Achievement, defined as growth in mastery of course content necessary to pass the GED and to be prepared for post secondary education. Beginning in 2012—when the American Council on Education has said it will issue a new version of the test—the GED exam will be aligned to the Common Core Standards for High School and will evaluate students accordingly. We expect our students to achieve higher scores on the exam and to exceed the average DC pass rate of 54% on the GED exam.

- **Indicators Year 1:** 65% of students who take the GED will pass the test. We expect that 25% of our students that pass the GED exam, will score 2750 or higher.
- **Indicators Year 2:** 70% of students who take the GED will pass the test. We expect that 35% of our students that pass the GED exam, will score 2750 or higher.
- **Indicators Year 3:** 80% of students who take the GED will pass the test. We expect that 50% of our students that pass the GED exam, will score 2750 or higher.

Leading Indicators, defined (as required by the DCPCSB) as attendance and re-enrollment.

- **Measuring Tool:** Daily Attendance patterns. Attendance patterns of enrollment to completion trimester to trimester and year to year by individual students.
- **Indicators Year 1:** Average daily attendance is 50%. Retain 30% of students trimester to trimester.

- **Indicators Year 2:** Average daily attendance is 60%. Retain 40% of students trimester to trimester.
- **Indicators Year 3:** Average daily attendance is 70%. Retain 50% of students trimester to trimester.

Gateway Measures, defined as mastery of the content skills required to pass the GED and the successful accrual of six college credits or attainment of an industry recognized credential in either IT or Healthcare.

- **Indicators Year 1:** We expect that 40% of the students who start the Commencement Phase will complete it and meet graduation requirements. 80% of LAYC Career Academy graduates will either obtain the Healthcare or IT credentials offered in the school or will enroll in further post-secondary education within a year of completing the LAYC Career Academy program.
- **Indicators Year 2:** We expect that 50% of the students who start the Commencement Phase will complete it and meet graduation requirements. 85% of LAYC Career Academy graduates will either obtain the Healthcare or IT credentials offered in the school or will enroll in further postsecondary education within a year of completing the LAYC Career Academy program.
- **Indicators Year 3:** We expect that 60% of the students who start the Commencement Phase will complete it and meet graduation requirements. 90% of LAYC Career Academy graduates will either obtain the Healthcare or IT credentials offered in the school or will enroll in further postsecondary education within a year of completing the LAYC Career Academy program.

We plan to use our first year of operations as a baseline data gathering year and we will work together with the Charter Board to set performance goals for Year Two that are informed by actual performance data.

4. **Collecting, Storing, and Reporting Performance and Progress Data**

Student performance data will be collected on an ongoing basis and will be reviewed, analyzed and reported to parents, the community, and to the chartering authority (as well as the Office of the State Superintendent of Education) by the Data Manager, who will be supported in his or her efforts by the School's Operations Manager and Principal and LAYC's Learning and Evaluation Department. LAYC uses the Efforts-to-Outcomes (ETO) system to store, manage and analyze data from all of its current programs, and also has provided data management and evaluation services to other CBOs across the country using ETO. We are confident we will be able to provide DCPCSB and OSSE with any data they require using this system, as we have extensive experience working with external funder-mandated data systems. Currently, LAYC is required to use thirteen different external data systems (in addition to ETO). LAYC is fully capable and willing to work with

whatever external systems are required by the DCPCSB and OSSE, and LAYC's Learning and Evaluation Division will work closely with the data system(s) to minimize (or eliminate) duplicate data entry across multiple systems. More information on LAYC's use of this software to manage and evaluate its programs is provided in **Section K.12**.

Because the proposed school will be a nonstandard, ungraded program, we do not believe the reporting requirements of the No Child Left Behind Act will apply to it. However, we will report all required student and school performance data to the Board and look forward to its inclusion in our DCPCSB school report card, which will allow potential and current students and parents and others in the community to evaluate our program as well.

5. Timeline for Implementation

May 2011

- Board of Trustees to review and approve CMO contract
- CMO to appoint Executive Director
- Executive Director to begin work on workplan
- Curriculum developer to review Common Core Standards and begin working to align GED preparation curriculum to the standards
- Compile and submit any additional information requested by DCPCSB
- Negotiate formal MOAs with CCDC and Bard for early college program
- Develop private fundraising plan to provide additional resources to school
- Draft and publish Principal job description

Fall 2011

- ED screen and interview principal candidates and hire principal
- ED and Principal create school design team to implement workplan
- ED, Principal and design team finalize workplan for remaining time until school opens, mapping out key steps such as: student recruitment, student application process, community involvement, hiring process for staff (faculty and support individuals), etc.
- Begin planning summer institute and develop first- year professional development plan for teachers
- Develop grading policy and progression requirements
- Draft recruitment materials and process
- Begin informal community outreach

Winter/Spring 2012

- Continue action steps on workplan (from above)
- Finalize Mission Accomplishment Plan
- Begin hiring process for teachers and staff
- Assess school furniture, equipment and technology needs and develop plan for ordering any needed equipment or supplies
- Identify specific instructional materials, textbooks, etc. to be used in Year One and order those materials
- Finalize and implement community outreach and student recruitment plans

Summer 2012.

- Continue action steps on workplan (from above)
- Staff members participate in two-week summer institute
- Finalize and order intake assessment materials
- Train all staff on identification of special learning needs, eligibility and IEP process
- Train staff on Response to Intervention techniques and availability of wrap-around services for students
- Finalize master schedule
- Launch school website

E-1: Assurance Form

Assurances Form

(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. See §2203(h), D.C. School Reform Act.
2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. See §2204(c)(2), D.C. School Reform Act.
3. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. See §2204(c)(12), D.C. School Reform Act.
4. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. See §2204(c)(13), D.C. School Reform Act.
5. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. See §2204(c)(15), D.C. School Reform Act.
6. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. See §2204(c)(16), D.C. School Reform Act.
7. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. See §2206(a), (b), (c), and (d), D.C. School Reform Act.
8. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
9. Will provide training to relevant school personnel and Board of Directors members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.
10. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.
11. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.
12. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

 Signature of Authorized Certifying Official	Title Executive Director
Applicant Organization Latin American Youth Center	Date Submitted 2/1/2011

F.1: Pre-Opening Budget

REVENUES		Year 0 (Pre-Opening)
1	Per Pupil Charter Payments	\$0
2	Per Pupil Facilities Allowance	\$0
3	Federal Entitlements	\$0
4	Other Government Funding/Grants	\$0
5	Total Public Funding	
6	Private Grants and Donations	\$146,463
7	Activity Fees	\$0
8	Loans	\$0
9	Other Income (please describe in footnote)	\$0
10	Total Non-Public Funding	
11	EMO Management Fee (= line 73, col. G)	\$0
12		
13		
14	TOTAL REVENUES	\$146,463

EXPENSES		
Personnel Salaries and Benefits		
15	Principal/Executive Salary	\$77,500
16	Teachers Salaries	\$16,250
17	Teacher Aides/Assistance Salaries	\$0
18	Other Education Professionals Salaries	\$0
19	Business/Operations Salaries	\$0
20	Clerical Salaries	\$0
21	Custodial Salaries	\$0
22	Other Staff Salaries	\$0
23	Employee Benefits	\$14,063
24	Contracted Staff	\$10,000
25	Staff Development Costs	\$1,150
26		
27	Subtotal: Personnel Costs	\$118,963
28		
29 Direct Student Expenses		
30	Textbooks	\$0
31	Student Supplies and Materials	\$0
32	Library and Media Center Materials	\$0
33	Computers and Materials	\$0
34	Other Instructional Equipment	\$0
35	Classroom Furnishings and Supplies	\$0
36	Student Assessment Materials	\$0
37	Contracted Student Services	\$0
38	Miscellaneous Student Expenses	\$12,500
39		
40	Subtotal: Direct Student Expenses	\$12,500
41		

42 Occupancy Expenses		Year 0 (Pre-Opening)
43	Rent	\$0
44	Mortgage Principal Payments	\$0
45	Mortgage Interest Payments	\$0
46	Building Maintenance and Repairs	\$0
47	Renovation/Leasehold Improvements	\$0
48	Utilities	\$0
49	Janitorial Supplies	\$0
50	Equipment Rental and Maintenance	\$0
51	Contracted Building Services	\$0
52		
53	Subtotal: Occupancy Expenses	\$0
54		
55 Office Expenses		
56	Office Supplies and Materials	\$1,250
57	Office Furnishings and Equipment	\$0
58	Office Equipment Rental and Maintenance	\$0
59	Telephone/Telecommunications	\$0
60	Legal, Accounting and Payroll Services	\$0
61	Printing and Copying	\$1,250
62	Postage and Shipping	\$1,000
63	Other	\$0
64		
65	Subtotal: Office Expenses	\$3,500
66		
67 General Expenses		
68	Insurance	\$1,500
69	Interest Expense	\$0
70	Transportation	\$0
71	Food Service	\$0
72	Administration Fee (to PCSB)	\$0
73	EMO Management Fee	\$0
74	Other General Expense	\$0
75		
76	Subtotal: General Expenses	\$1,500
77		
78	TOTAL EXPENSES	\$136,463
79		
80	EXCESS (OR DEFICIENCY)	\$10,000

F:2 First Year Operating Budget

DESCRIPTION	BUDGETED AMOUNTS			
	Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	Column D Expenditures as a Percent of Total Public Funding
REVENUES				
1 Per Pupil Charter Payments	\$1,275,020		\$1,275,020	
2 Per Pupil Facilities Allowance	\$300,000		\$300,000	
3 Federal Entitlements	\$0		\$0	
4 Other Government Funding/Grants	\$34,517	\$0	\$34,517	
5 Total Public Funding	\$1,609,537	\$0	\$1,609,537	
6 Private Grants and Donations	\$75,000	\$0	\$75,000	
7 Activity Fees	\$0	\$0	\$0	
8 Loans	\$0	\$0	\$0	
9 Other Income	\$430	\$0	\$430	
10 Total Non-Public Funding	\$75,430	\$0	\$75,430	
11 EMO Management Fee (= line 73, col. G)		\$202,144	\$202,144	
12				
13				
14 TOTAL REVENUES	\$1,684,967	\$202,144		

DESCRIPTION	Column A	Column B	Column C	Column D
	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
15 Principal/Executive Salary	\$90,000	\$65,000	\$155,000	9.6%
16 Teachers Salaries	\$609,167	\$0	\$609,167	37.8%
17 Teacher Aides/Assistance Salaries	\$50,000	\$0	\$50,000	3.1%
18 Other Education Professionals Salaries	\$158,333	\$0	\$158,333	9.8%
19 Business/Operations Salaries	\$70,750	\$125,833	\$196,583	12.2%
20 Clerical Salaries	\$0	\$0	\$0	0.0%
1 Custodial Salaries	\$0	\$0	\$0	0.0%
2 Other Staff Salaries	\$0	\$0	\$0	0.0%
23 Employee Benefits	\$146,738	\$28,625	\$175,363	10.9%
24 Contracted Staff	\$1,650	\$0	\$1,650	0.1%
25 Staff Development Expense	\$5,500	\$0	\$5,500	0.3%
26				
27 Subtotal: Personnel Costs	\$1,132,138	\$219,458	\$1,351,596	84.0%
28				
Direct Student Expenses				
30 Textbooks	\$30,000	\$0	\$30,000	1.9%
31 Student Supplies and Materials	\$14,000	\$0	\$14,000	0.9%
32 Library and Media Center Materials	\$0	\$0	\$0	0.0%
33 Computers and Materials	\$5,000	\$0	\$5,000	0.3%
34 Other Instructional Equipment	\$0	\$0	\$0	0.0%
35 Classroom Furnishings and Supplies	\$0	\$0	\$0	0.0%
36 Student Assessment Materials	\$5,000	\$0	\$5,000	0.3%
37 Contracted Student Services	\$10,000	\$0	\$10,000	0.6%
38 Miscellaneous Student Expense	\$8,500	\$8,500	\$17,000	1.1%
39				
40 Subtotal: Direct Student Expenses	\$72,500	\$8,500	\$81,000	5.0%
41				
Occupancy Expenses				
43 Rent	\$97,850	\$0	\$97,850	6.1%
44 Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45 Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46 Building Maintenance and Repairs	\$0	\$4,420	\$4,420	0.3%
47 Renovation/Leasehold Improvements	\$0	\$0	\$0	0.0%
48 Utilities	\$12,646	\$0	\$12,646	0.8%
49 Janitorial Supplies	\$0	\$0	\$0	0.0%
50 Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51 Contracted Building Services	\$16,128	\$0	\$16,128	1.0%
2				
3 Subtotal: Occupancy Expenses	\$126,624	\$4,420	\$131,044	8.1%

F:2 First Year Operating Budget

EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
54				
55 Office Expenses				
56 Office Supplies and Materials	\$10,000	\$0	\$10,000	0.6%
57 Office Furnishings and Equipment	\$0	\$0	\$0	0.0%
58 Office Equipment Rental and Maintenance	\$4,200	\$0	\$4,200	0.3%
59 Telephone/Telecommunications	\$12,000	\$0	\$12,000	0.7%
60 Legal, Accounting and Payroll Services	\$12,000	\$12,000	\$24,000	1.5%
61 Printing and Copying	\$5,000	\$0	\$5,000	0.3%
62 Postage and Shipping	\$1,000	\$0	\$1,000	0.1%
63 Other	\$0	\$12,500	\$12,500	0.8%
64				
65 Subtotal: Office Expenses	\$44,200	\$24,500	\$68,700	4.3%
66				
67 General Expenses				
68 Insurance	\$10,000	\$0	\$10,000	0.6%
69 Interest Expense	\$0	\$0	\$0	0.0%
70 Transportation	\$4,000	\$0	\$4,000	0.2%
71 Food Service	\$44,143	\$0	\$44,143	2.7%
72 Administration Fee (to PCSB)	\$7,875	\$0	\$7,875	0.5%
73 Management Fee	\$202,144	\$0	\$202,144	12.6%
74 Other General Expense	\$5,000		\$5,000	0.3%
75				
76 Subtotal: General Expenses	\$273,162	\$0	\$273,162	17.0%
77				
78 TOTAL EXPENSES	\$1,648,623	\$256,878	\$1,905,502	118.4%
79				
80 EXCESS (OR DEFICIENCY)				
81 Excess (or deficit) retained by school	\$36,343		\$36,343	2.3%
82 Excess (or deficit) retained by EMO		-\$54,734	-\$54,734	-3.4%

ASSUMPTIONS	
Student Enrollment	100
Facility Size (square footage)	6,800
Average Teacher Salary	\$50,764
Student/Teacher Ratio	8.3:1
Other Major Assumptions	

NOTES:

Other Income refers to interest income on accumulated savings and operating funds (assumed average rate .2%).

F:2 Second Year Operating Budget

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	\$2,117,180		\$2,117,180	
2	Per Pupil Facilities Allowance	\$450,000		\$450,000	
3	Federal Entitlements	\$0		\$0	
4	Other Government Funding/Grants	\$56,781	\$0	\$56,781	
5	Total Public Funding	\$2,623,961	\$0	\$2,623,961	
6	Private Grants and Donations	\$77,250	\$0	\$77,250	
7	Activity Fees	\$0	\$0	\$0	
8	Loans	\$0	\$0	\$0	
9	Other Income	\$685	\$0	\$685	
10	Total Non-Public Funding	\$77,935	\$0	\$77,935	
11	EMO Management Fee (= line 73, col. G)		\$324,145	\$324,145	
12					
13					
14	TOTAL REVENUES	\$2,701,896	\$324,145		

DESCRIPTION		BUDGETED AMOUNTS			
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary	\$92,700	\$66,950	\$159,650	6.1%
16	Teachers Salaries	\$875,500	\$0	\$875,500	33.4%
17	Teacher Aides/Assistance Salaries	\$61,800	\$0	\$61,800	2.4%
18	Other Education Professionals Salaries	\$303,850	\$0	\$303,850	11.6%
19	Business/Operations Salaries	\$77,250	\$159,650	\$236,900	9.0%
20	Clerical Salaries	\$0	\$0	\$0	0.0%
21	Custodial Salaries	\$0	\$0	\$0	0.0%
22	Other Staff Salaries	\$0	\$0	\$0	0.0%
23	Employee Benefits	\$211,665	\$33,990	\$245,655	9.4%
24	Contracted Staff	\$2,163	\$0	\$2,163	0.1%
25	Staff Development Expense	\$7,210	\$0	\$7,210	0.3%
26					
27	Subtotal: Personnel Costs	\$1,632,138	\$260,590	\$1,892,728	72.1%
28					
Direct Student Expenses					
30	Textbooks	\$25,750	\$0	\$25,750	1.0%
31	Student Supplies and Materials	\$21,630	\$0	\$21,630	0.8%
32	Library and Media Center Materials	\$0	\$0	\$0	0.0%
33	Computers and Materials	\$7,725	\$0	\$7,725	0.3%
34	Other Instructional Equipment	\$0	\$0	\$0	0.0%
35	Classroom Furnishings and Supplies	\$52,788	\$0	\$52,788	2.0%
36	Student Assessment Materials	\$7,725	\$0	\$7,725	0.3%
37	Contracted Student Services	\$15,450	\$0	\$15,450	0.6%
38	Miscellaneous Student Expense	\$13,133	\$13,133	\$26,265	1.0%
39					
40	Subtotal: Direct Student Expenses	\$144,200	\$13,133	\$157,333	6.0%
41					
Occupancy Expenses					
43	Rent	\$360,000	\$0	\$360,000	13.7%
44	Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45	Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46	Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47	Renovation/Leasehold Improvements	\$0	\$0	\$0	0.0%
48	Utilities	\$0	\$0	\$0	0.0%
49	Janitorial Supplies	\$0	\$0	\$0	0.0%
50	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51	Contracted Building Services	\$16,241	\$0	\$16,241	0.6%
52					
53	Subtotal: Occupancy Expenses	\$376,241	\$0	\$376,241	14.3%

F:2 Second Year Operating Budget

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding	
EXPENSES					
55 Office Expenses					
56	Office Supplies and Materials	\$15,450	\$0	\$15,450	0.6%
57	Office Furnishings and Equipment	\$14,935	\$0	\$14,935	0.6%
58	Office Equipment Rental and Maintenance	\$4,326	\$0	\$4,326	0.2%
59	Telephone/Telecommunications	\$12,360	\$0	\$12,360	0.5%
60	Legal, Accounting and Payroll Services	\$12,618	\$17,510	\$30,128	1.1%
61	Printing and Copying	\$7,725	\$0	\$7,725	0.3%
62	Postage and Shipping	\$1,545	\$0	\$1,545	0.1%
63	Other	\$0	\$13,261	\$13,261	0.5%
64					
65	Subtotal: Office Expenses	\$68,959	\$30,771	\$99,730	3.8%
66					
67 General Expenses					
68	Insurance	\$15,450	\$0	\$15,450	0.6%
69	Interest Expense	\$0	\$0	\$0	0.0%
70	Transportation	\$5,150	\$0	\$5,150	0.2%
71	Food Service	\$72,599	\$0	\$72,599	2.8%
72	Administration Fee (to PCSB)	\$12,836	\$0	\$12,836	0.5%
73	Management Fee	\$324,145	\$0	\$324,145	12.4%
74	Other General Expense	\$6,180		\$6,180	0.2%
75					
76	Subtotal: General Expenses	\$436,360	\$0	\$436,360	16.6%
77					
78	TOTAL EXPENSES	\$2,657,897	\$304,494	\$2,962,391	112.9%
79					
80 EXCESS (OR DEFICIENCY)					
81	Excess (or deficit) retained by school	\$43,999		\$43,999	1.7%
82	Excess (or deficit) retained by EMO		\$19,652	\$19,652	0.7%

ASSUMPTIONS

Student Enrollment	150
Facility Size (square footage)	15,000
Average Teacher Salary	\$58,367
Student/Teacher Ratio	10:1
Other Major Assumptions	

NOTES:

Other Income refers to interest income on accumulated savings and operating funds (assumed average rate .2%).

F-3: Five Year Estimated Budget Worksheet

F3: F Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	\$1,575,020	\$2,567,180	\$3,537,906	\$3,706,706	\$3,799,907
Federal Entitlements	\$34,517	\$56,781	\$78,572	\$82,760	\$85,243
Income from Grants and Donations	\$75,000	\$77,250	\$79,568	\$81,955	\$84,413
Activity Fees	\$0	\$0	\$0	\$0	\$0
Other Income	\$430	\$685	\$1,102	\$1,250	\$1,282
TOTAL REVENUES	\$1,684,967	\$2,701,896	\$3,697,147	\$3,872,671	\$3,970,845
EXPENSES					
Personnel Salaries and Benefits	\$1,132,138	\$1,632,138	\$2,206,725	\$2,272,927	\$2,341,115
Direct Student Expense	\$72,500	\$144,200	\$174,518	\$152,435	\$157,008
Occupancy Expenses	\$126,624	\$376,241	\$502,304	\$502,973	\$503,663
Office Expenses	\$44,200	\$68,959	\$72,619	\$71,792	\$73,946
General Expenses	\$273,162	\$436,360	\$522,761	\$547,539	\$562,075
TOTAL EXPENSES	\$1,648,623	\$2,657,897	\$3,478,927	\$3,547,667	\$3,637,807
EXCESS (OR DEFICIENCY)	\$36,343	\$43,999	\$218,220	\$325,004	\$333,038

F.4: Capital Budget

CAPITAL BUDGET	Year 1	Year 2	Year 3	Year 4	Year 5
Computers and Materials	\$5,000	\$7,725	\$37,132	\$38,245	\$39,393
Classroom Furnishings and Supplies	\$0	\$52,788	\$21,218	\$5,464	\$5,628
Office Furnishings and Equipment	\$0	\$14,935	\$8,222	\$5,464	\$5,628
Renovation/Leasehold Improvements	\$0	\$0	\$0	\$0	\$0
TOTAL CAPITAL BUDGET	\$5,000	\$75,448	\$66,571	\$49,173	\$50,648

F-4: Capital Budget

F.6 Price List for Major Capital Budget Items

We validated assumptions for major capital item expenditures in Years 1 & 2 by constructing a detailed price list for hypothetical space configurations.

PART I: Detail

I. Classroom

Item	Count	Unit Price	Unit Total
Student Desk	20	\$84.50	\$1,690.00
Student Chair	20	\$61.00	\$1,220.00
2-Drawer File Cabinet	2	\$87.58	\$175.16
Teacher Desk	1	\$222.76	\$222.76
Teacher Chair	1	\$213.03	\$213.03
Wall Clock	1	\$17.45	\$17.45
Trash Can	1	\$21.45	\$21.45
Whiteboard	1	\$132.62	\$132.62
TOTAL			\$3,692.47

II. Computer Lab

Item	Count	Unit Price	Unit Total
4 x 12 Whiteboard	1	\$244.99	\$244.99
3 x 4 Rolling Whiteboard	1	\$191.83	\$191.83
Teacher's Desk	1	\$307.86	\$307.86
Teacher's Chair	1	\$128.70	\$128.70
5-Shelf Bookcase	1	\$144.00	\$144.00
Trash Can	1	\$21.45	\$21.45
Wardrobe Cabinet (Lockable)	1	\$207.47	\$207.47
2-Drawer File Cabinet	1	\$87.58	\$87.58
Computer Chair	20	\$83.90	\$1,678.00
Computer Table	10	\$246.00	\$2,460.00
Wall Clock	1	\$17.45	\$17.45
TOTAL			\$5,489.33

III. Multi-Purpose Room

Item	Count	Unit Price	Unit Total
Stackable Folding Chairs	150	\$27.96	\$4,194.00
Mobile Bench Table (30" x 144')	6	\$439.14	\$2,634.84
Mobile Bench Table (30" x 96")	10	\$369.89	\$3,698.90
DVD, VCR, switch, rack	1	\$580.00	\$580.00
Trash Container (32 gallon)	1	\$31.00	\$31.00
Wall Clock (AA Battery)	1	\$17.45	\$17.45
TOTAL			\$11,156.19

IV. Administrator Office

Item	Count	Unit Price	Unit Total
Desk	1	\$316.00	\$316.00
Desk Chair	1	\$213.03	\$213.03
Visitor Chair	1	\$148.00	\$148.00
Trash Container	1	\$21.45	\$21.45
3'H Lateral File	1	\$354.21	\$354.21
TOTAL			\$1,052.69

V. Conference Room

Item	Count	Unit Price	Unit Total
Conference Table	1	\$236.25	\$236.25
Chairs	8	\$200.00	\$1,600.00
DVD, VCR	1	\$580.00	\$580.00
Whiteboard	1	\$244.99	\$244.99
Trash Can	1	\$21.45	\$21.45
Wall Clock	1	\$17.45	\$17.45
TOTAL			\$2,700.14

PART II: SUMMARY

I. Classroom Furnishings and Supplies

Item	Count	Unit Price	Total
Classroom	9	\$3,692.47	\$33,232.23
Computer Lab	1	\$5,489.33	\$5,489.33
Multi-purpose Room	1	\$11,156.19	\$11,156.19
Reserve			\$2,909.75
Total			\$52,787.50

II. Office Furnishings and Equipment

Item	Count	Unit Price	Total
Administrator Office	7	\$1,052.69	\$7,368.83
Conference Room	1	\$2,700.14	\$2,700.14
Reserve			\$3,836.03
Total			\$13,905.00

F.7: Budget Narrative

Budget Narrative

We are confident that we have developed a sound and realistic budget for the LAYC Career Academy. We derived our calculations by analyzing comparable school budgets and collaborating with experts to create realistic assumptions for each line item in our revenue and expenditures. We hired EdOps – a firm that focuses on charter financial management, and one that has specific experience helping to manage finances for both K-12 and adult education programs in the District – to facilitate development of the budget. The senior management of LAYC, our budget consultant from EdOps, WISE program staff and other programmatic experts from the LAYC staff all provided input to shape the budget. We also spoke with staff at OSSE in both the Teaching and Learning Division (Jeremy Skinner) and the Office of Public Charter School Financing and Support (Renee Evans) to understand specifics of how federal funding would apply to this school. On other technical issues about funding, we deferred to experience of EdOps and our own experience in opening three public charter schools in the District. We relied on LAYC's programmatic expertise and EdOps' analysis of public charter school budgets from the PCSB web site for comparables on programmatic issues. In looking at comparables and projecting revenues and expenditures, we looked for reasonable drivers for each line item (i.e. \$/pupil or \$/square foot). We particularly benefitted from the access we had to Next Step's budget, which was our best comparable, and our ability to ask detailed questions of its Executive Director.

Revenue

We expect to have revenues totaling 1,684,967 in our first year of operations and \$2,701,896 in our second year. Our projected revenue is based on the following assumptions:

The majority of LAYC Career Academy's funding comes from Per Pupil charter payments with some support from the National School Lunch program. We expect that 100% of our students will qualify for Free & Reduced Lunch students because 100% of the youth served by LAYC qualify and we expect our student population to be similar. We will run the school year round, so we have allocated summer school funding for all students, understanding that we will be ineligible for summer funding in the first year. We do not expect to receive Federal Entitlement, or IDEA funding, and while we hope to receive a planning and implementation grant from OSSE, we have not counted that in this budget because OSSE has not determined whether it will fund a separate program for schools ineligible for Title VB planning grants this year.

We chose conservative growth assumptions for our revenue. We assumed 0% growth in District funding rates from the current year to 2012/13 and a 3% annual growth from 2013/14 on. We held the facilities allotment constant from the current year on, assuming no growth.

We will serve 100 students in our first year and 150 in our second year, of whom 40% will be 16-18 years of age, and are therefore classified as ungraded SHS. Another 60% will be between the ages of 19-24 and will be reimbursed at the adult rate. We assumed this 40/60 breakdown based on the current student population at the WISE program, which serves primarily older youth. We also estimate that 80% of our students will qualify for the English Language Learner (ELL) reimbursement rate. We expect this high turnout of English language learners due to the large numbers of immigrant families in the neighborhood surrounding our school as well as LAYC's stellar reputation in the Latino community. We project that 20% of our students will be classified as in need of special education. We derived this estimate by looking at comparable schools including Next Step and YouthBuild. An additional \$75,000 is expected from private foundations that already contribute to the WISE program. We think that the \$75,000 estimate for private foundation money is very conservative. We currently raise more than double that amount for WISE each year from sources such as Capital One and PNC Bank. We also have received approximately \$300,000 per year from the District of Columbia Department of Employment Services (DOES), which we did not include in this budget in order to provide a conservative revenue estimate. However, we may be able to access this funding for the school as we have for the WISE program since 2005.

Expenditures

Staffing Assumptions

LAYC Career Academy will be staffed by twelve teachers in our first year and fifteen teachers in our second year. In the first year, this will include one teacher for science, one for social studies, two math teachers, two language arts teachers (one of whom will be a reading specialist who will teach classes and coach other teachers and will be paid at a higher rate), two ELL teachers, two special education teachers, and two vocational education teachers (one for healthcare and one for information technology). One of our teachers (most likely the science teacher because of our emphasis on health and IT careers) will act as lead teacher and receive a higher level of compensation. Our teacher salaries are \$54K to \$65K in the first year, which are below average for DCPS but are common salaries for adult education programs. Our teachers will be assisted by one special education and one ELL Aide, who will be paid \$35K and \$25K respectively.

We will have five counseling staff in the first year and eight in the second year. This will consist of one social worker, who will oversee the remaining case managers ("Primary People" under our instructional model). The social worker will earn \$50K and the Primary People will earn \$35K. These salaries are similar to those afforded to LAYC's social services staff.

The CMO will provide the majority of administrative functions for the school so that the LAYC Career Academy can focus on its primary purpose:

LAYC will also provide the school with accounting and finance support. LAYC will create systems for record keeping, billing, collections, preparation of financial statements, auditing, and purchasing. It will prepare the school's annual budget and related documents and establish and maintain accurate books of account in accordance with generally accepted accounting principles. LAYC will provide the school with a part time Finance Director (0.5 FTE or \$40,000 in the first year) and support from LAYC's CFO to oversee the school's financial matters.

LAYC has allocated \$40,000 in the first year from its senior leaders and staff in Fund Development, IT, Finance, and Evaluation in order to provide the services listed above.

The LAYC Career Academy will house the Principal, an Operations Manager and an Administrative Assistant who will all interface with LAYC on administrative matters. The Principal's main responsibilities include overseeing the day-to-day functioning of the school; working with the Executive Director to ensure compliance with all requirements of the charter; and, recruiting, hiring, supervising, and evaluating teachers and staff. The Principal will receive an annual salary of \$90,000¹, and will be hired in early 2012.

The Operations Manager's duties include maintaining records related to student enrollment and attendance; working with the Data Manager to ensure that student and school performance data is properly compiled, stored, and reported; and, serving as the primary liaison to LAYC's accounting, payroll, and budget/financial management staff. The Operations manager also will manage the school's food service contract and be responsible for addressing any facilities issues that arise. The Operations Manager will be paid an annual salary of \$50,000.

The school will also hire an Administrative Assistant whose primary responsibilities will be to serve as the school's receptionist and provide basic administrative support to the Principal and Operations Manager. This person will receive an annual salary of \$25,000.

All staff will be pro-rated (83%) for the first year except the Executive Director, Principal, Operations Manager and Administrative Assistant to reflect absence of school for the first summer. Teachers will receive two weeks of training prior to the opening of the school, which is reflected in the budget, and will also received professional development throughout the year estimated at \$500 per teacher. We have also estimated contracted staff at \$150 per teacher, based on comparable needs for substitute teachers at

¹ <http://www.dc.gov/DCPS/About+DCPS/Human+Resources/Employee+Compensation+Information> for DCPS Comp

other schools. Benefits and payroll taxes projected at 15%, the percentage currently used by LAYC.

Direct Student Expense Assumptions

We have developed a direct student expense budget that will allow our students access to the materials and experiences they need for academic success and a positive experience at the LAYC Career Academy. We have budgeted Student Supplies and Materials at \$140 per student, which is aligned with comparable schools and budgeted higher expenses than average for text books. This is because we anticipate buying GED workbooks for our students, which we will have to replace most trimesters as new students enter and returning students progress academically.

We are pleased that we will be able to keep costs associated with media centers and computers low because LAYC Career Academy students will be able to use LAYC's computer systems and labs. For the first two years Computers and Materials will be provided by the CMO at only \$50 per student, which will cover maintenance costs. This will move to an additional \$125 per student beginning in year 3 as the existing technology base ages and replacement purchases are required.

Classroom Furnishings and Supplies will be provided by the CMO in year 1. After the school moves out of the WISE space in year 2, this cost will rise to \$375 per student, so we can buy new furnishings and supplies in the school's new location. We validated this assumption by assembling a detailed price list of a hypothetical space configuration (see Tab F). The budgeted amount allows for nine fully furnished classrooms (\$3,692.47/classroom), one computer lab (\$5,489.93), and one multi-purpose room (\$11,156.19) plus reserves of \$2,909.75. We have estimated Student Assessment Materials at \$50 per student and Contracted Student Services at \$500 per special education student based on the experience of schools with similar student populations. Miscellaneous Student Expenses includes field trips, family and school events, student information system expenses, and other student costs (\$85/student). Student recruiting costs will be covered by the CMO and will leverage LAYC's strong ability to recruit youth to its current education and workforce programs.

Occupancy Assumptions

For Year 1, the LAYC Career Academy will occupy the WISE Program's current site located at 3500 14th Street NW, Washington DC 20010. LAYC has a five-year lease on this space, which does not expire until December 2013. This 3,800 square foot building has four classrooms and a monthly rent of \$8,154.17. Utility expenses for this building are broken down as follows: \$746.40/quarter for water and \$805/month for electricity (figures have been escalated by 3% to cover inflation). The CMO is carrying \$4,420 in Building Maintenance and Repairs reserve based on EdOps comparables. Contracted Building Services for year 1 total \$1,344/month and cover custodial and security services. In addition to the WISE space, year 1 LAYC

Career Academy students will also regularly utilize LAYC's community room, Heritage Board Room, and the Art + Media House facility, which together provide for an additional 6,000 square feet of space, at no cost to the school. Beginning in year 2, we hope to use Building Hope's incubator space located on 14th Street, which is an ideal location for our students. This 12,500 square foot site is within walking distance from the current WISE site and LAYC's main anchor site, and is already configured into classrooms. Building Hope covers all utilities and janitorial expenses for its incubator sites, so the LAYC Career Academy would only be responsible for paying for security, phone and data services. Assuming we will be able to access this space, we would hope to remain in the Building Hope space for two to four years.

Office Expenses

After reviewing the Next Step's budget, we have estimated the cost of office supplies and materials at \$100 per student, office furnishings and equipment at \$80 per new student and \$15 per returning student, and office equipment rental and maintenance (the lease of one copier) at \$4,200/year. We validated the assumptions for office furnishings and equipment by constructing a detailed price list (see Tab F). The budgeted amount allows for seven furnished offices/counseling rooms (\$1,052.69 each) and one furnished conference room (\$2,700.14) plus a \$3,800 reserve for other needs. In each subsequent year, we have scaled these costs at a rate of 3% to cover inflation.

Additionally, telephone and telecommunications services are estimated at \$1,000/month based on current WISE expenses. Based on comparables provided by EdOps, we have estimated printing and copying costs at \$50 per student and postage and shipping expenses at \$10 per student. All legal services have been assumed at no cost, as Covington and Burlington provides LAYC pro bono legal services and we have an attorney, Mai Fernandez, serving on the LAYC Career Academy Board of Trustees. Accounting and payroll expenses have been estimated based on percentages of LAYC staff member time and will be billed as part of the CMO fee. In addition, the mandatory annual audit fee costs \$11,500, plus \$5 per student.

General Expenses

We used comparables provided by EdOps to estimate the cost of insurance for each student at \$100 and transportation expenses at \$2,000 plus \$30 per student. When determining food service costs, we based our estimates on Next Step's food expenditures, taking into account the National School Lunch Program (NSLP) reimbursement rates. The NSLP reimbursement money should cover approximately 85% of our food service costs, and the remaining 15% will be covered by the LAYC Career Academy.

The administrative fee to the Public Charter School Board is 0.5% of the per pupil revenue, and the management fee to LAYC will be 12% of revenue during the first two years and 10% thereafter. Note the LAYC fee covers

some direct costs (e.g. 50% of Executive Director's salary) that are typically excluded from management company fees and passed directly on to schools. Even with these direct costs, the LAYC fee was in line with District comparables we analyzed. For instance, Imagine Schools, a national family of public charter schools, charges a 12% management fee to its Imagine Southeast Public Charter School located in Washington, D.C. Similarly, Mosaica Education charges an 11.2% management fee to the Howard Road Academy, which is also located in the District. LAYC's management fee will decrease by 2% after the school reaches its full capacity of 200 students because the majority of the services LAYC will be providing are fixed costs. By Year 3, LAYC will be able to leverage "economies of scale" and provide the same services at a reduced cost per student.

Excess (or Deficiency)

The school runs small surpluses in both Year 1 (\$36,343 or 2.2% of revenue) and Year 2 (\$43,999 or 4%), even with its conservative funding growth assumptions. Note that if we allow for 3% revenue growth per year in (which we expect is the more typical growth level that will be assumed in charter applications), the surpluses grow to \$104,373 (5.9%) and \$156,963 (5.5%) respectively in the first two years.

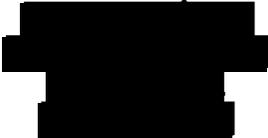
Planning Year

During the planning year, the Executive Director, LAYC staff, the Principal and Lead Teacher will work to prepare the school for opening. The Executive Director will lead the process to recruit a Principal. The Principal will come on board in January 2012 and he or she will hire a Lead Teacher to join the staff in March. Together, the Principal and Lead Teacher will develop the curriculum for the school.

LAYC Development staff will raise funding from both private and government sources for the school over the course of the planning year. We hope that OSSE will fund its Replication and Growth Grant program for new charter schools not eligible for the Title VB planning grants in 2011 and we will compete for that program if it is available. Assuming the grantee funding levels remain the same, we would be applying for \$50,000 in our planning year and up to \$200,000 in our first year of operation.

G-1: Resumes

Lori M. Kaplan



EDUCATION

George Washington University, M.Ed., 1986
Antioch College, BA, 1974

EXPERIENCE

Executive Director, Latin American Youth Center (LAYC) 3/87 - present

Responsibilities include oversight and coordination of development, program, financial, personnel, public relations and external affairs of the organization. Currently, LAYC has a \$15 million budget with over 200 full- and part-time staff, and over 100 volunteers. In 2005, the LAYC expanded into the state of Maryland with three sites in Prince George's and Montgomery Counties. LAYC is currently establishing IMPACTO Consulting to provide consulting services to other non-profit youth development organizations nationally and internationally on "best practices" in evaluation, outcomes management and youth development.

Founder, Next Step Public Charter School

As founder, I served as Executive Director from 3/96 – 6/05, and was responsible for oversight of a "drop-out" recovery public charter school founded by the Latin American Youth Center for teen parents, recent immigrants, and youth who have been expelled or dropped out of the public school system.

Founder, LAYC Bilingual Montessori Public Charter School

Responsibilities included start-up, chartering, and on-going support for the District of Columbia's only bilingual Montessori public charter school, which was founded by the LAYC and opened in September 2003.

Founding Board Member and Board Chair (through 2006), LAYC YouthBuild Public Charter School. Responsibilities included support for transformation of the LAYC YouthBuild program to a public charter school, which opened September, 2005. As founding chair of the Board of Directors, I have worked to build a strong leadership team with the school's Executive Director and Principal.

Deputy Director, Latin American Youth Center, 12/80 - 3/87

Bilingual Counselor, National Puerto Rican Forum, 9/80 - 12/80

Academic Evaluator and Advisor, Beacon College, 1/80 - 5/81

Research Associate, National Network for Runaway Youth, 11/78 - 4/79

Research Associate, National Institute for Mental Health, 11/78 - 4/79

Program Coordinator - Foster Care, Special Approaches to Juvenile Justice, 5/76 - 11/77

MEMBERSHIPS, SELECTED

DC Alliance for Youth Advocates, President, Board of Directors, 2005 – present

LAYC Youthbuild Public Charter School, Board of Directors, 2004 - 2006

Roundtable for Non-Profit Excellence, Board of Directors, 2002-2007

DC Workforce Investment Board, appointed in 2000 by Mayor Williams
Leadership Washington, Board of Directors, 1994 - 1996
Consortium on Child Welfare, Board of Directors, 1996 - 2004,
YOUTH RADIO, Berkeley, California, Treasurer, Board of Directors, 1993 - present

AWARDS, SELECTED

Lewis Hine Award Honoree, by National Child Labor Committee
Washingtonian of the Year, by Washingtonian Magazine
Distinguished Community Leadership Award, by Leadership Washington and the National
Community Leadership Association
District of Columbia Recognition Award for Service, by Mayor Barry

PUBLICATIONS

Needs Assessment of Latino Immigrant Youth (Latin American Youth Center, 1986)
Co-authored with Dr. Ross-Sheriff, Howard University
Alternatives in Foster Care for Adolescents (National Institute of Mental Health, 1984)

SPEAKING ENGAGEMENTS

Over the past thirty years I have spoken at numerous conferences and seminars about the non-profit sector, youth development, outcomes and evaluation, social enterprise, and other topics related to my work.

Maria-Cristina (Mai) Fernandez



- Expertise**
- Executive Level Management
 - Policy Development and Advocacy
 - Program Development, Evaluation and Replication
 - Organizational Development and Governance
 - Fundraising
- Experience**
- Present**
- NATIONAL CENTER FOR VICTIMS OF CRIME** Washington, DC
Executive Director
- Lead and manage national not-for-profit organization providing resources and advocacy to victims of crime
 - Manage 4 million dollar budget
 - Guide Board of Directors
 - Set programmatic priorities
 - Develop fundraising strategy
- 2006-2010**
- LATIN AMERICAN YOUTH CENTER** Washington, DC
Legal and Strategy Director
- Provide legal, policy, fundraising and strategy advice to a not-for-profit organization serving immigrant and minority youth in the Washington, DC, metropolitan region.
 - Testified numerous times before U.S. Congress on issues of criminal justice and youth development
 - Oversee start-up and management of Latin American Youth Center's affiliate organizations.
- 2004-2006**
- Chief Operating Officer**
- Managed 150 person staff.
 - Raised over 10 million dollars from public and private sources.
 - Advised Board of Directors on corporate and financial matters.
 - Administered \$10-million budget.
 - Launched new organizational site in Maryland
 - Helped manage 3 charter schools
- 1997-2004**
- Managing Director**
- Directed program development in the areas of public safety, education, employment and social services.
 - Managed 100-person staff.
 - Initiated start-up of three charter schools.
- 1996-1997**
- FELDESMAN, TUCKER, LEIFER, FIDELL & BANK** Washington, DC
Associate
- Litigated administrative appeals for not-for-profit organizations.
 - Counseled not-for-profit organizations on governance issues.
- 1994-1996**
- U.S. DEPARTMENT OF JUSTICE, Office of Justice Program** Washington, DC

Special Assistant to the Assistant Attorney General

- Implemented programs authorized under the 1994 Crime Act.
- Created policy guidelines for programs addressing violence against women and youth violence.
- Oversaw criminal justice technical assistance programs.

1992-1994 **DISTRICT ATTORNEY OF NEW YORK COUNTY** New York, NY
Assistant District Attorney

- Handled felony and misdemeanor criminal cases from investigation to trial.

1987-1989 **U.S. HOUSE OF REPRESENTATIVES SELECT COMMITTEE ON HUNGER,**
Hon. Mickey Leland Washington, DC
Professional Staff Member

- Drafted legislation
- Organized Committee hearings
- Briefed Committee members

1985-1987 **U.S. HOUSE OF REPRESENTATIVES, Hon. James Florio** Washington, DC
Legislative Correspondent

- Drafted legislative correspondence.

Appointments

2009-2010 **DC HUMAN RIGHTS COMMISSION** Washington, D.C.
Commissioner – Mayoral Appointee

- Adjudicate private sector complaints brought under the D.C. Human Rights Act

2000 – 2005 **CITIZEN COMPLAINT REVIEW BOARD** Washington, D.C.
Board Chair – Mayoral Appointee

- Oversaw Office of Citizen Complaint Review an independent government agency managing the resolution of complaints against the Metropolitan Police Department.

Consulting Experience

CAMPAIGN FOR YOUTH JUSTICE Washington, DC

UNITY HEALTH CARE Washington, DC

CHAZDREW FUND Bethesda, MD

JUSTICE POLICY INSTITUTE Washington, DC

SASHA BRUCE YOUTHWORKS Washington, DC

NATIONAL CENTER FOR STATE COURTS Prestina, Kosovo

SAVE THE CHILDREN Guatemala City, Guatemala

Education

HARVARD UNIVERSITY, Kennedy School of Government, Cambridge, MA
Master in Public Administration, June 2004

AMERICAN UNIVERSITY, Washington College of Law, Washington, DC
Juris Doctor, May 1992
Admitted to the District of Columbia Bar and New York State Bar

DICKINSON COLLEGE, Carlisle, PA
Bachelor of Arts in Political Science and International Studies, 1985

Memberships: Leadership Washington Class of 2003

Language Skills: Fluent in Spanish

Awards: National Council of La Raza Scholarship Award to the Kennedy School of Government
American University, Peter Cicchino Award for Outstanding Advocacy in the Public Interest

NICOLE HANRAHAN



- experience**
- 2010-Present **LATIN AMERICAN YOUTH CENTER (LAYC)** **WASHINGTON, DC**
The LAYC Family of Organizations is a network of youth centers, charter schools, and social enterprises with a shared commitment to helping youth become successful and happy young adults, with the skills they need to succeed educationally, professionally, and personally.
Chief Strategy Officer
- Oversee organizational operations and strategy as member of senior management team.
 - Direct strategic planning for the organization.
 - Plan LAYC's future growth including creating business plans for all new programs, social enterprises and other initiatives.
 - Develop branding and marketing strategies.
 - Provide guidance and expertise for LAYC's workforce development programs.
- 2005-2006 **COMMUNITY WEALTH VENTURES (CWV)** **WASHINGTON, DC**
CWV is a social enterprise consulting firm that emboldens and equips leaders to innovate, grow and sustain organizations that build a better world.
Director
- Oversee organizational operations and strategy as member of senior management team.
 - Lead the firm's largest and most complex consulting engagements; develop strategies to help national foundations and nonprofits to grow, become more sustainable, and increase mission impact.
 - Raise funds and sell consulting projects, producing in excess of \$250K per year for the firm's \$2M budget.
 - Deliver conference presentations on business planning, nonprofit sustainability and social enterprise.
 - Supervise staff members, conduct performance reviews, and make hiring, firing, and promotion decisions.
- Senior Consultant**
- Directed regional initiatives that trained cohorts of nonprofits to develop social purpose businesses in Ohio, New Jersey and Massachusetts with budgets totaling \$1.5 M.
 - Taught and developed curriculum for a 10-month, mini MBA class for nonprofit executives.
 - Led teams to develop business plans, earned income strategies, and feasibility studies for organizations pursuing business ventures in the areas of economic development, community development and human services.
- 2004-2005 **THE ILLINOIS GOVERNOR'S OFFICE /** **CHICAGO, IL**
DEPARTMENT OF FINANCIAL AND PROFESSIONAL REGULATION
The Governor's Initiative on Regulatory Reform was founded in 2005 to identify and change problematic regulations, cumbersome paperwork and inefficient processes in state business regulations.
Founding Executive Director of the Governor's Initiative on Regulatory Reform
- Created and implemented plan that reduced state turn around time for professional licenses from 4-19 weeks to 1-3 weeks, helping approximately 1 million professionals (nurses, social workers, roofers, others.)
 - Developed vision and strategy for the Governor's new State of Illinois Business Web Portal, which attracted 200,000 unique visitors (out of ~300,000 businesses in Illinois) in first six months with no marketing budget.
 - Directed effort to move state business forms from all state agencies online, converting over 1400 forms.
 - Streamlined and clarified regulations related to unemployment insurance, taxes, EPA, building codes, etc.
- 2002-2003 **THE CENTER FOR LABOR AND COMMUNITY RESEARCH (CLCR)** **CHICAGO, IL**
CLCR is a research organization that promotes socially responsible development of industry and communities.
Director of the Food and Candy Institute
- Directed program devoted to building Chicago's food and candy manufacturing industry through workforce development, small business assistance, public policy and research initiatives. Supervised two staff members.
 - Developed and completed a business plan for a \$2 million business incubator for emerging food entrepreneurs. Conducted analysis, secured partners, and reinvigorated a project which had been stalled for over 7 years.
 - Created marketing materials for the program and raised funds that led to the development of a professional marketing plan.

THE WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION

BOSTON, MA

The Women's Union (now the Crittenton Women's Union) is a 133-year-old organization that expands educational and economic opportunities for women. The Harvard Business School Leadership Fellows is a competitive one-year fellowship program that places recent HBS graduates in senior-level positions at world-class organizations.

Director of Research and Innovation / Harvard Business School Leadership Fellow

- Provided financial and strategic analysis for The Shop at the Union, a store operated to support program activities. This analysis led to the closure of The Shop and sale of The Women's Union's building, saving the organization approximately \$5 million and enabling the opening of a technology center for low-income women.
- Led strategic planning as part of five-person senior management team.
- Created and implemented performance measures and benchmarks for the organization's core programs.
- Developed a 5-year business plan for the Woman to Woman professional development and mentoring program.
- Produced blueprints for new job training programs in commercial driving and entry-level accounting.

1997-2000 PROJECT RENEWAL – THE NEXT STEP PROGRAM

NEW YORK, NY

Project Renewal is a non-profit company serving 18,000 homeless people annually in areas including housing, rehabilitation and medical care. Next Step is Project Renewal's employment, training and education program.

2000 Program Director

- Supervised a staff of 22 counselors, teachers and employment specialists.
- Developed a strategic plan for the department and implemented a \$1.5 million annual budget.
- Raised over \$2.4 million of government and private funding through successful grant proposals.
- Oversaw all program activities including: computer hardware repair and clerical training programs; job readiness workshops; employment counseling; GED and literacy classes; and job placement and retention.

Manager of Placement Programs

- Supervised and trained a staff of three Employment Specialists.
- Developed a new program for clients to move from entry-level jobs to more advanced positions.
- Coordinated a program to help homeless clients obtain and maintain employment in the suburbs.

Employment Specialist

- Developed and delivered marketing materials and presentations to forge relationships with employers in industries such as maintenance, security, retail, computer repair and culinary arts.
- Prepared homeless, mentally ill, and chemically dependent clients for job interviews.
- Designed a curriculum for, and led, a weekly job search workshop.

1996 - 1997 HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS

NEW YORK, NY

HIPPY is an early intervention program that helps parents provide educational enrichment for their children.

Policy/Curriculum Development Assistant

- Developed strategies for and presented conference papers on the impact of welfare reform on the program.
- Directed outreach: fielded press calls; lobbied for improved policies; and wrote press releases.
- Researched funding opportunities and legislation for local programs.

summer 1995 CORPORATION FOR NATIONAL SERVICE /

WASHINGTON, DC

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

A. Alfred Taubman 1995 Public Policy Summer Fellow / HOPE VI PROGRAM Intern

- Awarded Brown University summer fellowship based on academic achievement and quality of application.
- Researched and wrote a government-published manual about how to start a health program in public housing.

summer 1994 CORPORATION FOR NATIONAL SERVICE

WASHINGTON, DC

Evaluation Department Intern

- Analyzed and assessed government-funded nonprofit programs through site visits and reports.

summer 1993 THE BREAKTHROUGH COLLABORATIVE (formerly SUMMERBRIDGE)

NEW ORLEANS, LA

Administrative Coordinator.

- Managed the finances and administration of a summer education program for low-income middle school students.

education

2000 - 2002 HARVARD BUSINESS SCHOOL

BOSTON, MA

Master in Business Administration degree. Co-President of the Social Enterprise Club. Harvard Business School Service Leadership Fellow—a competitive one-year, public service fellowship to work at The Women's Educational and Industrial Union. Honored at graduation ceremony for contribution to the HBS community.

1992 - 1996 **BROWN UNIVERSITY**

PROVIDENCE, RI

Honors Bachelor of Arts degree in Public Policy & American Institutions. A. Alfred Taubman 1995 Public Policy Summer Fellowship. Honors thesis on community and economic development in Providence, RI. Urban Studies Dept. Research Assistant—analyzed job training within the Rhode Island Community College system.

**activities /
interests**

- Board Vice President for Jobs Have Priority, a DC area nonprofit that helps homeless people secure jobs and housing.
- Founding board member of Chicago Net Impact, the local chapter of an international network of 10,000 MBAs working to expand corporate social responsibility and strengthen the nonprofit sector.
- Former professional actress (National Television, Off-Broadway Plays, Commercials and Print Work.)

PROFESSIONAL EXPERIENCE:

National Youth Employment Coalition (NYEC), Washington, DC (October 1999-Present)

Executive Director

Responsible for management and operations of 250+ national membership organization dedicated to elevating national advocacy efforts on youth issues and building the capacity of youth-serving organizations in the areas of workforce development, youth development and education. Oversee member working groups on policy, education, professional development, financial management, resource development, member services, and research issues. Supervise 9 staff and consultants. Deliver workshops and presentations at national conferences and meetings on the integration of education, workforce development, and youth development policy, systems, and practices. Served as Deputy Director (2004-2005) and Director of Capacity Building Initiatives (1999-2004)

Key Achievements:

- Created NYEC's Education portfolio, which includes the launch of the Postsecondary Success Initiative; profiles of state education policy on the financing of alternative education in several states; a quality standards assessment for education programs and schools, the NYEC Education Development Network (NYEC EDNet) tool; launch and completion of transition to higher education research study and national policy framework; and the establishment of the NYEC Education Working Group.
- Demonstrated track record for fund development – tripled organizational budget since 2006
- Launched and completed NYEC PEPNet Accreditation Pilot
- Instrumental in expanding membership base from 120 to 250+ organizations in 40 states and the District of Columbia
- Forged and maintained partnerships and relationships with policy and advocacy groups such as the Center for Law and Social Policy, Jobs For the Future, First Focus, the American Youth Policy Forum, Center for American Progress, the National League of Cities, the National Governors Association, the Campaign for Youth, and the Alliance for Excellent Education.
- Developed policy recommendations and legislation pertaining to low income youth and young adults on workforce development and education such as the Workforce Investment Act
- Worked with Board of Directors to create NYEC's Organizational and Strategic Frameworks
- Developed and managed a national peer-to-peer technical assistance program for practitioners and programs serving court-involved youth.

New York Citywide School to Work Alliance, New York, NY (1997- 1999)

Director of Workforce Development

Managed and provided technical assistance to School to Work partnerships, youth service providers, and employers for local intermediary organization that fosters career readiness in New York City public schools. Monitored and analyzed legislation as it pertained to education and workforce development. Worked with the Executive Director to execute strategic planning and resource development strategies. Served as Editor and contributed articles to the Alliance Forum, a quarterly publication.

Key Achievements:

- Built organizational capacity on education and workforce development policy.
- Designed professional development programs for educators.
- Developed and executed communications plan.
- Developed and implemented the strategic plan for the NYC Out of School Youth Task Force.
- Forged partnerships with and participated on local, state, and national STW/youth employment advisory councils, coalitions and task forces such as the Policy and Legislation Committee of the National Youth Employment Coalition, the NYC Out of School Youth Task Force, and the Board of Education Task Force on Sex Equity.

National Puerto Rican Forum, Inc., New York, NY (1995-1997)

Director of Public Policy

Managed public policy, research, and advocacy efforts at the federal, state and local level as it pertained to employment, training, and education for Puerto Ricans/Latinos and other underserved populations. Worked closely with the President on fundraising, strategic planning, and organizational budget development. Monitored and analyzed legislation for the organization. Wrote reports, testimony, publications, and brief position papers on welfare reform, education, and workforce development. Participated in federal and regional workforce development stakeholder forums in conjunction with the US Department of Labor.

Key Achievements:

- Expanded organizational knowledge base and efforts on national, state, and local policy and advocacy efforts.
- Conceptualized and executed public policy symposia series: The State of Workforce Development in America.
- Elevated the visibility of the organization through expanded marketing and communication efforts.
- Forged and maintained partnerships with government officials, nonprofit organizations, and business.

**Community of Caring, Inc., Joseph P. Kennedy Jr., Foundation, Washington, DC
Program Coordinator (1993-1994)**

Managed national K-12, whole school, comprehensive character education program.

EDUCATION & PROFESSIONAL DEVELOPMENT:

New York University, New York, NY

M.A., Education, 1994; emphasis on international and urban education

University of California, Berkeley, CA

B.A., Political Science, Minor: French, 1988

Leadership New York, Coro Foundation, New York, NY

Member of ninth leadership class 1997-98. Leadership development program focusing on civic and public policy issues in New York City

FOREIGN LANGUAGES:

French, working knowledge of Hindi

PUBLICATIONS (authored, co-authored, or edited)

Financing Alternative Education Pathways: Profiles and Policy,
National Youth Employment Coalition, August 2005.

Preparing Vulnerable Youth for Adulthood through Youth Workforce Development,
Clearinghouse REVIEW Journal of Poverty Law and Policy, July-August 2005.

NYEC Organizational Development Framework,
National Youth Employment Coalition, September 2004.

NYEC Education Development Network (NYEC EDNet),
National Youth Employment Coalition, December 2002; January 2004.

Education Reform Through Standards: What does it mean for youth in alternative education settings?
National Youth Employment Coalition, July 2002.

School to Work: Taking a Measure, A Symposium Summary,
National Puerto Rican Forum, 1998.

PROFESSIONAL AFFILIATIONS, VOLUNTEER, & ADDITIONAL ACTIVITIES

- **Advocates for Children, New York, NY**, Member of the Board of Directors, 1998 – present
- **Coalition on Human Needs, Washington, DC**, Member of Board of Directors, 2011
- **Campaign For Youth, Washington, DC**, Member of the Steering Committee, 2005 – present
- **National Collaboration for Youth**, Member of the Steering Committee, 2008 - present
- **President's Committee on Employment of People with Disabilities, Washington DC.**, 1996-1997
Minority Task Force Member
- **National Building Museum, Washington, DC**, Docent, 2001 – 2004
- **1st International Youth Employment Summit (YES), Alexandria, Egypt**, Presenter, September 2002
- **SAKHI, New York, NY**, 1996-1999
Volunteer, Literacy committee member, and instructor for organization that assists South Asian women who are victims of domestic violence

DEBORAH A. SANTIAGO

Experienced Non-Profit Executive

Versatile and knowledgeable non-profit executive, with experience at the community and national levels including seven years as co-founder, chief financial officer, and director of policy and research for a national non-profit organization.

PROFESSIONAL EXPERIENCE

Co-founder and Vice President for Policy and Research – *Excelencia in Education* (Washington, D.C.), 2005-present

- Lead research and publications on higher education issues with a focus on Latino students.
- Inform policy and practice to accelerate Latino student success in postsecondary education working with elected officials, institutional leaders, and other decision makers.
- Serve as liaison for media inquiries and present on educational policy for diverse audiences.
- Expanded organization to a \$1.2 million operating budget.
- Provide oversight and management of a wide range of grants and contracts and manage staff to provide program evaluation, technical assistance, and analysis of institutional policy.
- Cited by *The Economist*, *New York Times*, *The Washington Post*, AP, *Inside Higher Ed*, *Diverse Issues in Higher Education* on higher education issues.

Irvine Fellow – *Center on Educational Governance, University of Southern California*, (Los Angeles, California) 2003-2005

- Directed project to construct database with multiple measures of accountability for over 500 California charter schools.
- Collaborated with charter school operators, management organizations, and membership organizations to determine constructive analysis of data for school improvement.
- Wrote grant proposals and developed business and implementation plan for project.

Vice President, Data and Policy Analysis – *Los Angeles County Alliance for Student Achievement*, (Los Angeles, California) 2001-2003

- Researched and produced reports on K-12 student achievement at the school, district, county, and state level to inform community advocacy and organizational mission.
- Directed survey studies on school construction with Tomas Rivera Policy Institute and community involvement with Fleishman and Hillard.
- Worked with Los Angeles Unified School District school board members and staff.
- Collaborated with community-based organizations to disseminate research studies.

Deputy Director – *White House Initiative on Educational Excellence for Hispanic Americans* (Washington, D.C.), 1998-2001

- Facilitated the work between the President's Advisory Commission on Educational Excellence for Hispanic Americans, federal agencies, and the Latino community on K-16 education issues.
- Coordinated a national conference series, "*Excelencia en Educación: The Role of Parents in the Education of Their Children*" in six cities.
- Organized policy seminars, conducted research and prepared 10 publications on issues such as educational assessment, the educational pipeline, a bi-literate workforce, college access, Hispanic-Serving Institutions (HSIs), and effective programs for Hispanics.
- Represented the White House Initiative at conferences and national events.
- Coordinated dissemination of publications, and managed the Initiative's Web site.

Program Analyst - U.S. Department of Education, Office of Postsecondary Education, (Washington, D.C.), 1996-1998

Policy, Planning and Innovation: Policy and Budget Development Unit

- Responsible for initial preparation of the annual federal budget for student financial aid and higher education programs totaling over \$13 billion, including analytical duties required for the formulation, justification, presentation, execution and review of the budget.
- Conducted research and produced policy briefs on education trends using national data.
- Analyzed postsecondary education legislation by federal offices, Congress and other constituencies.
- Served as co-chair of a subcommittee on reauthorization of Higher Education Act with direct responsibility for writing, reviewing and revising legislative specifications and providing relevant research and documentation to support policy decisions.

The Library of Congress, Congressional Research Service, Education and Public Welfare Division
(Washington, D.C.), 1996-1997

- Prepared issue briefs and special analyses on postsecondary education issues such as remedial education and campus-based programs for members of Congress and staff.
- Conducted research on specific education issues in response to Congressional requests as well as on issues relevant for reauthorization of the Higher Education Act of 1965, as amended.

ACTIVITIES

Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, board member, 2010-present

National Association for College Admission Counseling (NACAC), board member, 2010-present

Pathways to College Network, advisory board member, 2010-present

Univision Education Campaign Advisory Board, member, 2009-present

Latin American Youth Center, member and chair, policy committee, 2009-present

Virginia Latino Advisory Board, member, appointed by Governor Kaine, 2009-2010

EDUCATION

Doctoral work: Education Policy, University of Southern California, California, 2001-05 (ABD)

Master's degree: Urban Affairs, Virginia Polytechnic Institute and State University, Virginia, 1994

Bachelor's degree: Economics, University of Mary Washington, Virginia, 1990

PUBLICATIONS

Ensuring America's Future: Benchmarking Latino College Completion to meet National Goals: 2010 to 2020. Co-author with the National Center for Public Policy and Higher Education. *Excelencia* in Education. Washington, DC. September 2010.

Ensuring America's Future: Federal Policy and Latino College Completion. Co-author with G. Kinzel, B. Sponsler, and A. Bowles. *Excelencia* in Education. Washington, DC. September 2010.

Florida Policy Options for Accelerating Latino Student Success. *Excelencia* in Education. Washington, DC. March 2010.

Taking Stock: Higher Education and Latinos. *Excelencia* in Education. Washington, DC. December 2009.

What Works for Latinos in Higher Education: Examples of Excelencia Compendium: 2009. Co-author with Estela Lopez. *Excelencia* in Education. Washington, DC. September 2009.

Leading in a Changing America: Leadership at Hispanic-Serving Institutions. *Excelencia* in Education. Washington, DC. June 2009.

The Condition of Latinos in Education: 2008 Factbook. *Excelencia* in Education. Washington, DC. December 2008.

Student Aversion to Borrowing: Who Borrows and Who Doesn't. Co-author with A. Cunningham. Institute for Higher Education Policy, Washington, D.C. December 2008.

Accelerating Latino Student Success at Texas Border Institutions: Possibilities and Challenges. *Excelencia* in Education. Washington, DC. October 2008.

Modeling HSIs: Modeling Hispanic-Serving Institutions (HSIs): Campus Practice that Work for Latino Students. *Excelencia* in Education. Washington, DC. June 2008.

Voces (Voices): A Profile of Today's Latino College Students. *Excelencia* in Education. Washington, DC. October 2007.

Choosing Hispanic-Serving Institutions (HSIs): A Closer Look at Latino Students' Choices. *Excelencia* in Education. Washington, DC. August 2007.

California Policy Options to Accelerate Latino Success in Higher Education. *Excelencia* in Education, in association with the Tomás Rivera Policy Institute and the California Policy Research Center. Washington, DC. November 2006.

Arizona's Human Capital: Information for Policy Makers about Latino Students and Their Families. *Excelencia* in Education. Washington, DC. April 2006.

Inventing Hispanic-Serving Institutions (HSIs): The Basics. *Excelencia* in Education. Washington, DC. March 2006.

How Latino Students Pay for College: Patterns of Financial Aid for 2003-04. (2005) co-authored with A. Cunningham, August 2005. Institute for Higher Education Policy, Washington, D.C.

Federal Policy and Latinos in Higher Education. *Excelencia* in Education with a grant from the Pew Hispanic Center. Washington, DC. June 2004.

What Works for Latino Students. *Excelencia* in Education Commissioned for the National Association of Latino Elected Officials (NALEO) conference, February 2004.

Latino Student Success at Hispanic-Serving Institutions (HSIs): Findings from a Demonstration Project. (co-author). with grant from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education. January 2004.

Latinos in Higher Education: Today and Tomorrow (co-author). *Change: The Magazine of Higher Learning.* Washington, DC: American Association for Higher Education, HELDREF Publications. March/April, 2003.

FY1999-2000 Annual Performance Report on Implementing Executive Order 12900. Co-author and editor. White House Initiative on Educational Excellence for Hispanic Americans. U.S. Department of Education. December, 2000.

Creating the Will: Hispanics Achieving Educational Excellence. (2000) Co-author and editor. President's Advisory Commission on Educational Excellence for Hispanic Americans, Washington DC: U.S. Department of Education.



G. Kenneth Robinson, III

**National Tax Director - Health Plans
US Tax Health Plans Sector Leader
Health Sciences & Government
Deloitte Tax LLP**

[REDACTED]
(O) 703-251-1850
[REDACTED]

**Segment: Health Plan
Specialty Area: Managed Care
Job focus: Tax**

G. Kenneth Robinson, III, National Tax Director – Health Plans, is the U.S. Tax Health Plans Sector Leader for Deloitte’s Health Sciences & Government Industry and brings years of practical and technical experience in tax, treasury, statutory and financial planning to Deloitte’s health plan clients. In addition, he has financial reporting experience as a Controller and CFO of privately held organizations. Mr. Robinson currently serves clients such as UnitedHealth Group, Health Net, WellCare Health Plans, WellPoint, Humana, CIGNA, Kaiser and many Blue Cross Blue Shield health plans. Furthermore, he is a frequent presenter at BCBS industry tax conferences.

Mr. Robinson served in many roles at Coventry Health Care, Inc.(NYSE: CVH), most recently as the Vice President – Tax, and as a member of the senior management team. Furthermore, he served as Assistant Treasurer for all Coventry Health Care subsidiaries as well as on the Board of Directors of several Coventry entities. Mr. Robinson oversaw a department of ten professional staff members and interacted daily with corporate accounting, treasury, and the legal departments.

Mr. Robinson received a M.S. in Taxation from Georgetown University (1988), Washington, D.C., and a B.S. with Special Attainments in Commerce from Washington & Lee University (1983), Lexington, VA.

Mr. Robinson is a member of the Board of Directors for Latin American Youth Center, Washington, D.C. and the current Chair of the LAYC Career Academy Public Charter School, Inc. Mr. Robinson is an avid sports fan and was a four-year varsity letter winner in football as an undergraduate and an active participant in the Team In Training program to support the Leukemia & Lymphoma Society. He has contributed his time for many years as a volunteer coach for local soccer and baseball leagues. He was the former Vice Chair of the Board of Trustees for the William E. Doar, Jr. Public Charter School for the Performing Arts in Washington, D.C.

Isaura Ivania Medrano

EDUCATION AND TRAINING

- **CREATIVE CURRICULUM IN CHILDREN EDUCATION**
Rosemount Center (training) (Aug 2010 - Aug 2010)
- **PHYSICAL ABUSE AND NEGLECT CASE TRAINING**
Rosemount Center training (Aug 2010 - Aug 2010)
- **BASIC ESL**
Reina De Las Américas (Jul. 2010 - Mar 2011)
- **HOME HEALTH AIDE**
Success International School (Mar 2009 - Jul 2009)
- **CDA**
Enterprise School (Jan 2008 - Jun 2008)
- **SOCIAL WORKER DEGREE**
UCA - Nicaragua (Feb 1991 - Nov 1993)
- **ASSOCIATE DEGREE IN HEALTH EDUCATION**
MNSA - Nicaragua (Jan 1989 - Nov 1990)

WORK EXPERIENCE

Rosemount Center Home Visitor 8/2010– Present /2011

- Identified, recruited and enrolled eligible families using computerized process.
- Scheduled and conducted weekly home visits with parents and children in their homes lasting 90 minutes.
- Plans and develops with parents an individualized program using weekly educational activity plans based on their child's assessment and incorporating identified family's strengths and needs
- Encourages and promotes self-sufficiency in all families served.
- Informs parents of the need to schedule and keep appointments for all screenings, evaluations, and follow up services for their children and encourages them to participate fully.

Rosemount Center Spanish Teacher 07/2006- 09/2010

- Maintains an open, friendly, and cooperative relationship with each child and family.
- Talks, sings, and reads to infants frequently.
- Organizes each day's activities to provide children with a variety of experiences and opportunities that allow them to develop curiosity, initiative, problem-solving skills, and creativity, as well as a sense of self and a feeling of belonging to the group
- Completes timely, neat, accurate documentation of screenings, assessments, individualized plans, attendance, daily health checklist, feedings, daily activity logs for parents, home visits, inventories, and other documentation as may be deemed necessary for proving quality services.

Permanent Human Rights Commission Social Worker Managua, Nicaragua 06/2004-06/2005

- Selected Community Leaders.
- Trained and Filled out Forms.
- Made reports of Human rights Violations.
- Visiting victims.
- Socio-economic profiling

Etica y Transparencia (Ethics and Transparency) Departmental coordinator of youth activists

09/1996 – 06/2004

- Made civic surveys.
- Promoted citizen participation in schools.
- Participated in the vote count in national elections.

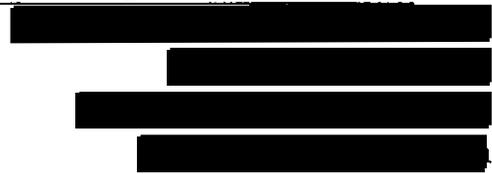
COMPUTER SKILLS

- Microsoft Word
- Email
- Internet Explorer

ADDITIONAL QUALIFICATIONS

- Solving problems and making necessary changes
- Working as a team member and following instructions
- Listening well and understanding emotions
- Communicate effectively with infants, toddlers, their parents, and other staff and motivating others

Avery Savage



OBJECTIVE To secure employment with a company that offers both a challenge and a good opportunity for growth.

EDUCATION/ TRAINING

Wanada Automotive Pre-Apprentice Program September 2008 – February 2010

- Completed 1000 hours of automotive training

Latin American Youth Center - WISE March 2008 – June 2008

- Job Readiness Training

EXPERIENCE

Home Health Aide (Volunteer) January 2010 – Current

- Administer medication
- Assist with placement in wheelchair and in and out of bed
- Assist with transportation

National Hispana Leadership Institute (Office Assistant) August 2008 – September 2008

- Manage and organize supplies
- Perform various office duties
- Help move equipment from different location in the building

Latin American Youth Center (Hall Monitor/ Teacher Aide) May 2008 – July 2008

- Attend all meeting and training sessions for staff
- Monitor hallways and monitor student activity to and from class
- Assist in monitoring classes to the summer youth employment participants
- Assist in taking daily attendance
- Assist with supervision of field trip and other outings with students

Popeyes (Cashier/ Food Prep) May 2005 – November 2007

- Administer medication
- Assist with placement in wheelchair and in and out of bed
- Assist with transportation

SPECIAL SKILLS

- Excellent communication skills
- Outstanding organization skills

VERONICA VASQUEZ

OBJECTIVE

My objective is to help others and work in an environment that provides opportunity for growth and development.

CERTIFICATIONS AND AWARDS

- EverFi financial literacy certification 2009
- Microsoft Office Word Certified 2009
- Microsoft Office Excel Certified 2010
- CPR and First Aid Certified 2009

EMPLOYMENT

December 2006- June 2007

Oyster Bilingual ES

Washington DC

After school Counselor

- Worked in a 1st grade after-care classroom at a fully bilingual school providing tutoring, creative lessons and activities.
- Participated on educational field trips and enrichment camps during spring break.
- Helped children develop their language skills in Spanish.

September 2007- January 2008

CVS

Washington DC

Cashier

- Provide customer service by answering questions and suggesting items for purchase.
- Handle cash, returns and exchanges
- Keep store and cash register area organized

September 2009- Present

LAYC-AmeriCorps

Washington DC

Education Team (Teacher's Aid)

- Worked in a 3rd grade classroom at a Title 1 school, providing individualized instruction, remedial tutoring and other teacher assistance.
- Ran an afterschool classroom.
- Worked as part of a team to create lessons, tutor students, manage behavior and discipline, and collect data.
- Participated in community service projects including Hispanic Heritage Celebration (Youth Fest), MacFarland Book Drive and Library Makeover, Thanksgiving and Christmas Celebrations at LAYC, and Community Haunted House.
- Provided administrative assistance such as: translating documents, copying letters and distributing them, posting and emailing announcements, organizing files, and ordering supplies.

EDUCATION

September 2005- June 2007

School Without Walls SHS

Washington DC

September 2007- January 2008

Woodrow Wilson SHS

Washington DC

December 2008

GED

Washington DC

LANGUAGES

Able to speak, read, and write fluently in Spanish.

SANDRA Y. GUTIERREZ, BS, M.P.A



AREAS OF EXPERTISE

OPERATIONS, SUPERVISION AND MANAGEMENT

- Advocacy and Public Policy Development in Child and Adolescent health, education and workforce
- Service Integration in multi-service organizations
- Planning and implementation of Youth Development Services and programs
- Training, Design, Curriculum Development,
- Peer Leadership Models for Adolescents
- College Prep Programs and Scholarship Models
- Youth Engagement Programs for difficult to reach youth populations
- Staff Development, Talent Management and Training
- Strategic Planning and Strategic Implementation
- Contract/Budget and Management Monitoring and Fund Development

PROFESSIONAL EXPERIENCE

**THE LATIN AMERICAN YOUTH CENTER
CHIEF OPERATING OFFICER**

2008-PRESENT

Reports to the Executive Director, Leads and implements the organization strategic initiatives and change processes including restructuring. Directs implementation of the organization's current strategic initiatives. Responsible for daily operations of all LAYC/ MMYC multiservice programs, and sites in including Education, Social Services, Prevention, Housing, AmeriCorps, Art and Media, GED, Job Readiness and Workforce and Mental Health and Treatment Services in DC and Maryland. Responsible for maintaining and developing new organizational, community and funding partnerships, Design and implement new Out of School Time programs in DCPS middle schools and high schools. Leads LAYC professional development and talent management initiatives and staff evaluations. Develops and maintains updated program budgets. Supervises, IT, Facilities, Human Resources and Learning and Evaluation. Directs and monitors reporting and operations of all LAYC programs. Supports Executive Director with Board responsibilities, Chief of Development and Chief of Finance on their respective functions related to operations. Is responsible the integration of all programs and services and services sets.

**BOYS AND GIRLS CLUBS OF GREATER WASHINGTON
Chief Program Officer**

2007-2008

Reports to Chief Operating Officer, Serves on senior staff team to implement the organization's mission, strategic plan, and new program initiatives. Oversees all programming, overarching and special initiatives in twenty one clubs in Washington DC, Virginia and Maryland. Responsible for quality control, outcomes measurements/monitoring, staff training and

development in BCGA curriculum programs and the development of new and innovative program designs. Works closely with all other departments to integrate and deliver quality programming: Development, Finance, Human Resources, Grants Management, Regional and Club Leadership. Responsible for overseeing the programmatic relationships between BGCGW and Corporate Partners to leverage funds. Responsible for building community partnerships with Community Based Organizations, Department of Education, Department of Health, and Law Enforcement. Responsible for designing and implementing youth initiated advocacy programs. Responsible for programming and training budgets and assisting Club Directors. Develop programming budgets and organize fund raising efforts for their individual Clubs.

CHILDREN'S AID SOCIETY- BRONX REGIONAL DIRECTOR 2002- 2007

Reports to the Executive Director. Directs or oversees regional integration of all CAS Bronx based initiatives including youth development, child welfare services, community schools and OST programs. Leads the implementation of service integration, coordinates collaboration efforts with schools, community based organizations, parent groups and elected officials. Develops organizational, operational and supervisory systems to optimize program services. Leads the strategic planning process and directs Bronx expansion efforts. Hires key staff. Develops and maintains relationships with DOE, school and regional staff, community leaders, elected/ city officials. Prepares budgets and develops proposals for adolescent development programs. Identifies funding opportunities and develops collaborations with DOE and other potential partners. Has primary responsibility for Bronx facilities including Bronx Family Center, Early Childhood Daycare Center and CAS Bronx Teen Center. Responsible for contract management, fund development for Bronx Region initiatives and the development of donor base.

CHILDREN'S AID SOCIETY- ASSISTANT DIRECTOR OF COMMUNITY SCHOOLS, BX

Reports to the Director Community Schools. Developed six new full service community schools sites in the Bronx including after school programs, mental health and social services, youth development, advocacy and scholarship options, specialized academic enrichment programs, pregnancy prevention, community service, parent involvement, and linked services to CAS Bronx Family Center for pediatric and adolescent medical and dental services. Developed relationships with Dept of Employment staff at district, regional and citywide levels. Supervised daily operations of Bronx Community Schools. Spearheaded reapplication process for TASC yearly proposals, including program development, budgets and reports. Developed and maintained relationships with contract managers and private funders.

THE AFTERSCHOOL CORPORATION, SPECIAL PROJECTS, R/D

2000-2002

Reports to the Executive Director. Designed special projects and developed proposals for afterschool models such as TASC Scholars, Middle School Mentors and WIA Job Opportunities program. Prepared program models and supervised pilot implementation including program structure, goals, objectives, evaluation methods and reporting guidelines. Identified funders and made presentations on new programs. Linked academic support and enrichment program to Hunter College, CUNY. Planned and facilitated workshops at TASC Annual After-school Conferences.

METANETWORKS CENTER FOR THE NEXT AMERICA: EXECUTIVE DIRECTOR

1992-2000

Center for the next america Developed and directed National Youth Development and Leadership Center in NYC and implemented in youth designed School Reform strategies 4 cities including New Jersey, Washington DC, and Nashville Tennessee. The program was

implanted during and after school programs included: education reform youth driven research, school to career transitions, employment internships, mentoring, personal growth development and training, public service, college preparation and goal setting, and development programs for hard to engage youth and adults that work with them. The program included five schools in NYC as well as five schools in DC, New Jersey and Tennessee. Design implementation strategies and training curricula in the all the areas mentioned above. Designed Staff development for schools, administrators, staff and parents. Raised funds to support the various program initiatives implemented in each city. Supported by the US Department of Education, Office of Research, United Way and the NYC Department of Education, Implemented a five year national research project on issues concerning youth "stakeholdership" in education. The program spanned Public Schools in New York, Washington DC, Newark, New Jersey and Nashville Tennessee. Conducted three town hall meetings where over 400 young people, education, community leaders and policy makers attended to share youth initiated research and recommendations. The first two Youth National Conferences On School Reform, implemented in 1997-98 in New York and the third Youth National Conference in on School Reform in Nashville, Tennessee 1999.

