Application to Establish a Public Charter School in the District of Columbia

FLOW Public Charter School

Submitted to: DC Public Charter School Board

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FLOW PUBLIC CHARTER SCHOOL APPLICATION
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EXECUTIVE SUMMARY

FLOW Public Charter School (FLOW PCS) proposes to open its doors in the **spring of 2013** with **150 adult learners,** helping all 150 learners achieve successful outcomes in year one. After year one, we will enroll 150 new learners each year to serve **450 adult learners over a three-year period**. Specifically, we seek to serve **less educated, less skilled** adults in the District of Columbia who are **22 years of age or older** and who have a **professional or academic goal** that is specific, measurable, attainable, relevant, and can be achieved in one year (SMART).

There are no academic requirements or pre-requisites for enrollment at FLOW PCS. However, successful enrollment requires the completion of a six-week assessment course and a formal commitment to:

- Work with a coach to develop an individual learning plan
- Acquire new information and apply it to continuously improve the plan
- Achieve the stated goal in one year

We believe people with goals and plans succeed in life; therefore, we help adult learners identify a professional or academic goal. We will assign them a coach to help refine and validate their goal based on what we know about the learner's strengths and challenges. Our coaches will guide them in developing learning plans to help each learner develop the skills and habits of mind to overcome any challenge, seize any opportunity, or achieve any goal. **We also believe everyone should be a lifelong learner;** therefore, we provide a continuous flow of learning opportunities that facilitate a process of discovery to help adults become lifelong learners.

The mission of FLOW Public Charter School is to help adults learn how to achieve success in the knowledge economy through opportunities for lifelong learning, in an information-rich environment, where coaches work alongside the learner to develop an individual learning plan that will build the skills and habits of mind to achieve their goal.

Our ability to help less educated, less skilled adults achieve success in the new economy depends on our ability to develop plans (or maps) that help adult learners navigate an increasingly complex world, and provide a coach (or a guide) to help them find their way. FLOW PCS will provide all reasonable supports to help them achieve their stated goal, but it is the responsibility of each learner to execute their plan to achieve the stated goal. Successful learners will achieve placement in employment or a post-secondary education program.

Our founders propose a virtual, adult charter school model that personalizes the learning environment to support the reflective activities necessary to understand what it will take to go from where they are to where they want to be. By virtual, we mean learning and growth can occur anywhere at any time. Resources are not limited by time, cost, or location. We can meet the individual where they are to create a continuously supportive leaning environment that transcends the brick and mortar concept of adult education.

As a virtual, adult, public charter school, FLOW PCS will:

- Provide a coach, free of charge, to District residents for one year
- Help develop a individualized learning plan
- Help identify the resources necessary to achieve the learner's stated goal

To help adults increase their earning potential, we offer an opportunity for them to develop a strong set of cognitive and communication skills using computer-based technologies. These transferable skills will help them increase their earning potential and give them the confidence to perform in a professional setting.

As an adult public charter school, we would be eligible to receive $6,709.05 from the Office of the State Superintendent for Education (OSSE) for every learner we serve. There is an additional $2,800 available per learner for facilities. As a virtual school, we would use these facilities-related funds to support the development of a digital infrastructure and provide access to information for all staff, and every adult learner.

The proposed budget for the first year is $1,426,358, which is based on full enrollment at 150 adult learners. This includes the additional funds for facilities. If granted a charter, the first payment from the Office of the State Superintendent for Education would arrive on July 1, 2013. We expect to receive some start-up funding for the planning year, but we are seeking $351,016 in planning and start-up funds to support our efforts until we can open our doors.
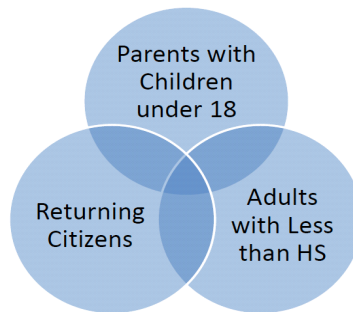
A. EDUCATIONAL PLAN

1. Mission and Purpose of Proposed Public Charter School

a. Educational Needs of the Target Student Population

The target populations at FLOW PCS are adult learners 22 years of age or older who are:

- Parents of school age children younger than 18
- Returning Citizens
- Adults with less than a High School diploma or GED

According to the 2010 census, the District of Columbia has:
- **404,543** residents, 25 years or older
- **45,921** families with children younger than 18
- **58,644** residents with less than a HS diploma

According to the National Association of Child Care Resource and Referral Agencies, 2011 Child Care in the District of Columbia Report, the District of Columbia has:
- **45,878** families with children younger than 18
- **26,533** single-parent families with children younger than 18
- **13,143** families with children younger than 18 living in poverty

According to the Reentry Network for Returning Citizens, the District has:
- **75,000** returning citizens in Washington DC
- **6,000** District residents in the Bureau of Prisons throughout the United Sates
- The unemployment rate for returning citizens is **70%**

According to the Bureau of Labor Statistics, the unemployment rate in the District:
- Peaked at an all-time high of **11.6%** in 1982
- During the next 8 years, it fell, to **4.8%.**
- There was a small surge in the 1990's, where unemployment rose to a height of **8.7%** in 1997. However, this trend was short lived, and unemployment, once again, began to decline.
- In 2009, it rose from 8% to **11.2%,** due to a nationwide recession
- In 2010, the unemployment rate was recorded at **9.9%.**

Across the globe there are an increasing number of unemployed, under-employed, and hard-to-employ adults at all income levels, competing with each other for a **limited number of employment**

opportunities. Currently, our economy generates workers with **too little education to prosper in the labor market**, and with **too few of the specific skills** often sought by employers with jobs that pay relatively well.

Less educated, less skilled, adults experiencing poverty or unemployment, need **sustainable livelihoods**, **employer-sponsored benefits**, and **career mobility options** that contribute to **economic security**. Economic security is having a **stable income** or other resources to support a standard of living now and in the foreseeable future. The Annie E. Casey Foundation says economic security is achieved:

> "…When parents can secure a steady income and build economic assets they are better able to successfully address the physical, emotional, and educational needs of their children."
> http://www.aecf.org/OURWORK/ECONOMICSECURITY.ASPX

Parents need the **time** and **resources** to fulfill their dual roles as employees and parents. Low-income parents struggle with the same challenges that other working parents do, but they have fewer resources to pay for quality childcare and less flexibility in their work schedules.

Hard-to-employ adults like those returning from incarceration **need informal contacts** or **professional networks** that can provide **a safety net** when they fall out of the workforce. New associations can also help them seize new opportunities and give them **access to on-the-job training** or **promotion opportunities** they wouldn't normally have access to.

Adults who do not have a high school diploma need transferable skills to help them **increase their earning potential**. Adults who don't have academic credentials need a wide range of skills that give potential employers confidence in their ability.

According to the National Adult Literacy Survey, roughly **half of low-income workers have literacy levels that qualify them for college-level work**. The share of **qualified prisoners is roughly 30 percent**, and the share of **dislocated workers qualified for postsecondary education or training could be 60 percent** (Kirsch and Jungleblut 1992; Kirsch et al. 1993). (Carnevale, January 2010)

For many individuals who have not completed high school or who delay enrollment in postsecondary education, **adult education programs** are an effective starting point, but enrollment is low: **only one in four adults with less than a high school diploma participate in any kind of further education or training** (Strawn, 2007).
http://www.caalusa.org/content/strawnbriefrev101807.pdf.pdf

According to The National Reporting System for Adult Education (NRS), **overall enrollment in the ABE Beginning Literacy program decreased by 46%** from 2004–05 to 2008–09, from almost 130,000 students to fewer than 70,000 and the number of participants from each racial or ethnic group also decreased. www.nrsweb.org/docs/ABE_Part_Characteristics_04-09.docx

Race/Ethnicity of ABE Beginning Literacy Participants PY 2008–09

American Indian or Alaskan Native 1,340 (2%)

Asian 1,676 (2%)

White, 22,725 (33%)

Black or African American 27,389 (39%)

Native Hawaiian or Other Pacific Islander 611 (1%)

Hispanic or Latino 15,970 (23%)
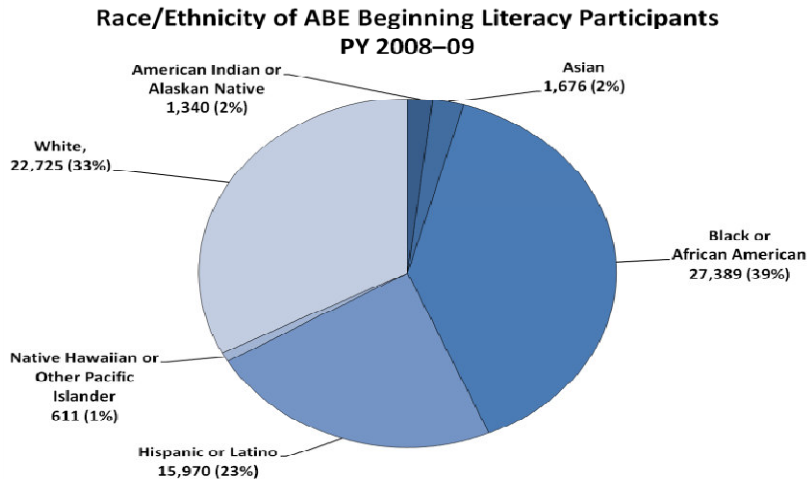
However, according to the College Board, **total fall enrollment in community colleges increased** from 5.7 million in 2000 to 6.2 million in 2005 and 7.1 million in 2009. In 2009, 2.9 million students (41% of the total) were enrolled full-time.
http://advocacy.collegeboard.org/sites/default/files/11b_3741_CC_Trends_Brief_WEB_110620.pdf

According to the American Association of Community Colleges, **forty-five percent** of the total number of community college students enrolled in fall 2008 where **between twenty-two and thirty-nine years of age,** and **fifteen percent** were **forty years old, or older. So, sixty percent of those enrolled are twenty-two years old, or older**. http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx

In spring 2011, the University of the District of Columbia Community College **served 2,706 students**, of which **1828 were older than 22 years old**. In spring 2010, total enrollment was **2,335**, which means **enrollment increased by 14% in the last year**, and **increased 23% the year before**.
http://www.udc.edu/irap/enrollment_s11.htm

Less educated, less skilled, adults experiencing poverty or unemployment need to learn how to:

- Achieve a sustainable livelihood
- Access employer-sponsored benefits
- Seize career mobility options
- Become economically secure
- Manage their time and resources
- Develop informal contacts
- Participate in professional networks
- Develop a safety net for when they fall out of the workforce
- Network to seize new opportunities
- Participate in on-the-job training
- Become eligible for promotion opportunities
- Develop transferable skills that will increase their earning potential

But in order to achieve success in the knowledge economy, they also need:
- Exposure to a wide array of career-options and pathways
- Access to the full range of postsecondary education and training options
- Useful information to tackle the challenges they face in their lives

- New ways to learn that make learning enjoyable, engaging, and relevant
- Learning that helps them take control of their lives
- Learning that delivers a tangible return on their investment
- Targeted strategies that focus on the learners individual needs
- Flexibility to complete their education or training program at their own pace
- Collaborative, peer-to-peer learning, and mutual self-help opportunities
- Strong cognitive and communication skills

…And they need the ability to **use information technology** to:

- Process vast amounts of information
- Handle more complex tasks and activities
- Increase their earning power; receive good pay and benefits
- Participate in flexible networks; connect with colleagues and customers
- Maintain job security

While information technology is responsible for adding another layer of learning that requires more effort on the part of adult learners, learners who use technology can:

- Share ideas/collaborate
- Learn new things
- Pursue their passions in their own way, and at their own pace
- Access opportunities that are limitless, borderless, and instantaneous
- Participate in personalized learning experiences that put them at the center and empower them to take control of their own learning

Today, computers and related technologies are driving an information revolution that is transforming the U.S. economic landscape and fueling a fundamental change in how businesses are organized. Many adults are forced to cope with an unexpected career shift, as a rising number of employers and companies have been required to downsize their staff to accommodate a struggling economy.

The world of work is a moving target, which makes **career planning** in the knowledge economy increasingly complex. Without a vision for where they are going or a clear conception of what they want to accomplish, many will have no idea of how to **initiate change in their own lives to respond to new and increasingly complex demands.**

Less educated, less skilled adults don't have a good sense of what their **strengths or talents** are, so they overestimate their limits and under-estimate their strengths. The process of exploring one's performance, personality, and fundamental aim in life is a daunting task for many. Going through this process requires considerable support and the motivation to carry the task through some uncomfortable periods.

Making sense out of our collective experiences and developing a shared meaning requires spiritual growth. So, those who are leading this process are not simply doing their jobs to earn a living, but participating in something more meaningful.

Our ability to help the target population achieve economic security in the knowledge economy depends on our ability to:

- Develop **maps** to help them navigate an increasingly complex world
- Provide a **guide** to help them find their way

- Break down the silos between our postsecondary education systems, training programs, job openings, and career pathways
- Leverage existing resources
- Match individual skills and interest with sustainable livelihoods

Unfortunately, we have so internalized a limited definition of work defined exclusively as employment in the market economy that the unpaid contributions of homemaking, parenting, volunteering, care giving and citizenship are neither valued nor appreciated. In this consumer society, we think about "work" as what people do to pay for goods and services in the marketplace. If our work doesn't earn money, it's not counted as an economic asset. The power of the market is so strong that we often don't recognize or value the work that is essential to society's future and we have discarded the real and potential contributions of **young people** and **retirees**.

> "We need more of the determination to make things better for people that characterized the New Deal. **Young and old, we are yearning for more meaning in life and work**. There is much work for us to do, whether as paid workers or as unpaid volunteers. Everyone should be offered chances to participate in defining, restoring, managing, leading, governing, and owning those things that are important to the future of the community." Source: http://onthecommons.org/more-just-jobs-we-need-meaningful-work

For example, students, who take courses because they are interested in the subject are asked, "How are you going to make any money studying that?" or "When are you going to join the real world and get a job?"

> "Work must be redefined to include whatever it takes to rear healthy children, preserve families, make neighborhoods safe and vibrant, care for the frail and vulnerable, redress injustice, and make democracy work. The new definition must be one that mobilizes capacity, links capacity to need, rewards contribution, builds the village." (Cahn, No More Throw-Away People (2000) Source: http://onthecommons.org/more-just-jobs-we-need-meaningful-work

Good work is defined by the value of the outcomes it generates. But work is considered meaningful based on how it is valued, structured and managed. Meaningful work boosts the common good. It teaches the skills, habits and attitudes that generate **productivity**. People who believe they are doing something useful for themselves and their communities **feel better about themselves, stay healthier, and live longer**.

Less educated, less skilled adults need to **learn about themselves**, **grow**, and **develop the skills and habits of mind to feel better about their future**. Adult education must reflect the world of work to prepare adults for economic security in the knowledge economy, but it must also provide opportunities to **improve learning and problem solving skills** to produce **citizens who can continuously learn**.

Lifelong learning requires a set of skills that are more behavioral than intellectual.
It is the never-ending process of acquiring knowledge that is enriched by all forms of experience. It is a process of individual learning and development that is self-directed, experiential, and embraces social development of all kinds.

> "Lifelong learning is the **development of human potential** through a **continuously supportive process** which stimulates and empowers individuals to **acquire all the knowledge, values, skills and understanding** they will require throughout their lifetimes with confidence, creativity and enjoyment in all roles, circumstances and environments." (Aspin et al., 2001, p. 592; see also Longworth & Davies, 1996)

Lifelong learning goes beyond providing a second chance for at-risk adults. It decouples learning from education and **allows the learner to establish his or her own agency**. It is the **informal learning** that naturally occurs at home, at work, or in the wider community. It is based on the belief that **everyone is able to learn, all must become motivated to learn, and should be actively encouraged to do so**.

In a UNESCO report entitled _Learning: The Treasure Within,_ the authors discussed the need to advance towards a 'learning society' where every aspect of life, at both the individual and the social level, offers opportunities for both learning and doing.

For those who have made poor choices in the past, have been unsuccessful in the traditional education system, or were born into challenging circumstances, this kind of learning holds great value. It opens up the potential for **a continuous process that allows them to re-create themselves**. It allows them to grow as people, to grow in self-knowledge, in wisdom, and in the ability to relate to others.

The District needs a lifelong learning institution, **where adults can learn how to get useful information and respond to the challenges they face in their lives**. An institution where:

- People continually expand their capacity to create the results they truly desire
- New and expansive patterns of thinking are nurtured
- Collective aspiration is set free
- People are continually learning to see the whole together

The District needs an institution that continuously learns how to help people:

- Tap into an individual's **commitment** and **capacity to learn**
- Immerse themselves in a process of discovery
- Develop the ability to take action
- Reduce the tension between learning for employment and learning for personal improvement

Less educated, less skilled adult learners need:

- Multiple opportunities to practice new, learned behaviors
- To be successful practicing these behaviors in the presence of other people
- To be acknowledged as being successful

While everyone's definition of success can and will be different, less educated, less skilled, adults need to **learn how to be successful**. Everybody wants to be somebody, but not just anybody. We want our lives to count. We want to accomplish something in this life. Unfortunately, our society has focused too exclusively on a few narrow pathways to success.

Broadly defined, success is often related to our ideas of excellence, fulfillment, and happiness; but there is a strong tendency in American society to confuse success with wealth. Wealth, fame, power, and high social status are often the companions of success on a broad scale, but they are not themselves the heart of success.

We believe success comes from making a difference in the world and experiencing the deep satisfaction that it brings. Success comes from using your talents and following your heart. It involves being true to

yourself and being good to others. Being successful requires making the most of what we are, for the benefit of others, as well as ourselves.

Successful people are people who relish the challenge to pursue excellence in their activities. They have a clear conception of what they want, a vivid vision, a **goal**, or set of goals powerfully imagined. Vague goals can't motivate specific behavior, so the quest for success always begins with a specific target.

Unfortunately, our reliance on the traditional postsecondary education system as the arbiter of individual opportunity and success is creating high failure rates:

> "For example, many students currently attend two-year or four-year institutions but achieve too little there to improve their labor market outcomes. Dropout rates are extremely high, especially in community colleges, where many youth and adults—especially those from minority or low-income communities—are stuck in remedial classes from which they never emerge, and are completely separated from the classes that could provide relevant occupational training. As a result, most community college students never earn even an occupational certificate, much less an associate's degree. Data from the American Association of Community Colleges indicate that 12.4 million students attended community college in the fall of 2008, about 7.4 million for credit, yet fewer than a million associate's degrees or certificates were awarded in the 2007–2008 school year (2011). Bailey, Leinbach, and Jenkins (2005) also find that fewer than half of all community college students have completed a degree or certificate after five years; completion rates are lower among minorities and those with low incomes." (Holzer, November 2011 p.7)

> "One key to understanding this issue is an appreciation of the overall landscape of postsecondary education and training. College is only one piece of the puzzle. In fact, colleges and universities represent only 35 percent of the entire postsecondary education and training system. The rest consists of on-the-job training, formal employer-provided education programs, military training, apprenticeships, and a variety of other programs (Carnevale, Smith, Strohl, June 2010, p.1)

The likelihood of receiving on-the-job training and becoming an apprentice, or receiving employer support for training is directly related to an individual's **level of education**, **employment status**, and **occupational category**. Unfortunately, most job openings for people with a high school education or less are low-wage jobs; part time or transitional jobs that don't offer any employer-sponsored, postsecondary education or training.

If we can find the will and afford to help low-income, dislocated or imprisoned adults gain access to the full range of postsecondary education or training, the benefit would be enormous! With their new skills, these 11 million workers could add more than $120 billion to the national wealth. And in the case of prisoners, recidivism could be reduced by as much as 29 percent (Steurer and Smith 2003).

> "Yet, despite postsecondary education and training's growing importance, **our understanding of its relationships with economic opportunity is woefully underdeveloped**. **The crucial nexus between postsecondary education and training and the economy remains a black box because these interactions extend beyond the operational and intellectual horizons of our existing institutional silos– in business, government, academe, and the foundation world**." (Carnevale, January 2010 p.9)

Adult Education and Workforce Development are in desperate need of reform. The status quo was not designed to respond to the demands of the new economy. Rather they reinforce outmoded definitions of professional success that are tied to a mass-market economy where large employers with the capacity to hire large numbers of people determine the career paths and employment for a large number of people.

In an article, entitled "Creating Value in the Age of Distributed Capitalism" by Shoshana Zuboff, the author states:

> "…today, we are moving from an era of mass consumption to one focused on the individual. Sharp increases in higher education, standards of living, social **complexity**, and longevity over the past century gave rise to a new desire for **individual self-determination**: having control over what matters, having one's voice heard, and having social connections on one's own terms. The leading edge of consumption is now moving from products and services to **tools and relationships enabled by interactive technologies**."

The author suggests that organizations of the future are creating individualized ways to consume goods and services at a radically reduced cost. Companies like Apple and others are **reinventing the consumption experience from the viewpoint of the individual, at a fraction of the cost**.

> "The new logic starts with the individual end user. Instead of "What do we have and how can we sell it to you?" Good business practices start by asking, "Who are you?" "What do you need?" and "How can we help?" This inverted thinking makes it possible to identify the assets that represent real value for each individual."

Given this enhanced focus on the individual, we have an opportunity to embrace the tools of the knowledge economy to **redefine adult education** and **develop new definitions of personal success**; to **find meaning** in our lives; to achieve the **happiness** we desire and **discover the substance of our calling**.

Using tools and relationships enabled by interactive technologies, there is great potential to **personalize the learning environment** to help each learner achieve their own personal success as well as make sure that all learners develop the skills and habits of mind to be successful in the knowledge economy regardless of interest, background, or definition of success.