1992-1995

Developed Strategic plan for MetaNetworks, managed and directed all youth development programs. Coordinated strategic planning process and staff development and included youth as leaders in the implementation process. This advocacy model was developed to have youth and policy makers meet face to face to develop solutions to issues concerning education, employment, social services and community development.

Designed programs and culminating large scale events in partnership with the New York City Public school System, The College Board, ATT and NYNEX to advocate for college access and youth employment opportunities.

Funded through the United Way lead the implementation of a youth research project called "People to People" which assessed student services provided by over 70 Community Based Organizations based in New York City Public Schools. Developed Youth development training models for youth interested in becoming teachers, youth development workers, and public servants. Developed internship opportunities with Non profit and corporate partners.

Conducted a two full-scale events called "Work With Me I and II" where over 300 young people attended daylong conferences with the New York City Schools Chancellor, Dr. Ray Cortines and other schools and city leaders on to discuss recommendations that would address NYC education reform issues. Youth conducted research, presented recommendation and implemented education reform strategies through clubs in their schools.

Conducted a full-scale event with US Congressional office of Congressman Jose Serrano involving youth from the Bronx called "Speak Your Peace". Over 200 young people met with Janet Reno, Us Attorney General to present their findings and their recommendations on the prevention of youth on youth violence.

Conducted a two full-scale event US Department, Office of Bilingual Education and Minority Language Acquisition where over 200 young people attended daylong conference and presented recommendations to Acting Director Dr. Rene Gonzalez.

CITYKIDS FOUNDATION: EXECUTIVE VICE PRESIDENT

1986-1991

Developed and managed youth leadership training programs in thirteen Citikids Chapter Schools funded through the US department of education and ATT. Developed youth networks and exchange programs in New York, Los Angeles, London, and the Caribbean. Supervised contract management, and designed staff development models and training for in house staff and other youth serving agencies. Created the Citykids Scholarship Program Model. Developed leadership models for Speak Events on the issues such as Citykids Speak on Emotional Abuse and Neglect, HIV AIDS, and Education Reform with New York City School's Chancellor, Dr. Richard Green called Citykids Speak on Education. Lead educational leadership advocacy efforts the US Department of Education, NYC Board of Education and the College Board.

NYC DOE DISTRICT 4, NYC SCANT DRUG PREVENTION

1982 -1986

Report to the Director. Senior Program Manager: Designed and managed Peer Leadership programs in elementary, junior and high schools in School District 4 in East Harlem, NYC. Trained staff and evaluated staff on their various roles and functions. Assisted Director in grant writing and proposal development. Designed, tested and implemented new and innovative peer leadership programs ad curriculum. Responsible for the collection of program data from staff and reporting program data to funders and external contract manager. Responsible for presenting out comes to the district 4 School Board.

NYC DOE District 12, EDUCATION, PREVENTION AND REFERRAL

1977-1982

Report to the Director. Alternative School Counseling Unit Supervisor: trained counseling staff and supervised case management. Training Supervisor: Supervised trainers, assessed training organizational needs, designed, implemented and evaluated training programs. Sr. Counselor: Conducted prevention and intervention counseling activities and referral services to "at risk" students and their families in District 12 in the South Bronx, NYC.

EXECUTIVE TRAINING

Common Ground Executive Leadership program, Rutgers University, Newark New Jersey 2009-2011 funded through the Anny Casey Foundation

Center for Leadership Innovation, 20010

CONSULTING EXPERIENCE

Columbia University, Teachers College, NYC

Center for Mediation and International Conflict Resolution

Provided training in mediation and conflict resolution using the Coleman/Raider Model to Masters level students. Also, conducted community mediation sessions to groups in conflict. Trained professionals to learn the model and design implementation strategies for their respective organizations.

Cicatelli Associates, New York

Served as Senior Training Consultant in the Cicatelli Peer Training Institute. Designed and implemented training in the following areas: adolescent development, adolescent health and prevention models to health professionals, community-based organizations and government systems in Federal Region II (New York, New Jersey, Puerto Rico and the Virgin Islands and Cuba). Specific topics included the development of peer models to educate youth/adults on

HIV primary and secondary prevention, sexually transmitted infections and teenage pregnancy prevention.

, Central Park Historical Society, The Leadership Program

Provided curriculum development in Youth Development, Group Facilitation, Academic Excellence/College Access and Mediation/Conflict Resolution. Trained for multi-disciplinary groups including school administrative staff, teachers, CBO leaders and youth development workers, the stages in child and adolescent development and tasks and designing age-appropriate intervention strategies. Coordination of program for the Wadley School Staff Development Project and School Leadership Retreats in Harlem, NY.

FEGS

Designed and implemented curriculum activities on educational standards and the workforce. Curriculum included various components designed for parents, teachers, and students. Curricula were written and delivered in both English and Spanish.

ACADEMIC APPOINTMENTS

1994 - 1996 Vanderbilt University, Peabody College; Nashville, Tennessee
Adjunct Professor, Department of Human Development

Education

1995 College of Human Services; NYC, NY Master of Science, Public Administration
1993 Pace University, NYC, NY Bachelor of Science, Psychology

G-2: Board Agreements

LAYC Career Academy
Board Member Agreement

I, Lori Kapan, understand that as a member of the Board of Trustees of the LAYC Career Academy, I have a legal and moral responsibility to ensure that the school does the best work possible in meeting the needs of its students. I believe in the purpose and the mission of the LAYC Career Academy, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I will act in accordance with the Board member roles and responsibilities and job description that was provided to me.
2. I will represent the LAYC Career Academy, and act as a spokesperson.
3. I will actively participate in one or more fundraising activities each year.
4. I will act in the best interests of the school, and excuse myself from discussions and votes where I have a conflict of interest.
5. I will stay informed about what is going on in the school. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies and other Board matters.
6. I will work in good faith with staff and other Board members as partners towards achievement of our goals.
7. If I do not fulfill these commitments to the school, I will expect the Board President to call me and discuss my responsibilities with me.

Signed:

Member, Board of Directors

 Date: 1/28/11

**LAYC Career Academy
Board Member Agreement**

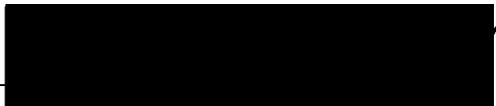
I, Mai Fernandez, understand that as a member of the Board of Trustees of the LAYC Career Academy, I have a legal and moral responsibility to ensure that the school does the best work possible in meeting the needs of its students. I believe in the purpose and the mission of the LAYC Career Academy, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I will act in accordance with the Board member roles and responsibilities and job description that was provided to me.
2. I will represent the LAYC Career Academy, and act as a spokesperson.
3. I will actively participate in one or more fundraising activities each year.
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6. I will work in good faith with staff and other Board members as partners towards achievement of our goals.
7. If I do not fulfill these commitments to the school, I will expect the Board President to call me and discuss my responsibilities with me.

Signed:

Member, Board of Directors



Date: 1/28/11

President, Board of Directors



Date: 1/28/11

LAYC Career Academy
Board Member Agreement

I, Nicole Hanrahan, understand that as a member of the Board of Trustees of the LAYC Career Academy, I have a legal and moral responsibility to ensure that the school does the best work possible in meeting the needs of its students. I believe in the purpose and the mission of the LAYC Career Academy, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I will act in accordance with the Board member roles and responsibilities and job description that was provided to me.
2. I will represent the LAYC Career Academy, and act as a spokesperson.
3. I will actively participate in one or more fundraising activities each year.
4. I will act in the best interests of the school, and excuse myself from discussions and votes where I have a conflict of interest.
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6. I will work in good faith with staff and other Board members as partners towards achievement of our goals.
7. If I do not fulfill these commitments to the school, I will expect the Board President to call me and discuss my responsibilities with me.

Signed:

Member, Board of Directors

 Date: 1/4/11

President, Board of Directors

 Date: 1/28/11

LAYC Career Academy
Board Member Agreement

I, Mala Thakar, understand that as a member of the Board of Trustees of the LAYC Career Academy, I have a legal and moral responsibility to ensure that the school does the best work possible in meeting the needs of its students. I believe in the purpose and the mission of the LAYC Career Academy, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I will act in accordance with the Board member roles and responsibilities and job description that was provided to me.
2. I will represent the LAYC Career Academy, and act as a spokesperson.
3. I will actively participate in one or more fundraising activities each year.
4. I will act in the best interests of the school, and excuse myself from discussions and votes where I have a conflict of interest.
5. I will stay informed about what is going on in the school. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies and other Board matters.
6. I will work in good faith with staff and other Board members as partners towards achievement of our goals.
7. If I do not fulfill these commitments to the school, I will expect the Board President to call me and discuss my responsibilities with me.

Signed:

Member, Board of Directors

Date: 1/7/11

President, Board of Directors

Date: 1/28/11

LAYC Career Academy
Board Member Agreement

I, Deborah Santiago, understand that as a member of the Board of Trustees of the LAYC Career Academy, I have a legal and moral responsibility to ensure that the school does the best work possible in meeting the needs of its students. I believe in the purpose and the mission of the LAYC Career Academy, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I will act in accordance with the Board member roles and responsibilities and job description that was provided to me.
2. I will represent the LAYC Career Academy, and act as a spokesperson.
3. I will actively participate in one or more fundraising activities each year.
4. I will act in the best interests of the school, and excuse myself from discussions and votes where I have a conflict of interest.
5. I will stay informed about what is going on in the school. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies and other Board matters.
6. I will work in good faith with staff and other Board members as partners towards achievement of our goals.
7. If I do not fulfill these commitments to the school, I will expect the Board President to call me and discuss my responsibilities with me.

Signed:

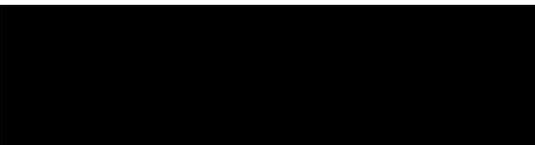
Member, Board of Directors



Date: _____

1/6/11

President, Board of Directors



Date: _____

1/28/11

LAYC Career Academy
Board Member Agreement

I, B. KENNETH ROBERTSON III understand that as a member of the Board of Trustees of the LAYC Career Academy, I have a legal and moral responsibility to ensure that the school does the best work possible in meeting the needs of its students. I believe in the purpose and the mission of the LAYC Career Academy, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I will act in accordance with the Board member roles and responsibilities and job description that was provided to me.
2. I will represent the LAYC Career Academy, and act as a spokesperson.
3. I will actively participate in one or more fundraising activities each year.
4. I will act in the best interests of the school, and excuse myself from discussions and votes where I have a conflict of interest.
5. I will stay informed about what is going on in the school. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies and other Board matters.
6. I will work in good faith with staff and other Board members as partners towards achievement of our goals.
7. If I do not fulfill these commitments to the school, I will expect the Board President to call me and discuss my responsibilities with me.

Signed:

Member, Board of Directors

[Redacted Signature]

Date: 6/13/11

President, Board of Directors

[Redacted Signature]

Date: 6/13/11

**LAYC Career Academy
Board Member Agreement**

I, Isaura Medrano, understand that as a member of the Board of Trustees of the LAYC Career Academy, I have a legal and moral responsibility to ensure that the school does the best work possible in meeting the needs of its students. I believe in the purpose and the mission of the LAYC Career Academy, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I will act in accordance with the Board member roles and responsibilities and job description that was provided to me.
2. I will represent the LAYC Career Academy, and act as a spokesperson.
3. I will actively participate in one or more fundraising activities each year.
4. I will act in the best interests of the school, and excuse myself from discussions and votes where I have a conflict of interest.
5. I will stay informed about what is going on in the school. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies and other Board matters.
6. I will work in good faith with staff and other Board members as partners towards achievement of our goals.
7. If I do not fulfill these commitments to the school, I will expect the Board President to call me and discuss my responsibilities with me.

Signed:

Member, Board of Directors



Date: 01/5/2011

President, Board of Directors



Date: 1/28/11

LAYC Career Academy
Board Member Agreement

I, Avery SAVANE understand that as a member of the Board of Trustees of the LAYC Career Academy, I have a legal and moral responsibility to ensure that the school does the best work possible in meeting the needs of its students. I believe in the purpose and the mission of the LAYC Career Academy, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I will act in accordance with the Board member roles and responsibilities and job description that was provided to me.
2. I will represent the LAYC Career Academy, and act as a spokesperson.
3. I will actively participate in one or more fundraising activities each year.
4. I will act in the best interests of the school, and excuse myself from discussions and votes where I have a conflict of interest.
5. I will stay informed about what is going on in the school. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies and other Board matters.
6. I will work in good faith with staff and other Board members as partners towards achievement of our goals.
7. If I do not fulfill these commitments to the school, I will expect the Board President to call me and discuss my responsibilities with me.

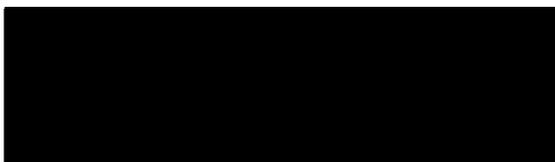
Signed:

Member, Board of Directors



Date: 01-10-11

President, Board of Directors



Date: 1/28/11

LAYC Career Academy
Board Member Agreement

I, Veronica Vasquez, understand that as a member of the Board of Trustees of the LAYC Career Academy, I have a legal and moral responsibility to ensure that the school does the best work possible in meeting the needs of its students. I believe in the purpose and the mission of the LAYC Career Academy, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I will act in accordance with the Board member roles and responsibilities and job description that was provided to me.
2. I will represent the LAYC Career Academy, and act as a spokesperson.
3. I will actively participate in one or more fundraising activities each year.
4. I will act in the best interests of the school, and excuse myself from discussions and votes where I have a conflict of interest.
5. I will stay informed about what is going on in the school. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies and other Board matters.
6. I will work in good faith with staff and other Board members as partners towards achievement of our goals.
7. If I do not fulfill these commitments to the school, I will expect the Board President to call me and discuss my responsibilities with me.

Signed:

Member, Board of Directors

[Redacted Signature]

Date: 1/28/11

President, Board of Directors

[Redacted Signature]

Date: 1/28/11

G-3: Statements of Interest

January 27, 2011

Brian W. Jones
District of Columbia Charter School Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

Dear Mr. Jones,

Thank you for the opportunity to serve as the Board Chair of the LAYC Career Academy Founding Board of Trustees. For the past 24 years I have served as the Executive Director of the Latin American Youth Center, and have seen the growing need for culturally appropriate GED and vocational education programs for older youth in our community. In today's competitive job market, I feel strongly that young people not only need a high school credential, but also strong literacy, numeracy, and job skills to successfully find and keep living wage jobs.

I have a special interest in the school because of my decades of experience working on behalf of young people in the District. Unfortunately, many of our city's youth have not been able to benefit from D.C.'s revitalization due to a variety of factors, including lack of education and job skills. In an effort to address this need, I have been heavily involved in developing the application for the proposed LAYC Career Academy, which will provide quality academics in addition to workforce training in the high growth fields of healthcare and information technology to its students. In the late 1990s-2006, I played a key role in the development and leadership of the Next Step, Latin American Montessori Bilingual, and LAYC YouthBuild Public Charter Schools, and have leveraged this knowledge and expertise while writing this application.

If the LAYC Career Academy is chartered, I will provide the necessary oversight to make sure the school is meeting the needs of the students it serves. I have a wealth of experience serving on nonprofit boards, and was the Founding Board Chair for YouthBuild Public Charter School from 2005-6. In addition, I currently serve as the Board President of DC Alliance for Youth Advocates.

I fully endorse the proposed model of LAYC Career Academy and am excited to work with the LAYC Career Academy Founding Board to help make this vision a reality.

Best regards,


Lori M. Kaplan
Executive Director
Latin American Youth Center

BOARD OF DIRECTORS: ANTONIO F. MARQUEZ, CHAIR • JENNIFER MACOMBER, VICE CHAIR • RICK ENGLAND, TREASURER
MARGARITA PRIETO, SECRETARY • PATRICIA ARZUAGA • BETSY BRAND • LAUREN EYSTER • JON FERNANDEZ • JOHN A. HURVITZ
JULIE JENSEN • STEVE LINEHAN • JESSE MEJIA • DEBORAH SANTIAGO • ANTHONY SIMS • DAVID SUTPHEN • DAVID WOFFORD



1419 Columbia Road NW
Washington DC 20009
Telephone: 202.319.2225
Facsimile: 202.462.5696
Email: info@layc-dc.org
Web: www.layc-dc.org

LAYC Family of Organizations

LAYC YouthBuild Public Charter School
3014 14th Street, NW
Washington, DC 20009

Next Step Public Charter School
1419 Columbia Road, NW
Washington, DC 20009

Art + Media House
3035 15th Street, NW
Washington, DC 20009

Workforce Investment & Social Enterprise
3500 14th Street, NW
Washington, DC 20010

Ward 4 - Petworth
801 Shepherd Street, NW
Washington, DC 20011

Maryland Multicultural Youth Centers
1320 Fenwick Ln, Suite 600
Silver Spring, MD 20910

7411 Riggs Road, Suite 418
Langley Park, MD 20783

6200 Sheridan Street
Riverdale, MD 20737

United Way #8489
CFC #55027
EDN #52-1023074

January 15, 2010

Lori Kaplan
LAYC Career Academy
1419 Columbia Road, NW
Washington, DC 20009

Dear Ms. Kaplan,

Thank you for giving me the opportunity to serve as a member of the LAYC Career Academy's Founding Board of Trustees, and I am honored to accept a position on the Board. I applaud the efforts of LAYC to create a public charter school that will impact the lives of so many young people and will address the need for quality academics in combination with work force training and long-term career opportunities.

I have a special interest in the school because of my experience in youth development and with disconnected youth. I have been involved in the application process by sharing my knowledge and expertise as a lawyer and youth developer.

Should a charter be granted to LAYC Career Academy, I will work to ensure that the LAYC Career Academy is meeting the needs of the students it serves and operating efficiently. I believe that I can be an asset to the founding Board because of my legal and youth experience.

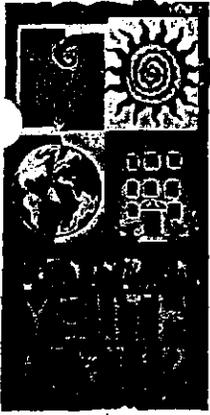
I fully support the proposed model of LAYC Career Academy and look forward to working with the staff and fellow Board members to bring this into fruition.

Sincerely,



Mai Fernandez

January 15, 2010



1419 Columbia Road NW
Washington DC 20009
Telephone: 202.319.2225
Facsimile: 202.462.5696
Email: info@layc-dc.org
Web: www.layc-dc.org

LAYC Family of Organizations

**LAYC YouthBuild
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3014 14th Street, NW
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6200 Sheridan Street
Riverdale, MD 20737

United Way #8489
CFC #55027
EIN #52-1023074

Lori Kaplan
LAYC Career Academy
1419 Columbia Road, NW
Washington, DC 20009

Dear Ms. Kaplan,

Thank you for giving me the opportunity to serve as a member of the LAYC Career Academy's Founding Board of Trustees, and I am honored to accept a position on the Board. I applaud the efforts of LAYC to create a public charter school that will impact the lives of so many young people and will address the need for quality academics in combination with workforce training and long-term career opportunities.

I have a special interest in the school because of my expertise in workforce development and interest in helping young people succeed through high quality career training. I have been heavily involved in the application process by leading the process to develop the school and determining the direction of the vocational components.

Should a charter be granted to LAYC Career Academy, I will work to ensure that the LAYC Career Academy is meeting the needs of the students it serves and operating efficiently. I believe that I can be an asset to the founding Board because of my expertise in workforce development, strategic planning and business.

I fully support the proposed model of LAYC Career Academy and look forward to working with the staff and fellow Board members to bring this to fruition.

Sincerely,



Nicole Hanrahan
Chief Strategy Officer



NATIONAL YOUTH EMPLOYMENT COALITION

1836 Jefferson Place, NW Washington, D.C. 20036

TEL: (202) 659-1064 FAX: (202) 659-0399 E-MAIL: nyec@nyec.org WEB: www.nyec.org

January 15, 2011

Lori Kaplan
LAYC Career Academy
1419 Columbia Road, NW
Washington, DC 20009

Dear Ms. Kaplan,

Thank you for giving me the opportunity to serve as a member of the LAYC Career Academy's Founding Board of Trustees, and I am honored to accept a position on the Board. I applaud the efforts of LAYC to create a public charter school that will impact the lives of so many young people and will address the need for quality academics in combination with work force training and long-term career opportunities.

I have a special interest in the school because of my experience and interest in expanding education options for youth and young adults. I have been involved in the application process by sharing my knowledge and expertise in the areas of education, workforce development and youth development.

Should a charter be granted to LAYC Career Academy, I will work to ensure that the LAYC Career Academy is meeting the needs of the students it serves and operating efficiently. I believe that I can be an asset to the founding Board because of my background as an educator and experience working at the intersection of education and workforce development to assist youth and young adults.

I fully support the proposed model of LAYC Career Academy and look forward to working with the staff and fellow Board members to bring this into fruition.

Sincerely,


Mala B. Thakur
Executive Director

January 15, 2010

Lori Kaplan
LAYC Career Academy
1419 Columbia Road, NW
Washington, DC 20009

Dear Ms. Kaplan,

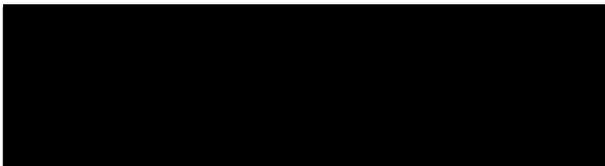
Thank you for the opportunity to serve as a member of the LAYC Career Academy's Founding Board of Trustees. I am honored to accept a position on the Board. I support the efforts of LAYC to create a public charter school that will address the need for quality academics in combination with work force training and long-term career opportunities. With LAYC's reach, this public charter school will impact the lives of many young people in communities with real need.

I have a special interest in the school because of my professional commitment to quality educational opportunities for Latinos and other youth. I have been involved in the application process by sharing my knowledge and experience in education, management, and outreach to underrepresented communities.

Should a charter be granted to LAYC Career Academy, I will work to ensure the LAYC Career Academy meets the needs of its students and operates efficiently. I can be an asset to the founding Board because of my experiences as the co-founder and Vice President for Policy and Research of *Excelencia in Education*, my experiences as an analyst at the U.S. Department of Education, my community work to engage and empower communities to advocate for a quality education in a major urban city, and my commitment to the overall work by LAYC.

I fully support the proposed model of LAYC Career Academy and look forward to working with the staff and fellow Board members to bring this public charter school into a reality.

Sincerely,

A large black rectangular redaction box covering the signature area.

Deborah A. Santiago

G. Kenneth Robinson III
3818 Woodridge Ave.
Silver Spring, MD 20902

July 1, 2011

Lori Kaplan
LAYC Career Academy
1419 Columbia Road, NW
Washington, DC 20009

Dear Ms. Kaplan,

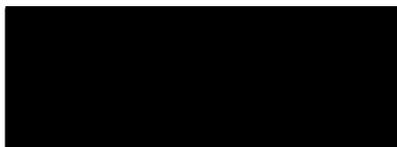
Thank you for giving me the opportunity to serve as a member of the LAYC Career Academy's Founding Board of Trustees, and I am honored to accept a position on the Board. I applaud the efforts of LAYC to create a public charter school that will impact the lives of so many young people and will address the need for quality academics in combination with work force training and long-term career opportunities.

I have a special interest in the school because of my professional connection to both the DC public education system through my employer, Deloitte, LLP and as a current board member of LAYC and a special interest in the Art + Media House. While not involved in the application process, I have been involved in the post charter approval process by sharing my knowledge and expertise, providing support in financial and charter school matters.

I will work to ensure that the LAYC Career Academy is meeting the needs of the students it serves and operating efficiently. I believe that I can be an asset to the founding Board because of my prior D.C. Public Charter School experience as well as financial background.

I fully support the proposed model of LAYC Career Academy and look forward to working with the staff and fellow Board members to bring this into fruition.

Sincerely,

A solid black rectangular box used to redact the signature of G. Kenneth Robinson III.

G. Kenneth Robinson III

January 6, 2011

Lori Kaplan
LAYC-WISE Division
3500 14 St NW Washington, DC 20010

Dear Ms Kaplan

Thank you for the opportunity to serve as a member of founding board of the academy LAYC-WISE-Division, I am honored to accept the seat on the board. I admire LAYC_WISE efforts to create a Charter School to help many young people to project into the future so effective, supporting them with quality education, with opportunities the workplace, and a good development on campus.

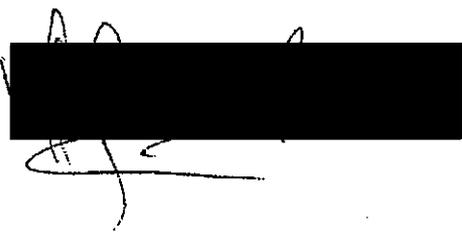
Do not omit to express that I have a great interest and enthusiasm for this program (LAYC-WISE) due to my experiences in the field of education and promotion of young people who want to compete and access opportunities to pursue their studies and improve the quality of workforce based on better training.

As a parent involved in the education of children and family took the commitment to serve actively for the needs of Students in this program LAYC-WISE.

My efforts to gather together as much knowledge and experience to good operation of the program team, staff, and students assets. I fully support the initiatives for the conformation this academy.

Sincerely,

Isaura Medrano



January 15, 2010

Lori Kaplan
LAYC Career Academy
1419 Columbia Road, NW
Washington, DC 20009

Dear Ms. Kaplan,

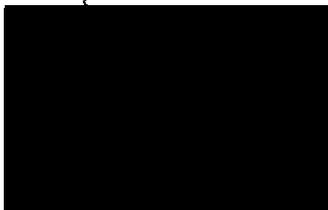
Thank you for giving me the opportunity to serve as a member of the LAYC Career Academy's Founding Board of Trustees, and I am honored to accept a position on the Board. I applaud the efforts of LAYC to create a public charter school that will impact the lives of so many young people and will address the need for quality academics in combination with work force training and long-term career opportunities.

I have a special interest in the school because of my experience going thru the program and the success I have accomplished from the program. All the staff assistance with helping me to complete my goals as a young adult has made me have an investment in the WISE program. I have been involved in the application process by doing surveys and giving input on the wants and needs of the future young career students.

Should a charter be granted to LAYC Career Academy, I will work to ensure that the LAYC Career Academy is meeting the needs of the students it serves and operating efficiently. I believe that I can be an asset to the founding Board because of my past and current involvement in the program, my credentials I've received through the WISE Program, and also the grown man that I've become. My life has truly changed. I have knowledge and education in a trade, obtained 3 jobs and also know how to move around in the business world (dress, act, talk and walk). Being able to present myself well and communicate well will allow me to be a great asset for the future youth of the LAYC Career Academy on this Board. I am able to bring their perspectives in a professional manner.

I fully support the proposed model of LAYC Career Academy and look forward to working with the staff and fellow Board members to bring this into fruition.

Sincerely,
Avery Savage



January 15, 2010

Lori Kaplan
LAYC Career Academy
1419 Columbia Road, NW
Washington, DC 20009

Dear Ms. Kaplan,

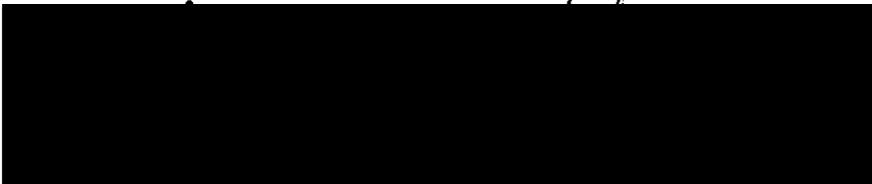
Thank you for giving me the opportunity to serve as a member of the LAYC Career Academy's Founding Board of Trustees, and I am honored to accept a position on the Board. I applaud the efforts of LAYC to create a public charter school that will impact the lives of so many young people and will address the need for quality academics in combination with work force training and long-term career opportunities.

I have a special interest in the school because of my experience as a teen looking for an alternative to high school. Being a part of the WISE program helped me see the importance of receiving a GED or high school diploma. Working as a part of the education system now and the community I see how WISE will benefit the youth in this community. I have been involved in the application process by sharing my knowledge and expertise on how this can help youth in our community and ways to make it appealing to our youth who want to drop out of school.

Should a charter be granted to LAYC Career Academy, I will work to ensure that the LAYC Career Academy is meeting the needs of the students it serves and operating efficiently. I believe that I can be an asset to the founding Board because of my experience working with youth in our community and my participation in WISE.

I fully support the proposed model of LAYC Career Academy and look forward to working with the staff and fellow Board members to bring this into fruition.

Sincerely,

A large black rectangular redaction box covering the signature area.

Veronica Vasquez

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes <input checked="" type="checkbox"/> No ___ |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal Entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will Cast as a founding member of the Board of Directors? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the Establishment of a charter school? | Yes <input checked="" type="checkbox"/> No ___ |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance Of a conflict of interest between you and the proposed charter school, or which would make it difficult for You to discharge your duties or exercise judgment independently on behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

<div style="background-color: black; width: 200px; height: 20px; margin-bottom: 5px;"></div> Signature	Title <i>Executive Director</i>
Applicant Organization Latin American Youth Center	Date Submitted 2/1/2011

Conflict of Interest Form Explanation

Question # 6

I am currently the Executive Director of the Latin American Youth Center, the sponsoring organization of the proposed LAYC Career Academy. The charter application calls for me to be Board Chair of the LAYC Career Academy.

Question #12

I participated in the establishment of the Next Step Public Charter School, Latin American Montessori Bilingual Public Charter School, and LAYC YouthBuild Public Charter School.

Signature: _____



Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal Entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will Cast as a founding member of the Board of Directors? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the Establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance Of a conflict of interest between you and the proposed charter school, or which would make it difficult for You to discharge your duties or exercise judgment independently on behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature	Title <i>Exec Director National Center for Victims of Crime</i>
Applicant Organization Latin American Youth Center	Date Submitted 2/1/2011

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes <input checked="" type="checkbox"/> No ___ |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal Entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will Cast as a founding member of the Board of Directors? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the Establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance Of a conflict of interest between you and the proposed charter school, or which would make it difficult for You to discharge your duties or exercise judgment independently on behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature [REDACTED]	Title <i>Chief Strategy Officer</i>
Applicant Organization <i>Latin American Youth Center</i>	Date Submitted <i>2/1/2011</i>

Conflict of Interest Form Explanation

Question # 6

I am currently an employee of the Latin American Youth Center, the sponsoring organization of the proposed LAYC Career Academy. My position is Chief Strategy Officer of the Latin American Youth Center. The charter application calls for me to a board member of the LAYC Career Academy.

Signature: _____



Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ___ No
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes ___ No
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ___ No
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ___ No
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal Entity which would answer "yes" to any of the questions 1-7? Yes ___ No
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will Cast as a founding member of the Board of Directors? Yes ___ No
10. Do you currently serve as a member of the board of any public charter school? Yes ___ No
11. Do you currently serve as a public official? Yes ___ No
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the Establishment of a charter school? Yes ___ No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for You to discharge your duties or exercise judgment independently on behalf of the proposed charter school? Yes ___ No

Signature	Executive Director National Youth Employment Coalition
Applicant Organization Latin American Youth Center	Date Submitted 2/1/2011

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No X
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No X
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No X
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ___ No X
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ___ No X
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ___ No X
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ___ No X
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal Entity which would answer "yes" to any of the questions 1-7? Yes ___ No X
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will Cast as a founding member of the Board of Directors? Yes ___ No X
10. Do you currently serve as a member of the board of any public charter school? Yes ___ No X
11. Do you currently serve as a public official? Yes ___ No X
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the Establishment of a charter school? Yes ___ No X
13. To the best of your knowledge, are there situations not described above that may give the appearance Of a conflict of interest between you and the proposed charter school, or which would make it difficult for You to discharge your duties or exercise judgment independently on behalf of the proposed charter school? Yes ___ No X

Signature 	Title <u>Board Member</u>
Applicant Organization <u>Latin American Youth Center</u>	Date Submitted <u>2/1/2011</u>

Conflict of Interest Form

*(This form must be included in the application
 and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal Entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will Cast as a founding member of the Board of Directors? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the Establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance Of a conflict of interest between you and the proposed charter school, or which would make it difficult for You to discharge your duties or exercise judgment independently on behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature 	Title <i>Board Trustee</i>
Applicant Organization Latin American Youth Center	Date Submitted 2/1/2011

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal Entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will Cast as a founding member of the Board of Directors? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the Establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance Of a conflict of interest between you and the proposed charter school, or which would make it difficult for You to discharge your duties or exercise judgment independently on behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature	Title
Applicant Organization Latin American Youth Center	Date Submitted 2/1/2011

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal Entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will Cast as a founding member of the Board of Directors? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the Establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance Of a conflict of interest between you and the proposed charter school, or which would make it difficult for You to discharge your duties or exercise judgment independently on behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature 	Title
Applicant Organization Latin American Youth Center	Date Submitted 2/1/2011

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes <input checked="" type="checkbox"/> No ___ |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal Entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will Cast as a founding member of the Board of Directors? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the Establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance Of a conflict of interest between you and the proposed charter school, or which would make it difficult for You to discharge your duties or exercise judgment independently on behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature	Title <i>LAYC - AmeriCorps Member</i>
Applicant Organization <i>Latin American Youth Center</i>	Date Submitted <i>2/1/2011</i>

Conflict of Interest Form Explanation

Question # 6

I am currently an employee of the Latin American Youth Center, the sponsoring organization of the proposed LAYC Career Academy. My position is an AmeriCorps Member on the education team of the Latin American Youth Center. The charter application calls for me to be Board Chair of the LAYC Career Academy.

Signature: _____



Personal Background Check Consent Form

All members of LAYC's Career Academy Founding Board Members have submitted a Personal Background Check Consent Forms. Per request of District of Columbia Public School Board Application guidelines, background check consent forms have been submitted to the District of Columbia Public School Board under separate cover.

**District of Columbia Public Charter School Board
Demographic Analysis Form
2011 Application Review Process**

Name of Proposed School: LAYC Career Academy Public Charter School
Proposed Location: 3500 14th Street, NW Washington, DC

- Projected Age Range and Number of Students Expected to Enroll:
- a. In 2012-2013 From age 16 to age 24 Number of students 100
 - b. At full capacity From age 16 to age 24 Number of students 200

1. Please provide the following information for schools that serve the same age/grades as you propose and are located in the neighborhood where you propose to establish your charter school:

School Name	Projected Enrollment/ Capacity ¹ 2010-11	Actual Enrollment ² SY2010-11	Type	% Low Income ³	DC-CAS Performance Proficiency (SY09-10) ⁴	Percentage of Highly Qualified Teachers ⁵
Bell Multicultural SHS (at Columbia Heights Ed Campus) 3101 16th St NW Washington, DC 20010	800-900	914	DCPS Senior High School	90%	Math: 37.78%(2010) 64.97%(2009) Reading: 57.84% (2009) 33.64% (2010)	55.0% of classes taught by highly qualified teachers
Booker T. Washington Technical Arts PCS 1346 Florida Avenue NW	364	239	Public Charter School- Technical Focus	80%	Math: 22.22% (2009) 30.61% (2010) Reading: 38.89% (2009) 26.53% (2010)	93.1% of classes taught by highly qualified

¹DCPS building capacity estimates provided by school staff; charter school projected enrollment provided by Jeremy Williams, DCPCSB.

² SY2010-11 enrollment numbers provided by school staff, as official enrollment count is not yet published.

³ Information in this column is estimated based on each school's NCLB annual report cards for SY2008-2009 and SY2009-10.

⁴As reported on NCLP annual report cards.

⁵SY2009-10 data provided by the Office of the State Superintendent for Education; SY2010-11 data were not available.

Washington, DC 20009						teachers
Cardozo SHS 1200 Clifton Street NW Washington DC 20009	Approximately 1200	670	DCPS Senior High School	70%	Math: 27.54% (2009) 22.68% (2010) Reading: 25.18% (2009) 20.62% (2010)	42.6% of classes taught by highly qualified teachers
Cesar Chavez PCS Parkside Campus 3701 Hayes St NE Washington, DC 20019	889 (in grades 9-12 for all campuses)	380	Public Charter School- Pre-Law, Political Science, Government	73%	Math: 44.19% (2009) 32.64% (2010) Reading: 44.19% (2009) 37.89% (2010)	96.9% of classes taught by highly qualified teachers
Maya Angelou PCS (Shaw Campus) 1851 9th St NW Washington, DC 20001	417 (alternative students on all campuses)	136	Public Charter School-Pre- college; At-risk Student Focus	77%	Math: 32% (2009) 21.62% (2010) Reading: 40% (2009) 21.62% (2010)	88.8% of classes taught by highly qualified teachers
Next Step PCS 1419 Columbia Road, NW Washington, DC 20009	144	134 for SY2010-11	Charter School- Adult Education; English Language LearnerFocus	94%	N/A Does not administer DC- CAS	90-plus % of classes taught by highly qualified teachers
YouthBuild PCS 3014 14th St, NW Washington, D.C. 20009	122	110	Charter School- Adult Ed/Voc- EdFocus on Construction	100%	N/A Does not administer DC- CAS	75%
Carlos Rosario International PCS 1100 Harvard St,	1,750	1,750	Charter School- Adult Education, Training in	N/A	N/A Does not administerDC- CAS	N/A

Washington, DC 20009			Various Areas			
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2. Please check the one statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

I will recruit exclusively in the neighborhood where I plan to locate my charter school

I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods: _____

I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the population you intend to recruit (e.g., youth placed at risk, special needs, non-native English speakers, etc.)

I will conduct a citywide recruitment effort for my school.

Rationale: The new school's target population will be at-risk, disconnected youth ages 16-24, for whom there is a significant need for additional educational resources. Given LAYC's long history working with young people in Mount Pleasant, Adams Morgan, Columbia Heights, Shaw, Petworth and Upper Cardozo neighborhoods, we expect there to be strong interest in the program in these neighborhoods; however, we will recruit students who have not been successful in traditional high schools from across the District.

3. Based on the information provided above, provide the following information:

a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

The LAYC Career Academy will provide a school program that is substantially different from those currently available in the area where it will be located in several key aspects. First, our program will meet the needs of students who are significantly over-age and under-credited, for whom earning a high school diploma is not a viable option. Accordingly, the new school will not compete directly with Bell Multicultural SHS, Booker T. Washington PCS, Cardozo SHS, Cesar Chavez PCS or Maya Angelou PCS, all of which are diploma programs. In addition, we will offer workforce-readiness and vocational training. While Next Step, LAYC YouthBuild and Carlos Rosario are GED preparation programs, Next Step does not offer vocational education, YouthBuild offers it only in the construction trades, and Carlos Rosario does not provide a student support system tailored to youth that we believe, based on decades of experience, to be critical to the success of students in our target demographic. Finally, we believe that the LAYC Career Academy will be unique in offering its students the opportunity to earn college credits, through our "early college" partnerships with CCDC and Bard College.

As outlined in the Educational Plan, the proposed charter school will use a number of strategies to recruit highly qualified teachers: networking, advertising in education and non-profit focused print and electronic media and websites (including idealist.org), developing partnerships with alternative teacher preparation programs including Teach for America and working directly with local colleges that have high-quality education degree programs (i.e., Catholic University, Trinity College). As discussed in the Plan of Operation, the initial school site is at 3500 14th Street, NE (the current location of

's WISE program), with some classes and activities to be held at LAYC headquarters building at 1419 Columbia Road, NW, and its Art + Media House, which is one block away.

- b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.

As noted above, the LAYC Career Academy initially will be located in the facility that currently houses LAYC's WISE program, which is about six blocks north of the LAYC's main building on 14th Street NW in Columbia Heights. Our expectation is that we will move to a larger facility in Year Two, but that the facility will remain in Ward 1 or nearby in Ward 4, so that students already enrolled will not be adversely affected. The current location is metro and bus accessible, which would be a major factor in selecting a larger facility for Year Two. This is important because, as stated in question 2, we assume a majority of our students will come from Wards 1 and 4 but our recruitment effort will be city-wide. We want to ensure that the school is accessible to students who reside in all of the District's eight wards.

- c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

As noted above, while there are a number of charter schools located in Ward 1, the LAYC Career Academy's program is significantly different from what these other schools currently provide, in that we will offer GED preparation (rather than a diploma track), access to a range of vocational courses, early-college opportunities, and youth development and other supports critical to our target population. In addition, reliable data show that there are as many as 11,000 disconnected youth (young people who are without a high school diploma and not connected to work or school) in the District of Columbia; as the above chart shows, the total number of available seats in schools that currently offer even some of the programs and services these students require can meet only a small fraction of that demand.

**J-1: Board of Directors Job Description
/ Performance Expectations**

LAYC Career Academy
Public Charter School

[DRAFT] Board of Trustees Guidance

Roles & Responsibilities / Job Description

Oversight

- Approve and Monitor the Organization's Work
- Provide Effective Fiscal Oversight
- Select and Support the Chief Executive and Review Performance
- Ensure Sound Risk Management Policies

Fundraising

- Ensure Adequate Financial Resources

Self-Governance

- Organize Board Committees and Task Forces
- Maintain Board Structure and Operations
- Carefully Select and Orient New Board Members and Board Leaders

Strategy/Generative

- Determine the Organization's Mission and Purpose
- Engage in Strategic Thinking and Planning

Other

- Enhance the Organization's Image

Performance Expectations

- Read Materials in Advance (Consent Agenda)
- Give/Get/Connect (school support is everyone's responsibility)
- Attendance
- Role on Committees/ Task Forces
- Ambassador Role
- All Board Members
 - Fiduciary
 - Strategic
 - Generative
- Engagement
- Access

J-2: Individual Performance Expectations

Latin American Youth Center (LAYC) Job Description for Executive Director, LAYC Career Academy

The Position

The Executive Director directs all activities and coordinates all functions of a Washington D.C. public charter school with a focus on job training for low-income, minority youth. The Executive Director will be expected to perform the following duties personally or through subordinate supervisors:

Job Duties and Responsibilities

- Responsible for day-to-day management of the organization and the leadership of staff within the framework of established philosophy, objectives, and policies adopted by the school's Founding Board of Trustees (BOT);
- Ensures adherence to the District of Columbia, state, federal, and accreditation or licensing agencies laws, ordinances, regulations, and guidelines;
- Directs the activities of any senior-level staff to ensure that the mission of the school as well as the operational goals are successfully achieved;
- Acts as a catalyst to effectively work with the BOT in strategic planning and development and in identifying problems and offering solutions;
- Delegates, follows up, and hold accountable the management team to annual, quarterly, and monthly goals and objectives;
- Ensures that the school fulfills its obligations in carrying out its accountability plan;
- Develops, implements, and monitors work standards to serve as a role model for leadership skills and a strong work ethic;
- Maintains the confidential nature of all student, organization, and school-related activities by not divulging information outside the facility, discussing information within the facility on a need-to-know basis;
- Identifies opportunities for improving the quality of services provided by the school;
- Responsible for the school's budget preparation and management;
- Establishes and maintains effective working relationships with other schools, organizations, and citizens in the community;
- Oversees the planning and coordination of special events and other fund-raising and public relations ventures;
- Monitors proposal writing and contract negotiations with principal and any other senior-level staff;
- Hires, supervises, and evaluates the Principal;
- Works with the Principal to establish and sustain a school environment that is consistent with the school's mission and philosophy;

- Works closely with the school's BOT to ensure their support and understanding of the school's operations
- Drafts the school's annual report
- Coordinates the annual school review;
- Meets weekly with direct reports (subordinates) for supervisions and coordination;
- Improves professional skills by attending workshops, seminars, and training sessions as required;
- Perform other duties, tasks, and responsibilities as assigned;
- Adheres to all personnel policies.

Required Qualifications and Job Skills

- Master's degree in Educational Administration, Education, Management or other related field. Additional graduate study beyond the degree is highly desirable;
- Five or more years of successful experience in directing the financial activities of an organization, school system, non-profit organization, or service-oriented business;
- Considerable knowledge of school administration, facilities planning, and operational principles and techniques especially in an urban environment;
- Thorough knowledge of the current trends and developments in the field of education administration. Demonstrated skills in fund-raising and marketing and the ability to effectively communicate both orally and in writing;
- Ability to identify important local issues or problems and their relatedness to the goals and strategies of the school system;
- Ability to supervise the planning, coordinating and implementing of educational, social, cultural and recreational programs for low-income populations;
- Ability to assess the needs of students and community members and develop programs and services to address those needs;
- Ability to plan, implement and evaluate program activities;
- Ability to recruit, select, train, supervise and evaluate human resources;
- Excellent organizational skills;
- Ability to deal effectively with a wide range of individuals and organizations;
- Ability to deal with a multicultural diverse population;
- High level of computer proficiency.

This position reports to the Board of Trustees of the WISE Public Charter School.

Salary and Benefits

Salary is commensurate with experience and qualifications

Latin American Youth Center (LAYC) Job Description for Principal, LAYC Career Academy

The Position

The Principal, the academic leader at the School, spearheads the development of the school's curriculum and culture. The Principal leads teachers and staff in the development and on-going improvement of an academic program specifically tailored to the needs of the school's low-achieving target student; guides teachers in the implementation of school-wide best practices, discipline-specific curricula and assessments, and school culture; and trains, supervises, and evaluates all teachers.

Job Duties and Responsibilities

- Work with the Executive Director to establish and sustain a school environment consistent with the school's mission and philosophy;
- Oversee the day-to-day functioning of the school;
- Recruit, hire, supervise, and evaluate staff members;
- Ensure compliance with all requirements of the charter, charter school regulations, and grantee guidelines;
- Coordinate efforts to reach the goals outlined in the accountability plan;
- Work with staff and consultants to continually improve curricula;
- Identify staff professional development needs and coordinate training;
- Plan and develop a summer internship program;
- Work with the Executive Director to develop a budget; monitor the budget and assure compliance;
- Ensure the safety and security of students, staff, visitors, and facilities;
- Communicate regularly with students and staff;
- Meet with the Youth Leadership Team, address their concerns, and relate concerns to the board as appropriate;
- Supervise and evaluate teachers;
- Serve as curriculum leader and head instructor; review lesson plans;
- Ensure that staff members use prescribed methods to reach goals described in the accountability plan;
- Work closely with special education contractors to ensure consistent approach and clear communication in meeting students' needs;
- Coordinate student support services;
- Refer students as needed to social workers;
- Oversee social worker to ensure that students receive needed services;

- Supervise and evaluate student services staff;
- Establish and maintain partnerships with colleges, community organizations, and other schools providing educational and enrichment services ;
- Meets weekly with direct reports (subordinates) for supervisions and coordination;
- Improves professional skills by attending workshops, seminars, and training sessions as required;
- Perform other duties, tasks, and responsibilities as assigned;
- Adheres to all personnel policies.

Required Qualifications and Job Skills

The WISE Public Charter School Principal must have the abilities and qualities necessary to guide a group of teachers and families through the process of starting a school from scratch. The Principal must be an expert teacher and/or administrator with a demonstrated record of success in urban schools with high numbers of low-achieving students.

Primary job qualifications for the Principal include:

- Minimum 3 years working as an administrator or teacher in urban public schools;
- Minimum of conversational Spanish;
- Educational background to include a BA and teaching credential;
- Excellent communication and community-building skills;
- Extensive knowledge of curriculum development and school design in schools that serve low-achieving students;
- Ability to create and sustain positive, ambitious school culture among staff and students;
- A record of classroom success with low-achieving students;
- A record of success in supporting, developing teachers;
- Experience in assessment and achievement data analysis.

This position reports to the Executive Director of the WISE Public Charter School.

Salary and Benefits

The position comes with competitive salary and full benefits.

J-3: Conversion Endorsement Certification

Conversion Endorsement Certification

Not applicable to the LAYC Career Academy Public Charter School Application.

J-4: Articles of Incorporation

District of Columbia Government

Corporations Division
 PO Box 92300
 Washington DC 20090

LAYC Career Academy Application
 District of Columbia Public Charter School Board
 Submitted by Latin American Youth Center
 February 1, 2011

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

Instruction Sheet for Articles of Incorporation for NonProfit Corporation

Use these instructions to draft articles of incorporation for your corporation, or use fillable Articles of Incorporation on pages 3 and 4. This will establish your new Non-Profit Corporation in the District of Columbia.

ENTITY TYPE	FILING FEE
Domestic Non-Profit Corporation	\$70, payable to DC Treasurer

1. State the name the corporation.
2. State that the term of existence is as perpetuity.
3. Describe the corporation's specific purposes. (see definition below)
 - Not for profit corporation" means a corporation no part of the income of which is distributable to its members, directors, or officers; There is no prohibition for the payment of reasonable compensation for services rendered and the making of distribution upon dissolution of final liquidation;
 - For nonprofit corporation seeking tax exempt status, please, consult appropriate Internal Revenue Service guidelines (ex., 501 (c3), (c4) or (c6)) and seek advice from qualified attorney, accountant or other professional.
4. Describe whether the corporation will have members or not.
 If corporation will have members, then answer the statements below. Otherwise, skip to Item 5.
 - The number of classes the members shall be divided into and the names of such classes;
 - The qualifications and rights of the members of each class;
 - State whether the members will have voting rights or not;
5. Describe the manner in which directors shall be elected or appointed.
6. Describe the regulation of internal affairs of the corporation.
 - Describe the manner of the dissolution or final liquidation of the corporation in which remaining assets of the corporation shall be distributed.
7. Name the Registered Agent and give the address of the registered office in the District Columbia: (Attach form RA-1 for RA's consent to articles).
8. State the number of initial directors constituting the initial board of directors and the name and address of the individuals who are to serve as directors until the first annual meeting or until successor is elected. (You must have at least three directors.)
9. List the incorporators' names and physical addresses and give the total incorporators. (You must have at least three incorporators)
10. Each Incorporator must sign and date the articles. Incorporator's signatures must be notarized before filing articles of incorporation.

IMPORTANT INFORMATION:

- A - Preamble is required for Articles of Incorporation - see Sample on page 3. (e.g., "We, the undersigned natural persons of the age?")
- B - No attachments are accepted for articles of incorporation except for form RA-1.
- C - Incorporator's signatures must be notarized with jurat's statement before filing articles of incorporation.
- D - Pages 3 and 4 contains fillable version of Articles of Incorporation.
- F - File in duplicate original; Do not handwrite on fillable version of articles; Type your information instead.

Mail all forms and required payment to:

Department of Consumer and Regulatory Affairs
 Corporations Division
 PO Box 92300
 Washington, DC 20090
 Phone: (202) 442-4400

For overnight delivery send to:

Corporate Bank of America
 Attention: DC Government
 Wholesale Lockbox #92300
 Mail Code MD4-301-18-04
 225 North Calvert Street - 18th floor
 Baltimore, Maryland 21202

Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

DCRA

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government

Corporations Division
 PO Box 92300
 Washington DC 20090

LAYC Career Academy Application
 District of Columbia Public Charter School Board
 Submitted by Latin American Youth Center
 February 1, 2011

RA-1 Registered Agent Written Consent

Use this form to appoint a Registered Agent for an entity. Choose Option A or B, but not both. There is no filing fee for this form.

Under DC Official Code (DCOC) Titles 29 and 41, a Registered Agent (RA) must be:

1- A bona fide resident of the District of Columbia (DC)

OR

2- A for-profit corporation, authorized to conduct business in the District by the virtue of certificate of incorporation or certificate of authority.

OR

3- Another non-profit corporation, authorized to conduct business in the District by the virtue of certificate of incorporation / authority.

Entities may not act as their own RAs.

Limited Liability Companies (LLCs) and Limited Liability Partnerships (LLPs) and Limited Partnerships (LPs) may not act as RAs.

Registered Agent Address may never be outside the District of Columbia. Address must be physical street address, never a PO Box.

A. By a District Of Columbia resident: I, a bona fide District resident, consent to act as a RA for the entity below.

Name of Resident Nicole Hanrahan	Address of Resident 1537 E Street, SE Washington, DC 20003
Entity Name LAYC Career Academy	Signature 

B. By a legally authorized corporation: The authorized corporate Registered Agent in the District, by the signatures of its President/Vice-President and Secretary/Assistant Secretary, agrees to act as RA for the entity below.

Name of RA Corporation	Address
Entity Name	
<input type="checkbox"/> President <input type="checkbox"/> Vice-President	Signature
<input type="checkbox"/> Secretary <input type="checkbox"/> Assistant Secretary	Signature

If you sign this form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

Mail all forms and required payment to:

Department of Consumer and Regulatory Affairs
 Corporations Division
 Box 92300
 Washington, DC 20090
 Phone: (202) 442-4400

For overnight delivery send to:

Corporate Bank of America
 Attention: DC Government
 Wholesale Lockbox #92300
 Mail Code MD4-501-18-04
 225 North Calvert Street - 18th floor
 Baltimore, Maryland 21202

DCRA

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government

Corporations Division

PO Box 92300

Washington DC 20090

LAYC Career Academy Application
District of Columbia Public Charter School Board
Submitted by Latin American Youth Center
February 1, 2011

Articles of Incorporation of Domestic Non-Profit Corporation

We, the undersigned natural persons of the age of eighteen years or more, acting as Incorporators of a corporation under the Non-Profit Corporation Act (D.C. Code, Title 29, Chapter 3 as amended) adopt the following Articles of Incorporation:

1. Name the nonprofit corporation.

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL, INC.

2. Your signatures on this form indicate that the articles exist in perpetuity.

3. Describe the corporation's specific purposes:

The corporation is a non-stock, nonprofit corporation, and it is organized and shall be operated exclusively for religious, charitable, scientific, literary or educational purposes, or to foster national or international amateur sports competition (but only if no part of its activities involves the provision of athletic facilities or equipment), or for the prevention of cruelty to children or animals, all within the meaning of sections 170(c)(2) and 501(c)(3) of the United States Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent tax laws (the "Code") (such purposes, the "Purposes of the Corporation"). Notwithstanding any other provision of these Articles, the corporation is organized to function exclusively as an organization described in section 501(c)(3) of the Code, contributions to which are deductible for federal income tax purposes.

4. This corporation will have members: Yes No

4a. If corporation will have members, describe number of classes the members shall be divided into and the names of such classes.

4b. If corporation will have members, describe whether the members will have voting rights or not.

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

For overnight delivery send to:
Corporate Bank of America
Attention: DC Government
Wholesale Lockbox #92300
Mail Code MD4-301-18-04
225 North Calvert Street - 18th floor
Baltimore, Maryland 21202

5. The manner in which directors shall be elected or appointed:

The board of directors shall elect directors, fill vacancies on the board of directors, and elect the chairperson of the board of directors.

6. The regulation of internal affairs of the corporation will be conducted in the following manner:

Except as otherwise provided by law or in any bylaw of the corporation, the affairs of the corporation shall be managed by the board of directors. The corporation shall not have or exercise any power of authority either expressly, by interpretation or by operation of law, nor shall it directly or indirectly engage in any activity, that would prevent it from qualifying (and continuing to qualify) as a corporation described in section 501(c)(3) of the Code, contributions to which are deductible for Federal income tax purposes. The corporation shall not be conducted or operated for profit, and no part of the net earnings or assets of the corporation shall inure to the benefit of, or be distributable to, any of its incorporators, directors, officers or other private persons, except that the corporation

6a. The manner of the dissolution or final liquidation of the corporation in which remaining assets of the corporation shall be distributed:

In the event of the termination, dissolution, or winding up of the corporation in any manner or for any reason whatsoever, its remaining net assets, if any, shall be distributed exclusively for one or more of the Purposes of the Corporation in such manner, or to one or more organizations then described in section 501(c)(3) of the Code, as the Board of Trustees shall determine; and none of such property, assets or proceeds shall be distributed to, or divided among, any of the Trustees or officers of the corporation or any other private individual.

7. Give the name and registered office address (not a PO Box) of the Registered Agent (RA) in the District.

8. The number of directors constituting the initial board of directors and the name and address of the person who is to serve as director until the first annual meeting or until successor is elected. (At least 3 directors are required)

All Directors	Physical Street Address
Lori Kaplan	1741 Irving Street, NW Washington, DC 20010
Maria-Cristina Fernandez	70 I Street, SE Apt. 532 Washington, DC 20003
Nicole Hanrahan	1537 E Street, SE Washington, DC 20003

If you sign this form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

All Incorporators (At least 3 incorporators are required)	Physical Street Address	Date	Signatures (must be notarized with jurat statement)
Lori Kaplan	1741 Irving Street, NW Washington, DC 20010		
Maria-Cristina Fernandez	70 I Street, SE Apt. 532 Washington, DC 20003		
Nicole Hanrahan	1537 E Street, SE Washington, DC 20003		

Mail all forms and required payment to:
 Department of Consumer and Regulatory Affairs
 Corporations Division
 PO Box 92300
 Washington, DC 20090
 Phone: (202) 442-4400

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 225 North Calvert Street, 18th floor
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Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL, INC.

BYLAWS

ARTICLE I NAME

The corporation shall be known as “LAYC Career Academy Public Charter School, Inc.” (the “Corporation”).

ARTICLE II MEMBERSHIP

The Corporation shall have no members.

ARTICLE III BOARD OF TRUSTEES

Section 1. Name. The Board of Directors of the Corporation shall be known as the Board of Trustees, and each director, or member of such Board, shall be a Trustee.

Section 2. Powers and Duties. The Board of Trustees shall have exclusive control over the property, funds, and affairs of the Corporation, and shall exercise all of the powers of the Corporation. The Board of Trustees may exercise its powers either directly or through its officers, agents, or contractors. The Board of Trustees shall exercise its powers to effect the performance of the following duties:

- a) The filling of vacancies on the Board of Trustees;
- b) The appointment of an executive director (the “Executive Director”) to oversee the Corporation’s administration and operation;
- c) The evaluation of the Executive Director’s performance;
- d) The establishment of strategic direction and policy for the Corporation;
- e) The development and approval of the annual budget of anticipated income and expenditures, and the direction of the preparation of the annual financial audit report; and
- f) The maintenance of written records of attendance and minutes of its meetings, which shall be available for inspection by the appropriate agents of the District of Columbia.

Section 3. Number and Qualification of Trustees. The Board of Trustees shall have not less than three (3) and not more than fifteen (15) Trustees. A majority of the Trustees shall be

residents of the District of Columbia. At least two (2) Trustees shall be parents of a student attending the school; provided that one (1) student or alumnus/a of the school may serve as a Trustee in lieu of one (1) parent of a student attending the school.

Section 4. Election and Term of Office. The Trustees shall be elected at the annual meeting of the Board of Trustees. One half of the members of the initial Board of Trustees serve for an initial one-year term, and the other half of the members of the of the initial Board of Trustees shall serve for an initial two-year term. Thereafter, each Trustee shall serve for a term of two years, or until a successor has been elected and qualified. A Trustee may be re-elected to additional terms of office.

Section 5. Removal; Vacancies. At all times, the affirmative vote of three-fourths of the Trustees then in office shall have the power to remove a Trustee, with or without cause, at a meeting called for that purpose. A Trustee elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

Section 6. Resignation. Any Trustee may resign from the Board at any time. A Trustee who has accumulated three absences from meetings of the Board or from meetings of any assigned committee in any twelve-month period starting in September shall be deemed to have resigned from the Board and shall no longer be a Trustee unless such requirement is waived by a majority of the Board.

Section 7. Chairperson of the Board. At its annual meeting, the Board of Trustees shall elect a Chairperson of the Board to serve for a one-year term, renewable for successive one-year terms. The Chairperson shall preside at all meetings of the Board and shall have the power on behalf of the Corporation to perform all acts and execute all documents to make effective the actions of the Board of Trustees. If the Chairperson is not in attendance at a meeting of the Board, the Board of Trustees shall select another Trustee to temporarily perform the functions of the Chairperson. The Chairperson shall be the primary representative of the Board in cooperating with and communicating Board action to the Executive Director of the Corporation, and shall ensure that the Board's orders and resolutions are carried into effect. The Chairperson shall also perform such other duties as may be assigned from time to time by the Board of Trustees. The Chairperson shall report to the full Board at each of its meetings on all matters that require Board consideration and advice.

Section 8. Committees. To the extent permitted by law, the Board of Trustees may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

Section 9. Compensation of Trustees. The Trustees shall receive no compensation but may be reimbursed for their reasonable expenses, if any, incurred in carrying out the purposes of the Corporation, provided that such reimbursement in no way adversely affects the Corporation's qualification under section 501(c)(3) of the United States Internal Revenue Code.

ARTICLE IV MEETINGS AND ACTIONS OF THE BOARD OF TRUSTEES

Section 1. Annual Meeting. An annual meeting of the Board of Trustees shall be held in October of each year, or during another month as may be determined by the Board of Trustees, at a time, place and date determined and announced by the Chairperson of the Board, for the purpose of electing Trustees and for the transaction of such other business as may properly come before the meeting.

Section 2. Quarterly and Special Meetings. The Board of Trustees shall meet quarterly, or more frequently as determined by the Board, with the annual meeting serving as the fall quarterly meeting, for the purpose of providing oversight of the Corporation. In addition, special meetings of the Board of Trustees may be called by the Chairperson of the Board or any two Trustees, upon written request to the Chairperson of the Board, which request shall state the purpose or purposes of the meeting and the matters proposed to be acted upon thereat.

Section 3. Notice of Meetings. Written notice of all meetings of the Board of Trustees shall be provided under this section or as otherwise required by law. Such notice shall state the place, date, and hour of the meeting, and if for a special meeting, the purpose of the meeting. Such notice shall be delivered to all Trustees, either in person, by facsimile or electronic mail, or by mail to their address of record at the Corporation, at least ten (10) days prior to the meeting, subject to waiver of such notice as provided in the District of Columbia Non-Profit Corporation Act. If mailed, such notice shall be deemed effective when deposited in ordinary U.S. mail, properly addressed, with postage prepaid.

Section 4. Quorum and Action; Participation at Meetings. At all meetings of the Board of Trustees, a majority of Trustees shall be necessary and sufficient to constitute a quorum for the transaction of business. Any or all Trustees may participate in a meeting of the Board or a committee of the Board by means of telephonic conference communication, video conferencing, or equivalent means, and such participation shall constitute presence in person at the meeting. The act of a majority of the Trustees present at a duly constituted meeting where there is a quorum shall be the act of the Board of Trustees, unless provided otherwise by statute, by the Articles of Incorporation, or by these Bylaws. In the absence of a quorum, the Trustees present, by a majority vote and without notice other than by announcement, may adjourn the meeting from time to time until a quorum shall attend. When such meeting is reconvened, and a quorum is present, any business may be transacted which might have been transacted at the meeting as originally notified.

Section 5. Conflict of Interest. If any Trustee is personally affected by an issue of corporate concern, after discussion and deliberation such Trustee shall refrain from voting or making any recommendation thereon but shall be counted in determining whether a quorum exists. It is the duty of each Trustee to make known when and if any such conflict exists.

Section 6. Informal Action. Any action required to be taken at a meeting of the Board of Trustees, or any action which may be taken at a meeting of the Board of Trustees or of a committee of Trustees, may be taken without a meeting if a consent in writing setting forth the

action so taken is signed by all of the Trustees or all of the members of the committee of the Board of Trustees, as the case may be.

ARTICLE V OFFICERS

Section 1. Designation, Appointment and Term of Office. The executive officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The Chairperson of the Board shall serve as the President. The Board of Trustees shall appoint the Vice President, Secretary and the Treasurer of the Corporation at its annual meeting. The Vice President, Treasurer and the Secretary of the Corporation shall each be appointed to hold office for one year, until resignation or removal, or until their successors have been duly appointed and qualify. Any person may hold two or more of the executive offices, except that the President shall not also be the Secretary, and in no case shall one person sign a document of any kind in more than one capacity.

Section 2. Chair. The Chair shall be the chief executive officer of the Corporation. The Chair shall have the power on behalf of the Corporation to perform all acts and execute all documents to make effective the actions of the Board of Trustees, or delegate these powers (including to the Executive Director) as the Chair deems appropriate. The Chair shall also perform or have performed such other duties as the Board of Trustees may from time to time assign.

Section 2. Vice Chair. The Vice Chair shall serve in the role of Chair whenever the Chair is unable to perform these duties. The Vice Chair shall also perform other duties as the Board of Trustees may from time to time assign.

Section 3. Secretary. The Secretary of the Corporation shall send appropriate notices for all meetings of the Board of Trustees and shall review and approve accurate minutes of all such meetings and records of other proceedings of the Corporation, regularly distributing such information to the Trustees of the Corporation, and shall review other documents as may be required. In general, the Secretary shall perform all the duties incident to the office of secretary of a corporation and such other duties as may be assigned by the President or the Board of Trustees.

Section 4. Treasurer. The Treasurer shall be responsible for, and have general supervision over, all the financial records and finances of the Corporation. The Treasurer shall render to the Trustees of the Corporation, whenever requested, an account of the financial condition of the Corporation and, in general, shall perform all the duties incident to the office of treasurer of a corporation and such other duties as may be assigned by the President or the Board of Trustees.

Section 5. Other Officers. The Board of Trustees may elect or appoint such other officers of the Corporation as it may deem necessary, who shall have authority to perform such duties as from time to time may be prescribed by the President or the Board of Trustees.

Section 6. Removal of Officers. Any officer may be removed with or without cause at any time by a majority of the Board of Trustees at a special meeting convened in whole or in part for that purpose.

Section 7. Vacancies. In case any office of the Corporation becomes vacant by death, resignation, retirement, removal or any other cause, the Board of Trustees may fill such vacancy and the person so selected shall serve until the next annual meeting.

ARTICLE VI INDEMNIFICATION

The Trustees, officers, and employees of the Corporation shall be indemnified in connection with any actual or threatened action, suit, or proceeding (including civil, administrative or investigative proceedings) arising out of their services to the Corporation for all expenses incurred as a result thereof, except in relation to matters as to which they have been adjudged in such action, suit, or proceeding to be liable for negligence or misconduct in the performance of a duty. The Board of Trustees may also authorize the purchase of adequate insurance on behalf of any Trustee, officer, or other person serving in the Corporation, to protect that person against any liability which may be asserted or incurred in service to or on behalf of the Corporation.

ARTICLE VII AMENDMENT TO BYLAWS

These bylaws may be amended, altered, or repealed, and new bylaws may be adopted, by the affirmative vote of two-thirds of the Trustees then in office at any regular or special meeting, provided that such amendment, alteration, repeal or adoption shall be consistent with section 501(c)(3) of the Internal Revenue Code.

Certification

I certify that the foregoing is a true and correct copy of the bylaws of the above-named Corporation, duly adopted by the initial Board of Trustees on [July 1, 2011] and filed with the records of the Corporation.

Mala Thakur, Secretary

**LAYC Career Academy
DRAFT CONFLICT OF INTEREST POLICY / CODE OF ETHICS**

POLICY ON CONFLICT OF INTEREST:

I. Policy

- A. Unless specifically authorized by the Board of Trustees, the LAYC Career Academy ("Academy") will not do business with any firm or entity owned or controlled by any member of the Board of Trustees or any officer or any member of the immediate family of any Trustee or officer or any firm or entity in which any such person has a substantial financial interest (any such ownership or control or financial interest referred to herein as a "Significant Interest").
- B. Each Trustee and officer shall promptly notify the Chairperson of the Board upon becoming aware that the Academy does business, or is considering that the Academy does business with a firm or business in which such Trustee or officer has a Significant Interest.

II. Purpose

- A. To ensure objectivity and to avoid any conflict of interest or the appearance of a conflict.

III. Procedure

- A. All contracts or purchases of more than \$5,000 will be disclosed to the Board prior to execution. Board members and officers will disclose any Significant Interest in any firm or business ("Vendor") with which the Academy is considering doing business.
- B. If it is the judgment of the Board, after a full disclosure is made, the Academy should do business with the Vendor, the board must first approve the contract or fee. The member or members with the conflict must abstain from voting on this contract or fee.

BOARD RESOLUTION ON CONFLICT OF INTEREST

A conflict of interest may exist when the interests of any Trustee, officer, or member of the executive team, or said person's immediate family may be seen as competing with the interest of the LAYC Career Academy.

Any possible conflict of interest shall be disclosed to the Board of Trustees by the person concerned.

When any such conflict of interest involving any Trustee is relevant to a matter requiring action by the Board of Trustees, the interested Trustee shall call it to the attention of the Board of Trustees (or its Committee) and such Trustee shall not vote on the matter.

Moreover, the Trustee having a conflict (or any other person having a conflict and in attendance at said meeting) shall retire from the room in which the Board (or its Committee) is meeting and shall not participate in the final deliberations or decision regarding the matter under consideration. However, that person must provide the Board (or its Committee) with any and all relevant information.

The minutes of the meeting of the Board (or its Committee) shall reflect that the conflict of interest was disclosed and that the interested person was not present during the final discussion or vote and did not vote.

When there is a doubt as to whether a conflict of interest exists, the matter shall be resolved by a vote of the Board of Trustees (or its Committee) excluding the person concerning whose situation the doubt has arisen.

A conflict of interest disclosure statement shall be furnished annually to each Trustee, officer, and member of the executive team of the Academy and at the time any such person assumes his or her position. The Finance Committee of the board will review these disclosures and advise the Board of relevant information for which will guide its action and any revisions in the policy which it judges necessary. The policy shall be published in the Employee Manual and disclosed to all new employees. The Board will review this policy bi-annually.

POLICY ON GIFTS FROM VENDORS

No employee, officer or Trustee of the Academy shall accept in his or her capacity as an employee, officer or Trustee any loan or gift of money or property having a values in excess of \$100 from any contractor or vendor to the Academy unless authorized by this Board and any such interested Trustee shall abstain during such vote.

POLICY ON CHARITABLE CONTRIBUTIONS

No charitable contribution shall be made by the Academy to any charity which an officer or Trustee of the Academy is an officer or Trustee or a member of a senior management (other than a Academy) unless approved by this Board, and any such interested Trustee shall abstain during such vote.

CHARTER SCHOOL MANAGEMENT AGREEMENT

This CHARTER SCHOOL MANAGEMENT AGREEMENT (this "**Agreement**"), dated [●] (the "**Effective Date**"), is by and between The Latin American Youth Center, Incorporated, a District of Columbia non-profit corporation ("**LAYC**"), and LAYC Career Academy Public Charter School, Inc., a District of Columbia non-profit corporation (the "**Client**"; with LAYC, the "**Parties**"; each, a "**Party**").

WHEREAS, pursuant to the District of Columbia School Reform Act of 1995, *D.C. Code* § 38-1800, *et. seq.* (the "**School Reform Act**"), the Client has been authorized by the District of Columbia Public Charter School Board (the "**Charter School Board**") to operate a public charter school (the "**School**").

WHEREAS, In connection with the operation of the School, the Client has agreed to comply with the terms of that certain charter school application submitted to the Charter School Board by the Client, dated [●] (the "**Charter Application**").

WHEREAS, the Client believes that the mission of the School will be furthered if certain management and administrative services are delegated to LAYC, and LAYC desires to perform such services, in each case subject to the terms and conditions of this Agreement.

NOW THEREFORE, in consideration of the mutual promises, covenants, and agreements contained herein, and for other good and valuable consideration, the receipt and adequacy of which hereby are acknowledged, the Client and LAYC agree as follows:

I. MANAGEMENT SERVICES

1.01 Exclusivity and Authority. Subject to the terms and conditions of this Agreement, including Section 1.05, LAYC shall, and shall have the exclusive right to, manage and operate the School.

1.02 Services to be Provided. Beginning on the Effective Date, until the termination or expiration of this Agreement, LAYC shall provide to the School and the Board of Trustees the services described in Schedule 1 (the "**Services**").

1.03 Performance Standards. LAYC shall use good faith efforts to provide the Services: (a) in a manner consistent with the Client's mission statement and the Charter Application; (b) in a manner consistent with good business practices within the education industry and in the community served by the School; and (c) in compliance with all applicable federal, state, and local statutes, ordinances, rules, and regulations, including those relating to public education and public schools, health and safety, and fire and building codes. In addition, LAYC shall perform its duties in a manner conforming to applicable performance standards of accrediting or regulatory agencies or authorities with jurisdiction over the School.

1.04 Client Cooperation. The Client shall reasonably cooperate with LAYC to permit LAYC to fulfill its duties hereunder.

1.05 Client Authority. LAYC shall perform the Services under the supervision of the Board of Trustees of the Client (the “**Board of Trustees**”), and shall submit periodic reports (the format and frequency of which shall be mutually agreed by the Parties) regarding such performance to the Board of Trustees. Nothing in this Agreement shall be construed to be in derogation of the Client’s legal authority and responsibility for the School under the School Reform Act and the Charter Application.

1.06 Performance Evaluation Measures. Reasonably promptly following the Effective Date, the Parties shall agree upon the metrics to be used to evaluate LAYC’s performance of its obligations hereunder (the “**Performance Evaluation Measures**”). The Parties shall agree upon amendments and updates to these metrics from time to time, as appropriate. The Parties shall meet no less often than annually to discuss LAYC’s performance under the Performance Evaluation Measures.

II. MANAGEMENT FEE, BUDGET, ACTIONS REQUIRING APPROVAL

2.01 Management Fee.

- (a) The Client shall comply with the requirements of the Charter Application and applicable District of Columbia law for the purpose of receiving or maintaining its eligibility to receive from the District of Columbia the per pupil allowance for each student enrolled and in attendance in the School and any other operating or facilities allowances (the “**School Allowances**”), and shall comply with any applicable requirements to receive funds from other external sources.
- (b) On a quarterly basis, the Client shall deposit with LAYC 12% of the school’s per pupil and facilities allocations, all other funds received on behalf of the School, and any other funds agreed by the Parties to be so deposited, less one half of one per cent (.005), or such other amount as is agreed by the Parties, which the Board of Trustees shall retain for its own use.
- (c) Beginning in the first school year that the school reaches full enrollment of 200 students, the management fee shall be reduced to 10% of the school’s per pupil and facilities allocations, all other funds received on behalf of the School, and any other funds agreed by the Parties to be so deposited, less one half of one per cent (.005), or such other amount as is agreed by the Parties, which the Board of Trustees shall retain for its own use.
- (d) The fee shall be deposited with LAYC pursuant to this Section 2.01 within 10 business days of the school’s receipt of the identified funds.

2.02 Budget. At least 60 days prior to the beginning of each academic year, LAYC shall submit to the Client a proposed capital expenditure, cash flow, and operating budget for the School for the academic year. The Client shall promptly notify LAYC of any objections to such budget, and the Parties shall cooperate in good faith to resolve any such objections prior to the commencement of the academic year. LAYC shall endeavor in good faith to achieve the results

3.02 Principal, Teachers, Administrators, and Support Staff. The Executive Director shall hire, determine the compensation and other terms and conditions of employment of, and make promotion, disciplinary, and termination decisions regarding the Principal. The Principal will be an employee of the School and shall hire, determine the compensation and other terms and conditions of employment of, and make promotion, disciplinary, and termination decisions regarding the teachers, administrators, support staff and all other School personnel.

3.03 Subcontracting. LAYC shall have the right to subcontract its obligations hereunder to third parties, including to providers of nursing and medical services, food service, and transportation.

IV. OWNERSHIP AND ASSIGNMENT OF PROPERTY

4.01 Ownership of Marks. LAYC shall own all right, title, and interest in any logos, brands, symbols, marks, trademarks, names, and trade names ("Marks") identifying or representing LAYC, whether previously existing or developed in connection with the Services, and all other Marks developed or maintained in connection with the Services.

4.02 LAYC Ownership of Intellectual Property. As between LAYC and the Client, LAYC shall own all right, title, and interest in all inventions (whether patentable or not), discoveries, know-how, trade secrets, and copyrightable material (including curricula, texts, and other learning materials) invented, discovered, developed, or otherwise made in the course of performance of the Services, and, for clarity, shall have the sole and exclusive right, exercisable in its sole discretion, to modify, license, sell, or otherwise transfer or dispose of such inventions, discoveries, know-how, trade secrets, and copyrightable material. Subject to the foregoing, as between LAYC and the Client, the Client shall own all right, title, and interest in all administrative documents, files, and records related to the operation of the School generated in the course of the performance of the Services.

4.03 Assignment. At LAYC's request, the Client shall assign to LAYC all property, documents (including student and administrative files and records), and contracts that are reasonably necessary or useful for the performance of the Services.

4.04 Cooperation. Each Party shall execute and cause to be executed all documents and perform all acts necessary to effect or evidence the ownership or assignment of any property (real, personal, or intellectual), documents, or contracts in accordance with the provisions of this Article IV.

V. LIMITATIONS ON LIABILITY

5.01 Excused Performance. LAYC shall not bear any liability for any Loss (as defined below) incurred by the Client except to the extent such Loss resulted from the bad faith, fraud, gross negligence, or willful misconduct of LAYC or its Representative.

5.02 Limitation of Liability. SUBJECT TO THE DEFENSE AND INDEMNIFICATION OBLIGATIONS SET FORTH IN ARTICLE VI, NEITHER PARTY SHALL, UNDER ANY CIRCUMSTANCES, BE LIABLE TO THE OTHER PARTY, ITS REPRESENTATIVES, AGENTS, CONTRACTORS, SUCCESSORS, OR PERMITTED ASSIGNS FOR INDIRECT OR OTHER CONSEQUENTIAL, INCIDENTAL, SPECIAL, PUNITIVE OR EXEMPLARY DAMAGES (INCLUDING BUT NOT LIMITED TO LOSS OF BUSINESS OR LOSS OF PROFITS), WHETHER ARISING FROM NEGLIGENCE, BREACH OF CONTRACT, TORT, OR STATUTORY DUTY OR OTHERWISE, EVEN IF APPRISED OF THE LIKELIHOOD OF SUCH DAMAGES OCCURRING.

VI. INDEMNIFICATION AND INSURANCE

6.01 Indemnification of LAYC by the Client. The Client shall defend, indemnify, and hold harmless LAYC and its Representatives from and against any and all liability, damage, loss, cost, or expense (including reasonable attorneys' fees and disbursements) (collectively, "Losses") incurred by them in connection with any claims or demands made or suits brought by a third party (each, a "Claim") resulting from, arising out of or in connection with, or otherwise relating to the Services or this Agreement, excluding any Loss for which LAYC has an obligation to indemnify the Client or its Representative pursuant to Section 6.02.

6.02 Indemnification of the Client by LAYC. LAYC shall defend, indemnify, and hold harmless the Client and its Representatives from and against any and all Losses incurred by them in connection with any Claim resulting from, arising out of or in connection with, or otherwise relating to the Services or this Agreement, to the extent such Losses result from the bad faith, fraud, gross negligence or willful misconduct of LAYC or its Representative in the performance of the Services. For clarity, with respect to any Loss resulting to an extent from the bad faith, fraud, gross negligence or willful misconduct of both Parties or their Representatives, each Party shall indemnify the other to the extent of their respective liability for such Loss.

6.03 Indemnification Procedures. Any Party (whether on behalf of the Party or its Representative) desiring indemnification hereunder (the "Indemnified Party") shall promptly provide the other Party (the "Indemnifying Party") with written notice of the possibility of any indemnifiable Losses upon learning of any events likely to give rise to such Losses or the receipt of any claim, suit, demand or notice with respect thereto, whichever is earlier; *provided, however,* that any delay in providing such notice shall not affect the Indemnified Party's right to be indemnified for the Losses except to the extent that the Indemnifying Party is actually prejudiced in its ability to defend against the applicable Claim. The Indemnified Party shall allow the Indemnifying Party to assume the defense of any such Claim, including the right to select counsel of its choosing (provided such counsel is reasonably acceptable to the Indemnified Party) and the right to compromise or settle the Claim; *provided, however,* that the Indemnifying Party shall not make any settlement admitting fault or incur any liability on the part of an Indemnified Party without its written consent, such consent not to be unreasonably withheld or delayed. The Indemnified Party shall be entitled to retain counsel of its choice (at its own expense) to participate in, but not control, the defense of any Claim. If the Indemnifying Party is required to defend any Claim, the Indemnified Party shall, and shall cause its employees and

agents to, cooperate fully in the defense thereof and furnish such records, information, and testimony, provide such witnesses and attend such conferences, discovery proceedings, hearings, trials, and appeals as may be reasonably requested by the Indemnifying Party in connection therewith. In no event shall the Indemnified Party compromise, settle, or otherwise admit any liability with respect to any Claim subject to indemnification under this Agreement without the prior written consent of the Indemnifying Party.