Given the educational needs of the target population, decreasing enrollment in adult education, increasing enrollment in community college, low graduation rates at community colleges, and little access to other postsecondary options, we seek to establish a virtual, adult charter school in the District of Columbia that asks less educated, less skilled adults who are experiencing poverty or unemployment:

"What do you want to be when you grow up?"

Too many District residents have never been asked this question. If they have, many don't take it seriously. Some don't know where to begin. Some can't find the time to do the work to answer this question successfully and others are too afraid to know the answer. For those who have answered this question, few can articulate the answer as a goal that they would like to achieve. Fewer have a plan to achieve this goal and even fewer have the support that we all need to achieve our goals.

b. Mission and Philosophy

Mission

At FLOW Public Charter School, adults learn how to achieve success in the knowledge economy through opportunities for lifelong learning, in an information-rich environment, where coaches work alongside the learner to develop an individual learning plan that will build the skills and habits of mind to achieve their goal.

Philosophy

At FLOW PCS, we believe:

- Everyone can learn.

- Learning and growth can occur anywhere at any time.

- There are no pre-requisites for lifelong learning.

- Through learning we grow, becoming more, or better than we were before.

- By learning how to do it, we can position ourselves to eventually do it.

- By changing our behavior we can change our lives.

- People with goals and plans succeed in life.

- Everyone should become a lifelong learner.

FLOW PCS Theories of Change

If we can create a **continuously supportive learning environment** that is **engaging, relevant, and useful** and the adult learner has a clear understanding of what is required to be successful; then adult learners can learn to overcome any challenge, seize any opportunity, and achieve any goal.

In addition to this over-arching theory of change, we have developed three complementary theories of change that will help guide our organization:

Institutional Theory of Change

If the **performance improvements in technology** are responsible for the characteristics of the emerging knowledge economy, the growing employment crisis, and the growing demand for post-secondary education; then we need **learning institutions with a digital infrastructure that work the way the knowledge economy works**.

Organizational Theory of Change

If we can **transmit** an increasing amount of constantly evolving **knowledge** that prepares adult learners to **participate in a growing array of knowledge flows** and **prioritizes** the development of **social capital** within an information-rich environment, where people learn how to **seek, acquire and apply new information**, then we can prepare adult learners to **become lifelong learners**.

<u>Instructional Theory of Change</u>

If we can create a **continuously supportive learning environment** by providing a coach who can work alongside the learner and use **continuous assessment** to create a **learning plan** that **leverages existing resources** and hold the learner accountable for executing that plan, then we can successfully **place adults in employment or a post-secondary education**.

Purpose

At FLOW PCS, we help less educated; less skilled adults identify a professional or academic goal. We assign a **coach** to help them refine and validate that goal based on what we know about the learner's strengths and challenges. We help them develop a **personalized learning plan** to help them go from where they are to where they want to be. The learning plans **help them develop specific skills to match their challenges or opportunities so that they can achieve their professional or academic goals.** We provide a **continuous flow of learning opportunities** that are **engaging**, **relevant**, and **useful** to help facilitate a process of **lifelong learning**.

We seek every opportunity to leverage the educational potential of the workplace, the modern media, the cultural or leisurely pursuits of adults, to help adults **learn how to learn.** Finally, we offer adult learners an opportunity to develop a strong set of **transferable skills using digital and information technologies** so that they can increase their earning potential in the **knowledge economy**, overcome any challenge, seize any opportunity, and achieve any goal.

c. Educational Focus

At FLOW PCS, we seek to create a learning environment where adults can learn how to achieve success in the knowledge economy by providing opportunities for them to become lifelong learners in an information-rich environment.

Therefore, we will concentrate on helping adult learners:

A. Use Information Technology professionally, efficiently, and effectively
B. Participate in a Growing Array of Knowledge Flows
C. Participate in Social Flows
D. Identify a Professional or Academic Goals
E. Learn from Informal Continuous Assessment
F. Create and Maintain Individualized Learning Plans
G. Take action

Use Information Technology Professionally, Efficiently, and Effectively

At FLOW PCS, each learner will **continuously improve** his or her **ability to use** the **Internet, computer, or digital device** to efficiently and effectively:

- Access information
- Acquire new information
- Analyze new information
- Respond to new information
- Ask clarifying, or follow up questions
- Apply new information
- Evaluate information critically and competently
- Distinguish objective facts from propaganda

- Create meaning from data
- Advocate for themselves or a particular opinion
- Realize the value of information
- Update their individual learning plan
- Understand the ethical, legal, and moral issues concerning access to and use of information

Participate in a Growing Array of Knowledge Flows

According to John Hagel III, John Seely Brown, and Lang Davison, authors of "The Big Shift", **knowledge flows** – which occur in any social, fluid, environment where learning and collaboration takes place –are quickly becoming the most crucial source of value creation in the emerging economy.

Within FLOW PCS, **Knowledge Flows** are discrete collections of **data or information** that are "pushed" to the FLOW PCS learning community through email. Every email also contains a question or set of **questions** developed the day before by FLOW PCS staff and stakeholders that **all learners must respond to in order to remain enrolled**.

At FLOW PCS, each learner will **continuously improve** his or her ability to **participate in a growing array of knowledge flows**. To facilitate this objective, **the leadership will invite coaches, staff, and interested stakeholders to meet daily from 2:00 – 5:00pm to determine the content and questions to be included in the next day's Knowledge Flow.**

Every morning at 9:00am, FLOW PCS will send out a Daily Knowledge Flow.

We will use Knowledge Flows to:

- Facilitate cognitive and/or behavioral skill development
- Identify and anticipate the learning needs of the community
- Assess public opinion about a particular topic or issue

The content and questions within each Knowledge Flow will be:

- **Created dynamically** based on the **feedback** from coaches
- Engaging
- Relevant
- **Appropriate** for adult learners at all reading levels
- Reflective of a wide **variety** of thoughts and opinions
- A **teachable moment** from local, national, or international news events

Participate in Social Flows

At FLOW PCS, each learner will **continuously improve** his or her **social capital** by building **a network of trusting relationships** that **improve the quality of information** they receive.

Social capital is the infrastructure in place to make life less daunting. **Social Flows** are **learning** and **networking opportunities that** provide **sustained practice building relationships**.

For those who are determined to learn, to change, and shape their experiences so that they can be successful in whatever situation they find themselves in, we seek to provide multiple opportunities for them to practice seeking out whatever support they need, wherever they can find it.

Networks do not arise automatically. Networking of the right sorts requires good conversation as well as **regular association**. So, by creating regular opportunities for adult learners to share their goals and share what they have learned with the well-disposed people of the District of Columbia, we make it possible for them to network to get the help and encouragement they need to realize their goals.

We realize how important other people can be in the struggle to attain any difficult objective. So, we seek to create opportunities for each and every learner to **recognize the value of networking with those who already know what it is they need to learn**, or whose past experience can help them **come to the new knowledge** they need for the progress they want to make.

Whatever their goals might be, we want all learners to **plan to network with those who know**, **model their efforts** on theirs, and adjust or improve on them as they go.

Whatever their goals might be, it is in the learner's interest to **cultivate themselves** as a **well-informed** individual and potential **conversationalist** across a broad spectrum of human interests, in art, politics, history, current events, sports literature, and philosophy.

> "The benefits of such self-cultivation are multiple. You become a better person. You develop a richer inner life. You position yourself for more creative thinking within the range of goals you pursue. And you become a much more interesting person for others to be around. You also become a more attractive person, a person whose association and conversation will be enjoyed by others, even by those whose accomplishments are at present mostly superior to yours and actually, especially by such people."

Social Flows will also provide **peer-mentorship opportunities** for those who are not ready (or choose not) to associate with the well-disposed people of the District of Columbia.

We were created as social beings-beings intended to **exist together and to work together in relationships**. In western cultures, we are accustomed to thinking of the self as an entity bounded by skin and bones, but in many Asian and African cultures, the self is conceived of as **a node in a network of relationships**.

Therefore, it is important to learn about the strengths and experiences, hopes and dreams of the other people involved. It is important to network with them in clear communication of where you are as a group, where you need to be, and how you think you can get there together.

We were created to journey toward personal fulfillment with other people, and there is **a fellowship of excellence** among people who really care about what they are doing. To participate in this fellowship one must be trusting, open, and willing to reciprocate those qualities that inspire and reproduce excellence.

The administrative staff at FLOW PCS is responsible for organizing Social Flows and identifying the stakeholders who want to participate in a never-ending process of acquiring knowledge that is enriched by all forms of experience.

Identify a Professional or Academic Goal

At FLOW PCS, each learner will **identify a professional or academic goal** and **continuously improve** his or her **commitment to realizing that goal** until that goal has been achieved. Success always rises out of specific actions. So, if the less educated, less skilled adults we intend to serve want to achieve success, then they must first develop clear goals.

During the first six weeks of the academic year, all learners will participate in an **assessment course** that will encourage and inspire them to identify a professional or academic goal that they would like to achieve in one year. The goals will be recorded in our student information system where they will remain as a point of reference for creating and refining their individualized leaning plan.

Goal setting takes a serious personal commitment that begins by assessing our satisfaction with the present. So, we seek to create opportunities for adult learners to reflect on **who they are**, **where they are**, **what they are doing**, **what they enjoy**, **what they value**, **what they love**, and **what they really want to accomplish**. We want to give them the **time to ask the questions** that will help them formulate their own answers.

We seek to create a learning environment that stresses the importance of contemplation and **reflective thought**. Reflective thinking has historically been promoted as a central part of learning (Bruner, 1986; Dewey, 1933). So by helping adult learners reflect on their **hopes**, **dreams**, **desires**, **frustrations**, and **sources of contentment**, adult learners can begin to sort through various areas of their life to increase the likelihood of their making a commitment to a goal that is **specific, measurable, attainable, relevant, and timely** (SMART).

The simple act of writing down goals is not just an act of clarification, but also one of **commitment**. There is nothing magical about writing down goals. But what is almost magical is the distinctive mental affect of physically articulating your goals in simple language. Forming them in the mold of linguistic expression. Putting them into words. Writing is just a particularly powerful form of **articulation** that can act as testimony to the learner's resolve when they begin to doubt, or even forget their goals.

Once each leaner has a clear vision for their goal, we help them continuously refine and validate their goals. Revisiting and potentially resetting goals is just as important as setting them in the first place.

Learn from Informal Continuous Assessment

At FLOW PCS, each learner will have multiple opportunities to assess his or her strengths, challenges, and opportunities. **Continuous improvement requires continuous assessment**. So, in order to help adults learn how to get from where they are to where they want to go, we will engage every learner in a continuous flow of assessments.

While the assessments we're referring to can be as simple as "What does success mean to you?" we have identified several informal assessments that we would like to use during the first six weeks to establish a baseline for the individual learning plans:

- Self-Sufficiency Calculator (Self-Sufficiency)
- Economic Security Index (Economic Security)
- Carbon Footprint Calculator (Sustainability)
- Strengths Finder (Strengths)
- Well Being Finder (Well Being)
- Four Cores of Credibility / Thirteen Behaviors (Trust)

FLOW PCS will **administer** these assessments centrally and electronically deliver the results to the learner as well as the coach. Each coach will then be responsible for **engaging** the learner about the assessment results, **documenting** any changes to their goals, and updating the learning plan as a result of these assessments.

While FLOW PCS will play an instrumental role in facilitating continuous assessment, we seek to create a learning environment where learners ultimately **take responsibility for assessing themselves**.

We have also adopted a **standards-based approach** that will help FLOW PCS evaluate each learner's progress as it relates to others within learning community. We will introduce our specific standards in the curriculum section of the application, but in terms of assessing our standards:

- We will make sure that all learners **understand the standards**.
- We will encourage them to **interpret the standards** for themselves.
- We will encourage them to **negotiate the meaning of the standards** with their coach and **determine their own level of performance**.
- We want the learner to work with a coach to **translate the standards** into their **individual learning plan**.
- We want each learner to **identify at least three people** who would be willing to **assess their ability to achieve the standards** they set for themselves.

By involving the learner in the interpretation, negotiation, and evaluation of their performance against a set of standards that they created, we seek to:

- **Build on the experience of choosing their own goals** by enabling them to determine the evaluation criteria
- Enable the learner to go beyond what FLOW PCS has envisioned to promote **individual creativity** within a standardized structure
- Create a more **democratic learning environment** where learners feel like their voices are being heard
- Widen and diversify the meaning of the standards so as to **improve the quality of the standards over time**
- Facilitate an **engaging, relevant, and useful learning process** that helps the learner become **more self-aware**

All of these contribute to a **personalized learning environment** that supports the reflective activities necessary for adult learners to analyze their individual needs. Personalization also enables a reliable prediction of success that manifests in their ability to integrate what they have learned into other experiences.

By asking each learner to **engage a network to assess their ability to achieve the standards**, we seek to emulate the kinds of relationships that exist in the knowledge economy, and provide multiple opportunities for them to:

- Develop informal contacts
- Participate in professional networks
- Develop a safety net for when they fall out of the workforce
- Network to seize new opportunities

If the learners choose people for their network that are also enrolled in FLOW PCS, then we will encourage and facilitate **peer-to-peer mentoring relationships** to help them realize the benefit of each other's approach.

Standards will be assessed twice a year. The **learners will assess themselves** at the beginning of the year during the six-week assessment course, and **the learner's network will conduct the second assessment** at the end of the year.

Create and Maintain Individualized Learning Plans

At FLOW PCS, every learner will use the results of the informal continuous assessment process to create and maintain an individual learning plan.

If the learner wants to enjoy success and is willing to create a plan, and adjust their course as they go, then they can benefit immensely from what they learn along the way. The wise person understands that the best plans are based on incomplete knowledge. And the alert person picks up more knowledge as he puts his plan into action. So, by creating regular opportunities for adult learners to establish readiness in the form of a plan, we seek to help adults learn how to **take action**.

Individual learning plans are created and maintained within **an online software tool** that **defines** the **cognitive, behavioral, and technical skills,** as well as the **sequence** necessary for the learner to achieve their stated goal. Coaches engage the learner in a process of informal continuous assessment throughout the year to help them improve their plan and use the online tool to record the learner's progress against the plan over time.

The learning plan is **the coach's primary deliverable**. In order for coaches to receive **compensation** for their coaching efforts, the Rigor and Relevant Committee of the FLOW PCS Board of Trustees must approve of the learning plan. Once the coach and the learner agree that the plan they created is **specific, measurable, attainable, relevant, and timely** (SMART), the administrative staff at FLOW PCS will ask individual Board members to go online and review the plan for accuracy, validity, and viability.

All learning plans must be finalized by September 1st and approved by October 1st in order for the coach to receive payment for their initial coaching efforts. If the plans are not approved then the administrative staff at FLOW PCS will work with the coach and the learner to revise the plan based on feedback from individual Board members. Payment will be released once that process has been completed. If the plans are never finalized or approved, then the coach will not be eligible to receive compensation for their coaching efforts and the learner will loose access to their assigned coach.

Take Action

FLOW PCS will provide all reasonable supports to help learners achieve the stated goal, but it is the responsibility of each learner to execute their plan in order to achieve the stated goal.

Where we are and where we are going is always, in part, a result of what we do. We are inherently active beings. And as such, our greatest fulfillment must come in acting, physically or mentally exercising our talents and realizing our potential. We never know as much as we would like to know about where we are going and what we ought to do to get there because there is information about our journey that we can't process unless we are engaged in the process of working toward our goals. We learn as we go. And it is information that we produce when we act.

Behavior (What we Do)

Emotions and Attitudes (What we Feel)

Perception (What we See)

Our Objective Situation (What we are In)

d. Goals

We developed the following goals and metrics in accordance with the DC Public Charter School Board's Performance Management Framework.

Hire 20 High Quality Coaches	• Recruit 100 Potential Coaches • Hire 20 Coaches/yr.
Enroll 150 Learners	• Recruit 300 Potential Learners • Enroll 150 Learners/yr.
Provide a Continuous Flow of Learning Opportunities	• Publish 240 Knowledge Flows/yr. • 75% response Rate (180) • Host 58 Social Flows/yr. • 75% Attendance Rate (44)
Personalize the Learning Environment	• Identify 300 Professional or Academic Goals/yr. • Engage 300 Learners in Six-Week Assessment/yr. • Match Every Learner with a Coach • Execute 150 Individual Learning Plans/yr.
Place 150 Adults in Employment or Postsecondary Education/yr.	

In addition to tracking these high-level operational goals, the **Director of Institutional Research** will work closely with **a third party firm or consultant** to give the learners access to a continuous flow of **web-based assessments** that will allow the learner to **self-assess** and provide **customer service feedback.**

Self-Assessment Examples

- Am I Self-Sufficient?
- Am I Sustainable?
- Am I a Life Long Learner?
- What Are My Strengths?
- What Are My Challenges?
- Am I well?
- Who Do I Trust?
- Do I Have What I Need To Acieve My Stated Goal?
- Am I Prepared for Employment or Postsecondary Education?
- Am I Self-Directed?
- Am I a Caring, Compassionate Person?
- Am I a Well Balanced Person?
- Am I a Civic-Minded Person?
- Am I a Culturally Aware Person?
- Am I a Quality Producer/Resource Manager?
- Am I a Responsible Global Citizen?

At least 80% of everyone enrolled in FLOW PCS will respond positively to the following questions:

Customer Service Assessment Examples

- Does FLOW PCS Continuously Support Me?
- Does FLOW PCS Create an Information Rich Learning Environment?
- Are the Knowledge Flows Relevant?
- Does FLOW PCS Provide Enough Opportunities For Me to Seek, Acquire, and Apply New Information?
- Does FLOW PCS Provide Enough Opportunities For Me to Practice New, Learned Behaviors?
- Is FLOW PCS Helping Me Develop a Network of Trsuting Relationships?
- Is My Coach Engaging?
- Is my Coach Useful?
- Is My Learning Plan Useful?
- Is My Coach Helping Me Understand What is Required For Me to be Successful?
- Is My Coach Helping Me Develop Specific Skills to Overcome My Challenges, Seize Opportunities, or Achieve My Goal?
- Is FLOW PCS Helping Me Use Information Technology to Process Vast Amounts of Information?
- Is FLOW PCS Helping Me Develop Transferrrable Skills?
- Is FLOW PCS Helping Me Increase My Earning Potential?
- Does Attending FLOW PCS Make Me Feel Better About Myself?
- Is FLOW PCS Helping Me Take Control of My Own Learning?

The FLOW PCS Board of Trustees will also assess the organization on:

Compliance	• The Trustees and School Leadership Will Achieve All Compliance Measures in Timely Manner • Trustees will Meet Quarterly to Ensure that the School is Prepared to Meet Its Obligations
Governance	• The Trustees and School Leadership Will Ensure Effective, Transparent, and Accountable Governance • The Trustees will Hold the Leadership Accountable for Adhering to All Policies and Achieving All Opeartional Goals and Objectives
Fiscal Management	• The Trustees and School Leadership Will Ensure the School's Finances Are Managed Responsibly • An External Audit Will be Conducted Annually • Leadership will Provide Fiscal Reports to the Trustees on a Quarterly Basis

2. Charter School Curriculum

At FLOW PCS, **the learner is the subject and the expert of the curriculum**. We personalize the learning environment to create **meaningful**, **authentic**, and **high-quality** learning experiences for less educated, less skilled adults. We anticipate great **variance in the range of goals** that our learners will seek to achieve and just as much **variance in learner performance**. So we have embraced a constructivist approach to learning where the adult learner is regarded as a **"work in progress"** where excellence in almost any endeavor requires the **iterative processes of refinement and improvement** (Darling-Hammond, Ancess, & Falk, 1995; Frederiksen & Collins, 1989; Glasser, 1998).

Our overall approach to learning is centered on **continuous informal assessment.**
Where conventional curriculum development and lesson planning focuses on what the teacher will do, we focus on what the learner will do. Our content is essentially a series of questions that are created dynamically on a daily basis to respond to the learning needs of each individual learner. The questions are informed by feedback received from coaches about their interactions with the learner.

The administrative staff will proactively reach out to the coaches on a regular basis to assess the learner's progress against their goal, as well as progress against the lifelong learning standards that we have identified for all learners at FLOW PCS. In addition, **coaches will be invited to join the leadership and all interested stakeholders every day, from 2:00 – 5:00pm to determine the content or the questions to be included in the next day's Knowledge Flow. The results of this meeting will produce a Daily Knowledge Flow that will be sent to the learning community every morning at 9:00am.**

FLOW PCS administrative staff will work collaboratively with the coaches to heighten the learner's awareness of their value, strength, and performance potential until their goal is achieved. As the learner executes their individual learning plan to achieve the stated goal, challenges will emerge. The coach will provide **encouragement** and **support** to help the learner overcome these challenges **in the form of a question** that will help them **clarify** their **values**, **motivation** and **commitment; OR help them identify the right information**, **manage complexity**, or **dismiss any misconceptions**.

In order to initiate the process, we spend the first six weeks of every school year assessing the learner's strengths, challenges, and their ability to process information.

- At the beginning of each week during the assessment course, we will send everyone in the learning community an email with some new information.
- Then we follow up each day with a question that builds on the new information and every question before it.
- By the end of the six-weeks, we will have enough information about the learner to develop an individual learning plan, which becomes the baseline for future, continuous assessment.