6.04 Insurance. During the Term, the Client shall maintain (a) comprehensive general liability insurance in commercially reasonable amounts, and shall name LAYC as an additional insured on such policies, and (b) all-risk property insurance with respect to the School. The Client hereby waives any right of recovery against LAYC and its Representatives for any loss or damage covered by such insurance policies.

VII. TERM AND TERMINATION

7.01 Term. The term of this Agreement (the "Term") shall commence on the Effective Date and shall expire when terminated in accordance with Section 7.02.

7.02 Termination.

- (a) Mutual Consent. The Parties may terminate this Agreement by mutual written agreement.
- (b) Default. Either Party may terminate this Agreement upon written notice for the other Party's material breach of its obligations hereunder, which breach remains uncured 45 days after notice has been provided thereof (or, if such breach is not susceptible to cure within such time period, after the breaching Party has ceased reasonably diligent efforts to effect such cure).
- (c) Notice. Either Party may terminate this Agreement by providing written notice of its intention to do so to the other Party at least six months before the end of the academic year. Such termination shall become effective at the end of such academic year.
- (d) Insolvency. Either Party may terminate this Agreement by providing written notice of its intention to do so if the other Party becomes insolvent or unable to pay its debts as they fall due, seeks protection, voluntarily or involuntarily, under any bankruptcy or insolvency laws, is subject to the appointment of a receiver or administrator in respect of the whole or any part of its assets or proceedings are commenced before any court for the appointment of such a receiver or administrator, or suffers any similar or analogous action in any jurisdiction.

7.03 Obligations Following Termination. On termination of this Agreement:

- (a) Accounting. LAYC shall promptly deliver to the Client a final accounting reflecting the balance of income and expenses for the School as of the date of

termination. The Client shall promptly pay to LAYC any unpaid sums due hereunder, and LAYC shall promptly return any sums paid but not earned and any School funds in its control.

- (b) Re-Assignment. LAYC shall promptly re-assign to the Client all property, documents, and contracts owned by the Client that were assigned to LAYC pursuant to Section 4.03.
- (c) Transition. The Parties shall each provide reasonable cooperation in achieving the seamless transfer of the management of the School to the Client or its designee.
- (d) Survival. Liabilities, rights, and obligations that have accrued under this Agreement shall survive the termination or expiration of this Agreement to the extent necessary to the intended preservation of such liabilities, rights, and obligations. Without limitation of the foregoing, Articles IV, V, VI, and VIII, and this Section 7.03 shall survive the termination or expiration of this Agreement.

VIII. MISCELLANEOUS PROVISIONS

8.01 Governing Law. This Agreement will be governed by and construed in accordance with the laws of the District of Columbia, without reference to the choice of law principles thereof.

8.02 Third Party Beneficiaries. The provisions set forth in this Agreement are for the sole benefit of the Parties and their successors and permitted assigns, and they shall not be construed as conferring any rights on any other persons or entities (including students at the School or their parents).

8.03 Independent Contractor. In entering into and complying with this Agreement, LAYC is at all times performing as an independent contractor and nothing in this Agreement shall be construed to create a partnership, joint venture, or relationship of agent and principal between LAYC and the Client or between LAYC and the School.

8.04 Successors and Assigns. Subject to Section 3.03, neither Party may assign this Agreement or delegate any of its obligations or duties hereunder without the other Party's consent. The terms of this Agreement shall be binding on transferees, successors, or permitted assigns of the Parties as though named in this Agreement.

8.05 Further Assurances. Each Party shall perform all further acts and execute and deliver such further documents as may be necessary or as the other Party may reasonably require to implement or give effect to this Agreement.

8.06 Equitable Relief. Each Party acknowledges and agrees that the restrictions set forth in Article IV are reasonable and necessary to protect the legitimate interests of the other Party, and that the other Party would not have entered into this Agreement in the absence of such

restrictions, and that any breach or threatened breach of such Article will result in irreparable injury to the other Party for which there will be no adequate remedy at law. In the event of a breach or threatened breach of any of such Article by a Party, the other Party shall be authorized and entitled to obtain from any court of competent jurisdiction equitable relief, whether preliminary or permanent, specific performance and an equitable accounting of all earnings, profits and other benefits arising from such breach, which rights shall be cumulative and in addition to any other rights or remedies to which the Party may be entitled in law or equity. Each Party agrees to waive any requirement that the other Party (a) post a bond or other security as a condition for obtaining any such relief, and (b) show irreparable harm, balancing of harms, consideration of the public interest or inadequacy of monetary damages as a remedy. Nothing in this Section 8.06 is intended, or should be construed, to limit either Party's rights to equitable relief or any other remedy for a breach of any other provision of this Agreement.

8.07 Waiver. A Party's waiver of a breach of any term of this Agreement shall not constitute a waiver of any subsequent breach of the same or another term contained in the Agreement. A Party's subsequent acceptance of performance by the other Party shall not be construed as a waiver of a preceding breach of this Agreement other than failure to perform the particular duties so accepted.

8.08 Notices. All notices, demands, requests, consents, approvals, and other communications required or permitted to be given hereunder, or which are to be given with respect to this Agreement, shall be in writing and shall be deemed given (a) in the case of delivery by hand, when delivered by hand, (b) in the case of delivery by a standard overnight carrier, upon the date of delivery indicated in the records of such carrier; or (c) in the case of delivery by registered or certified mail, postage prepaid, with return receipt requested, three days after being deposited in the United States mail (in each case, refusal to accept delivery of notice shall be deemed to constitute delivery thereof), in each case if delivered to the Party to be notified at the address set forth below (or such other address as shall be designated by written notice; provided that notices of a change of address shall be effective only upon receipt thereof):

If to the Client: LAYC Career Academy Public Charter School, Inc.
 3500 14th Street, N.W.
 Attn: Principal
 Telephone: []
 Facsimile: []
 Email: []

If to LAYC: Latin American Youth Center
 1419 Columbia Road, N.W.
 Washington, DC 20009
 Attn: Lori Kaplan
 Telephone: []
 Facsimile: []
 Email: []

8.09 Entire Agreement. This Agreement and its schedules constitute the entire agreement between the Parties with respect to the subject matter of this Agreement. This

Agreement supersedes all prior and contemporaneous agreements, whether written or oral, with respect to the subject matter of the Agreement. In the event of any inconsistency between any schedule to this Agreement and this Agreement, the terms of this Agreement shall govern.

8.10 Amendment. No amendment of this Agreement shall be effective unless in writing signed by the Parties hereto.

8.11 Severability. If any provision of this Agreement is held unenforceable or invalid by a court of competent jurisdiction to any extent, the remaining provisions of this Agreement shall not be affected, that provision shall be enforced to the greatest extent permitted by law, and the Parties shall negotiate in good faith a replacement provision that achieves, as nearly as possible, the original intention of the Parties.

8.12 Headings and Construction. The wording of this Agreement shall be deemed to be the wording mutually chosen by the Parties and no rule of strict construction shall be applied against any Party. The article and section headings in this Agreement are for convenience of reference only, and will be given no substantive or interpretive effect. With respect to all terms used in this Agreement, words used in the singular include the plural, words used in the plural include the singular, and the use of any gender is applicable to all genders. The word "or" has the inclusive meaning represented by the phrase "and/or." The word "including" means "including, without limitation." Unless the context otherwise requires, references herein: (a) to Articles, Sections, and Schedules mean the articles of, sections of and the schedules attached to this Agreement; (b) to an agreement, instrument or other document means such agreement, instrument or other document as amended, supplemented and modified from time to time; and (c) to a statute or a regulation mean such statute or regulation as amended from time to time.

8.13 Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which taken together shall be deemed to constitute one and the same instrument. Delivery of an executed signature page of this Agreement by facsimile transmission or in PDF format via email shall be as effective as delivery of an original executed counterpart of this Agreement.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date first above written.

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL, INC.:

By:

By: _____

Name:

Title:

THE LATIN AMERICAN YOUTH CENTER, INCORPORATED:

By:

By: _____

Name:

Title:

Schedule 1

SERVICES

1. Operations and Facilities Management. LAYC shall determine operating procedures, standards of operation and quality of service, and shall be responsible for managing the maintenance and physical appearance of the School, technology purchases and maintenance, supply purchases, food services, and other contracts expressly agreed upon by both parties.
2. Human Resources. LAYC shall develop the process for evaluation of employees and benefits, employee policy and procedure manuals, and compensation plans for the School's employees. LAYC also shall manage the School's payroll and benefits as well as relationships with consultants and specialists and professional development programs. Finally, LAYC will screen applicants for open positions and send qualified candidates to the Principal for interviews.
3. Accounting and Financial Management. LAYC shall provide the school with accounting and finance support by creating systems for record keeping, billing, collections, preparation of financial statements, auditing, and purchasing. LAYC will prepare the School's annual budget and related documents and establish and maintain accurate books of account in accordance with generally accepted accounting principles.
4. Information Technology ("IT") and Data Management. LAYC shall provide IT and data management services related to enrollment, attendance, and student and school performance measurement. LAYC's IT staff will set up systems and provide on-going support for the School and data evaluation staff will set up and refine measurement and reporting systems for the School and its pupils
5. Development and Fundraising. LAYC shall manage development and fundraising efforts, including grant stewardship, and donor cultivation and communications and events coordination.
6. Accreditation Requirements. LAYC shall use its reasonable best efforts to obtain and maintain accreditation or approval from relevant accrediting or regulatory agencies as required by law or as reasonably requested by the Client.
7. Reports to the Client. LAYC shall deliver to the Client management reports and financial statements pertaining to the management, operation and maintenance of the School, the content and frequency of which shall be agreed upon by the Parties.
8. Other Reports. LAYC shall assist the Client and Board of Trustees in preparing and submitting any periodic reports or filings that are required to be made by the School to the Office of the State Superintendent of Education, the Charter School Board, or any other governmental authority, including mandatory obligations to provide student data to the Statewide Longitudinal Education Database or other similar databases.
9. Other Actions. LAYC shall take such other actions as may be agreed by the Parties.

J-8: Property Lease

LEASE

THIS LEASE is made this ___ day of December, 2008 by and between **Cavalier Apartments, LP**, a District of Columbia limited partnership (the "Landlord"), and **Latin American Youth Center, Inc.**, a District of Columbia non-profit corporation, as "Tenant."

WITNESSETH:

ARTICLE I PREMISES

1.1 Landlord, for and in consideration of the rents, covenants and agreements hereinafter reserved, mentioned and contained on the part of Tenant, its successors and assigns, to be paid, kept, observed and performed, by these presents does hereby lease rent, let and demise unto Tenant, and Tenant does hereby take and hire, upon and subject to the terms, provisions, covenants, conditions and limitations hereof, the premises known as **3500-A,B 14th Street, Washington, District of Columbia**, and shown outlined in green on the plan attached hereto as Exhibit "A" and made a part hereof, being a storefront hereby deemed to contain approximately **3,841 square feet** of gross leasable area (said premises being hereinafter called the "Premises"), and being part of Cavalier Apartments (the "Development"). The foregoing approximation of square footage shall in no way affect the Rent hereunder should any variance be found to exist between the approximation and the actual square footage.

1.2 Tenant's use and occupancy of the Premises shall include the non-exclusive right, in common with Landlord and all others to whom Landlord has or may hereafter grant rights, to use and permit its visitors to use such Common Areas (as defined in Section 8.1 hereof) (including, but not limited to the, delivery passages, truck loading areas, access and egress roads, walkways, sidewalks and landscaped and planted areas. The Common Areas shall not be used for solicitation purposes, distribution of handbills or other advertising material, demonstrations, or any other activities that would, in Landlord's judgment, interfere with the use of such Common Areas or with the conduct of business within the Development or with, the rights of any tenants of the Development.

ARTICLE II TERM

2.1 The Lease Term shall be for **five (5) years** ("Term"). The Lease Term shall commence on the date that Landlord delivers possession of the Premises to Tenant ("Lease Commencement Date"). It is presently anticipated that the Premises will be delivered to Tenant on or about **March 1, 2009** ("Anticipated Occupancy Date"). If the Lease Commencement Date is not the first day of a month, then the Lease Term shall be extended to include the partial month in which the Lease Commencement Date occurs. The date on which the Lease Term expires shall be the "Lease

Expiration Date". Tenant shall have the option (the "Five Year Option") to renew the lease for one five (5) year renewal term (the "Renewal Term") by delivering to Landlord written notice of its intention to exercise such option at least ninety (90) days prior to the Lease Expiration Date. Fixed Minimum Rent (as defined herein) during such Renewal Term shall be as set forth in Section 3.3 hereof. All other provisions of this Lease shall remain the same during the Renewal Term, except that Tenant shall have no further renewal option.

2.2 If Landlord is unable to give possession of the Premises on or about the Anticipated Occupancy Date by reason of the holding over or retention of possession of any tenant or occupant, or if repairs, improvements or decorations to the Premises or to the Development are not completed, or for any other reason, Landlord shall not be subject to any liability for the failure to give possession on the Anticipated Occupancy Date. Under such circumstances the rent reserved and covenanted to be paid herein shall not commence until thirty (30) days after the Landlord Delivery Date (as defined herein), and no such failure to give possession on the Anticipated Occupancy Date shall in any other respect affect the validity of this Lease or the obligations of Tenant hereunder, nor shall the same be construed in any way to extend the Term of this Lease. If permission is given to Tenant to possess the Premises prior to the Lease Commencement Date, Tenant covenants and agrees that such occupancy shall be deemed to be under all the terms, covenants, conditions and provisions of this Lease, except for the Rent. Tenant agrees to be open to the public within thirty (30) days after the Lease Commencement Date.

2.3 Promptly after the Lease Commencement Date and the Rent Commencement Date are ascertained, Landlord and Tenant shall execute a certificate substantially in the form of Exhibit "C" attached hereto and incorporated herein for all purposes affirming the Lease Commencement Date, the Rent Commencement Date and the Lease Expiration Date.

ARTICLE III RENT

3.1 Tenant covenants and agrees to pay to Landlord, or its designee, rent at Cavalier Apartments LP, 3500 14th Street NW, Washington, District of Columbia 20010 without notice or demand and without abatement, deduction or setoff, in funds drawn on a member bank of the Federal Reserve System, Fifth District. In the event that two (2) or more checks are returned by Tenant's bank, or in the event Tenant fails to make any payment of rent within ten (10) days of such payment's due date, Landlord shall have the right, at Landlord's option, to require that any or all subsequent payments be made by certified funds or cashier's check.

3.2 Minimum Rent: Tenant shall pay in advance, on the first day of each calendar month, annual minimum rent of **Ninety Five Thousand and 00/100 Dollars (\$95,000.00)** (hereinafter called the "Fixed Minimum Rent") for the first Lease Year in equal monthly installments in the amount of **Seven Thousand Nine Hundred Sixteen and 67/100 Dollars (\$7,916.67)**. Such Fixed Minimum Rent (and the monthly installments thereof) shall be adjusted annually pursuant to Section 3.3 hereof. The first payment shall be made upon the execution of this Lease by Tenant, and the second and subsequent monthly payments shall be made on the first day of each and every calendar month (beginning with the second month) from and after the Rent

Commencement Date. The Rent Commencement Date shall be thirty (30) days after a building inspection is completed by the District of Columbia and the Landlord delivers possession of the Premises to Tenant ("the Landlord Delivery Date"). If the Rent Commencement Date begins on a day other than the first day of a month or if the term of this Lease terminates on other than the last day of a month, the Fixed Minimum Rent for such first or last month of the term of this Lease, as the case may be, shall be prorated on the basis of the actual number of days the term of this Lease is in effect during such month and shall be payable in advance.

3.3 During the Term and the Renewal Term, if any, the Fixed Minimum Rent shall escalate on each annual anniversary of the Lease Commencement Date in an amount equal to three percent (3%) of the Fixed Minimum Rent during the preceding Lease Year.

3.4 The term "Lease Year" shall mean each period of twelve (12) consecutive calendar months commencing on the Lease Commencement Date, except that if the Lease Commencement Date is not the first day of a month, then the first Lease Year shall commence on the Lease Commencement Date and shall continue for the balance of the month in which the Lease Commencement Date occurs, and for a period of twelve (12) calendar months thereafter and subsequent Lease Years shall commence on the day following the last day of the preceding Lease Year. The term "Partial Lease Year" shall mean any period of less than twelve (12) calendar months during the last Lease Year of the Lease if the Lease Expiration Date occurs prior to the end of a full Lease Year.

ARTICLE IV SECURITY DEPOSIT

4.1 Tenant agrees to pay Landlord at the signing of this Lease **Seven Thousand Nine Hundred Sixteen and 67/100 Dollars (\$7,916.67)** ("Security Deposit") as security for compliance with the terms of this Lease. Upon the occurrence of any Event of Default by Tenant, Landlord may, from time to time in its sole discretion, without prejudice to any other remedy, use and apply the Security Deposit to the extent necessary to make good any arrearages of rent and any other damage, injury, expense or liability suffered by Landlord by such Event of Default. Following any such application at the Security Deposit, Tenant, within five (5) business days after notice thereof, shall pay to Landlord as additional rent the amount so applied in order to restore the Security Deposit to its original amount. No later than forty-five (45) days after the Lease Expiration Date Landlord shall return said Security Deposit to Tenant, without interest, less such portion of the Security Deposit, if any, as Landlord shall have used to satisfy Tenant's obligations under this Lease. If Landlord transfers the Security Deposit to any transferee of the Development or Landlord's interest therein, then said transferee shall be liable to Tenant for the return of the Security Deposit, and Landlord shall be released from all liability for the return of the Security Deposit. The holder of any mortgage shall not be liable for the return of the Security Deposit unless such holder actually receives the Security Deposit. If an Event of Default under this Lease shall occur more than two (2) times within any twelve-month period, irrespective of whether or not such Event of Default is cured, then, without limiting Landlord's other rights and remedies provided for in this Lease or at law or equity, the Security Deposit shall automatically be increased by an amount equal to two (2) times the original Security Deposit, which shall be paid by Tenant to Landlord within ten (10) days of Landlord's demand therefore.

ARTICLE V USE OF THE PREMISES AND OPERATION OF BUSINESS

5.1 Permitted Use: Tenant will use and occupy the Premises solely for the following express use(s) and purpose(s) and for no other use or purpose: **holistic training, education and support center for job skills and life skills training, job placement services, GED preparation, and support services for out-of-school youth** and for no other use ("Permitted Use"). Tenant shall not change or modify such Permitted Use in any manner whatsoever. Tenant acknowledges and agrees that the Permitted Use of the Premises has been precisely defined to achieve a balanced and diversified group of tenants, merchandise and services at the Development. Accordingly, it is understood and agreed that without Landlord's prior written consent, Tenant shall not sell any products, offer any services or undertake any line of business that is not in conformity with the Permitted Use of the Premises. Tenant will not use or occupy the Premises for any unlawful purpose or that would violate Tenant's certificate of occupancy, or for any purpose that would constitute a nuisance or unreasonable annoyance to Landlord or any other tenants of the Development, and Tenant will comply with all present and future laws, ordinances, regulations, and orders of the United States of America, the state in which the Development is located, and any other public or quasi-public authority having jurisdiction over the Development. Tenant shall obtain, at Tenant's sole expense, any initial certificate of occupancy and/or any other permits, approvals and licenses required at the time of the commencement of the Lease Term. Any amended or substitute certificate of occupancy necessitated by Tenant's particular use of the Premises or any alterations made by Tenant in the Premises shall be obtained by Tenant at Tenant's sole expense. Tenant shall obtain and keep current such certificates, permits, approvals and licenses at Tenant's own expense and shall promptly deliver a copy thereof to Landlord.

5.2 Trade Name: Tenant will conduct business in the Premises in the trade name of **WISE – Latin American Youth Center**. Tenant shall not change or modify such trade name or use any other trade name without the prior written approval of Landlord.

5.3 Operation of Business: Tenant agrees (1) except as herein otherwise provided, to continuously and uninterruptedly occupy and use the entire Premises during the entire Term and any Renewal Term(s) for the uses herein specified (without consideration of the profitability of the business) and to conduct Tenant's business therein in a reputable manner; (2) to keep and maintain the Premises and Tenant's personal property and signs therein or thereon and the exterior and interior portions of all windows, doors and all other glass or plate glass in a neat, clean, sanitary and safe condition and good repair, promptly replacing any glass that is broken or cracked; (3) to apply for, secure, maintain and comply with all licenses or permits which may be required for the conduct by Tenant of the business herein permitted to be conducted in the Premises and to pay, if, as and when due, all license and permit fees and charges of a similar nature in connection therewith; (4) neither to solicit business nor to distribute advertising matter in the parking or other Common Areas or facilities of the Development except as permitted in writing by Landlord; (5) not to conduct any auction, distress, fire or bankruptcy sale or any going-out-of-business sale (whether real or fictitious); (6) not to represent or advertise that it regularly or customarily sells merchandise at manufacturer's, distributor's, wholesale, warehouse, discount, fire sale, bankruptcy sale or similar prices other than at retail, but nothing contained herein shall

restrict Tenant from determining the selling price of its own merchandise or preclude t conducting of periodic seasonal, promotional or clearance sales; (7) not to conduct any catalogue, telephone or mail-order sales in or from the Premises except of merchandise permitted pursuant to Article V of this Lease; and (8) not to park or permit to be parked any of Tenant's trucks, employee vehicles or any of Tenant's delivery vehicles in the parking areas and not to load or unload, or permit to be loaded or unloaded, any trucks or delivery vehicles in any portion of the Development other than in places designated for such purposes by Landlord.

ARTICLE VI ENVIRONMENTAL COVENANTS

6.1 The following environmental covenants shall apply:

- (a) Tenant, its employees, agents, contractors and invitees shall, at Tenant's own expense, comply with all Environmental Laws, as herein defined, in connection with its use and occupancy of the Premises or the Development and shall obtain, maintain and comply with all necessary environmental permits, approvals, registrations and licenses.
- (b) Tenant, its employees, agents, contractors and invitees shall not use, generate, release, manufacture, treat, refine, produce, process, store, dump or dispose of any Hazardous Substance, as herein defined, on, under, or about the Premises or the Development, or transport to or from the Premises or the Development any Hazardous Substances. Notwithstanding anything to the contrary contained in this ARTICLE VI, Tenant may use and store within the Premises such reasonable quantities of normal office products as are used by Tenant in the ordinary course of its business operations and which are customarily found in first-class offices or retail space; provided such reasonable quantities and use do not constitute a danger to the health of individuals or a danger to the environment and which are used, stored and disposed of in accordance with all applicable Environmental Laws.
- (c) Tenant shall provide Landlord with copies of any environmental audit prepared by or for Tenant with respect to the Premises and any report(s) or filing(s) made by Tenant with any Authority.
- (d) Tenant shall promptly provide to Landlord all information regarding the use, generation, storage, transportation, or disposal of Hazardous Substances at the Premises that is requested by Landlord.
- (e) Tenant shall immediately notify Landlord in writing of any release or discharge of any Hazardous Substance, whether or not the release is in quantities that would require under law the reporting of such release to a governmental or regulatory agency.
- (f) Tenant shall also immediately notify Landlord in writing of, and shall contemporaneously provide Landlord with a copy of:

- (i) Any written notice of a violation, or a potential or alleged violation, of any Environmental Law that is received by Tenant or any subtenant or other occupancy of the Premises from any governmental or regulatory agency;
- (ii) Any notice of a violation, or a potential or alleged violation, of any Environmental Law that is received by Tenant or any subtenant or other occupant of the Premises from any governmental or regulatory agency;
- (iii) Any inquiry, investigation, enforcement, cleanup, removal, or other action that is instituted or threatened by a governmental or regulatory agency against Tenant or any subtenant or other occupant of the Premises and that relates to the release or discharge of Hazardous Substances on or from the Premises;
- (iv) Any claim that is instituted or threatened in writing by any third party against Tenant or any subtenant or other occupant of the Premises and that relates to any release or discharge of Hazardous Substance on or from the Premises; and
- (v) Any notice of the loss of any environmental operating permit by Tenant or any subtenant or other occupant of the Premises.
- (g) Upon Landlord's request, Tenant agrees to grant Landlord reasonable access at reasonable times to (1) inspect the Premises, (2) enter upon the Premises to conduct tests and investigations and take samples to determine whether Tenant is in compliance with the provisions of this ARTICLE VI, or as otherwise necessary and (3) request lists of all Hazardous Substances used, stored or located on the Premises. The cost of all such inspections, tests and investigations shall be borne by Tenant.
- (h) -Tenant's obligations and liabilities under this ARTICLE VI shall survive the expiration or early termination of the Lease. For purposes of this ARTICLE VI, the term "Development" shall include the Land.

6.2 Except to the extent caused by Landlord's negligence or willful misconduct, Tenant shall indemnify, defend, protect and hold harmless Landlord, the manager of the Development, and their respective officers, directors, trustees, beneficiaries, shareholders, partners, agents and employees from all fines, suits, procedures, claims, and actions of every kind, and all reasonable costs associated therewith (including, without limitation, reasonable attorneys' and consultants' fees and the costs of investigation and settlement of any claims) arising out of or in any way connected with (1) any deposit, spill, discharge, or other release of Hazardous Substances which arises at any time from Tenant's, its employees', agents', contractors', or invitees' use or occupancy of the Premises or the Development, or (2) from its failure to provide all information, make all submissions and take all steps required by all Authorities under the Environmental Laws and (3) Tenant's, its employees', agents', contractors' or invitees' breach of this Article VI, whether or not Tenant has acted negligently with respect to such Hazardous Substances.

6.3 As used in this ARTICLE VI, the term "Hazardous Substances" means:

- (a) any substance designated pursuant to Section 311 (b)(2)(A) of the Federal Water Pollution Control Act;
- (b) any element, compound, mixture solution or substance designated pursuant to Section 102 of the Comprehensive Environmental Response, Compensation and Liability Act;
- (c) any hazardous waste having the characteristics identified under or listed pursuant to Section 3001 of the Solid Waste Disposal Act;
- (d) any toxic pollutant listed under Section 307(a) of the Federal Water Pollution Control Act;
- (e) any hazardous air pollutant listed under Section 112 of the Clean Air Act;
- (f) any imminently hazardous chemical substance or mixture with respect of which the Administrator of the United States Environmental Protection Agency has taken action pursuant to Section 7 of the Toxic Substances Control Act; and
- (g) any substance, waste or other material considered hazardous, dangerous or toxic under any state, local or federal law, code, ordinance or regulation.
- (h) petroleum and petroleum products, including crude oil or any fraction thereof, which is not specifically listed or designated as a Hazardous Substance under Section 6.3 (a) through (g) of this ARTICLE VI, as well as natural gas, natural gas liquids, liquefied natural gas and synthetic gas usable for fuel and mixtures of natural gas and such synthetic gas.

6.4 As used in this ARTICLE VI, the term "Environmental Laws" shall mean and refer to the entirety of the federal acts, portions of which are referenced in Section 6.3, and all other federal and all state and local laws, codes, ordinances, rules regulations, and directives governing the discharge, emission or disposal of any pollutant in, to or from the Premises or the Development or other premises or the environment and prescribing methods for storing, handling or otherwise managing Hazardous Substances and wastes including, but not limited to, the then current versions of the following federal statutes, their state analogs, and the regulations implementing them: The Resource Conservation and Recovery Act (42 U.S.C. 6901 et seq.), the Comprehensive Environmental Response, Compensation and Liability Act (42 U.S.C. 9601 et seq.), the Clean Water Act (33 U.S.C. 1251 et seq.), the Clean Air Act (42 U.S.C. 7401 et seq.), and the Toxic Substances Control Act (15 U.S.C. 2601 et seq.).

6.5 Landlord warrants to Tenant that the Premises has been constructed and is in compliance with any applicable Environmental Law building code, regulation or ordinance in effect on the Lease Commencement Date. In addition and notwithstanding the provisions of this Lease, the Landlord warrants to Tenant that the Premises, upon the Lease Commencement Date, will be free of all Hazardous Substances, and Landlord agrees that if any such Hazardous Substances are thereafter discovered upon the Premises by Tenant and such Hazardous Substances were not placed thereon by Tenant or any agent, representative, employee or contractor of Tenant, then Landlord shall, at its sole cost and expense, remove said Hazardous

Substances from the Premises and repair any and all damages incurred by Tenant as a result of such removal. If it is determined that this warranty has been violated, then it shall be the obligation of Landlord, after receipt of written notice from Tenant setting forth the nature of the violation, to promptly, at Landlord's sole cost, correct the condition(s) constituting such violation.

ARTICLE VII LATE CHARGE

7.1 Tenant agrees to pay to Landlord, as additional rent, a late fee equal to two percent (2%) of any amount due for monthly Fixed Minimum Rent or other payments due hereunder if said payments have not been received by Landlord within ten (10) days of the due date. In addition, if Landlord does not receive such payment within thirty (30) days of such payment's due date, then such payment and late charge shall bear interest at the rate per annum equal to the greater of (i) ten percent (10%) per annum; provided, however, such rate is not usurious or (ii) the highest non-usurious rate permitted under the laws of the jurisdiction where the Development is located from the date such payment was due to the date of payment thereof. Such late charge and interest shall constitute additional rent due hereunder, shall be paid with the next monthly installment of Fixed Minimum Rent coming due hereunder, and shall be in addition to, and not in lieu of, all other rights and remedies provided to Landlord in this Lease, at law, or in equity.

ARTICLE VIII COMMON AREAS

8.1 Subject to Landlord's rights in this Section 8.1 during the Term, Landlord shall make available from time to time, and upon written notice to Tenant, in the Development such Common Areas as Landlord shall deem appropriate. "Common Areas" shall mean all areas and improvements now or hereafter existing, made available by Landlord for the common and joint use of Landlord, Tenant and other tenants and occupants of the Development, and their respective employees, agents, customers and invitees, which may include if provided, but shall not be limited to driveways, footways, walkways and all other areas in the Development now or hereafter constructed to be used in common by the tenants and/or customers of the Development. All Common Areas shall at all times be subject to such rules and regulations as Landlord may from time to time prescribe and Landlord shall at all times have full and exclusive control, management and direction of said Common Areas. Landlord shall further have the right (but shall not be obligated) (a) to police the Common Areas; (b) to close temporarily all or any portion of the facilities as may be required for proper maintenance and/or repair; and (c) to do and perform such other acts in and to such areas as Landlord, in the use of its business judgment, shall determine to be advisable. Upon prior written notice to Tenant, Landlord may from time to time change the location, layout and arrangement of the Common Areas, including but not limited to the parking areas, driveways and footways, and reduce them by erecting thereon store buildings or other structures or improvements of any kind, including but not limited to extensions to any buildings erected in the Development; provided, however, that the convenience of parking facilities available to Tenant's customers shall not be substantially prejudiced thereby.

ARTICLE IX ASSIGNMENT & SUBLETTING

9.1 Tenant shall not assign this Lease or any of Tenants rights or obligations hereunder, or sublet or permit anyone to occupy the Premises or any part thereof, without the prior written consent of Landlord which may be withheld in Landlord's absolute sole discretion, which consent shall not be unreasonably withheld or delayed. No assignment or transfer of this Lease may be effected by operation of law or otherwise without Landlord's prior written consent. The consent of Landlord to any assignment or subletting shall not be construed as a waiver or release of Tenant from liability for the performance of all covenants and obligations to be performed by Tenant under this Lease. The transfer, whether a single transfer or multiple transfers, of fifty percent (50%) or more of the ownership interests of Tenant within a twelve (12) month period shall be deemed equivalent to an assignment or subletting requiring consent of Landlord. Any attempted assignment or subletting made without Landlord's consent shall, at the option of Landlord, be deemed an Event of Default under this Lease. Landlord's acceptance or collection of rent from any assignee, subtenant or occupant shall not be construed (a) as a consent to or acceptance of such assignee, subtenant or occupant as a tenant, (b) as a waiver by Landlord of any provision hereof, (c) as a waiver or release of Tenant from liability for the performance of any obligation to be performed under this Lease by Tenant, or (d) as relieving Tenant or any assignee, subtenant or occupant from the obligation of obtaining Landlord's prior written consent to any subsequent assignment, subletting or occupancy. Tenant hereby assigns to Landlord any rent due from any assignee, subtenant or occupant of Tenant as security for Tenant's performance of its obligations pursuant to this Lease; provided, however, that Tenant shall have the right to collect such rent as long as Tenant is not in Event of Default under the terms of this Lease. Tenant authorizes each such assignee, subtenant or occupant to pay such rent directly to Landlord if such assignee, subtenant or occupant receives written notice from Landlord specifying that such rent shall be paid directly to Landlord. In the event of a Default by any assignee of Tenant or any successor of Tenant in the performance of any of the terms hereof, Landlord may proceed directly against Tenant without the necessity of exhausting remedies against such assignee or successor.

Landlord may consent to subsequent assignments or subletting of this Lease or amendments or modifications to this Lease with assignees of Tenant, without notifying Tenant, or any successor of Tenant, and without obtaining its or their consent thereto and such action shall not relieve Tenant of liability under this Lease. Tenant shall not mortgage this Lease without Landlord's consent, which consent may be granted or withheld in Landlord's reasonable discretion. All restrictions and obligations imposed pursuant to this Lease on Tenant shall be deemed to extend to any subtenant, assignee or occupant of Tenant, and Tenant shall cause such persons to comply with all such restrictions and obligations. Tenant shall pay to Landlord a **One Thousand and 00/100 Dollar (\$1,000.00)** processing fee (the "Processing Fee") as well as expenses (including reasonable attorneys' fees) incurred by Landlord in connection with Tenant's request for Landlord to give its consent to any assignment, subletting, occupancy or mortgage, whether or not Landlord consents thereto.

9.2 A corporate Tenant may, with the prior written consent of Landlord, which consent shall not be unreasonably withheld, conditioned or delayed, assign this Lease to its parent, subsidiary, affiliate, a corporation of which Tenant or Tenant's parent corporation owns in excess of fifty percent (50%) of the outstanding capital stock, corporation or other business entity into or with which Tenant shall be merged or consolidated, or to which substantially all of the assets of Tenant may be transferred, provided the same assignee assumes, in full, the obligations of

Tenant under this Lease, and such assignment shall not relieve Tenant of its obligations hereunder. Tenant shall not be required to pay the Processing Fee with respect to assignments of the Lease pursuant to this Section 9.2.

9.3 If at any time Tenant intends to assign, sublet or otherwise transfer all or part of the Premises or this Lease, then Tenant shall give written notice to Landlord ("Sublease Proposal Notice") of the area proposed to be assigned or sublet (the "Proposed Sublet Space") and the term for which Tenant desires to sublet the Proposed Sublet Space, the name of the proposed subtenant or assignee and such other information as Landlord shall reasonably request.

9.4 Except with respect to assignments of this Lease pursuant to Section 9.2, after receipt of Tenant's Sublease Proposal Notice, Landlord shall also have the right in its sole and absolute discretion, which consent shall not be unreasonably withheld or delayed, in addition to Landlord's rights in Section 9.1, to elect: (a) to consent to the proposed sublease or assignment, (b) to reject the proposed sublease or assignment, (c) to sublease the Proposed Sublet Space from Tenant for the term for which Tenant has proposed to sublet such space, or (d) to terminate this Lease with respect to the Proposed Sublet Space. Landlord shall exercise such right by sending Tenant written notice within thirty (30) days after Landlord's receipt of the Sublease Proposal Notice. If Landlord elects to sublease the Proposed Sublet Space from Tenant, such sublease shall be at the same Fixed Minimum Rent and additional rent as Tenant is obligated to pay for such space under this Lease and otherwise upon the same terms and conditions as are contained in this Lease, except that Landlord shall be entitled to sub-sublet the Proposed Sublet Space without Tenant's consent and without paying to Tenant any amount in excess of the rent and other charges payable to Tenant pursuant to its sublease with Landlord. If the Proposed Sublet Space does not constitute the entire Premises and Landlord elects to terminate this Lease with respect to the Proposed Sublet Space, then (1) Tenant shall tender the Proposed Sublet Space to Landlord on a date specified in Landlord's notice (which date shall not be more than sixty (60) days after the date of such notice) as if such specified date had been originally set forth in this Lease as the Lease Expiration Date with respect to the Proposed Sublet Space, and (2) as to all portions of the Premises other than the Proposed Sublet Space, this Lease shall remain in full force and effect except that the additional rent payable pursuant to ARTICLE III and the Fixed Minimum Rent payable pursuant to ARTICLE III shall be reduced pro rata. Tenant shall pay all expenses of construction required to permit the operation of the Proposed Sublet Space separate from the balance of the Premises. If the Proposed Sublet Space constitutes the entire Premises and Landlord elects to terminate this Lease, then (1) Tenant shall tender the Premises to Landlord on a date specified in Landlord's notice (which date shall not be more than sixty (60) days after the date of such notice), and (2) the Lease Term shall terminate on such specified date.

9.5 In the event Landlord does not exercise its rights to sublet the Proposed Sublet Space from Tenant or to terminate this Lease with respect thereto, Tenant shall be entitled to seek Landlord's consent to an acceptable assignee or subtenant for the Proposed Sublet Space, for a sublease term no longer than that set forth in the Sublease Proposal Notice, such consent shall be in Landlord's absolute sole discretion. Such consent or permission pursuant to Section 9.1 may be withheld if (a) the subtenant or assignee is of a character or engaged in a business which

is not in keeping with the standards of Landlord for the Development, (b) Tenant is in-Default under this Lease, (c) the Proposed Sublet Space is not regular in shape with appropriate means of ingress and egress and suitable for normal renting purposes, (d) in the reasonable judgment of Landlord, the assignee or sublessee does not have the financial capacity or experience to undertake the obligations of this Lease or the sublease, (e) such a sublease or assignment would violate any term or condition of any covenant or agreement of Landlord involving the Development, or any other tenant lease within the Development or (f) any other reason in Landlord's absolute sole discretion. In the event the assignment or sublease for the assignee or subtenant designated in Tenant's Sublease Proposal Notice (which assignment/sublease and assignee/subtenant are acceptable to and approved by Landlord) has not been executed by Tenant within one hundred fifty (150) days from the date of Tenant's Sublease Proposal Notice, Tenant shall not be entitled to enter into such assignment or sublease without first submitting a new Sublease Proposal Notice to Landlord and affording Landlord an opportunity to exercise its rights as set forth in Section 9.4, including its subletting or termination rights.

9.6 If any sublease, assignment or other transfer (whether by operation of law or otherwise and whether consented to or not) provides that the subtenant, assignee or other transferee is to pay any amount in excess of the rent and other charges due under this Lease (except rent or other payments received which are attributable to the amortization of the cost of leasehold improvements made to the sublet or assigned portion of the Premises by Tenant for the subtenant or assignee, and other reasonable expenses incident to the subletting or assignment, including standard leasing commissions), then whether such excess is in the form of an increased monthly or annual rent, a lump sum payment, payment for the sale, transfer or lease of Tenant's fixtures, leasehold improvements, furniture and other personal property, or any other form (and if the subleased or assigned space does not constitute the entire Premises, the existence of such excess shall be determined on a pro rata basis), then Tenant shall pay to Landlord fifty percent (50%) of any such excess as additional rent upon such terms as shall be specified by Landlord and in no event later than ten (10) days after Tenant's receipt thereof. Tenant expressly waives any right that it might have to retain such fifty percent (50%) of the excess pursuant to the provisions of section 365(f) of the Bankruptcy Code. Landlord shall have the right to inspect and audit Tenant's books and records relating to any sublease, assignment or other transfer. Any sublease, assignment or other transfer shall be effected on a form approved by Landlord.

9.7 Any sublease or assignment shall require Tenant and Sublessee/Assignee to execute Landlord's standard consent to Sublease or Consent to Assignment document.

ARTICLE X REPAIRS

10.1 Landlord at its sole expense shall keep and maintain the roof, the roof membrane, all Common Areas and other structural and exterior portions of the Premises (exclusive of doors, windows, glass, showcases and storefronts) in good repair, provided that any damage thereto shall not have been caused by Tenant's negligence or that of its agents, contractors, invitees or employees, in which event Tenant shall be responsible therefore and shall promptly repair such damage. Landlord at its own expense shall keep the outside of the Premises in a clean and orderly condition and in good condition and repair, including without limitation, painting, repair and

replacements to the roof and roof membrane and keep the Common Areas in good repair and clean and orderly condition and free of debris, properly lighted and landscaped and parking areas sealed and striped. The provisions of this Section 10.1 shall not apply in the case of damage or destruction by fire or other casualty or eminent domain in which event the obligations of Landlord shall be as set forth in ARTICLE XXV and ARTICLE XXVI. Except as provided in this Section 10.1, Landlord shall have no obligation or liability for repair or maintenance of the Premises, or any part thereof, nor shall Landlord be under any liability to repair, maintain or replace any electrical, plumbing, heating, air conditioning or other mechanical installation located in the Premises, nor shall Landlord be obligated to make any improvements of any kind in the Premises, or to make any repairs, replacements or improvements to any equipment, facilities or fixtures contained therein, all of which shall be the responsibility of Tenant as provided in Section 10.2. Notwithstanding the foregoing, Landlord at its own expense shall be responsible for the replacement of the electrical, plumbing, heating, air conditioning and other mechanical installations, except to the extent caused by Tenant's negligence.

10.2 Tenant, at Tenant's sole cost and expense, shall keep the interior of the Premises, including but not limited to all doors, windows and glass, electrical, plumbing, heating, air conditioning and other mechanical installations (excluding exterior components) and equipment in the Premises in clean, safe and sanitary condition and in good order and repair, including replacement thereof, and promptly replace any plate glass which may be broken or damaged with glass of like kind and quality and will suffer no waste or injury thereto, and quit and surrender the Premises at the expiration of the Term in as good condition as when received, except for ordinary wear and tear; provided, however, Tenant shall not be responsible for the replacement of the electrical, plumbing, heating, air conditioning and other mechanical installations unless caused by Tenant's negligence. Without limitation of the generality of the foregoing, Tenant, at Tenant's sole cost and expense, shall promptly make all repairs and replacements to (a) any pipes, lines, ducts, wires or conduits contained within the Premises, (b) Tenant's signs, (c) any heating, air conditioning, electrical, ventilating or plumbing equipment installed in the Premises, (d) all glass, window panes and doors, and (e) any other mechanical systems in the Premises. Tenant shall be responsible, at Tenant's sole cost and expense, for providing all janitorial, cleaning, pest and termite control services for the Premises. All such services shall be provided in accordance with standards customarily maintained for similar Developments and Tenant shall maintain, at Tenant's sole cost and expense, service contracts therefore. Tenant shall provide Landlord with a copy of a fully executed maintenance contract covering heating, ventilation and air conditioning equipment within the Premises and Tenant agrees to keep such contract in force during the Term of this Lease. Such contract shall be with a contractor licensed to do business in the jurisdiction in which the Development is located and approved by Landlord, which approval shall not be unreasonably withheld, conditioned or delayed, and shall cover all parts and labor. Tenant will not overload the electrical wiring and will not install any additional electrical wiring or plumbing unless it has first obtained Landlord's written consent thereto, which consent shall not be unreasonably withheld, conditioned or delayed, and if such consent is given, Tenant will install such wiring or plumbing at its own cost and expense. Tenant will repair promptly, at its own expense, any damage to the Premises or the Development caused by bringing into the Premises or the Development any property for Tenant's use or by the installation, use or removal of such

property, regardless of fault or by whom such damage shall be caused, unless caused by Landlord's, its agents', employees' or contractors' negligence or willful misconduct.

10.3 In the event Tenant shall not proceed promptly and diligently to make any repairs or perform any obligation imposed upon (in compliance with Housing and Urban Development (HUD) Real Estate Assessment Center (REAC) requirements) it by the preceding Sections within ten (10) days after receiving written notice from Landlord to make such repairs or perform such obligation (except in case of emergency, in which event no notice shall be required) (or, if such repairs or obligation cannot reasonably be performed within such ten (10) day period, and if Tenant fails to commence performance within such ten (10) day period and thereafter to pursue such performance diligently to completion), then and in such events Landlord may, at its option, enter the Premises and do and perform the things specified in said notice at Tenant's cost and expense, without liability on the part of Landlord for any loss or damage resulting from any such action by Landlord, and Tenant agrees to pay, as additional rent, promptly upon demand any reasonable cost or expense incurred by Landlord in taking such action, plus ten percent (10%) for overhead and administration.

10.4 In the event Landlord shall not proceed promptly and diligently to replace any obligation imposed upon it by the preceding Sections within ten (10) days after receiving written notice from Tenant to make such replacements or perform such obligation (except in case of emergency, in which event no notice shall be required) (or, if such replacement or obligation cannot reasonably be performed within such ten (10) day period, and if Landlord fails to commence performance within such ten (10) day period and thereafter to pursue such performance diligently to completion), then and in such events Tenant may, at its option, perform the things specified in said notice at Landlord's cost and expense, without liability on the part of Tenant for any loss or damage resulting from any such action by Tenant, and Landlord agrees to pay, promptly upon demand any reasonable cost or expense incurred by Tenant in taking such action. If Landlord fails to reimburse Tenant as aforesaid within thirty (30) days of written request therefor, then Tenant shall have the right to offset the cost of any such work against rent or other charges falling due from time to time under this Lease.

ARTICLE XI UTILITIES

11.1 Tenant, at its own expense, shall arrange with the appropriate utility companies for the provision of any and all utilities. Tenant shall pay promptly when due the charges for all utility services rendered or furnished to the Premises, including, without limitation, heat, water, sewer, telephone, gas and electricity (whether by meter or sub-meter). Landlord will provide and maintain the necessary mains and electrical conduits to bring water, gas and electricity to the perimeter of the Premises. Under no circumstances shall Landlord be liable to Tenant in damages or otherwise (a) if any utility shall become unavailable from any public utility company, public authority or any other person or entity supplying or distributing such utility, or (b) for any interruption in service of electricity, water, sewer, gas, heat, ventilation, telephone or air conditioning caused by fire, accidents, strikes, breakdowns, necessary maintenance, alterations, repairs, scarcity of labor materials, acts of God or any other causes, except to the extent such interruption in service is caused by the negligence or willful misconduct of Landlord or its agents

or employees; and the foregoing shall not constitute a termination of this Lease or an actual or constructive eviction and shall not entitle Tenant to terminate this Lease or to an abatement of rent payable hereunder. Notwithstanding the foregoing, in the event that any utility service to the Premises is interrupted, curtailed, suspended, impaired or terminated for a period of seventy-two (72) or more consecutive hours, and such interruption, curtailment, suspension, impairment or termination renders the Premises untenable, Tenant shall be entitled to an abatement of all Fixed Minimum Rent and charges payable by Tenant under this Lease until service is restored.

11.2 If permitted by law, Landlord shall have the right at any time and from time to time during the Lease Term to either continue to contract for service from the current utility service provider or contract for service from a different company or companies providing utility service each such company shall hereinafter be referred to as an "Alternate Service Provider". Tenant shall cooperate with Landlord, the utility service provider, and any Alternate Service Provider at all times and, as reasonably necessary, shall allow Landlord, utility service provider, and any Alternate Service Provider reasonable access to the Development's pipes, electric lines, feeders, risers, wiring, and any other machinery located within the Premises. Except to the extent caused by Landlord's or its agent's or employee's gross negligence or willful misconduct, Landlord shall in no way be liable or responsible for any loss, damage, or expense that Tenant may sustain or incur by reason of any change, failure, interference, disruption, or defect in the supply or character of the utility service furnished to the Premises, or if the quantity or character of the service supplied by the utility service provider or any Alternate Service Provider is no longer available or suitable for Tenant's requirements, and no such change, failure, defect, unavailability, or unsuitability shall constitute an actual or constructive eviction, in whole or in part, or entitle Tenant to any abatement or diminution of rent, or relieve Tenant from any of its obligations under the Lease.

ARTICLE XII TENANT'S TAXES

12.1 Tenant shall pay before delinquency any business, rent or other taxes that are now or hereafter levied, assessed or imposed upon Tenant's use or occupancy of the Premises, the conduct of Tenant's business at the Premises, or Tenant's equipment, fixtures, furnishings inventory or personal property. If any such taxes are enacted, changed or altered so that any of such taxes are levied against Landlord, or the mode of collection of such taxes is changed so that Landlord is responsible for the collection or payment of such taxes, then Tenant shall pay as additional rent due hereunder the amount of any and all such taxes.

ARTICLE XIII COMPLIANCE WITH LAWS

13.1 Tenant shall comply with all present and future laws, rules, regulations, orders, directions and requirements of all governmental departments, bodies, bureaus, agencies and officers, and with all rules, directions, requirements and recommendations of fire departments, the local board of fire underwriters and other fire insurance rating organizations for the area in which the Development is situated, pertaining to the Premises or the use and occupancy thereof, including the making of such alterations, modifications and improvements as may be so required; provided, however, Tenant shall not be obligated to perform any work on or about the Premises

which is structural in nature or which would otherwise be Landlord's obligation under this Lease or at law. In the event Tenant shall fail or neglect to comply with any of the aforesaid laws, rules, regulations, orders, directions, requirements or recommendations, Landlord or its agents may enter the Premises and take all such action and do all such work in or to the Premises as may be necessary in order to comply with such laws, rules, regulations, orders, directions, requirements or recommendations, and Tenant shall reimburse Landlord promptly upon demand for the expense incurred by Landlord in taking such action and performing such work. Tenant shall not knowingly do or suffer to be done, or keep or suffer to be kept, anything in, upon or about the Premises which will contravene Landlord's policies insuring against loss or damage by fire or other hazards, including but not limited to public liability, or which will prevent Landlord from procuring such policies in companies reasonably acceptable to Landlord; and if anything knowingly done, omitted to be done or suffered to be done by Tenant, or kept or suffered by Tenant to be kept in, upon or about the Premises shall cause the cost of fire or other insurance on the Premises or other property of Landlord in the Development, in companies reasonably acceptable to Landlord, to be increased, Tenant will pay the amount of such increase promptly upon Landlord's demand.

13.2 Tenant shall also make such alterations, modifications, additions, installations or improvements to the Premises as may be required for the safety and health of Tenant's employees pursuant to the Williams-Steiger Occupational Safety and Health Act of 1970 (OSHA), as the same may be amended or implemented from time to time; but no such alterations, modifications, additions, installations or improvements, or any other alteration, modification, addition, installation or improvement Tenant may wish to make, shall be made unless Landlord shall first have given written approval of the plans and specifications therefore, and shall have been protected, to Landlord's satisfaction, against any cost or damage incident thereto, and unless Tenant shall first have secured all necessary building and other permits; and all thereof, when made, shall become the property of Landlord and shall remain upon and be surrendered with said Premises as a part thereof at the end of the Term of this Lease. Landlord agrees that it will not unreasonably withhold its consent to any such alterations, modifications, additions, installations or improvements. If Tenant should make any thereof without Landlord's consent, Tenant hereby agrees to indemnify Landlord from any liability, which may devolve upon Landlord as a consequence thereof.

ARTICLE XIV NUISANCES

14.1 Tenant shall not permit any objectionable noise, loitering, offensive odors and sounds to be emitted from the Premises, nor do or permit anything tending to create a nuisance or to disturb any other tenants of the Development or occupants of neighboring property, nor do anything tending to injure the reputation of the Development.

ARTICLE XV REMODELING AND ALTERATIONS

15.1 Tenant accepts the Premises in its "AS IS" condition. Landlord is under no obligation to make any structural or other alterations, decorations, additions, improvements, renovations or

other changes (collectively "Alterations") in or to the Premises except as set forth in Exhibit "B" or otherwise expressly provided in this Lease.

15.2 Tenant shall not alter or in any way change the exterior of the Premises. Tenant may, at its expense, make such non-structural alterations and improvements to the interior of the Premises and install interior partitions as may be required for the conduct of its business; provided, however, that the written approval of Landlord is first obtained for any alterations and improvements costing more than \$25,000.00 in the aggregate during any twelve (12) month period of the Lease Term, the improvements and alterations are done in a workmanlike manner and the work is done in conformance with all building codes, laws, rules and regulations of governmental agencies or authorities and is in no way harmful to the structure of the Premises; and provided further that, if Landlord so requests in writing at least thirty (30) days prior to the expiration of the Term of this Lease or any renewal or extension thereof the time it grants its approval for the alternation or improvement, Tenant shall, at its expense and immediately prior to such expiration, restore the Premises, including without limitation walls, ceilings and floors, to their condition immediately prior to the making by Tenant of such improvements and alterations, and otherwise restore the Premises to its original condition as received, reasonable wear and tear excepted. Landlord's approval of any alterations and improvements shall create no liability or responsibility on the part of Landlord for their completeness, design sufficiency, or compliance with all codes, laws, rules or regulations of governmental agencies or authorities.

15.3 Any trade or lighting fixtures and/or equipment placed in or upon the Premises by Tenant shall remain Tenant's property, with the right to remove the same at any time; provided, however, that Tenant is not in Default under any provisions of this Lease and that Tenant shall repair any damage to the Premises occasioned by such removal. Tenant agrees to install all show cases and sales fixtures in the sales space of the Premises so that all fixtures and equipment visible to store customers are neat, clean and attractive in appearance.

15.4 Landlord shall, at its option, have the right to remodel or alter the exterior of the Development including the store front of the Premises and Tenant grants Landlord permission to temporarily remove Tenant's signs (provided Landlord installs temporary signage at Landlord's cost and expense) and perform any other action which Landlord deems appropriate for such remodeling or alterations.

15.5 Landlord shall be responsible for causing the Premises to comply with Title III of the Americans with Disabilities Act of 1990, as amended ("ADA"). Landlord shall be responsible for causing the Common Areas to comply with the ADA; provided, however if Tenant makes any Alterations to the Premises which causes the Common Areas not to comply with the ADA, then Tenant shall be responsible for the cost of making all Alterations to the Common Areas of the Development required to correct such non-compliance. Tenant and Landlord acknowledge and agree that Landlord shall have full benefit of all rules, regulations and guidelines promulgated under the ADA, such as the guidelines which require a landlord only to make those alterations which are readily achievable.

ARTICLE XVI MECHANIC'S LIENS

16.1 Tenant covenants not to suffer or permit any mechanic's or materialmen's liens (or a petition to establish such lien) or other similar liens to be filed against the Premises, the fee estate or any leasehold interest in the Development or any part thereof by reason of work, labor, services or materials supplied or claimed to have been supplied to Tenant or anyone holding the Premises or any part thereof through or under Tenant. If any such lien shall at any time be filed, Tenant shall, within thirty (30) days after receiving notice of the filing thereof, cause the same to be discharged of record by payment, deposit, bond, order of a court of competent jurisdiction or otherwise. Tenant shall also defend on Landlord's behalf and at Tenant's sole cost and expense any action, suit or proceeding for the enforcement of any such lien, and Tenant shall pay as additional rent any damages and satisfy and discharge any judgment entered thereon and indemnify and save Landlord harmless from any fees, costs, expenses, claims or damages resulting therefrom.

ARTICLE XVII ROOF AND WALLS

17.1 Landlord shall have the exclusive right to use all or any part of the roof and side walls of the Premises and the Development for any purpose, to erect additional stores or other structures over or adjacent to all or any part of the Premises or the Development, and to erect and maintain in connection with the construction thereof temporary scaffolds and other aids to construction on the exterior of the Premises or the Development; provided, that access to the interior of the Premises shall not be denied.

ARTICLE XVIII INDEMNITY

18.1 Except to the extent caused by Landlord's, its employees' or agents' gross negligence or willful misconduct, or as otherwise set forth in this Lease, Landlord, its employees and agents shall not be liable to Tenant its employees, agents, invitees or any other person or entity claiming through Tenant for any damage (including indirect and consequential damage), injury, loss or claim (including claims for the interruption of or loss to business) based on or arising out of any cause whatsoever, including without limitation the following: (a) repair to any portion of the Premises or the Development; (b) interruption in the use of the Premises or any equipment therein; (c) any accident or damage resulting from any use or operation (by Landlord, Tenant or any other person or entity) of elevators or heating, cooling, electrical, sewerage or plumbing equipment or apparatus; (d) termination of this Lease by reason of damage to the Premises or the Development; (e) fire, robbery, theft, vandalism, mysterious disappearance or any other casualty; (f) actions of any other tenant of the Development or of any other person or entity; (g) failure or inability of Landlord to furnish any utility or service specified in this Lease; and (h) leakage in any part of the Premises or the Development, or from water, rain, ice or snow that may leak into, or flow from, any part of the Premises or the Development, or from drains, pipes or plumbing fixtures in the Premises or the Development. Landlord shall not be liable in damages, nor shall this Lease be affected, for conditions arising or resulting from the construction of contiguous premises, which may affect the Development of which the Premises are a part. Landlord assumes no liability or responsibility whatsoever with respect to the conduct and operation of the business to be conducted in the Premises. If any employee of Landlord receives any package or article delivered for Tenant, then such employee shall be acting as Tenant's

agent for such purpose and not as Landlord's agent. For purposes of this ARTICLE XVIII, the term "Development" shall be deemed to include the Land. Notwithstanding the foregoing provisions of this Section, Landlord shall not be released from liability to Tenant for any physical injury to any natural person caused solely by Landlord's or its employees' or agents' gross negligence or willful misconduct except to the extent covered by ARTICLE XIX of this Lease.

18.2 Tenant shall indemnify and hold Landlord, its employees and agents harmless from and against all costs, damages, claims, demands, liabilities, fines, suits, actions, proceedings, orders, decrees, judgments, expenses and damages of any kind and nature (including without limitation reasonable attorneys' fees and the costs of investigation and settlement of any claims) asserted by or on behalf of any person, entity or governmental authority against Landlord, directly or indirectly, based on or arising out of (a) Tenant's use and occupancy of the Premises or the business conducted by Tenant therein, (b) any act or omission of Tenant or any employee, agent, or invitee of Tenant in or on the Premises or the Development, and (c) any accident, injury or damage whatsoever to any person, or the property of any person, occurring in or on the Premises or the Development unless the same was caused by the negligence or willful misconduct of Landlord, its employees or agents.

18.3 Tenant and all those claiming by, through or under Tenant shall store their property in and shall occupy and use the Premises and any improvements therein and appurtenances thereto and all other portions of the Development solely at their own risk, and Tenant and all those claiming by, through or under Tenant hereby release Landlord, to the full extent permitted by law, from all claims of every kind, including loss of life, personal or bodily injury, damage to merchandise, equipment, fixtures or other property, or damage to business or for business interruption arising, directly or indirectly, out of or from or on account of such occupancy and use or resulting from any present or future condition or repair thereof.

18.4 Landlord shall not be responsible or liable at any time to Tenant, or to those claiming by, through or under Tenant, for any loss of life, bodily or personal injury, or damage to property or business or for business interruption that may be occasioned by or through the direct acts, omissions or negligence of any other persons or any other tenants or occupants of any portion of the Development.

18.5 Landlord shall not be responsible or liable at any time for any defects, latent or otherwise, in any buildings or improvements in the Development or any of the equipment, machinery, utilities, appliances or apparatus therein, nor shall Landlord be responsible or liable at any time for loss of life or injury or damage to any person or to any property or business of Tenant, or those claiming by, through or under Tenant, caused by or resulting from the bursting, breaking, exploding, leaking, running, seeping, overflowing or backing up of water, steam, gas, sewage, snow or ice in any part of the Premises or the Development caused by or resulting from acts of God or the elements, or resulting from any defect or negligence by third parties in the occupancy, construction, operation or use of any buildings or improvements in the Development, including the Premises.

18.6 Tenant shall give prompt notice to Landlord in case of fire or other casualty or accidents in the Premises or in the Development of any defects therein or in any of its fixtures, machinery or equipment.

18.7 Tenant expressly acknowledges that all of the foregoing provisions of this Article XVIII shall apply and become effective from and after the Lease Commencement Date.

18.8 If any landlord hereunder transfers the Development or such landlord's interest therein, then such landlord shall not be liable for any obligation or liability based on or arising out of any event or condition occurring on or after the date of such transfer.

18.9 Intentionally Deleted.

ARTICLE XIX INSURANCE

19.1 Landlord agrees that it will keep the Development, including the Premises, insured for the full replacement cost thereof against loss due to fire and other property risks included in standard all risk coverage insurance policies, and covering loss of income from such property risk.

19.2 Throughout the Lease Term, Tenant shall insure the contents of the Premises, including, without limitation, alterations, decorations, furnishings, fixtures and equipment used or installed in the Premises by or on behalf of Tenant, and the other personal property of Tenant in the Premises, against loss due to fire and other property risks included in standard all risk coverage insurance policies, in an amount equal to the replacement cost thereof and covering loss of income from such property risk. All insurance carried by Tenant hereunder shall be primary and not contributing with any insurance carried by Landlord.

19.3 Landlord and Tenant agree that all insurance policies required to be carried pursuant to Section 19.1 hereof shall either permit or contain an express waiver of any right of recovery (by subrogation or otherwise) by the insurance company against Tenant, and that all insurance policies required to be carried pursuant to Section 19.2 shall either permit or contain an express waiver of any right of recovery (by subrogation or otherwise) by the insurance company against Landlord, its managing agent and any mortgagee of Landlord. Each party hereby waives any and every right or cause of action for any and all loss of, or damage to, any of its property (whether or not such loss or damage is caused by the fault or negligence of the other party or anyone for whom said other party may be responsible), which loss or damage is covered by valid and collectible fire, extended coverage, "All Risk" or similar policies, maintained by such party or required to be maintained by such party under this Lease, to the extent that such loss or damage is recovered under said insurance policies or would have been recovered if the insurance policies required hereunder had been maintained as required pursuant to this Lease. Written notice of the terms of said mutual waivers shall be given to each insurance carrier and said insurance policies shall be properly endorsed, if necessary, to prevent the invalidation of said insurance coverages by reason of said waivers. In the following instances, the Landlord's waiver of subrogation will be lifted (a) failure of Tenant to comply with all requirements of Tenant's insurance policy outlined

throughout Article XIX or (b) if damage to the Premises is due to gross negligence by Tenant or agents of Tenant.

19.4 Throughout the Lease Term, each of Landlord and Tenant shall obtain and maintain commercial general liability insurance on an occurrence basis protecting against any liability occasioned by any occurrence on or about the Premises and containing contractual liability coverage and business interruption coverage. Such insurance shall be initially in minimum amounts of One Million Dollars (\$1,000,000) per occurrence and Five Million Dollars (\$5,000,000) general aggregate and shall be for a minimum term of one (1) year.

19.5 Tenant shall also maintain throughout the Lease Term, at Tenant's sole cost and expense, worker's compensation in statutory limits.

19.6 Each of said policies of insurance to be carried by Tenant hereunder shall name Landlord, Landlord's managing agent as an additional insured, and if requested by the holder of any mortgage or deed of trust against the Development, shall also name such holder as an additional insured. Each policy shall contain an endorsement which provides that no cancellation or reduction of coverage may be made without first giving Landlord, Landlord's managing agent and, if named as an additional insured, the holder of any mortgage or deed of trust on the Development, at least thirty (30) days prior written notice of such proposed action. All insurance policies required under this Lease shall be issued by insurance companies licensed to do business in the jurisdiction wherein the Development is located with a then current Alfred M. Best Company, Inc. general policy holder's rating of "A" or better and a financial size category of Class VII or higher and which have been in business for the past five (5) years and which are otherwise reasonably satisfactory to Landlord. On or before the Lease Commencement Date, and thereafter not less than fifteen (15) days prior to the expiration dates of said policy or policies, Tenant shall provide copies of policies or certificates of insurance (Accord 27) evidencing the coverages required by this ARTICLE XIX.

ARTICLE XX TRASH

20.1 Tenant, at its sole cost and expense, shall keep the Premises clean, both inside and outside, and will remove all refuse from the Premises and from adjacent areas, all at its own expense, Tenant will not burn any trash or garbage of any kind in the Premises and/or the Development, nor permit refuse, rubbish or garbage to accumulate or a fire hazard to exist about the Premises or the Development. Tenant shall arrange for and maintain a commercial type trash container of adequate size, the location of which shall be approved by Landlord, and arrange for adequate, regular pickup of trash and garbage. If Tenant's Premises is designed to keep trash indoors, no trash shall be stored outside Tenant's Premises.

ARTICLE XXI SIGNS

19.4 Throughout the Lease Term, each of Landlord and Tenant shall obtain and maintain commercial general liability insurance on an occurrence basis protecting against any liability occasioned by any occurrence on or about the Premises and containing contractual liability coverage and business interruption coverage. Such insurance shall be initially in minimum amounts of One Million Dollars (\$1,000,000) per occurrence and Five Million Dollars (\$5,000,000) general aggregate and shall be for a minimum term of one (1) year.

19.5 Tenant shall also maintain throughout the Lease Term, at Tenant's sole cost and expense, worker's compensation in statutory limits.

19.6 Each of said policies of insurance to be carried by Tenant hereunder shall name Landlord, Landlord's managing agent as an additional insured, and if requested by the holder of any mortgage or deed of trust against the Development, shall also name such holder as an additional insured. Each policy shall contain an endorsement which provides that no cancellation or reduction of coverage may be made without first giving Landlord, Landlord's managing agent and, if named as an additional insured, the holder of any mortgage or deed of trust on the Development, at least thirty (30) days prior written notice of such proposed action. All insurance policies required under this Lease shall be issued by insurance companies licensed to do business in the jurisdiction wherein the Development is located with a then current Alfred M. Best Company, Inc. general policy holder's rating of "A" or better and a financial size category of Class VII or higher and which have been in business for the past five (5) years and which are otherwise reasonably satisfactory to Landlord. On or before the Lease Commencement Date, and thereafter not less than fifteen (15) days prior to the expiration dates of said policy or policies, Tenant shall provide copies of policies or certificates of insurance (Accord 27) evidencing the coverages required by this ARTICLE XIX.

ARTICLE XX TRASH

20.1 Tenant, at its sole cost and expense, shall keep the Premises clean, both inside and outside, and will remove all refuse from the Premises and from adjacent areas, all at its own expense, Tenant will not burn any trash or garbage of any kind in the Premises and/or the Development, nor permit refuse, rubbish or garbage to accumulate or a fire hazard to exist about the Premises or the Development. Tenant shall arrange for and maintain a commercial type trash container of adequate size, the location of which shall be approved by Landlord, and arrange for adequate, regular pickup of trash and garbage. If Tenant's Premises is designed to keep trash indoors, no trash shall be stored outside Tenant's Premises.

ARTICLE XXI SIGNS

21.1 At Landlord's cost and expense, Landlord shall install one (1) sign which refers to its trade name on the exterior of the Premises where designated by Landlord provided Landlord gives its written approval prior to installation, which approval shall not be unreasonably withheld, conditioned or delayed. This sign shall comply with Landlord's specifications for size, color, style

and materials. No other signs shall be permitted to be exposed to the exterior of the Premises. Signs and window displays shall not revolve, move, blink or flash. Signs shall conform to all zoning regulations, master development plan, and be properly maintained at Tenant's expense. Notwithstanding any previous sign approval by Landlord, if at any time Landlord requests that Tenant conform to the then current sign specifications for the Development, Tenant agrees, at Landlord's expense, to promptly replace or alter its existing sign to comply with Landlord's sign specifications. At Tenant's cost and expense, Tenant may install additional signage, provided Landlord gives its written approval prior to installation, which approval shall not be unreasonably withheld, conditioned or delayed.

ARTICLE XXII [INTENTIONALLY LEFT BLANK]

ARTICLE XXIII SUBORDINATION

23.1 This Lease is subject and subordinate at all times to all ground or underlying leases, all mortgages and/or deeds of trust, all covenants, restrictions, easements, and encumbrances which may now or hereafter affect such leases or the real property of which the Premises form a part, and all future renewals, modifications, consolidations, replacements and extensions thereof. This clause shall be self-operative and no further instrument of subordination shall be required by any mortgagee or trustee. In confirmation of such subordination, Tenant shall promptly execute and deliver without charge any certificate or document that Landlord may request in a form which recognizes this Lease and is otherwise reasonably acceptable to Tenant within ten (10) days following Landlord's written request. Provided, however, that notwithstanding the foregoing, the party secured by any such deed of trust shall have the right to recognize this Lease, and in the event of any foreclosure sale under such deed of trust, this Lease shall continue in full force and effect at the option of the party secured by such deed of trust or the purchaser under any such foreclosure sale, in which event Tenant shall attorn to such party secured by such deed of trust or purchaser as Landlord under this Lease. Upon such attornment such party secured by such deed of trust or purchaser shall not be (a) bound by any payment of rent or additional rent more than one (1) month in advance, (b) bound by any amendment of this Lease made without the consent of the holder of the deed of trust existing as of the date of such amendment, (c) liable for damages for any breach, act or omission of any prior landlord, or (d) subject to any offsets or defenses which Tenant might have against any prior landlord; provided, however, that after succeeding to Landlord's interest, such party secured by such deed of trust or purchaser shall perform, in accordance with the terms of this Lease, all obligations of Landlord arising after the date of acquisition of title to the Development. Tenant covenants and agrees that it will, at the written request of the party secured by any such deed of trust, execute, acknowledge and deliver any instrument that has for its purpose and effect the subordination of said deed of trust to the lien of this Lease.

23.2 At the option of any landlord under any ground or underlying lease to which this Lease is now or may hereafter become subject or subordinate, Tenant agrees that neither the cancellation nor termination of such ground or underlying lease shall by operation of law or otherwise, result in cancellation or termination of this Lease or the obligations of Tenant hereunder and Tenant covenants and agrees to attorn to such Landlord or to any successor to Landlord's interest in

such ground or underlying lease subject to the attornment provisions set forth in Section 23.1 above. In that event, this Lease shall continue as a direct lease between Tenant herein and such landlord or its successor.

ARTICLE XXIV DESTRUCTION

24.1 If the Premises or the Development shall be partially damaged by fire or other casualty insured under Landlord's insurance policies, then, upon Landlord's receipt of the insurance proceeds, Landlord shall, except as otherwise provided herein, repair and restore the same (exclusive of Tenant's trade fixtures, decorations, signs and contents) substantially to the condition immediately prior to such damage or destruction, such repair or restoration shall be limited, however, to the extent of the insurance proceeds received by Landlord. If by reason of such occurrence: (a) the Premises are rendered wholly untenable; (b) the Premises are damaged in whole or in part as a result of a risk which is not covered by Landlord's insurance policies; (c) the Premises are damaged in whole or in part during the last two (2) year of the term or of any Renewal Term hereof; (d) the Development or all of the buildings which then comprise the Development is or are damaged (whether or not the Premises are damaged) to an extent of fifty percent (50%) or more of the then replacement value thereof; or (e) any or all of said buildings or the Common Areas of the Development are damaged (whether or not the Premises are damaged) to such an extent that the Development cannot, in the sole judgment of Landlord, be operated as an integral unit, then, or in any of such events, either party may elect to cancel this Lease by written notice of cancellation given to the other party within sixty(60) days after the date of such occurrence, and thereupon this Lease shall cease and terminate with the same force and effect as though the date set forth in-notice was the date herein fixed for the expiration of the Term hereof, and Tenant shall vacate and surrender the Premises to Landlord. Upon the termination of this Lease as aforesaid, Tenant's liability for the rents reserved hereunder shall cease as of the effective date of termination of this Lease, subject, however, to the provisions for the prior abatement of rent hereinafter set forth. Unless this Lease is terminated as aforesaid, this Lease shall remain in full force and effect, the parties waive the provisions of any law to the contrary, Tenant shall repair, restore or replace Tenant's trade fixtures, decorations, signs and contents in the Premises in a manner and to at least a condition equal to that existing prior to their damage or destruction, and Landlord shall repair and restore applicable portions of the Premises. If by reason of such fire or other casualty the Premises are rendered wholly untenable, the Fixed Minimum Rent shall be fully abated, or if only partially damaged, the Fixed Minimum Rent shall be abated proportionately as to that portion of the Premises rendered untenable, in either event effective from the day of the occurrence of such fire or other casualty and until the later of (i) fifteen (15) days after notice by Landlord to Tenant that the Premises have been substantially repaired and restored or ii) Tenant's business operations are restored in the entire Premises. Tenant shall continue the operation of Tenant's business in the Premises or any part thereof not so damaged during any such period to the extent reasonably practicable as determined in Tenant's sole discretion and, except for such abatement of the Fixed Minimum Rent as hereinabove set forth, nothing herein contained shall be construed to abate Tenant's obligations for the payment of the Fixed Minimum Rent, Percentage Rent or any other additional rent and charges reserved hereunder, except that the computation of such Percentage Rent shall be based upon the revised Fixed Minimum Rent as the same may be abated. If such

damage or other casualty shall be caused by the negligence of Tenant or of Tenant's subtenants, concessionaires, licensees, contractors or invitees or their respective agents or employees, there shall be no abatement of rent.

24.2 Notwithstanding anything herein to the contrary, all injury or damage to the Premises or the Development resulting from the fault or negligence of the Tenant, its employees', agents', contractors', or invitees' shall be repaired by Tenant at Tenant's expense and Rent shall not abate.

ARTICLE XXV CONDEMNATION

25.1 Total: If the entire Premises or such part thereof as will render the remainder untenable shall be acquired or taken by eminent domain for any public or quasi-public use or purpose or by private purchase in lieu thereof, then this Lease and the Term hereof shall automatically cease and terminate as of the date of title vesting in such public authority.

25.2 Partial: If any part of the Premises shall be taken by eminent domain and such partial taking shall render that portion not so taken unsuitable for the purposes for which the Premises were leased, then Landlord and Tenant shall each have the right to terminate this Lease by written notice given to the other within sixty (60) days after notice of such taking. If any part of the Premises shall be so taken and this Lease shall not be terminated as aforesaid, then this Lease and all of the terms and provisions hereof shall continue in full force and effect, except that the Fixed Minimum Rent shall be reduced in the same proportion that the floor area of the Premises taken (including basement and mezzanine space, if any) bears to the original floor area demised, and Landlord shall, upon receipt of the award in condemnation, make all necessary repairs or alterations (exclusive of Tenant's trade fixtures, decorations, signs and contents) to restore the portion of the Premises remaining to as near its former condition as the circumstances will permit, and to the Development to the extent necessary to constitute the portion of the Development not so taken a complete architectural unit; provided, however, that Landlord, in any event, shall not be required to spend for such repair and alteration work an amount in excess of the respective amounts received by Landlord as damages for the taking of such part of the Premises and of the Development, and Tenant, at Tenant's expense, shall make all necessary repairs and alterations to Tenant's trade fixtures, decorations, signs and contents.

25.3 As used herein, the amount received by Landlord shall mean that portion of the award in condemnation received by Landlord from the condemning authority which is free and clear of all prior claims or collections by the holders of mortgages or deeds of trust or other liens and encumbrances.

25.4 If more than twenty percent (20%) of the floor area of the Development shall be taken as aforesaid, Landlord shall have the right, by written notice given to Tenant, to terminate this Lease, such termination to be effective as of the date of title vesting in such authority.

25.5 If this Lease is terminated as provided in this ARTICLE XXV, all rent shall be paid by Tenant up to the date that title vests in such public authority, and Landlord shall make an equitable refund of any rent paid by Tenant in advance and not yet earned.

25.6 Award: All damages or compensation awarded or paid for any such taking whether for the whole or a part of the Premises or any part of the Land, buildings and improvements constituting the Development, shall belong to and be the property of Landlord without any participation by Tenant, whether such damages or compensation shall be awarded or paid for diminution in value of the fee or any interest of Landlord in any ground or underlying lease covering the Development or in the leasehold estate created hereby, and Tenant hereby expressly waives and relinquishes all claims to such award or compensation or any part thereof and of the right to participate in any such condemnation proceedings against the owners of any interest in the Development. Tenant shall not make any claim against Landlord or the authority for any portion of such award, damages or compensation. Tenant may, if allowed by statute, seek such awards or damages for moving expenses, loss of profits and fixtures and other equipment installed by it which do not, under the terms of this Lease, become the property of Landlord at the termination hereof. Such awards or damages must be made by a condemnation court or other authority and must be separate and distinct from any award to Landlord for the Land and Development and shall not diminish or otherwise adversely affect Landlord's award. Each party agrees to execute and deliver to the other all instruments that may be required to effectuate the provisions of this Section of the Lease.

ARTICLE XXVI BANKRUPTCY

26.1 The following shall be Events of Bankruptcy under this Lease; (a) Tenant, a guarantor or a general partner of Tenant ("General Partner") becoming insolvent, as that term is defined in Title 11 of the United States Code (the "Bankruptcy Code"), or under the insolvency Laws of any state (the "Insolvency Laws"); (b) appointment of a receiver or custodian for any property of Tenant, a guarantor or a General Partner, or the institution of a foreclosure or attachment action upon any property of Tenant, a guarantor or a General Partner; (c) filing of a voluntary petition by Tenant, a guarantor or a General Partner under the provisions of the Bankruptcy Code or Insolvency Laws; (d) filing of an involuntary petition against Tenant, a guarantor or a General Partner as the subject debtor under the Bankruptcy Code or Insolvency Laws, which either (i) is not dismissed within sixty (60) days of filing, or (ii) results in the issuance of an order for relief against the debtor; or (e) Tenant, a guarantor or a General Partner making or consenting to an assignment for the benefit of creditors or a composition of creditors.

ARTICLE XXVII DEFAULT

27.1 Each of the following shall constitute an Event of Default: (a) Tenant's failure to make any payment of the Fixed Minimum Rent, additional rent or any other sum within ten (10) days of written notice from Landlord or Landlord's attorney of Tenant's failure to make such payment on such payment's due date; (b) Tenants failure to take possession of the Premises within thirty (30) calendar days after delivery thereof to Tenant; (c) Tenant's failure to continuously operate its business in the Premises as required by the terms of this Lease; (d) Tenant's violation or failure

to perform or observe any other covenant or condition of this Lease for a period of thirty (30) days following Landlord's or Landlord's attorney's written notice thereof to Tenant; (e) Tenant's abandonment or vacation of the Premises; (f) an Event of Bankruptcy as specified in Section 26.1 with respect to Tenant, any General Partner or any guarantor; (g) Tenant's dissolution or liquidation; or (h) Tenant's failure to execute documents required in Section 23.1 or 38.1 herein.

27.2 If there shall be an Event of Default, including an Event of Default prior to the Lease Commencement Date, then Landlord shall have the right, at its sole option, to terminate this Lease. In addition, with or without terminating this Lease, Landlord may reenter the Premises, terminate Tenant's right of possession and take possession of the Premises. The provisions of this Section shall operate as a notice to quit, any other notice to quit or of Landlord's intention to reenter the Premises being hereby expressly waived. If necessary, Landlord may proceed to recover possession of the Premises under and by virtue of the laws of the jurisdiction in which the Development is located, or by such other proceedings, including re-entry and possession, as may be applicable. If Landlord elects to terminate this Lease and/or elects to terminate Tenant's right of possession, then everything contained in this Lease to be done and performed by Landlord shall cease, without prejudice, however, to Landlord's right to recover from Tenant all rent and other sums due hereunder through the Lease Expiration Date as defined in Section 2.1. No such re-entry or taking possession of the Premises by Landlord shall be construed as an election on its part to terminate this Lease unless a written notice of such intention be given to Tenant signed by Landlord. Whether or not this Lease and/or Tenant's right of possession is terminated, Landlord may, but shall not be obligated to, relet the Premises or any part thereof, alone or together with other premises, for such rent and upon such terms and conditions (which may include concessions, free rent and alterations of the Premises) as Landlord, in its sole discretion, may determine, but Landlord shall not be liable for, nor shall Tenant's obligations be diminished by reason of, Landlord's failure to relet the Premises or collect any rent due upon such reletting. Whether or not this Lease is terminated, Tenant nevertheless shall remain liable for any Fixed Minimum Rent, additional rent or damages which may be due or sustained by reason of such Event of Default, and all reasonable costs, fees and expenses (including without limitation, reasonable attorneys' fees, brokerage fees, expenses incurred in pacing the Premises in rentable condition and tenant finish necessitated to obtain the new tenant) incurred by Landlord in pursuit of its remedies and in renting the Premises to others from time to time. Notwithstanding any such reletting without termination, Landlord may at any time thereafter elect to terminate this Lease for such previous breach, Tenant shall also be liable to Landlord for additional damages, which shall be, at Landlord's option, either (a) or (b) below:

(a) an amount equal to the Fixed Minimum Rent and additional rent which would have become due during the remainder of the Lease Term, less the amount of rent, if any, which Landlord receives during such period from others to whom the Premises may be rented (other than any additional rent payable as a result of any failure of such other person to perform any of its obligations), which damages shall be computed and payable in monthly installments, in advance, on the first day of each calendar month following Tenant's Event of Default and continuing until the date on which the Lease Term would have expired but for Tenant's Event of Default. Separate suits may be brought to collect any such damages for any month(s), and such suits shall not in any manner prejudice Landlord's right to collect any such damages for any

subsequent month(s), or Landlord may defer any such suit until after the Lease Expiration Date, in which event the cause of action shall be deemed not to have accrued until the Lease Expiration Date; or

(b) an amount equal to the present value (as of the date of Landlord's election to accelerate) of the Fixed Minimum Rent and additional rent which would have become due during the remainder of the Lease Term, less the rent received by Landlord under any reletting of the Premises, which damages shall be payable to Landlord in one lump sum on demand; provided, however, that Landlord has relet the Premises which reletting may occur at any time up to the Expiration Date of the Lease. For purposes of this subsection 27.2(b), present value shall be computed by discounting at a rate equal to one (1) whole percentage point above the discount rate then in effect at the Federal Reserve Bank of New York .

27.3 Tenant waives any right of redemption, re-entry or restoration of the operation of this Lease under any present or future law, including any such right which Tenant would otherwise have if Tenant shall be dispossessed for any cause.

27.4 If Tenant fails to perform any covenant or observe any condition to be performed or observed by Tenant hereunder or acts in violation of any covenant or condition hereof or fails to make any payment to any third party, Landlord may, but shall not be required to on behalf of Tenant, perform such covenant and/or take such steps, including entering the Premises, as may be necessary or appropriate, in which case Landlord shall have the right to proceed immediately and all costs and expenses incurred by Landlord in so doing, including reasonable legal fees, shall be paid by Tenant to Landlord upon demand, plus interest thereon at the rate per annum equal to twelve percent (12%).

27.5 Landlord's rights and remedies set forth in this Lease are cumulative and in addition to Landlord's other rights and remedies at law or in equity, including those available as a result of any anticipatory breach of this Lease. Landlord's exercise of any such right or remedy shall not prevent the concurrent or subsequent exercise of any other right or remedy. Landlord's delay or failure to exercise or enforce any of Landlord's rights or remedies or Tenant's obligations shall not constitute a waiver of any such rights, remedies or obligations.

27.6 No payment by Tenant or receipt by Landlord of a lesser amount than the monthly installments of rent or other charges herein stipulated shall be deemed to be a payment in full of the stipulated rent nor shall any endorsement or statement on any check or any letter accompanying any check or payment as rent be deemed an accord and satisfaction, and Landlord may accept such check or payment without prejudice to Landlord's right to recover the balance of such rent or pursue any other remedy in this Lease provided. Landlord shall have the right to apply Tenant's payments to any balance or arrearage Tenant has outstanding. Landlord's re-entry and acceptance of keys shall not be considered an acceptance of a surrender of this Lease.

ARTICLE XXVIII WAIVER OF JURY TRIAL

28.1 LANDLORD, TENANT, AND ALL GUARANTORS AND GENERAL PARTNERS OF TENANT AGREE TO AND THEY HEREBY DO WAIVE TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM BROUGHT BY ANY OF THE PARTIES HERETO AGAINST THE OTHERS ON ANY MATTERS WHATSOEVER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS LEASE, THE RELATIONSHIP OF LANDLORD AND TENANT, TENANTS USE OR OCCUPANCY OF SAID PREMISES, ANY CLAIM OF INJURY OR DAMAGE, AND ANY STATUTORY REMEDY.

28.2 Tenant consents to service of process and any pleading relating to any such action at the Premises; provided, however, that nothing herein shall be construed as requiring such service at the Premises. Landlord, Tenant, all guarantors and all General Partners of Tenant waive any objection to the venue of any action filed in any court situated in the jurisdiction in which the Development is located and waive any right under the doctrine of forum non conveniens or otherwise, to transfer any such action filed in any such court to any other court.

ARTICLE XXIX LEGAL FEES

29.1 If, as a result of any breach or Event of Default in the performance of any of the provisions of this Lease (whether or not such Event of Default is later cured), Landlord or Tenant uses the services of an attorney in order to secure compliance with such provisions or recover damages therefore, or to terminate this Lease or evict Tenant, or if Landlord or Tenant is required to defend itself or the terms of this Lease and Landlord or Tenant uses the services of an attorney, then Tenant or Landlord shall reimburse the prevailing party upon demand for any and all reasonable attorneys' fees and expenses so incurred by the prevailing party with such amounts being additional rent in the event Landlord is, the prevailing party.

ARTICLE XXX LANDLORD'S LIEN

30.1 Tenant grants to Landlord a lien upon and a security interest in, as security for the performance of Tenant's obligations, Tenant's existing or hereafter acquired personal property, inventory, furniture, fixtures, equipment and other assets which are located in the Premises or used in connection with the business to be conducted in the Premises (hereinafter collectively called "Personal Property"). Such lien shall be in addition to all rights of distraint available under applicable law. Within fifteen (15) days after Landlord's request, Tenant shall execute, acknowledge and deliver to Landlord a financing statement and any other document submitted to Tenant evidencing or establishing such lien and security interest. During any period Tenant is in Event of Default under this Lease, Tenant shall not sell, transfer or remove from the Premises such Personal Property. Landlord may, at any time after Event of Default in the payment of rent or Event of Default of other obligations, seize and take possession of any and all Personal Property belonging to Tenant which may be found in and upon the Premises. If Tenant fails to redeem the Personal Property so seized, by payment of whatever sum may be due Landlord under and by virtue of the provisions of this Lease, then and in that event, Landlord shall have the right, after twenty (20) days' written notice to Tenant of its intention to do so, to sell such Personal Property so seized at public or private sale and upon such terms and conditions as to Landlord may appear advantageous, and after the payment of charges incident to such sale, including

storage charges, if any, apply the proceeds thereof to the payment of any balance due to Landlord on account of rent or other obligations of Tenant pursuant to this Lease. In the event there shall then remain in the hands of Landlord any balance realized from the sale of said Personal Property as aforesaid, the same shall be paid over to Tenant. The exercise of the foregoing remedy by Landlord shall not relieve or discharge Tenant from any deficiency owed to Landlord that Landlord has the right to enforce pursuant to any other provisions of this Lease.

ARTICLE XXXI ACCESS TO PREMISES

31.1 Tenant shall grant Landlord, its employees and representatives the right at any time during the Lease Term, upon reasonable notice (which may be verbal) except in an emergency (when no notice shall be required), to enter into and upon any and all parts of the Premises during business hours (or, in an emergency, at any hour) to (a) view, inspect, secure and clean the Premises, (b) make repairs to the Premises or the Development, or introduce, replace, repair, alter or make new or change existing connections from any fixture, pipes, wires, ducts, conduits, or other construction therein, (c) remove, without being held responsible therefore, placards, signs, lettering, window or door coverings and the like not expressly consented to or (d) during the last six (6) months of the Lease Term, show the Premises to prospective tenants, purchasers or lenders; and Tenant shall not be entitled to any abatement or reduction of rent by reason thereof, nor shall such be deemed to be an actual or constructive eviction. Landlord shall have the right to use a portion of the Premises for all necessary pipes and wires leading to and from the portions of the Development not hereby leased, which will not unreasonably interfere with Tenant's use of the Premises. Landlord may, within one hundred and twenty (120) days preceding the expiration of the Lease Term, enter the Premises to place and maintain notices for letting, free from hindrance or control of Tenant. If Tenant shall vacate the Premises during the last month of the Lease Term, Landlord shall have the unrestricted right to enter the Premises after Tenant's moving to commence preparations for the succeeding tenant or for any other purpose whatever, without affecting Tenant's obligation to pay rent for the full Lease Term.

ARTICLE XXXII EXCAVATION

32.1 If any excavation shall be made upon land adjacent to the Premises, Tenant shall permit the party authorized to cause such excavation to be made to enter upon the Premises for the purpose of doing such work as such party may deem necessary to preserve the wall of the building of which the Premises form a part from damage and to support the same by proper foundations and shoring,

ARTICLE XXXIII QUIET ENJOYMENT

33.1 If Tenant pays all the rent herein reserved and performs and observes all of the other terms, covenants and conditions of this Lease on Tenant's part to be performed and observed hereunder, Tenant shall, during the Term, peaceably and quietly have, hold and enjoy the Premises without molestation or hindrance by Landlord or any party claiming through or under Landlord, subject to the provisions of this Lease,

ARTICLE XXXIV SURRENDER OF PREMISES

34.1 Upon the expiration or sooner termination of the Term of this Lease, Tenant agrees to quit and surrender the Premises, broom-clean, in good condition and repair, reasonable wear and tear and casualty excepted, together with all keys and combinations to locks, safes and vaults and all improvements, alterations, additions, fixtures and equipment at any time made or installed in, upon or to the interior or exterior of the Premises, except Personal Property and other unattached movable trade fixtures put in at Tenant's expense, all of which shall thereupon become the property of Landlord without any claim by Tenant therefore but the surrender of such property to Landlord shall not be deemed to be a payment of rent or in lieu of any rent reserved hereunder. Before surrendering the Premises, Tenant shall remove all of Tenant's Personal Property and unattached movable trade fixtures and, at Landlord's option, Tenant shall also remove any improvements, alterations, additions, fixtures, equipment and decorations at any time made or installed by Tenant in, upon or to the interior or exterior of the Premises; and Tenant further agrees to repair any damage caused thereby. If Tenant shall fail to remove any of Tenant's Personal Property and trade fixtures, such property shall, at the option of Landlord, be deemed abandoned and become the exclusive property of Landlord, or Landlord shall have the right to remove and store said property, at the reasonable expense of Tenant, within ten (10) days following written notice to Tenant of its failure to remove the same, such property has not been removed. Tenant's obligations under this Section shall survive the expiration or sooner termination of the Term of this Lease.

ARTICLE XXXV HOLDING OVER

35.1 This Lease shall terminate on the Lease Expiration Date pursuant to the terms of this Lease without the necessity of notice from either Landlord or Tenant. Any holding over by Tenant after the Lease Expiration Date without Landlord's prior written consent as provided in Section 35.2 shall be an unlawful detainer and Tenant shall be subject to immediate eviction. During such hold over, all the terms and conditions set forth in this Lease shall apply, except that Tenant shall pay to Landlord Fixed Minimum Rent and Percentage Rent equal to 150% the Fixed Minimum Rent and Percentage Rent in effect during the last month of the Lease Term ("Hold Over Fee"). In addition to paying to Landlord the Hold Over Fee, if Tenant fails to surrender and vacate the Premises on the Lease Expiration Date, Tenant shall indemnify and hold Landlord harmless from and against any and all loss, liability, damages and expenses (including without limitation, attorneys' fees, the costs of investigation and settlement of any claims) sustained or incurred by Landlord on account of or resulting from such failure, including, without limitation, claims made by any succeeding tenant of all or any part of the Premises or the loss by Landlord of the rent from any succeeding tenant of all or any part of the Premises-Landlord may simultaneously collect the Hold Over Fee and pursue any and all remedies against Tenant to regain possession of the Premises and without prejudice to Landlord's right to recover possession of the Premises, and Tenant's payment of the Holdover Fee shall not be deemed to permit Tenant to retain possession of the Premises after the Lease Expiration Date or other termination of the Lease.

35.2 If, with the written consent of Landlord, Tenant or any party claiming by, through or under Tenant remains in possession of the Premises, or any part thereof, after the Lease Expiration

Date, Landlord shall treat such holding over by Tenant as the creation of a month-to-month tenancy, subject to all the terms, covenants and conditions set forth in this Lease insofar as the same are applicable to a month-to-month tenancy, except that Tenant shall pay a Fixed Minimum Rent and Percentage Rent equal to twice the Fixed Minimum Rent and Percentage Rent in effect during the last month of the Lease Term. Tenant shall give to Landlord at least thirty (30) days prior written notice from the first day of the month of any intention to quit said Premises, and Tenant shall be entitled to the same thirty (30) days prior written notice to quit said Premises, except in the event of non-payment of rent in advance or of any breach of any other covenant by Tenant, in which event Tenant shall not be entitled to any notice to quit, the usual thirty (30) days notice to quit being hereby expressly waived.

ARTICLE XXXVI NO WAIVER

36.1 The failure of Landlord to insist upon the strict performance of any provisions of this Lease or the failure of Landlord to exercise any right, option or remedy hereby reserved shall not be construed as a waiver for the future of any such provision, right, option or remedy or as a waiver of a subsequent breach thereof. The consent or approval by Landlord of any act by Tenant requiring Landlord's consent or approval shall not be construed to waive or render unnecessary the requirement of Landlord's consent or approval of any subsequent similar act by Tenant. The receipt by Landlord of rent with knowledge of a breach of any provision of this Lease shall not be deemed a waiver of such breach. No provision of this Lease shall be deemed to have been waived unless such waiver shall be in writing signed by Landlord. No waiver of Landlord in favor of any other tenant or occupant of the Development shall constitute a waiver in favor of Tenant herein.

ARTICLE XXXVII BROKER

37.1 Except as set forth herein, Landlord and Tenant each represent and warrant to one another that Next Realty Mid-Atlantic, LLC is the sole broker, agent or finder in carrying on the negotiations relating to this Lease. Landlord shall indemnify and hold Tenant harmless, and Tenant shall indemnify and hold Landlord harmless, from and against any claim or claims for brokerage or other commissions arising from or out of any breach of the foregoing representation and warranty by the respective indemnitors.

ARTICLE XXXVIII ESTOPPEL CERTIFICATE

38.1 Tenant shall, from time to time, within ten (10) days after Landlord shall have requested the same of Tenant, execute, acknowledge and deliver to Landlord a written instrument in recordable form and otherwise in such form as required by Landlord (a) certifying that this Lease is in full force and effect and has not been modified, supplemented or amended in any way (or, if there have been modifications, supplements or amendments thereto, that it is in full force and effect as modified, supplemented or amended and stating such modifications, supplements and amendments); (b) stating the rent payable and dates to which the rent and other charges hereunder have been paid by Tenant; (c) stating whether or not to the best knowledge of Tenant, Landlord is in Event of Default in the performance of any covenant, agreement or condition

contained in this Lease, and if so, specifying each such default of which Tenant may have knowledge; (d) stating the Lease Commencement Date and Lease Expiration Date, including any optional renewals; and (e) stating any other fact or certifying any other condition reasonably requested by Landlord or requested by any mortgagee or prospective mortgagee or purchaser of the Development or of any interest therein. In the event that Tenant shall fail to return a fully executed copy of such certificate to Landlord within the foregoing ten (10) day period, then Tenant shall be deemed to have approved and confirmed all of the terms, certifications and representations contained in such certificate, and Tenant irrevocably authorizes and appoints Landlord as its attorney-in-fact to execute such certificate on behalf of Tenant. Any such statement delivered pursuant hereto may be relied upon by any owner of the Development, any mortgagee or prospective mortgagee or purchaser of the Development or any interest therein or any prospective assignee of any mortgagee.

ARTICLE XXXIX RULES & REGULATIONS

39.1 Tenant agrees that:

(a) All deliveries or shipments of any kind to and from the Premises, including loading and unloading of goods, shall be made only by way of the rear of the Premises or at any other location designated by Landlord, and only at such times designated for such purpose by Landlord; trailers and/or trucks servicing the Premises shall remain parked in the Development only during those periods necessary to service Tenant's operations, but in no event shall such trailers or trucks remain parked in the Development overnight or beyond the closing hour of the Development;

(b) No radio, television, phonograph or other similar devices or aerial attached thereto shall be installed outside of the Premises without first obtaining in each instance Landlord's written consent, and if such consent be given, no such device shall be used in a manner so as to be heard or seen outside the Premises and Tenant shall install such device inside the Premises (including any space on the extension of the Development, such as a balcony, patio, yard or garden area that is leased exclusively to Tenant with Tenant's exclusive use and control, and which is not a Common Area or restricted access area), subject to the terms of a separate agreement to be entered into between Landlord and Tenant containing Landlord's rules and regulations regarding antennae;

(c) Tenant shall keep the areas immediately adjoining the Premises and at the rear of the Premises clean and free from dirt and rubbish, and Tenant shall not place, suffer or permit any obstructions or merchandise in such areas;

(d) Tenant shall not use the Common Areas for business or promotional purposes; this includes the area surrounding the Premises;

(e) Tenant and Tenant's employees shall park their cars only in those portions of the parking areas, if any, designated for that purpose by Landlord; such parking areas may, at

Landlord's discretion, be adjacent to the Development or separated therefrom by intervening streets;

(f) The plumbing facilities within or serving the Premises shall not be used for any purposes other than those for which they were constructed, and no foreign substances of any kind shall be thrown therein;

(g) Tenant shall not place, suffer or permit displays or decorations on the sidewalk in front of or at the rear of the Premises in, on or upon any of the parking or other Common Areas;

(h) Tenant shall keep the Premises at all times at a temperature sufficiently high to prevent the freezing of water in pipes and fixtures;

(i) Tenant shall not use, permit or suffer the use of any portion of the Premises as living, sleeping or lodging quarters;

(j) No load will be placed on any floor of the Premises which exceed the floor load, per square foot area, which such floor area was designed to carry;

(k) All mechanical equipment and machinery will be kept free of noise and vibrations which may be transmitted to any part of the walls or building in which the Premises are located or beyond the confines of the Premises;

(l) No odors or vapors will be permitted or caused to emanate from the Premises;

(m) Landlord may amend or add new rules and regulations for the reasonable use and care of the Premises, the building of which the Premises form a part and the Common Areas of the Development. Notice of such amendments or new rules and regulations will be given to Tenant.

(n) Tenant shall not construct, maintain, use or operate within the Premises any electrical device, wiring or apparatus in connection with a loud speaker system or other sound system without Landlord's prior written consent and Tenant shall not construct, maintain, use or operate any such loud speaker or sound system outside of the Premises.

(o) Tenant shall not place additional locks or bolts of any kind on any of the doors or windows, and shall not make any change in any existing lock or locking mechanism therein, without Landlord's prior written consent.

(p) Tenant shall comply with all rules or regulations from time to time established by Landlord for the operation and maintenance of the Development, provided notice thereof is provided to Tenant.

ARTICLE XL LIMITATION OF LIABILITY OF LANDLORD

40.1 Anything contained in this Lease to the contrary notwithstanding, Tenant agrees that Tenant shall look solely to Landlord's equity in the Development for the collection of any judgment (or other judicial process) requiring the payment of money by Landlord in the event of any Event of Default or breach by Landlord with respect to any of the terms and provisions of this Lease to be kept, observed and performed by Landlord subject, however, to the prior rights of any ground or underlying landlords or any mortgagee of all or any part of the Development, and no other assets of Landlord shall be subject to levy, execution or other judicial process for the satisfaction of Tenant's claim.

ARTICLE XLI NOTICES

41.1 All notices required hereunder by either party to the other shall be sent by recognized overnight courier with receipt therefore (such as Federal Express) or by certified mail. Notices to Landlord shall be sent to:

Cavalier Apartment, LP

c/o Somerset Development Company, LLC

4115 Wisconsin Avenue, N.W. Suite 210

Washington, D.C. 20016

Notices to Tenant shall be sent to:

Latin American Youth Center, Inc.

1419 Columbia Road, NW

Washington, D.C. 20009

Attn: Mai Fernandez, Esquire

And a copy to (which shall not constitute notice):

Covington & Burling LLP
1201 Pennsylvania Avenue, NW
Washington, D.C. 20004
Attn: Robert J. Gage, Esquire

ARTICLE XLII -FINANCIAL STATEMENTS

42.1 Tenant agrees to provide to Landlord within fourteen (14) days of Landlord's request, the most recent audited (or certified to be true and correct by the President and Chief Financial Officer) annual financial statements of Tenant, including balance sheets, income statements, and financial notes as well as (1) the names of all Tenant's shareholders and their ownership interests at the time thereof, provided Tenant's shares are not publicly traded; (2) the state in which Tenant is incorporated; (3) the location of Tenant's principal place of business; (4) information regarding a material change in the corporate structure of Tenant, including without limitation, a merger or consolidation; and (5) any other information regarding Tenant's ownership interests that Landlord reasonably requests ("Statements"). Tenant consents that Landlord may release the Statements to Landlord's trustees, officers, employees, subsidiaries, affiliates, lenders, advisors, joint venture partners, or potential purchasers of the Development for the purposes of evaluating Tenant's financial condition with respect to performance under the Lease or to any third party pursuant to any order of any governmental agency or court. Landlord agrees to keep the Statements confidential and not to release the Statements to third parties except as set forth herein.

ARTICLE XLIII INTENTIONALLY LEFT BLANK

ARTICLE XLIV INTENTIONALLY LEFT BLANK

ARTICLE XLV MISCELLANEOUS

45.1 No Representations. Tenant acknowledges that neither Landlord nor any broker, agent or employee of Landlord has made any representations or promises with respect to the Premises or the Development except as herein expressly set forth, and no rights, privileges, easements or licenses are being acquired by Tenant except as herein expressly set forth.

45.2 No Partnership. Nothing contained in this Lease shall be deemed or construed to create a partnership or joint venture of or between Landlord and Tenant, or to create any other relationship between the parties hereto other than that of landlord and tenant.

45.3 Authority. Landlord and Tenant covenant each for itself, that each has full right, power and authority to enter into this Lease upon the terms and conditions herein set forth. If Tenant signs as a corporation, each of the persons executing this Lease on behalf of Tenant does hereby covenant and warrant that Tenant is a duly authorized and existing corporation, qualified to do business in the state in which the Development is located, that the corporation has full right and authority to enter into this Lease, and that each and both persons signing on behalf of the corporation were authorized to do so. Tenant shall advise Landlord in writing if the name and address of its resident agent is changed during the Term hereof.

45.4 Force Majeure. If Landlord or Tenant is in any way delayed or prevented from performing any of its obligations under this Lease due to fire, act of God, governmental act or failure to act, strike, labor dispute, inability to procure materials or any other cause beyond Landlord's or Tenant's reasonable control (whether similar or dissimilar to the foregoing events), then the time for performance of such obligation shall be excused for the period of such delay or prevention.

45.5 Additional Rent. All other costs and expenses which Tenant assumes or agrees to pay to Landlord pursuant to this Lease shall be deemed to be "additional rent" and, in the event of nonpayment thereof, Landlord shall have all the rights and remedies provided for in the case of nonpayment of rent, including assessment of interest and late fees.

45.6 No Recording. This Lease shall not be recorded in any office legally established for the purpose of giving public notice of real estate records and any attempt to do so may be treated by Landlord as an Event of Default under this Lease. In the event Tenant does record this Lease or any memorandum thereof, Tenant, by such act irrevocably constitutes and appoints Landlord as its special attorney-in-fact to execute any and all documents required to remove the Lease or any memorandum thereof from the public records.

45.7 Governing Law. This Lease is governed under the laws of the District of Columbia.

45.8 Captions. Section headings are used for convenience and shall not be considered when construing this Lease.

45.9 Severability. If any term or provision of this Lease or the application thereof to any person or circumstances shall to any extent be invalid or unenforceable, the remainder of this Lease, or the application of such term or provision to persons or circumstances other than those to which it is invalid or unenforceable, shall not be affected thereby, and each term and provision of this Lease shall be valid and be enforceable to the fullest extent permitted by law.

45.10 Tenant Liability. If two or more individuals, corporations, partnerships or other persons (or any combination of two or more thereof) shall sign this Lease as Tenant, the liability of each such individual, corporation, partnership or other persons to pay the rent and perform all other obligations hereunder shall be deemed to be joint and several.

45.11 Time is of the Essence. Time is of the essence with respect to each and every provision of this Lease.

45.12 Entire Agreement. This Lease contains the entire agreement of the parties in regard to the Premises and this Lease and no representations, inducements or agreements, oral or otherwise, between the parties not contained in this Lease shall be of any force or effect. This Lease may not be amended, modified or changed in whole or in part in any manner other than by an agreement in writing duly signed by both parties hereto.

45.13 Benefit and Burden. The provisions of this Lease shall be binding upon, and shall inure to the benefit of, the parties hereto and each of their respective heirs, executors, administrators, successors, and assigns. Landlord may freely assign its interest hereunder.

45.14 Reserved.

45.15 Gender and Number. Feminine or neuter pronouns shall be substituted for those of the masculine form, and the plural shall be substituted for the singular number, in any place or places herein in which the context may require such substitution or substitutions. Landlord herein for convenience has been referred to in the neuter form.

45.16 Survival. Tenant's liabilities existing as of the expiration or earlier termination of the Lease Term shall survive such expiration or earlier termination.

45.17 Submission of Lease. The submission of this Lease for examination does not constitute a reservation of or an option for lease, and the same shall not be effective as a lease or otherwise until execution and delivery by both Landlord and Tenant.

45.18 Designation of Agent. Landlord's registered agent for the purpose of service of any process, notice, order or demand required or permitted by law to be served upon Landlord and the registered agent's office address is: Somerset Development Company, LLC, 4115 Wisconsin Avenue NW, Suite 210, Washington, District of Columbia 20016.

45.19 Should any provision of this Lease require judicial interpretation, it is agreed that the court interpreting or considering same shall not apply the presumption that the terms hereof shall be more strictly construed against a party by reason of the rule or conclusion that a document should be construed more strictly against the party who itself or through its agent prepared the same, it being agreed that all parties hereto have participated in the preparation of this Lease and that legal counsel was consulted by each party hereto (or opportunity for such legal consultation afforded to each party) before the execution of this Lease.

IN WITNESS WHEREOF, Landlord and Tenant have caused this Lease to be executed under seal by a duly authorized officer, intending to be legally bound hereby, as of the day and year first above written. The covenants of Tenant are joint and several obligations of each party signing as Tenant, and, when the parties signing as Tenant are partners, shall be the obligations of the firm and of the individual members thereof.

Witness/Attest

[Redacted]

TENANT:

By: [Redacted] (Seal)
(Signature Here)

Name: Lori Kaplan,
Latin American Youth Center, Inc.
Title: Executive Director
EIN: 521023074

Witness/Attest

[Redacted]

LANDLORD:

CAVALIER APARTMENTS, LP, a
District of Columbia limited partnership

By: Somerset Cavalier Partners, LLC, a
District of Columbia limited liability
company, its General partner

By: Somerset Development Company,
LLC, a Delaware limited liability
company, its managing member

By: [Redacted]

Name: WANCY HOOFF

Title: Principal

EXHIBIT A

PREMISES

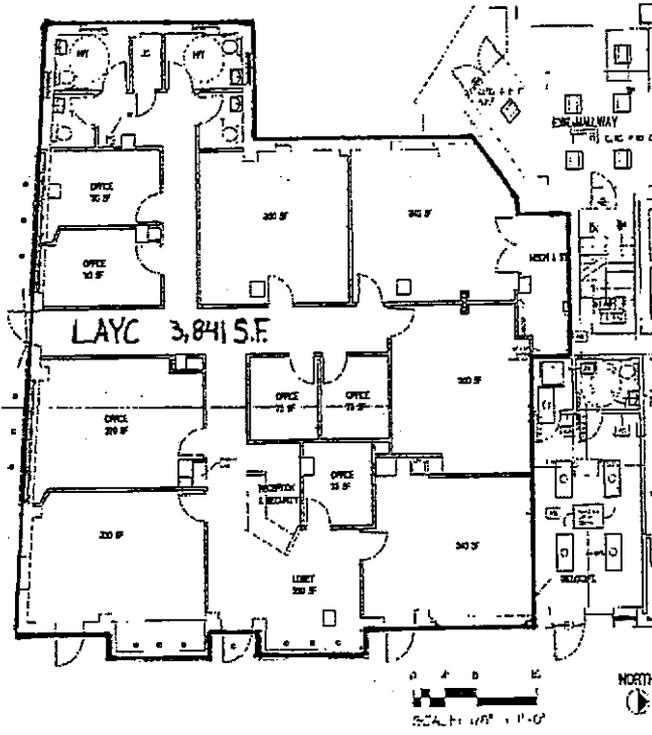


EXHIBIT B

LANDLORD'S WORK

1. Landlord shall perform the following building standard improvements at Landlord's sole cost and expense in a workmanlike manner and in accordance with applicable building codes:

- a. Provide demising walls taped, blocked, sanded and painted/covered in all white paint done by Landlord. Landlord to also provide interior partition walls (offices, classrooms, meeting rooms) as per approved Plan.
- b. Provide heating, ventilating and air conditioning package unit, style and type of Landlord's choice. Distribution shall be by Landlord.
- c. Provide industrial grade carpeting of Landlord's choice.
- d. Provide storefront door (including aluminum frame) in accordance with Landlord's plan. Glass storefront door shall have one (1) lock set. Interior doors to be mutually agreed upon by both Landlord and Tenant.
- e. Provide separate utility meter electricity.
- f. Provide electric service panel (including breaker switches in accordance with Landlord's plan) at rear of the Premises.
- g. Provide fluorescent light fixtures in accordance with Landlord's plan and wire same to tenant's electric service panel.
- h. Provide duplex receptacle light switch(es) per approved Plan.
- i. Provide data wiring/telephone connections as per approved Plan.
- j. Provide suspended (2' x 4') acoustical ceiling, including aluminum grid and ceiling tile (white), throughout the Premises.
- k. All Certificate of Occupancy or equal for the Premises shall be the responsibility of Tenant and shall not impact the Rent Commencement Date unless directly caused by the Landlord.

2. Except as otherwise set forth in Paragraph 1 above, Tenant, at its own cost, will be responsible for all other improvements to the Premises, including, without limitation, heating, ventilation and air conditioning equipment, ceiling, wall, floor and window coverings, lighting, fixtures, computer networking, and other equipment.

3. The taking of possession of the Premises by Tenant shall constitute an acknowledgment by Tenant that the Premises are in good condition and that all work and materials provided by Landlord are satisfactory, except as to any defects or incomplete work that are described in a written notice given by Tenant to Landlord not later than ten (10) days after Tenant commences occupancy of the Premises. Landlord agrees to correct and complete those defects and incomplete items described in such notice which Landlord's architect or engineer confirms are, in fact, defects or incomplete items

Initials of: Landlord: _____ Tenant: _____

EXHIBIT C

MEMORANDUM OF LEASE

Pursuant to that certain Lease, (hereinafter, the Lease) entered into between CAVALIER APARTMENTS, LP, a District of Columbia limited partnership, as Landlord, (hereinafter Landlord) and LAYC, Inc., as Tenant (hereinafter Tenant), dated 12/23/ 2008 related to certain space (defined in the Lease as the Demised Premises) in that certain Development located at 3500 - 14th Street, N.W., Washington, D.C., a legal description of which is set forth at Exhibit A attached hereto, Landlord and Tenant hereby agree that for all purposes under the Lease:

1. All work has been substantially completed in accordance with the Lease;
2. The Lease Commencement Date is December 31, 2008; and
3. The Rent Commencement Date and Lease Expiration Date shall be as defined in the Lease.

IN WITNESS WHEREOF, Landlord and Tenant have executed this MEMORANDUM OF LEASE this 23rd day of December, 2008.

Witness/Attest

[Redacted Signature]

TE
By: [Redacted Signature]
(Signature Here)

Name: Lori Kaplan,
Latin American Youth Center, Inc.
Title: Executive Director
EIN: 521023074

DISTRICT OF COLUMBIA, ss)

On the 23 day of December, 2008 before me, the undersigned, a Notary Public in and for said State, personally appeared Nancy Hoyle, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

[Redacted Signature]
Notary Public
My Commission Expires:

NATALIE R. JEAN
NOTARY PUBLIC
District of Columbia
My Commission Expires
October 31, 2011

DISTRICT OF COLUMBIA, ss)

On the 23 day of December, 2008 before me, the undersigned, a Notary Public in and for said State, personally appeared Nancy Noth, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.



Notary Public
My Commission Expires:

NATALIE R. JEAN
NOTARY PUBLIC
District of Columbia
My Commission Expires
October 2, 2011

CAVALIER APARTMENTS, LP, a
District of Columbia limited partnership

By: Somerset Cavalier Partners, LLC, a
District of Columbia limited liability
company, its General partner

By: Somerset Development
Company, LLC, a Delaware limited
liability company, its managing
member

By: _____
Name: _____
Title: _____

DISTRICT OF COLUMBIA, ss)

On the 23 day of December, 2008 before me, the undersigned, a
Notary Public in and for said State, personally appeared Nancy Nozoff,
personally known to me or proved to me on the basis of satisfactory evidence to be
the individual whose name is subscribed to the within instrument and acknowledged
to me that he executed the same in his capacity, and that by his signature on the
instrument, the individual, or the person upon behalf of which the individual acted,
executed the instrument.



Notary Public
My Commission Expires:

NATALIE R. JEAN
NOTARY PUBLIC
District of Columbia
My Commission Expires
October 31, 2011

LATIN AMERICAN YOUTH CENTER

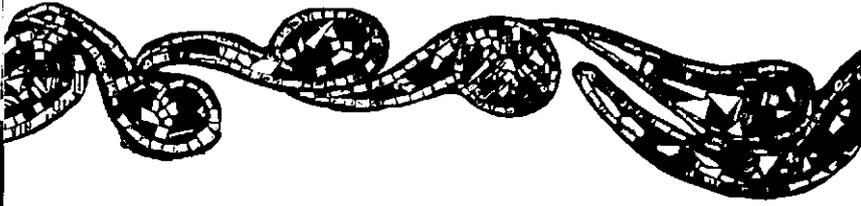
FY09 Annual Report



Featuring
Promotor Pathway, a new model in youth development



Lori M. Kaplan, Executive Director



DEAR FRIENDS

of the Latin American Youth Center (LAYC):

- LAYC is a community-based multi-service youth development organization that annually helps thousands of young people in Washington DC and Maryland successfully transition to adulthood.
- LAYC is a one of the nation's most respected youth development agencies and a center of innovation and best practices in youth development.
- LAYC is a safe, welcoming, and culturally vibrant space where young people of all backgrounds learn, work, and have fun together.
- LAYC is a constantly evolving organization.

LAYC is all that—and much more. We're pleased to share with you this annual report that provides a snapshot of LAYC during the fiscal year ending September 30, 2009.

As in all annual reports, you'll find demographic data on youth served, how much money we raised and spent, and highlights of some of the many positive outcomes we achieved for the region's young people. In addition, we offer an article on LAYC's *Promotor Pathway: Future of Youth Development*.

Yes, we are making a large claim: the future of youth development. Decades of experience coupled with analysis of research results support our claim, convincing us that low-income youth facing the most severe life challenges can thrive when they receive long-term support from a Promotor, a caring and trained adult. Promotores help youth navigate the turbulent waters of adolescence made even more difficult by risk factors such as homelessness, substance abuse, early pregnancy, and involvement in gangs or the juvenile justice system. A randomized multi-year evaluation of the Pathway by Public/Private Ventures will provide the youth development field with data and analysis on the impact of this innovative relationship-building client management model. The *Promotor Pathway* is one of many exciting new developments at LAYC.

Before presenting a few highlights of FY09, we remind readers of the context of that period: the Great Recession increased job insecurity, housing loss, family stress, and hunger for many of our community's youth and families.

- LAYC opened the doors to our fourth residential home: Hope's House, the only bilingual residential facility for teen parents and their young children in the District of Columbia. This supportive community provides apartment units for the families and intensive support services. Each parent learns independent living and



Antonio Marquez, Chair, Board of Directors

parenting skills and receives career and employment services, education assistance, and mental health counseling as needed.

- Our Maryland Multicultural Youth Centers were featured in the *New York Times* series *Re-Made in America*. The article *Struggling to Rise in Suburbs Where Failing Means Fitting In* by Jason DeParle focuses on one young woman's effort to obtain her GED and the assistance she received from staff at our Langley Park office.
- At the initiative of our Board of Directors, we created the *Compañeros* Committee to maintain ties with former Board of Directors members and to increase contact with consistent donors. *Compañeros* contribute a minimum of \$1,000 annually and introduce friends and colleagues to LAYC.
- We were honored when First Lady Michelle Obama celebrated Cinco de Mayo with the LAYC Family of Organizations. Mrs. Obama visited LAMB Public Charter School founded by LAYC, watched a folkloric dance presentation by youth attending Next Step Public Charter School, also founded by LAYC, and gave a special "high five" to LAYC's AmeriCorps members who attended the program. That night at the White House Cinco de Mayo celebration in the Rose Garden, Mrs. Obama told Lori Kaplan that "she had truly enjoyed the event and appreciated all we had done to welcome her earlier that day."

Please read the Outcomes section of this report for additional information on LAYC programs and their positive impact of the region's youth.

[Redacted Signature]
Lori M. Kaplan
Executive Director

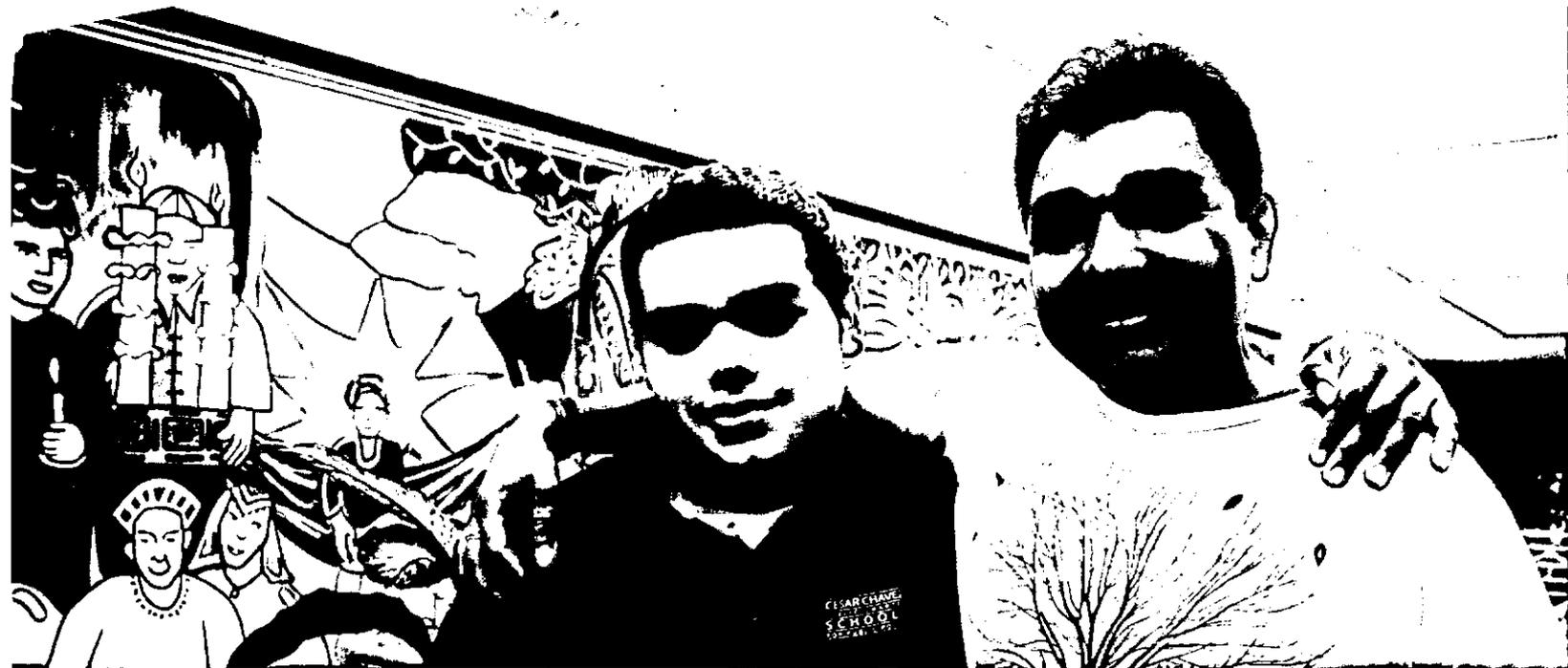
One of LAYC's many strengths is our staff: some 200 creative, dedicated, and hard-working professionals. Another is our Board of Directors who devote many hours to help senior management think through the constant challenges and opportunities presented to LAYC. Special thanks to Noel Bravo, who chaired the Board of Directors until June 2009 and whose conscientious leadership ensured a seamless transition to a new chair. Board of Directors members provide significant financial support to LAYC, and we are very proud of our 100% Board of Directors giving. Neither staff nor Board of Directors could do their work without the foundations, corporations, schools, government agencies, and individuals who support LAYC. We greatly appreciate every one of them.

As we continue to expand our services, reaching youth in every District of Columbia ward and in Maryland's Prince George's and Montgomery counties, our mission remains constant and an important compass to guide our work: *To support low-income immigrant and minority youth in their determination to live, work and study with dignity, hope and joy.*

We would be delighted to hear from readers of this report.

Best regards,

[Redacted Signature]
Antonio Marquez
Chair, LAYC Board of Directors



LAYC'S PROMOTOR PATHWAY

An innovative strategy for working with disconnected youth

LAYC is proud to share its promising practice - the *Promotor Pathway* - with the youth development field. We believe the Pathway can have a significant impact on efforts to re-connect disconnected youth.

Over our 40-year history, LAYC has changed the lives of thousands of youth in the Washington D.C. region. While many youth successfully take advantage of LAYC's wide range of programs, youth with the greatest needs are often unable to navigate not only all LAYC has to offer but the complex system of resources available in the larger community. To help those young people make a successful transition to adulthood, LAYC has designed the *Promotor Pathway*.

The goal of the *Promotor Pathway* is to eliminate as many barriers as possible in youths' lives, enabling them to succeed academically, obtain long-term employment, live healthy and productive lives, and eventually to form lasting connections to the communities in which they live.

WHO ARE DISCONNECTED YOUTH AND WHAT DO THEY NEED?

- Older teens and young adults who are not working, not attending school, and do not have more than a high school diploma;
- Immigrant youth who arrive in the United States in their teenage years facing language and cultural barriers that make the transition difficult and pose significant obstacles to school success;
- Gang affiliated young people, whose involvement usually results from factors such as unstable family situation, lack of recreational activities, peer pressure, and limited success at school; each of these factors increases the likelihood that a youth will drop out of school and fail to secure employment;
- Teen parents, homeless teens, teens in or aging out of foster care;
- Young people involved in the juvenile justice system.

Long-Term Impact Study: Public/Private Ventures is conducting a randomized multi-year study of the impact of the Promotor Pathway. The evaluation will be the first in the youth development field to document and analyze this innovative relationship-building client management model. A process or formative evaluation will describe components, structure, and implementation of the model. An summative evaluation will determine the model's effectiveness in three key outcome areas: academics, employment, and healthy behaviors. Results will be shared broadly with the youth development field.



WHAT HAS LAYC LEARNED OVER FOUR DECADES OF WORKING WITH DISCONNECTED YOUTH?

The National Academy of Sciences estimates that “25% of adolescents are at serious risk of not achieving productive adulthood.” Reconnecting young people who have fallen through the system’s many cracks is vital to our nation’s long-term well-being. LAYC is pleased to share our learning about a new youth development model that can help re-connect disconnected youth.

One program in isolation, no matter how strong, is not enough. Disconnected youth face persistent personal challenges. Case management to connect youth with critical supports such as counseling, housing, and substance abuse prevention is vital. As a multi-service provider, LAYC is able to refer youth to a range of programs and services provided by our agency. Service location, however, is far less important than the existence of a case management structure that ensures youth are referred to the support and assistance they need. Connecting youth across programs is critically important.

A program often becomes a haven. Many disconnected youth come from troubled homes. They may live with parents who are unemployed, addicted to drugs, emotionally or physically abusive, or neglectful. Some do not live with their parents but in foster care or residential homes. LAYC programs provide skills, opportunities, fun, and safe and supportive environments and positive connections with peers and caring adults.

The end of the program is often the beginning of the journey. We have seen remarkable personal growth among youth who have graduated from LAYC’s Next Step and YouthBuild public charter high schools and enrolled in AmeriCorps programs. In the past four years, 15 students have become AmeriCorps members. These youth have the opportunity to give back to their communities by serving as educational aides at local elementary and middle schools while they continue to build leadership skills and reconnect with their communities.

Understanding the economic realities and pressures of disconnected youth is critical to engage them successfully. Many youth enrolled in LAYC programs have family and financial responsibilities that can stand in the way of school and employment success. Stipends or other incentives assist youth to meet their responsibilities while staying in school and building the soft skills that will help them gain and maintain employment.

Undiagnosed mental illnesses, learning disabilities, and substance abuse problems are major obstacles to school or employment success and must be addressed and treated as part of any effort to connect disconnected youth.

It’s a dangerous cycle: Being unemployed and out of school can lead to depression and a desire to lessen pain and despair by abusing alcohol and drugs. Involvement in substance abuse and depression make it more difficult to envision a bright future, to pursue new opportunities, to find employment, or to continue with education. Comprehensive, integrated services help break that cycle.

HOW HAS LAYC RESPONDED?

In 2008, LAYC launched the *Promotor Pathway*, an innovative youth development model for young people between the ages of 10 and 24 who face the greatest life challenges.

Each Promotor serves as mentor, case manager, community health worker, and advocate. Youth who are homeless, in foster care, involved in the juvenile justice system, or in gangs require holistic support and extensive services over several years.

The Promotor model is an intentional and deliberate effort to build a relationship designed to transform a young person’s life by eliminating as many barriers as possible.

Promotores can be thought of as navigators who continually assess the range of a youth’s needs, connect youth to services at LAYC or elsewhere in the community through referrals, and follow up with each service provider to track progress.

The *Promotor Pathway* enables a Promotor to cultivate and maintain a long-term trusting and respectful relationship with each youth served.



Promotores work with youth to ensure these outcomes:

- Each youth will graduate from high school and enroll in college; or
- Each youth will obtain and retain employment with long-term career potential; and
- Each youth will obtain the skills necessary to lead a healthy and happy life; and
- Each youth will have one consistent person to support her/him throughout the journey to success.

Research findings on mentoring and community health workers, the Quantum Opportunities Program, and LAYC's own efforts over decades provide a sound, research-based starting point for the Promotor Pathway model.

While Promotores provide client management, mentoring, and referrals (internal and external), direct services are provided by LAYC program staff or by referral to programs outside LAYC. Services include tutoring, job readiness training, and mental health counseling.

Promotores differ from traditional case managers.

- Promotores work with youth across programs and services. Most case management models deal with youth only while they are enrolled in a certain program. A Promotor's interaction will not end when a youth completes a service, allowing a single adult to support the young person through a full range of services until the youth is engaged and connected.
- Promotores work with youth over an extended period of time, four to six

years on average. Most youth who qualify for a Promotor have a variety of risk factors that cannot be quickly addressed. The Promotor model allows for extensive and evolving assessment of youth needs and long-term provision of services, which are likely to produce lasting impact.

- Each Promotor is expected to document pertinent information in LAYC's data management system including interactions, referrals, and progress. This allows LAYC to ensure that each youth is obtaining high quality care and to evaluate the performance and impact of each Promotor.

LAYC's decades of experience suggests that the Promotor Pathway model is a critical element for successful youth development in the 21st century.

Disconnected youth will continue to struggle unsuccessfully toward productive, happy, and creative adulthood as long as youth development programs use piecemeal and short-term approaches. To obtain long-lasting positive outcomes for disconnected youth, a new, engaging, comprehensive, and long-term approach to youth development is needed. This approach must:

- Ensure a multi-year effort that assesses and addresses the full range of challenges and needs of disconnected youth;
- Establish a lasting relationship between a youth and a caring adult who works to set up each youth for long-term success rather than failure.

LAYC's Promotores help high-need and high-risk youth become successful and happy adults.



The Promotor Pathway enables a Promotor to cultivate and maintain a long-term trusting and respectful relationship with each youth served.



DEMOGRAPHICS

LAYC served 4,214 individuals during FY09, October 1, 2008 - September 30, 2009.

AGE RANGE			RACE/ETHNICITY			GENDER		
Age	Total	Percentage	Race/Ethnicity	Total	Percentage	Gender	Total	Percentage
Under 5 years old	-	0.0%	Latino	2,495	59.2%	Male	2,312	54.9%
5 - 9 years old	133	3.2%	African American	1,358	32.2%	Female	1,902	45.1%
10 -14 years old	746	17.7%	African Descent	129	3.1%	Total	4,214	100%
15 - 18 years old	1,613	38.3%	Caucasian	62	1.5%			
19 - 24 years old	1,319	31.3%	Multiracial	38	0.9%			
25 - 30 years old	137	3.3%	Asian/Pacific Islander	36	0.9%			
31- 40 years old	127	3.0%	Arabic Descent	11	0.3%			
41 -50 years old	88	2.1%	Other	85	2.0%			
51 and over	51	1.2%	Total	4,214	100%			
Total	4,214	100%						

WARD/COUNTY OF RESIDENCE		
Ward/County	Total	Percentage
Ward 1	813	19.3%
Ward 2	120	2.8%
Ward 3	160	3.8%
Ward 4	916	21.7%
Ward 5	185	4.4%
Ward 6	115	2.7%
Ward 7	155	3.7%
Ward 8	110	2.6%
Montgomery County	805	19.1%
Prince George's County	779	18.5%
Other - Maryland	41	1.0%
Other - Virginia	6	0.1%
Prince William County	5	0.1%
Arlington County	2	0.0%
Fairfax County	2	0.0%
Total	4,214	100%

COUNTRY/PLACE OF BIRTH		
Country/Place of Birth	Total	Percentage
United States	2,851	67.7%
El Salvador	600	14.2%
Mexico	124	2.9%
Guatemala	114	2.7%
Honduras	110	2.6%
Dominican Republic	101	2.4%
South America	98	2.3%
Africa	83	2.0%
Caribbean	48	1.1%
Other Central America	35	0.8%
Asia	28	0.7%
Europe	14	0.3%
Middle East	8	0.2%
Total	4,214	100%



teen health promoters



Each young person who comes through LAYC's doors will obtain all needed services to achieve three outcomes essential to a successful transition to adulthood:

- ① academic success: graduation from high school and at least two years of post-secondary education;
- ② employment with long-term career potential; and
- ③ skills necessary to lead a healthy and happy life.

Each of these three outcomes has a set of indicators derived from best practices and research literature that are used to measure success. The following pages provide a small sample of LAYC FY09 outcome data.

Teen Health Promoters trains young people ages 13 to 18 as peer health educators. On a pre/post-test composed of knowledge, perception, and behavior questions, Teen Health Promoters demonstrated statistically significant improvements:

- Understanding the meaningfulness and importance of assigned schoolwork;
- Understanding the risks of sexually transmitted infections during unprotected sex;
- Feeling comfortable initiating a conversation and answering questions about the importance of HIV testing;
- Ability to perform CPR;
- Ability to take accurate blood pressure readings;
- Confidence in their own abilities to improve personal health.

Please see www.layc-dc.org for complete report on FY09 outcomes.



LAYC's AmeriCorps members in DC and Maryland serve as educational aides in elementary and middle schools to encourage academic achievement among students performing below grade level. Corps members also provide recreational activities that promote physical fitness.

In DC's Powell Elementary School, students regularly attending AmeriCorps tutoring sessions demonstrated impressive grade increases. On a 4.0 grade scale, reading/language arts grades rose an average of 0.42 points and math grades an average of 0.48 points. In addition, 30.8% of regularly attending elementary age participants increased both their reading/language arts and math grades by a full letter grade during the academic year. (Regularly attending = receiving more than 24 hours of tutoring.)

AmeriCorps members at LAYC's Maryland Multicultural Youth Centers provided tutoring and homework assistance services at William Wirt Middle School in Riverdale. Eighty-nine percent of students completed their homework objectives throughout the school year. Homework completion is a precondition for school success.

In the past four years, 15 graduates of LAYC's public charter schools have become AmeriCorps members. These young people give back to the communities in which they grew up by serving as educational aides at local elementary and middle schools, as they continue to build their leadership skills.

AmeriCorps





LAYC's *Art + Media House* (AMH) encourages youth to experience the power of their art as a means of self-expression and as a tool for exploring and understanding critical social and political issues facing the community. Creative abilities are developed through hands-on training in media, music, and fine arts. Youth enrolled in AMH's summer 2009 program showed statistically significant improvement ($p=0.05$) in eight areas:

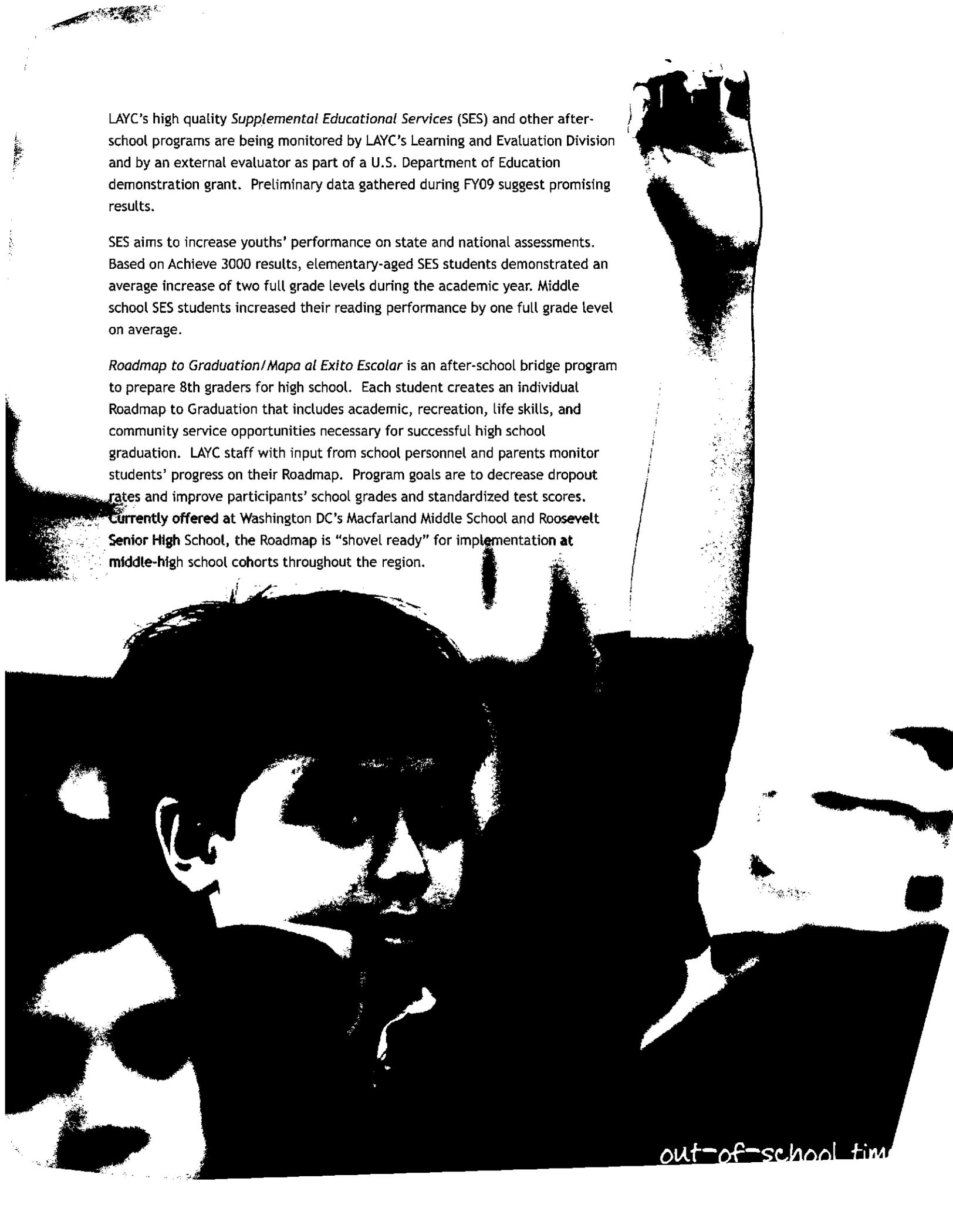
Creative Skills

- Youth recognizes concept;
- Youth can compare and contrast the new concept;
- Youth can explain the steps for carrying out the task;
- Youth is able to model the skill for a peer;
- Youth integrates technical skills in original ways into their work.

Life Skills

- Youth is willing to work;
- Youth is able to assist others to reach common goal;
- Youth seeks assistance or direction when needed.





LAYC's high quality *Supplemental Educational Services (SES)* and other after-school programs are being monitored by LAYC's Learning and Evaluation Division and by an external evaluator as part of a U.S. Department of Education demonstration grant. Preliminary data gathered during FY09 suggest promising results.

SES aims to increase youths' performance on state and national assessments. Based on Achieve 3000 results, elementary-aged SES students demonstrated an average increase of two full grade levels during the academic year. Middle school SES students increased their reading performance by one full grade level on average.

Roadmap to Graduation/Mapa al Exito Escolar is an after-school bridge program to prepare 8th graders for high school. Each student creates an individual Roadmap to Graduation that includes academic, recreation, life skills, and community service opportunities necessary for successful high school graduation. LAYC staff with input from school personnel and parents monitor students' progress on their Roadmap. Program goals are to decrease dropout rates and improve participants' school grades and standardized test scores. **Currently offered at Washington DC's Macfarland Middle School and Roosevelt Senior High School, the Roadmap is "shovel ready" for implementation at middle-high school cohorts throughout the region.**

out-of-school time



Leadership

Leaders Like Me, offered by LAYC's Maryland Multicultural Youth Centers, provides gang prevention and intervention services to increase youths' protective factors and decrease risk factors that often lead youth to join gangs. Participants age 10 to 20 who completed pre- and post-tests measuring attitudes toward gangs, perceptions of the gang lifestyle, and various facets of self-esteem demonstrated statistically significant increases in their belief that it is dangerous and unsafe to join a gang. Participants also showed statistically significant increases in self-esteem and self-efficacy.



LAYC's *Responsible Fatherhood* is one of the few programs in Washington, D.C. providing multilingual, culturally competent services to Latino and other young immigrant and minority parents. Eighty-six percent of *Responsible Fatherhood* participants demonstrated statistically significant increases in their overall scores based on comparison of pre- and post-test results. Participants demonstrated the greatest increases in the following areas:



- Maintaining consistency and structure in the lives of their children;
- Positive reinforcement of their children;
- Effective discipline techniques;
- Knowledge of the dangers and prevalence of substance use;
- Proper nutrition for their children;
- Budgeting and money management techniques;
- Identifying and dealing with stress.





LAYC is a leading provider of effective GED preparation services for young people in DC and Maryland.

WISE provides GED preparation coupled with holistic job readiness training (job placement and support services through case management) for young people ages 16 to 24 in the District of Columbia who have dropped out or been forced out of all other educational options.

During FY09, 41 WISE participants took the GED exam; 80% completed the exam and received their GED. In addition, 29 participants who completed job readiness classes found

employment. Collectively, the 29 youth worked an average of 37 hours a week, stayed on the job 258 days, and were paid \$9.98 an hour. Another 15 WISE participants enrolled in post-secondary education institutions: two- or four-year colleges or vocational/technical schools.

Over all programs during FY09, more than 95% of LAYC participants who took the GED exam in Maryland and 91% who took the test in DC passed.

academic success



Comparing LAYC's GED Passage Rate to Overall District of Columbia Passage Rate

In 2008, 1,007 individuals took the GED exam in the District of Columbia, and 649 individuals successfully passed the exam. During the same year, LAYC provided GED training and assistance to 42 District of Columbia residents who passed the GED. This equates to LAYC assisting approximately one out of every 15 DC residents receiving a GED in 2008.

LAYC's success in working with District of Columbia residents seeking a GED is particularly impressive when looking at Hispanic/Latino residents. In 2008, 132 (13.1 %) individuals taking

the GED exam in DC self-identified as Hispanic/Latino. Of these, 96 successfully passed the GED. LAYC assisted 20 individuals self-identified as Hispanic/Latino to receive their GED, equating to nearly 21% of all Hispanic/Latinos obtaining their GED in DC in 2008.

LAYC provided GED preparation services to one out of every five Hispanic/Latino individuals passing the GED in the District of Columbia in 2008.



¡GRACIAS!

Federal, State, County, and City Governments

Corporation for National and Community Service - SERVE DC
 DC Child and Family Service Agency
 DC Commission on the Arts and Humanities
 DC Department of Employment Services
 DC Department of Health
 DC Department of Housing and Community Development
 DC Department of Human Services
 DC Department of Mental Health
 DC Department of Youth Rehabilitation Services
 DC Justice Grants Administration
 DC Mayor's Office on Latino Affairs
 DC Office of the Deputy Mayor Planning and Economic Development, Neighborhood Investment Fund
 DC Office of the State Superintendent of Education
 Maryland Capital Parks and Planning
 Maryland Governor's Office on Crime Control and Prevention
 Montgomery County Collaboration Council for Children, Youth, and Families
 Montgomery County Executive
 Montgomery County State Attorney General's Office
 Montgomery County Department of Health and Human Services
 Montgomery County Government Office of Economic Development
 National Institutes of Health - Centers for Disease Control
 Prince George's County Department of Family Services
 Prince George's County Economic Development Corporation
 U.S. Department of Education
 U.S. Department of Health and Human Services

Foundations

Amanter Fund
 AT&T Foundation
 Bank of America Foundation
 Theodore H. Barth Foundation
 Diane and Norman Bernstein Foundation
 Capital One Foundation
 Carter & Melissa Cafritz Charitable Trust
 Morris & Gwendolyn Cafritz Foundation
 Children and Youth Investment Trust Corporation
 Naomi & Nehemiah Cohen Foundation
 Comcast Foundation
 Community Foundation of the National Capital Region/Rosenbaum Fund
 Community Partnership for the Prevention of Homelessness
 Consumer Health Foundation
 Crebilly Foundation
 DPR Foundation
 Lois and Richard England Family Foundation
 Fannie Mae Foundation
 Freddie Mac Foundation
 Donald and Martha Freedman Charitable Fund
 Twilight and Marc Freedman Foundation
 I Do Foundation
 Inter-American Development Bank
 Irving Harris Foundation
 Robert and Arlene Kogod Family Foundation
 M & T Charitable Foundation

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 Montgomery County Community Foundation
 Morningstar Foundation
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 Prince Charitable Trusts
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 Tiger Woods Foundation
 Tranquil Space Foundation
 Trawick Foundation
 Alice and Russell True Foundation
 USTA Tennis & Education Foundation
 Venable Foundation
 Washington AIDS Partnership
 Washington Parks and People
 World Bank Community Connections Fund

Corporations

Best Buy
 BI, BB, LLC
 Cacerola Entertainment LLC
 Capitol Association of Building Services
 Continental Insurance Agency
 Covington & Burling
 Danya International
 Douglas Development Corporation
 Executive Maintenance
 GEICO
 Hamel Builders
 HSBC Bank USA, N.A.
 J/R/A Associates
 Local Initiatives Support Corporation (LISC)
 Madison Financial Advisors, Ltd.
 Microsoft Corporation
 NVG Wholesale
 Philliber Research Associates
 SeeChange Consulting
 Social Solutions
 Stanley Associates, Inc.
 State Farm Insurance Companies
 Target
 United States Tennis Association
 Wachovia
 Verizon

Faith-based Organizations

Community of Christ
 Fabrangon 'Izedakah Collective
 Interfaith Conference of Metropolitan Washington
 St. John Evangelical Lutheran Church

Investment Partners

Edna McConnell Clark Foundation
 Genesis Group
 Venture Philanthropy Partners

Partners

Capital Area Assets Corporation
 Clínica del Pueblo
 Columbia Heights/Shaw Family Support Collaborative
 Consortium on Child Welfare
 Construction & General Laborers Local Union 657
 DC Alliance for Youth Advocates
 DC Metropolitan Police Department

Georgia Avenue/Rock Creek East Family Support Collaborative
 Mary's Center for Maternal and Child Care
 National Council of La Raza
 National Network for Youth
 New Futures Fund
 Radio El Zol 99.1FM
 Sasha Bruce House
 University of Maryland Engaged University Project
 World Vision
 Youth Radio

Educational Partners

American University
 Appalachian State University
 Bard College
 Eastern Mennonite University
 DC Public Schools
 Georgetown University
 George Washington University
 Howard University
 Montgomery County Public Schools
 Morehouse College
 Old Dominion University
 Paul Public Charter School
 Prince George's County Public Schools
 St. Mary's College of Maryland
 University of the District of Columbia

United Way/Combined Federal Campaign

Thanks to everyone who contributed through the United Way and Combined Federal Campaign.

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In Honor of
 Rick England
 Mario Gamboa
 Lori Kaplan
 Anthony Marquez
 Daniel Otteman
 Cynthia Pratt
 Abigail Smith
 Michael Zamore

In Memory of
 Sally Courtney's parents

SUMMARY OF REVENUE AND EXPENSES

October 1, 2008 - September 30, 2009

Revenue

Contributions	\$443,667
Foundation & other Grants	\$5,101,459
Governmental Grants	\$9,177,072
Rental Income	\$326,836
Other	\$304,696
Total Operating Revenue	\$15,353,730
Net Assets Released from Restriction	\$287,583
Total Unrestricted Revenue and Other Support	\$15,641,313

Expenses

Social Services	\$4,291,326
Education	\$3,145,069
Workforce Investment & Social Enterprise	\$1,080,436
Latino Transitional Housing Project (fiscal agent)	\$938,7345
Maryland Multicultural Youth Centers.....	\$2,879,207
Art + Media House	\$414,381
Client Management	\$257,478
Advocacy	\$119,091
General & Administrative	\$1,779,313
Fundraising.....	\$571,830
Total Expenses.....	\$15,476,865
Change in Unrestricted Net Assets.....	\$164,448

LAYC's audit may be viewed at www.layc-dc.org

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*Mosaic mural created by LAYC youth located
on Irving Street NW, Washington, DC.*

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J-10: Audit

LATIN AMERICAN YOUTH CENTER
Consolidated Financial Statements Together with
Reports of Independent Public Accountants
For the Years Ended September 30, 2009 and 2008



SB & COMPANY, LLC
EXPERIENCE • QUALITY • CLIENT SERVICE

SEPTEMBER 30, 2009 AND 2008

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SB & COMPANY, LLC
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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

Board of Directors
Latin American Youth Center

We have audited the accompanying consolidated statements of financial position of Latin American Youth Center (the Center) and subsidiaries as of September 30, 2009 and 2008, as restated, and the related consolidated statements of activities and changes in net assets, cash flows, and functional expenses for the years then ended. These consolidated financial statements are the responsibility of the Center's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the accompanying consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of the Center as of September 30, 2009 and 2008, and the changes in their net assets and their cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Washington, DC
February 26, 2010



LATIN AMERICAN YOUTH CENTER

**Consolidated Statements of Financial Position
 As of September 30, 2009 and 2008**

ASSETS	2009	2008 (as restated)
Cash and cash equivalents	\$ 226,035	\$ 83,661
Cash, restricted	141,397	901,634
Investments	280,187	286,916
Accounts receivable		
Grants, net	1,829,021	1,390,419
Pledges, net	1,390,570	855,963
Other	134,899	187,498
Prepaid expenses	39,174	49,407
Property and equipment, net	7,250,647	6,670,811
Other assets	60,408	113,240
Deferred financing costs, net	266,080	277,646
Total Assets	\$ 11,618,418	\$ 10,817,195
 LIABILITIES AND NET ASSETS 		
Liabilities		
Bank overdraft	\$ 87,733	\$ 84,479
Accounts payable and accrued expenses	562,300	528,564
Accrued salaries and benefits	756,260	607,577
Refundable advances	777,986	50,000
Lines of credit	729,237	599,237
Bonds payable	3,985,000	4,070,000
Notes payable	1,663,302	2,065,230
Swap valuation liability	303,139	125,112
Total Liabilities	8,864,957	8,130,199
Net Assets		
Unrestricted:		
Available for general activities	2,170,653	2,222,899
Board designated	261,652	286,916
Temporarily restricted	321,156	177,181
Total Net Assets	2,753,461	2,686,996
Total Liabilities and Net Assets	\$ 11,618,418	\$ 10,817,195

The accompanying notes are an integral part of these consolidated financial statements.

LATIN AMERICAN YOUTH CENTER

**Consolidated Statements of Activities and Changes in Net Assets
 For the Years Ended September 30, 2009 and 2008**

	2009	2008 (as restated)
CHANGE IN UNRESTRICTED NET ASSETS		
Revenue and Other Support		
Contributions	\$ 443,667	\$ 435,013
Foundation and other grants	5,101,459	3,886,426
Governmental grants	9,177,072	8,174,313
Rental income	326,836	282,218
Ben and Jerry's	-	24,824
Other	304,696	550,911
Total Operating Revenue	15,353,730	13,353,705
Net assets released from restriction	287,583	719,292
Total Unrestricted Revenue and Other Support	15,641,313	14,072,997
Expenses		
Program services:		
Social services	4,291,326	4,256,338
Education	3,145,069	2,901,617
Workforce Investment and Social Enterprise	1,080,436	1,044,324
LTHP	938,734	763,723
Maryland	2,879,207	2,272,048
Arts & Media House	414,381	355,922
Client Management	257,478	-
Advocacy	119,091	135,665
Ben and Jerry's	-	23,758
Support services:		
General and Administrative	1,779,313	1,586,923
Fundraising	571,830	512,632
Total Expenses	15,476,865	13,852,950
Change in Unrestricted Net Assets	164,448	220,047
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS		
Foundation grants	189,600	416,117
Net assets released from restriction	(287,583)	(719,292)
Change in Temporarily Restricted Net Assets	(97,983)	(303,175)
Changes in net assets	66,465	(83,128)
Net assets, beginning of the year	2,686,996	2,770,124
Net Assets, End of Year	\$ 2,753,461	\$ 2,686,996

The accompanying notes are an integral part of these consolidated financial statements.

LATIN AMERICAN YOUTH CENTER

**Consolidated Statements of Cash Flows
 For the Years Ended September 30, 2009 and 2008**

	<u>2009</u>	<u>2008</u> <u>(as restated)</u>
Cash Flows from Operating Activities		
Changes in net assets	\$ 66,465	\$ (83,128)
Adjustments to reconcile changes in net assets to net cash from operating activities:		
Depreciation and amortization	363,383	315,259
Net unrealized loss on investments	53,303	37,559
Forgiveness of debt	(164,835)	-
Donated property contribution	(49,000)	(176,000)
Effect of changes in non-cash operating assets and liabilities:		
Grants receivable, net	(438,602)	538,870
Pledges receivable, net	(534,607)	486,180
Other receivable	52,599	11,210
Prepaid expenses	10,233	99,081
Other assets	52,832	(8,577)
Accounts payable and accrued expenses	33,736	(287,698)
Accrued salaries and benefits	148,683	11,546
Swap valuation liability	178,027	125,112
Net Cash from Operating Activities	<u>(227,783)</u>	<u>1,069,414</u>
Cash Flows from Investing Activities		
Purchase of property and equipment	(882,653)	(655,655)
Purchases of investments	(46,574)	(182,471)
Net Cash from Investing Activities	<u>(929,227)</u>	<u>(838,126)</u>
Cash Flows from Financing Activities		
Bank overdrafts	3,254	(37,992)
Draw-downs on line of credit, net	130,000	24,237
Refundable advances	727,986	(220,323)
Principal payments on bonds payable	(85,000)	-
Principal payments on notes payables	(237,093)	(232,631)
Net Cash from Financing Activities	<u>539,147</u>	<u>(466,709)</u>
Net decrease in cash and cash equivalents	(617,863)	(235,421)
Cash and cash equivalents, beginning of year	985,295	1,220,716
Cash and Cash Equivalents, End of Year (including restricted cash of \$141,397 and \$901,634, respectively)	<u>\$ 367,432</u>	<u>\$ 985,295</u>
Supplemental Cash Flow Disclosure		
Cash paid for interest	<u>\$ 307,938</u>	<u>\$ 289,880</u>

The accompanying notes are an integral part of these consolidated financial statements.

LATIN AMERICAN YOUTH CENTER

**Consolidated Statement of Functional Expenses
For the Year Ended September 30, 2009 with Comparative Totals for 2008**

2009

	Program Services									Total	2008 Total	
	Social Services	Education	Workforce Investment and Social Enterprise	LTHP	Maryland	Arts & Media House	Client Management	Advocacy	General and Administrative			
Salaries & Fringe Benefits	\$ 2,488,348	\$ 1,527,933	\$ 536,338	\$ 230,159	\$ 1,313,069	\$ 202,185	\$ 189,681	\$ 115,398	\$ 972,970	\$ 494,821	\$ 8,070,902	\$ 7,575,512
Occupancy	139,193	33,394	100,291	398,671	148,619	15,761	-	-	105,308	-	941,237	779,208
Training	13,723	38,731	3,058	-	6,644	-	89	-	2,135	500	64,880	77,140
Supplies	64,130	155,197	19,455	10,037	76,157	18,508	3,978	-	86,590	1,790	435,842	326,981
Professional & contractual	128,730	581,681	31,620	16,808	480,003	45,636	216	-	182,103	13,116	1,479,913	1,022,520
Printing	3,912	2,350	3,240	-	1,113	1,488	595	-	10,037	3,015	25,750	10,907
Rental & maintenance	15,846	2,219	5,668	8,700	184	490	-	-	37,430	-	70,537	76,209
Insurance	-	15,740	-	35,014	3,393	-	-	-	126,085	-	180,232	83,286
Communications	49,109	56,278	33,459	9,250	30,598	1,939	17,554	-	48,003	793	246,983	133,823
Travel & transportation	95,829	113,124	5,710	1,398	41,098	1,343	2,650	-	7,994	616	269,762	215,772
Depreciation	62,918	27,438	10,265	4,133	51,477	18,814	3,406	2,072	162,408	8,886	351,817	306,081
Provision for uncollectible receivables	3,113	12,802	9,951	-	-	-	-	-	-	-	25,866	368,343
Other	1,226,475	578,182	321,381	224,564	726,852	108,217	39,309	1,621	38,250	48,293	3,313,144	2,877,168
Total	\$ 4,291,326	\$ 3,145,069	\$ 1,080,436	\$ 938,734	\$ 2,879,207	\$ 414,381	\$ 257,478	\$ 119,091	\$ 1,779,313	\$ 571,830	\$ 15,476,865	\$ 13,852,950

The accompanying notes are an integral part of this consolidated financial statement.

LATIN AMERICAN YOUTH CENTER

Consolidated Statement of Functional Expenses For the Year Ended September 30, 2008

	Program Services										
	Social Services	Education	Workforce Investment and Social Enterprise	LTHP	Maryland	Arts & Media House	Advocacy	Ben and Jerry's	General and Administrative	Fundraising	Total
Salaries & fringe benefits	\$ 2,635,600	\$ 1,500,257	\$ 564,805	\$ 271,188	\$ 1,197,134	\$ 184,457	\$ 94,617	\$ 5,532	\$ 700,274	\$ 421,648	\$ 7,575,512
Occupancy	182,483	19,921	27,716	287,359	169,214	11,973	-	5,589	74,953	-	779,208
Training	10,900	59,289	2,292	427	1,758	1,110	-	750	119	495	77,140
Supplies	70,707	91,515	17,290	25,186	50,792	26,250	1,535	5,170	35,058	3,478	326,981
Professional & contractual	190,356	402,243	23,389	35,032	170,302	40,522	13,500	1,943	137,933	7,300	1,022,520
Printing	342	3,090	2,310	-	970	-	-	-	3,875	320	10,907
Rental & maintenance	39,276	1,753	9,352	10,082	2,649	475	-	616	12,006	-	76,209
Insurance	28,794	16,396	6,170	2,963	13,079	2,015	1,034	584	7,650	4,601	83,286
Communications	40,686	19,160	4,932	5,652	23,068	974	-	60	38,467	824	133,823
Travel & transportation	63,581	91,758	10,915	1,853	36,756	3,937	83	284	6,540	65	215,772
Depreciation	76,010	43,266	16,289	6,657	34,525	6,474	2,737	1,136	118,987	-	306,081
Provision for uncollectible receivables	74,156	105,556	183,631	-	-	5,000	-	-	-	-	368,343
Other	843,447	547,413	175,233	117,324	571,801	72,735	22,159	2,094	451,061	73,901	2,877,168
Total	\$ 4,256,338	\$ 2,901,617	\$ 1,044,324	\$ 763,723	\$ 2,272,048	\$ 355,922	\$ 135,665	\$ 23,758	\$ 1,586,923	\$ 512,632	\$ 13,852,950

The accompanying notes are an integral part of this consolidated financial statement.

LATIN AMERICAN YOUTH CENTER

Notes to the Consolidated Financial Statements September 30, 2009 and 2008

1. BACKGROUND OF THE ORGANIZATION

The Latin American Youth Center (the Center) was organized under the laws of the District of Columbia as a nonprofit corporation. The Center's purpose is to provide Latino, African-American and other multicultural youth and families with the education, skills, training and support they need to live, work and study with dignity, in good health and in neighborhoods that are safe and secure.

The Center is related to "LAYC Creative Enterprises, Inc.," doing business as Ben and Jerry's Ice Cream (CEI). CEI was incorporated on November 7, 2001 in the District of Columbia as a nonprofit organization. CEI had received an exemption from Federal income taxation from the Internal Revenue Service. The Center appointed the Board of Directors of CEI. The CEI Board of Directors elected its own Chairman and officers. The Center had passed through the proceeds from certain notes payable to CEI. CEI ceased operation in 2008.

The Center has also established the LAYC Social Ventures, Inc. (Social Ventures) to operate a second Ben and Jerry's Ice Cream in Washington, DC. The Center appointed the Board of Directors of Social Ventures. The Social Ventures Board of Directors elected its own Chairman and officers. Social Ventures ceased operation in 2009.

The financial statements of the operations of the CEI and Social Ventures as of and for the years ended September 30, 2009 and 2008 have been consolidated into the Center's financial statements in accordance with Statements of Position (SOP) 94-3: *Reporting of Related Entities by Not-for-Profit Organizations*, now included in the Codification as part of FASB ASC 958. Intercompany balances and transactions have been eliminated in the accompanying consolidated financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying consolidated financial statements of the Center are presented on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

LATIN AMERICAN YOUTH CENTER

Notes to the Consolidated Financial Statements September 30, 2009 and 2008

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Adoption of New Accounting Guidance

In September 2006, the Financial Accounting Standards Board (FASB) Issued SFAS No. 157, *Fair Value Measurements* (SFAS No. 157), now included in the Codification as ASC 820. ASC 820 provides a common definition of fair value to be applied to existing accounting principles generally accepted in the United States of America and requires the use of fair value measures, establishes a framework for measuring fair value and enhances disclosure about fair value measures under other accounting pronouncements, but does not change existing guidance as to whether or not an asset or liability is carried at fair value. SFAS No.157 is effective for fiscal years beginning after November 15, 2008, and, as such, was adopted by the Center in 2009.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires the Center's management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of support and revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

Cash and cash equivalents include amounts invested in short-term investments with original maturities of three months or less. Cash equivalents as of September 30, 2009 and 2008, consisted of overnight investment accounts and money market funds.