Please find a curriculum map for the six-week assessment course below:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Acquistion	TBD Daily	TBD Daily	TBD Daily	TBD Daily	TBD Daily	TBD Daily
Assimilation	What is Self-Sufficiency?	What is Sustainability?	What is a Lifelong Learning?	What are Strengths?	What is Well Being?	What is Trust?
Assimilation	What is the difference between Self-sufficiency and Economic Security?	What is the difference between Sustainability and Self-Sufficiency?	What is the difference between Lifelong Learning and Education?	What is the difference between Strengths and Skills?	What is the difference between Well Being and Wellness?	What is the difference between Trust and Confidence?
Application	Am I self-sufficient?	Am I sustainable?	Am I a lifelong learner?	What are my strengths?	Am I well?	Who do I trust?
Application	What is my self-sufficiency index?	What is my carbon footprint?	Would other people consider me a lifelong learner?	What would other people say my strengths are?	Would other people say that I am well?	Who trsuts me?
Adaption	What will it take for me to become self-sufficient	What will it take for me to become sustainable?	What will it take for me to become a lifelong learner?	What will it take for me to use my strengths more effectively?	What will it take for me to improve my Well Being?	What will it take for me to build more trust?
Content	TBD	TBD	TBD	TBD	TBD	TBD
Skills/Benchmarks	Self-Sufficiency	Sustainability	Lifelong Learning	Strengths	Well Being	Trust
	Information Literacy	Information Literacy	Information Literacy	Information Literacy	Information Literacy	Information Literacy
Assessments	Self-Sufficiency Calculator	Carbon Footprint Calculator	Composite Learning Index	Strengths Finder	Well Being Finder	Four Cores of Credibility - Thirteen Behaviors
	Appreciative Inquiry	Appreciative Inquiry	Appreciative Inquiry	Appreciative Inquiry	Appreciative Inquiry	Appreciative Inquiry
Activities	Information Flows	Information Flows	Information Flows	Information Flows	Information Flows	Information Flows
	Social Flows	Social Flows	Social Flows	Social Flows	Social Flows	Social Flows
	Feedback	Feedback	Feedback	Feedback	Feedback	Feedback
Technology	Google Apps	Google Apps	Google Apps	Google Apps	Google Apps	Google Apps

Even though we do not have a conventional curriculum, we used the Rigor/Relevance Framework that was developed by staff at the International Center for Leadership in Education to create the structure and pacing for all learners throughout the year.

We chose this framework because it encourages the learner to move toward the application of knowledge, which is consistent with our concentration on taking action. The framework also supports our desire to transmit an increasing amount of constantly evolving knowledge, and "push" information to the learner in the form of Knowledge Flows that support the continuous acquisition of knowledge.

Rigor/Relevance Framework®

Knowledge Taxonomy		
6 Evaluation		
5 Synthesis	**Assimilation** C	**Adaptation** D
4 Analysis		
3 Application		
2 Comprehension	**Acquisition** A	**Application** B
1 Knowledge/ Awareness		

Application Model

1	2	3	4	5
Knowledge in one discipline	Apply in discipline	Apply across disciplines	Apply to real-world predictable situations	Apply to real-world unpredictable situations

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

As we move along the x-axis (or Action Continuum) from left to right, learners are developing individualized learning plans and putting those plans into action. This is consistent with the coach's role to use appreciative inquiry to help the learner transition toward the stated goal and measure progress against the plan.

As we move along the y-axis (or Thinking Continuum) from bottom to top, learners are responding to questions that facilitate more cognitive or behavioral skill development. This is consistent with lifelong learning and the never-ending process of acquiring knowledge that is enriched by all forms of experience.

The framework has also help standardize the pacing for all learners throughout the year:

Assess	Plan	Execute	Learn
March - May	June - September	September - February	Ongoing
Acquistion	Assimilation	Application	Adaptation
Knowledge	Comprehension	Analysis	Analysis
Comprehension	Analysis	Synthesis	Synthesis
	Synthesis		Evaluation
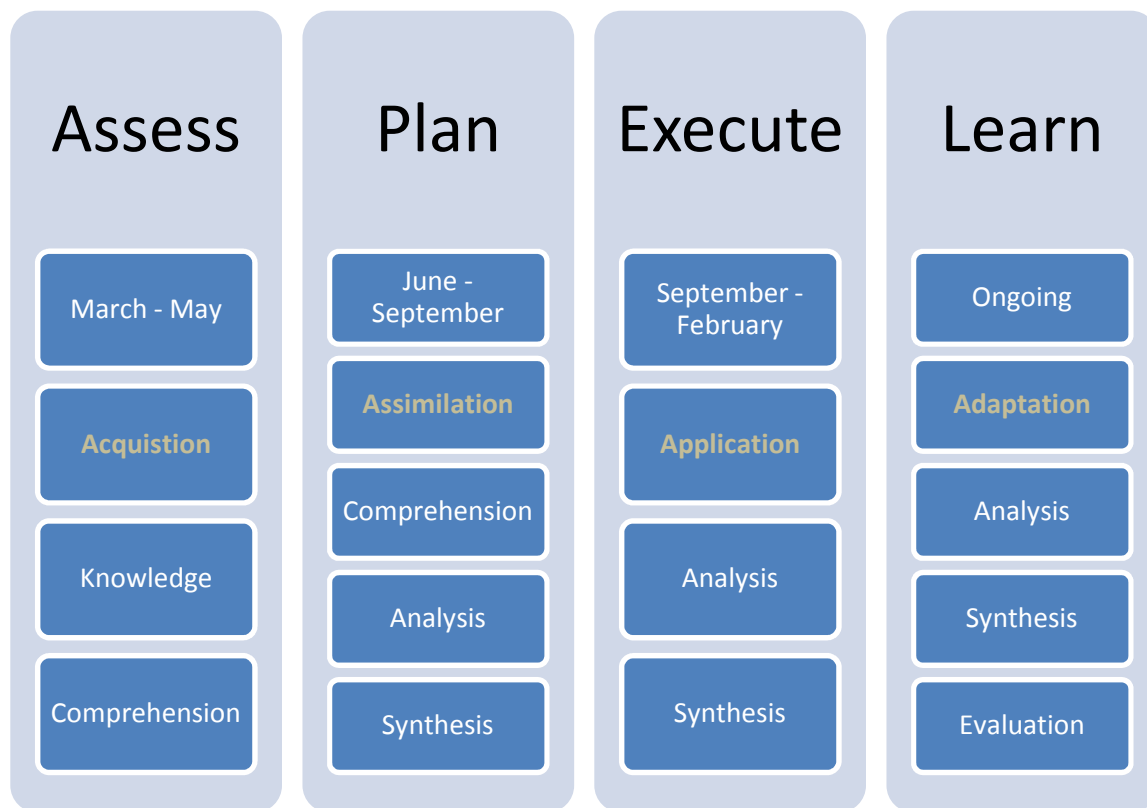
- In March, learners acquire new information about themselves and others through informal assessments to establish the foundation for **relevance**.

- As we move into June, we identify opportunities for **rigor** by assimilating the results of the assessments with information from the knowledge flows to create the learning plan.

- As we move into September, each learner is executing their plan and building a network of trusting **relationships** that increases their participation in a broad array of knowledge flows that improves the quality of the information they have access to.

- By February, all learners will have been evaluated on their ability to become **lifelong learners** and achieved placement in employment or post-secondary education program.

a. Student Learning Standards

With the help of Tom Rooney, Assistant Superintendent at the Lindsay Unified School District, we have identified the following standards to measure the learner success.

- A Self-Directed Life-Long Learner
- A Caring, Compassionate Person
- A Well-Balanced Person
- A Civic-Minded Person
- A Culturally Aware Person
- A Quality Producer/Resource Manager
- A Responsible, Global Citizen

We hope that theses standards provide a sense of shared purpose for all of the learners, coaches, staff, and stakeholders at FLOW PCS.

A Self-Directed Life-Long Learner
Descriptors and Sample Tasks

- **Possesses and applies core knowledge to build future learning** *(Habit of Mind)*
  - Calls upon store of knowledge and experience as sources of data to support, explain, or solve each new challenge. ("This reminds me of …")
  - Extracts meaning from one experience, carries it forth, and applies it in a novel situation. ("This is just like the time when I …")
  - Explains what they are doing now with analogies about or references to their experiences.
  - Makes personal, literary, or media connections to a current topic, task, or event.
  - Demonstrates a greater sense of thoughtfulness when encountering problems or difficulties with others.
- **Sets and carries out personal learning goals** *(Core Value)*
  - Conferences with learning facilitator to identify areas of academic strength, how he/she is smart, and how he/she learns best. (Multiple intelligence, learning styles, etc.)
  - Conferences with learning facilitator to review state assessment scores and available intervention programs, set learning goals, and generate an academic learning plan that includes how progress will be monitored.
  - Conferences with the learning facilitator every 4-6 weeks to reviews progress, determine if goals are met, revise plan and/or goals, and celebrate progress toward goals.
  - Tracks progress of measuring topic completion culminating in graduation with a diploma.
- **Demonstrates the habits of continuous improvement (Striving for accuracy and precision.)** *(Habit of Mind)*
  - Visually reviews the criteria to be followed in a task
  - Articulates the process used in initiating and completing tasks.
  - Checks facts and the sources of information before taking action; Asks clarification questions.
  - Desires accuracy and takes time to check over work.
  - Asks others to check personal work for accuracy before submission or performance.
  - Continually perfects one's craft by working to attain the highest possible standards.
- **Self-assesses progress, evaluates actions, and adjusts as needed** *(Habit of Mind)*
  - Conferences with the learning facilitator every 4-6 weeks to review progress, determines if goals are met, and revises plan and/or goals.

- o Monitors plans as they are employed and tracks progress.
- o Reflects on progress and edits mental pictures for improved performance.
- o Self-evaluation regarding the efficiency and accuracy of personal performance. (Rubrics)
- o Explains thinking to come up with a particular conclusion and celebrate progress toward goals.
- **Engages in tasks even when answers or solutions are not immediately apparent (Perseveres)** *(Habit of Mind)*
  - o Identifies and analyzes a problem (academic or non-academic).
  - o Develops and uses a system, structure, or strategy to problem solve.
  - o Identifies appropriate resources, including knowing who and where to turn for assistance.
  - o Collects evidence that the strategy is or isn't working.
  - o Recognizes when a theory/strategy must be rejected and another employed.
  - o Applies alternative strategies/theories when it is appropriate to do so.
  - o Keeps working toward solving the problem.
- **Views situation outside the boundaries of standard conventions** *(Habit of Mind)*
  - o Examines alternative possibilities from many angles.
  - o Takes risks and frequently pushes the boundaries of their perceived limitations.
- **Displays personal products for others to judge and seeks feedback in an ever-increasing effort to refine technique.**
  - o Generates novel, clever, or ingenious products, solutions, and/or techniques.
  - o Tolerates confusion and ambiguity up to a point and demonstrates the willingness to let go of a problem when appropriate, trusting their subconscious to continue creative and productive work on it.

A Caring, Compassionate Person
Descriptors and Sample Tasks

- **Uses interpersonal communication skills** *(Habit of Mind: Thinking and communicating with clarity)*
  - o Uses precise language; defines terms; and uses correct names, labels, and analogies.
  - o Supports statements with explanations, comparisons, quantification, and evidence.
  - o Strives for accurate communication in both written and oral form to clearly convey ideas, intentions, and actions to others using speech that is concise, descriptive, and coherent.
  - o Makes value judgments and offers the criteria on which the judgments were based.
  - o Initiates and engages in two-way communication with peers and adults in an effective and age-appropriate manner with attention to social cues.
- **Demonstrates teambuilding, problem solving, and social skills** *(Core Value: Teamwork)*
  - o Focuses on team performance and improving team productivity.
  - o Includes and values all individuals without regard to race, gender, religious affiliation, or disability.
  - o Contributes to building a cohesive unit of individuals that can effectively work together to complete tasks, solve difficult problems, make complex decisions, or perform in an excellent manner.
  - o Demonstrates skillfulness in approaching problems strategically.
- **Manages and resolves conflicts** *(Habit of Mind: Listens with understanding and empathy)*
  - o Agrees to engage in conflict resolution with the goal of a peaceful solution. (With the support of a facilitator as needed)
  - o Demonstrates listening behavior by paraphrasing another person's ideas and asks clarifying questions to gather more information to understand another's viewpoint. (With the support of a facilitator as needed)

- o Uses "I" messages to convey thoughts and feelings and avoids overgeneralizations, distortions, and deletions. (With the support of a facilitator as needed)
- o Perseveres in resolving conflicting, tense situations. (With the support of a facilitator as needed)
- o Proposes solutions for a peaceful and/or positive outcome. (With the support of a facilitator as needed)
- **Cultivates an awareness and appreciation for other's opinions, feelings, needs, and concerns** *(Habit of Mind: Being sensitive to others)*
  - o Detects indicators (cues) of feelings or emotional states in oral and body language (empathy).
  - o Demonstrates empathy and validation towards another's opinions, feelings, needs and concerns by words and actions.
  - o Empathizes with another's feelings, predict how others are thinking, and anticipate potential misunderstandings.
  - o Listens and provides feedback using encouraging and supportive words.
  - o Offers help and support to a peer in need or informs an adult of the need for assistance and support.
- **Embraces diversity among people, cultures, events, and issues** *(Core Value: Openness)*
  - o Participates in classroom discussions and activities regarding diversity to promote unity and peace.
  - o Seeks opportunities beyond the classroom to expand his/her knowledge or experience regarding diversity.
  - o Seeks opportunities to participates in culturally diverse events.
  - o Participates in classroom discussions regarding diversity issues among different cultures.
  - o Expands friendships with those who are different and advocates for them as the need arises.
- **Adapts to changing times and changing relationships** *(Habit of Mind: Thinking flexibly)*
  - o Perceives change as opportunities for growth.
  - o Selects constructive, positive and healthy relationships with peers and ending relationships that are otherwise not positive and unhealthy.
  - o Responds to support services when experiencing dramatic changes in his/her life.
  - o Demonstrates understanding and flexibility in response to changes in his/her life (technology, academic paths, family, community, globally).

A Well-Balanced Person
Descriptors and Sample Tasks

Grades 9-12
- **Articulates a clear set of values and beliefs that drive his/her decisions**
  - o State personal values and beliefs in appropriate settings.
  - o Maintains a stance regarding a belief or value, and supports with evidence or experience.
  - o Articulate his/her decision and state the reasons why the decision was made.
- **Sets and pursues personal goals** *(Core Value)*
  - o Sets short and long-term personal goals.
  - o Tracks progress and determines if goals are met.
  - o Revises plan or goals if inadequate progress is being made.
  - o Celebrates goal attainment.
- **Uses a variety of interpersonal communication skills** *(Habit of Mind)*
  - o Participates fully and meets learning facilitator expectations for participation including engagement, note-taking, asking and answering questions.
  - o Maintains appropriate interactions with others on campus and at extracurricular activities.
  - o Clearly communicates ideas, intentions, and actions to others.
  - o Uses precise language; defines terms; and uses correct names, labels, and analogies.

- o Supports statements with explanations, comparisons, quantification, and evidence.
  - o Identifies indicators in self and others that signal that he/she is being misunderstood.
- **Adjusts and adapts to changes, stress, adversity and diversity** *(Habit of Mind)*
  - o Writes about changes, stress, adversity or diversity, and how he/she adjusted their personal actions for a positive outcome.
  - o Watches a short clip portraying adversity or diversity, then responds to a prompt in a quick write.
  - o Completes character studies to show adjustments to change, stress, adversity and/or diversity.
  - o Remains open to continuous learning.
  - o Is effective when working with a variety of different groups in different situations.
  - o Demonstrates sensitivity to differences in culture, gender/ sexual orientation, religious differences, and/or disabilities.
- **Seeks, reflects on, and adjusts to feedback** *(Habit of Mind)*
  - o Responds to learning facilitator or other adult feedback appropriately.
  - o Conferences with learning facilitator, to edit and revise work, and track personal progress.
  - o Asks for feedback, accepts responsibility for personal actions, and takes corrective action.
  - o Seeks feedback, accepts appropriate delays as necessary, and persists to obtain the feedback.
  - o Engages in conflict resolution and considers alternative solutions followed by positive action..
- **Finds humor** *(Habit of Mind)*
  - o Initiates humor and appreciates and understands others' humor.
  - o Is verbally playful when interacting with others.
  - o Perceives absurdities, ironies, and satire.
  - o Finds discontinuities and incongruity. (oxymorons)
  - o Laughs at situations and themselves.

A Civic-Minded Person
Descriptors and Sample Tasks

- **Serves and participates in the community to affect positive change**
  - o Participates in school and class efforts to contribute to the community (e.g., canned food drives, coat drives, events)
  - o Participates in community beautification or community events (e.g., suggesting changes to community leaders, planting trees, picking up trash, painting, cleaning up after events).
  - o Respects the partnership between the school and the community (e.g., community members contribute funds and assistance to the school. The school educates citizens and prepares learners for employment in the community.)
  - o Participates as a community member by voicing support or concerns about community issues (e.g., gang violence, neighborhood watch).
  - o Participates in community surveys when possible.
- **Develops creative solutions to complex challenges**
  - o Participates in class discussions for problem solving and selects solutions.
  - o Develops creative solutions for others who are facing dilemmas.
  - o Maps possible solutions showing details for school, community, or personal issues.
  - o Organizes a creative solution which includes the complete plan (e.g., who is needed, materials needed, timeline for action, etc.)
- **Obeys the law and, when necessary, works constructively for change**
  - o Respects and obeys school procedures and rules.
  - o Recognizes the need for laws in our community and can voice the positive and/or negative outcomes of following or violating laws.
  - o Advocates for a change in laws/rules in a positive and acceptable manner; votes in elections when age appropriate.

- o Understands the importance of attending school and being on time as conforming to the law for minors.
  - o Recognizes that citizenship is reliant upon knowledge of laws and deliberate actions to follow them.
- **Celebrates the American heritage**
  - o Understands historical events that result in American celebrations and/or remembrances.
  - o Shows respect for ethnic and cultural diversity present in our American heritage.
  - o Knows American liberties and understands their application in our society.
  - o Maps important concepts about American heritage showing "who, what, where, when, and why."
  - o Responds to data and statistics regarding changes in time in America.
- **Restrain impulsivity** *(Habit of Mind)*
  - o Pays attention to "what is working" and plans accordingly.
  - o Develops a strategy for approaching a problem.
  - o Withholds immediate value judgments about an idea until fully understood.
  - o Considers alternatives and consequences of several possible directions before taking action.
  - o Decreases the need for trial and error by gathering information, taking time to reflect on an answer before giving it, and making sure directions are understood, and listening to alternative points of view.

A Culturally Aware Person
Descriptors and Sample Tasks

- **Seeks personal enrichment through the arts**
  - o Demonstrates the understanding of various arts (music, painting, drawings, sculpting, etc.) through whole class discussion and creation of various art projects.
  - o Uses art as a medium to express thoughts, to exemplify a theme, or as appropriate for classroom assignments or extracurricular activities.
  - o Participates in opportunities for learning or dance, music, choir, band, guitar recitals, and participating in school and community performances.
  - o Participates in opportunities for learning involving skits, plays, musicals, and school and community performances.
- **Celebrates personal heritage and participates in its evolution**
  - o Demonstrates understanding of family traditions and heritage by verbally sharing, creating artwork, creating a multimedia presentation, and/or writing about family members and events.
  - o In concert with others, celebrates family traditions and personal heritage by participating in school, extracurricular, and community events.
  - o Participates in school, extracurricular, and/or community performances that showcase cultural traditions regarding personal heritage.
- **Appreciates the traditions of other cultures and the heritage of diverse people**
  - o Demonstrates awareness of other cultures and diversity by participating in traditional events and celebrations at school or in the community.
  - o Demonstrates understanding of the principle of the "Golden Rule" (Treat others the way you wish to be treated.) by application in his/her daily interactions with peers.
  - o Reads and discusses literary works that reflect the value of cultural diversity in our learning community in whole class or small group.
  - o Attends school, extra-curricular, and/or community events depicting traditions or heritage of other cultures.
- **Develops teamwork and cooperation among culturally diverse people**
  - o Demonstrates an understanding of what is bullying and what it looks like.
  - o Knows what to do to stop bullying and can assert themselves appropriately.

- o Demonstrates the willingness to share classroom materials with other learners.
- o Demonstrates the willingness to take turns and models the "Golden Rule."
- **Demonstrates individual responsibility with an emphasis on empathy, nurturing, and cooperation**
  - o Demonstrates a sense of community by including everyone in group activities without regard for gender, race, religion, or disability.
  - o Supports group efforts and group leadership with a goal of project or task completion.
  - o Listens to the messages and ideas of others and develops a plan of action for project completion.
  - o Asks for feedback, accepts responsibility for his/her team actions, and takes corrective action.
- **Identifies, recognizes, and rejects cultural stereotyping, prejudice, and bias**
  - o During class discussions of different cultures, demonstrates the desire to understand others' differences by seeking information or asking questions.
  - o Demonstrates an empathetic attitude and understanding of other's differences through self-reflection and self-evaluation personal biases.
  - o Participates in small group discussions to address social situations at school involving cultural stereotyping, prejudice, and bias by developing intervention strategies.
  - o Takes a stance during class discussions and/or writing assignments, maintains a stance regarding the belief to combat prejudice and supports his/her position with experiences, information, data, or other evidence.
  - o Takes a stance to prevent bullying and intervene when observing bullying behavior at school and in the community.