Restricted cash represents the remaining funds from the bond proceeds (see Note 6). The cash balance is restricted for the purpose of renovating property purchased by the Center in 2007.

Accounts Receivable

Receivables are valued at management's estimate of the amount that will ultimately be collected. The allowance for doubtful accounts is based on specific identification of uncollectible accounts and the Center's historical collection experience. As of September 30, 2009 and 2008, the allowance was \$60,574 and \$135,000, respectively.

LATIN AMERICAN YOUTH CENTER

Notes to the Consolidated Financial Statements September 30, 2009 and 2008

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Pledges Receivable

For pledges expected to be collected in over one year, the Center discounts those pledges using a 2.77% and 5.5% discount rate for the years ended September 30, 2009 and 2008, respectively. The rate is based on the Center's borrowing rate as of the balance sheet date. Management expects to fully collect all of its pledges and thus no reserve has been recorded as of September 30, 2009 and 2008.

Deferred Financing Costs

Deferred financing costs consist of costs related to the bonds issued to purchase and renovate property. The deferred financing costs of \$286,824 will be amortized using the effective interest method over the life of the debt. The Center recorded \$11,566 and \$9,178 in amortization expense during the years ended September 30, 2009 and 2008, respectively, and recorded these amounts as other expenses in the accompanying consolidated Statements of Functional Expenses.

Property and Equipment

Property and equipment purchases are recorded at cost. Donated property and equipment are capitalized at the estimated fair market value on the date received. Depreciation of property and equipment is recorded using the straight-line method over the estimated useful life of the assets.

Net Assets

Unrestricted net assets are assets and contributions that are not restricted by donors or for which restrictions have expired. The Board has designated \$261,652 and \$286,916 as a future working capital reserve as of September 30, 2009 and 2008, respectively.

Temporarily restricted net assets are those whose use by the Center has been limited by donors, primarily for a specific time period or purpose. When a donor restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) is reported as unrestricted net assets.

Permanently restricted net assets are those that are restricted by donors to be maintained by the Center in perpetuity. There are no permanently restricted net assets as of September 30, 2009 and 2008.

LATIN AMERICAN YOUTH CENTER

Notes to the Consolidated Financial Statements September 30, 2009 and 2008

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Restricted and Unrestricted Support and Revenue

Contributions received are recorded as unrestricted or temporarily restricted support, depending on the existence and/or nature of any donor imposed restrictions. Donor-restricted support is reported as an increase in temporarily restricted net assets, depending on the nature of the restriction.

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when the stipulated time restriction ends or purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the consolidated Statement of Activities and Changes in Net Assets as net assets released from restrictions.

Donated Equipment

The Center received donated hardware and software during 2009 and 2008. The estimated fair market value of those assets of \$45,000 and \$176,000, and have been included in other income in the accompanying Statements of Activities and Changes in Net Assets for the years ended September 30, 2009 and 2008, respectively.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the consolidated Statements of Activities and Changes in Net Assets and in the consolidated Statements of Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services that benefit from those costs. Management and general expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of the Center.

Income Taxes

The Center is a not-for-profit organization exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code and is recognized as such by the Internal Revenue Service.

LATIN AMERICAN YOUTH CENTER

Notes to the Consolidated Financial Statements September 30, 2009 and 2008

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Restatement of Prior Year Balances

Pledges receivables and foundation and other grant revenue was restated for the year ended September 30, 2008 due a change in accounting for a multi-year foundation grant received by the Center during 2008. The Center accounted for this grant as an unconditional grant due to the grant terms having a remote chance of not being met. Thus, the Center recorded the present value of the four million dollar grant as a contribution during 2008. However, the Center was notified during fiscal year 2009 that the grant was intended to be a conditional grant when it was granted during 2008. The Center agrees with the grantor's intent and has restated the 2008 balances to account for the grant on a conditional basis. The 2008 pledges receivable and foundation and other grant revenue was reduced by \$2,847,296.

Reclassifications

Certain reclassifications have been made to 2008 amounts to conform with 2009 presentation.

Subsequent Events

The Center did not have any other subsequent events through February 26, 2010, which is the date the financial statements were available to be issued for events requiring recording or disclosure in the financial statements for the year ended September 30, 2009.

3. INVESTMENTS AND FAIR VALUE MEASUREMENT

Financial Accounting Standards Board Accounting Standards Codification 820, Fair Value Measurements and Disclosures (ASC 820), establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under ASC 820 are described below:

Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the entity has the ability to access.

LATIN AMERICAN YOUTH CENTER

**Notes to the Consolidated Financial Statements
 September 30, 2009 and 2008**

3. INVESTMENTS AND FAIR VALUE MEASUREMENT (continued)

Level 2 Inputs to the valuation methodology include:

- quoted prices for similar assets or liabilities in active markets;
- quoted prices for identical or similar assets or liabilities in inactive markets;
- inputs other than quoted prices that are observable for the asset or liability; and
- inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

The following is a description of the valuation methodologies used for investments measured at fair value.

Equity securities: Valued at the closing price reported on the active market on which the individual securities are traded.

Trust managed investments: Valued on underlying investments of the fund as valued by the fund's management.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Center believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date. The following table presents investment at fair value as of September 30, 2009:

	Level 1	Level 2	Level 3	Total
Equity securities	\$ 18,535	\$ -	\$ -	\$ 18,535
Trust managed investments	-	261,652	-	261,652
Total investments	\$ 18,535	\$ 261,652	\$ -	\$ 280,187

LATIN AMERICAN YOUTH CENTER

**Notes to the Consolidated Financial Statements
 September 30, 2009 and 2008**

3. INVESTMENTS AND FAIR VALUE MEASUREMENT (continued)

Investments are recorded at their estimated fair value and consist of the following as of September 30:

	<u>2009</u>	<u>2008</u>
Equity securities	\$ 18,535	\$ -
Trust managed investments	<u>261,652</u>	<u>286,916</u>
Total	\$ 280,187	\$ 286,916

The following schedule summarizes investment income included in the Statements of Activities and Changes in Net Assets, in other revenue:

	<u>2009</u>
Dividends and interest	\$ 47,233
Net realized and unrealized losses	<u>(44,497)</u>
Total	\$ 2,736

4. PLEDGES RECEIVABLE (as restated)

Pledges receivable as of September 30, 2009 and 2008 as restated consisted of the following:

	<u>2009</u>	<u>2008</u>
Foundation receivable	\$ 1,400,000	\$ 916,000
Less: discount	<u>9,430</u>	<u>60,037</u>
Pledges receivable, net	\$ 1,390,570	\$ 855,963
Amounts due in:		
Less than one year	\$ 1,050,000	\$ 316,000
One to five years	<u>350,000</u>	<u>600,000</u>
Total	\$ 1,400,000	\$ 916,000

LATIN AMERICAN YOUTH CENTER

**Notes to the Consolidated Financial Statements
 September 30, 2009 and 2008**

5. PROPERTY AND EQUIPMENT

Property and equipment as of September 30, 2009 and 2008 consist of:

	<u>2009</u>	<u>2008</u>	<u>Useful Life</u>
Land	\$ 37,180	\$ 37,180	N/A
Buildings	8,123,588	5,860,972	30 years
Leasehold improvements	538,491	538,491	2-7 years
Furniture and office equipment	1,346,366	1,288,967	5 years
Automobiles	37,093	37,093	5 years
Software	94,835	49,087	5 years
CIP	-	1,434,110	N/A
	<u>10,177,553</u>	<u>9,245,900</u>	
Less: accumulated depreciation	<u>2,926,906</u>	<u>2,575,089</u>	
Property and equipment, net	<u>\$ 7,250,647</u>	<u>\$ 6,670,811</u>	

Depreciation expense for the years ended September 30, 2009 and 2008, was \$351,817 and \$306,081, respectively. The Center recorded capitalized interest, net of capitalized interest income of \$126,905 and \$110,555 during the years ended September 30, 2009 and 2008.

6. BONDS PAYABLE

On September 13, 2007, the Center entered into a loan agreement with the District of Columbia (the District) to issue and sell tax-exempt bonds that would be used to pay down the \$2,675,000 term note and to finance the costs of renovating the newly acquired properties and other Center properties. The total proceeds from the bonds were \$4,070,000. In order to enhance the marketability of the bonds, the Center requested a financial institution to issue an irrevocable, transferable, direct-pay letter of credit to provide payment for and to secure the payment of the principal and interest on the purchase price of the bonds. The financial institution issued its letter of credit concurrently with the issuance and delivery of the bonds. The letter of credit expires on September 13, 2014 at which time the Center can request an extension of the letter of credit at the sole discretion of the financial institution.

The bonds issued by the District are without recourse to the District and are not general obligations of the District nor are they backed by the faith and credit of the District. The bonds have a maturity date of October 1, 2032. The interest rate on the bonds on the closing date was 3.78% per annum. The interest on these bonds is an adjustable rate which will vary on each adjustment date to be determined by the remarketing agent in order for the bonds to be sold at the prevailing market conditions at a price equal to the principal plus accrued interest. The maximum amount is 12% per annum. The bonds are secured by mortgage liens on six properties owned by the Center. The bonds can be redeemed in any amount over \$100,000 subject to certain requirements at the discretion of the District or the Center at any interest payment date. The interest expense incurred on the bonds during the years ended September 30, 2009 and 2008, is \$181,294 and \$157,936, respectively.

LATIN AMERICAN YOUTH CENTER

**Notes to the Consolidated Financial Statements
 September 30, 2009 and 2008**

6. BONDS PAYABLE (continued)

The bonds payable have certain financial covenants to be calculated semiannually and a covenant related to submission of annual audited financial statements.

Future minimum payments for bonds payable are as follows:

<u>Year Ending September 30,</u>	
2010	\$ 90,000
2011	95,000
2012	100,000
2013	105,000
2014	110,000
Thereafter	3,485,000
	<u>\$ 3,985,000</u>

7. VALUATION OF INTEREST RATE SWAP AGREEMENT

On October 1, 2007, the Center entered into an interest rate swap agreement with M&T Bank (M&T) for a seven-year term ending October 1, 2014, to fix the effective interest rate on the bonds payable. Under the agreement, the Center pays M&T Bank a fixed rate of interest of 3.83% and M&T pays the Center a variable rate of interest based on the LIBOR plus 1.5% on a monthly basis. The interest payments are based on the notional amount which is equal to the outstanding principal balance of the bonds. In accordance with SFAS No. 161 *Disclosures about Derivative Instruments and Hedging Activities* (ASC 815), as of September 30, 2009 and 2008, the Center has recorded a liability of \$303,139 and \$125,112, respectively, which approximates the fair market value of the interest rate swap. An adjustment in the amount of \$178,027 and \$125,112 for the years ended September 30, 2009 and 2008, was recorded to properly state the swap liability at fair market value, and the amount is included in interest and related financing costs on the Statements of Activities and Changes in Net Assets. The amount of swap interest incurred for the years ended September 30, 2009 and 2008, was \$46,307 and \$83,617.

	<u>2009</u>		<u>2008</u>	
	<u>Statement of Financial Position Location</u>	<u>Fair Value</u>	<u>Statement of Financial Position Location</u>	<u>Fair Value</u>
Liability Derivatives:				
Derivatives designated as hedging instruments:				
Interest rate swap	Swap valuation liability	\$ 303,139	Swap valuation liability	\$ 125,112

LATIN AMERICAN YOUTH CENTER

**Notes to the Consolidated Financial Statements
 September 30, 2009 and 2008**

8. NOTES PAYABLE

As of September 30, 2009 and 2008, the Center had the following notes payable outstanding:

	<u>2009</u>	<u>2008</u>
Prudential mortgage due October 17, 2013	\$ 589,526	\$ 646,567
Prudential mortgage due July 1, 2020	229,826	245,428
Jenesis note payable due June 30, 2014	330,165	595,000
M&T note payable due July 1, 2014	322,585	372,135
M&T term loan due July 1, 2014	96,200	103,600
Creative Enterprises note due December 15, 2010	-	7,500
Moriah Fund note payable due December 1, 2010	75,000	75,000
Cohen note payable due December 31, 2010	20,000	20,000
Total	<u>\$ 1,663,302</u>	<u>\$ 2,065,230</u>

The Center has a mortgage which is collateralized by the building at 1419 Columbia Road. The note is payable in monthly payments of principal and interest of \$7,339. The annual interest rate is 5% and the maturity date is October 1, 2017. The amount outstanding as of September 30, 2009 and 2008 was \$589,526 and \$646,567, respectively, and the interest expense incurred during the years ended September 30, 2009 and 2008 was \$31,032 and \$33,809, respectively.

The Center has another loan with an initial principal outstanding of \$290,000 which is secured by the property described above. The loan requires monthly payments of principal and interest of \$2,293. The annual interest rate is 5% and the maturity date is July 1, 2020. As of September 30, 2009 and 2008, the outstanding balance on this loan was \$229,826 and \$245,428, respectively, and the interest expense incurred during the years ended September 30, 2009 and 2008 was \$11,917 and \$12,676, respectively.

The Center entered into a note with a charitable trust in the amount of \$695,000. The note is non-interest bearing and requires principal payments of \$25,000 each quarter and matures on June 30, 2014. The consolidated financial statements have imputed interest on this note at a rate of 2.77% and 5.5%. During 2009, this charitable trust provided a grant to the Center. The terms of the grant provided for forgiveness of 33.3% of this note if certain conditions are met. The Center met a portion of the conditions as of September 30, 2009, and reduced the loan by \$ 164,835 during the year ended September 30, 2009. The amount outstanding as of September 30, 2009 and 2008 was \$330,165 and \$595,000, respectively, and the imputed interest expense and related contribution revenue of \$12,638 and \$55,431 are included in the consolidated financial statements for the years ended September 30, 2009 and 2008, respectively.

LATIN AMERICAN YOUTH CENTER

Notes to the Consolidated Financial Statements September 30, 2009 and 2008

8. NOTES PAYABLE (continued)

The Center entered into a loan agreement with a financial institution for \$500,000 and is secured by a First deed of trust on the Center's properties at 3033 15th Street, NW and 3035 15th Street, NW. The note has a variable interest rate at the one year LIBOR plus 150 basis points (1.27% as of September 30, 2009). The note calls for monthly principal payments of \$2,083 plus interest, with a balloon payment of \$283,333 due in July 2014. As of September 30, 2009 and 2008, the outstanding balance on this loan was \$322,585 and \$372,135, respectively. Interest expense incurred during the years ended September 30, 2009 and 2008 was \$8,702 and \$23,541, respectively.

The Center entered into a term loan with a financial institution in September 2007 in the amount of \$111,000. The loan bears interest at LIBOR plus 1.50% and matures on July 1, 2014. The outstanding balance on the loan as of September 30, 2009 and 2008 was \$96,200 and \$103,600, respectively. Interest expense incurred during the years ended September 30, 2009 and 2008 was \$2,474 and \$3,579, respectively.

The Center and CEI entered into a promissory note for \$50,000 that bears an annual interest rate of one percent and calls for principal payments to be made through December 15, 2010. Interest on the outstanding principal balance is to be paid in quarterly installments commencing on December 30, 2002. The consolidated statements have imputed interest on the note at a rate of 2.77% and 5.5% and the imputed interest expense and related contribution revenue of \$104 and \$614 are included in the consolidated financial statements for the years ended September 30, 2009 and 2008, respectively. As of September 30, 2009 and 2008, the outstanding balance on this loan was \$0 and \$7,500, respectively.

The Center has a loan agreement with the Moriah Fund, Inc. The original loan was for \$75,000 and bears an annual interest rate of one percent. Interest on the outstanding principal balance is to be paid in quarterly installments. The consolidated statements have imputed interest on this note at a rate of 2.77% and 5.5% and the imputed interest expense and related contribution revenue of \$1,327 and \$4,095 are included in the consolidated financial statements for the years ended September 30, 2009 and 2008, respectively. As of September 30, 2009 and 2008, the outstanding balance on this loan was \$75,000.

The Center and the Naomi and Nehemiah Cohen Foundation (the Foundation) entered into a promissory note for \$50,000 and it is non-interest bearing. Interest on the outstanding principal balance is to be paid in quarterly installments commencing on December 30, 2002. The consolidated statements have imputed interest on this note at a rate of 2.77% and 5.5% and the imputed interest expense and contribution revenue of \$554 and \$1,638 was included in the consolidated financial statements for the years ended September 31, 2009 and 2008, respectively. As of September 30, 2009 and 2008, the outstanding balance on this loan was \$20,000.

LATIN AMERICAN YOUTH CENTER

**Notes to the Consolidated Financial Statements
 September 30, 2009 and 2008**

8. NOTES PAYABLE (continued)

Future minimum payments for notes payable as of September 30, 2009 are as follows:

<u>Years Ending September 30,</u>	
2010	\$ 305,773
2011	230,673
2012	220,673
2013	470,728
2014	310,094
Thereafter	125,361
	<u>\$ 1,663,302</u>

9. TEMPORARILY RESTRICTED NET ASSETS

Temporarily Restricted Net Assets

Temporarily restricted net assets as of September 30, 2009 and 2008 were available for the following purposes:

	<u>2009</u>	<u>2008</u>
Social services	\$ -	\$ 80,216
Other programs	321,156	96,965
	<u>\$ 321,156</u>	<u>\$ 177,181</u>

10. GRANTS

The Center has several grants from the U.S. government, Maryland government and other entities. Revenue from such grants is recognized only to the extent of actual expenses incurred in compliance with those grants. For government grants, expenses incurred in excess of funds collected is reflected as grants receivable.

11. COMMITMENTS AND CONTINGENCIES

The Center has a \$700,000 line of credit with a bank that is collateralized by the assignment of certain grants and contracts and is due on demand. Interest is charged at the bank's index rate, which was 3% and 5.6% as of September 30, 2009 and 2008, respectively, and is payable monthly. The outstanding amount on this line of credit as of September 30, 2009 and 2008 was \$594,237 and \$599,237, respectively. The interest expense incurred on this line of credit during the years ended September 30, 2009 and 2008 was \$16,388 and \$58,339, respectively.

LATIN AMERICAN YOUTH CENTER

**Notes to the Consolidated Financial Statements
 September 30, 2009 and 2008**

11. COMMITMENTS AND CONTINGENCIES (continued)

The Center obtained an unsecured line of credit from a charitable trust during 2009. A trustee of the trust is a board member of the Center. The line of credit is for a maximum of \$665,000. Interest was charged at a rate of 5.89% as of September 30, 2009. The interest expense incurred on this line of credit during the year ended September 30, 2009 was \$2,454. The total outstanding balance on this line was \$135,000 as of September 30, 2009.

Operating Leases

The Center leases office space and equipment under operating leases which expire between 2009 and 2021. Future minimum rental payments under the operating lease as of September 30, 2009, are as follows:

<u>Year Ending September 30,</u>	
2010	\$ 126,619
2011	89,653
2012	79,599
2013	80,450
2014	30,063
Thereafter	<u>237,270</u>
Total	<u>\$ 643,654</u>

The lease expense for the years ended September 30, 2009 and 2008 were \$791,211 and \$779,208, respectively.

Grants

Reimbursed costs under the Center's government awards are subject to final determination of allowability by the government agency. Until such audits have been completed and final settlement reached, there exists a contingency to refund any amount received in excess of allowable costs. Management is of the opinion that no material liability will result from such audits.

12. DEFINED CONTRIBUTION PLAN

The Center provides benefits to all eligible employees under a defined contribution plan at a rate determined annually by the Board of Directors. Eligible employees are able to contribute up to the annual Federal cap after completing 24 months at the Center. The employer contribution for the years ended September 30, 2009 and 2008 was \$94,792 and \$90,696, respectively.

LATIN AMERICAN YOUTH CENTER

Notes to the Consolidated Financial Statements September 30, 2009 and 2008

13. RELATED-PARTY TRANSACTIONS

The Center is related to "LAYC Creative Enterprises, Inc.," doing business as Ben and Jerry's Ice Cream (CEI). CEI was incorporated on November 7, 2001 in the District of Columbia as a nonprofit organization. CEI had received an exemption from Federal income taxation from the Internal Revenue Service. The Center appointed the Board of Directors of CEI. The CEI Board of Directors elected its own Chairman and officers. The Center contributed financially and had a financial interest in CEI. The Center loaned CEI \$175,000 through a non-interest bearing loan. CEI ceased operations during fiscal year 2008 without repaying the loan. The \$175,000 note was written off by the Center.

The Center had also established the LAYC Social Ventures, Inc. (Social Ventures) to operate a second Ben and Jerry's Ice Cream in Washington, DC. The Center appointed the Board of Directors of Social Ventures. The Social Ventures Board of Directors elected its own Chairman and officers. The Center contributed financially and had a financial interest in Social Ventures. The Center loaned Social Ventures \$305,016 through a non-interest bearing loan. Social Ventures ceased operations during fiscal year 2009. The \$305,016 loan was written off by the Center. Both CEI and Social Ventures are consolidated within the accompanying financial statements.

The Center is related to the Next Step Public Charter School (the Charter School). The Center appoints the Board of Trustees of the Charter School. The Charter School Board of Trustees elects its Chairman and President. The Charter School reimbursed the Center \$135,982 and \$93,144 for shared costs during the years ended September 30, 2009 and 2008, respectively.

On November 5, 2001, the Center was awarded a charter school contract by the District of Columbia Public Schools for the establishment of the Latin American Montessori Bilingual Public Charter School. A nonprofit organization similar to the Next Step Public Charter School has been formed to operate this school. There were no reimbursed costs to the Center for shared costs during the years ended September 30, 2009 and 2008.

On October 7, 2004, the Center was awarded a charter school contract by the District of Columbia Public Schools for the establishment of the Youth Build Public Charter School. A nonprofit organization similar to the Next Step Public Charter School has been formed to operate this school. The Charter School reimbursed the Center \$355,700 and \$564,068 for shared costs during the years ended September 30, 2009 and 2008, respectively.

LATIN AMERICAN YOUTH CENTER

Notes to the Consolidated Financial Statements September 30, 2009 and 2008

14. CONSOLIDATED SUBSIDIARIES

Summarized financial data for CEI and Social Ventures as of and for the year ended September 2008 is as follows:

	<u>2008</u>
Cash	\$ 2,601
Total assets	23,751
Total liabilities	44,552
Net assets	(20,801)

	<u>2008</u>
Total revenue	\$ 24,824
Total expenses	25,758
Changes in net assets before the Center's contribution	(1,066)



Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.



External Assets

- | | |
|--------------------------------------|--|
| Support | <ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. |
| Empowerment | <ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood. |
| Boundaries & Expectations | <ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well. |
| Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week. |

Internal Assets

- | | |
|-------------------------------|--|
| Commitment to Learning | <ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week. |
| Positive Values | <ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| Social Competencies | <ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently. |
| Positive Identity | <ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future. |

K-2: Overview of Bard College
 Clemente Humanities Course

COLLEGE CLEMENTE COURSE IN THE HUMANITIES

- ABOUT THE BARD COLLEGE CLEMENTE COURSE IN THE HUMANITIES
- VIEW A SHORT FILM ABOUT THE BARD COLLEGE CLEMENTE COURSE IN THE HUMANITIES
- SUPPORT THE BARD COLLEGE CLEMENTE COURSE IN THE HUMANITIES
- FOR STUDENT APPLICANTS: HOW TO ENROLL IN A BARD COLLEGE CLEMENTE COURSE
- FOR PROSPECTIVE AFFILIATES: HOW TO START A BARD COLLEGE CLEMENTE COURSE
- BACK TO HOME

ABOUT THE BARD COLLEGE CLEMENTE COURSE IN THE HUMANITIES					
History and Philosophy	Students and Graduates Talk	News and Events	Press Clippings	Affiliate Courses	FAQs

HISTORY AND PHILOSOPHY

"The humanities are a foundation for getting along in the world, for thinking, for learning to reflect on the world instead of just reacting to whatever force is turned against you. I think the humanities are one of the ways to become political..." — Earl Shorris, Clemente Course founder, Riches for the Poor

The Bard College Clemente Course in the Humanities grew out of the disturbing fact that in our society many low-income residents have limited access to college education and no opportunity to study the humanities. The Clemente Course provides college level instruction in the humanities, with the award of college credits, to economically and educationally disadvantaged individuals at no cost and in an accessible and welcoming community setting. Participants study four disciplines: literature, art history, moral philosophy, and American history. Like their more affluent contemporaries, students explore great works of fiction, poetry, drama, painting, sculpture, architecture, and philosophy, while learning also about the events and ideals that define America as a nation. The course also offers instruction in writing and critical thinking, while the seminar style of the classes and dialectical investigation encourage an appreciation for reasoned dialogue.

"This class has given me something that I thought was lost forever, and that is the will power to reach my dreams."



Clemente Course founder Earl Shorris addresses New York City graduating class of 1999

Author Earl Shorris piloted the course at the Roberto Clemente Family Guidance Center on East 13th Street in Manhattan, New York City, in 1995. Since that time, Bard College has offered the course 108 times, in 14 states and the District of Columbia. 2,380 students have enrolled in the course; 1,490 have graduated with certificates of achievement; 1,290 have earned college credits. Of these, approximately 1,100 have already transferred to four-year colleges and universities in order to continue work towards a degree.

Classes meet two evenings a week over an eight-month period for a total of 110 hours at a local organization which serves as Bard's partner in bringing the course into a community. Financial barriers to higher education are removed. The Clemente Course provides books, carfare, and childcare, and it charges no tuition. Bard College grants a certificate of achievement to any student completing the Clemente Course, and six college credits to those who

have performed at a high academic level. These credits are transferable to any college the student may subsequently choose to attend. Bard also provides instruction on the process of applying to colleges and securing financial aid.

"I come from a very poor background. My mom was the first person to graduate from high school. This left me feeling inadequate. The low self-esteem that comes along with this led me to being afraid that I wouldn't be able to cut it in a college environment. I've learned that I can compete and keep up, even excel."

In evaluation of the program, participants report that their encounter with the humanities was intellectually and personally rewarding. Graduates indicate that the course has increased their self-esteem, level of aspiration, and confidence in ability to succeed at college work. Some students say that the course has helped them advance at work, while others explain that by opening new vistas the course has made them better parents with more to offer their children. Students who in the past have felt marginalized socially, politically, and educationally appreciate that they have acquired knowledge that enables interactions across class, racial, and generational lines; they feel included and privileged. Further, almost all graduates state that the course has increased their desire for further education.

The national director at Bard supervises each Clemente Course. Bard is responsible for the academic program, reviewing for approval the selection of all faculty and course plans, while also providing technical and fundraising assistance. Each summer, Bard hosts a meeting of course directors, faculty, and other interested individuals from around the country in order to share experiences and to address issues of common



Poughkeepsie, New York, 2000, Marina van Zuylen, Bard Professor of literature, congratulates the graduating class



Seattle, Washington, class of 2002

concern, such as student retention, curriculum, pedagogical techniques, fundraising, etc. This annual meeting has become an essential feature of the Course, helping to generate ideas and to solve problems, while also lending a coherence of approach and a collegial spirit to the national program. During summer of 2003, Bard sponsored a conference addressing the philosophy and goals of the Clemente Course. This brought together leaders in the movement to offer humanities based courses in low-income communities throughout the United States, Mexico, and Canada. The response was extremely positive, and additional conferences are planned.

"I am a changed person. I find that the discourse inside a college class always moves me beyond who I was. The Bard Clemente Course has been a very important part of my educational journey."

Together with operation of the Clemente Course, Bard has taken steps to expand the program in new directions. For several years, Bard has offered an advanced seminar for Clemente Course graduates unable to matriculate immediately into college, but desiring to continue their education. This course, called the Bridge Course, was developed in response to the requests of graduates of the programs in



New York City. Additional second year courses are now in operation in Chicago and Boston, with others at planning stage. Further, Bard piloted an intensive five-week summer version of the Clemente Course at

Anna Rivera, Clemente graduate 1997, at New York City graduation celebration of 1999, where she addressed the graduating class

one of its community partners in New York City; it has offered the course at a correctional facility in upstate New York; 2005 saw the inauguration of a Clemente Course taught in Spanish; and Bard is currently working with New York City high schools in an effort to bring the advantages of the Clemente Course to younger students.

Bard College has also assisted five other colleges/universities—through the support of a prestigious dissemination grant from the Fund for the Improvement of Postsecondary Education (F.I.P.S.E.) of the U.S. Department of Education—in establishing neighborhood humanities courses. Thanks to their participation in Bard's dissemination project, Reed College (Portland, Oregon), University of Wisconsin-Milwaukee, Northeastern University (Boston, Massachusetts), Trinity College (Hartford, Connecticut), and Bloomfield College (Bloomfield and Newark, New Jersey) have established Clemente-like humanities courses in communities near their campuses.



Summer 2006 meeting at Bard Hall, New York City, with (left to right) Anne Teschner, Executive Director, Care Center, Holyoke, Massachusetts; Eleanor Roosevelt; Amy Thomas-Elder, Chicago Clemente Course Director; Kent Jacobson, Holyoke Clemente Course Director; and Charles Thomas-Elder, Chicago Professor of Philosophy

Since its inception, the Clemente Course has received prestigious grants, including awards from the U.S. Department of Education, the Open Society Institute, the Knight Foundation, seven state humanities councils, and many additional foundations and individuals. It has attracted a great deal of attention in the press as well, with features in the New York Times, the Philadelphia Inquirer, the Washington Post, the Boston Globe, the Chicago Tribune, the Los Angeles Times, the Seattle Times, the Christian Science Monitor, USA Today, and many other newspapers serving communities with affiliate courses (see *Press Clippings*). In addition, both CNN and National Public Radio have devoted segments to the program. In 2000, President Clinton awarded

Clemente Course founder Earl Shorris with the National Humanities Medal.

Bard's Clemente Course in the Humanities offers the opportunity for intellectual development while providing a foundation for additional education and enhanced social and political participation. In so doing, the program unlocks potential in low-income communities that would otherwise go undeveloped. Through the creation of humanities courses in underserved communities nationwide, Bard College plans to transform the lives of thousands of individuals who now live in poverty, thereby bringing our nation closer to the ideals of equality, justice, and democracy on which it is founded.

Bard College Clemente Course in the Humanities

Bard College, PO Box 5000, Annandale-on-Hudson, New York 12504-5000

Phone: 845-758-7066 | Fax: 845-758-7188 | E-mail: clementecourse@bard.edu

Introductory Vocational Education Course Descriptions

Introduction to Information Technology: The Introduction to Information Technology course provides an overview of the information technology (IT) field and introduces students to the basics of computer hardware and software. Students in this class also learn the fundamentals of Microsoft Office and prepare for the Internet and Computing Core Certification (IC3). IC3 is the first globally accepted, standards-based, validated certification program for basic computing skills and is often the first certification individuals pursue to show potential employers competence in computer skills. IC3 certification demonstrates knowledge required for basic use of computer hardware, software, and the Internet. To be certified, students must pass three exams:

- Computer Fundamentals (Computer Hardware, Computer Software, Using an Operating System)
- Key Applications (Common Program Functions, Word Processing Functions, Spreadsheet Functions)
- Living Online (Networks and the Internet, Electronic Mail, Using the Internet, the Impact of Computing and the Internet on Society)

This course will be at least 85 instructional hours, as required for IC3 certification. Students also will have the opportunity to explore IT career options, through direct instruction, class projects and special guest lectures.

Introduction to Healthcare: Introduction to Healthcare provides students with an overview of the healthcare field, covering the following key areas:

- Major specialties in healthcare (OB/GYN, Pediatrics, Family Medicine, Internal Medicine, Cardiology, Surgery, etc.)
- Career opportunities available within the healthcare industry, with an emphasis on the allied health care professions
- Different healthcare settings (i.e. community health center, private practice, hospital) and their pros and cons
- Basics of the eleven body systems, major organs in each system, and some health complications that can arise in each body system
- Professional patient communication
- Confidentiality requirements specific to healthcare
- How health insurance works
- How to perform CPR and first aid
- How to test vital signs
- How to calculate Body Mass Index (BMI)

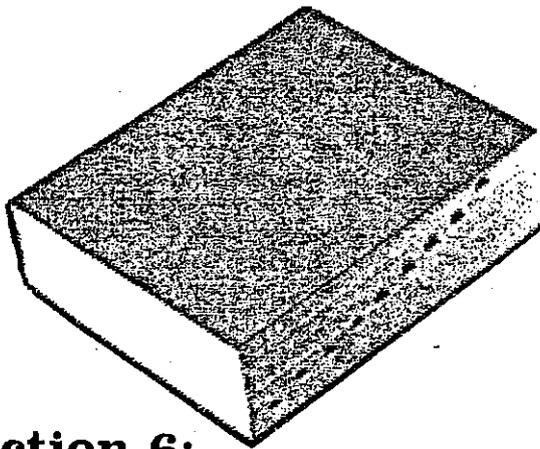
This course will be approximately 85 instructional hours and will build upon the curriculum developed through LAYC's Teen Health Promoters program, which trains high school students to be peer health educators and participate in clinical internships.

K-4: "GED and You" Introduction to
GED course materials

The "GED & You" Introduction to the GED course

This student-centered course was developed by the Literacy Institute at Virginia Commonwealth University and the Virginia Department of Education's Office of Adult Education and Literacy. It has been used successfully as an introduction to the GED exam by Access Model staff during that program's Discovery Phase. While familiarizing students with the format and content of the GED's five discrete tests, the course also facilitates student efforts to assess their own learning style, competencies and areas for growth. It also emphasizes the importance of students taking an active role in the process of preparing for the GED and helps them begin working collaboratively as partners and teams, all skills that will serve them in postsecondary education and the workforce as well as in taking the GED.

Two GED & You class outlines for teachers reprinted from the VCU Adult Education and Literacy website are provided on the following pages to provide additional insight to reviewers on how this course will be taught/facilitated. Additional information about the program also is available at www.valrc.org and all of the GED & You lessons can be downloaded at http://www.valrc.org/publications/gedasproject/print_grid_1.htm.



Section 6:

Learning Project: “The GED And You”

Introduction

“The GED and You” is the first Learning Project in *GED as Project*. It is made up of three Inquiry Activities: “Exploring the GED in General,” “Exploring Reading, Study and Test-taking Habits,” and “Developing an Individual Action Plan.” Going through this learning project not only will give learners information about the GED that may be useful, but they will also be introduced to the exploratory nature of the learning that will take place throughout the rest of the course. It will show them how a learner-centered, as opposed to teacher-centered, classroom operates. “The GED and You” lays an important foundation for the teaching methodologies used in this framework.

As we introduce the *GED as Project* process we will visit the classroom of Mrs. Harriman to gain insight into how this process translates to a classroom with an instructor and learners (Figure D).

Mrs. Harriman begins with an interactive and exploratory introduction activity where the learners get to know one another.

Figure D

Ms. Harriman’s GED class meets for the first time

Mrs. Harriman is meeting her fall GED preparation class for the first time tonight. This year she has 14 people ranging in age from 17 to 55, six men and eight women. While two of the women, Ethel and Theresa, know one another, the others are not yet acquainted. Each member of the class has been through the program’s intake process, and all are comfortably in the range for GED preparation. Mrs. Harriman introduces herself, sharing her background and her experience with teaching GED preparation courses. She then asks each person to find a partner to interview, using the form she’s prepared. It is important to note that she also asks each person to add one question to the form that they would like to ask.

INTERVIEW FORM

1. *What is your name?*
2. *How long does it take you to get here from home or work?*
3. *Why did you decide to come to this GED preparation program?*
4. *What are your three favorite foods?*
5. *What is your favorite TV show?*
6. *Tell about a book you read or a movie you saw that you liked.*
7. *When you get your GED, what do you imagine yourself doing with it?*
8. *What is good about having a GED test, and what don’t you like about it?*

After the partners have had a chance to talk with one another, Mrs. Harriman asks partners to pair up with another partner team and introduce one another. She then asks the groups of four to decide on four things they will share with the group when introductions are complete. Mrs. Harriman then tells the class that knowing one another will be important as everyone prepares for taking the GED, since the goal of passing the GED is something they will be working on together. She tells them that once introductions are done, they will start right in with the GED practice test to explore it and decide how best to approach it both individually and as a group.



Learners and instructors become familiar with the GED by exploring the test from a personal perspective. Learners are guided to examine their perceptions about the GED, their decision to pursue the GED, and others' thoughts about the test. They are encouraged to look through available GED materials, including the Official Practice Test, to help answer the questions in the Inquiry Activity or questions that they may have. Decide whether the learners might be given the Official Practice Test, not for the purpose of taking it, but for reviewing it to identify the kinds of questions and subjects that are on the test.

In Inquiry Activity #2, the learners reflect on their reading, study and test-taking habits so they can choose how to use, develop and modify their present skills, as well as learn new ones for the purpose of passing the GED.

Learners then take the information from the first two Inquiry Activities to develop their own Action Plan in Inquiry Activity #3. This begins developing the crucial critical thinking, writing and planning skills early in the process.

Because this is an overview of the exploratory practices in which they will be engaged, the learners should be given the activities in the sequence indicated. You can revise and add to the questions in these Inquiry Activities according to the interests of the class, maintaining the self-discovery, exploratory, process. The learners examine for themselves the questions asked in these and other Inquiry Activities. Taking responsibility for their own learning will build the understanding of how active learning takes place.

The Inquiry Activity instructions presented here are in an Instructor guide format. The Learners' instructions are in italics. The Learners' version, which follows the Instructor's, includes spaces for writing notes and answers. The Inquiry Activity instructions and questions may be presented orally, in writing, in part or in their entirety. The augmented headings in the content areas are test-taking strategies to be used while taking the test itself. The more experience the learners have with the process clearly spelled out, the easier it is for them to internalize and use the process during the test.

Ground Rules For Problem-Centered Learning

Your learners must clearly understand the ground rules of problem-centered learning as it is used in *GED as Project*. Let's revisit Mrs. Harriman's class.

Ms. Harriman's and the Ground Rules

As a way to further our process of learning for passing the GED Test, I am distributing a list of ground rules for problem-centered learning (see below). I would like us to read these rules silently to ourselves, and then we will have various class members read them aloud.

Now that we have both read and heard the ground rules, let's think about them and discuss them, first in pairs or small groups, and then as a full group. Please discuss whether the rules make sense to you. Look at the first ground rule about questioning. How is this like or not like what you have done in previous learning situations? In what other situations do you explore? How might you relate that situation to your GED preparation?

With reflecting questions: when or where else might you ask yourself these kinds of questions? Why do you think they matter here? How will they assist you in passing the GED?

With extending questions: what might be the point of these? How will they help us? What will we have to watch out for?

In evaluating questions: when and where else do we use this kind of thinking? What does it help us do? Why will it matter here?

You may wish to cover this information prior to the first Inquiry Activity. You could distribute the list of ground rules and ask members of the group to read it aloud and discuss the process. Encourage questions and comments. These ground rules must be reinforced through the instructor's response to learners' questions and answers throughout the course.

Ground Rules: Asking And Answering Questions

Asking and answering questions will not always be focused on getting and giving the one right answer. Many questions do not have one right answer. Think about what is being asked and express your opinion or point of view.

- For questions that do have a right answer, do not hesitate to answer for fear of being wrong. Wrong answers can be a step towards the right answer, thereby providing a learning opportunity for everyone.
- When answering a question based on your prior knowledge or opinion, support the answer or opinion with an explanation:
- Be an active learner and thinker.
- Be willing to answer questions; even if you have to guess. There are no wrong answers.



GED And You Inquiry Activity #1:

Exploring The GED In General

1. Identifying The Problem (in groups)

The problem the learners have to explore in this Inquiry Activity is finding out about the GED.

You as learners will be exploring What is the GED? You will be asked to find answers to the following questions, as well as the questions you and your group generate:

1. What is the GED?
2. What subjects are tested?
3. How long will you be given to take each section of the test?
4. How many questions does each section contain?
5. What are the scores needed to pass?
6. What do the letters GED stand for?

Reread the questions above and discuss with your group (and/or the instructor if necessary) what the questions mean. Briefly discuss with your group why the GED is important to you. Make a list of questions that you and the group have about the GED other than the six already given. Don't try to answer the questions yet; just write them down.

This section develops an understanding of the questions to be asked. It does not get into possible answers or what is currently known about the subject.

2. Becoming Familiar With The Problem (work individually)

This step is part of the test-taking process, and even though the learners are not working on an actual GED problem, they should follow the steps, becoming so familiar with the process that it becomes second nature to them at test-taking time.

1. What do you already know about the GED? Write down some notes on what you know.
2. Do you need additional resources to answer the questions posed by your GED facilitator and your classmates? Which resources will you need?
3. Take some time to look at the resources available, including a copy of an Official GED Practice Test. Evaluate them to determine which books or what sections of the books might give you some answers to the class questions set forth in Identifying The Problem.

Do not try to answer the questions at this time.

Just evaluate the resources to determine which you will need to be successful.

3. Planning, Assigning And Performing Tasks (go back into same groups)

Planning

One of the principles of active learning is that the learners take more and more responsibility for their own learning, rather than being too instructor-directed. One of the ways this is accomplished is through planning, assigning and performing tasks. You can guide learners in groups at the beginning, when this idea is very new to them. As the learners work through more Learning Projects and Inquiry Activities, they should be taking more and more control over the process outlined in this step.

As a group, discuss the six questions that are asked in Step 1 and the questions you posed to one another.

Assigning

The groups can decide how they will assign the tasks to get the work done. The group will determine how to share the resource materials among the group members. You, as facilitator, can guide the group in this initial assigning step since it is the first time they will have done it. Groups will soon become more self-directed.

When the groups of learners start researching, they should give the title and page number of the book where the answer can be found.

Performing

Doing the Work

Individuals search for the answers to the questions they were assigned by the group, giving the name of the book and the page number where the information was found.

Individually or in pairs, answer the questions and support your answers to the questions with your reasons. Give the title and page number of the book, and summarize the information there that supports your answer. (You can write your answers on page 1 or on a separate piece of paper.)

Reaching a Conclusion

After the group members do the work they were assigned, they come back together and discuss the results of their investigation. The group then reaches conclusions regarding all the questions (both class- and group-generated) and their support for the answers.

Discuss the answers the group members came up with (including the support and book references) and draft answers to all the questions, including the questions of the individuals.



The group then determines how to report its findings to the class. There could be many ways to present the material, such as skits, or audience participation, as well as the more traditional methods of lecture, handouts, or PowerPoint presentations. The groups should be encouraged to explore different ways to present the material.

Prepare to present your findings to the rest of the class. Assign tasks for all group members to share in making the presentation. The group will also determine five things they learned during this Inquiry Activity.

4. Sharing With Others

The group will present its material to the class and lead a discussion, if classmates have questions. You will serve as moderator. If the group feels uncomfortable leading a discussion, you can assist. At first, groups will be hesitant, but will soon learn to present and involve their group and the class.

Each group will present its answers and findings, including the support and reference(s) to book and page numbers, to the rest of the class. It might be interesting to compare explanations in the different resource materials that the adult learners use. (Gets at analytical and evaluation skills.)

5. Reflecting, Extending And Evaluating

During this activity, you will lead this step. Later on the groups themselves can lead these discussions. Encourage learners to speak up.

Reflecting: *Think about what you learned.*

Reflecting questions often cause us to analyze our actions or assess our understanding of what we have learned. Reflection questions will include:

Analytical

1. *What new information did you get from this activity?*
2. *What surprised you? Why?*
3. *What is one new question you have now as a result of your review of the resource material?*
4. *What did you learn about yourself?*

Practical

5. *Where have you encountered this kind of information in your life?*
6. *How might you concentrate on building your strengths for the GED?*

Creative

7. *How might other people view the work you have just done?*
8. *How might your boss, or other people, use the information you have found?*

Extending: *Extend what you learned to new situations.*

Extending questions ask us to take what has been learned and apply it to other subjects or aspects of what we are doing.

Analytical

1. *How else might you use what you learned in this activity?*

Practical

2. *How might you take what you have learned here and use it in your work?*
3. *Where have you encountered this kind of information in your life?*

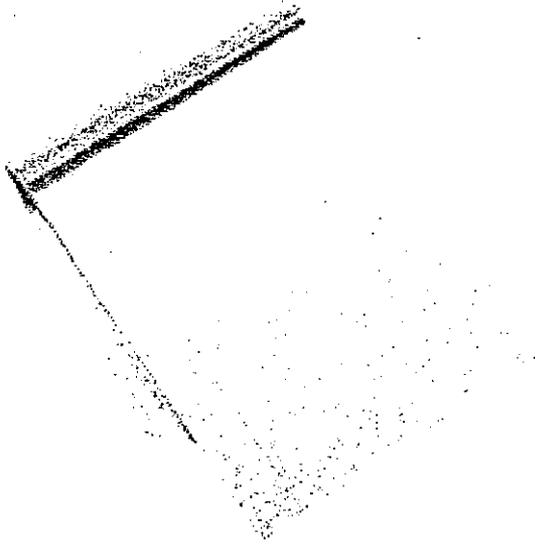
Creative

4. *Imagine you are a test question writer and write a new question.*
5. *What kind of test would you create if you were in charge of the GED?*
6. *If you met an expert in this area, what question would you ask him/her?*

Evaluating: *Assess what you learned and how you learned it.*

Rather than telling what worked, the approach encourages exploration, teamwork, analysis and discovery, engaging everyone right away in the skills necessary to be successful on the GED 2002. Here are some of the questions you can ask:

1. *Compare resources: Which resources helped to answer your individual questions?*
[Note: The suggestion to compare different sources of information for the same answers starts the learner on building context, constructing knowledge and evaluating material, important skills necessary for success on the GED 2002.]
2. *How do you like learning using exploration and discussion?*
3. *How do you like learning in groups?*
4. *What can you learn from sharing your information with the rest of the class?*
5. *How will passing the GED affect your ability to get a job or advance at work?*
6. *How will you balance job, family, or other responsibilities to make time to study for the GED?*



GED And You Inquiry Activity #2:

Exploring What Learners Know About Their Reading, Study And Test-Taking Habits

1. Identifying The Problem

The questions learners are exploring in this Inquiry Activity are personal to them. Encourage them to think about prior learning situations, something they may not have done in some time.

The questions that you will explore in this Inquiry Activity are designed to help you understand some of your strengths and weaknesses. At this first step, just read these questions; don't answer them. You will soon get a chance to answer these in full. This problem asks you to assess yourself with regard to what your reading, study and test-taking habits are.

The purpose of this first step is to read the question carefully. If any question is confusing to you, talk to a fellow learner or the instructor about the meaning of the question. Don't be afraid to ask the question(s) in a way that makes sense to you.

1. List at least three reasons why you are taking the GED. (Give as much detail as possible.)

2. There are five general areas tested by the GED: Math, Writing/Grammar, Science, Social Studies and Reading. Which of the five areas do you feel you know the most about? Why?
3. Consider each subject area of the GED one at a time, beginning with the one you feel you know the most about and are most comfortable with. Describe why you are comfortable with that area. What else do you think you need to learn in this subject area to be successful at passing the GED?
4. Move to the next subject area of the GED. What would you like to know in this subject area so you can be successful at passing the GED?
5. Which area(s) do you feel you know the least about? What makes you think this? What would you like to know in this subject area to be successful at passing the GED?
6. How often do you read a day?
7. What kinds of materials do you read?
8. How well do you do on tests in general? Explain.
9. What do you think test-taking skills are? Describe them.
10. What test-taking skills would you like to know more about to be successful in passing the GED?
11. What do you think study habits are? Describe them.
12. What kind of study habits do you think you need to develop in order to pass the GED?

An Approach To Preparing For Inquiry Activity #2

We are here to pass the GED. To do so we must draw on our strengths as learners and develop new skills for learning and taking the GED test. We must also learn new content in the areas of reading, writing, math, science and social studies. To set ourselves up for success, we must explore our own previous experience of what success looks and feels like for us. So for the next five minutes, I invite you to close your eyes and think about a time when learning went well for you. This could be a time when you were at home, at work, at church, with your friends, your family, with a club or with a teacher. It could be a time when you learned to install a new appliance, sew a new pattern, plant a new plant, complete a new form, build a new piece of furniture, or repair a car. It may be a time when you learned to read a new book or do a new math problem

Introduction



or learned some new information about history, science, or technology. Recall the success you felt. See what you were doing that contributed to your success and see what others were doing that contributed to success.

Now, slowly, when you are ready, open your eyes and write down or describe into a tape recorder what you saw and recall from your successful learning experience. You may want to share this with a partner. Now, as a total class let's share some of our insights.

2. Becoming Familiar With The Problem (individually)

Now that you understand the questions, think about how you will answer them. Think about the various things you want to consider when you start to answer the questions. You may even want to go back to the questions in step 1 and make some preliminary notes beside each of the questions while you are thinking about the topics.

Your responses to these questions serve as a foundation for work to come, including your Action Plan. Take all the time you need to become aware of your motivation for taking the GED and your view of the test topics.

3. Planning, Assigning And Performing Tasks (individually)

Planning

This Inquiry Activity is to be done individually. You will decide how you will proceed. Here are some suggestions to plan your work. Determine how you will use the notes you may have made or how you will respond to the questions. You might want to talk into a tape recorder, draw pictures, or talk with a friend. Remember, sometimes when others are working alone, they may not wish to be interrupted. Make sure the person you approach can provide you help when you ask. How else might you do the work? There is no right way to do this, except the way that works best for you.



The learners should be made comfortable in their exploration of their own habits. They may be looking for the exact way to do this, but your response should be to encourage them to find their own way and be comfortable with it.

Notice the method of slowing them down from immediately trying to answer the questions to thinking more about the process of answering the question. This is an important step in the thinking process, the test-taking process, and the writing process as well. The learners should know that the process used here has implications for test-taking and thinking that will be made clear to them as they work through the Learning Projects and Inquiry Activities in *GED as Project*.

Consider whether you will use any materials or answers from the prior Inquiry Activity. If so, where and how will you get them? How much time do you have for this task? How much time do you think it will take? Take some notes as to how you will go about answering these questions.

Assigning

Since this is an individual project, the individual will do the entire activity.

Performing

Doing the Work

Now, do the work as you have planned — that is, go back to step 1 and write down answers to all the questions.

Reaching a Conclusion

Now that you have reviewed the GED material, if you still have some questions, write them down here so you can discuss them with your classmates.

4. Sharing With Others

There will be two sharing activities here. One is a sharing with a group, and the other is the group sharing with the rest of the class.

You will form a group with some of your classmates.

Discuss the following points in your group:

First: Share your answers with your partner or small group.

Second: Discuss questions you may have had but could not find answers to.



GED as Project

Pathways to Passing the GED

Third: As a group, make a list of what study habits the group thinks will be needed to study for and pass the GED.

Fourth: Discuss the reading habits of each group member and determine how important reading is to success in passing the GED.

Fifth: Prepare to report your answers to these questions to the rest of the class.

Each group now presents its findings to the rest of the class and leads a discussion.

5. Reflecting, Extending And Evaluating:

Reflecting: Think about what you learned.

This is the opportunity for the learners to think about their own traits as learners. Again help them realize that there are no right answers to any of these questions. Help them examine critically their own skills in relation to the GED. The following questions are analytical questions:

1. What did you learn about yourself in this exercise?
2. What did you learn about the GED that you didn't know before?
3. Why do you think the GED test exists?
4. Do you think the GED assesses important skills? Why or why not?

Extending: Extend what you learned to new situations.

Analytical

1. How can reading more be helpful in your daily life?
2. What are some different things you can do to help you study?

Creative

3. Create a new study habit. Who would use it and why?
4. If a dog were to study, how do you think it would happen?

Practical

5. In your job or at home, name some opportunities you would have to practice math problems.
6. At home, how would you use some of the science that is tested on the GED?

Evaluating: Assess what you learned and how you learned it.

Here are some questions to help you evaluate what you learned and how you learned it.

1. How do you like learning in groups? What aspect of group work is getting easier?
2. How did your exploration efforts work for you in this activity?
3. How did the talking about and sharing work for you?
4. How was your experience similar to the previous Inquiry Activity?
5. How was it different?
6. In the group situation, there are times when you talk and times when you listen. How are they different?
7. What might you learn when talking?
8. What might you learn when listening? Why do you think that is?

LAYC Career Academy

PRE-GED/ GED COURSE CURRICULUM

GED COURSE DESCRIPTION

Description: the GED class is an open-enrollment course for youth who are ready to make serious commitment to completing their high school education through the GED tests, and possibly consider post-GED education options.

Students will be exposed to a variety of lessons and activities based on the GED's five components: Writing, Literature/Reading, Social Studies, Science, and Mathematics. 'Critical Thinking' and test-taking skills will be introduced, and students will gain familiarity with the content and format of the GED tests through repeated test practice sessions and reviews. Emphasis is placed on Mathematics and Writing Skills.

Objectives

- Prepare youth for the successful completion of the General Education Development test
- Provide youth with various test-taking skills/techniques, as well as familiarity with the GED test content and format
- Provide youth with the Critical Thinking, Reading, and Writing skills they will need to succeed in:
 - An academic, technical, or job-training environment and/or
 - A workplace environment.

Goals

- Students will be able to express their thoughts clearly and effectively in a five-paragraph essay.
- Students will be able to perform basic mathematical functions in order to solve word problems.
- Students will use the critical thinking skills (comprehension, application, analysis, synthesis, and evaluation) to interpret information and answer questions derived from graphs, charts, diagrams, and reading passages.

GED EXAM CONTENT OVERVIEW

I. Language Arts

Writing I 50 questions 75 minutes

Correction, Revision, Construction Shift

Organization 15%

Sentence Structure 30%

Usage 30%

Mechanics 25%

Writing II *Essay* 45 minutes

(4-points scale)

1. Well focused main points.
2. Clear organization.
3. Specific development of ideas.
4. Control of sentence structure, punctuation, grammar, word choice, and spelling.

II. Social Studies

50 questions 70 minutes

History 40%

U.S. 25%

World 15%

Geography 15%

Civics & Government 25%

Economics 20%

III. Science

50 questions 80 minutes

Physical Science 35%

Physics

Chemistry

Life Science 45%

Earth & Space Science 20%

IV. Language Arts

Reading 40 questions 65 minutes

Literary Texts 75%

Nonfiction 25%

V. Mathematics

Part I (Calculator) 25 questions 45 minutes

Part II 25 questions 45 minutes

Number operations 20%-30%

Measurements and geometry 20%-30%

Data analysis, statistics, and probability 20%-30%

Algebra, functions, and patterns 20%-30%

80% multiple choice

20% construct own answers

Passing:

Scale 200 to 800

Minimum standard score of 410 on each of five tests and total standard score of 2250 points.

Retest on subjects with a score of less than 450.

COGNITIVE DEMANDS OF GED EXAM

Cognitive: Reasoning.

Comprehension: To understand the meaning.

- a. Restate information
- b. Summarize ideas
- c. Identify implications

Application: To use information and ideas.

- a. Use given or remembered ideas in a context different from the one provided.

Analysis: To break down information and explore relationships among component ideas.

- a. What are the facts distinguished from hypothesis?
- b. Were there any assumptions?
- c. Can you distinguish between cause and effect?
- d. Can you distinguish a conclusion from supporting statements?

Evaluation: To make a judgment based on the facts given.

- a. Assess the accuracy of facts, determined by documentation or proof.
- b. Recognize the role that values play in beliefs and in decision-making (logic).
- c. Indicate logical fallacies in arguments.
- d. Determine validity, adequacy, or appropriateness of data to substantiate hypothesis, conclusions, or generalization.

Synthesis: Production of information.

- a. Bringing together ideas for the purpose of creating a new composite or formulation of thoughts.
- b. Integrate analysis to produce any outcome.

PRE-GED/GED MATH
CURRICULUM

Each student's starting point of the math curriculum is determined by individual student assessment data. Teaching methods are based on individual instructions and the student's individual needs:

I- Operations

1. Add/ Subtract
2. Multiply/ Divide

II- Fractions

1. Add/ Subtract
2. Multiply/ Divide
3. Fraction to decimal
4. Fraction to percent
5. Word problems (application)

III- Decimals

1. Add/ Subtract
2. Multiply/ Divide
3. Round to chosen value
4. Shortcuts
 - Multiply w/ zero
 - Zero placeholders
5. Decimal to fraction
6. Decimal to percent
7. Word problems (application)

IV-Percent

1. Percent to fraction
2. Percent to decimal
3. Conversion of fraction, decimal and percent table (timed)
4. Finding part
5. Finding whole
6. Finding percent
7. Increase/ decrease by percent
8. Find original price
9. Simple interest
10. Interest part of year
11. Multi-step word problems (application)

V- Measurements

1. Converting measurements
 - Add/ subtract/ multiply/ divide
2. Formulas
 - Interest
 - Cost-per-unit
 - Distance
 - Perimeter

VI-Data Analysis

1. Graphs
2. Tables
3. Finding means
4. Finding median
5. Ratio
6. Proportions
7. Probability
8. Grids

VII- Numbering Relationships

1. Positive/ Negative
Add/ subtract/ multiply/ divide
2. Ordering
3. Exponents
4. Squares & Square roots
5. Simplify

VIII- Algebra

1. Order of operation
2. Algebra expressions
3. Solving equations
4. Word problems to equations
5. Equation to solve word problem
6. Inequalities
7. Graphing equation on coordinate grid
8. Slope of line
9. Quadratic expressions

IX-Geometry

1. Measuring angles
2. Perimeter
3. Quadrilaterals
4. Pythagorean theorem
5. Circles
6. Composite figures
7. Solid geometry
Volume
Area
8. Coordinate grids
9. Diagonal distance

X- Test Strategies

1. Key words
2. Set up word problems
3. Educated guess
4. Practice test (timed)
5. Calculator usage
6. Alternate- format directions

XI-Contextual Learning Activities

1. Develop household budget
2. Financing a car
3. Pay checks
4. Checking and savings account
5. Taxes (federal income, state income, sales & property tax)
6. Federal appropriations budget
7. Community based organization budget
8. Double recipe
9. Occupational math
 Sales, carpentry, sewing, catering
10. Sales tax
11. Profit in business
12. Depreciation
13. Sales discount
14. Using a map
15. Consumer law
16. Child support
17. TANF
18. Landlord tenant

GED LANGUAGE ARTS - WRITING
CURRICULUM

I- UNDERSTANDING THE GED ESSAY

1. Organization
 - a) Introduction
 - b) Body
 - c) Conclusion
 - d) Linking ideas & sentences

2. Paragraph Development
 - a) Supporting main point
 - b) Supporting information
 - c) Specific details

3. Grammar/Usage
 - a) Spelling
 - b) Capitalization & periods
 - c) Indentation
 - d) Usage
 - e) Transitional words & phrases
 - f) Suffixes & Prefixes

4. Cognitive
 - a) Understanding topic
 - b) Following instructions
 - c) Answer question
 - d) Deciding on topic
 - e) Response to a single topic

5. Test Strategies
 - a) Writing from an outline
 - b) Timed essays
 - c) Exploring various types of essays
 - d) Scoring GED essays

6. Contextual Learning
 - a) Resume writing
 - b) Cover letter writing
 - c) Business letter writing
 - d) Word processing
 - e) Careers newsletter

II- WRITING SKILLS

1. Usage
 - a) Subject-verb agreement
 - b) Noun
 - c) Connectives other than and, and neither/ nor and either/ or

- d) Word clues to tense in sentence
- e) Pronoun reference
- f) Pronoun shifts

2. Sentence Structure

- a) Sentence fragments
- b) Run-on sentence
- c) Comma splices (only to eliminate confusion)
- d) Improper coordinators & subordinators
- e) Clarity
- f) Modifications
- g) Parallelism
- h) Interrupting phrases

3. Mechanics

- a) Capitalization

Proper nouns & adjectives, title of people, dates, places/ addresses and season/ time.

- b) Punctuation

Commas between item series, commas between independent clauses, commas after introductory elements, overuse of commas and appositive.

- c) Spelling

Possessive, contractions, and homonyms

GED LANGUAGE ARTS - READING CURRICULUM

I- Literary texts

1. Poetry
2. Drama
3. Prose fiction before 1920
4. Prose fiction 1920- 1960
5. Prose fiction after 1960

II- Nonfiction

1. Nonfiction prose
2. Critical review of visual and performing arts
3. Workplace and community documents (i.e. mission & goal statements, rules for employee behavior, legal documents, and communications (letters, excerpts from manuals)).

GED SOCIAL STUDIES CURRICULUM

I- U.S. HISTORY

1. Native American
2. Colonial Period- Expansion
3. Civil War- Reconstruction
4. Growth Industry
5. Reform
6. US Word Power
7. Modern Problems

II- GEOGRAPHY

1. Principals & tools of geography
2. Major cultural & geographical regions
3. Natural resources
4. Environment
5. Population

III- ECONOMICS

1. Economic systems & themes
2. Business
3. Production
4. Consumer Affairs
5. Labor
6. Foreign trade
7. Role of Government
8. Contemporary problems

IV-GOVERNMENT/ CIVICS

1. U.S. Constitution
2. Declaration of Independence
3. Federalist Papers
4. Supreme Court Cases

GED SCIENCE
CURRICULUM

I- Life Science

A. Biology

1. Study of all life forms
2. How things grow
3. How they change
4. How they interact with one another & environment
5. Examine basic unit of life, the cell (starting point)
6. Characteristics living things have in common

II- Physical Science

A. Chemistry

1. Study of matter
2. Properties of matter
 - a) Composition
 - b) Structure

B. Physics

1. Study of how matter behaves
2. Behavior of matter
3. Forces that cause matter to behave
4. How things work

III- EARTH & SPACE SCIENCE

1. Study of planet: origin & development
2. Astronomy
3. Geology
4. Meteorology
5. Oceanography

APPENDIX I

MATERIALS LIST

Steck-Vaughn:

Complete GED preparation (1992)

Administrator Manual (For the Official GED Practice Test) (2002)

McGraw-Hill/Contemporary:

Essential GED: A complete and Compact Review for the High School Equivalency Exam (2002)

Complete GED: Comprehensive Study Program for the High School Equivalency Exam (2002)

Complete PRE-GED: A Comprehensive Review of the Skills Necessary for GED Study (2003)

Number Power: The Real World of Math (1991)

Number Power 3: Algebra (2000)

Number Power 6: Word Problems (2000)

Number Power 7: Problem Solving and Test-Taking Strategies (2000)

Math Exercises (1993)

Vocabulary Exercises (1994)

English Exercises (1993)

Calculator Essentials for the GED (2003)

APPENDIX II

ASSESSMENT BATTERY

Official GED Practice Test, American Council on Education/ GED/ Steck Vaughn

CASAS- Employability Competency System (ECS) Appraisal

Slosson Oral Reading Test (SORT)

DRAFT WISE JRT Schedule for Module One

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Jan. 10- 14	<ul style="list-style-type: none"> * Staff Introductions * Icebreakers * Orientation (DOES details) * Collect student paperwork and IDs 	<ul style="list-style-type: none"> * Test taking tips * Professional Dress * Learning Styles * JRT Pre-Assessments 	<ul style="list-style-type: none"> * CASAS Employability Assessment * Distribute essay assignment * Post practice interview sign-up sheet 	<ul style="list-style-type: none"> * Practice GED Test * Distribute interview appointment card 	<ul style="list-style-type: none"> * Interviews * Risk Screening * Learning Inventory
Week 2 Jan. 17- 21	<p>WISE CLOSED (MLK DAY)</p>	<ul style="list-style-type: none"> * Interviews * Risk Screening * Learning Inventory 	<ul style="list-style-type: none"> * Interviews * Risk Screening * Learning Inventory 	<p>Workshop: "Barriers" and Vision Boards</p>	<ul style="list-style-type: none"> * Make-up * Admin
Week 3 Jan. 24- 28	<p>Course Intro</p> <ul style="list-style-type: none"> * KET: WES "Finding a Job, Planning to Work" clip from DVD series followed by class discussion (anxiety about job search) * Class overview (content and rules) * Career goals ice breaker <p>Career Collage and Student Presentations</p>	<p>Professional Dress</p> <ul style="list-style-type: none"> * Quiz on what to Wednesday Workshop dress code * Internet search of professional and nonprofessional dress images followed by class presentations * Speak to students individually about acquiring workshop clothing 	<p>Professionalism and Work Retention</p> <ul style="list-style-type: none"> * KET: WES "Keeping a Job, Ready for Work" DVD clip * KET: WES Workbook p. 6 and 8 * Interview staff members for work advice * Class discussion: past work experience both good and bad * "Tips for Success" worksheet 	<p>Time Management</p> <ul style="list-style-type: none"> * "Getting to Work on Time" questionnaire * KET: WES "Keeping a Job, Ready for Work" clip from DVD series * TV411 Workbook, Issue 16, p. 6-7, "Creating a Daily Schedule" * TV411 online "Time Management" activity * Act out scenarios for calling in late to work 	<p>Project Base Learning:</p> <p>Research and compare two careers</p>
Week 4 Jan. 31 - Feb 4	<p>Career Exploration</p> <ul style="list-style-type: none"> * KET: WES Workbook p. 1 * TV411 Workbook Series, Issue 1 p. 8-9: "Learn About Yourself" activity * Research career profiles on www.collegeboard.com 	<p>Matching Skills to Work Preferences</p> <ul style="list-style-type: none"> * KET: WES "Finding a Job, Matching Skills & Jobs" clip from DVD series * KET: WES Workbook p. 2 * Class discussion: technical vs. nontechnical skills * TV411 Workbook, Issue 24 p. 11 (skills checklist) * "What Am I Good At?" worksheet 	<p>Workshop (Topic TBD)</p> <p>DUE: Professional Dress</p>	<p>Long-term vs. Short-term Goals</p> <ul style="list-style-type: none"> * Class Discussion: intrinsic vs. extrinsic motivation (positive vs. negative influences) * "Your Get Motivated Plan" worksheet * "My Dream to Be" worksheet 	<p>Project Based Learning:</p> <p>Finalize and present research on two careers</p> <p>DUE: Essay comparing two careers</p>
Week 5 Feb 7-11	<p>Professional Email</p> <ul style="list-style-type: none"> * TV411 Workbook, Issue, 30 p. 2-3, "E-mailing Explained" activity * Create yahoo account * TV411 online "How to Write a Business Email" activity (diction, subject lines, grammar, word choice) * Send email using business format 	<p>Resume Prep</p> <ul style="list-style-type: none"> * KET: WES "Finding a Job, Resumes, Tests & Choices" clip from DVD series * KET: WES Workbook p. 4 * Class Discussion: info to include on a resume * TV411 online "Applying for Job" activity 	<p>Workshop (Topic TBD)</p>	<p>Microsoft Office</p> <ul style="list-style-type: none"> * Class Discussion: toolbar functions on MS Office * Edit the Student Handbook using the MS Office toolbar <p>DUE: professional email, Career Exploration, "Dream to Be"</p>	<p>Project Based Learning:</p> <p>Research topic related to financial literacy</p>

K-6: WISE job-readiness course outline and sample lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6 Feb 14-18	<p>Resume Prep Cont.</p> <ul style="list-style-type: none"> * Review resume template: TV411 Workbook, Issue 5, p. 2 * "Resume Prep" worksheet 	<p>Draft Resume (Supported in-class writing project)</p>	<p>Workshop (Topic TBD)</p>	<p>GED Practice Test</p>	<p>Project Based Learning: Finalize and present research on topic related to financial literacy</p> <p>DUE: Essay on topic related to financial literacy</p>
Week 7 Feb 21-25	<p>Finalize Resume</p> <p>Reading a Paycheck</p> <ul style="list-style-type: none"> * Paycheck vocabulary: TV411 Workbook, Issue 1, p. 2-3 * "Read and Interpret Pay Stubs" worksheet 	<p>Setting a Budget</p> <ul style="list-style-type: none"> * Research apartment prices * Class discussion: wants vs. needs, money saving strategies * TV411 Workbook, Issue 10 p. 4-5, "Make a Household Budget" activity 	<p>Workshop (Topic TBD)</p>	<p>Conflict Resolution</p> <ul style="list-style-type: none"> * "What is Your Emotional IQ" survey on http://testyourself.psychtests.com * TV411 Workbook, Issue 11, p. 6-7 "Keeping the Peace" activity * Act out scenarios for effectively communicating with supervisor <p>DUE: resume</p>	<p>Project Based Learning: Research public health issue affecting your community</p>
Week 8 Feb 28-March 4	<p>Setting a Budget Cont.</p> <ul style="list-style-type: none"> * Education vs. salary * Fixed expenses vs. variable expenses * "Managing Your Monthly Budget" worksheet (perceived expenses vs. realistic expenses) 	<p>Job Search</p> <ul style="list-style-type: none"> * KET: WES "Finding a Job, Applying for Jobs" clip from DVD series (in person job inquires) * Students act out how to inquire about job openings over the phone and in person * Answering "employability assessments" for online applications 	<p>Workshop (Topic TBD)</p>	<p>Filling Out Applications</p> <ul style="list-style-type: none"> * "Test on Following Directions" worksheet * KET: WES "Finding a Job, Applying for Jobs" clip from DVD series * TV411 online "Filling Out a Job Application" activity * KET: WES Online Unit 3, Practice Application 	<p>Project Based Learning: Finalize presentation on public health issue (youtube video)</p> <p>DUE: Essay on public health issue</p>
Week 9 March 7-11	<p>Online Job Search and Applications</p> <ul style="list-style-type: none"> * Browse and critique job search websites * Create account on job search website * Complete online application(s) 	<p>Interview Prep</p> <ul style="list-style-type: none"> * KET: WES "Finding a Job, Resumes, Tests & Choices" clip from DVD series * WES Workbook p. 5 * "Common Interview Questions" worksheet * Students practice interviewing each other 	<p>Workshop (Topic TBD)</p>	<p>Interview Prep Cont.</p> <ul style="list-style-type: none"> * Class discussion: typical steps in an interview * "Answering Illegal Interview Questions" worksheet * Practice interviewing individually in front of the class <p>DUE: job search account, online app</p>	<p>GED Practice Test</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 10 March 14-18	Post Secondary Education * Class discussion: different programs/ schools, different types of financial assistance * Research college profiles on www.collegeboard.com	Mock Interview Thank You Letter	Workshop (Topic TBD)	JRT Post-Assessment CASAS Post-Test DUE: mock interview, thank you letter	End of the Module Party! (Watch students' youtube videos on public health issue)
Week 11 March 21-25	Feedback Admin	Feedback Admin	Feedback Admin	Admin	Admin

WISE Lesson Plan

Class: Job Readiness Training	Title: Time Management	Time: 1 hr and 30 min
Objective: (1) Students will identify effective habits and strategies to increase punctuality and reliability. (2) Students will create a personalized daily schedule that increases their productivity and punctuality. (3) Students will demonstrate the ability to appropriately communicate an unplanned tardiness or absence to a supervisor.		
Materials: "Getting to Work on Time" worksheet; "Keeping a Job, Ready for Work" from KET's Workforce Essential Skills DVD series; Television; DVD player; Issue 16 of the TV411 Workbook series; Computers with internet access (one for each student); White board; Dry erase markers and eraser		
Stage	Steps	CASAS Competencies
Warm Up	(1) The students will work individually to complete the "Getting to Work on Time" worksheet in which they must estimate how long it takes them to complete a list of typical morning activities (including eating, dressing, personal care, child care and travel). They then add up the individual times to determine how early they would need to wake up in order to arrive to work at the hypothetical time indicated. (2) When finished, the students will share their estimations with the class and give each other advice on how to effectively organize their morning.	0.2.1 Respond appropriately to common personal information questions 6.6.6 Calculate with units of time 6.1.1 Add whole numbers 0.2.4 Converse about daily and leisure activities and personal interests
Introduction or Material	(1) The students will watch a clip from "Keeping a Job, Ready for Work" from KET's WES DVD series. In this clip, former JRT students who are currently employed discuss the importance of being on time to work. They explain how they were able to change past habits and become more responsible with their time management. (2) The class will discuss situations in which punctuality is required and what is considered "on time" in an academic and professional setting. The instructor will explain the appropriate procedure for notifying a teacher or work supervisor of both an anticipated and unanticipated absence/ tardiness. (3) The instructor will present the students with several excuses that people use when calling in late/ calling off of work. The students will explain which excuses are acceptable and which are not. They will then discuss some of the other unacceptable excuses that they have used or heard used in the past and more appropriate ways of handling such situations.	4.9.1 Identify the formal organizational structure of one's work environment 7.2.7 Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
Activities	(1) The students will work individually to complete p 6-7 of Issue 16 in the TV411 Workbook Series in which they organize a typical day in hourly increments and then prioritize each activity. When finished, they will share the information with a partner and discuss ways for reorganizing certain activities so as to maximize the amount of time dedicated to priority activities. (2) The students will work individually to complete the "Time Management" section of TV411's online curriculum. They will be given scenarios in which they must prioritize	7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule 7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists 7.2.7 Consider factors involved in making decisions, such as goals, constraints,

	<p>activities, sequentially organize events, and calculate the amount of time needed to arrive on time to various appointments.</p> <p>(3) The instructor will divide the students into pairs and distribute scenarios for calling in late- missed the bus, woke up late, babysitter didn't show up etc. The students will then act out the scenarios. One student will play the supervisor and the other will play the late employee.</p>	<p>consequences, alternatives, and input from others</p> <p>0.2.4 Converse about daily and leisure activities and personal interests</p> <p>6.6.6 Calculate with units of time</p> <p>6.1.1 Add whole numbers</p> <p>6.1.2 Subtract whole numbers</p> <p>7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p> <p>7.3.1 Identify a problem and its possible causes</p> <p>7.3.2 Devise and implement a solution to an identified problem</p>
<p>Reflection</p>	<p>(1) After each pair acts out their "calling in late" scenarios, the students will provide constructive feedback and discuss how they themselves would have acted in the given situation.</p> <p>(2) The instructor will ask the students to explain whether or not they found the lesson's activities effective in helping them evaluate how they organize their time and interact with others in situations where they are running late.</p>	<p>0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)</p> <p>4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p> <p>4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills</p>

Next Steps:

- (1) The instructor will continue to assist the students in developing their time management skills and creating a habit of punctuality by enforcing the program's attendance and punctuality policies.
- (2) The instructor will individually mentor students who continue to struggle with punctuality, time management and prioritization of their personal responsibilities.

INDIVIDUALIZED LEARNING PLAN

Date _____

Last Name First MI

Address

City State Zip

Home Phone _____

Work Phone _____

Cell Phone _____

Age _____ Birth Date _____

Highest Grade completed _____ Year _____

Has student ever had an IEP? When was it last updated?

What language is spoken at home?

What languages does student speak/read comfortably?

Is student employed? Yes ___ No ___

If yes, name of employer _____

Educational goals

Career goals

Initial Assessment Data

Test of Adult Basic Education (TABE) and Slosson Oral Reading Test (SORT)

Date _____

Reading Level/s _____ Math Level _____

Admin by _____

Administrator Comments: _____

CASAS-Employability Competency System (ECS) Appraisal (pre-test)

Pre-test Date _____

Scores _____

Math _____ Reading _____

Admin by _____

Administrator Comments: _____

Myers-Briggs Test Outcomes:

Gallup StrengthsFinder Outcomes:

Individual Learning Objectives

Writing I Objectives:

Writing II- Essay Objectives:

Social Studies Objectives:

Science Objectives:

Literature Objectives:

Math Objectives:

NOTE: THIS FORM WILL BE FURTHER REVISED DURING THE PLANNING YEAR TO INCORPORATE THE FOLLOWING ADDITIONAL STUDENT INFORMATION:

- STUDENT VOCATIONAL INTERESTS AND OBJECTIVES
- STUDENT PERFORMANCE IN INTRO AND ADVANCED VOC-ED COURSE
- STUDENT INTERNSHIP PLAN
- LICENSING EXAM DATES AND SCORES
- PSAT AND SAT/ACT TEST PREPARATION AND DATES
- EARLY-COLLEGE CREDIT ACCRUAL PLAN
- COLLEGE APPLICATION INFORMATION

Advanced Vocational Education Course Descriptions and Certificate/License Requirements

Information Technology II (A+ Certification Preparation): Information Technology II will prepare students for A+ certification. This certification is the recognized industry credential for computer support technicians; certificate holders are deemed competent in installation, preventative maintenance, networking, security and troubleshooting on a wide variety of systems. The course will prepare students for the two exams – A+ Essentials and A+ Practical Application – they must pass to earn the credential.

Coursework aligned to the A+ Essentials exam will ensure that students have a strong technical understanding of computer technology, networking and network security. In addition, this exam covers communication and other customer service skills that are expected of all IT professionals.

In the second part of the course, students will master the skills needed to pass the A+ Practical Application exam, which is more focused on "hands-on" demonstrations of competence and how troubleshooting and other tools are used to resolve user issues. They will prepare for this exam primarily through hands-on projects including troubleshooting, use of diagnostics, and the development of other technical problem-solving skills.

A+ Certification Information and Requirements

A+ Certification is the industry-recognized standard for computer support technicians. Passing scores on two exams are required: CompTIA A+ Essentials, exam code 220-701; and CompTIA A+ Practical Application, exam code 220-702.

CompTIA A+ Essentials measures the entry-level skills needed by IT professionals; it is recommended that students preparing for this exam have 500 hours of hands-on experience in the lab or field.

CompTIA A+ Practical Application is an extension of the knowledge and skills identified in CompTIA A+ Essentials. It is hands-on and scenario based, with a focus on ensuring that students are comfortable with troubleshooting and the tools must be applied to diagnose and resolve specific problems

A+ Certification is technology-neutral, but also is the first step towards the technology-specific certifications that have been developed by vendors such as Microsoft, Hewlett-Packard, Cisco and Novell for support of their products. CompuCom, Ricoh and others have made A+ certification mandatory for their service technicians.

Healthcare II (Certified Medical Assistant License Preparation):

Healthcare II will give students the clinical skills and experience they need to earn a Certified Medical Assistant license. Building on the foundational knowledge of the field and of human systems gained in the Introduction to Healthcare course, students will learn to prepare for and assist with patient exams, provide patient instructions, and handle test results ethically and professionally. Laboratory exercises will include urinalysis, EKGs, administration of medications, phlebotomy, and appropriate handling of lab specimens, hands-on activities that will help prepare students for the practicum requirement of the CMA license.

In Healthcare II, students will also dig deeper into principles of patient communications, including patient privacy; management and protection of patient data under federal HIPAA guidelines; and other legal concepts relevant to service in the health care industry. Finally, insurance billing and coding, pharmacy issues, office management, and compliance with workplace safety regulations are addressed.

Requirements of Certified Medical Assistant (MA) Program

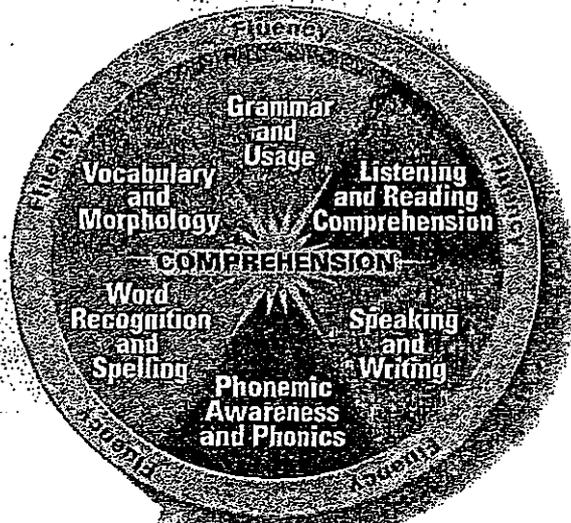
The CMA License is the recognized credential for certified medical assistants, who may work in doctor's offices, hospitals, ambulatory care centers (clinics), nursing homes, or other health care settings. To secure the license, students must meet the following requirements:

- o Secure a high school diploma or GED
- o Demonstrate a CASAS Reading score of at least 231 and CASAS Math score of at least 221
- o Complete a 120-hour CMA preparation course (described above)
- o Participate in an unpaid, supervised on-site work experience (the "practicum") in an ambulatory health care setting.
- o Securing a passing score on the CMA exam

K-9: LANGUAGE! Literacy Curriculum
description

LANGUAGE!

The Comprehensive Literacy Curriculum



From Sound

- STEP 1 Phonemic Awareness and Phonics
- STEP 2 Word Recognition and Spelling
- STEP 3 Vocabulary and Morphology
- STEP 4 Grammar and Usage
- STEP 5 Listening and Reading Comprehension
- STEP 6 Speaking and Writing

To Text in every lesson

LANGUAGE!™ The Comprehensive Literacy Curriculum weaves all of the necessary strands of literacy into six instructional steps of a daily lesson. With multiple entry points, *LANGUAGE!* places students according to skill level and is effective with diverse learning styles.

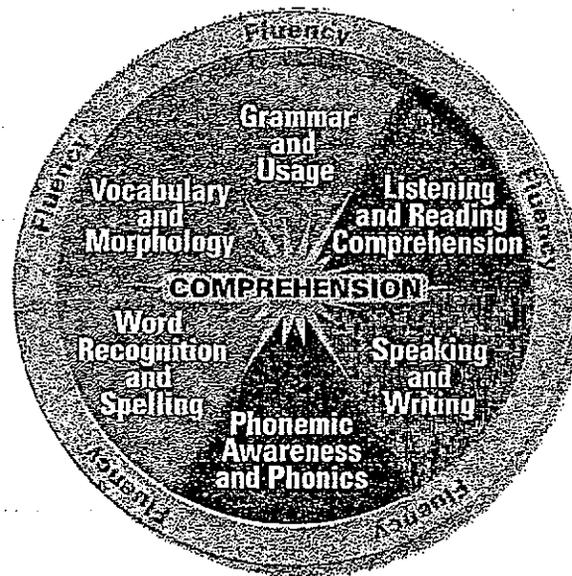
We are excited about the results we are seeing using *LANGUAGE!* with our students requiring a replacement curriculum. When the teachers are well-trained in the program and fully implement it with fidelity, the results are well beyond our expectations.

—Judith S. Carmona
Intervention Instructional Specialist
Placentia-Yorba Linda Unified School District, California

How It Works

How does *LANGUAGE!* work?

Cumulative and sequential multisensory activities engage students while establishing skills in phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and speaking and writing. The *LANGUAGE!* instructional model weaves all of these necessary strands of literacy into the instructional steps of a daily lesson. Through six sequential, integrated steps, each lesson scaffolds content and instruction.



Skills

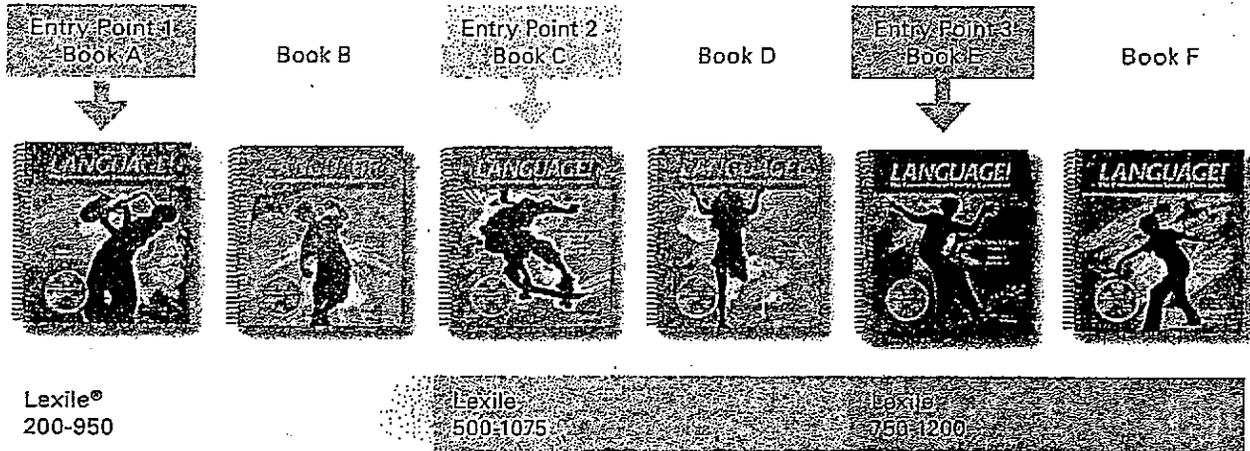
transfer to

Application

- STEP 1 Phonemic Awareness and Phonics
- STEP 2 Word Recognition and Spelling
- STEP 3 Vocabulary and Morphology
- STEP 4 Grammar and Usage

- STEP 5 Listening and Reading Comprehension
- STEP 6 Speaking and Writing

Multiple Entry Points



Instructional content increases in rigor as students progress through the *LANGUAGE!* curriculum.

Book A

- For students demonstrating a deficiency in basic decoding
- Preprimer to 2.5 readability range
- Lexile 200-950

Book C

- For students showing proficiency with beginning sound/symbol correspondences but deficiencies at higher levels of word analysis
- < 3.5 readability range
- Lexile 500-1075

Book E

- For students in grades 7-12 who are showing proficiency with sound/symbol correspondences and higher levels of word analysis
- < 5-6 readability range
- Lexile 750-1200

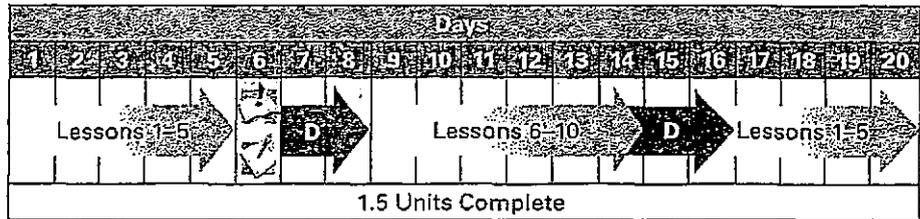
Flexible Implementation Models

Significant literacy delays require intensive instruction to accelerate learning. *LANGUAGE!* adjusts to fit different schedules. In each schedule below, time is distributed strategically according to the number of minutes in the schedule. In the same number of days, the number of lessons completed will vary depending on the number of minutes of instruction per day.

	Minutes per Day
	50
Step 1	10
Step 2	10
Step 3	15
Step 4	15
Step 5	20
Step 6	20

90 Minutes

In a 90-minute lesson, time is distributed strategically across The Six Steps From Sound To Text.

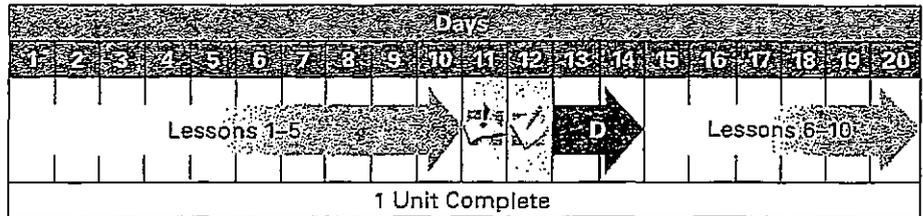


Challenge Text Challenge Writing **D** stands for "Differentiation"

	Minutes per Day	
	Day 1	Day 2
	45	
Step 1	10	
Step 2	10	
Step 3	10	
Step 4	15	
Step 5		20
Step 6		25

45 Minutes

When less time is available, instruction can be distributed across several days.

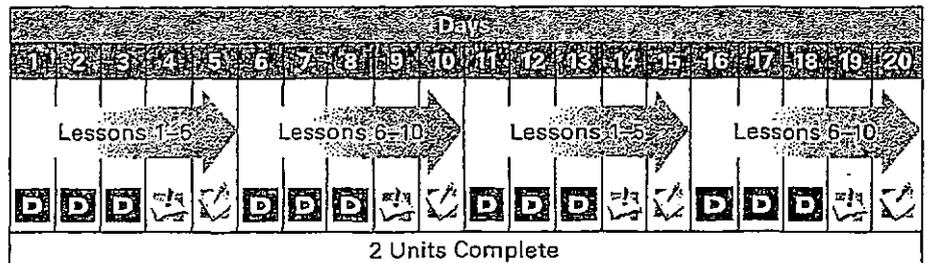


Challenge Text Challenge Writing **D** stands for "Differentiation"

	Minutes per Day		
	Days 1-3	Day 4	Day 5
	180		
Step 1	15	15	15
Step 2	15	15	15
Step 3	20	20	20
Step 4	20	20	20
Step 5	30	30	30
Step 6	30	30	30
Independent Reading	20	20	20
Differentiation	30		
Challenge Text		30	
Writing Using the Challenge Text			30

180 Minutes

When more time is available, additional options are possible. The potential to accelerate learning increases.

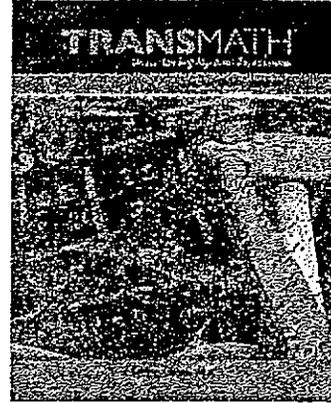


Challenge Text Challenge Writing **D** stands for "Differentiation"

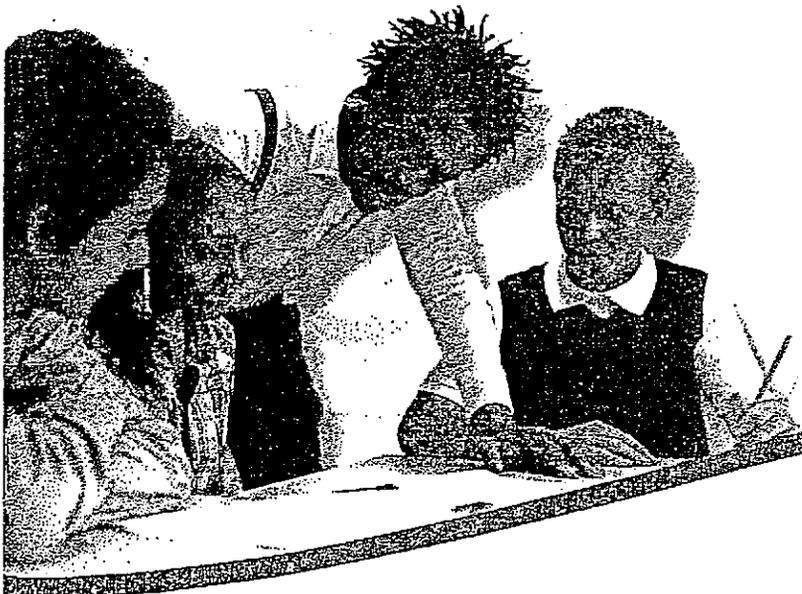
K-10: TRANSMATH accelerated math curriculum materials

ew

Grades 5-10



TRANSMATH[®]



Accelerating struggling students into successful math thinkers through fewer topics, taught in greater depth

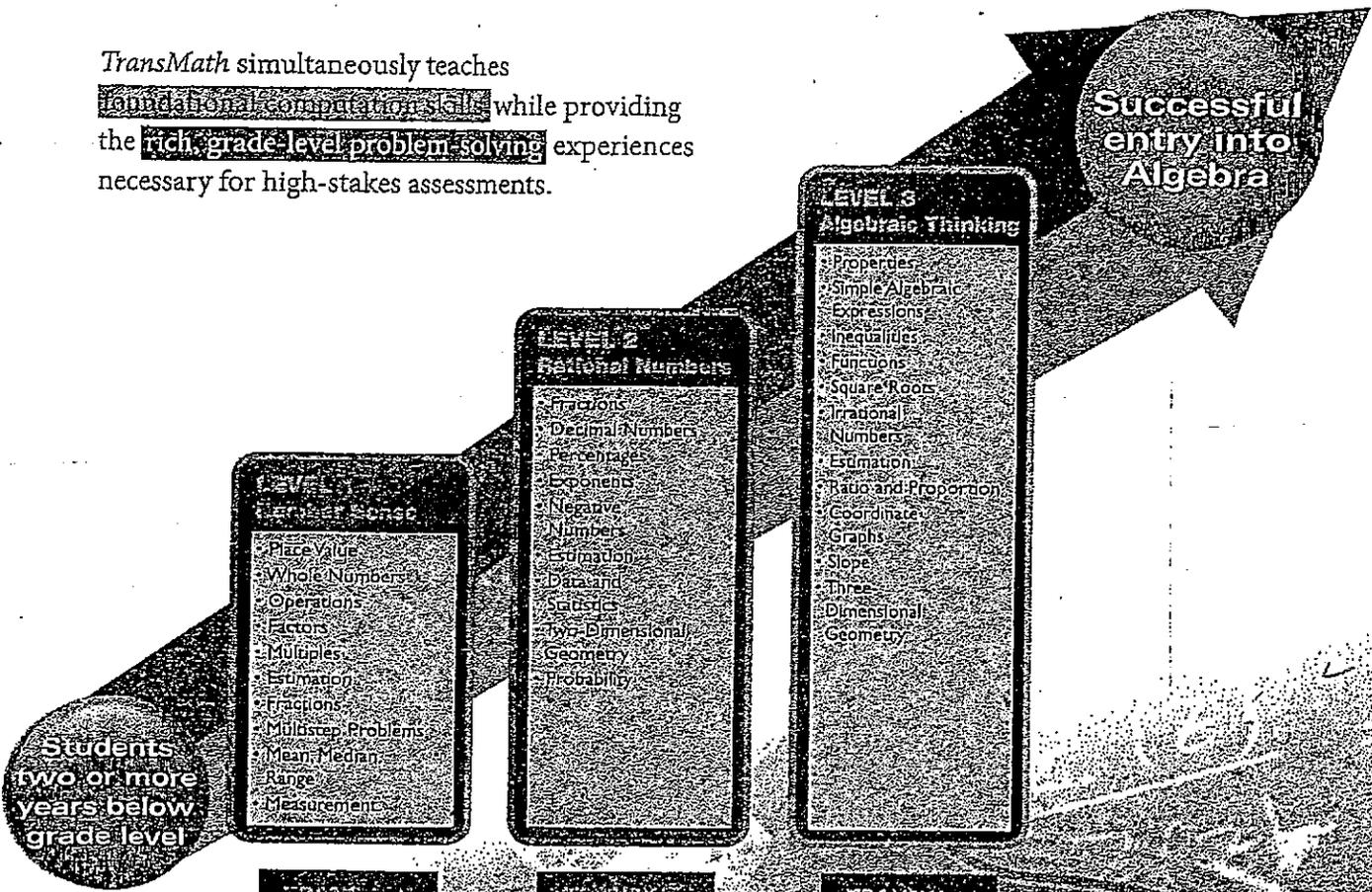
Cambium
LEARNING[®]
Group

Voyager

V

TransMath simultaneously teaches **foundational computation skills** while providing the **rich, grade-level problem-solving** experiences necessary for high-stakes assessments.

Successful entry into Algebra



Level 1



Level 2



Level 3

Research

Instructional Principles Are Supported by Research.

A conceptually-guided approach to mathematics instruction is essential to the learning needs of struggling students. The five instructional principles that best serve this population of students are the foundation for the pedagogical structure of *TransMath*.

TransMath Instructional Principles	The Supporting Research
Visual Representations	Visual representations include models, diagrams, and drawings as well as physical manipulatives. Paivio (1990) is one of many cognitive psychologists whose research supports the fact that information is stored visually as well as textually. The National Mathematics Panel Report (2008a) endorses the use of models and visual images as important ways to promote conceptual understanding, particularly in students with learning difficulties. Well-chosen visual models, in conjunction with conceptual explanations, can help students understand and remember key math concepts.
Controlling Cognitive Load	Many standards-based curricula have lessons that require extensive reading and contain a significant amount of mathematical as well as nonmathematical vocabulary. This is because developers want to provide authentic, or "real-world," problems for students to solve. These curricula also tend to move at a pace that is too fast for struggling students. These factors need to be addressed when standards-based curricula are adapted for struggling students (National Mathematics Panel Report 2008b). Teachers might need to summarize textual materials, and the key mathematical vocabulary needs to be highlighted and reviewed systematically (Baxter, Woodward, and Olson 2001).
Distributed Practice	Psychological and educational research emphasizes the role controlled distributed practice plays in enhancing retention as well as the overall design of curricular materials (e.g., Coyne, Kameenui, and Carmine 2007; Donovan and Radosevich 1999; Pashler, Rohrer, Cepeda, and Carpenter 2007). Too often, textbooks move from one topic or skill to the next without allowing sufficient opportunities for students to become proficient. Distributed practice on a sensible range of skills and concepts is essential to a struggling student's success in mathematics.
Varied Opportunities for Communication	Mathematical discussions can be challenging for teachers as well as students. Teachers sometimes find it difficult to interpret what some students are saying, thus interrupting the flow of the discussion. Teachers might also unintentionally favor those students who contribute the most to a discussion, leaving students with math difficulties ignored. Nonetheless, these students—like their more verbal peers—need structured opportunities to ask questions and explain their thinking. Recent research (e.g., Chapin, O'Connor, and Anderson 2003) offers important principles for conducting whole-group discussions in math classrooms.
Multiple Forms of Assessment	Ongoing or frequent assessment of students with math difficulties is a major concern in special education. This type of assessment can be seen as part of the Response to Treatment Intervention or RtI movement. At the same time, students should also experience other forms of assessment such as performance assessment and daily informal assessment (Lampert 2001; Stiggins 2005; Wiggins and McTighe 2005).

Scope and Sequence

Dual Topics Provide a Balance of Conceptual Learning and Problem-Solving Applications.

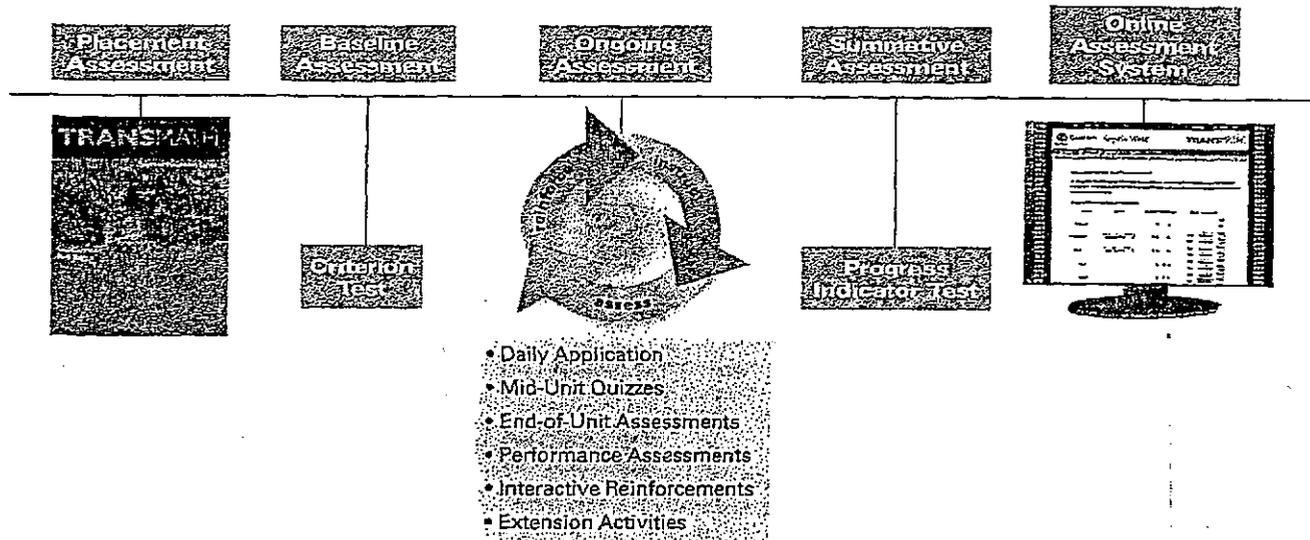
The dual-topic approach:

- Breaks learning into smaller parts
- Increases student engagement
- Addresses the issue of cognitive overload for struggling students

	Building Number Concepts	Problem Solving	
Level 1: Developing Number Sense	Unit 1	Addition	Working With Data
	Unit 2	Subtraction	Working With Data
	Unit 3	Multiplication	Introduction to Measurement
	Unit 4	Division	Measuring Two-Dimensional Objects
	Unit 5	Factors, Primes, Composites	Area and Perimeter
	Unit 6	Common Factors and Number Patterns	Properties of Shapes
	Unit 7	More Number Patterns and Common Multiples	Slides, Flips, Turns, and Symmetry
	Unit 8	Concept of Fractions	Introduction to Statistics
	Unit 9	Adding and Subtracting Fractions	Converting Units of Measurement
Level 2: Making Sense of Rational Numbers	Unit 1	Review of Whole Numbers and Fractions	Working With Data
	Unit 2	Multiplication and Division of Fractions	Tools for Measurement and Construction
	Unit 3	Working With Mixed Numbers	Tessellations, Geometry, and Measurement
	Unit 4	The Concept of Decimal Numbers	Triangles and Quadrilaterals
	Unit 5	Operations on Decimal Numbers	Area of Two-Dimensional Shapes
	Unit 6	Understanding Percents	Percents in Word Problems and Graphs
	Unit 7	Scientific Notation	Probability
	Unit 8	Integers	Finding Points on a Graph
	Unit 9	Operations on Integers	Coordinate Graphs and Transformations
Level 3: Understanding Algebraic Expressions	Unit 1	Fractions and Decimal Numbers	Statistics
	Unit 2	Variables	Ratios and Proportions
	Unit 3	Inequalities	Working With Rates
	Unit 4	Algebraic Patterns	Ratios
	Unit 5	Algebraic Expressions	Surface Area of Three-Dimensional Shapes
	Unit 6	Algebraic Rules and Properties	Volume of Three-Dimensional Shapes
	Unit 7	Introduction to Algebraic Equations	Geometric Construction and Angle Measurement
	Unit 8	Solving Different Kinds of Algebraic Equations	Links and Angles
	Unit 9	Introduction to Functions	Working With Coordinate Graphs
	Unit 10	Square Roots and Irrational Numbers	Nonlinear Functions

The TRANSMATH[®] Assessment System

This comprehensive assessment system provides teachers with the measures they need to accurately place students into the curriculum and to monitor their progress through the curriculum. It furnishes the teacher with the data necessary to inform instruction to ensure each student meets his or her goals.



Placement

Based on students' demonstrated understanding of key mathematics concepts and skills, data from the *TransMath* placement tests accurately place students at one of the three entry points of the curriculum.

Baseline Assessments

Administered at the beginning of each book level, the Baseline Assessment establishes a starting point for measuring student's progress through the curriculum.

Ongoing Assessments

Regular assessment of student mastery of the concepts and skills taught in the curriculum ensures that teachers can adjust pacing or instruction to meet the needs of individual students.

Summative Assessments

Given at the end of each book level, the Progress Indicators measure the critical skills of mathematics through curriculum-based measures. Comparing Progress Indicators to the Baseline Assessments accurately tracks student's progress through the curriculum.

The Online Assessment System

This user-friendly database allows teachers and administrators to record, track, and report student test results. Reports can be generated at the individual, class, building, and district levels.

Balanced Assessment

Differentiation Informed by Data

TransMath offers multiple opportunities to assess, reinforce, and differentiate instruction:

TransMath Online Assessment System

With one simple log-in, teachers can access student data to inform differentiation.

mBook *mBook* Teacher Edition

The *mBook Teacher Edition*, accessed through the Online Assessment System, contains a multitude of online resources to access, reinforce, and differentiate instruction:

- **Teacher-Talk Tutorials** reinforce lesson concepts using narrated, animated visual models that make the concept concrete for the student.
- **Interactive Click-Thru** slideshow presentations use visual models to concretely develop concepts.
- **On Track! Extension Activities** are multistep word problems designed for small groups to prepare students for high-stakes tests.
- **Interactive Reinforcement Exercises** are online, interactive, multiple-choice activities that provide immediate feedback.
- **Form B Retests** for Quizzes and End-of-Unit Assessments are available for downloading.

mBook *mBook Study Guide* for students provides online access to:

- The entire *Student Text* to review missed concepts
- The **Teacher-Talk Tutorials** to reinforce difficult concepts
- The **Interactive Reinforcement Exercises** to review, reinforce, and practice missed concepts

Manipulative Set provides opportunities for multisensory modeling of missed concepts.

DAY 1

After administering the End-of-Unit Assessment, determine differentiation by assessing student data.

- Administer assessment.
- Enter scores.
- Identify differentiation needs.
- Establish small groups.



www.voyagerlearning.com/transmath

DAY 2

Assign differentiation strategies depending on student needs

Student Score	80% or higher	<p>On Track! Extension Activities</p> 
	Between 60-80%	<p>Computer Station <i>mBook Study Guide</i> or Reinforcement Activities</p> 
	Below 60%	<p>Teacher Reteach</p> 

DAY 3

Students working on On Track! Activities continue while students who scored below 80% are retested

Student Score	80% or higher	<p>On Track! Extension Activities</p> 
	Below 80%	<p>Retest students that scored below 80% using End-of-Unit Assessment Form B</p> 

K-11: Student Promotion Information

STUDENT PROGRESS

As shown in the promotion chart below, students will progress through the program's phases as they develop content and skills. In particular, their reading and mathematics skills will be monitored initially using the SORT and TABE exams, but as students advance, school staff also will use other measures of performance to determine whether a student is ready to progress to the next phase. These will include student work, end-of-course exams and projects, assessments aligned to the LANGUAGE! and TransMath curricula, the Official Practice GED and the GED. In the Discovery Phase, where students will focus on career exploration, student progress will be measured by progress on the CASAS essential skills exams and products they generate in the Introduction to Healthcare or Introduction to Information Technology Courses and likely on an end of course exam. During the Commencement Phase, college credit earned in accordance with requirements stipulated by CCDC and Bard faculty and performance in advanced vocational courses and on Healthcare and IT credentialing exams will be utilized to assess student progress.

Student Promotion Chart

	Exploration		Demonstration		Application	Commencement
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Module placement based on reading level	Reading Level 0.0-3.0	Reading Level 3.0-5.0	Reading Level 5.0-7.5	Reading Level 7.5-9.0	Reading Level 9.0-GED	GED Test Taken
Reading level based on courses student will complete in module	<ul style="list-style-type: none"> Reading Writing Science Social Studies 	<ul style="list-style-type: none"> Reading Writing Science Social Studies 	<ul style="list-style-type: none"> Language Arts Science Social Studies 	<ul style="list-style-type: none"> Language Arts Science Social Studies 	<ul style="list-style-type: none"> Language Arts Science Social Studies 	<ul style="list-style-type: none"> Career/College Planning Voc Ed/ Early College Internships
Math courses student may be eligible for in module	Math I	Math II	Math III	Pre-Algebra/Algebra	Algebra/Geometry	

Note: The Discovery Phase is not included in the chart as all students will participate in this career exploration/introduction to GED and vocational education instruction after Intake or Exploration as applicable.

**K-12: Information on LAYC's ETO data
management and analysis system**

**Latin American Youth Center
Efforts-to-Outcomes Database and Outcome Tracking**

The Latin American Youth Center (LAYC) uses an internet-based data collection system called Efforts to Outcomes (ETO) to collect demographic, process, output, and outcome information on all programs. Designed by Social Solutions, Inc., ETO allows LAYC to collect this data in an efficient and consistent manner across all LAYC programs.

Capitalizing on the flexibility and customization features of ETO, LAYC modifies the data collection interfaces and methods to meet the needs of specific programs and funding agencies. A consistent set of demographic data is collected by all programs; however, additional information can be collected using intake forms (both paper and electronic) to meet the specific needs of each program. In addition, output and outcome measures can also be customized to ensure the most effective collection of this information.

Each LAYC staff person with programmatic or supervisory responsibility receives on-going training in the use of ETO. Staff can then input all appropriate demographic, output, and outcome data into the system, and access it through a series of standardized reporting formats. In addition, customized reports can be built so that staff can obtain information in exactly the format they will find most useful.

Using ETO, LAYC program staff can do all of the following:

- Collect and report on demographic information based on specific programmatic needs;
- Track outputs such as program attendance, hours of programming provided, topic areas covered in programming;
- Input case notes into ETO and use them to demonstrate improvements among clients;
- Input pre/post test data to track changes in self-reported knowledge and behavior change;
- Track report card and other school-related outcomes (attendance, truancy, behavior, etc.);
- Track client attendance and contacts, along with scheduling follow-up visits or contacts with individuals in the program or with those that have completed the program. Contacts of all types can be tracked, including contacts between staff and participants, staff and teachers, and even staff and employers;
- Track employment history, new jobs obtained, and job retention rates;
- Import existing external data (demographics, test scores, etc.) in electronic format to further demonstrate participant outcomes.



COUNCIL OF THE DISTRICT OF COLUMBIA
THE JOHN A. WILSON BUILDING
1350 PENNSYLVANIA AVENUE, N.W.
WASHINGTON, D.C. 20004

January 7, 2011

Josephine Baker
Executive Director
District of Columbia Public
Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

Dear Ms. Baker:

I am pleased to support the Latin American Youth Center's (LAYC) application to the DC Public Charter School Board to establish the *LAYC Career Academy*, a public charter school in the District of Columbia. I am confident LAYC is prepared to deliver a quality vocational and GED based program for multicultural young adults living in the District of Columbia. As Ward One Councilmember, I am aware that there are many young adults in my ward who need this unique charter school opportunity.

The *LAYC Career Academy* builds off of LAYC's forty year history of providing job training and educational programs to Latino, African American and multicultural young adults, and "disconnected youth" who have dropped out of D.C. Public School and public charter schools. While GED and vocational based, the proposed charter school will work closely with post secondary opportunities and the business community to insure that these young people re-engage in positive educational and vocational opportunities.

In addition, the new *LAYC Career Academy* is based on a commitment to the positive youth development model. Long practiced by LAYC, the model helps each young person to identify and utilize his/her inherent gifts and skills as they navigate through life's challenges towards adulthood. LAYC will offer young people access to an academically rigorous and culturally appropriate program that enables them to obtain a GED while preparing them with necessary skills for entry-level jobs in the health care and information technology industries. After GED completion, students will also be encouraged to participate in ACT or SAT preparation modules and will be offered a chance to experience college-level work as part of LAYC's partnership with the Community College of the District of Columbia.

As with everything the LAYC does, I am confident that this charter school will add tremendous value in support of a community of young people that have few, if any, options. The LAYC can



count on the support of my office to ensure the success of the *LAYC Career Academy*. I expect great outcomes and achievements among our young people as a result.

Thank you



JG/ml



ANC 1A ADVISORY NEIGHBORHOOD COMMISSION 1A

SMD 1A01 – Lisa Kralovic
SMD 1A04 – Betty Pair
SMD 1A07 – Thomas Boisvert
SMD 1A10 – Lenwood O. Johnson

SMD 1A02 – Vicky Wright-Smith
SMD 1A05 – Laina Aquiline
SMD 1A08 – Kent C. Boese

SMD 1A03 – Sheldon Scott
SMD 1A06 – William Brown
SMD 1A09 – Bobby Holmes
SMD 1A11 – Vacant

1380 Monroe St NW #103, Washington, DC 20010

January 27, 2011

Josephine Baker
Executive Director
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Ms. Baker:

It is my pleasure to write this letter of support for the Latin American Youth Center's (LAYC) application for a charter from the DC Public Charter School Board.

As ANC Commissioner, it has been my privilege to support community-based initiatives that improve the lives and earning potential of those residing in ANC 1A01. The need for jobs for young adults is always a concern or issue raised by community members, and LAYC's holistic approach towards children, youth, and young adult development has been an invaluable resource to thousands of District of Columbia residents.

The proposed charter, the LAYC Career Academy, will address an unmet need in our community. Many of the youth who will enroll in this school are disconnected, having dropped out of DC public or public charter schools; others have little to no work experience. The LAYC Career Academy will be more than a GED program; it will expose students to many post-secondary education, training, and job opportunities available, provide specific training in two high-growth areas, health care and information technology, and help students secure not only a high school credential, but also the higher level academic foundation and critical-thinking skills to pursue college, additional vocational training, or work with a living wage and the promise of opportunities for advancement. With the center's long history of successfully engaging disconnected youth, I am confident the LAYC Career Academy will yield positive outcomes.

I commend and strongly support LAYC's initiative to charter the LAYC Career Academy and I look forward to hearing about its success.

Sincerely,


Lisa M. Kralovic
ANC Commissioner 1A01

January 27, 2011

Josephine Baker
Executive Director
DC Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010

Dear Ms. Baker,

I am writing to express my support of Latin American Youth Center's charter school application to expand their educational services by establishing the Career Academy.

Latin American Youth Center (LAYC), has an established record of success over several decades in the DC area, serving multi-cultural constituents in Ward 1 and beyond, with the anchor site in my Single -Member District (SMD), 1A03. The proposed LAYC Career Academy would fill a void in workforce readiness and industry-specific training. This invaluable service would prepare students for careers in the healthcare and information-technology sectors, ultimately affording the SMD, Ward 1 and the District with a citizenry equipped for long-term success and growth.

On behalf of the Columbia Heights Community, I thank you for your consideration of greater educational opportunities for us, and look forward to hearing from you soon.

Warm Regards,



Commissioner Sheldon Scott
SMD-1A03
202-643-1203
sheldon.scott@anc.dc.gov



OFFICE OF THE CEO

801 North Capitol Street NE, Washington, DC 20002
Phone: 202.274.6203

January 24, 2011

Josephine Baker
Executive Director
DC Public Charter School Board
3333 14th Street NW Suite 210
Washington, D.C. 20010

Dear Ms. Baker:

It is with great pleasure that I write in support of the Latin American Youth Center's (LAYC) application for a charter from the DC Public Charter School Board.

The Community College of the District of Columbia (CCDC) serves the District's residents in diverse, technology enhanced learning environments by providing opportunities for students to obtain the requisite skills of today's workforce and prepares them for the demands of tomorrow. Our associate degrees, certificates, workforce development and lifelong learning programs are market-driven and learner focused. The LAYC Career Academy will complement the CCDC's overall mission as well as its proposed adult public charter school by using a positive youth development model to assist older youth and adults to succeed educationally, professionally, and personally.

If the proposed LAYC Career Academy is chartered, eligible students will have the opportunity to co-enroll in CCDC courses at either CCDC locations or at LAYC. Through the partnership with the CCDC, LAYC Career Academy students will take math and science classes, which will help prepare them for careers in health care and information technology. LAYC students will also be able to enroll in the CCDC's Medical Assistant training program, which will help them attain a Certified Medical Assistant credential. Finally, LAYC Career Academy staff will be invited to attend CCDC's College Readiness Institute where they will be trained to deliver a one-credit class on college preparation, which will be used in the LAYC Career Academy curriculum. The CCDC staff looks forward to collaborating with the staff of the LAYC Career Academy to develop and deliver programs that will prepare students for careers in health care and information technology.

Thank you for considering LAYC's application. I look forward to working with the Public School Charter Board in the future.



Jonathan Gueverra
Chief Executive Officer



buildinghope

January 28, 2011

Josephine Baker
Executive Director
District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

Dear Ms. Baker:

It is with great pleasure that I write in support of the Latin American Youth Center's (LAYC) application for a charter from the DC Public Charter School Board.

LAYC has over 40 years of experience providing job training and educational programs to low-income and minority young people, including "disconnected youth," those who have dropped out of DC Public and charter schools. The LAYC Career Academy will build off of this history and provide young adults, ages 16-24 who have not succeeded in traditional schools, with (1) skills necessary to attain a GED, (2) vocational training in health care and information technology, (3) college credit classes, and (4) preparation for success in college, post-secondary education, training programs, or the workplace.

As you know, Building Hope was created to help quality District of Columbia public charter schools overcome the significant facilities barriers that exist in D.C.'s competitive real estate market. These barriers prevent schools from serving more students in environments most conducive to learning. Building Hope helps charter schools overcome these facilities barriers by 1) lending money at below market rates; 2) acquiring and developing buildings at below market rates; 3) extending credit and lease guarantees; and 4) providing professional services.

For start-up charter schools such as the one proposed by LAYC, a lack of operating history and low number of students in the early years only add to an already challenging environment. While our credit enhancement program is specifically targeted to helping new schools acquire and renovate facilities, the resources in this program are limited. Through our partnership with the Office of the State Superintendent of Education, we have created the Charter School Incubator Initiative specifically to meet needs of start up schools. Through this initiative, we have been able to develop a total of six incubator locations throughout the District. We have met with LAYC and have talked in detail about the charter school facility options available and the pros and cons of each option. We are confident that the incubator initiative will be able to meet LAYC's space needs.

LAYC is doing great work for the youth in the District of Columbia. With the LAYC Career Academy, young people will have access to an academically rigorous and culturally appropriate program that enables them to obtain a GED while preparing them with necessary skills for good jobs in the health care and information technology industries. I am confident this proposed charter school will be a tremendous benefit to young people in the community who often times have few to no options.

January 28, 2011
Josephine Baker
Page 2

Thank you for your consideration of LAYC's application for a public charter school. I expect great outcomes and achievements among our young people as a result of the LAYC Career Academy.

Sincerely,



Thomas Porter
Director, Real Estate and Operations



January 13, 2011

Josephine Baker
Executive Director
District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

Dear Ms. Baker:

It is with great pleasure that I write in support of the Latin American Youth Center's (LAYC) application for a charter from the DC Public Charter School Board.

LAYC has over 40 years of experience providing job training and educational programs to low-income and minority young people, including "disconnected youth," those who have dropped out of DC Public and charter schools. The LAYC Career Academy will build off of this history and provide young adults, ages 16-24 who have not succeeded in traditional schools, with (1) skills necessary to attain a GED, (2) vocational training in health care and information technology, (3) college credit classes, and (4) preparation for success in college, post-secondary education, training programs, or the workplace.

The DC Chamber of Commerce sees this new school as a great asset to the region's economy as health care and IT are two of the fastest growing industries in the region. Employers in these fields often face shortages of qualified professionals and would benefit from a new pipeline of trained young talent from the LAYC Career Academy.

LAYC is doing great work for the youth in the District of Columbia. With the LAYC Career Academy, young people will have access to an academically rigorous and culturally appropriate program that enables them to obtain a GED while preparing them with necessary skills for good jobs in the health care and information technology industries. I am confident this proposed charter school will be a tremendous benefit to young people in the community who often times have few to no options.

Thank you for your consideration of LAYC's application for a public charter school. I expect great outcomes and achievements among our young people as a result of the LAYC Career Academy.

Sincerely,



Barbara B. Lang
President & CEO



January 6, 2011

Josephine Baker
Executive Director
DC Public Charter School Board
3333 14th Street NW Suite 210
Washington, D.C. 20010

Dear Ms. Baker;

It is with great pleasure that we write in support of the Latin American Youth Center's (LAYC) application for a charter to the DC Public Charter School Board. CSC is pleased to support LAYC young professionals as they pursue their pathway to the IT field. We will support the LAYC students with internship opportunities and assist with career placement for dedicated and responsible students.

As a provider of IT infrastructure solutions, we have seen the rewards of supporting students in advancing their education, particularly in the field of health medicine. Over the past five decades, technology has radically changed the world we live in. We have remained at the forefront of our business because we have understood how to use technology change and innovation to deliver value to our clients. We are always seeking to bring in professionals to help accomplish our mission.

We are extremely grateful for the opportunity to work with the LAYC. We look forward to working with the Public Charter School Board in the future. If we may be of any other assistance, please contact us at 202-787-8796.

Sincerely,


John Mallard
Service Delivery Manager
CSC



1220 12th Street S.E. Suite 120 • Washington D.C. 20003 • Phone: (202) 715-6562 • Fax: (202) 544-2678
Office of the President & CEO

December 21, 2010

Josephine Baker
Executive Director
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Ms. Baker:

It is with great pleasure that I write in support of the Latin American Youth Center's (LAYC) application for a charter to the DC Public Charter School Board. If chartered, Unity Health Care (Unity) will work in partnership with the **LAYC Career Academy** to train its students for allied health professions and placement in internship positions in our clinics throughout the District.

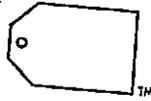
Unity serves individuals and families in all eight Wards of the District of Columbia. Our mission is to "offer a citywide network of quality health and human services to the medically underserved, regardless of race, ethnic background, or ability to pay." We achieve our mission through our network of medical and social services. We value our ability to provide our patients with comprehensive health care services, delivered by a skilled, compassionate, multicultural, professional staff.

Unity operates 30 health care service sites in the District of Columbia, including two mobile units. Unity doctors and health care staff will train **LAYC Career Academy** students to work as interns at Unity clinics. This experience will provide the students with exposure to allied healthcare jobs that include: cardiovascular technologist and technicians, dental hygienists, diagnostic medical sonographers, and radiologic technologists and technicians.

Thank you for your consideration of the public charter school application submitted by the Latin American Youth Center. I look forward to working with the Public Charter School Board in the future.

Sincerely,


Vincent A. Keane
President & CEO
Unity Health Care, Inc.



BEST BUY™

Best Buy #1092
3100 14th St NW
Washington, DC 20009

Josephine Baker
Executive Director
DC Public Charter School Board
3333 14th Street NW – Suite 210
Washington, D.C. 20010

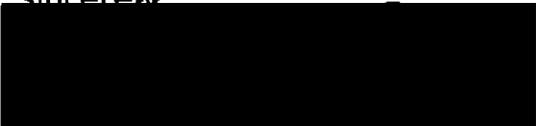
Dear Ms. Baker:

The Best Buy Geek Squad is pleased to support the Latin American Youth Center's (LAYC) application for a charter to the DC Public Charter School Board. As one of the leaders in the IT industry and providers of quality customer service, we seek highly motivated and customer-oriented leaders to work with us. We believe that LAYC would be a great partner to help our company continue its reputation of high quality customer care.

Our Geek Squad agents have solved technology issues for over one million customers. We are excited to support LAYC young professionals as they pursue their pathway to the IT field and possibly become part of our tradition. We look forward to having qualified students and graduates of LAYC's charter school join our team as interns and permanent employees.

We are more than happy to support the LAYC and if we may be of any other assistance, please do not hesitate to contact us.

Sincerely,


Carlton Tucker
Customer Commitment Manager
Best Buy #1092



DC APPLESEED

Solving DC Problems

1111 Fourteenth Street, NW
Suite 510
Washington, DC 20005

District of Columbia Public Charter School Board
Submitted by Latin American Youth Center
February 1, 2011

Phone 202.289.8007
Fax 202.289.8009
www.dcappleseed.org

WALTER SMITH
Executive Director

January 28, 2011

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Josephine Baker
Executive Director
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Ms. Baker:

I am writing to offer my support for the Latin American Youth Center's (LAYC) application to create a new public charter school for older, disconnected youth who have not been successful in traditional high schools.

DC Appleseed, like LAYC, is deeply interested in the educational and economic success of young District residents. We have invested our resources in improving workforce development systems, strengthening the District's community college capacity, improving children's health outcomes, and improving special education. LAYC's plan to provide at least 100 young people a second chance to get a high school credential, as well as preparation for postsecondary education and marketable job skills is very much in line with DC Appleseed's goals. As LAYC knows better than almost anyone in this city, these teenagers and young adults have struggled to overcome huge obstacles – including poverty, difficult or unstable home situations, substance abuse, domestic violence, learning disabilities or language barriers – and their chances for economic independence and successful adulthood are substantially reduced if they do not complete high school and receive vocational guidance and/or training.

We are particularly pleased to note that LAYC is planning an "early college" partnership with the Community College of the District of Columbia that will give youth who may not have a single family member who has gone to college a chance to earn college credit while working towards their GED. This is a promising practice that has been implemented with great success elsewhere in the country. We are also pleased to note that LAYC will offer students vocational training leading to industry certifications in the high-growth healthcare and information technology industries. We strongly advocate aligning the District's education and training capacity with high growth industries with career mobility potential.

As executive director of one of the steering organizations in the Defeat Poverty DC coalition, I look forward to seeing LAYC build on its success in working with young people to create a strong viable career academy public charter school.

Sincerely,

[Redacted Signature]

Walter Smith
Executive Director

Affiliations listed only for purposes of identification

L-2: Employee Handbook

LAYC Career Academy Application
District of Columbia Public Charter School Board
Submitted by Latin American Youth Center
Revised Edition: July 20, 2011

**LAYC Career Academy
Employee Handbook**
Adopted July 2011

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LAYC Career Academy

Employee Handbook

I. Mission

LAYC Career Academy is a non-profit public charter school in Washington, D.C. founded in 2011. The LAYC Career Academy provides youth ages 16-24 who have not succeeded in traditional schools with: (1) the skills necessary to attain a GED certificate, (2) vocational training in high-growth occupations, (3) college-credit classes and (4) preparation for success in college, postsecondary education, training programs or the workplace. The school is grounded in positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success in a culturally and developmentally appropriate setting.

II. About this Personnel Manual

This handbook is designed to provide employees with some basic information about LAYC Career Academy, including its current policies, procedures, and benefits. This handbook does not govern any benefit plan; instead, the benefit-plan documents govern.

THIS HANDBOOK IS *NOT* A CONTRACT AND DOES NOT CHANGE THE “AT-WILL” NATURE OF EACH EMPLOYEE’S RELATIONSHIP WITH LAYC CAREER ACADEMY. LAYC CAREER ACADEMY RESERVES THE EXCLUSIVE RIGHT, IN ITS SOLE AND ABSOLUTE DISCRETION, (1) TO MAKE FINAL DECISIONS CONCERNING THE INTERPRETATION, APPLICATION, OR ADMINISTRATION OF THE POLICIES, PROCEDURES, AND BENEFITS DESCRIBED IN THIS HANDBOOK, and (2) TO CHANGE OR ELIMINATE ANY OF THE BENEFITS, PLANS, POLICIES, OR PRACTICES DESCRIBED IN THIS HANDBOOK WITHOUT PRIOR NOTICE TO EMPLOYEES.

This handbook and the information it contains are considered confidential and proprietary and are not to be disclosed to anyone who is not an employee of LAYC Career Academy.

III. Policies

A. Equal Opportunity Statement

It is the policy of LAYC Career Academy that there shall be no discrimination with respect to employment or any of the terms and conditions of employment, on the basis of race, creed, color, religion, national origin, citizenship, ancestry, sex, age, disability, marital status, familial status, military status, sexual orientation, personal appearance, family responsibilities, matriculation, tobacco use, political affiliation or any other characteristic protected by applicable federal, state, or local laws. Any employee, including supervisors, involved in improper discriminatory practices will be subject to appropriate disciplinary action, up to and including termination.

Discrimination complaints should be reported to an employee's immediate supervisor, the Principal, or to the Executive Director. If the complaint is about the Executive Director, the complaint should be reported to the Chair of the Board of Directors. As required by law, equal employment opportunity notices are posted in appropriate areas. The notices summarize the rights of employees to equal opportunity in employment and provide the names and addresses of the various government agencies that may be contacted in the event that any person believes he or she has suffered discrimination.

1. Diversity in the Workplace

LAYC Career Academy is committed to a diverse workplace and will reflect this in its efforts to broaden opportunities for the full range of qualified candidates in accordance with applicable legal obligations, including affirmative action. LAYC Career Academy maintains an equal employment opportunity program for all employees and seeks to recruit and develop the best qualified persons available regardless of age, race, color, religion, sex, national origin, or disability. LAYC Career Academy also recruits, develops, and provides opportunities for qualified disabled persons and veterans.

2. Americans with Disabilities Act

LAYC Career Academy is committed to complying with all applicable provisions of the Americans with Disabilities Act ("ADA").

3. HIV/AIDS in the Workplace

Misunderstandings about HIV/AIDS are widespread, often causing fears and anxieties. LAYC Career Academy will deal with HIV/AIDS in a humanitarian and nondiscriminatory fashion, while assuring the safety and health of all employees. All employees will be trained to understand HIV/AIDS.

LAYC Career Academy is committed to a responsible policy of nondiscrimination regarding HIV/AIDS. An employee afflicted with AIDS or carrying HIV will be treated the

same as any other employee suffering from a long-term disability. LAYC Career Academy will respect the confidentiality of all employees so afflicted.

B. Harassment Policy

LAYC Career Academy is committed to a work environment in which all individuals are treated with respect and dignity. Harassment of any sort, whether it be verbal, physical, or visual, and on any basis, whether it be race, creed, color, religion, national origin, citizenship, ancestry, sex, age, disability, marital status, familial status, military status, sexual orientation, personal appearance, family responsibilities, matriculation, tobacco use, political affiliation or any other characteristic protected by law, is unacceptable and will not be tolerated, whether at LAYC Career Academy or in other work-related settings, such as business trips or business-related social events. Harassment may originate from supervisors, co-workers, and even students or other members of the public. Any employee, including supervisors, involved in harassment will be subject to appropriate disciplinary action, up to and including termination.

Harassing conduct includes, but is not limited to the following: epithets, slurs, denigrating jokes, or negative stereotyping; threatening, intimidating, or hostile acts; and displays or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that: (i) has the purpose or effect of creating an intimidating, hostile, or offensive work environment; (ii) has the purpose or effect of unreasonably interfering with an individual's work performance; or (iii) otherwise adversely affects an individual's employment opportunities.

1. Sexual Harassment

Sexual harassment constitutes discrimination and is illegal. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (ii) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment may involve individuals of the same or different sex and may include a range of behaviors including, for example: words, signs, jokes, pranks, sexual propositions, sexual innuendo, suggestive comments, foul or obscene language, intimidation, physical contact, or violence.

Particular caution and judgment must be exercised in any romantic and/or sexual relationships between Career Academy personnel because it is sometimes difficult to distinguish between consensual and unwelcome situations. If a romantic and/or sexual relationship develops between a supervisor and employee, the supervisory relationship should be terminated at once.

2. Responsibility

Management is primarily responsible for seeing that LAYC Career Academy's equal employment-opportunity policies are implemented, but all employees share in the responsibility for assuring that, by their behavior, these policies are effective and apply uniformly to everyone. Any employee who becomes aware of an incident of harassment, whether by witnessing the incident or being told of it, should report the incident to his or her immediate supervisor or any management representative with whom he or she feels comfortable.

3. Reporting

Although employees are normally expected to raise employment concerns in the first instance with their supervisors, employees may bypass their supervisor when they have concerns about sexual, racial, or any other form of harassment, and go directly to the Principal, the Executive Director, or the Board (in that order). Employees who believe they have been the subjects of harassment and employees who believe they have witnessed another employee being harassed are encouraged to raise their concerns.

Any complaints will be investigated thoroughly and promptly. Confidentiality will be maintained to the extent practical and appropriate under the circumstances, given Career Academy's duty to investigate all complaints. LAYC Career Academy will take appropriate action to remedy the situation. Any employee found to have harassed a fellow employee or subordinate will be subject to severe disciplinary action up to and including termination.

No adverse employment action will be taken against any employee for making a good-faith report of alleged harassment. Retaliation is a serious violation of LAYC Career Academy's policy. Any employee found to have engaged in retaliation will be subject to discipline, up to and including termination. Concerns about attempted retaliation should be raised (and will be handled) in the same manner as any other concern about equal opportunity rights.

LAYC Career Academy accepts no liability for the harassment of one employee by another employee. An individual who in any way harasses another employee is personally liable for such actions and their consequences. LAYC Career Academy will normally not provide legal, financial, or any other assistance to an individual accused of harassment if a legal complaint is filed.

Employees with questions or concerns about LAYC Career Academy's policy on harassment in the workplace are urged to speak with the Principal or Executive Director.

C. Whistleblower Policy

If any employee reasonably believes that some policy, practice, or activity of LAYC Career Academy is in violation of law, a written complaint must be filed by that employee with the Executive Director or the Principal. It is the intent of LAYC Career Academy to adhere to all laws and regulations that apply to the organization and the underlying purpose of this policy is to support the organization's goal of legal compliance. The support of all employees is necessary to achieving compliance with various laws and regulations. An employee is protected from retaliation only if the employee brings the alleged unlawful activity, policy, or practice to the attention of LAYC Career Academy and provides the LAYC Career Academy with a reasonable opportunity to investigate and correct the alleged unlawful activity.

The protection described below is only available to employees that comply with this requirement. LAYC Career Academy will not retaliate against an employee who, in good faith, has made a protest or raised a complaint against some practice of LAYC Career Academy, or of another individual or entity with whom LAYC Career Academy has a business relationship, on the basis of a reasonable belief that the practice is in violation of law or a clear mandate of public policy. LAYC Career Academy will not retaliate against employees who disclose or threaten to disclose to a supervisor or a public body any activity, policy, or practice of LAYC Career Academy that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

D. Dispute Resolution

LAYC Career Academy recognizes that disputes may call for various forms of resolution.

1. Mediation

LAYC Career Academy encourages the use of mediation when disputes between co-workers and between employees and the Principal or Executive Director cannot be resolved directly by the parties. The Executive Director or his/her designee of the Principal will secure the services of a mediator when appropriate.

Participation in mediation does not waive an employee's or the Principal's or Executive Directors' right to proceed with the formal complaint process or corrective interview procedure set forth below.

2. Filing a Complaint

In situations in which an employee wishes to bring a complaint to the attention of the Principal or Executive Director, the following procedure is to be utilized:

If the complaint is against a co-worker:

If an employee feels that an issue requires an action or explanation, the employee should first discuss it with the Principal. The principal should offer suggestions regarding resolution of the situation. This could include a meeting with the co-

worker, a meeting between the co-worker and the Principal, or any other possible measure aimed at resolving the situation.

If the employee does not consider the answer or action to be satisfactory, then the employee should fill out the Employee Complaint Form and present it to the Principal for action. The Principal will, when practicable, respond to the employee's complaint within ten calendar days, in writing. If a complete answer is not possible within the ten-day period, a new date must be established in agreement with the employee.

If the situation remains unresolved for a period of thirty days from the original date of the complaint, the Principal will refer it to the Executive Director. The employee may also request a meeting with the Executive Director. The decision of the Executive Director is final.

Agreements will be kept in the confidential personnel files.

Staff should not be reluctant to make use of this procedure in order to establish a hearing on a situation that they believe needs to be resolved.

If the complaint is against your supervisor:

If the situation involved the Principal and/or the nature of the problem cannot be properly discussed with the Principal, then the employee may discuss the situation with the Executive Director.

Follow the same steps as described above.

If the complaint is against the Executive Director:

Contact the Chair of the Board of Directors.

E. Hiring Process and New Employees

1. At-Will Employment

LAYC Career Academy employs individuals on an "at-will" basis. This means that both LAYC Career Academy and the employee are free to terminate the employment relationship, with or without notice, and for any lawful reason or no reason, with or without cause. The policies and procedures in this handbook are not to be construed as modifying the "at-will" nature of the employment relationship. No one other than Executive Director of LAYC Career Academy, or his or her designee, has the authority to enter into an employment contract or agreement on behalf of LAYC Career Academy, and then only if the agreement is expressly set forth in a written document and signed by the employee and by the Executive Director.

2. Proof of Employment Eligibility

Federal regulations require that before becoming employed, all applicants must complete and sign Federal Form I-9, Employment Eligibility Verification Form. Former employees who are rehired must complete the form if they have not completed an I-9 with LAYC Career Academy within the past three years, or if their previous I-9 is no longer retained or valid. Federal regulations also require that all applicants who are hired must present documents of identity and eligibility to work in the United States.

3. Anniversary Date

An employee's anniversary date is the employee's first date of work with LAYC Career Academy and is used to determine various benefits and conditions related to the policies and benefits described in this handbook, with the exception of all staff transferring into LAYC Career Academy employment from employment with the Latin American Youth Center, whose anniversary date will be considered to be their first date of work at the Latin American Youth Center.

Hiring Process

a) Reference & Criminal Check

In order to meet the requirements of the DC Public Charter School Board all new LAYC Career Academy employees will be required to undergo a criminal records background check, FBI check, and a D.C. Child Protection Clearance within two weeks of their hire. These checks will be repeated annually.

b) Credential Verification Process

When appropriate, verification of an applicant's credentials may be necessary. In those circumstances, the appropriate supervisor will take such steps necessary to verify the claimed credentials. So, for example, at the time of selection of new hires for LAYC Career Academy teaching positions, the Principal or Executive Director would determine the highest, most relevant degree of training completed as claimed by the candidate, and would contact the institution providing such degree or training. Those candidates claiming more than one degree at the same level, may be required to verify any or all of the claimed degrees, as deemed necessary by LAYC Career Academy. Contact may be made by telephone, facsimile transmission, or letter, and may seek written confirmation of the year and type of degree or training.¹ Confirmation should be received before the individual commences employment with LAYC Career Academy.

c) Health Examination

Employees will be asked to present a physical exam and proof of a TB test prior to beginning employment at LAYC Career Academy, upon extension of a contingent job offer.

d) New Employee Orientation

Once hired, new employee orientations are held as scheduled by the Office Manager. During the first week of employment, all necessary tax forms and personnel forms should be completed. The forms may be obtained from the Office Manager.

4. Employment of Relatives

LAYC Career Academy will not hire any relative of any employee who has or may appear to have a role in the hiring process. This prohibition applies to all categories of employment (e.g., full-time, part-time, temporary) except summer employment. A "relative" for these purposes includes a spouse or partner, child, parent, and a blood relative (nephews, nieces, etc.) of the employee or the employee's spouse or partner.

¹ A signed, written release of information may be necessary from the candidate to permit the release of the information.

LAYC Career Academy may consider employing relatives of an employee who has no role in the recruiting or hiring process. No hiring preferences will be given to such relatives. Relatives may not be employed in a position in which one has a position of influence over the other, such as the ability to make judgments concerning performance, compensation, status, fitness for promotion, discipline, or termination.

F. Performance Review

The first performance review typically is administered after an employee's first full year, as measured from his or her anniversary date. Thereafter, performance reviews are usually administered annually on a schedule determined by the Executive Director. A review may also be conducted in the event of a promotion or change in duties and responsibilities. The performance review provides the opportunity for the employee and supervisor to compare results and accomplishments with relevant performance criteria, and to discuss objectives, concerns, and employee development. The review also serves as a basis for salary, promotional, and other personnel decisions. LAYC Career Academy utilizes the performance review when considering merit increases, as well as counseling employees determined to be underperforming. Underperformance may result in termination.

G. Standards of Conduct

The following standards of conduct are intended to be illustrative and not exhaustive or all inclusive:

1. Dress Code Policy

Staff will wear clean and well-maintained attire appropriate to the type of work they do. Shoes are required and must also be well maintained. Good grooming is required.

In compliance with this policy, the following are examples of unacceptable attire:

- halter-tops
- tube tops
- strapless sun dresses
- shorts or skirts shorter than mid-thigh
- any clothing that reveals bare backs and midriffs
- any revealing or provocative clothing

Supervisors may request that specific attire be worn for certain positions and/or events.

2. Drugs and Alcohol

Consistent with LAYC Career Academy's obligations under federal law and with LAYC Career Academy's mission, LAYC Career Academy has formulated a policy regarding alcohol, drug, and controlled substance abuse. This policy, set forth below, is applicable to all LAYC Career Academy employees regardless of work location or employment status.

Alcohol, drug, and controlled substance abuse in the workplace reflects a national problem. LAYC Career Academy has a strong commitment to its employees to provide an alcohol, drug, and controlled substance free work environment. Likewise, LAYC Career Academy is committed to providing this type of work environment for the community.

Alcohol is defined as a beverage that may be legally sold and consumed and that has an alcoholic content in excess of .5% by volume. Drugs are defined as any physical or mind-altering substance or any “controlled substance” or “controlled dangerous substance” as defined by federal or local statutes. These include, but are not limited to, any nonprescription drug or narcotic, heroin, cocaine, or marijuana, or a prescribed drug that is abused or not used in accordance with a physician’s evaluation.

The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance are prohibited in the workplace. Any employee found to be unlawfully using, manufacturing, selling, distributing, dispensing, possessing, or trafficking in drugs in the workplace or at any time during his or her employment with LAYC Career Academy will be considered in violation of LAYC Career Academy’s drug and alcohol policy. In addition, any employee found to be under the influence of alcohol on LAYC Career Academy property or while performing assigned duties elsewhere will be considered in violation of LAYC Career Academy’s drug and alcohol policy. Violators of LAYC Career Academy’s drug and alcohol policy may be subject to a full range of disciplinary actions, up to and including termination. Furthermore, any employee who has knowledge of a violation of this drug and alcohol policy has a duty to report such conduct promptly to the Principal or Executive Director.

All potential new hires may be asked, at LAYC Career Academy’s discretion, to undergo a drug test prior to their start of employment. Testing positive on the drug test may result in rescission of an offer of employment. Once employed, an employee may be required to submit to a drug or alcohol test at any time deemed necessary by LAYC Career Academy. LAYC Career Academy reserves the right to request a drug or alcohol test of a single employee, a group of employees, or all employees, at any time, without prior notification of the request. If a test is requested, employees will be expected to submit to testing as soon as immediately practicable. Refusal to submit to a drug or alcohol test at the request of LAYC Career Academy is grounds for immediate termination. A positive test result may result in immediate termination, but LAYC Career Academy reserves the right to recommend treatment for a drug or alcohol problem and make further employment contingent on successful completion of such a program. Employees undergoing counseling or treatment will not be exempt from LAYC Career Academy’s rules, policies, procedures, or disciplinary application.

As stated elsewhere in this Manual, LAYC Career Academy reserves the right to search any employee’s personal effects brought on LAYC Career Academy property as well as an employee’s work area if an employee is suspected of being involved in alcohol, drug, or controlled substance abuse activities. Employees must notify LAYC Career Academy in writing of any criminal drug statute conviction in the workplace within five (5) calendar days of the conviction. A criminal drug conviction may result in immediate termination, but LAYC Career Academy reserves the right to recommend treatment for a drug or alcohol problem and make further employment contingent on successful completion of such a program. Employees

undergoing counseling or treatment will not be exempt from LAYC Career Academy's rules, policies, procedures, or disciplinary application.

Employees will be asked to sign an acknowledgement that they received this policy.

3. Smoke-Free/Tobacco-free policy

LAYC Career Academy is committed to a smoke-free/tobacco-free work environment. Smoking and other use of tobacco products is cited by the medical community as the most preventable cause of certain diseases, disabilities, and death. Accordingly, smoking or use of other tobacco products is not permitted inside of LAYC Career Academy's offices and facilities. For employees who continue to smoke or use other tobacco products, they are asked to refrain from smoking in front of any LAYC Career Academy facility to permit easy access by students, other employees and visitors to the facilities.

4. Violence in the Workplace

LAYC Career Academy does not tolerate any type of workplace violence committed by or against employees. Prohibited conduct includes:

- Causing physical injury to another person;
- Making threatening remarks which cause injury to another person or subject another individual to emotional distress;
- Intentionally damaging LAYC Career Academy's property or the property of another employee;
- Possessing a weapon while on LAYC Career Academy property or while on LAYC Career Academy business;
- Committing acts motivated by, or related to, harassment on any basis or domestic violence.

Any potentially dangerous situations must be reported immediately to a supervisor or the Principal or Executive Director. Reports can be made anonymously, and all reported incidents will be investigated. Reports or incidents warranting confidentiality will be handled appropriately, and information will be disclosed to others only on a need-to-know basis. All parties involved in a situation will be counseled, and the results of investigations will be discussed with them. LAYC Career Academy will actively intervene at any indication of a possibly hostile or violent workplace situation. Any employee determined to have committed prohibited acts may be subject to disciplinary action, up to and including termination. Non-employees engaged in violent acts on LAYC Career Academy's premises may be reported to the proper authorities and fully prosecuted.

Employees may find themselves in situations where they may be involved in a violent conflict. Employees finding themselves intervening in a physical altercation should attempt to

calm the situation through open, direct, clear, and non-escalating communication. Employees should at all times avoid becoming physically involved with the altercation.

When weapons are involved, employees should notify the police immediately. All violent episodes should be reported to an employee's supervisor, the Principal and the Executive Director. A written report should also be filed later.

In the event of injuries, employees should follow the procedure regarding injuries to employees or others.

5. Weapons

LAYC Career Academy prohibits handguns, firearms, or prohibited weapons of any kind on the property regardless of whether the person is licensed to carry the weapon. Prohibited weapons include any form of weapon or explosive regulated or restricted under applicable federal, state, or local laws. This policy applies to all LAYC Career Academy employees, including contract and temporary employees, and visitors on LAYC Career Academy property, including customers and contractors. The only exceptions to this policy will be police officers, security guards, or other persons who have been given written consent by LAYC Career Academy to carry a weapon on the property.

All LAYC Career Academy employees are also prohibited from carrying a weapon while performing their job for LAYC Career Academy, regardless of their location and whether they are licensed to carry a concealed weapon. This policy also prohibits weapons at any LAYC Career Academy-sponsored function such as parties or picnics. The only exceptions to this policy will be persons who have been given specific written consent by LAYC Career Academy to carry a weapon while performing tasks on LAYC Career Academy's behalf.

Questions about this policy should be directed to a supervisor, the Principal, or the Executive Director. Failure to abide by all terms and conditions of the policies described above may result in corrective action up to and including termination. Further, carrying a weapon onto LAYC Career Academy property in violation of this policy may be considered an act of criminal trespass, may be grounds for immediate removal from LAYC Career Academy property, and may result in prosecution.

H. Attendance

Every employee will have a schedule specified by a supervisor. Any change in the schedule may be negotiated with the supervisor. Travel time to or from work is not considered to be part of the workday. Travel time does count if it is work related during the regular workday. Included in every 8 hour workday for non-exempt staff is a one-hour paid lunch break.

At times, LAYC Career Academy employees may be asked to work on a weekend or evening for special events and retreats. In some cases, employee schedules will vary. Again, the specific workday schedule may be determined by the supervisor, in consultation with the employee.

LAYC Career Academy does need to provide lunchtime phone coverage (Noon until 1:00 PM). Employees assisting in this responsibility will be designated and a schedule of coverage times will be worked out. When an employee is assigned coverage, they will be permitted to take an earlier or later lunch. Employees unable to work on a day they are scheduled for lunch coverage are expected to find a substitute.

Of course, employees are expected to report to work at the specified time. Tardiness impedes LAYC Career Academy's ability to serve its students. Excessive lateness (for example, four or more occasions in a two month period), may lead to disciplinary action, up to and including termination.

I. Timekeeping

Employees should use the time clock when arriving and departing from the workplace. All compensatory time, sick leave, vacation, or other leave taken should be reflected on the timesheet. All holidays should be similarly noted on the timesheet.

At the end of the pay period, employees should verify the accuracy of hours on the timesheets. Employees should then submit the timesheet to their supervisor for final approval.

Supervisors review the timesheets to verify accuracy. At the end of the Supervisor's review and approval, the timesheets and all associated paperwork are turned over to the Business Office within 2 working days after the end of the pay period. An employee's failure to turn in a timesheet may cause no paycheck to be issued.

J. Inclement Weather

LAYC Career Academy may close due to inclement weather (e.g., snow, hurricanes, etc.) when DCPS closes. When LAYC Career Academy is closed due to inclement weather, employees are paid as if it were a regular workday.

Announcements regarding the closing of DCPS are announced through the local television and radio news and on the DCPS website. Supervisors are on-call as needed during these inclement weather days.

In the event of an inclement weather emergency during the summer session, LAYC Career Academy will announce any school closings via a recorded message on the school's front office voicemail.

K. Business Systems

LAYC Career Academy provides computers, printers, peripheral equipment, computer software, networks, electronic mail systems, and internet access, as well as telephone systems, fax systems, and duplicating equipment, (collectively, "business systems"), to facilitate LAYC Career Academy's work and its business communications. These business systems belong to LAYC Career Academy and should not be used in a manner that impairs their use for LAYC

Career Academy's business. Except as provided below, employees should use LAYC Career Academy's business systems only for business purposes.

1. Personal Use of Computer, Telephone, and Fax Systems

LAYC Career Academy permits incidental and occasional personal use of telephones, email, and fax machines. LAYC Career Academy also permits personal use of Internet browsers during an employee's non-working hours, except where it interferes with LAYC Career Academy's operations. However, excessive or improper personal use of LAYC Career Academy's business systems may be grounds for disciplinary action, up to and including termination.

LAYC Career Academy expressly prohibits the intentional viewing, downloading or sending of pornographic materials using LAYC Career Academy computers.

Employees should clearly be on notice that use of LAYC Career Academy's computer systems is **not private**. **LAYC Career Academy reserves the right to examine without notice email, personal file directories, or other data or information stored on LAYC Career Academy's computers and network systems.** Additionally, LAYC Career Academy's firewall systems keep detailed audit logs describing every inbound and outbound request. These electronic communications are not private communications between the parties, and LAYC Career Academy may intercept, monitor, or examine these communications for any purpose.

Additionally, employees should be aware that email records and computer files may be subject to discovery in litigation. Accordingly, LAYC Career Academy employees are strongly encouraged to be thoughtful and professional in all their email communications.

2. Prohibited Content of Business Systems Communications

No employee is permitted to use LAYC Career Academy's business systems or internet access in any way that harasses, insults, disrupts, offends or harms others, or that violates any other policy of LAYC Career Academy, including prohibitions on solicitations, discrimination, and harassment. If a communication would be improper as presented verbally or on paper, it is improper on-line, on fax, or on voicemail.

LAYC Career Academy has the ability to monitor systems usage, including sites visited on the Internet, to enforce these policies. A violation of these policies may result in disciplinary action or restriction of access to these systems.

3. Ownership of Computer Records, Files, and Communications

All electronic versions of records, files, communications, work product, letters, memoranda, databases, and searches (collectively, "computer documents") relating to LAYC Career Academy's business and on the computer systems or copied in electronic form from the computer systems are the property of LAYC Career Academy and subject to copyright

protection. Employees must not remove computer documents created in connection with LAYC Career Academy's business from LAYC Career Academy's premises or transfer them to persons outside of LAYC Career Academy except in conducting LAYC Career Academy's business.

4. Social Media/Blogging

Employees are discouraged from using social media such as Facebook and Twitter during the workday. LAYC Career Academy recognizes that employees may engage in "blogging" and the use of various forms of web-based social media. "Blogging," for purposes of this policy, means social networking and/or posting information on one's own, or on someone else's, blog, Web log, social media site (such as Facebook, Twitter, MySpace, etc.) journal or diary on the Internet. Employees who engage in blogging should be mindful that their postings, even if done off premises and while off duty, could have an adverse affect on Career Academy's legitimate business interests. Employee blogging is subject to all of the policies in this Handbook, including but not limited to "Harassment" and "Prohibited Content of Business System Communications."

Employees who engage in blogging should make it clear to their audience that the views expressed are solely their own. Additionally, employees may not use Career Academy's logo, trademark, or proprietary graphics or photographs of Career Academy's premises or products without permission of the Principal or Executive Director.

L. Business Practices

1. Confidential Material

All LAYC Career Academy records and information relating to LAYC Career Academy or its students are confidential, and employees must treat all matters accordingly. No LAYC Career Academy or LAYC Career Academy-related information, including without limitation, documents, notes, files, records, oral information, computer files, or similar materials (except in the ordinary course of performing duties on behalf of LAYC Career Academy) may be removed from LAYC Career Academy's premises without permission from LAYC Career Academy. Additionally, the contents of LAYC Career Academy's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose.

Employees must not disclose any confidential information, purposefully or inadvertently, to any unauthorized person inside or outside LAYC Career Academy. The care which should be taken with regard to confidential information includes, for example: clearly marking "Confidential" on documents and the envelopes in which they are sealed; taking care when speaking about LAYC Career Academy information in a public space; and destroying in a timely manner unneeded hard copies or electronic documents containing confidential information.

Employees who are unsure about the confidential nature of specific information must ask their supervisor for clarification. Employees may be subject to appropriate corrective action, up

to and including termination, for knowingly or unknowingly revealing information of a confidential nature.

2. Gifts and Entertainment

It is LAYC Career Academy's policy that employees not solicit gifts or personal benefits or favors from other organizations, individuals or entities (e.g., suppliers, students, contractors, etc.). Gifts of a nominal value (i.e. \$20 or less) may be accepted only if their receipt does not influence an employee's judgment. An employee may accept discounts on personal purchases of a supplier or customer's product only if such discounts are generally offered to others having a similar business relationship with the supplier or customer. An employee (or family member) who receives a gift prohibited by these guidelines must report it to his or her supervisor and await a decision by management as to the disposition of the gift.

Entertainment and services are acceptable only if they are reasonable, they are associated with a bona fide business meeting, and they are provided by the giver or to others as a normal part of its business. These services should generally be the type normally used by employees and allowable under normal expense-account procedures. Employees must never accept gifts of money or securities (such as stocks, bonds, etc.) under any circumstances.

Gifts of nominal value (i.e. \$20 or less) may be given to officers, directors, or employees of a commercial (non-government) customer or potential customer within the United States provided that the gifts are properly accounted for under normal expense report procedures.

3. Code of Ethics

Adherence by *all* employees and others acting on the behalf of LAYC Career Academy to standards of ethical conduct is an integral part of LAYC Career Academy's long-range goals of attracting quality employees, ensuring proper stewardship of its resources, and providing needed services to the community. Of course, no written policy can state the appropriate standards of conduct or course of action for all situations and thus employees are instructed to consider the examples set forth below and use common sense when conducting business or acting on behalf of LAYC Career Academy.

Respect and Dignity: Support the creation and maintenance of an environment in which all people are treated with equal respect and dignity and the abuse of power is not tolerated.

Communication: Communicate judgments, opinions, and other information – both positive and negative – fairly and thoughtfully.

Computer Use: Use and convey electronic communications and systems in a responsible manner.

Confidentiality: Use confidential information acquired in the course of LAYC Career Academy affiliation only for official and legal purposes and not for personal or illegal advantage, during or after such affiliation; disclose confidential information acquired in the course of employment on a need-to-know basis and only when authorized to do so.

Conflicts of Interest and Commitment: Advise appropriate parties of potential conflicts in accordance with applicable LAYC Career Academy conflicts policies; avoid any activity that hinders carrying out responsibilities of LAYC Career Academy.

Financial Transactions: Conduct, process, and report all financial transactions with integrity.

Grants and Contracts: Adhere to grant and contractual obligations of LAYC Career Academy including proper allocation of expenses; comply with applicable laws and regulations governing the receipt and disbursement of funds.

Intellectual Property: Honor non-disclosure agreements; abide by all rules and laws governing the use of copyrighted materials, patented ideas, licenses, and proprietary information; properly attribute the work of others.

Kickbacks: Do not make or accept payments in order to improperly obtain a contract or subcontract relating to a prime contract.

Stewardship: Use LAYC Career Academy resources or assets legally and properly; refrain from engaging in unnecessary or excessive personal use of LAYC Career Academy facilities, business systems, equipment, employees, consultants, contractors, or voluntary help unless written permission is obtained in accordance with applicable procedures.

a) Reporting a violation

Employees are asked to report to appropriate LAYC Career Academy officials violations of these, and any other, policies of LAYC Career Academy. Employees who fail to report violations may be subject to appropriate disciplinary action up to and including termination.

b) Retaliation

LAYC Career Academy will not tolerate retaliation toward or harassment of employees who report violations. The identity of individuals providing information concerning violations will be protected within legal limits. Individuals who take retaliatory action may be subject to disciplinary action up to and including termination.

c) Abuse of this Policy

LAYC Career Academy is committed to protecting the rights of both the accused and the accuser in the reporting of any violation of this policy. Therefore, individuals who attempt to discredit others through inappropriate use of this policy may be subject to disciplinary action up to and including termination.

4. Relations with media, government agencies, and special interest groups

There may be occasions when employees are contacted by members of the media, government agencies, or special interest groups requesting information about LAYC Career Academy, the industry, or other business-related topics. If this situation occurs, employees are instructed to ask the person making the request to contact the Executive Director. If the person making the request persists, employees should proceed as follows:

- Be courteous.
- Explain that he or she is not authorized to release such information.
- Ask for the person's contact information and the organization he or she represents.
- Advise the person that the information will be forwarded to the appropriate LAYC Career Academy representative.
- Immediately advise a supervisor of the incident.

M. Conflict of Interest

1. In General

LAYC Career Academy expects our employees to conduct activities according to the highest ethical standards of conduct. Employees are expected to devote their best efforts to the interests of LAYC Career Academy. Dealings that appear to create a conflict between the interests of LAYC Career Academy and an employee are unacceptable. LAYC Career Academy recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated to our work. However, the employee must disclose any possible conflicts so that LAYC Career Academy may assess and prevent potential conflicts of interest from arising. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (i.e., spouse or partner, children, parents, siblings) as a result of LAYC Career Academy's activities.

If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, he or she should immediately contact the Executive Director to obtain advice on the issue. A violation of this policy may result in immediate and appropriate corrective action, up to and including termination from LAYC Career Academy.

2. Financial Interest in Other Business

An employee and his or her immediate family may not own or hold any significant interest in a supplier, customer, or competitor of LAYC Career Academy, except where such ownership or interest consists of securities in a publicly-owned company and those securities are regularly traded on the open market.

3. Lobbying, Organizational Sponsorship, Endorsements, Service on Boards, etc.

LAYC Career Academy does not endorse political candidates or particular pieces of legislation.

Any request for LAYC Career Academy sponsorship of an activity, event, or endorsement of a political candidate must be brought to the Principal or Executive Director for a response. The Principal or Executive Director will make these decisions in consultation with members of the Board of Directors. No employees can speak on behalf of LAYC Career Academy regarding these types of requests except for the Principal or Executive Director.

Any LAYC Career Academy employee desiring to serve on the Board of Directors, Advisory Board, etc. of another organization, who was not requested to do so by the Principal or Executive Director, may use LAYC Career Academy name for identification purposes only.

4. Outside Employment

Employees are hired and continue in LAYC Career Academy's employ with the understanding that LAYC Career Academy is their primary employer and that other employment or commercial involvement that is in conflict with the interests of LAYC Career Academy is strictly prohibited.

5. Reporting Potential Conflicts

An employee must promptly disclose actual or potential conflicts of interest to his or her supervisor. Approval will not be given unless the relationship will not interfere with the employee's duties or will not damage LAYC Career Academy's business relationships or reputation.

N. Relations with Students

Any student who comes to LAYC Career Academy seeking to enroll should see an appropriate employee. If the potential student is not eligible to enroll, a referral should be made. If the referral is to an LAYC program, that other program should complete the intake process. If a referral is made to an outside program, that referral should be documented by the employee conducting the enrollment process.

All employees shall conduct themselves in an appropriate manner while working with students regarding the following:

1. **Employment:** Staff may not offer employment to a current student.
2. **Dating:** No employee should "date" any person who is officially a student of LAYC Career Academy or for a period of at least one year after a student leaves or graduates from Career Academy. "Dating" should be understood as romantic involvement. Such a relationship may compromise LAYC Career Academy and the student, and may result in termination of the employee. (This does not mean that employees and

participants cannot socialize at LAYC Career Academy sponsored activities, such as parties and graduation ceremonies.)

3. **Drugs & Alcohol:** No employee should offer any student alcohol or illegal drugs, on or off LAYC Career Academy site. No employee should be seen drinking or using illegal drugs with LAYC Career Academy students on or off the site. LAYC Career Academy employees serve as role models at all times. If an employee is seen drunk or under the influence of a substance on or off-site at a non-LAYC Career Academy activity, this may be grounds for termination. Further, when LAYC Career Academy sponsors activities at locations where alcohol is served, employees should work with the establishment to ensure that no underage youths are served alcoholic beverages. Employees are further referred to LAYC Career Academy's policy on drugs and alcohol set forth in section III(E)(2).
4. **Loans:** Staff should not loan money to students. Staff should refer students to the case manager who is in charge of the emergency fund. If this is not possible staff should use his/her best judgment. The Principal should be notified as soon as possible. In no event should staff loan students more than five dollars.
5. **Students Living with Employees:** No student should live with an employee.
6. **Transportation of students:** Employees must have written parental permission to transport students under the age of 18.