A Quality Producer/Resource Manager
Descriptors and Sample Tasks

- **Adapts to rapidly changing work environments**
  - Follows procedures so that transition time is short and effective.
  - Shows continuous learning in any work environment including assemblies, fieldtrips, lessons with guest teachers, media instruction, etc…
  - Participates in class discussions resulting in change in the work environment.
  - Volunteers to make a change in the work environment (seating, grouping, time schedules) in order to create a needed change in the classroom environment.
  - Recognizes that change produces a new outcome
  - Recognizes that change is a requirement for causing a new outcome.
- **Adapts to new technologies and embraces life-long learning**
  - Uses various modes such as computer technology, video games, digital books, and other appropriate sources to learn.
  - Uses the computer or electronic devices to learn.
- **Applies problem solving techniques and manages resources**
  - Maintains school supplies in their appropriate places.
  - Manages desk and/or learning organizers appropriately.
  - Maps reasoning/thought processes to solve a problem.
  - Discriminates between several solutions to determine the best choice to solve a problem.
- **Sets, applies, and measures quality standards for work**
  - Self-assesses work by using familiar scoring scales and/or rubrics and comparing it to anchor papers or samples.
  - Provides appropriate, honest feedback to others on work assignments.
  - Checks work against a set of criteria and uses feedback to correct error or improve future work samples.
  - Checks work for accuracy (e.g., uses manipulative for math problems, dictionary for word meaning, thesaurus for synonym choices, edits writing samples for punctuation/capitals).
  - Avoids just writing the answer; shows work so he/she can go back and find the error.
- **Displays a positive attitude**
  - Accepts difficult assignments and tracks progress in order to show perseverance.
  - Asks for clarification or help when needed.
  - Demonstrates an ability to view situations in various ways to find the positive as well as the negative.
- **Demonstrates a "can-do" attitude and strong work ethic**
  - Edits or revises work for improvement.
  - Practices a skill consistently until it is automatic. (e.g., writing letters, forming numbers)
  - Volunteers to assist others on important tasks or lessons.
  - Demonstrates awareness that problem-solving techniques lead to completion of difficult tasks.
  - Recognizes that difficult situations or problem solving may require trial and error actions.

A Responsible, Global Citizen
Descriptors and Sample Tasks

- **Analyzes global environmental issues and acts locally on those issues**
  - Analyzes the environmental issue of conservation of natural resources and volunteers to participate in a school or community recycling programs and conserving natural resources (e.g. water, electricity, etc).

- o Analyzes visible land pollution and voluntarily places litter and recyclable waste in designated containers at school and in the community.
- o Analyzes noise pollution and voluntarily adheres to designated volume levels of voice and other generated noise while on campus and at extracurricular events.
- o Demonstrates awareness of personal actions and the effect of those actions on others and on the environment orally or in writing with supportive experiences, information, data, or other evidence and develops a plan of action for positive outcomes.
- o Prepares to transition from learner to community member by formulating questions in the search for information and meaning of environmental issues that may affect the local community such as farming, land and animal preservation, water conservation, and recycling and develops a plan of action for positive outcomes.
- **Interprets the role of democracy in protecting human rights worldwide**
  - o Demonstrates appreciation for individuality and cultural differences by giving importance to different perspectives and maintains a mind open to change based on additional information, new data, or even reasoning that contradicts their beliefs.
  - o Demonstrates awareness of the relationships between rules, laws, safety, and the protection of rights of the individual by adhering to school rules and procedures on campus and at extracurricular events.
  - o Interacts with peers to try to resolve problems with the intent of a positive outcome.
  - o Takes a stance against bullying and intervenes on behalf of someone being bullied or seeks adult assistance.
  - o Demonstrates awareness of the relationships between rules, laws, safety, and the protection of rights of the individual by participating in educational programs and events for Red Ribbon Week, Too Good for Drugs, Character Counts, bully prevention, and gang prevention.
- **Understands how personal economic and environmental decisions affects long-term global viability**
  - o Demonstrates understanding of the relationship between visible land pollution and the maintenance of the school campus and community by participating in individual and group cleaning efforts.
  - o Demonstrates understanding of the relationship between air pollution and campus and community beautification efforts by participating in the planting and maintenance of trees and shrubs.
  - o Demonstrates understanding of the relationship between land pollution and conservation of natural resources by participating in school and community recycling efforts.
  - o Accepts responsibility for the content and process of personal economic and environmental decisions made, actions taken, and the resulting outcomes.
- **Communicates with others to understand different points of view regarding issues, policies, and positions**
  - o Initiates and engages in two-way communication with peers and adults in an effective and age-appropriate manner respecting alternative points of view by recognizing and accepting individual differences.
  - o Uses precise language; defines terms; and uses correct names, labels, and analogies.
  - o Supports statements with explanations, comparisons, quantification, and evidence.
  - o Paraphrases another person's ideas to express another person's concepts, emotions, and problems.
  - o Holds in abeyance their own values, judgments, opinions, and prejudices to be able to listen to and entertain another person's thoughts.
- **Embraces technology and change**
  - o Demonstrates improvement, growth, and learning with computer and computer support systems.
  - o Demonstrates the use of alternative ways to achieve goals by using technology such as the use of software programs and the internet.
  - o Applies multiple technological options to problem solve or complete a task.

- o Creates and seeks novel approaches using technology.
- o Invites the unknown, the creative, and the inspirational for continuous learning opportunities.
- **Uses high level critical thinking to solve complex problems**
  - o Uses an assortment of strategies, techniques, and new ideas to solve problems in order to go from simple to complex knowledge.
  - o Uses responsible, calculated risks and ventures out in situations where the outcome is unknown.
  - o Accepts confusion, uncertainty, and the higher risks of failure as part of the normal process.
  - o Views setbacks as interesting, challenging, and growth producing.
  - o Draws on past knowledge, is thoughtful about consequences, and has a sense of what is appropriate.

b. Resources and Instructional Materials

At FLOW PCS, our primary instructional materials are the goals of the people we serve and the wisdom, knowledge and experiences of our coaches.

We will use email and the Internet to help facilitate discovery and develop strong cognitive and communication skills. We intend to leverage the storage, media, and computing capacity that already exist within the cloud to establish and maintain the learning environment. We are exploring the potential of using **Google Apps** as the common platform and have received a quote from SADA systems to anticipate the cost and level of effort associated with creating a Google University Site.

Google Apps is a service from Google providing independently customizable versions of several Google products under a custom domain name. It features several Web applications with similar functionality to traditional office suites, including Gmail, Google Groups, Google Calendar, Talk, Docs and Sites.

The coaches will also use **AspirePath**, our proposed student information system, as an instructional resource to help each learner understand their progress against their goal and the standards. AspirePath is a unique software application that includes all of the traditional student information system features such as student enrollment and course management, plus powerful pathways mapping and skills/competencies frameworks. The skills/competencies framework ensures that all student services and training activities are geared toward the skills and competencies that employers need, thereby improving the ability of students to get jobs and make career advancements. With pathways mapping, users can create and track the ways that students progress from their current education, skills, and work experiences to the end goal of career preparation in the industry and occupation of their choice.

c. Methods of Instruction

Our ability to help less educated, less skilled adults achieve success in the new economy depends on our ability to create **maps** to help them navigate an increasingly complex world, and provide **a guide** to help them find their way. So, we help adult learners develop their own maps and provide a guide in the form of a coach.

We seek to create a **learner-centered, learning environment**, where **the person being coached is the expert**. The learner has all the answers and can learn even more by **putting knowledge together in new ways**.

At FLOW PCS, our coaches:

- Walk along side the learner and provide **feedback**, **encouragement** and **support** to tackle the challenging problems they encounter in their lives.
- Use powerful **questions** to probe for experience, stored knowledge, and know-how that have yet to be combined into brilliant ideas.
- Guide the learners to the right information, help them answer **complex questions**, and redirect their misconceptions.
- Devote a considerable amount of time and effort to researching and **using Internet resources** so they can become effective facilitators of knowledge.

At FLOW PCS, coaching is:

- Built on **trust**, **compassion**, **nurturing**, **genuine interest**, **honesty**, **skill**, and **love**.
- An ongoing process that is consistent with the state of becoming.
- A relationship that sees others at their very best; challenges them to examine their own gifts, talents and aspirations; and ultimately, holds them accountable to become the very best version of themselves.

When we think of others as unmotivated, incompetent, or unintelligent, they know it and will typically resent us for it. However, when we think of others as unique, talented, and developing, people will respond accordingly. They will like how they feel about themselves in our presence. They will desire to work with us, and will grant us their discretionary effort. They will allow us concessions that they would not allow of others, and hopefully we can earn their loyalty.

If we want to coach others for exceptional performance, we must begin by thinking well of them. Only then can we heighten their awareness of their **value**, **strength**, and **performance potential**. By bringing **an appreciative attitude** into our relationships, we help others overcome the limits they have imposed upon themselves, and significantly expand the possibilities available to them. Great coaching leaves a legacy of people who know their greatest strengths and as a result, have the internal motivation to seek opportunities to deploy them.

When people experience the benefits of coaching, they pass on their experiences and what they learn to others, and begin to experiment with coaching skills. They start to ask powerful questions, and they start to expect forward movement as a result of investing time in a conversation. Often people end up coaching each other without even intending to do so, but when you have a coaching culture coaching gets multiplied.

In anticipation of the wide variety of goals we expect to encounter, we would like to offer three distinct coaching approaches:

- A **FROM** Coach
- A **To** Coach
- A **FLOW** Coach

FROM Coach

The FROM Coach focuses on where the person being coached is "**coming from.**" We anticipate using this approach when it is more important to understand a person's past in order to make a connection. There may be challenges associated with a person's past that are preventing them from being successful and they need a guide to give them **feedback**, **encouragement** and **support** to learn how to be successful.

```
┌─────────────┐        ┌─────────────┐        ┌─────────────┐
│ Expectation │   ➕   │  Value of   │   ＝   │ Motivation /│
│ of Success  │        │  Success    │        │ Commitment  │
│             │        │             │        │ to being    │
│             │        │             │        │ Successful  │
└─────────────┘        └─────────────┘        └─────────────┘
```

Once a connection has been made, the FROM Coach inquires about the learner's **motivation** and **commitment** to achieving their stated goal. Schoolwork and paid work are usually extrinsically motivated and pleasure is a powerful source of motivation, but it does not foster change. For those who need a guide to help them move forward from their past, the FROM Coach employs a deliberate strategy to help the learner understand their **values** and articulate their **purpose**. Even when we lack the power to directly change our lives, we have the power to change our thoughts.

TO Coach

The TO Coach focuses on where the person being coached is "going to." We anticipate using this approach when it is more important to **know the road ahead** in order to make a connection. There may be an opportunity in a person's future that they would like to seize and they need a guide to help them **identify the right information**, **manage complexity**, and **dismiss any misconceptions**.

```
┌─────────────┐        ┌─────────────┐        ┌─────────────┐
│ Motivation /│   ➕   │ Imagine the │   ＝   │ Take Action │
│ Commitment  │        │ Possibilities│       │             │
│ to being    │        │             │        │             │
│ Successful  │        │             │        │             │
└─────────────┘        └─────────────┘        └─────────────┘
```

Once a connection has been made, the TO Coach inquires about the **possibilities**. Knowledge is a grasping of what is. Imagination reaches out to what can be. Only the imagination has the power to engage the emotions, attitudes, and will over the long run. So, for those who need a guide to help them **put knowledge together in new ways** in order to **take action**, the TO Coach excites the imagination and engages the learner in discourse about the future.