Violations of these provisions regarding interaction with students are of particular importance to LAYC Career Academy given its mission and purpose. Any employee believing there to have been a violation of these provisions should immediately notify his or her supervisor or another supervisor.

O. Child Abuse Accusations and Suspicions

1. Accusations of child abuse by staff

Accusations against an employee or admission by an employee of child abuse towards a student should be immediately brought to the attention of LAYC Career Academy. If a youth states that he or she has been abused to any employee, the employee should immediately notify his or her supervisor and the Executive Director or Principal.

Once an accusation or admission has been made, an official report to authorities according to law should be made and an internal report documented. If an investigation proceeds, the employee accused/admitting will be placed on administrative leave with pay for up to ten days or until the investigation is complete. If the investigation proceeds longer than ten days, the Executive Director, in consultation with the Chair of the Board of Directors, will decide whether the employee may continue on administrative leave with pay or be placed on leave

without pay pending the end of the investigation. The investigation may be internal and may be external.

In the event that a staff person is accused of abusing a youth and it is determined that a physical or psychological evaluation is necessary, LAYC Career Academy may pay for these expenses with the agreement that the results of the testing be provided to LAYC Career Academy. Family counseling and other services will be determined after review of the facts of a specific case.

2. Non-staff child abuse

If a student reports abuse occurring outside of Career Academy to a staff person, the staff person should immediately notify the Principal or Executive Director who will notify all of the proper authorities.

If a staff person suspects that a student or student's child is being abused, he or she should report this immediately to the Principal or Executive Director who will investigate the allegation.

Services to the family while the case is under internal or external investigation will be determined on a case by case basis under the leadership of the Principal.

P. Discipline

Unsatisfactory attendance, poor work performance, and conduct that by its nature is contrary to the best interests of LAYC Career Academy may warrant disciplinary action, including termination.

LAYC Career Academy reemphasizes that no statements in this Manual are intended to alter the "at-will" employment status of any employee. Accordingly, LAYC Career Academy may, at its sole option, exercise any disciplinary option, including, but not limited to, counseling, warnings (written & verbal), outside referrals for counseling or other services, performance improvement plans, suspensions, and termination.

Q. Termination of Employment

LAYC Career Academy has the right to terminate an employee at any time, for any lawful reason or no reason, with or without notice, consistent with the "at-will" employment status of employees. Any LAYC Career Academy statements to the contrary, oral or written, do not change this right, and no manager or other LAYC Career Academy official, other than the Executive Director, has authority to modify this right in any way.

1. Termination

The Principal in consultation with the Executive Director makes the final decision on questions of termination due to discharge. At the discretion of LAYC Career Academy, an

employee faced with termination due to discharge may be offered the opportunity to resign in lieu of discharge.

2. Resignation

It is suggested that an employee will provide written notice of his or her resignation at least four weeks in advance of the anticipated termination date (two months for Principal).

3. Reduction in Force

Layoffs may be necessary. If an employee is laid off under a reduction in force, the employee loses no seniority if recalled within a three month period from the date of termination.

4. Abandonment

An employee who is absent from work for three (3) consecutive workdays without properly reporting his or her absence will be considered to have abandoned his or her job and thus voluntarily resigned. Under these circumstances, resignation is effective the first day of the unreported absence.

5. Final Paycheck

An employee involuntarily terminated will be paid his or her final paycheck on the next work day, unless the employee is responsible for monies to LAYC Career Academy, in which case the final paycheck will be available within four days of the date of termination. Employees voluntarily resigning will be paid on the next payday or within seven days, whichever is earlier. All employees whose employment is terminated (voluntarily or involuntarily) will be paid accrued vacation and amounts due on outstanding expense accounts, minus money owed to LAYC Career Academy (e.g., cash advances or loans). In all instances, any amounts owed to LAYC Career Academy must be paid in full. In addition, LAYC Career Academy property such as keys, cell phones, credit cards, laptops, and security cards must be returned to the Principal or Executive Director. In the event of a *bona fide* dispute concerning the amount of wages due, LAYC Career Academy will, in accordance with D.C. law, give written notice of the amount conceded to be due and pay that amount without condition within the time required by law.

R. Administrative Procedures

1. Personnel Files

Because up-to-date information in personnel and payroll files is important for pay, deductions, benefits, and other matters, please notify the Office Manager immediately of changes in the following:

Legal name

Number of dependents

Home address

Marital status

Home telephone number

Change of beneficiary

Person to call in case of emergency

Military or draft status

Exemptions on W-4 tax form

LAYC Career Academy maintains a personnel file on each employee. The personnel file includes information such as the employee's job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records. Personnel files are the property of LAYC Career Academy, and access to the information they contain is restricted. Generally, only supervisors and management personnel of LAYC Career Academy who have a legitimate reason to review information in a personnel file are allowed to do so.

Employees who wish to review their own file should contact the Office Manager. With reasonable advance notice, employees may, in the discretion of LAYC Career Academy, review their own personnel file in LAYC Career Academy's offices during regular business hours while in the presence of an individual appointed by LAYC Career Academy to maintain the personnel files. The contents of personnel files may not be copied or duplicated without permission of the Principal or Executive Director or by court order.

LAYC Career Academy is committed to protecting the privacy of its employees. It is LAYC Career Academy's policy regarding employment references to verify employment dates, title, and social security number but only in response to a written request in order to ensure that it is made for a legitimate business purpose. All requests for employment verification should be referred to the Principal or Executive Director. Written consent is required before LAYC Career Academy will release detailed information such as salary and earnings, usually requested for purposes of credit card, loan, or mortgage applications.

2. Time Reporting

It is each employee's responsibility to notify his or her supervisor immediately of all irregularities on the timesheet, including the appropriate designation of paid time off ("PTO") or other leave hours. Under no circumstances should an employee record time for another employee.

a) Exempt

The overtime provisions of the Fair Labor Standards Act are not applicable to exempt employees. Nevertheless, exempt employees are required to complete timesheets for the purpose of recording the time spent away from work during the pay period (e.g., bereavement, jury duty, etc.). A timesheet should be signed by an employee's supervisor and submitted to the Executive Director.

3. Categories of Employment

a) Regular Full-Time

Persons employed in regular full-time positions will be regularly scheduled and expected to work a minimum of forty (40) hours per week. Regular full-time employees are also eligible to participate in LAYC Career Academy's normal benefits programs.

b) Regular Part-Time

Persons employed in regular part-time positions will be regularly scheduled and expected to work less than forty (40) hours per week. Generally, employees in regular part-time positions are regularly scheduled and expected to work approximately twenty to thirty hours per week. Regular part-time employees are eligible to participate in some, but not all, of LAYC Career Academy's normal benefit programs.

c) Intern/Seasonal

Persons employed as interns or in seasonal jobs will generally work three (3) months or less during any calendar year. These employees may be regularly scheduled and expected to work forty (40) hours or less per week during their employment period(s), depending on the needs of LAYC Career Academy. Interns and seasonal employees are not eligible to participate in any of LAYC Career Academy's normal benefit programs.

d) Consultant

Consultants are hired as independent contractors to LAYC Career Academy for a specific period of time to perform clearly articulated tasks. No benefits are afforded consultants. Consultant agreements may be renewed or extended based on mutual agreement.

e) Grant Employee

Persons who work for a specific project or projects funded by one or more grants. Grant employee status is defined by the terms and availability of funds from the grant(s) supporting the project.

f) Exempt

Certain jobs within LAYC Career Academy are designated as exempt as defined by the Fair Labor Standards Act (FLSA). These jobs include executive, professional, and administrative jobs that comply with the applicable FLSA criteria.

g) Non-Exempt

These jobs are designated by LAYC Career Academy as eligible for the overtime provisions of the Fair Labor Standards Act (FLSA). Employees in these positions are paid overtime for hours worked in excess of forty (40) hours per week in accordance with the FLSA. Work in a non-exempt position in excess of forty (40) hours per week must be authorized in advance and approved by a supervisor.

S. Safety

1. Injuries, Accidents, and Emergencies

Maintaining a safe work environment requires the continuous cooperation of all employees. LAYC Career Academy strongly encourages employees to communicate with fellow employees and their supervisor regarding safety issues.

Employees should contact their supervisor, the nearest supervisor, and/or 911 in the event of an accident or emergency. Employees are reminded to consult the Office Manager regarding Worker's Compensation in the event they are injured.

a) Student Threatened Suicide

Staff should take the following two steps if a student threatens suicide:

1) Take the student seriously. Do not make a decision that you do not believe this to be a serious threat. Treat it as a serious threat and notify the Principal or Executive Director immediately.

2) If there is an emergency crisis situation, notify the Principal and the Executive Director immediately. Emergency services should be summoned if necessary to intervene.

b) Fire Emergency Plan

It is the responsibility of each employee to recognize the importance of fire prevention, and in the event of a fire, take prompt steps to safeguard the lives of students, visitors, and employees as well as protect LAYC Career Academy property. LAYC Career Academy facility has detailed information regarding evacuation procedures, location of fire alarms, and location of fire extinguishers.

c) Bomb Threats

Upon overhearing, being told, or suspecting a bomb threat has been made, the following actions should be initiated immediately:

- a. Notify the Principal or Executive Director and the local police.
- b. A Bomb Threat Record will be given to the local police and immediately forwarded to the Executive Director. This record will be maintained for five years.
- c. Local police will interview the employee to establish all pertinent facts and information. The Principal will obtain reports regarding the bomb threat from local police and forward a copy to the Executive Director.

Receipt of bomb threats by telephone:

Upon receiving a bomb threat by telephone, the following action will be initiated immediately:

- a. Be calm, courteous, and do not interrupt the caller needlessly.
- b. Pay attention to details of the caller.
- C. After the caller has completed his/her call, the employee should complete the Bomb Threat Call Checklist.

Bomb discovery and evacuation:

Upon discovery of any unusual device, package, or parcel in a room or one which cannot be promptly identified and is suspected as a bomb, the following actions should be taken:

- a. Notify the local bomb squad or Police Department.
- b. Evacuate all areas within 300 feet of the device. This will include the evacuation of the floor where the bomb is located and the floors above and below the device.
- c. Authorize the shutdown of utilities (gas, oxygen, and electric) in the immediate area of the bomb by calling local utility companies.

d) Medical Emergencies

LAYC Career Academy seeks to establish a policy for the uniform management of medical emergencies and to identify procedures that can be implemented for prevention and management of medical emergencies. Please refer to section below regarding staff and or students who fall seriously ill at LAYC Career Academy.

- a. Each classroom will have a first aid kit readily available.
- b. The school will keep in an accessible place a local directory of emergency telephone numbers for easy reference use during a medical emergency. This list includes numbers for the poison control center, emergency medical services or ambulance, police/fire department and emergency room of the local VAMC.**
- c. The school will have at least one staff person who is certified to perform CPR.
- d. The school will have at least one staff person who is trained in standard first aid according to Red Cross guidelines.

If an injury occurs, first aid should be administered and the accident reported immediately on the incident report form.

2. Security

Employees are expected to know and comply with LAYC Career Academy's security procedures and are expected to report any violations or potential problems to management.

Employees should exercise reasonable care and common sense with regard to their own safety and that of their personal property while on LAYC Career Academy's premises and while away from the premises on LAYC Career Academy business.

To maintain security and protect against theft, LAYC Career Academy reserves the right to inspect all personal property brought onto LAYC Career Academy's premises, and search staff persons, subject to the limitation that the search or inspection is related to the suspected violation. LAYC Career Academy may also conduct surveillance of work spaces whenever LAYC Career Academy believes that doing so is necessary to maintain security.

It is strongly recommended that employees refrain from bringing valuables that are not needed in the workplace. LAYC Career Academy is not responsible for the loss, theft, or destruction of an employee's personal effects. Incidents of theft, vandalism, or willful destruction of LAYC Career Academy or personal property may lead to an investigation and prosecution.

Employees may be asked, as part of their duties, to lock or secure entrances/exits and ensuring that alarm systems are activated. In the event that an employee with these responsibilities is unable to perform them, he or she should notify the Principal or Executive Director immediately.

No staff should duplicate or lend a key for LAYC Career Academy to anyone at any time. No staff should take a key for LAYC Career Academy out of the Office Manager's Office without authorization.

In case of burglary, theft or other criminal acts on a LAYC Career Academy site, the Principal should be notified immediately. The police should be contacted and a report made. If LAYC Career Academy property is stolen, notification must be made to the Principal or Executive Director to permit notification of LAYC Career Academy's insurer. A report should be made where the loss, theft, or damage is to LAYC Career Academy property or to personal property of an employee or student.

3. LAYC Career Academy Property

All LAYC Career Academy-owned, leased, or provided equipment, materials, and supplies are the property of LAYC Career Academy. Each employee is obligated to exercise prudent, safe, and effective use of all LAYC Career Academy-provided equipment, materials, and supplies.

Under certain circumstances, LAYC Career Academy property may be removed from a work location with prior authorization from a supervisor. If appropriate, a supervisor will provide guidance regarding the movement, care, maintenance, or disposal of LAYC Career Academy's property. Unauthorized removal of equipment or materials (whether in use, surplus, or discarded) or their misuse may result in corrective action up to and including termination and/or prosecution.

T. Office Procedures

1. Office Hours

LAYC Career Academy's hours are 8:00 AM to 5:00 PM Monday through Friday. Each employee's individualized work schedule should be established by his or her supervisor. Employees should receive permission from their supervisor to arrive after their starting time or depart prior to their ending time.

U. Requests for Expenditures

All employees who wish to request funds must complete the request for expenditure form. All requests for expenditure forms should be submitted to an employee's supervisor for initial approval, who will in turn submit it to Principal or Executive Director for final approval. All expenditures over \$25 must be pre-approved.

Employees are reminded that original receipts should be submitted with all requests for expenditures, attached to the back of the request form. If an employee seeks an advance, the original receipt from the expenditures should be submitted within 48 hours of the expenditure.

Emergency requests for expenditures may be made on the emergency request form. Emergency requests are for items such as food, emergency shelter, and urgent student medical needs.

Failure to adhere to the applicable expenditure procedures may result in an employee's not being permitted to obtain reimbursement.

When there is an equipment purchase in excess of \$200, the serial number of the purchased equipment should be forwarded to the Office Manager for insurance purposes.

IV. Benefits / Compensation

A. Benefits

LAYC Career Academy has established a variety of employee benefit programs designed to assist employees and their eligible dependents in meeting the financial burdens that can result from illness and disability, as well as assist employees in planning for retirement. This portion of the handbook contains a very general description of the benefits to which employees are generally entitled. Employees should understand that this general explanation is not intended to, and does not provide all the details of these benefits. **Therefore, this handbook does not change or otherwise interpret the terms of the official plan documents. An employee's rights can be determined only by referring to the full text of the official plan documents, which are available for an employee's examination from the Office Manager. To the extent that any of the information contained in this handbook is inconsistent with the official plan documents, the provisions of the official documents will govern in all cases.**

Please note that nothing contained in the benefit plans described herein shall be held or construed to create a promise of employment or future benefits, or a binding contract between LAYC Career Academy and its employees, retirees, or their dependents, for benefits or for any other purpose.

For more complete information regarding any of the following benefit programs, please refer to the Summary Plan Descriptions, which are provided separately, or contact the Office Manager.

1. Health Insurance (Aetna)

Employees may choose from 1) HMO; 2) Aetna Choice POS Plan; or 3) Open Choice PPO. Aetna Choice POS Plan and Open Choice PPO options do not require selection of a Primary Care Physician. The LAYC Career Academy pays 50% towards the monthly costs across the board for the HMO plan.

2. Dental Insurance (Guardian)

The dental plan provides two routine exams per year. Other services, such as fillings and root canals, require copayments. The employee pays 100% of the monthly cost.

3. Vision (Guardian)

The Vision-VSP plan provides exams, lenses (for contacts or glasses), frames, and network discounts. The employee pays 100% of the monthly cost.

4. Long-Term Disability Insurance

Full-time employees receive company paid LTD insurance that pays up to 60% of their monthly earnings with a 90-day waiting period.

5. Life Insurance and Accidental Death and Dismemberment (AD&D)

Full time employees receive company-paid life insurance equal to one times their annual salary, up to a maximum of \$100,000.

6. Retirement Plan

403(b) Tax Deferred Annuity Plan. Through payroll deduction, employees may contribute up to 15% of pre-tax income (not to exceed the annual federal cap) to a TIAA/CREF managed retirement plan. All eligible employees can begin participation on the first of the month following the first day of employment.

403(b) Retirement Plan. Eligible employees may begin participation on October 1 or April 1 following completion of a 24-month period (two years) of employment. When participation begins, LAYC will contribute 3% of the employee's regular salary.

7. Benefits Continuation ("COBRA")

The federal Consolidated Omnibus Budget Reconciliation Act (“COBRA”) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under LAYC Career Academy’s health plan when a “qualifying event” would normally result in the loss of eligibility. Common qualifying events are the following: resignation, termination of employment, death of an employee, a reduction in an employee’s hours, a leave of absence, an employee’s divorce or legal separation, and a dependent child’s ceasing to be a dependent child under the requirements of LAYC Career Academy’s health insurance plan.

Under COBRA, the employee or beneficiary pays the full cost of coverage at LAYC Career Academy’s group rate plus an administration fee. LAYC Career Academy provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under LAYC Career Academy’s health insurance plan. The notice contains important information about the employee’s rights and obligations.

B. Unemployment Compensation

LAYC Career Academy pays taxes into a special fund to provide unemployment compensation. Employees should direct questions regarding unemployment compensation to the District of Columbia city government or the Principal or Executive Director.

C. Social Security

The federal government requires a deduction to be made from an employee’s pay for Social Security benefits, and requires LAYC Career Academy to match this deduction. Questions about Social Security should be directed to the Social Security Administration or the Principal or Executive Director.

D. Worker’s Compensation

LAYC Career Academy provides a comprehensive worker’s compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment.

Employees who sustain work-related injuries or illnesses should inform their supervisor and the Office Manager immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately to enable an eligible employee to qualify for coverage as quickly as possible.

E. Staff Training & Development

LAYC Career Academy may, from time to time, offer employees opportunities for training and development in their fields. These opportunities begin with the first day of work and continue throughout employment with LAYC Career Academy.

F. Paid Time Off (“PTO”)

1. Vacation

There are two categories of employees for the purposes of **Paid Time Off (PTO)** at LAYC Career Academy: **Faculty and Administrative Staff.**

Faculty	Administrative Staff
Principal	Executive Director (subject to LAYC policies)
Lead Teacher	Office Manager/Registrar
Teachers	Case Workers
Reading specialist	Social Workers
Vocational Education Specialists	Data Manager
Special Education Teachers	
ELL Teachers	
ELL Aid	
Special Education Aid	

PTO policies for each staffing group are outlined below. In all cases, staff work schedules are based on what is needed to cover the student and administrative needs of the school.

TEACHING STAFF

Annual Leave

Teaching staff are given annual leave in the form of school holidays and vacations, in accordance with the school calendar each academic year. They are not afforded additional annual leave aside from these breaks.

Personal Days

All teaching staff will receive three (3) personal days each year. The personal days accrue at the beginning of each school year and cannot be carried over to the next school year.

Sick Leave

Sick leave accrues at the rate of four (4) hours per pay period. Sick leave may be used for an employee's illness, medical appointments, and to care for a sick family member, in accordance with the DC Sick and Safe Leave Act. Sick leave is not carried over between school years and is zeroed out at the beginning of each school year. Part-time staff accrue sick leave in accordance with this schedule but prorated for the percent of time worked. Accrued sick leave is not paid out at termination.

ADMINISTRATIVE STAFF

Annual Leave

All administrative staff will receive three (3) weeks (15 work days) of annual leave. At least two weeks are to be taken during the school's regularly scheduled break periods, and one week (5 days) may be taken during the school year at time(s) scheduled in advance with the Principal. Annual leave is not carried over between school years and is zeroed out at the beginning of each school year.

Personal Days

All administrative staff will receive three (3) personal days each year. The personal days accrue at the beginning of each school year and cannot be carried over to the next school year.

Sick Leave

Sick leave accrues at the rate of 4 hours per pay period. Sick leave may be used for an employee's illness, medical appointments, and to care for a sick family member, in accordance with the DC Sick and Safe Leave Act. Sick leave is not carried over between school years and is zeroed out at the beginning of each school year. Part-time staff accrue sick leave in accordance with this schedule but prorated for the percent of time worked. Accrued sick leave is not paid out at termination.

2. Holidays

In general, the following paid holidays are observed at LAYC Career Academy:

1. New Year's Day
2. Martin Luther King Day
3. President's Day
4. Memorial Day
5. Independence Day
6. Labor Day
7. Columbus Day
8. Veteran's Day
9. Thanksgiving Day
10. The day after Thanksgiving
11. Christmas Day

These paid holidays are subject to change from year to year. A schedule of paid holidays and the dates that will be observed will be announced in advance. LAYC Career Academy may, at its option, adopt special policies regarding other dates that will be treated as partial or full paid holidays (e.g., Christmas Eve Day, New Year's Eve Day, etc.). In that event, employees will be notified.

All employees receive paid holidays after their first day of employment.

3. Paid Maternity/Paternity Leave

Paid maternity/paternity leave available:

After 1 year of continuous service: 20 business days

4. Absences

If an employee is unable to work all or part of the work day, he or she should notify his or her supervisor as soon as possible. It is the employee's responsibility to bring unexpected absences to the attention of the supervisor either directly or by having someone (e.g., a family member) contact the supervisor. If the supervisor is not available, a message should be left with the Office Manager. Excessive absenteeism is burdensome on LAYC Career Academy and may lead to disciplinary action, up to and including termination. Employees with difficulties are advised to speak with the Principal. Certain absences, such as for jury duty or as family leave, may be excused under existing LAYC Career Academy policies.

a) Excused Absences

Salaried employees are entitled to the following paid time off for the following personal, family, and community commitments:

For this Reason

Jury Duty²

Citizenship Papers

Court appearance as witness, plaintiff, or defendant

Bereavement: Death of a relative in immediate family: Spouse, child, sibling, parents (including step-parents and in-laws), grandparents, grandchildren, child's spouse, aunts, uncles, and first cousins

Voting

Employees may take

The required length of service

Up to one day

Up to one day (if employee is a plaintiff or defendant, additional time off needed will be unpaid and the employee must notify his or her supervisor as far in advance as possible)

Up to three consecutive days

Two hours may be taken for voting, subject to scheduling. Leave in excess of two hours may be taken as vacation leave.

² If summoned for jury duty, an employee should notify his or her supervisor promptly, submitting a copy of the jury service notice. There is no loss of salary for absence due to jury duty. Employees should accordingly decline payment from the court.

For this Reason

Employees may take

Military leave

Days required by applicable law

b) **Administrative Leave With Pay/Leave Without Pay**

Administrative leave may be authorized with pay at the discretion of LAYC Career Academy's Executive Director for situations not covered under other paid leave policies or where it is deemed necessary that other leave allowances may not be used or are not available. Requests for administrative leave with pay should be directed in writing to the Executive Director.

Leave without pay is a temporary, non-paid absence from duty that may be granted by LAYC Career Academy's Executive Director at the employee's request and at the discretion of LAYC Career Academy. Leave without pay may impact on the availability of benefits. Leave without pay in the initial three months of employment exceeding one week will only be permitted if scheduled in advance of starting employment.

c) **Job abandonment**

Any employee who is absent without contact or explanation for three consecutive days will be deemed to have abandoned his or her job and will be terminated effective immediately.

G. D.C. Family and Medical Leave Act ("D.C. FMLA")

Under the D.C. Family and Medical Leave Act, an "eligible" employee is entitled to 16 workweeks of job-protected, unpaid leave during any 24-month period because of the employee's own serious health condition or for: (1) the birth of a child of the employee;³ (2) the placement of a child with the employee for adoption or foster care; (3) the placement of a child with the employee for whom the employee permanently assumes and discharges parental responsibility; or (4) the care of a family member of the employee who has a serious medical condition.⁴ This leave is subject to certain privileges and limitations; employees should consult with the Office Manager regarding the applicability of the D.C. provisions.

³ In order for the Principal to make the necessary staffing arrangement, please make a written request for maternity or paternity leave as soon as possible. The request should indicate the length of leave desired, the approximate dates, and the length of time the employee is requesting. The request should be made to the Principal, with a copy to the Executive Director and Office Manager.

⁴ LAYC Career Academy, at its sole discretion, further provides equivalent leave for the care of an employee's partner ("Partner Medical Leave"). Such Partner Medical Leave is not required by the D.C. FMLA, but provided by LAYC Career Academy.

An employee generally has a right to return to the same position or an equivalent position with equivalent pay, benefits, and working conditions at the conclusion of the leave. The taking of D.C. FMLA leave cannot result in the loss of any benefit that accrued prior to the start of the leave.

The employer has a right to 30-days advance notice from the employee where practicable. In addition, the employer may require an employee to submit certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or the employee's immediate family member. LAYC Career Academy, may, at its own expense, require consultation for a second or third medical opinion. Failure to comply with these requirements may result in a delay in the start of D.C. FMLA leave.

H. Parental Leave

Unpaid parental leave may be taken by parents of children to attend school-related activities of the parent's child. Parents of children include the following persons:

- Natural mother or father;
- One with legal custody of a child;
- One who acts as guardian of a child, regardless of whether he or she has been appointed legally as guardian;
- An aunt, uncle, or grandparent of a child; or
- Someone married to someone meeting one of these criteria.

Each employee may seek up to 24 hours of parental leave per every 12 month period.

LAYC Career Academy may deny such leave if leave would disrupt LAYC Career Academy's business and make the achievement of providing services to its students unusually difficult. Employees are urged to notify their supervisor at least 10 days in advance to permit LAYC Career Academy to try to accommodate their request.

I. Compensation

1. Pay Schedule

Employees will have an option to receive a paper check or a direct deposit to their bank account two times per month based upon the earned salary or wage rate. Paychecks will have the following deductions:

- Federal and State Withholding Tax:
If the number of dependents or desired withholding amount should change, an employee should report the changes to the Office Manager by completing new withholding statements. At the end of the year, each employee will receive a tax statement showing the total deductions.
- Social Security (FICA):

Social Security will be deducted from each employee's paycheck in accordance with federal regulations.

- **Miscellaneous Payroll Deductions:**
Other items such as insurance premiums, flexible spending accounts, and 403(b) plan contributions, if applicable, are automatically deducted from employee paychecks.

It is LAYC Career Academy's policy that employee paychecks will only be given personally to that employee. All other arrangements for mailing or pick-up must be made in advance with the employee's supervisor. A statement of earnings indicating gross pay, statutory deductions, and voluntary deductions will accompany each paycheck.

In the event of a lost paycheck, the Executive Director must be notified in writing as soon as possible before a replacement check can be issued. In the event the lost paycheck is recovered and LAYC Career Academy identifies the endorsement as that of the employee, the employee must remit the amount of the replacement check to LAYC Career Academy within one business day of the time it is requested.

2. Overtime Pay

All overtime worked by non-exempt employees must be pre-approved by a supervisor. Non-exempt, full-time employees are eligible for additional pay for work performed beyond their regularly scheduled forty (40) weekly hours. For non-exempt employees, LAYC Career Academy's hours of operation are generally 8:00 AM to 5:00 PM, Monday through Friday, with a one hour lunch period each day. Teaching staff are exempt employees and subject to the academic day schedule.

3. Salary Advances and Advance Distribution of Paychecks

New employees can request a salary advance, not to exceed one pay period's net pay, to assist during the period the employee must wait to receive his or her first paycheck. Such a salary advance is subject to a separate agreement negotiated upon approval of the advance. The Executive Director reserves the option to deny any salary advance request at his or her sole discretion.

If the normal payday falls on a LAYC Career Academy-recognized holiday, paychecks will be distributed one workday prior to the aforementioned schedule. Employees taking approved vacation time, including a pay date, may request advanced distribution of their paycheck. Such requests should be made at least five days prior to the first day of their vacation.

LAYC Career Academy may make a salary advance to an employee under emergency situations. Emergency salary advances are not to exceed one pay period's net pay. Any emergency salary advance would be subject to a separate agreement negotiated upon approval of the advance, but repayment shall not exceed three months after the emergency salary advance. The Executive Director reserves the option to deny any emergency salary advance request at his or her sole discretion.

RECEIPT FOR EMPLOYEE HANDBOOK

I acknowledge that I have received a copy of the LAYC Career Academy's Employee Handbook. I have read it thoroughly. I agree that if there is any policy or provision in the Handbook that I do not understand, I will seek clarification from Human Resources. I UNDERSTAND THAT THE LAYC CAREER ACADEMY IS AN "AT-WILL" EMPLOYER AND AS SUCH, EMPLOYMENT WITH CAREER ACADEMY IS NOT FOR A FIXED TERM OR DEFINITE PERIOD AND MAY BE TERMINATED AT THE WILL OF EITHER PARTY, WITH OR WITHOUT CAUSE, FOR ANY LAWFUL REASON OR NO REASON, AND WITHOUT PRIOR NOTICE. No supervisor or other representative of the LAYC Career Academy except the Executive Director has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. In addition, I understand that this Handbook states the LAYC Career Academy's policies and practices in effect on the date of publication. I UNDERSTAND THAT NOTHING CONTAINED IN THE HANDBOOK MAY BE CONSTRUED AS CREATING A BINDING PROMISE OF FUTURE BENEFITS OR A BINDING CONTRACT WITH THE LAYC CAREER ACADEMY, FOR BENEFITS OR FOR ANY OTHER PURPOSE. I ALSO UNDERSTAND THAT THESE POLICIES AND PROCEDURES ARE CONTINUALLY EVALUATED AND MAY, IN THE SOLE DISCRETION OF THE LAYC CAREER ACADEMY, BE AMENDED, MODIFIED, OR TERMINATED AT ANY TIME.

Please sign and date this receipt and return it to the Office Manager.

Date: _____

Signature: _____

Print Name: _____

**RECEIPT OF ALCOHOL, DRUG, AND CONTROLLED
SUBSTANCE ABUSE POLICY**

**I ACKNOWLEDGE THAT I HAVE RECEIVED A COPY OF LAYC CAREER
ACADEMY'S ALCOHOL, DRUG, AND CONTROLLED SUBSTANCE ABUSE POLICY
SET FORTH WITHIN LAYC CAREER ACADEMY'S PERSONNEL MANUAL. I
UNDERSTAND THAT IT IS MY OBLIGATION AND RESPONSIBILITY TO COMPLY
WITH ITS TERMS.**

Please sign and date this receipt and return it to the Office Manager.

Date: _____

Signature: _____

Print Name: _____

LAYC Career Academy Student Handbook

The LAYC Career Academy is committed to creating a safe environment where students can grow, learn and prosper. To realize this mission, the Career Academy holds high expectations for its students both inside and outside of the classroom. This handbook lists expectations for student behavior and explains consequences for the failure to meet these expectations. In selecting a disciplinary response, staff, faculty or the student(s) involved may ask the Principal to opt for an administrative, therapeutic, or restorative intervention.

The administrative options are listed below in this handbook, along with a number of therapeutic options such as substance abuse counseling.

A restorative option involves inclusive problem-solving interventions that focus on the harm caused and how it will be repaired. This option is based on a belief that a participatory, collaborative, and compassionate disciplinary response can stop harmful behavior, build community, hold students accountable and instill the long-term personal responsibility and self-discipline for these students to participate fully and constructively in society. Restorative processes rely on good-faith participation and consensus. When they do not result in either agreement or compliance, the Principal may reinstate the other disciplinary responses described here.

Whichever intervention is used, the LAYC Career Academy will establish and maintain a safe and healthy environment where students can obtain a high quality education.

Attendance

We expect students to arrive on time to school every day. Students need to be in advisory at 8:30 am each day. Students who arrive to school after 8:30 am will be sent to detention for the first period and will be counted as tardy. Three tardies equate to one absence.

Absences are excused only with a written excuse or phone call from a clinic, doctor, parent or guardian, community agency or US Court due to student illness, family emergency, observation of religious holiday, death in family, legal obligation, or exclusion for medical reasons. An unexcused absence is an absence that is not covered by a written excuse or a call from a parent or guardian. If the student is absent for more than two days because of illness, his/her Primary Person will encourage him/her to make a medical appointment.

When a student is absent, the student's Primary Person will call the parent or guardian to talk with them about why the student was absent if the student is under 18. They will call the student and/or the parent/guardian if the student is 18 or over.

If a student has 5 unexcused absences in a trimester, the student and his or her Primary Person will meet to discuss why the absences occurred and they will make a plan to prevent more absences from occurring.

If a student has 10 unexcused absences during a trimester, the Primary Person will notify the Principal with an intervention plan. The Primary Person will also send a letter with the intervention plan to the student's parent or guardian if he/she is under 18 and to the student if he/she is 18 or over.

If a student is under 18 and has 25 or more absences during the year, the student's Primary Person will send a referral form with appropriate documentation to the DC Superior Court.

If a student misses 20 consecutive days, he or she will be withdrawn from the LAYC Career Academy.

Drugs/ Alcohol

Coming to school under the influence of drugs or alcohol will result in immediate suspension. With the Principal's permission, the student may return to school if he/she agrees to substance abuse counseling.

If a student comes to class a second time under the influence of drugs or alcohol and/or does not participate in the required substance abuse counseling, he/she may be expelled from the LAYC Career Academy.

Graffiti

Graffiti is taken very seriously at the LAYC Career Academy. If it is clear who has done the graffiti, that student will be suspended and possibly expelled. Gang-related graffiti on school property and student notebooks will be reported to the gang prevention unit of the DC Police Department.

Possession

Possession of drugs or alcohol on school or LAYC property will result in a five day suspension and possible expulsion. The student may not return to class until arrangements have been made for substance abuse counseling.

Threats, Fighting

Seriously threatening, or physically fighting with another student or staff member will result in suspension and possible expulsion.

Weapons

A weapon is defined as "anything being carried to harm others". Carrying a weapon anywhere on school or LAYC property will result in suspension and possible expulsion.

Carrying a gun anywhere on school or LAYC property will result in expulsion and the police will be notified.

Disrespectful Behavior

Disrespectful behavior is any kind of behavior that disrupts school operation and is offensive to another student or staff member, including profanity, shouting, or sexual harassment.

Students who are disrespectful or break a school rule will meet with their Primary Person and the other person(s) involved. If the same student(s) are involved in a second incident, the student(s) may be suspended.

More than two suspensions for disrespectful behavior may result in the student being expelled from The LAYC Career Academy.

Cheating

The LAYC Career Academy Public Charter School values and honors the ideas and expressions of individuals. The following consequences will take place if cheating is suspected:

First offense: student will receive a "0" on the assignment.

Second offense: Student will receive a "0" on the assignment; will be suspended for one day, and the parent or guardian will be contacted.

Third offense: Student will receive a "0" on the assignment, will be suspended for one day and will have a meeting with the Principal, his or her Primary Person and the student's parent or guardian.

Smoking

There is no smoking allowed during school hours. Smoking is not allowed inside or in front of the building or on field trips. If a student smokes or leaves the building to smoke he/she will meet with his or her Primary Person and will be suspended for the rest of the day. This will be counted as an unexcused absence. Cigarettes, lighters, and matches need to be left with the security guard upon entering the building.

Dress Code

We expect students to dress appropriately for school. For example:

No low cut tops or bare midriffs No low hanging pants (no underwear showing)

No mini skirts
No T-shirts with offensive or drug-related messages

No hats, bandanas

Bandanas or any other gang related clothing or accessories are not allowed at the LAYC Career Academy. If a student brings or wears gang-related clothing, he/she will be referred to the gang intervention unit of the DC Police Department. Students who violate the dress code will have to wear T- shirts supplied by their Primary Person until the end of the day or are sent home.

"Yellow Paper" Policy

When students are sent to their Primary Person or the principal because of persistent behavior problems, they may be asked to fill out a "Yellow Paper." Filling out the form gives the student an opportunity to reflect on his/her behavior.

When the form is completed, the student may return to class with the yellow paper. If a student is given two yellow papers during one day, the student may be suspended. Primary People will keep track of the yellow papers. If the student continually receives yellow papers, he/she will have a conference with his/her Primary Person, teachers, and parents/guardians. Failure to correct the behavior will result in putting into place a behavior plan, which will be assessed by each teacher daily and reviewed by his/her Primary Person weekly. The behavior plan will be monitored for six weeks. Adherence to the behavior plan will allow the student to successfully complete disciplinary action. Violation of the behavior plan will result in expulsion.

Suspension

Suspension will occur in-house when appropriate or the student will be sent home. If a student is under 18 and is sent home, he/she may not return without a meeting between a parent or guardian and his/her Primary Person and the Principal.

Complaint Resolution Process

The LAYC Career Academy recognizes that disputes may call for various forms of resolution.

Mediation

The LAYC Career Academy encourages the use of mediation when disputes between students, parents and/or between staff and the Principal or Executive Director cannot be resolved directly by the parties involved. The Executive Director or his/her designee or the Principal will call on a mediator when appropriate.

Participation in mediation does not waive the right for a student, parent, staff member, Principal or Executive Director to proceed with the formal complaint process or corrective interview procedure set forth below.

Filing a Grievance

In situations where a student or parent wishes to bring a complaint or grievance to the attention of the Principal or Executive Director, the following procedure is to be utilized:

If the complaint is against a student, parent, staff member, or decision made at The LAYC Career Academy:

1. If a student or parent feels that an issue requires an action or explanation, the student or parent should first discuss it with the Principal. The Principal should offer suggestions regarding resolution of the situation. This could include a meeting with the Principal and parties involved, or any other possible measure aimed at resolving the situation.
2. If the student or parent does not consider the answer or action to be satisfactory, then the student or parent should fill out the Grievance Form and present it to the Principal for action. The Principal will have ten calendar days from the date of the grievance to respond to the student or parent in writing, concerning the grievance. If a complete answer is not possible within the ten-day period, a new date must be established in agreement with the student or parent.
3. If the situation remains unresolved for a period of thirty days from the original date of the grievance, the Principal must refer it to the Executive Director. The student or parent may also request a meeting with the Executive Director. The decision of the Executive Director is final.
4. Agreements will be kept in the confidential personnel files in the Executive Director's office.

Students and parents should make use of this procedure in order to establish a hearing on a situation which they believe needs to be resolved.

If the complaint is against the Principal:

- If the situation involves the Principal and/or the nature of the problem cannot be properly discussed with the Principal, then the student or may discuss the situation with the Executive Director.
- Follow the same steps as described above.

If the complaint is against the Executive Director:

- Contact the Chairperson of the Board of Trustees.

Exhibit A – Application

EXHIBIT A-1 – Revised Goals and Mission Accomplishment Plan

Exhibit B – Random Selection Process

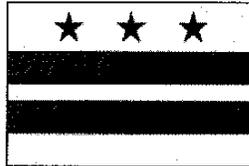
Exhibit C – Expulsion/Suspension Policies

Exhibit D – Initial Budget

Exhibit E – Key Personnel

Exhibit F – Articles of Incorporation

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Act have been complied with and accordingly, this **CERTIFICATE OF AMENDMENT** is hereby issued to:

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL

Effective Date: 3/16/2012

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 3/16/2012 9:22 AM

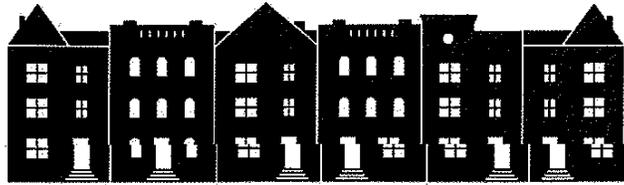
Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: 6Kcfroel



**DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government**

Corporations Division

**Articles of Amendment of Domestic Non-Profit Corporation
Form DNP-2, Version 2, July 2010.**

Pursuant to the provisions of the District of Columbia non-profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

1. Name the non-profit corporation.

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL

2. The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Non-profit Corporation Act:

THE ARTICLES OF INCORPORATION WERE AMENDED AND RESTATED IN FULL AND AND READ AS FOLLOWS:

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL A DISTRICT OF COLUMBIA NON-PROFIT CORPORATION

First: The name of the Corporation shall be LAYC Career Academy Public Charter School.

Second: The Corporation shall be incorporated as a nonprofit corporation under Title 29, Chapter 4 of the District of Columbia Official Code.

Third: The Corporation shall have no members.

Fourth: Except as otherwise provided by law or the bylaws of the Corporation, the affairs of the Corporation shall be managed by the Board of Trustees.

Fifth: The Corporation is a nonprofit corporation and is not organized for the private gain of any person. The corporation is organized and operated exclusively for educational purposes with the meaning of Section 501(c)(3) of the Internal Revenue Code, more specifically to operate a charter school for underprivileged youth of the District of Columbia.

Sixth: No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any member of its board of trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes above described. Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Seventh: No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code

Eighth: The registered agent of the Corporation shall be Nicole Hanrahan, with an address at 1537 E Street SE, Washington, DC 20003.

Mail all forms and required payment to:

Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400



3. Amendment has been adopted in the following manner: Option A or B or C must be chosen, but not both.

(A) "The amendment was adopted at a meeting of members held on the following date at which a quorum was present, and the amendment received at least two-thirds of the votes which members present or represented by proxy at such meeting were entitled to cast."

(B) "The amendment was adopted by consent in writing signed by all members entitled to vote with respect hereto."

(C) "The amendment was adopted at a meeting of the Board of Director held on the following date and received the vote of a majority of the Directors in office, there being no members having voting rights in respect thereof."

If you sign this form, you agree that you understand that anyone who makes a false statement on this form is punished by criminal penalties of a fine up to \$3000, imprisonment up to 180 days, or both, under DCCC 22-2308.

President / Vice-President	Date	Signature
Nicole Hanrahan	2/14/12	[Redacted]
Secretary / Assistant Secretary	Date	
Mala Thakur	2/14/12	[Redacted]

Mall all forms and required payment to:
 Department of Consumer and Regulatory Affairs
 Corporate Registrations Division
 P.O. Box 92800
 Washington, DC 20009
 Phone: (202) 462-3300

Please check dcr.dcra.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

Exhibit G – Bylaws

BYLAWS
OF
LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL

[Amended May 23, 2012]

ARTICLE I
BOARD OF TRUSTEES

Section 1. Name. The board of trustees of the Corporation shall be known as the Board of Trustees, and each member of such Board shall be known as a Trustee.

Section 2. Powers and Duties. The Board of Trustees shall have exclusive control over the property, funds, and affairs of the Corporation, and shall exercise all of the powers of the Corporation, except that the corporation shall dissolve if the charter for the charter school has been revoked, has not been renewed, or has been voluntarily relinquished, in which case, any assets that are to be distributed pursuant to a plan of distribution under D.C. Code § 29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

The Board of Trustees may exercise its powers either directly or through its officers, agents, or contractors. In addition to such duties as set forth in the Articles of Incorporation and these Bylaws, the Board of Trustees shall exercise its powers to effect the performance of the following duties:

- a) The filling of vacancies on the Board of Trustees;
- b) the appointment or engagement of an executive director (the “Executive Director”) to oversee the Corporation’s administration and operation;
- c) the evaluation of the Executive Director’s performance;
- d) the establishment of strategic direction and policy for the Corporation;
- e) the development and approval of the annual budget of anticipated income and expenditures, and the direction of the preparation of the annual financial audit report; and
- f) the maintenance of written records of attendance and minutes of its meetings, which shall be available for inspection by the appropriate agents of the District of Columbia.

Section 3. Number and Qualification of Trustees. The Board of Trustees shall have not less than three (3) and not more than fifteen (15) Trustees. A majority of the Trustees shall be residents of the District of Columbia. At least two (2) Trustees shall be parents of a student attending the school; provided that one (1) student or alumnus/a of the school may serve as a Trustee in lieu of one (1) parent of a student attending the school.

Section 4. Election and Term of Office. Following the organizational meeting of the Corporation, the Trustees shall be elected at the annual meeting of the Board of Trustees. One half of the members of the initial Board of Trustees serve for an initial one-year term, and the other half of the members of the of the initial Board of Trustees shall serve for an initial two-year term. Thereafter, each Trustee shall serve for a term of two years, or until a successor has been elected and qualified. A Trustee may be re-elected to additional terms of office.

Section 5. Removal; Vacancies. At all times, the affirmative vote of three-fourths of the Trustees then in office shall have the power to remove a Trustee, with or without cause, at any annual or quarterly meeting of the Board of Trustees or a meeting called for that purpose. A Trustee elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

Section 6. Resignation. Any Trustee may resign from the Board of Trustees at any time. A Trustee who has accumulated three absences from meetings of the Board of Trustees or from meetings of any assigned committee in any twelve-month period starting in September shall be deemed to have resigned from the Board and shall no longer be a Trustee unless a majority of the Board of Trustees determines that such person shall remain a Trustee.

Section 7. Chairperson of the Board. At its annual meeting, the Board of Trustees shall elect a Chairperson of the Board to serve for a one-year term, renewable for successive one-year terms. The Chairperson of the Board shall preside at all meetings of the Board of Trustees. If the Chairperson of the Board is not in attendance at a meeting of the Board of Trustees, the Board of Trustees shall select another Trustee to temporarily for the duration of such meeting perform the functions of the Chairperson of the Board. The Chairperson of the Board shall be the primary representative of the Board in cooperating with and communicating Board of Trustees action to the Executive Director of the Corporation, and shall ensure that the Board's orders and resolutions are carried into effect. The Chairperson of the Board shall also perform such other duties as may be assigned from time to time by the Board of Trustees. The Chairperson of the Board shall report to the full Board of Trustees at each of its meetings on all matters that require Board of Trustees consideration and advice.

Section 8. Vice Chair. The Vice Chair shall serve in the role of Chairperson of the Board whenever the Chairperson of the Board is unable to perform these duties. The Vice Chair shall also perform other duties as may be assigned by the Chairperson of the Board or the Board of Trustees.

Section 9. Committees. To the extent permitted by law, the Board of Trustees may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

Section 10. Compensation of Trustees. The Trustees shall receive no compensation but may be reimbursed for their reasonable expenses, if any, incurred in carrying out the purposes of the Corporation, provided that such reimbursement in no way adversely affects the Corporation's qualification under section 501(c)(3) of the United States Internal Revenue Code.

ARTICLE II MEETINGS AND ACTIONS OF THE BOARD OF TRUSTEES

Section 1. Annual Meeting. An annual meeting of the Board of Trustees shall be held in October of each year, or during another month as may be determined by the Board of Trustees, at a time, place and date determined and announced by the Chairperson of the Board, for the purpose of electing Trustees and for the transaction of such other business as may properly come before the meeting.

Section 2. Quarterly and Special Meetings. The Board of Trustees shall meet quarterly, or more frequently as determined by the Board, with the annual meeting serving as the fall quarterly meeting, for the purpose of providing oversight of the Corporation. In addition, special meetings of the Board of Trustees may be called by the Chairperson of the Board or any two Trustees, upon written request to the Chairperson of the Board, which request shall state the purpose or purposes of the meeting and the matters proposed to be acted upon thereat.

Section 3. Notice of Meetings. Written notice of all meetings of the Board of Trustees shall be provided under this section or as otherwise required by law. Such notice shall state the place, date, and hour of the meeting, and if for a special meeting, the purpose of the meeting. Such notice shall be delivered to all Trustees, either in person, by facsimile or electronic mail, or by mail to their address of record at the Corporation, at least ten (10) days prior to the meeting, subject to waiver of such notice as provided in the District of Columbia Non-Profit Corporation Act. If mailed, such notice shall be deemed effective two days after being deposited in ordinary U.S. mail, properly addressed, with postage prepaid.

Section 4. Quorum and Action; Participation at Meetings. At all meetings of the Board of Trustees, a majority of Trustees shall be necessary and sufficient to constitute a quorum for the transaction of business. Any or all Trustees may participate in a meeting of the Board of Trustees or a committee of the Board of Trustees by means of telephonic conference communication, video conferencing, or equivalent means, and such participation shall constitute presence in person at the meeting. The act of a majority of the Trustees present at a duly constituted meeting where there is a quorum shall be the act of the Board of Trustees, unless provided otherwise by statute, by the Articles of Incorporation, or by these Bylaws. In the absence of a quorum, the Trustees present, by a majority vote and without notice other than by announcement, may adjourn the meeting from time to time until a quorum shall attend. When such meeting is reconvened, and a quorum is present, any business may be transacted which might have been transacted at the meeting as originally notified. In the event of a tie as to any vote of the Board of Trustees, the Chairperson of the Board shall cast the determining vote.

Section 5. Conflict of Interest. If any Trustee is personally affected by an issue of conflict of interest or corporate concern, such Trustee shall refrain from voting or making any recommendation thereon but shall be counted in determining whether a quorum exists. It is the duty of each Trustee to make known when and if any such conflict exists.

Section 6. Action by Written Consent. Any action required to be taken at a meeting of the Board of Trustees, or any action which may be taken at a meeting of the Board of Trustees or of a committee of Trustees, may be taken without a meeting if a consent in writing setting forth the action so taken is signed by all of the Trustees or all of the members of the committee of the Board of Trustees, as the case may be.

ARTICLE III BOARD ROLES; OFFICERS

Section 1. Designation, Appointment and Term of Office. The executive officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The Chairperson of the Board shall serve as the President and the Vice Chair shall serve as the Vice President. The Treasurer and the Secretary of the Corporation shall each be appointed to hold office for one year, until resignation or removal, or until their successors have been duly appointed and qualify. Any person may hold two or more of the executive offices, except that the President shall not also be the Secretary, and in no case shall one person sign a document of any kind in more than one capacity.

Section 2. President. The President shall have the power on behalf of the Corporation to perform all acts and execute all documents to make effective the actions of the Board of Trustees, or delegate these powers (including to the Executive Director) as the President deems appropriate. The President shall also perform such other duties as the Board of Trustees may from time to time assign.

Section 2. Vice President. The Vice President shall serve in the role of President whenever the President is unable to perform these duties. The Vice President shall also perform other duties as may be assigned by the President or the Board of Trustees.

Section 3. Secretary. The Secretary of the Corporation shall send or cause to be sent appropriate notices for all meetings of the Board of Trustees and shall review and approve accurate minutes of all such meetings and records of other proceedings of the Corporation, regularly distributing such information to the Trustees, and shall review other documents as may be required. In general, the Secretary shall perform all the duties incident to the office of secretary of a corporation and such other duties as may be assigned by the President or the Board of Trustees.

Section 4. Treasurer. The Treasurer shall be responsible for, and have general supervision over, all the financial records and finances of the Corporation. The Treasurer shall render to the Trustees of the Corporation, whenever requested, an account of the financial condition of the Corporation and, in general, shall perform all the duties incident to the office of treasurer of a corporation and such other duties as may be assigned by the President or the Board of Trustees.

Section 5. Other Officers. The Board of Trustees may elect or appoint such other officers of the Corporation as it may deem necessary, who shall have authority to perform such duties as from time to time may be prescribed by the President or the Board of Trustees.

Section 6. Removal of Officers. Any officer may be removed with or without cause at any time by a majority of the Board of Trustees at a special meeting convened in whole or in part for that purpose.

Section 7. Vacancies. In case any office of the Corporation becomes vacant by death, resignation, retirement, removal or any other cause, the Board of Trustees may fill such vacancy and the person so selected shall serve until the next annual meeting.

ARTICLE IV INDEMNIFICATION

The Trustees, officers and employees of the Corporation shall be indemnified in connection with any actual or threatened action, suit, or proceeding (including civil, administrative or investigative proceedings) arising out of their services to the Corporation for all expenses incurred as a result thereof, except in relation to matters as to which they have been adjudged in such action, suit, or proceeding to be liable for gross negligence or intentional misconduct in the performance of a duty. The Board of Trustees may also authorize the purchase of adequate insurance on behalf of any Trustee, officer, or other person serving in the Corporation, to protect that person against any liability which may be asserted or incurred in service to or on behalf of the Corporation.

ARTICLE V AMENDMENT TO BYLAWS

These bylaws may be amended, altered, or repealed, and new bylaws may be adopted, by the affirmative vote of two-thirds of the Trustees then in office at any regular or special meeting, provided that such

amendment, alteration, repeal or adoption shall be consistent with section 501(c)(3) of the Internal Revenue Code.

Certification

I certify that the foregoing is a true and correct copy of the bylaws of LAYC Career Academy Public Charter School, duly adopted by the Board of Trustees on February ²³~~22~~, 2012 and filed with the records of the Corporation.



By: Mala Thakur
Secretary:

Appendix B

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL



Annual Report: 2015-2016 School Year

**3047 15th Street NW
Washington, DC 20009
(202) 319-2228
FAX: (202) 319-2250
www.laycca-org**

Board Chair: Elizabeth Burrell

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I. School Description

A. Mission Statement

LAYC Career Academy PCS (Career Academy) engages and empowers young people between the ages of 16–24 by providing a college preparatory education, career training in high growth occupations, and college-credit classes.

B. School Program

1. Summary of Curriculum Design and Instructional Approach

The Career Academy is an innovative alternative school that provides youth ages 16–24 with college credit classes, a rigorous but flexible GED and college preparatory curriculum, and career preparation in the high-growth healthcare and information technology (IT) fields. The school’s target population is “opportunity youth”—young people who have become disconnected from school and work but have the motivation and ability to succeed in college and careers with the necessary encouragement, resources, and supports. At the end of its fourth year, the Career Academy has a strong record of helping youth who face extraordinary challenges make rapid academic gains, secure high school credentials and college credits, and develop the necessary skills for employment in high-growth careers.

Our goal when Career Academy opened in 2012 was for every student to leave fully prepared for a career and/or college, and that goal remains the same today. To graduate, students become Medical Assistants, obtain an A+ Information Technology Certification, or earn six college credits to demonstrate their readiness for a career or college-level work. In addition to providing our students high-quality academic and workforce preparation programs, Career Academy staff and faculty strive to infuse every student interaction with positive youth development principles that foster critical life skills, including self-awareness, self-confidence, problem-solving, and resilience.



The Career Academy’s educational program is highly personalized: instructors and staff meet students where they are and enable them to progress at the pace that works for them. This individualized approach keeps our students—who balance many conflicting demands on their time—engaged and motivated. Our students are older and anxious to meet their goals. Accordingly, school administrators, faculty, and staff have adopted an evidence-based blended learning approach, tailored to individual student needs, that includes classroom lessons, one-on-one work, and online learning tools.

School faculty and staff also are committed to building community and are intentional in creating and sustaining a school environment in which Career Academy students feel safe and valued. Students are supported by a team of Student Support Specialists (S3s)—advisor-advocates who address non-academic issues as basic as the need for clothing and shelter and as complex as parenting or caring for an elderly relative. Finally, the school’s College and Career Access (CCA) department provides comprehensive professional development and works one-on-one with students to ensure that after they graduate they will be successful in higher education, work, or both.

2. Parent Involvement

Career Academy students often have little to no support in their home environment. Some students have adversarial relationships with their parents, if the parents are still in the students’ lives. Additionally, 75% of our students are 18 or older and many live on their own. Despite this, the school encourages all students to involve their family in their educational growth to the extent that this is feasible. During the enrollment process, students are invited to bring in a supportive adult to provide additional background information on the student’s educational and personal history.

A core Career Academy belief is that all students need at least one supportive adult in their lives. Our faculty, staff, and S3 and CCA teams encourage and support students in their efforts to cultivate positive relationships with family members and/or other caring adults. In particular, S3s work with students on these relationships, helping youth to process any trauma they have from prior negative relationships or experiences. They give students the tools to repair those relationships when possible or to identify other adults who could provide support. S3s conduct home visits and invite family members and other adults who play positive roles in students’ lives to school events and meetings in hopes of forging stronger school-family relationships.

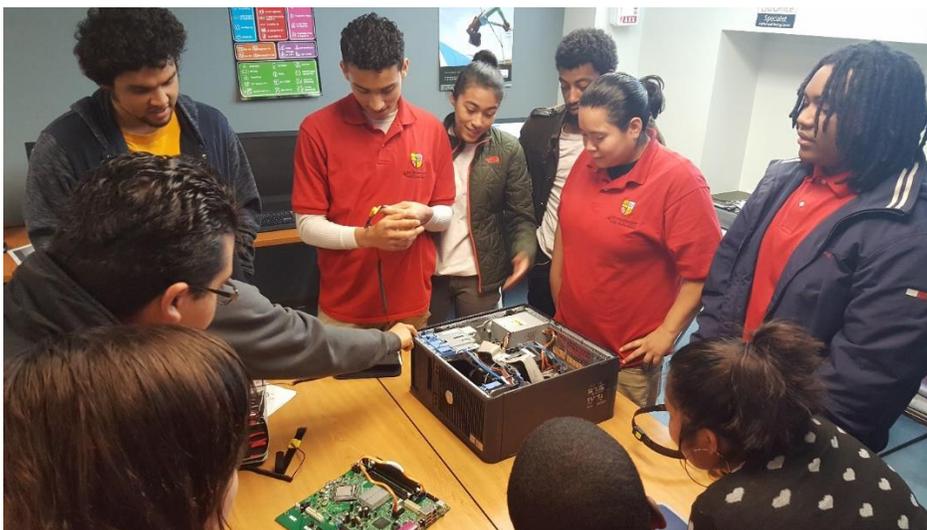
Because one-fifth of our students are parents themselves, Career Academy staff also work with these youth to help them balance the demands of school and family. In addition, several Career Academy students have participated in LAYC’s Young Parents Program, which offers young parents prenatal and parenting workshops and peer mentors so that they can be positive figures in their children’s lives.

II. School Performance

A. Meeting our Mission: Performance and Progress

The school meets its mission by providing every Career Academy student with high-quality academic programming, non-academic supports, and college and career preparation. The school program enables youth to make significant educational gains while developing critical “soft skills,” securing highly marketable IT and health-related credentials, and earning college credits.

Our student body of nearly 200 is racially and ethnically diverse; the majority of students are Latino and African American. Some students come with a high school credential while others are seeking to earn a GED. Some want to explore college-level courses while others are primarily attracted to the healthcare and IT credential programs. Career Academy provides students a college preparatory education, career training in high-growth occupations, and the opportunity to take college-credit classes. Our model is built on competency-based graduation and promotion requirements and our curriculum is aligned with the Common Core State Standards to ensure college and career readiness.



IT Pathway students examine a circuit board.

The academic year consists of three trimesters, each of which is divided into two six-week sessions. Based on the assessment results for the current student cohort, instructors decide how to level their courses to best align with student needs. They integrate technology into their work as much as possible, and utilize a combination of personal and student interests and career pathway skills to make the subject matter engaging for students. Instruction is provided in small groups, and teachers also collaborate across subject areas, team-teaching or coordinating lesson plans to offer students a more dynamic presentation. For example, students have read “The Martian” in their English Language Arts class while they built model rovers and robots in their science class. Instructors also make time to offer one-on-one assistance for students struggling with a particular concept as needed.

Each trimester, students take the TABE exam in reading to assess progress (for returning students) and determine course placements (for new and returning students). Students are placed in courses

that align with their reading level. Students who need support in acquiring English language skills are placed into our ELL Cohort until they achieve a 7 on the BEST exam, 224 on the NWEA or 4 on the TABE exam. Students who are seeking a GED are placed into our GED Cohort until they pass the exam.

Students who have a high school credential but do not have demonstrated computer skills and do not read at an 11th grade or college-ready level are assigned “Pre-Pathway” status. When Pre-Pathway students gain an IC3 IT certification and achieve an 11th grade reading level (reflected by an NWEA score of 238 or higher, a TABE score of 6, Accuplacer scores of 78 on Reading or 86 on Sentence Skills, or a 660 on the GED), they are promoted to the school’s Career and College Pathway program.

In the Pathway program, students who are interested in information technology pursue an A+ IT Technician certification, and those who seek to become health professionals train as Medical Assistants. Students who wish to attend college complete credit-bearing and transferrable college courses through LAYC’s Bard College program or a local college or university, with support from the CCA team. Although every student is different, it is typical for a student to complete their Pathway in about one year. The amount of time that a student spends at the Career Academy varies depending on their skill level when they enroll and the pace of their progress in gaining literacy, numeracy and English-language skills. The Career Academy curriculum and course schedule is designed to be flexible enough to accommodate students at a range of proficiency levels.

Overview of the Information Technology Pathway:

Students learn to install, configure, maintain, and troubleshoot peripheral components, hardware, and software. Students also learn to configure, maintain, and troubleshoot operating systems including Microsoft Windows and to install and manage networking software, hardware, and connections. Students in this pathway graduate with the skills to be successful IT Help Desk Specialists, which is one of the fastest growing occupations in the region. Students in the IT Pathway spend their final trimester in an internship, refining their IT skills and learning how to interact with colleagues in a professional environment.

Overview of the Medical Assistant Pathway:

Students learn to obtain vital signs, administer an EKG, and perform spirometry and venipuncture. They also master autoclave techniques, become CPR- and AED-certified, and develop basic billing and coding skills. Finally, like students in the IT Pathway, they complete an internship—in this case at a local healthcare organization, with recent internships hosts including A Plus Medical Center, Community of Hope, Mary’s Center, and Whitman Walker Health.



Medical Assistant Pathway students visit the National Museum of Health and Science

Overview of College Pathway:

Career Academy faculty know that early exposure to college classes helps students gain confidence and experience that will enable them to more effectively navigate a college campus and college-level coursework. Students in the Career Academy’s College Pathway participate in college-level coursework through partnerships with Bard College, the University of the District of Columbia, and other institutions of higher education. In addition, CCA staff assist students in researching departments and programs within those colleges and applying for financial aid. CCA staff also organize group college tours.

To graduate from the Career Academy, a student must read on an 11th grade level, have an IC3 certification, and complete the IT, Medical Assistant or College pathway. After graduation, CCA staff provide alumni with job placement assistance and other transition services.

B. Meeting our Goals: Academic Expectations and Outcomes

Measure	Goal Subpart	Proposed Fair/Reasonable Measure for Related Goal	Goal met or unmet	Progress toward goals
Goal 1: Enable out-of-school youth to secure a GED certificate, and as a precursor to preparing for the GED, raise literacy and numeracy levels (as measured by the TABE) of low-functioning students and support English language acquisition among non-native speakers				
GED	GED	65% of students who attempt all four sections of the GED will pass.	Met	86.7% (13 out of 15) who attempted all four sections of the GED passed.
Student Progress TABE	Raise low literacy and numeracy	Student Progress TABE: 50% of pre- and post-tested students will make one or more EFL gains	Unmet (91.6% progress)	45.8% (55 out of 120 pre- and post-tested students, omitting those with a pre-test EFL level of 6) improved by one or more EFL

		by the end of a full program year of data as measured by the TABE exam.	toward goal; meets Tier 2 rating on PMF)	levels by the end of the program year. This represents 91.6% progress toward the goal.
11th Grade/College-Ready Reading	Raise low literacy		Met	26.2% (76 out of 290 students with at least one qualifying measure) tested at 11th grade/college-ready reading.
Student Progress BEST	ELL	50% of pre- and post-tested students will make one or more EFL gains by the end of a full program year of data.	Unmet (87.8% progress toward goal)	43.9% (18/41 pre- and post-tested students, omitting those with a pre-test EFL level of 6) improved by one or more EFL levels by the end of the program year. This represents 87.8% progress toward the goal.
Goal 2: Prepare students for post-secondary education and/or job training or employment and provide them with opportunities to experience college-level work and earn college credit and participate in targeted vocational training in healthcare and information technology				
MA/IT/College completers working or in school	Prepare students for post-secondary education and/or job training or employment	70% of completers will start work or school within six months of completing.	Met	21 out of 21 completers were working or in school within six months of completing (100%)
Complete MA Program	Prepare students for post-secondary education and/or job training or employment	70% of MA Pathway students will graduate. (graduated/completed MA training course)	Met	Six out of six (100%) MA Pathway students who completed training graduated.
Complete IT Program	Prepare students for post-secondary education and/or job training or employment	70% of IT Pathway students will graduate. (graduated/completed internship)	Unmet	100% of IT Pathway students graduated, are working towards graduation, or are working full-time. However, only 3 out of 6 (50%) IT Pathway students who completed their internship graduated. Of the 3 who did not graduate, one student is still enrolled in the program and on track to graduate in SY17, one is working full-time at the internship site, and one is working full-time at another employment site.
Complete College Credits	Prepare students for post-secondary education. Experience college work/ earn college credit.	70% or more of students attempting college credits will receive college credits. (college credits earned/ attempted)	Met	90% of college credits attempted were earned this year. Of 60 college credits attempted by 13 students, 54 were successfully earned by 12 students.
Student Progress Certifications	Participate in targeted vocational training	The number of certifications earned by students each year will meet or exceed the number of the audited enrollment (# certifications/audited enrollment)	Met	2.36
Total Certifications	Participate in targeted vocational training		Met	450
IT Certifications	Participate in targeted vocational training	Total number of IT certifications earned in SY16	Met	309
MA Certifications	Participate in targeted vocational training	Total number of MA certifications earned in SY16	Met	141
Goal 3: Assist students who are ready for college after they complete the program in identifying and securing access to longer-term post-secondary opportunities that will further their career goals and in completing applications and financial aid forms				
Securing access to post-secondary opportunities	Securing access to longer-term post-secondary opportunities that	70% of school graduates working or in post-secondary education within six months of graduation.	Met	14 out of 14 graduates (100%) who were eligible for this measure were working or in post-secondary within six months of graduation. The 15th graduate finished 8/26/16 and is still within the 6-month

	will further their career goals			window for obtaining employment or entering post-secondary education.
Scholarships	Completing applications and financial aid forms		Met	Students earned \$41,200 in scholarships funds to date.
Goal #4: Equip students with important workforce readiness skills, as defined in the Comprehensive Adult Student Assessment System (CASAS) Essential Life and Work Skills Competencies. (Note: In SY16, LAYC Career Academy implemented Casey Life Skills, as recommended by ChildTrends.)				
Career and Education Planning subscale (Casey Life Skills)	Equip students with important workforce readiness skills	Casey Life Skills scores	Met	79 students completed both a pre- and post-test on the Casey Life Skills Assessment. The average pre-test score for Career and Education Planning was 3.56, and the average post-test score was 3.90. This improvement is statistically significant (t = 3.30, p < .01).
Work and Study Life subscale (Casey Life Skills)	Equip students with important workforce readiness skills	Casey Life Skills scores	Met	79 students completed both a pre- and post-test on the Casey Life Skills Assessment. The average pre-test score for Work and Study Life was 3.86, and the average post-test scores was 4.10. This improvement is statistically significant (t = 3.04, p < .01)
Goal #5: Support students' development of the necessary life skills to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.				
Casey Life Skills total score	Development of the necessary life skills	Casey Life Skills scores	Met	79 students completed both a pre- and post-test on the Casey Life Skills Assessment. The average pre-test score was 3.99, and the average post-test score was 4.22. This improvement is statistically significant (t = 4.54, p < .01)
Goal #6: Enable students interested in careers in information technology to secure marketable skills, A+ Computer Hardware Repair and Microsoft Office certifications, and/or relevant college credits from the University of the District of Columbia Community College (UDCCC).				
IT completers working or in school	Enable students interested in IT careers to secure marketable skills	70% of completers will start work or school within six months of completing.	Met	100% (six out of six completers) were either working or in school within six months of completing.
Complete IT Program	Enable students interested in IT careers to secure marketable skills	70% of IT Pathway students will graduate. (graduated/completed internship)	Unmet	100% of IT Pathway students graduated, are working towards graduation, or are working full-time. However, only three out of six (50%) IT pathway students who completed internship graduated. Of the three who did not graduate, one student is still enrolled in the program and on track to graduate in SY16-17, one is working full-time at the internship site, and one is working full-time at another employment site.
IT Certifications	Enable students interested in IT careers to secure marketable skills		Met	309 IT certifications were earned by 79 unique students, an average of about 4 certifications per student. IT pathway students (n = 14) earned a total of 101 certifications in SY15-16, an average of seven per student.
A+ Certifications	Enable students interested in IT careers to secure marketable skills		Unmet	Of 14 IT Pathway students, 6 (43%) completed the A+ 801 certificate, and two others (14%) completed the 802. Of the 12 students who have not earned both A+ certifications, four are still enrolled and working toward the certifications.

MOS	MOS		Met	63 MOS certifications were earned by 14 unique students, an average of almost 5 MOS certifications per student. Eight of the 14 IT pathway students earned a total of 34 MOS certifications, an average of about 4 MOS certifications per IT pathway student.
Relevant course credits	Relevant course credits		Met	Two IT pathway students attempted and earned a total of six college credits (three credits each) in SY15-16, representing a 100% completion rate.
Goal #7: Enable students interested in careers in healthcare to secure marketable skills, a Registered Medical Assistant credential, and/or relevant course credits from CCDC				
MA completers working or in school	Enable students interested in careers in healthcare to secure marketable skills	70% of completers will start work or school within six months of completing.	Met	Six out of six (100%) of MA completers were working or in school within 6 months of completing.
Complete MA Program	Enable students interested in careers in healthcare to secure marketable skills	70% of MA pathway students will graduate. (graduated/competed MA training course)	Met	Six out of six (100%) of MA course completers graduated.
MA Certifications	Enable students interested in careers in healthcare to secure marketable skills		Met	141
Relevant course credits	Relevant course credits		Met	2 MA pathway students attempted and earned a total of 12 college credits (6 credits each) in SY15-16, representing a 100% completion rate.
Goal #8: Assist students who have vocational interests in areas other than information technology and healthcare to identify, prepare for, and apply to high-quality post-secondary education or training programs and earn college credit while in our program.				
Complete College Credits		70% or more of students attempting college credits will receive college credits. (college credits earned /college credits attempted)	Met	92.3% (12 out of 13 students)

C. Meeting Students Where They Are: Lessons Learned/Actions Taken

1. Curriculum Personalization and Online Tools

Career Academy students are older and have many more responsibilities outside of school than those of a typical high school or college student. Thus, a traditional educational program and schedule does not always meet their needs. Our students constantly balance conflicting demands on their time – from work schedules to transportation and child care issues – and this balancing act can sap their energy and lead to frustration and discouragement. In an American University survey of current and former students, many linked their departure to this balancing act, rather than lack of interest in the programs or personal motivation.

In SY15-16, the Career Academy implemented a blended and personalized learning program in order to more effectively meet students’ needs. Our model was inspired by knowledge gained by our Principal and one of our long-time instructors at a fellowship program led by the CityBridge Foundation, in partnership with Stanford University. In addition, as a group, the administration and

faculty took an on-line Coursera course on blended learning in spring 2015. The Coursera course was developed from research by the Silicon Schools Fund, Clayton Christenson Institute, and the New Teacher Center.

As part of its move towards personalized learning, the Career Academy also shifted to a new pilot schedule in January 2016. Under the new schedule, students attend English Language Arts from 9:00-11:00 AM, electives and lunch from 11:00 AM-1:00 PM, and math and science classes from 1:00-3:00 PM. During these two hour blocks, instructors implement blended learning. Under the new model, students rotate between online learning, group instruction, and individual attention from instructors as appropriate. This allows teachers to better personalize lessons to individual students' needs, customizing exercises to address the precise areas where individual students encounter challenges and using technology to support self-pacing and distance-learning.

2. Piloting an Even More Flexible Program

In May of SY15-16, the pilot was extended to provide students even greater agency and ownership of their academic program. This pilot aimed to increase motivation and independence by allowing students to practice prioritizing tasks in accordance with their personal academic goals. During the pilot, Pre-Pathway and GED students who tested at NRS levels 4 and 5 were empowered to determine how to allocate their learning time for three two-hour blocks each week. On Mondays, Wednesdays, and Fridays, these students spent the first thirty minutes of each instructional day reviewing their goals. Then, students formulated a schedule that they felt best served those goals. Scheduling options included:

- Direct instruction through GED-aligned math lessons,
- Direct instruction through NRS-aligned reading lessons,
- Individual or small group tutoring in science or social studies,
- Lab time with ReadingPlus and/or personalized Math Playlist review,
- Independent reading time or guided reading, and/or,
- Assessments.

The response to this program was been extremely positive. In SY16-17, the Career Academy will expand this program to reach more students and provide additional training to our staff in this innovative, student-driven method.

3. Expanded, Targeted Student Support

In its fourth year, the Career Academy also augmented its efforts to support students facing non-academic issues including homelessness, health issues, and family responsibilities. The Student Support Department was expanded, and that team adopted the Casey Life Skills assessment to more effectively target student support efforts.

Since the Career Academy's inception, the Student Support Department has played an integral role in the success of the students. Every student is assigned an S3 who works with that student from the first week of school through graduation and beyond. S3s provide students referrals to external services, including housing, health services, child care, and even wake-up calls and check-ins when students are chronically late or absent. They offer guidance, support, and problem-solving help on an

as-needed basis, and many students say this relationship is one of the most important factors in their ability to complete the program. In order to free up S3s to spend more time on meeting student needs, the Career Academy hired a full-time Public Ally to focus on attendance and truancy. This has allowed S3s to devote more time to making home visits and attending to students' non-academic needs.

Career Academy leadership and staff also are using the Casey Life Skills assessment data to better target student support and life skills classes. To remain current on student needs (especially as the school's student population fluctuates from term to term), S3s administer the test to all students at the beginning of each trimester. Based on the group's outcomes, life skills and elective courses are offered to students during one of two mid-day periods on Mondays, Wednesdays, and Fridays. (In the alternating hour, students are served lunch and enjoy an opportunity to socialize, read, etc.) During SY15-16, based on the tests results, workshops focused on time management, interpersonal communications, financial literacy, and finding affordable housing (which is a significant problem for Career Academy students).

Staff also integrated assessment data more fully into case management, creating automated student-level and school-level reports that can be quickly generated after each test administration. The student-level reports allow the S3 to see a student's progress over time in each of the assessment's seven subscales, identifying strengths and areas for improvement. Thus, S3s are better able to meet the unique needs of individual students as well as inform decisions about life skills course offerings for the school as a whole.

The Career Academy also hired a new Director of Student Support Services, who is an experienced youth and family counselor with special expertise with substance abuse and mental health issues. In addition to managing Casey Life Skills testing, supervising the S3 team, and providing individual counseling, she works with the school's instructors to identify youth or families who may need non-academic support but be unable to request it.

4. Enhanced College and Career Preparation

The Career Academy's College and Career Access Director developed and launched a new initiative in SY15-6 to provide more comprehensive support to Pathway students preparing to enter college or the workplace. The new Professional Development (PD) class was inspired by the structure and format of evidence-based training she received during a year-long fellowship with NAFSA: Association for International Educators (NAFSA Academy). The PD class provides students the critical skills to function successfully as productive professionals in college or in a career setting.



Career Academy students practice taking blood samples

The curriculum focuses on seven core competencies that have been shown through research to be essential to college and career success: Communication, Culture & Expectations, Career Exploration, Post-Secondary Options, Professional Tools, Navigating Financial Issues, and Networking. The core proficiency learning outcomes cover the spectrum of “soft” and technical skills necessary for success in higher education and the workplace. They are presented in a manner that gives students opportunities to practice these skills orally and also create products (e.g., resumes, LinkedIn profiles, personal budgets) to be used after they graduate from the Career Academy. The core proficiencies and associated learning outcomes are shown below:

Communication	Students will demonstrate the skills necessary to communicate as a professional with confidence in a college or career setting.
Culture & Expectations	Students will demonstrate an understanding of expectations in post-secondary institution and workplace cultures.
Career Exploration	Students will demonstrate the necessary skills to locate and apply to an entry-level position in their desired field.

Post-Secondary Options	Students will demonstrate the necessary skills required to apply to a post-secondary institution or program.
Professional Tools	Students will successfully identify and utilize tools to enhance professional development opportunities.
Navigating Financial Issues	Students will learn to prepare financially for a future career and post-secondary education.
Networking	Students will demonstrate an understanding of the role that networking plays in their professional careers and its importance.

Finally, because PD Plans are designed by students based on their own goals, this program is a further extension of the Career Academy’s efforts to personalize the student experience. One student may be researching what type of internship is likely to be most valuable to their long-range career plans and then create a plan for securing that internship. Another student who is nearing graduation may begin working on his or her personal statement for college applications or a resume for prospective employers. Students are encouraged to adjust their goals and their products as they work through the program, further adapting our program to their long-term and short-term objectives.

D. Unique Accomplishments & Recognition

Career Academy students made tremendous progress towards their goals in the past school year. **Fifteen¹ students completed all of the Career Academy’s College and Career Ready requirements**, by earning their GED or high school diploma, gaining a college-level/11th grade reading level, earning six college credits or completing a 300-hour Medical Assistant or IT Internship, and securing an IC3 IT certification. **Thirteen more students were GED Academy graduates**, having passed all four sections of the GED to earn a high-school equivalency diploma.

In addition, **164 Certification Honorees** will be recognized for accomplishments like earning certifications, passing sections of the GED, completing our ELL program, and gaining a college-level/11th grade reading level. The chart² below summarizes these accomplishments.

	School Graduates		Certification Honorees		
Graduates	Career and College Ready Graduates	GED Academy Graduates	Gold Program Honorees	Silver Program Honorees	Bronze Program Honorees
Hours	300+ seat hours	125+ seat hours	125+ seat hours	75-125 seat hours	Less than 75 seat hours
	Must include all below:	Must include:	One of the following:	One of the following:	One of the following:

¹ Two of these students completed a GED with the Career Academy this year and are included in both the GED Academy and Career and College Ready school graduate measures.
² Please note discrepancies between this chart and the goals chart are due to the fact that First Aid and CPR are not included in the chart on this page and IC3 tests were included individually on the goals chart and as a complete set of three in this chart.

	GED or HS Diploma;	GED (Pass all 4 sections)		GED subject tests	OSHAA + HIPAA
	College Ready/11th Grade Reading Level;		Certified Clinical or Administrative Medical Assistant	Microsoft Office Certifications	EKG Technician Certificate
Requirements	MOS or IC3; and		A+ IT Certification	IC3 (all 3 tests)	Everfi and Ignition IT Certifications
	Complete one of the following:		College Credits	Cisco Network Academy IT Essentials	
	6 College Credits		ELL Transition	Certified Patient Care Technician	
	Medical Assistant Training + Internship		College Ready/11th Grade Reading Level		
	A+ Certification + Internship				
Number of Accomplishments SY16	18	13	95	149	50
Number of Students with Accomplishments SY16	15	13	76	54	34

Many Career Academy students reached other important milestones, completing internships, securing employment, and/or enrolling in college courses or professional programs, as shown below:

IT Pathway Outcomes:

During SY15-16, **six students completed 300-hour IT internships** through community partnerships with the Advisory Board Company, CareFirst BlueCross BlueShield, The Next Step PCS, and the Urban Institute. Of those six:

- two students have been offered permanent positions at their internship sites,
- three students are pursuing additional IT training, and
- one student is working full-time, although not in the IT field.

Medical Assistant Pathway Outcomes:

During SY15-6, **four students completed 300+ hour healthcare internships** through community partnerships with Community of Hope and A-Plus Medical Center. Of those:

- two students are working full-time as Medical Assistants;
- one student is working as a Medical Assistant and enrolled in college; and

- one student will begin work on an Associate’s Degree at UDCCC this fall.

College Pathway Outcomes:

During SY15-6, **twelve students earned a total of 54 college credits:** four students participating in the Bard College Program earned six college credits each, while two students earned six college credits at UDCCC (successfully completing two courses each) and six others earned three college credits at UDCCC (completing one course each).

Of the 12 students who earned college credits this school year, three are continuing to work to complete the IT Pathway requirements at Career Academy. One will begin community college this fall; two are working full-time; and three are working while preparing to begin college next year. Two more plan to begin taking classes at UDCCC in January 2016. Finally, one has secured a full-time position as a Medical Assistant and plans to begin college in January 2017.



IT Program Director Abner Soto receives OSSE’s Career and Technical Education “Educator of the Year” Award



Partners from Urban Alliance

Career Academy faculty and staff also participated in competitive fellowships and received professional recognition from numerous organizations for leadership in their fields. The following list is a selection of the most prestigious:

- Executive Director Nicole Hanrahan graduated from Leadership Greater Washington 2016;
- Principal Angela Stepanic participated in National Endowment for the Humanities and CityBridge Foundation Education and Innovation fellowships;
- Director of College and Career Access Kristen DeSanti received a NAFSA Academy for International Education Fellowship;
- IT Program Director Abner Soto was named “CTE Educator of the Year” by of the Office of the State Superintendent of Education (OSSE) and received the Hispanic Heritage Foundation’s Innovative Educator Award;

- Science Teacher Jacqueline Fernandez-Romero was a TED-Ed Innovative Education Program Fellow, served as an NASA Airborne Astronomy Ambassador, and was an OSSE Science Leader Educator; and
- Instructor Claire Finn was selected as a CityBridgeEducation and Innovation Fellow.

E. List of Donors (at the level of \$500 or higher)

Chet and Elizabeth Burrell
International Monetary Fund
Lori Kaplan
Thomas Mayrides
Steven Pomper and Blair Hewes
Sunrise Foundation
Mala Thakur

DATA REPORT

SY 2015-16 Annual Report Campus Data Report	
LEA Name:	LAYC Career Academy PCS
Grades Served:	Adult
Overall Enrollment:	Audited Enrollment: 191
Enrollment by Grade:	N/A
Total Number of Instructional Days:	197
Suspension Rate:	2.6%
Expulsion Rate:	1.6%
Instructional Time Lost to Out-of-School Suspension Rate:	0.0%
Average Daily Attendance:	N/A
Midyear Withdrawals:	<i>Not yet available from PCSB</i>
Midyear Entries:	<i>Not yet available from PCSB</i>
Promotion Rate:	N/A
College Acceptance Rates:	N/A
College Admission Test Scores:	N/A
Graduation Rates:	N/A
Teacher Attrition Rate:	20%
Number of Teachers:	15
Teacher Salary– Average	\$ 54,500
Teacher Salary – Range	Minimum: \$47,500 Maximum: \$60,810

APPENDICES

- A. Staff Roster and Biographies
- B. Board Roster, Biographies, and Terms
- C. Unaudited Year-End 2015-16 Financial Statements
- D. Approved 2016-2017 Budget

APPENDIX A. Staff Roster and Biographies

LEADERSHIP AND ADMINISTRATIVE STAFF

Executive Director: Nicole Hanrahan

In her role as Executive Director, Nicole leads the senior team that manages the school's day-to-day operations and supports the Board of Directors as it guides the school's overall direction, sets policy, and monitors school performance. An additional focus of her work is to support program growth and development by creating and expanding external partnerships. Prior to transitioning to full-time Executive Director of Career Academy, Nicole served as Latin American Youth Center's Chief Strategy Officer, supporting LAYC's efforts to grow and deepen its impact for youth in Washington, DC, and the neighboring suburbs. Before joining LAYC, she served as a Director at Community Wealth Ventures (CWV), where she helped nonprofits and foundations build capacity and improve sustainability. Prior to joining CWV, Nicole spent ten years in community economic development organizations, where she ran workforce development programs in New York, Chicago, and Boston. Nicole holds a Bachelor of Arts in public policy from Brown University and a Master of Business Administration from the Harvard Business School.

Principal: Angela B. Stepancic, M.Ed

Angela Stepancic has been an administrator in Washington, DC, for more than a dozen years. Upon graduation from Georgetown University, she served as the administrator at the Washington Middle School for Girls (WMSG), which serves underprivileged youth, for seven years. There, she led the school to a 96% attendance rate, 98% college attendance rate, and 93% staff retention rate. During this time, Angela also received her Master's in education from the George Washington University. She achieved accreditation for WMSG and then expanded her professional palate, transitioning to the public sector. In 2012, she joined the LAYC Career Academy as the founding Principal. This past school year, Angela was selected as a CityBridge + Stanford University School Retool Fellow, as well as a National Endowment for the Humanities Summer Fellow. She also passed the Praxis School Leader Licensure Assessment and earned her TACT-2 certification. Angela lives in Washington, DC, and is working towards accreditation for the Career Academy.

Director of Academics: Karen Kassekert

In this role, Karen provides the necessary supports to educational staff for quality instruction at the school, manages professional development opportunities for the staff, and assists with various administrative level tasks for the school. Living in Ohio, Kansas, South Carolina, Minnesota, and the Washington, DC, area has given Karen a unique perspective on effective education for diverse learners. She began her work in education as an AmeriCorps member in an underserved area of DC. After two years in the AmeriCorps program, she was a classroom teacher at both the elementary and middle school levels. She holds a Bachelor's degree from Catholic University and a Master's in public policy from the University of Saint Thomas in Minnesota.

Director of College and Career Access: Kristen DeSanti

Before coming to Career Academy, Kristen managed LAYC's College Access Department, Bard College Clemente program, and New Futures Scholarship program. In her current role, she provides college preparation and post-graduate support to students to ensure that graduates are not only college-ready but enroll in a post-secondary program or obtain employment. She also oversees the school's internship and dual enrollment programs. Prior to moving to Washington, DC, Kristen graduated from Syracuse University with a B.A. in international relations. After completing her undergraduate degree, Kristen served as a Literacy AmeriCorps member for two years at the Next Step Public Charter School while completing an M.A. in International Education at the George Washington University. While not at work, Kristen likes to go hiking, attend any Syracuse University sporting event, and plan her next travel adventure.

Director of Student Support Services: Colette Gardner

Colette recently joined the Career Academy after several years providing case management, counseling, and crisis response to individuals and families in several DC-based human services organizations. She has assisted clients to secure housing, education, training, and work opportunities and health and wellness services. She also has led workshops and in-service trainings for colleagues on family life and social relationships, cognitive behavioral therapy, solutions-focused therapy, anger management, and motivational interviewing. At the Career Academy, Colette leads a team of five Student Support Specialists and oversees Casey Life Skills testing, which is used to address students' nonacademic needs. She has a Bachelor's degree in business administration and a Master's degree in counseling, both from Trinity University. She is also a Certified Addictions Counselor.

Operations Manager: Jeremy Vera

After four years with LAYC, where Jeremy managed the Supplemental Education Services tutoring program, Summer Youth Employment Program, and STARS summer camps, he joined Career Academy as its Operations Manager. In this role, he oversees the school's day-to-day operations; oversees implementation of the budget; and ensures compliance with local, state, and federal regulations. Prior to moving to Washington, DC, Jeremy served as a Peace Corps volunteer in Guatemala. Jeremy holds a Bachelor's of Science in urban planning from Arizona State University. In his free time you can catch him performing in various parades and concerts with DC's Different Drummers, where he is the Marching Band Assistant Director and plays French Horn and Mellophone.

Data Manager: Amber Eby

Amber brings eight years of experience in education and nonprofit research, program evaluation, and data management to Career Academy. She has led workshops on nonprofit evaluation capacity building, presented research at national and international conferences, and published her research in peer-reviewed journals. Before leaving Texas for Washington, DC, she was an evaluation specialist for the Dallas Independent School District, and prior to that she was the evaluation coordinator for Texas Home Instruction for Parents of Preschool Youngsters. She also has taught masters-level statistics and research courses at the University of North Texas (UNT). Amber holds a Master's

degree in educational psychology with an emphasis on research, measurement, and statistics from UNT and is working on her Ph.D. in the same field. When she's not working on her dissertation, she loves cooking, reading, and hanging out with her cranky old cat and two yappy dogs.

Program Assistant: Ashley McQueen

Prior to joining the Career Academy, Ashley worked for LAYC for five years as a Job Coach with the Summer Youth Employment Program and Academic Advisor for the Upward Bound program. In her current position, she is the hub of all information throughout the Career Academy building. Ashley attended college at Bennett College for Women in Greensboro, NC, where she studied biology. Ashley has future plans to finish her degree and begin a career in health care, but for now she is most happy contributing to her community through working with youth.

Recruitment Coordinator: Za'Yn Muhammad

Za'Yn has over 20 years of experience in direct youth service in a classroom setting, specifically in the youth and community development sector. She received her Bachelor's of Science from the University of the West Indies in Trinidad and Tobago. Za'Yn also is a nationally registered Paramedic/Emergency Medical Technician and a trained midwife.

Food Services Specialist: Alicia Alvarez Preciado

Alicia has worked in the food service industry and catering for over 10 years. In addition to managing Food Services at the Career Academy, she was also instrumental in outreach and recruitment to the community prior to opening. She has a passion for helping others, especially members of the Spanish-speaking immigrant population. Alicia holds various food handling certificates and licenses, and in her free time loves to cook dishes from her native Jalisco, Mexico. Prior to coming to the Career Academy, she studied computers and IT, and she hopes to continue to do so in the future.

ACADEMIC PROGRAM

Electives Coordinator/Lead Life Skills Instructor: Maisha Atrice Ayodele

Maisha Atrice joined the Career Academy in early 2015 as an Elective Instructor. After being invited to co-teach the Overcoming Obstacles life skills course, she was promoted to Electives Coordinator and Lead Life Skills instructor. She has served as an AmeriCorps Jumpstart teacher, mentor coordinator at Community of Hope, and museum educator at The Studio Museum in Harlem. Her educational background includes Howard University, The Performing Arts Training Studio, and New York University. For four years Maisha has supported the operations of The Siwe Project, an organization working to eradicate the shame associated with mental illness in communities of color. She also is Program Coordinator for The Healing Lodge, a nonprofit that supports the healthy development of women. Additionally, Maisha is cultivating Unearthing Tales, which provides storytelling to community-oriented clients with a culturally competent voice and an intentional method.

ELL Paraprofessional: Ariel Berroa

Ariel was born in Santo Domingo, Dominican Republic and came to the United States at the age of 19. He quickly succeeded in completing his GED and learning English. He was an AmeriCorps volunteer from 2013-2015, where he worked with middle school students, facilitating health education workshops, coaching a soccer team, planning a health fair, and providing ELL support. During this time, he found his passion for working with youth, using his own experience to encourage them to find their paths. At the Career Academy, he assists ELL students in language acquisition and enjoys working with immigrant populations.

Special Education Services Coordinator: Amber Church

Amber is the Career Academy's Special Education Services Coordinator. In this role, she ensures the school is fully compliant with special education laws and regulations and that students receive the appropriate services and supports according to their Individualized Education Plans. She also consults with teachers and staff working with students who have special needs. Prior to moving to Washington, DC, from Houston, Amber taught computer science to students with special needs at Houston Community College. She holds a Bachelor's in sociology from the University of Houston, a Master's in sociology from Prairie View A&M University, and a Master's in education from the George Washington University. In her free time you can catch her playing kickball on the National Mall.

Reading Instructor: Rashid Darden

Rashid works with students on English Language Arts, with an emphasis on critical reading and effective writing. An experienced writer, Rashid has published four novels, a volume of poetry, and a short story. He is a prolific blogger and popular culture critic. At the Career Academy, Rashid uses classical and contemporary works of fiction and nonfiction to inspire a love of reading in his students and to foster conversations about identity and social justice. In fall 2016, Rashid will teach a new elective called "The History of DC from 1980 to the present." He is a member Alpha Phi Alpha Fraternity and Alpha Phi Omega National Service Fraternity and is founding president of the Federal City Club and National President of Gamma Xi Phi Professional Arts Fraternity.

Science Instructor: Jacqueline Fernandez-Romero, M.Ed.

A prominent educator, scientist, health advocate, and community activist, Jackie has received honors and awards for her scientific research, community involvement, and mentorship of minority students in the Science, Technology, Engineering, and Math (STEM) fields. She teaches physics, chemistry, biology, human anatomy, and robotics. Prior to joining the Career Academy, she worked in the Space Bio-sciences Division at NASA Ames Research Center and as a teacher in schools in the District and New York. Jackie was born in Calexico, California, and obtained her B.A. in Latino studies and B.S. in microbiology from San Francisco State University and her Master's in education from Lesley University. Jackie's passion for STEM education led to her admission to the 2012 NASA Space Academy for Educators and to the 2013 Advanced Space Academy for Educators.

GED Instructor: Claire Finn

Claire came to the Career Academy with a wealth of knowledge on education and culture. After receiving her Bachelor's degree from Duke University and Master's degree from Northwestern University, Claire began teaching, first in Illinois and Chile and later in Washington, DC. In her free time, she enjoys traveling, playing lacrosse, and spending time with her children. She also recently completed an Education Innovation Fellowship with the CityBridge Foundation, which she used to help the school develop its strategy for personalized and blended learning.

Writing, Social Studies, and GED Instructor: Jerri Fuller

Jerri has been with the Career Academy since January 2014. She teaches Writing and GED Social Studies. She attended Wake Forest University and Pennsylvania State University's Dickinson School of Law. A licensed attorney, she practiced law in the DC metropolitan area for seven years before beginning a new phase in her life by becoming a full-time teacher. In her free time, she enjoys reading, long walks, and spending time with her friends and family.

GED Instructor: Douglas Ierley

Before he began teaching, Doug worked as a lawyer in both the legislative and executive branches of the federal government. Prior to that, he worked in human rights and international development in the Middle East and Africa. Besides teaching GED classes at Career Academy, he is also currently a part-time GED teacher in the Maryland criminal justice system.

Instructor: Jennifer Queen

Jennifer joined the Career Academy team in September 2015. She has a strong passion for education and leadership development and has more than a decade of experience working in different educational settings. She holds a Bachelor's of Arts and a Master's of Arts degree in African studies from California State University in Carson and Howard University, respectively.

ELL Instructor: Carrie Smith

Carrie has spent the last year instructing students who are English Language Learners. She has worked in DC charter schools for twenty years. After graduating from the University of North Carolina at Chapel Hill with a Bachelor of Arts, and earning her Master's at Old Dominion University, Carrie was primed to continue her family's tradition of teaching, becoming the fourth generation to lead a classroom. In addition to teaching, she has been a coach of several sports, a yearbook advisor, and created Safe Spaces for LBGTQ youth at the Newport School and Hyde Leadership Academy. In her free time, she tends to the myriad of rescued animals that have overtaken her house.

Reading Instructor: LaKendra Smith

After graduating from Howard University in 2010, LaKendra spent a year at DCPS' Browne Education Campus through the City Year program. This experience led LaKendra to get her teaching credential, in order to focus on closing the achievement gap for students here. She joined the Career Academy in 2013 as a reading instructor and ensures that students are not only prepared for success on the GED

exam, but are equipped with the tools to be successful after graduation. She holds a Master's degree in general education and special education from Lesley University. In her free time, LaKendra can be found smiling, ministering through African and liturgical dance, and reciting spoken word at poetry venues throughout the DMV.

Reading/ELL Instructor: Kate Storks

Kate worked and lived in Mexico for two years prior to returning to the United States to take a position at the Career Academy teaching English Language Learners. She works with these students to help them improve their English and reading skills. Kate has also served in Peace Corps Togo. Prior to her time in Mexico, she was enrolled at the University of Mary Washington, where she earned her Bachelor's degree in geography and Spanish.

Math Instructor: Sasha Varner

Sasha has more than a decade of experience in education and library science project management. As a math instructor, Sasha prides herself on being able to take difficult concepts and make them easy to understand. Before joining the Career Academy, Sasha worked as a Math Teacher at Job Corps and in the Baltimore City Schools. Sasha has a Bachelor's degree in psychology with a minor in anthropology from University of Maryland, Baltimore County.

Special Education Paraprofessional: Corey White

After graduating from University of Maryland, Eastern Shore in 2010, where he received a Bachelor of Arts in English and a minor in telecommunications, Corey worked for the Prince George's County Office of Information Technology in Maryland. In that role, he provided help desk support for agencies and departments across the county government. As a Special Education Paraprofessional at the Career Academy, Corey supports students with special needs, collaborates with other members of the academic team regarding special education services, attends IEP meetings, and works on trainings and transitions. Outside of work, Corey loves to play basketball and workout in the gym.

CAREER TRAINING

Medical Assistant Program Coordinator: Nicole Carter

Nicole is a registered Medical Assistant and brings over a decade of clinical and teaching experience to the Career Academy. While working towards her BS from the University of the District of Columbia, she obtained a position at DC General Hospital in the Department of Pathology. Based on this experience, her interest shifted to health care; she became a Certified Nursing Assistant and a Certified Medical Assistant. After several years in the field, she became certified as a Medical Assistant Instructor and began teaching at Everest College in Washington. At Everest, she taught phlebotomy, CPR, OSHA and HIPAA compliance, and other clinical and administrative skills. Nicole has led the Medical Assistant training program since 2012. She demonstrates compassion and dedication to her students as she introduces them to the world of healthcare and allied services.

IT Program Coordinator: Abner Soto-Henry

Abner started his career as a Technology Education Instructor at the Workforce Development Center in Costa Rica (Centro de Formación y Capacitación Portuaria JAPDEVA) in 1998. He graduated from Universidad Interamericana de Costa Rica in San José, Costa Rica in 1995. After coming to the United States, he worked as a computer instructor at LAYC for over a decade before transitioning to the Career Academy. This year, he was named CTE Educator of the Year by the Office of the State Superintendent of Education. According to Mr. Soto, “When I came to LAYCCA I knew that I had ‘landed’ in the right spot... Each day brings joy and rewarding challenges, and at least a handful of laughs! I genuinely enjoy working with adolescents in the school setting, which is how I became part of LAYCCA.”

Digital Literacy Instructor: Lawrence Harrod

Lawrence provides IT instruction and supports students who are working towards A+ and IC3 IT certifications. Lawrence was raised in Washington, DC, and worked at St. Coletta of Greater Washington prior to joining the Career Academy’s faculty. He received a B.A. in education from the University of Maryland Eastern Shore. In his free time, Lawrence spends time with friends and family and supports all of DC’s home teams.

STUDENT SUPPORT TEAM

Student Support Specialist: Josiah Barnes

Josiah joined the Career Academy in January 2013. In his current role, he provides supportive services for all students, with a focus on those who are preparing to enroll in college. Prior to working at Career Academy, Josiah worked with intellectually disabled children as a Teacher’s Assistant. Josiah holds a Bachelor of Science Degree in accounting from Lincoln University (PA), where Josiah was a four-year varsity athlete on the baseball team.

Student Support Specialist: Liana Castro

Since earning her Bachelor’s Degree in Latin American studies from Rutgers University in 2012, Liana has worked in several different capacities in the field of youth development, including work with elementary, middle, and high school students through Higher Achievement and Everybody Wins! DC. Before joining Career Academy, Liana was the Education Director at Clubhouse 6 of the Boys & Girls Clubs of Greater Washington. Liana has found her passion in working with youth and is currently pursuing her Master’s in School Counseling with a Specialization in Counseling for Urban Students at Trinity Washington University.

Student Support Specialist: Larita Massey

Before coming to the Career Academy, Larita worked at Shaw Middle School as a Teacher’s Assistant and at New Community for Children as a Photography Teacher. She joined the Career Academy team as a Student Support Specialist in 2013. When Larita is not supporting youth at the Career Academy, she spends her free time creating art. She has been a professional photographer for 10 years. Along with dabbling in mixed media and graphic design, Larita is also a member of a five-piece Original

Rock & Soul Band from the DMV. She holds a Bachelor of Arts degree in sociology from Saint Augustine's University.

Student Support Specialist: Efrain Ramirez

Efrain was born and raised in New York City's El Barrio neighborhood. He is the son of a Mexican immigrant housekeeper and is the first in his family to attend college. After receiving a Bachelor's degree from American University in Latino studies and urban studies, he was an AmeriCorps member in 2013-2014. As a Student Support Specialist, Efrain provides case management to youth in all of the program's pathways. He is also a photographer, videographer, and music producer. Efrain continues to explore storytelling through media and dreams of using these tools to empower youth so they can tell their own stories, advocate for their community, and highlight issues that need to be addressed in the community.

Student Support Specialist: Jonquille Rice

Jonquille has worked in education for over a decade, as a mentor, after-school teacher, camp counselor, and youth center co-director. She currently serves Career Academy students, providing assistance and counseling on a range of issues to students. She received her B.A. in communication from Bowie State University and certifications in Early Childhood Education and School Age Education from Howard University. In her free time, Jonquille is active in the DC arts community, where she performs spoken word pieces, plays bass guitar, and plans art events.

APPENDIX B: Board Roster, Biographies, and Terms

Elizabeth Burrell, Chairperson [2013-present]

Elizabeth Burrell chairs the Career Academy's Board of Trustees and also serves on the Board of the Latin American Youth Center. Liz has spent her entire career in secondary education, working in urban, suburban, and rural high schools. She began as a high school guidance counselor, an experience that informed her views on the importance of providing strong academic programs to all students, so all are prepared for post-secondary education and meaningful careers. After ten years as a school counselor, she became an Assistant Principal at Shenendehowa High School, one of the largest suburban high schools in upstate New York. Her responsibilities there included designing the school's annual master schedule and supervising the English Department, Special Education, and Counseling and Student Services. After ten years in this position, she relocated to the Washington, DC, area and continued her work in Howard and Montgomery Counties in Maryland, serving as Assistant Principal of Albert Einstein High School before retiring. She holds a M.S. in School Administration and Policy Studies and an MS in Guidance and School Counseling from the University of Albany, Albany, NY. She also has a B.A. in English literature.

Ben Mayrides, Vice Chairperson [2015-present]

Ben Mayrides is Vice President and Chief Information Security Officer at Ellucian, a global technology company serving 2,400 education institutions and over 18 million students in 40 countries around the world. Ben's career in information security and IT risk management spans 20 years and numerous industry sectors. He has worked with federal agencies, including the Department of Energy and Federal Bureau of Investigation, and held global security leadership positions with several media and entertainment companies (RealNetworks, AOL, and Sony). He previously served as Senior Director of Information Security Policy & Risk Management at The Advisory Board Company, a healthcare and education technology services company based in Washington, DC. Ben holds a Bachelor's degree from George Mason University.

Mala Thakur, Secretary [2012-present]

Mala Thakur is the Executive Director of the Children's Opportunity Fund (COF), an initiative of the Community Foundation for the National Capital Region in Montgomery County. COF is a public-private fund to support investment in the well-being of Montgomery County's children and families. Before joining COF, Mala was the Executive Director of the National Youth Employment Coalition. At NYEC, Mala led the creation of the organization's education portfolio and managed national and state technical assistance efforts for workforce development, school-to-work, and juvenile justice initiatives. Before joining NYEC in 1999, Mala served as Director of Workforce Development at the New York Citywide School to Work Alliance, where she provided technical assistance to School to Work partnerships and tracked federal and state legislation on education and workforce development. Prior to School to Work Alliance, she directed policy, research, and advocacy efforts at the National Puerto Rican Forum and also worked in dropout prevention programs in the New York City public school system.

Kate Brannon, Treasurer [2014-present]

Kate Brannon is the Director of Finance at George Washington University's Graduate School of Education and Human Development. She has served in a variety of finance positions throughout her fourteen-year tenure at the university, including the Director of Finance for the School of Nursing. She provides leadership and strategic direction as it relates to managing the school's \$23M budget. Her expertise includes budget development, strategic planning, forecasting, establishing internal controls, and overall financial oversight of the school. Kate holds a bachelor's degree in accounting from Elon University and a M.B.A from the George Washington University.

Joshua Fairchild, Student/Alumni Board Member [2015-present]

Joshua Fairchild is a 22-year-old student who recently completed the Career Academy's IT Pathway and is now working full-time in the IT department of the Advisory Board Company. Joshua attended several schools prior to the Career Academy, including Washington Math, Science, and Technology PCS and Montgomery College. He has taken full advantage of his time at the Career Academy, earning over a dozen IT-related certificates and participating in an internship at the Advisory Board Company.

Aaron Holliday, Student Board Member [2015-2016]

Aaron Holliday is a 19-year-old student originally from La Plata, Maryland. While initially home-schooled, in 2015 he left home, moved into the District of Columbia, and enrolled in the LAYC Career Academy. He divides his time between his studies and a full-time job as an assistant manager at a local sandwich shop. He recently earned his GED and plans to enroll in college and the police academy.

Emmanuel Caudillo, Board Member [2015-present]

Emmanuel Caudillo is a special advisor to the White House Initiative on Educational Excellence for Hispanics. In this role, he oversees the operational duties of the initiative, outreach to Hispanic-serving institutions, and youth engagement activities. While on detail to the initiative in 2012, he transitioned to full-time in 2013. Previously, he was a policy analyst at the U.S. Department of Education from 2009 to 2012. He has also held research positions at Abt Associates and the National Council on Teacher Quality. Emmanuel holds a Bachelor's degree from the University of Southern California and a Master's in public policy from the George Washington University.

Shelli Holland, Board Member [2016-present]

Shelli Holland is a graduate of Bowling Green State University in Ohio, where she majored in communications. She also holds a Master's of Business & Economics (Human Resources) from the Catholic University of America. As an undergraduate, she founded a program to provide college opportunities for first generation children of migrant farm-workers. Since then, Shelli's professional focus for the past 10 years has been in Human Resources, leading business strategy support, recruiting, and organizational development with positions at KPMG, Marriott International, Rosetta Stone, and the City of Alexandria. She is currently a Senior Human Relations Business Partner at Ellucian. Shelli's family is deeply rooted in education: her father is a retired principal with Columbus Public Schools, her mother a retired Ohio State University Librarian/Professor, and her older sister

is a librarian at the National Institutes of Health. Their experiences have contributed to Shelli's passion for helping young adults achieve their career goals through education.

Lori Kaplan, Board Member [2012-present]

Lori Kaplan is the President & CEO of the Latin American Youth Center. She has led LAYC for over 25 years. She directs and coordinates the organization's fund development, programming, financial management, personnel, public relations and external affairs activities. She manages the organization's \$16 million budget and over 200 full- and part-time staff. In addition, Lori was the original executive director of Next Step PCS, which she founded in 1996, and was a major force in the development of LAYC YouthBuild PCS and LAYC Bilingual Montessori PCS. She also serves on the board of Youth Radio, an award-winning media production company that trains diverse young people in digital media and technology based in Oakland, California, with bureaus in Atlanta, Los Angeles, and Washington, DC.

Note on Board Member terms and residence: Board Members serve two-year renewable terms. Six of nine reside in the District of Columbia

APPENDIX C: Unaudited Year-End 2015-2016 Financial Statements

Revenue

Per Pupil Revenue	
Federal Per Pupil Revenue	1,593.40
State Per Pupil Revenue	<u>3,809,817.27</u>
Total Per Pupil Revenue	3,811,410.67
Private Grants and Donations	
Other Grant Revenue	37,338.96
Contribution Revenue	1,375.45
Private Grants	<u>72.00</u>
Total Private Grants and Donations	38,786.41
In-Kind Donations	
In-Kind Revenue	0.00
In-Kind Contributions	<u>0.00</u>
Total In-Kind Donations	0.00
Other Revenue	
Interest Income	274.91
Misc. Revenue	<u>28,489.15</u>
Total Other Revenue	<u>28,764.06</u>
Total Revenue	<u>3,878,961.14</u>

Expenses

Salaries	
Salaries Expense	1,372,964.20
Staff Bonus	<u>250.00</u>
Total Salaries	1,373,214.20
Payroll Taxes	
FICA Expense	103,815.75
Payroll Taxes	0.00
SUI Payroll Taxes	8,320.91
FUTA Payroll Taxes	<u>1,347.66</u>
Total Payroll Taxes	113,484.32
Employee Benefits	
Staff Fringe Allocation	<u>0.00</u>
Total Employee Benefits	0.00
Other Personnel Expenses	
Workman Comp	0.00
ee Grp LTI & LTDI	4,823.35
Health Insurance Expense	55,752.14
Pension Expense	16,444.46
Travel and Transportation	698.08
Staff Training	53,810.14
Recruitment	<u>29,835.76</u>
Total Other Personnel Expenses	161,363.93
Contractors	
Consultant	<u>133,932.34</u>
Total Contractors	133,932.34

Direct Student Expenses		
Client Food		46,002.20
Client Supplies		33,745.98
Client Training and Education		12,775.00
Client Travel & Transportation		42,955.83
Educational Material		24,915.05
Field Trip / Transportation		<u>2,513.88</u>
Total Direct Student Expenses		162,907.94
Occupancy Expenses		
Security	0.00	
Total Occupancy Expenses	0.00	
Rent		
Space Rental	592,004.00	
Total Rent	592,004.00	
Office Expenses		
Supplies	55,562.61	
IT Supplies	41,199.96	
Assessments	6,597.88	
Misc Supplies	9,696.51	
Postage & Delivery	974.01	
Payroll Processing	5,741.24	
Telephone	15,184.25	
Total Office Expenses	134,956.46	
Professional Fees		
Professional Fees	129,748.21	
Management Fees	384,587.09	
Total Professional Fees	514,335.30	
General Expenses		
Equipment	30,106.91	
Equipment Rental	0.00	
Dues/Membership/Association Fees	5,464.94	
Special Event Expense	0.00	
Interest	0.00	
Bank Service Fees	1,951.22	
Taxes & Licenses	0.00	
Liability Insurance	31,278.33	
Advertising	0.00	
Criminal Background Check	20.00	
Miscellaneous Expense	38,615.44	
Depreciation Expense	83,889.79	
Total General Expenses	191,326.63	
Total Expenses	3,377,525.12	
Change in Net Assets	501,436.02	
Net Assets, Beginning		
Total Net Assets, Beginning	1,146,829.79	
Net Assets, Ending	1,648,265.81	

Current Year Balance

Assets	
Current Assets	
Cash & Cash Equivalents	1,432,881.71
Due From LAYC	92,625.00
Prepaid Expenses	39,977.62
Deposit	<u>70,000.00</u>
Total Current Assets	1,635,484.33
Long-term Assets	
Fixed Asset	275,110.30
Depreciation	<u>(145,921.87)</u>
Total Long-term Assets	<u>129,188.43</u>
Total Assets	<u>1,764,672.76</u>
Liabilities	
Current Liabilities	
Accounts Payable	13,099.26
Other Accounts Payable	12,488.30
Accrued Salaries and Benefits	<u>90,819.39</u>
Total Current Liabilities	<u>116,406.95</u>
Total Liabilities	<u>116,406.95</u>
Net Assets	
Unrestricted Net Asset	
	<u>270,436.79</u>
Total Unrestricted Net Asset	270,436.79
Restricted Net Asset	
	<u>876,393.00</u>
Total Restricted Net Asset	<u>876,393.00</u>
Total Net Assets	<u>1,146,829.79</u>
Change In Restricted Net Asset	
	<u>501,436.02</u>
Total Change In Restricted Net Asset	<u>501,436.02</u>
Total Liabilities and Net Assets	<u>1,764,672.76</u>

APPENDIX D: Approved 2016-2017 Budget

	<u>SY2016-17</u>
<u>Revenues</u>	
NSLP claims	\$ 15,395
OSSE Instruct Per Pupil	\$ 2,718,661
SPED	\$ 294,165
ELL	\$ 194,508
Facilities	\$ 623,353
Career and Technical Education Grant	\$ 30,000
Individual Contributions	\$ 7,000
To Be Raised	\$ 75,000
Total Revenues	\$ 3,958,082
<u>Expenses</u>	
Staff Salaries	\$ 1,734,551
Employee Benefits	\$ 229,586
Bonuses / Well +Trans	\$ 70,000
Retirement Contributions	\$ 24,378
Depreciation Expense	\$ 40,000
Insurance	\$ 30,000
Food Service	\$ 40,000
Administrative (PCSB)	\$ 40,000

CMO Fee	\$ 399,682
Office Supplies	\$ 12,000
Office Equipment	\$ 15,000
Legal/ Accounting	\$ 25,000
Printing and Copying	\$ 10,000
Postage and Shipping	\$ 2,000
Other General	\$ 30,000
Rent/ Lease / Mortgage	\$ 610,566
Telephone / Communications	\$ 12,000
Contractors	\$ 85,000
Staff Development / PD / Staff Incentives	\$ 49,000
Staff IT	\$ 8,000
Discretionary	\$ 16,000
Student Incentives	\$ 7,000
Books	\$ 10,000
Academic Supplies and Materials	\$ 40,700
Instructional Technology	\$ 18,000
IT Instruction Supplies	\$ 20,000
Assessments	\$ 15,000
Medical Assistant Supplies	\$ 38,000
Student Support Department	\$ 34,000
Transportation	\$ 50,000
Electives	\$ 40,000
Uniforms	\$ 12,000

Marketing and Recruitment	\$ 36,500
Public Ally / AmeriCorps	\$ 75,000
College and Career Services	\$ 27,800
Total Expenses	\$ 3,906,763
Total Profit/Loss [Revenue-Expenses]	\$ 51,318

Appendix C

LAYC Career Academy PCS

WARD 1



3047 15th Street, NW
Washington, DC 20009

202-319-2228
www.laycca.org

School Profile (2013–14)

Board Chair:

Ken Robinson

Executive Director:

Nicole Hanrahan

Principal:

Angela Stepanic

Grades Served:

- PK-3 PK-4 K 1 2 3
- 4 5 6 7 8 9 10
- 11 12 GED ADULT ED

- Before Care After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 13 to 1

First School Year: 2012–13

School Mission/Purpose:

LAYC Career Academy (LAYCCA) Public Charter School opened in the fall of 2012 to serve students of the District of Columbia. LAYCCA envisions a future in which all youth have a successful pathway to college and careers and become engaged members of the community. To this end, we engage and empower students between the ages of 16 and 24 years old by providing a college preparatory education, career training in high-growth occupations, and college credit classes.

New Adult Education Program

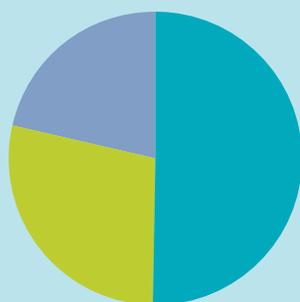
This year, PCSB consulted with a taskforce to draft a pilot Adult Education PMF, which will be fully implemented in 2013–14. In anticipation of the pilot, this school did not create an Accountability Plan; instead, the school reported data on several targets aligned to the indicators on the new Adult Education PMF.

Unique School Characteristics

- Medical assistant training
- A+ IT Certificate
- Opportunity to earn free college credits
- GED program; positive youth development model
- Student support services department
- Assistance in finding internships

Student Demographics (2012–13)

Total Enrollment: 103



- African American 50.5%
- Hispanic/Latino 28.2%
- White 0%
- Asian/Pacific Islander 0%
- Native American/Indian 0%
- Other 21.4%
- English Language Learners: 25.2%
- Low Income: 98.1%
- Special Education: 1.0%

Transportation



Metro/Bus Service*

Columbia Heights
Metro Station

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: Adult Education

Student Progress Results

- **Literacy/Numeracy:** 45.1% of students grew the equivalent of at least one grade level in Reading on the NWEA MAP assessment.

Student Achievement Results

- **GED Completion:** In 2012–13, 100.0% of students who attempted the GED test succeeded in attaining the credential.

Leading Indicators Results

- **Attendance:** In 2012–13, students maintained an average daily attendance rate of 64.6%.
- **Retention:** In 2012–13, the retention rate of pre- and post-tested students was 49.5%.

Career/College Readiness Results

- **Career/College Readiness:** In 2012–13, 100.0% of graduates scored 240 or higher, which denotes college readiness. 100.0% of graduates earned an IC3 certification in Information Technology.
- **Entered Employment/Postsecondary:** 36.9% of students are employed and are in internships.

Note: All results are pre-validated.



LAYC Career Academy PCS

3047 15th Street NW
Washington, DC 20009

202-319-2228
www.laycca.org

School Profile (2014–15)

School Mission / Purpose

Using positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success, LAYC Career Academy will provide young people between the ages of 16 and 24 with skills necessary to attain a GED certificate, career training in high-growth occupations, college-credit classes, and preparation for success in college and careers.

Unique School Characteristics

- Medical Assistant Training
- A+ IT Certification
- Opportunity to earn free college credits
- GED program; Positive Youth Development model
- Student Support Services department; assistance in obtaining internships

Board Chair

Ken Robinson

Principal

Angela Stepanic

School Hours

Executive Director

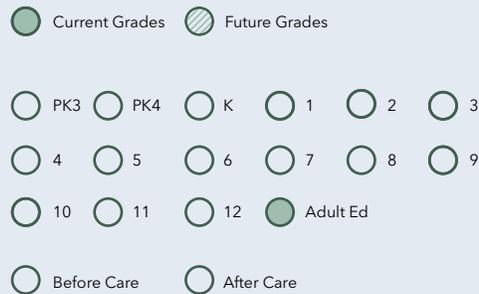
Nicole Hanrahan

First School Year

2012-13

Grades Served

Serves ages 16 to 24.

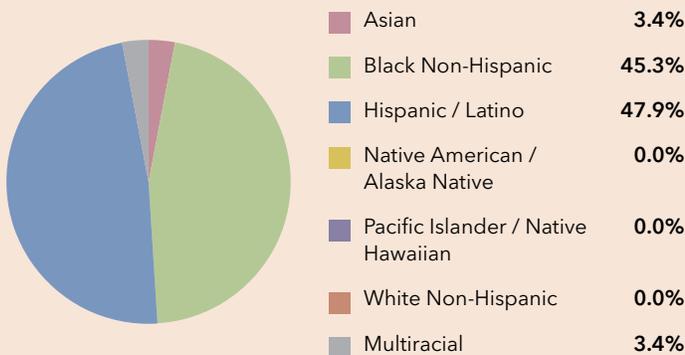


Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)



Total Enrollment
120

English Language Learner
12.8%

Economically Disadvantaged
1.7%

Special Education
3.4%

Transportation



Metro / Bus Service *

Columbia Heights, Circulator Green Line; 52, 53, 54; H1, H2, H3, H4, H8; S1, S2, S4

*Please check www.wmata.com for updates

LAYC Career Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: Adult Ed



Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) or English as a Second Language (ESL) Level Performance*



Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

Obtain Secondary Credential



College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary
Survey Response Rate: 35.3%**



Retained Employment or Entered Postsecondary
Survey Response Rate: 66.7%**



Entered Postsecondary
(Prior Program Year)



Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance
In-seat attendance rate



Retention



Mission-Specific Goals: Progress on Programming Unique to the School's Mission

NWEA MAP
100% of graduates will score 240 or higher on the NWEA MAP Reading exam.



IC3 Certification
100% of our graduates will receive the IC3 certification showing that they are digitally literate and have the computer skills necessary to attain employment.



NWEA Reading Growth
On average, students with a Fall to Spring pre-test and post-test score increased their NWEA Reading score by 7 points.



*This measure has multiple floors and targets based on students' starting levels.
**Percent of students successfully contacted via Career/College Readiness surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.



LAYC Career Academy PCS

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202-319-2228
www.laycca.org

TIER

- 1 High Performing
- 2 Mid Performing
- ▶ 3 **Low Performing**

School Profile (2015-16)

Board Chair

Ken Robinson

Executive Director

Nicole Hanrahan

Grades Served

Serves ages 16 to 24.

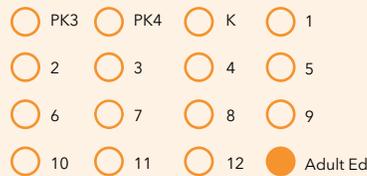
● Current Grades ● Future Grades

Principal

Angela Stepanic

First School Year

2012-13



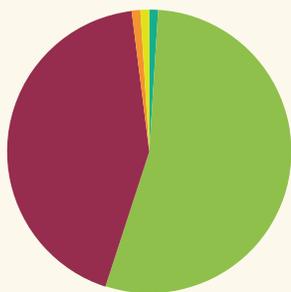
Adult Education Tier Explanations

- 1 **High Performing**
(At least 65.0% in all indicators)
- 2 **Mid Performing**
(At least 35.0% in all indicators)
- 3 **Low Performing**
(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers:
Tier 1 schools meet standards of high performance
Tier 2 schools fall short of high performance standards but meet minimum overall performance standards
Tier 3 schools fall significantly short of high performance in one or more indicators, showing inadequate performance

Student Demographics (2014-15)

Total Enrollment
190



Asian	1.1%
Black Non-Hispanic	54.2%
Hispanic / Latino	43.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.5%
Multiracial	0.5%

English Language Learner
24.2%*

Special Education
14.1%*

*Includes only students under the age of 22, per state funding requirements

A Note from the School

The LAYC Career Academy PCS provides a bridge between high school and college or careers for young adults ages 16 to 24 in the District of Columbia. LAYC Career Academy PCS provides students with college credits, Advanced Placement-style classes, a rigorous and self-paced GED program, a college preparatory curriculum, and career training in the health care and information technology fields. This school was the first GED school in the country to obtain a grant from the Walton Family Foundation, which is known for its dedication to high-quality college preparatory models.

LAYC Career Academy PCS

2015 School Performance Report

(2014–15)

Adult Education



Weighted Score

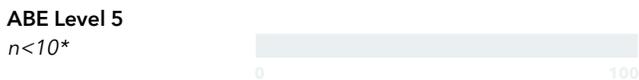
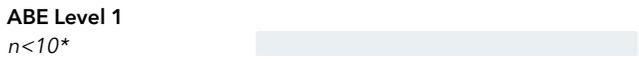
Student Progress: Improvement of One or More Levels

44.7%

Results available for 9.6% of students eligible for this indicator.

Adult Basic Education (ABE) Performance

Weighted ABE Score **44.7%**



*Levels with results less than 10 students are not displayed but still included in the final score.

**ESL Level 6 is displayed but not included in the overall score.

English as a Second Language (ESL) Performance

Weighted ESL Score **N/A**



Student Achievement: GED or NEDP Attainment **

N/A

Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

18.1%

Entered Employment or Entered Postsecondary

70 students responded to the survey, Survey Response Rate: 45.5%***

Response Rate Not Met

Retained Employment or Entered Postsecondary

17 students responded to the survey, Survey Response Rate: 56.7%***



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

39.4%

Attendance



Retention

Percent of students who are enrolled at the school who took both an academic pre-test and post-test



TIER 3

LAYC Career Academy PCS

2015 School Performance Report

(2014–15)

Adult Education



Mission Specific Goals: Progress on programming unique to the school's mission

Certification

Percent of exiting students enrolled in A+ course for 120+ hours or more earning an A+ certificate



Certification

Percent of exiting students enrolled in Microsoft Office Suite (MOS) Word or Cisco course for 75+ hours or more earning a MOS Word or Cisco certificate



Certification

Percent of students earning an Occupational Safety and Health Administration (OSHA-10) certificate



**General Education Development (GED) or National External Diploma Program (NEDP).

***Percent of students successfully contacted via Career and College Readiness Surveys by the school.



LAYC Career Academy PCS

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	TIER
2016	2
2015	3

School Profile (2016–17)

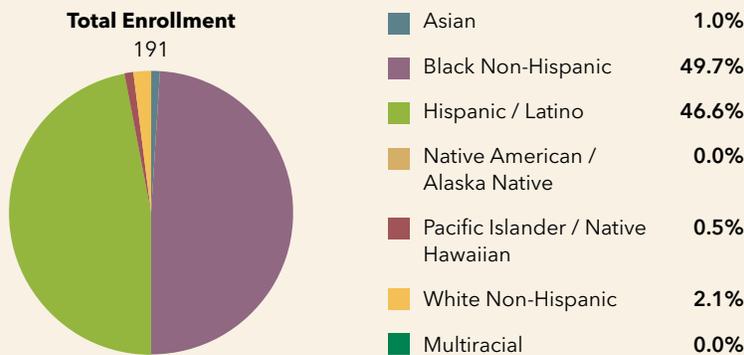
Board Chair Elizabeth Burrell	Executive Director Nicole Hanrahan	Programs Offered <i>Day classes</i> <ul style="list-style-type: none"> ■ Dual Enrollment ■ Medical Assistant ■ Computer Skills
Principal Angela Stepancic	First School Year 2012-13	Diplomas Offered <ul style="list-style-type: none"> ■ English GED
Ages Served Serves ages 16 to 24		

Adult Education Tier Explanations

- 1 High Performing**
(At least 65.0% in all categories)
- 2 Mid Performing**
(At least 35.0% in all categories)
- 3 Low Performing**
(34.9% or below in any categories)

For schools serving adult populations, DC PCSB uses the **Adult Education Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards **Tier 3** schools fall significantly short of high performance in one or more category, showing inadequate performance.

Student Demographics (2015–16)



A Note from the School

The LAYC Career Academy PCS provides a bridge between high school and college or careers for young adults ages 16 to 24 in the District of Columbia. LAYC Career Academy PCS provides students with college credits, Advanced Placement-style classes, a rigorous and self-paced GED program, a college preparatory curriculum, and career training in the health care and information technology fields. This school was the first GED school in the country to obtain a grant from the Walton Family Foundation, which is known for its dedication to high-quality college preparatory models.

LAYC Career Academy PCS

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

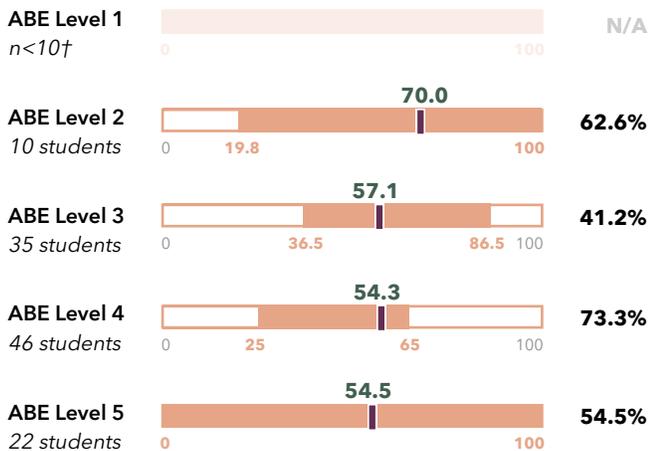
Student Progress: Improvement of One or More NRS* Levels

46.2%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 59.5%

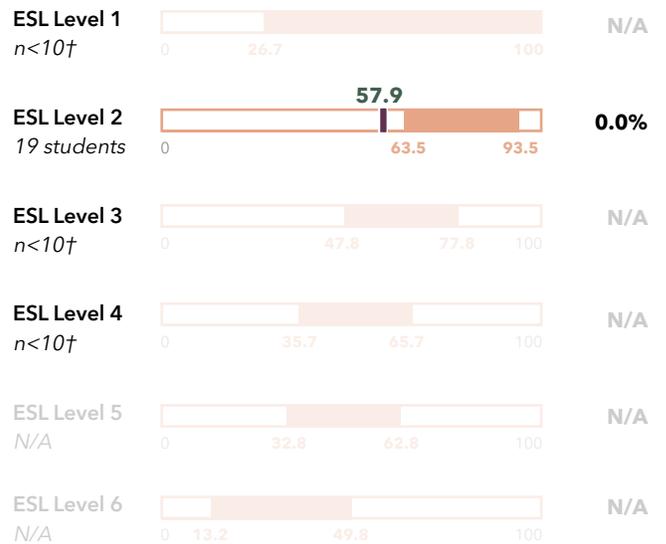
Percent of Range



English as a Second Language (ESL) Performance

Weighted ESL Score: 16.7%

Percent of Range



* National Reporting System

† Levels with results less than 10 students are not displayed but still included in the final score.

Student Achievement: GED or NEDP Attainment **

72.2%

Obtained Secondary Credential

18 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

78.1%

Entered Employment or Entered Postsecondary

67 students responded to the survey, Survey Response Rate: 55.4%†



Retained Employment or Entered Postsecondary

26 students responded to the survey, Survey Response Rate: 96.3%†



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

54.4%

Attendance

In-seat attendance



Retention

Percent of students who were enrolled at the school who took both an academic pre-test and post-test



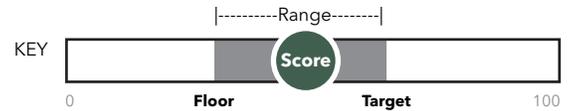
TIER 2

LAYC Career Academy PCS

2016 School Quality Report

(2015–16)

Adult Education



Mission Specific Goals: Progress on programming unique to the school's mission

MOS Word Certification

Percentage of exiting students enrolled in the Microsoft Office Specialist (MOS) Word or Cisco course for 75+ hours who earn a MOS Word or Cisco certification



OSHA 10 Certification

Percentage of exiting students enrolled in the OSHA-10 certification course who earn the OSHA-10 certification



CompTIA A+ Certification

Percentage of exiting students enrolled in A+ course for 120+ hours who earn an A+ certification



**General Education Development (GED) or National External Diploma Program (NEDP).

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.

Appendix D

<p style="text-align: center;">LAYC CA Public Charter School Revised Goals and Academic Achievement Expectations Data for 5-year review in 2016-17</p>		
Domain	Original Goals for School Years 2012-13, 2013-14, 2014-15	Revised Goals for School Year 2015-16
Student Progress/ Student Achievement	Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels of low-functioning students and support English Language acquisition among non-native speakers	Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels (as measured by the TABE Online) of low-functioning students and support English Language acquisition among non-native speakers;
	<p>DATA:</p> <ol style="list-style-type: none"> 1. GED results (all years – in house and data request) 2. GED subject specific test results (all years – in house and data request) 3. Number of students (USIs) in each pathway by year (data request) 4. GED Ready results (14-15 and 15-16) 5. TABE (14-15 and 15-16) 6. BEST (15-16) 7. OSSE approved ELL assessment – NWEA – Angela will send the email to DC PCSB 8. WIDA (14-15 – data request) 9. ACCUPLACER (14-15 and 15-16 - data request) 10. Students reaching 11th grade reading level as measured by a 241 on the NWEA in SY13 and 14 and a 238 on the NWEA, NRS 6 on the TABE, Accuplacer (Reading 78 or Sentence Skills 86) for subsequent years 11. NWEA test scores (as noted in 2012-2013 PMF student progress and 2013-2014 PMF for mission specific goals) 	
College/ Career Readiness	Prepare students for postsecondary education and/or job training or employment and provide them with opportunities to experience college work and earn college credit and participate in targeted vocational training in healthcare and information technology.	No change to original goal.
	<p>DATA:</p> <ol style="list-style-type: none"> 1. College credit attainment (all years – transcripts – data request) 2. Number of students in each pathway by year (data request) <ol style="list-style-type: none"> a. Number of students that complete IT program b. Number of students that complete MA program c. Number of MA and IT certifications earned by students 3. How many students enroll with a high school diploma? 	

	<ol style="list-style-type: none"> 4. PMF measure - the percent of students who enter postsecondary within 3 months of exiting (in house) 5. PMF measure – retained employment nine months or entered postsecondary (in house) 6. Percentage of students that complete college credits, IT program or MA program that are working or in post secondary education within 6 months of exiting. 	
College/ Career Readiness	Assist students who are ready for college after they complete the program in identifying and securing access to longer-term postsecondary opportunities that will further their career goals and completing applications and financial aid forms.	No change to original goal.
	<p>DATA:</p> <ol style="list-style-type: none"> 1. How many students received financial aid or scholarships? 2. How many students completed the FAFSA? 3. How many students were accepted to college? 4. How many students stayed enrolled in college for one year after? 5. Number of students completing college credits who are working or in college within six months of exiting. 6. Number of students that earned college credits 	
College/ Career Readiness	Equip students with important workforce readiness skills, as defined in the Comprehensive Adult Student Assessment System (CASAS) Essential Life and Work Skills Competencies, which can be viewed at https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=1602 , and with other important life skills defined by the Search Institute in its Developmental Assets paradigm, attached as Section K.1.	<p>Combine two goals and remove mention of CASAS.</p> <p>Support and equip students with important workforce readiness skills, and important life skills (defined by the Search Institute in its Developmental Assets paradigm, attached as Section K.1.), to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.</p>
College/ Career Readiness	Support students’ development of the necessary life skills to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.	
	DATA:	

	<ol style="list-style-type: none"> 1. Suspension rate 2. Attendance rate 3. Enrollment vs. attendance rates 4. Midyear withdrawal data 5. Students with multiple entries 6. CASEY life skills assessment (15-16) 7. Responses from student surveys conducted by American University 8. Qualitative data including offerings that support attainment of this goal 9. Net enrollment data comparing SY15 and SY16 	
College/ Career Readiness	Enable students interested in careers in information technology to secure marketable skills, A+ Computer Hardware Repair and Microsoft Office certification, and/or relevant college credits from the Community College of the District of Columbia (CCDC).	No change to original goal.
	<p>DATA:</p> <ol style="list-style-type: none"> 1. A+ Computer Hardware Repair technician certification 2. Microsoft Office certification 3. CCDC college credits in IT (transcript) 4. IT internships (gets sign off from their boss - email) 5. All IT certifications earned by students 	
College/ Career Readiness	Enable students interested in careers in healthcare to secure marketable skills, a Registered Medical Assistant credential and/or relevant course credits from CCDC.	No change to original goal.
	<p>DATA:</p> <ol style="list-style-type: none"> 1. Completion of MA internships (evaluation and email) 2. CCDC college credits in MA (transcript) 3. Trinity college credits in MA (transcript) 4. Number of students who have the Registered Medical Assistant Credential = Certified Clinical MA or Certified Clerical MA credential Students can take the test through a partnership to get the credential 5. Number of students working as an MA (with or without a credential) and/or pursuing postsecondary education 6. All Healthcare/MA certifications earned by students 	
College/ Career Readiness	Assist students who have vocational interests in areas other than information technology and healthcare to identify, prepare for, and apply to high-quality postsecondary education or training programs and earn college credit while in our program.	No change to original goal.

	<ol style="list-style-type: none">1. College credits for students who are not included in the IT and MA college credit numbers from above.2. CCDC college credits (transcript)3. Trinity college credits (transcript)4. Bard college credits (certificate of completion)
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Appendix E



March 31, 2016

Elizabeth Burrell, Board Chair
Latin American Youth Center Career Academy PCS
3047 15th Street NW
Washington, DC 20009

Dear Ms. Burrell:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2015-16 school year for the following reason:

- School eligible for 5-year Charter Review during 2016-17 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Latin American Youth Center Career Academy PCS (LAYC Career Academy PCS) between February 1 and February 12, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at LAYC Career Academy PCS.

Sincerely,


Naomi DeVeaux
Deputy Director

Enclosures
cc: Nicole Hanrahan

Qualitative Site Review Report

Date: March 31, 2016

Campus Name: Latin American Youth Center Career Academy PCS

Ward: 1

Grade levels: Young Adult Education; ages 16-24

Enrollment: 191

Reason for visit: School is eligible for 5-year Charter Review during 2016-17 school year

Two-week window: February 1 – 12, 2016

Number of observations: 17

Summary

The Latin American Youth Center Career Academy Public Charter School (LAYC Career Academy PCS) was designed to create a bridge between high school and college or career paths. The LAYC Career Academy PCS mission states that

...using positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success, LAYC Career Academy will provide young people between the ages of 16 and 24 with skills necessary to attain a General Education Development (GED) certificate, career training in high-growth occupations, college-credit classes, and preparation for success in college careers.

The character traits aspects of the school's mission, such as fostering self-awareness, self-confidence, and resilience, were evident during the observations. The academic aspects of the school's mission, such as problem-solving, GED-ready skills, college-credit classes, were not as consistent in fulfilling the mission. In some observations teachers scaffolded questions and included all students in discussions; while in other observations, teachers did not explain what students were learning and students asked teachers to clarify the content multiple times because they did not understand the explanations.

The Qualitative Site Review (QSR) team used the Charlotte Danielson Framework for Teaching to score observations in two domains: Classroom Environment and Instruction. The QSR team rated 87% of observations as proficient or distinguished in the Classroom Environment domain. Teachers and students had a good rapport and mutually respectful interactions in almost every observation. Additionally, most classrooms had procedures and routines that supported maximizing instructional time. However, some classrooms had very few students and in one instance an observer was not able to see a pullout class because all of the students were absent.

The QSR team rated 66% of observations as proficient or distinguished in the Instruction domain. Teachers delivered content clearly and engaged students intellectually in the instructional tasks in most observations. However, teachers in many observations only

asked students basic recall questions and gave students global feedback without clear criteria to improve their work. Overall, the rigor of the classroom instruction was inconsistent. Some activities invited students to engage in material and ask higher-level questions. In other observations learning activities required only minimal thinking and producing route answers.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, LAYC Career Academy PCS provided answers to specific questions posed by DC Public Charter School Board (DC PCSB) regarding the provision of instruction to students with disabilities. The special reviewer noted the following based on the answers provided by the school. The school described a blended learning model, which allows for teachers to use dynamic grouping and real time data to support students on individual levels. The reviewer observed students in a whole-group setting seated at small tables where all students were working on laptop computers, and saw instances of students using only one or two of the listed computer technology programs, such as Reading Plus and accessing a Google Doc entitled "Master of all Playlists." The special education observer saw teachers floating and students seated in small groups. Other QSR team members saw rotations, but none of the observers saw any group work. Students raised their hands when they needed help and the teacher and/or aide assisted them with their work. The QSR team did not observe any of the checks for student understanding that the school described using with students with disabilities, such as exit passes or classroom discussions. Teachers asked individual students broad questions such as, "You got it?" to check for understanding, and there was no clear communication of how student work was to be assessed nor whether students understood the content of their individualized lesson overall.

Instruction for English Language Learners

LAYC Career Academy PCS also submitted to DC PCSB a questionnaire related to the school's provision of services for the school's English Language Learner (ELL) population prior to the two-week window. In its responses the school explained that it was transitioning into a new model of ELL support, allowing students to receive between one and one and a half hours of direct English as a Second Language (ESL) instruction and push-in and pullout services are provided to students for the rest of the day. During the two-week window, the QSR team observed inconsistent ELL instruction. In one observation the teacher demonstrated both a high regard for the students' abilities and an understanding of students' proficiency levels. The teacher gave students ample time to respond to questions or provided examples of possible responses when the students struggled. One teacher provided pictures with descriptions in order to serve as reminders to students of what the descriptions meant. The instructor in another observation used different colored note cards to represent parts of words (prefix, root word, and suffix) but did not provide pictorial supports for students to remember the meaning of words or word parts. Students used the cards to create words and record them on a sheet of paper. During the exercise, however, the teacher did not facilitate a discussion regarding the meanings of the words or which words exist in the English language.

The school described students using the Venture books and teachers using resources from ESL websites in their ELL questionnaire; however, the ELL observer did not see students or teachers using these resources. The QSR team observed inconsistent assessment of students. In one observation the teacher assessed all students both as a class and individually. In another observation there was no assessment of student learning that happened during the lesson as students created words or non-words with different word parts, though the teacher said they would be discussing the following day which words were real.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes LAYC Career Academy PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: Using positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success, LAYC Career Academy will provide young people between the ages of 16 and 24 with skills necessary to attain a GED certificate, career training in high-growth occupations, college-credit classes, and preparation for success in college careers.</p>	<p>The QSR team saw evidence that LAYC Career Academy PCS is meeting its mission related to the character traits, but there is mixed evidence that the school is meeting its mission related to the academic components.</p> <p><i>Using positive youth development principles that foster self-confidence, problem-solving skills, and resilience critical to future success</i></p> <p>The school has electives during the day where students engaged in discussions with instructors and peers about strategies for building self-confidence and problem solving. In one elective class students shared difficult situations that they have encountered in their personal lives and classmates gave advice on how to handle the situations.</p> <p><i>Provide young people with skills necessary to attain a GED certificate, career training in high-growth occupations, college-credit classes and preparation for success in college careers</i></p> <p>The QSR team observed information regarding preparation and deadlines for General Education Development (GED) and Test of Adult Basic Education (TABE) testing posted. Posters in the hallway highlighted students who earned a GED credential, students who had passed at least one GED test, and students who are ready to take a GED test.</p>

Mission and Goals	Evidence
	<p>The rigor of the classroom instruction was inconsistent in the QSR team’s observations. Some teachers engaged students intellectually in the lessons, asked open-ended questions, and encouraged students to talk to their peers. In other observations, students worked on rote tasks, with only those students who volunteered participating in the lesson, and teachers giving generic feedback to students, such as correct or incorrect.</p>
Goals:	
<p>1. Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels (as measured by the TABE Online) of low-functioning students and support English Language acquisition among non-native speakers;</p>	<p>The QSR team observed effective instruction in just over half of the observations. As further detailed in the Instruction section of the Danielson Framework, 66% of the observations scored proficient or distinguished in the Instruction domain. Teachers in these observations connected lessons to what students were previously learning, used analogies effectively to convey ideas, and had students explain content to their peers. In one observation a teacher asked students to explain a new term they were learning in their own words and connected the lesson to students’ lives. In the remaining classrooms, the instruction was less effective, with teachers asking low level questions and assignments that did not require students to engage intellectually in the class content.</p> <p>The special education and ELL observations were not as strong as the general education observations. In one observation the ELL students participated in word exercises without any discussion of the meanings of the words they created. In a couple of special education observations, the teachers posed and answered their own questions without</p>

Mission and Goals	Evidence
	giving students appropriate wait time to respond.
<p>2. Prepare students for postsecondary education and/or job training or employment and provide them with opportunities to experience college work and earn college credit and participate in targeted vocational training in healthcare and information technology.</p>	<p>The QSR team observed evidence of the school meeting this goal for the information technology (IT) pathway, but not for the medical assistant (MA) pathway.</p> <p>During classes where students earn various levels of IT certifications, students made references to their IT certificates. The QSR team saw certifications posted in the IT classroom. Students worked on differentiated tasks and the teacher worked one-on-one with students.</p> <p>QSR team members visited the medical assistant class on a couple of occasions, and the team did not observe any instruction about healthcare. Instead, students worked on English language arts skills. The QSR team later learned that no students were engaged in coursework related to healthcare during the two-week observation window. The students were building skills for the upcoming healthcare courses.</p>
<p>3. Assist students who are ready for college after they complete the program in identifying and securing access to longer-term postsecondary opportunities that will further their career goals and completing applications and financial aid forms.</p>	<p>The QSR team’s classroom observations did not provide any evidence related to this goal. During the two-week window, the QSR team did not observe discussions about college or one-on-one sessions focused on students’ postsecondary opportunities.</p>
<p>4. Support and equip students with important workforce readiness skills, and important life skills (defined by the Search Institute in</p>	<p>LAYC Career Academy PCS offers Overcoming Obstacles Life Skills elective classes. These classes were full and almost all students were engaged in these</p>

Mission and Goals	Evidence
<p>its Developmental Assets paradigm, attached as Section K.1.), to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.</p>	<p>classes. Teachers led discussions about how to handle difficult life situations positively. In one observation the teacher gave a personal anecdote that engaged the class, and the teacher connected the story to the topic of mental toughness. In another observation students took a survey to reflect on their neighborhood and home environments and discussed how to find a mentor to help navigate those environments and stay on track to meet their goals.</p>
<p>5. Enable students interested in careers in information technology to secure marketable skills, A+ Computer Hardware Repair and Microsoft Office certification, and/or relevant college credits from the Community College of the District of Columbia (CCDC), Trinity University, and Bard College.</p>	<p>Students worked on skills to prepare for the IC3 and Microsoft Office certifications in the IT classes. Students worked independently on different tasks on the computers while the teacher gave direct instruction on Microsoft Outlook to a student. The QSR team did not observe any reference to dual enrollment or students earning college credits during the two-week window.</p>
<p>6. Enable students interested in careers in healthcare to secure marketable skills, a Registered Medical Assistant credential and/or relevant course credits from CCDC), Trinity University, and Bard College.</p>	<p>The QSR team did not observe strong evidence of the school meeting this goal. Please see the evidence for goal 2.</p>
<p>7. Assist students who have vocational interests in areas other than information technology and healthcare to identify, prepare for, and apply to high-quality postsecondary education or training programs and earn college credit while in our program.</p>	<p>The QSR team’s classroom observations did not provide any evidence related to this goal.</p>

Mission and Goals	Evidence
Governance:	<p>A PCSB staff member observed the LAYC Career Academy PCS Board of Trustees meeting on February 4, 2016. A quorum was present. Board members presented updates on financial audits, the student retention plan, and the data plan. The board discussed barriers to attendance and enrollment and strategies for retaining students connected to student engagement. The board members also reviewed a data plan, which will involve hiring a data coordinator and developing a data policy.</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 87% of the observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 88% of the observations as distinguished or proficient. In these observations there was mutual respect between the students and the teachers. Teachers showed care for students academically and personally. A student in one observation shared a preference to work alone and the teacher modified the assignment so that the student could work alone. During the observation of a counseling session, a teacher asked students how they could improve their habits to be more successful and reach their academic goals.</p>	Distinguished	18%
		Proficient	70%
	<p>The QSR team scored 12% of the observations as basic. Teachers in these observations did not consistently show care and understanding for students’ feelings or backgrounds. A teacher in one observation told multiple students, “Go away,” in a disrespectful tone when they stopped by the classroom.</p>	Basic	12%
Establishing a Culture for Learning	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
	<p>The QSR team scored 82% of the observations as distinguished or proficient. Teachers in these observations encouraged students to work harder. Most students put forth effort in their work and kept trying even when they made a mistake. In one observation the teacher told a</p>	Distinguished	12%

¹ Different review team members may observe teachers more than once.

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>student, “Try it. Don’t be discouraged,” and the student kept working until she solved the math problem. In the few instances where students got off task during the lesson, teachers quickly conveyed their expectations and worked with the students to ensure they refocused on the task.</p>	Proficient	70%
	<p>The QSR team scored 18% of the observations as basic. In these observations teachers only conveyed high expectations to those students who were putting forth effort, ignoring students who were not. For example, teachers only checked and gave feedback on the work of a few students in the class, not everyone. Students in one observation seemed to be simply going through the motions of a rote task with no connection to how the task would help in their development of English language proficiency.</p>	Basic	18%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 82% of the observations as proficient and none as distinguished. In these observations transitions were smooth and no instructional time was lost on administrative tasks. Teachers in a few observations had materials already placed on students’ desks at the start of class, and students got to work immediately at the beginning of the class period. A teacher in one observation reminded students of how much time was left in the activity and all students were able to log out of their computers and transitions on time at the end of the class.</p>	Distinguished	0%
		Proficient	82%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 18% of the observations as basic. Teachers in these observations did not have clear procedures in place that students followed. In one observation a teacher announced that students had a five-minute break, but the teacher did not keep track of the time and the break lasted almost twice the allotted time. Students in another observation asked what they were supposed to do next and the teacher kept reminding the class of the order of activities in the lesson.</p>	Basic	18%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team scored 94% of the observations as distinguished or proficient. Student behavior was largely appropriate throughout the observations. In the few instances where there was a behavior issue, teachers effectively used redirections and nonverbal cues like proximity to correct the behaviors.</p>	Distinguished	12%
		Proficient	82%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	6%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 66% of the observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 82% of the observations as distinguished or proficient. Teachers in these observations made it clear what students were learning and tied the lesson to prior knowledge or goals students were working toward, such as scoring at level 6 on the TABE. During a vocabulary lesson a teacher used analogies to present the materials to students, and the teacher analyzed the roots of words to help students determine their meanings. In an IT class observation, the teacher invited students to help walk the class through creating bookmarks on the computer.</p>	Distinguished	6%
		Proficient	76%
	<p>The QSR team scored 18% of the observations as basic. Students in one observation did not understand the teacher’s explanation to set up a math problem and the teacher repeated the explanation multiple times in the same way before the class was able to get started on the work. In an ESL class students did not have visuals to help them develop vocabulary using different word parts causing several students to not understand the task. A student in math class repeatedly asked the teacher similar questions in order to complete each math problem and the teacher explained it the same way each time.</p>	Basic	18%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 53% of the observations as distinguished or proficient. Teachers in these observations involved students in the lesson through questioning and group discussions.</p>	Distinguished	6%
	<p>In one observation the teacher directed students to talk with their neighbors about graphic user interfaces and their uses then report back to the class about what they discussed in their groups. Several observers noted that teachers asked a mix of recall and open-ended questions and called on almost all students in the class to answer.</p>	Proficient	47%
	<p>The QSR team scored 41% of the observations as basic. In these observations teachers primarily asked recall questions with a single answer and did not invite students to share the thinking behind their responses. During one math lesson, a teacher asked, “If [a student] ate 2 out of 4 slices. How many slices will he have?” When the student did not answer, the teacher only repeated, “How many?” In another observation participation was limited to only those students who volunteered, and the teacher made no attempt to involve all students.</p>	Basic	41%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	6%
Engaging Students in Learning	<p>The QSR team scored 65% of the observations as proficient and none as distinguished. Teachers in these observations incorporated some choice in the learning and students were consistently intellectually engaged throughout the observations. One teacher used different approaches during the lesson to convey the material, such as computer-based practice and peer discussions.</p>	Distinguished	0%
		Proficient	65%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 29% of the observations as basic. Students completed work in these observations that was primarily rote practice and did not require higher-level thinking. Students in one observation practiced exercises on the computer, but the learning tasks were repetitive and required only minimal effort by students. In these observations there was little opportunity for students to explain their thinking. In another observation there was only one way to complete each task and some students finished quickly and sat while others were working with the teacher.</p>	Basic	29%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	6%
Using Assessment in Instruction	<p>The QSR team scored 63% of the observations as proficient and none as distinguished. In these observations teachers gave specific feedback to students and made adjustments to the lesson based on checks for understanding. A teacher in one observation circulated the classroom and gave students feedback on their work by asking questions that helped students realize and fix their errors. In another observation the teacher assessed student understanding by asking a student, "If I asked you to explain troubleshooting in your own words, what would you say?"</p>	Distinguished	0%
	<p>The QSR team scored 31% of the observations as basic. Teachers in these observations primarily gave global feedback and did not outline clear criteria for high-quality work. Several teachers only gauged student understanding by asked questions like, "Does everyone understand?" and students did not receive feedback on how to improve their work.</p>	Basic	31%
		Proficient	63%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	6%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
				reflection and closure.
<p>Using Assessment in Instruction</p>	<p>Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.</p>	<p>Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>

Appendix F



LAYC Career Academy Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



LAYC Career Academy Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



LAYC Career Academy Public Charer School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	School is in its first year of operation and can seek accreditation in the future.



Latin American Youth Center Career Academy PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
Student Safety	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
Student Safety	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



Latin American Youth Center Career Academy PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



Latin American Youth Center Career Academy PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *LAYC Career Academy PCS*

February 18, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	X
Fire Drills	Compliant	7/25/14	X
School Calendar	Compliant	7/25/14	X
Quarterly Financial Statements - 4th	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/15/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	X
Annual Report SY2013-2014	Compliant	9/5/14	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Accreditation	Compliant	10/10/14	✓
Basic Business License	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	X
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓
Student Handbook	Compliant	10/10/14	X

Quarterly Financial Statements - 1st	Compliant	3/16/15	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✓
Application (for new student enrollment)	Compliant	12/5/14	✓
Fire Drills	Compliant	12/5/14	✓
Lottery Procedures	Compliant	12/5/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: LAYC Career Academy PCS

Requirement	Compliance Status	Due	On Time
Contracts	1 Submitted	3 days after contract is awarded	1 of 1

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
12/18/14	LAYC Career Academy PCS	Audubon Enterprises	Real Estate Finance Consulting	12/28/14	0.75% of real estate deal (approximately \$60,000)	Compliant

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. OR , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: <ul style="list-style-type: none"> • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past TWO years <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy</p> <ul style="list-style-type: none"> -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents <p>Attendance Policy</p> <ul style="list-style-type: none"> -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) <p>Safeguard of Student Information Policy--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

SY 2015-2016 DC Public Charter School Board Compliance Review Report

LAYC Career Academy PCS

January 22, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/28/15	✓
School Calendar	Compliant	7/28/15	✓
Fire Drill Schedule	Compliant	7/28/15	✓
Quarterly Financial Statements - 4th Quarter	Compliant	7/31/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Adult Education Assessments	Compliant	9/30/15	✓
Auditor Engagement Letter FY2015	Compliant	9/30/15	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
Certificate of Insurance	Compliant	10/8/15	✓
Litigation Proceedings Calendar	Compliant	10/8/15	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Child Find Policy	Compliant	10/8/15	✗
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
Employee Handbook: Employment Policies	Compliant	10/8/15	✓
Accreditation	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
ELL	Compliant	10/8/15	✓
Staff Preference	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✗
Annual Report	Compliant	10/29/15	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✓
Board Roster	Compliant	11/5/15	✗
Audited Financial Statements - FAR Data Entry Form 2014-2015	Compliant	12/1/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	12/7/15	✗
Student Application (Schools Not Participating in MySchoolsDC)	Compliant	12/8/15	✓
Lottery Procedures (Schools Not Participating in MySchoolsDC)	Compliant	12/8/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Audited Financial Statements 2014-2015	Compliant	12/14/15	✓
Title IX	Compliant	12/30/15	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
Latin Amerian Youth Center Career Academy PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over \$25,000. If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.

Expenditures over \$25,000 <i>(submitted as part of the audited financial statements)</i>						
Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
Latin American Youth Center	Charter Management Organization	\$ 515,236.00	No	CMO exempt		
WMATA	Public Transit	\$ 79,000.00	No	sole source, exempt		
Extraordinary Educational Services	Contractor	\$ 45,930.00	No	contractor exempt		The school should contact DC PCSB to discuss its rationale for this exemption.
MOI	Furniture	\$ 37,858.00	Yes			
Revolution Foods	Food Service	\$ 33,276.00	Yes		2012	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
DC Public Charter School Board	PCSB	\$ 29,357.00	No	PCSB exempt		

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts <i>(submitted to Epicenter throughout the fiscal year)</i>							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
Audubon Enterprises	Real Estate Finance Consulting	\$ 60,000.00	12/18/2014	11/25/2014	12/28/2014	Y	Untimely
MOI	Furniture	\$ 25,000.00	4/2/2015	2/2/2015	4/12/2015	Y	Untimely

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	<p>Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p> <p>*If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar</p> <p>**All Adult Education Programs must include start and end dates for each semester and orientation period</p>	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	<p>All courses and credits offered to high school students; include graduation requirements</p> <p>Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.</p>	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	<p>2014-15 Annual Report is one document that includes:</p> <ul style="list-style-type: none"> -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials) 	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	Board makeup must include: -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) *Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo. *In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members -should confirm staff's understanding of their obligation for reporting sexual abuse of students	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	<p>An LEA's Child Find procedures should include, but are not limited to, a written description of:</p> <ul style="list-style-type: none"> -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student <p>*Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)</p>	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	<p>Staff/volunteer name, position, indication that background check has been conducted</p> <p>*All volunteers working more than 10 hrs/ week must have background checks</p>	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	<p>Includes school board-approved policies around compliance with applicable employment laws including:</p> <ul style="list-style-type: none"> -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory) 	LEA	All Schools
10/8/2015	Accreditation	<p>Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process</p> <p>*ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy</p>	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement.</p> <p>Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations</p>	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	<p>Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less.</p> <p>*If your school does not enact staff preference, please also submit an assurance letter making that clear</p>	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

Appendix G

Secondary Transition Compliance Summary: Quarter 1 (April 1, 2012-June 30, 2012)

Agency: LAYC Career Academy PCS

Initial Release Date: This report has not yet been released

Days Remaining: -

The percent compliant = $\#C / (\#C + \#NC)$ Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
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Secondary Transition Compliance Summary: FFY13 Quarter 1

Agency: LAYC Career Academy PCS
 Initial Release Date: 8/16/2013
 Date of Notification: 8/26/2013
 Days Remaining: -680

The percent compliant = $\#C / (\#C + \#NC)$ Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Secondary Transition						
12) Postsecondary Goal Addresses Education or Training §300.320(b)	2	0	2	0	0.00%	Convene IEP team to develop appropriate goal.
13) Postsecondary Goal Addresses Employment §300.320(b)	2	0	2	0	0.00%	Convene IEP team to develop appropriate goal.
14) Postsecondary Goal Addresses Independent Living §300.320(b)	2	0	2	0	0.00%	Convene IEP team to develop appropriate goal.
15) Postsecondary Goal(s) Update Annually §300.320(b)	2	1	1	0	50.00%	Convene IEP team to develop appropriate goal.
16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	2	1	1	0	50.00%	Conduct age appropriate transition assessment(s) and convene IEP meeting to review results.
17) Transition Services Assist Student To Meet Postsecondary Goals §300.320	2	1	1	0	50.00%	Convene IEP meeting to identify transition services.
18) Transition Services Include Courses of Study §300.320(b)(2)	2	0	2	0	0.00%	Convene IEP meeting to identify transition services, including courses of study.
19) Student Invited to IEP Meeting §300.321(b)	2	1	1	0	50.00%	In student's next annual IEP, invite and document the invitation of, the student to the IEP meeting.
20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	2	0	1	1	0.00%	If appropriate in student's next annual IEP, there is evidence that a representative of any participating agency was invited to the IEP meeting with prior consent of parent or student (who has reached the age of majority).

Secondary Transition Student Noncompliance May 2015 (October 1, 2014 - March 31, 2015)

Initial Release Date: 5/4/2015
 Date of Notification: 5/18/2015
 Days Remaining: -50

Viewing Data For LAYC Career Academy PCS

Citation Item	Student ID	Student Name	Corrective Action
12) Postsecondary Goal Addresses Education or Training §300.320(b)	6569528891	Rice, Mustaffiya	Convene IEP team, or amend IEP, to develop appropriate goal.
13) Postsecondary Goal Addresses Employment §300.320(b)	6569528891	Rice, Mustaffiya	Convene IEP team, or amend IEP, to develop appropriate goal.
15) Postsecondary Goal(s) Updated Annually §300.320(b)	6569528891	Rice, Mustaffiya	Convene IEP team, or amend IEP, to develop appropriate goal.
16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	6569528891	Rice, Mustaffiya	Conduct age appropriate transition assessment(s) and convene IEP meeting to review results.
17) Transition Services Assist Student to Meet Postsecondary Goals §300.320	6569528891	Rice, Mustaffiya	Convene IEP team, or amend IEP, to identify transition services.
18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B))	6569528891	Rice, Mustaffiya	Convene IEP meeting or amend IEP to add, or correct annual goal(s).
19) Student Invited to IEP Meeting §300.321(b)	6569528891	Rice, Mustaffiya	In student's next annual IEP, invite and document the invitation of the student to the IEP meeting.

Secondary Transition Compliance May 2015 (October 1, 2014 - March 31, 2015)

Agency: LAYC Career Academy PCS
 Initial Release Date: 5/4/2015
 Date of Notification: 5/18/2015
 Days Remaining: -50

The percent compliant = $\#C / (\#C + \#NC)$ Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Secondary Transition						
12) Postsecondary Goal Addresses Education or Training §300.320(b)	1	0	0	1	0.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
13) Postsecondary Goal Addresses Employment §300.320(b)	1	0	0	1	0.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
14) Postsecondary Goal Addresses Independent Living §300.320(b)	1	0	0	1	0.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
15) Postsecondary Goal(s) Updated Annually §300.320(b)	1	0	0	1	0.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	1	0	0	1	0.00%	Conduct age appropriate transition assessment(s) and convene IEP meeting to review results.
17) Transition Services Assist Student to Meet Postsecondary Goals §300.320	1	0	0	1	0.00%	Convene IEP team, or amend IEP, to identify transition services.
18) Transition Services Include Courses of Study §300.320(b)(2)	1	1	0	0	100.00%	Convene IEP meeting, or amend IEP, to identify transition services, including courses of study.
18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B))	1	0	0	1	0.00%	Convene IEP meeting or amend IEP to add, or correct annual goal(s).
19) Student Invited to IEP Meeting §300.321(b)	1	0	0	1	0.00%	In student's next annual IEP, invite and document the invitation of the student to the IEP meeting.
20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	1	0	0	1	0.00%	If appropriate in student's next annual IEP, invite a representative of any participating agency to the IEP meeting with prior consent of parent or student (who has reached the age of majority).