FLOW Coach

The FLOW Coach focuses on maintaining an ongoing concentration in action. We anticipate using this approach when it is more important to **attend to the moment** in order to make a connection. There may be a need to control one's performance or immediate environment and they need a guide to help them **determine what matters most,** or **will make the biggest impact** so that they can **immerse themselves in it**.

Take Action + FLOW = Success
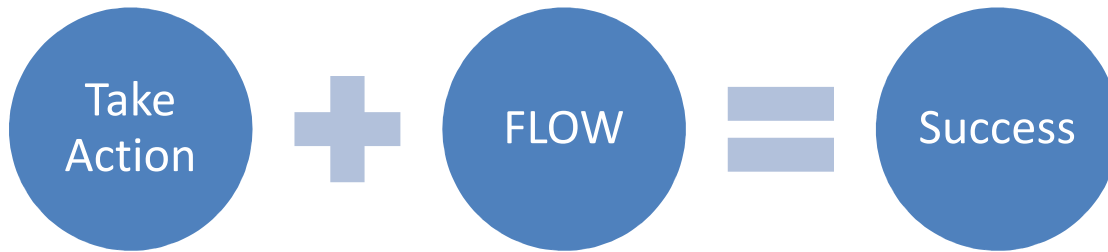
Once a connection has been made, the FLOW Coach insists that people **take action and follow through**. Action turns ideas into tangible results, and builds momentum for future results. So for those who need to **cultivate the ability to focus**, the FLOW Coach creates an environment that helps the learner **focus on the task they have to perform**.
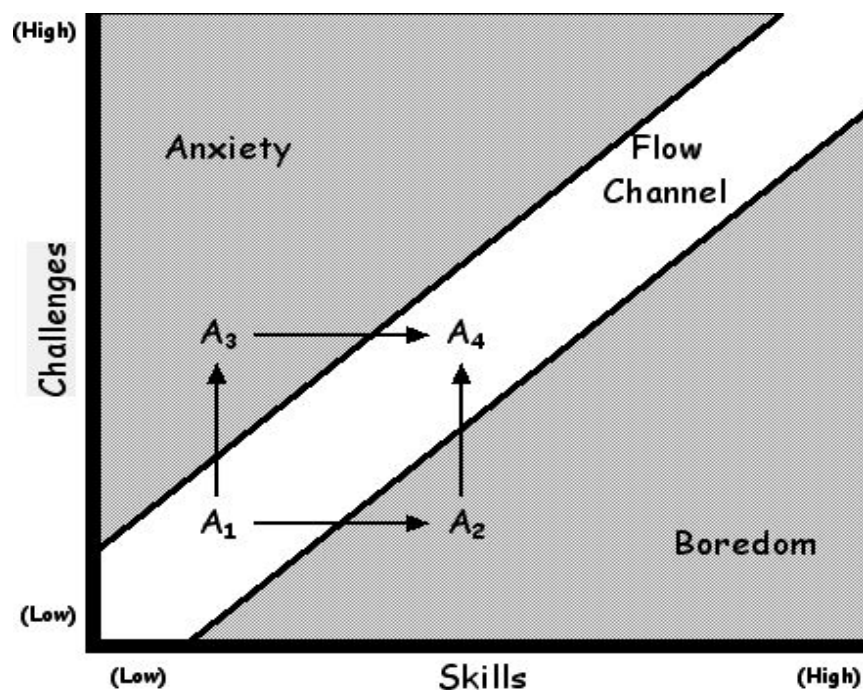
From <u>Flow: The Psychology of Optimal Experience</u>
by Mihaly Csikszentmihalyi (page 74)

According to Mihaly Csikszentmihalyi, author of *FLOW: The Psychology of Optimal Experience,* and *Good Business: Leadership, FLOW, and the Making of Meaning*; FLOW is the mental state of operation in which a person in an activity is **fully immersed** in a **feeling of energized focus**, **full involvement**, **and success in the process of the activity.**

A FLOW Coach helps adult learners develop the habit of **paying attention to their feelings and actions** so that action and awareness merge in a seamless wave of energy where the learner no longer has to think about what to do. They are momentarily relieved of self-consciousness, ambitions, defeats, fears, and desires; feedback is immediate, and they are unable to shift our attention to some other task or activity.

If we can help adult learners continuously find the **match between their skills and challenges,** then we can help them **achieve FLOW**. **What we pay attention to and how we pay attention to it, determines**

the content and quality of life. It is the direction of our attention and its intensity that determines what we accomplish and how well.

d. Student Progress and Achievement

At FLOW PCS, we believe that all learners are **a "work in progress**". Every learner's definition of success can and will be different, so it is the responsibility of learners to execute their individualized learning plan in order to achieve their stated goal.

While FLOW PCS will play an instrumental role in facilitating continuous assessment throughout the year to help measure the learner's progress against the stated goal, we ultimately want them to **take responsibility for assessing themselves**.

We also believe that everyone should become a lifelong learner, but this is a long-range goal that will require sustained practice long after the learner has completed a year at FLOW PCS. However, we have identified lifelong learning standards and we will measure learner progress against these standards as long as they are enrolled.

Standards will be assessed **twice a year**. The learners will assess themselves at the **beginning of the year** during the six-week assessment course, and each learner will identify three people who would be willing to assess their ability to achieve the standards **at the end of the year**.

e. Students with Exceptional Needs

All learners with an exceptional need must have an identified and **documented disability** by a medical professional (i.e. psychiatric evaluation or academic institution or Individualized Education Plan) that is no more than five years old.

Learners will personally apply for enrollment, or be referred to the school by community and state/city organizations that provide support services to people with exceptional needs. The school may also identify potential learners with exceptional needs through marketing and public relations collateral such as web site, brochures, participation in local events, etc.

Once the learner has been identified, the assigned coach and administrative staff will evaluate learner. Internal assessment tools will be used to determine the learners' capabilities as it relates to their interest in advanced education or employment.

Once an initial intake assessment has been completed, the school will consult with an academic professional that specializes in the development and implementation of online content. Collaboration between the school administration and content developers will result in content designed to meet the specific needs of each learner and that complies with ADA technology regulations.

Some of these specific accommodations will be voice demand technology that types for the learners, text color typing and sizing for the visually impaired, volume and other modifications. The school will ensure that the technology supports the federal regulation **Section 508 amendment of the Rehabilitation Act**. Staff, family and learners will commune within the community that the learner lives, or virtually if their coach is not in the local region.

The school will develop **partnerships with local organizations** that provide complementary, but unrelated services in the areas of drug rehabilitation, housing, finances and family services. These

partnerships will contribute to the development of the learner's self-sufficiency and career development. The school will work with local academic institutions to provide additional educational, professional and employment skills training and support as necessary.

f. English Language Learners

At FLOW PCS, all learners whose dominant language is not English will be identified during the initial intake assessment. Once identified, the school will consult with an academic professional that specializes in working with English Language Learners to determine the specific accommodations required to meet the learner's specific need. The school will develop **partnerships with local organizations** that provide complementary, but unrelated services to find a coach who will assist the learners and commune within the community that the learner lives, or virtually if their coach is not in the local region. The school will also work with local academic institutions to provide additional educational, professional and employment skills training and support as necessary.

g. Strategies for Providing Intensive Academic Support

At FLOW PCS, all learners who struggle academically will be identified during the initial intake assessment. Once identified, the school will consult with an academic professional that specializes in working with remedial learners to determine the specific accommodations required to meet the learner's specific need. The school will develop **partnerships with local organizations** that provide complementary, but unrelated services to find a coach who will assist the learner. The school will also work with local academic institutions to provide tutoring within their learning plan, but we will also identify additional educational, professional and employment skills training and support as necessary.

Examples of the curriculum materials or additional information that will be helpful in understanding the proposed school's curriculum, is included above.

3. Student Performance

a. Gateway Measures (Policies)

Recruit Coaches - FLOW PCS seeks to hire 20 coaches a year. In order to meet this number, we will seek to **identify 100 individuals** who would be interested in coaching.

Recruit Learners – FLOW PCS seeks to serve 150 adult learners a year. In order to meet this number, we will seek to **identify 450 individuals** who would be interested in enrolling.

Assessment – All learners need to successfully complete the six-week assessment course before they are assigned a coach. It is our goal to have all of the information we need to match a learner with a coach at the end of the assessment course. **Individuals who do not successfully complete the course will still be eligible to participate in FLOW PCS activities, but they will not be assigned a coach.**

Matching Learners and Coaches – Before a learner can enroll, they must be matched with a coach. During the six-week assessment course, **FLOW PCS staff will provide multiple opportunities for learners to interact with prospective coaches**. Through these interactions, both learners and coaches will develop a better understanding of each other's attitudes, beliefs, values, and background. As a result of these interactions, learners will choose a coach who is best suited to help them achieve their stated goal.

Enrollment (Agreement) – Once a coach has been identified and a match has been made between the learner and the coach, the learner and the coach will sign an agreement that **contains all of the expectations and requisite commitments required by both parties to establish and maintain the coaching relationship**. **This agreement will be between the coach and the learner**, but FLOW PCS will retain an electronic copy of the agreement to provide accountability and/or arbitration should the need arise. **Once the agreement has been signed, the learner can be enrolled in FLOW PCS**.

Attendance/Engagement – All learners will be required to respond to emails from FLOW PCS, or their assigned coach in a timely manner. Each learner will work with their coach to determine the most appropriate and achievable expectations for engagement and participation. If the learner is unresponsive, it is the coach's responsibility to engage the learner, either by phone, in person, or email. If the learner is **unresponsive after five attempts**, the learner will loose the opportunity to work with an assigned coach.

Plan Completion - The learning plan is the coach's primary deliverable. All learning plans must be finalized by **September 1st** in order for the coach to receive compensation for their initial coaching efforts. If the plans are not approved then the administrative staff at FLOW PCS will work with the coach and the learner to revise the plan based on feedback from individual Board members. Payment will be released once that process has been completed. If the plans are never finalized, then the coach will not be eligible to receive compensation for their coaching efforts and the learner will loose access to their assigned coach.

Plan Approval - All learning plans must be approved by **October 1st.** In order for coaches to receive compensation for their coaching efforts, the FLOW PCS Board of Trustees must approve the learning plan. Once the coach and the learner agree that the plan they created is specific, measurable, attainable, relevant, and timely (SMART), the administrative staff at FLOW PCS will ask individual Board members to go online and review the plan for accuracy, validity, and viability. Payment will be released once that process has been completed. If the plans are never approved, then the coach will not be eligible to receive compensation for their coaching efforts and the learner will loose access to their assigned coach.

Progress/Growth Against the Plan - Individual learning plans are created and maintained within an online software tool. Coaches are responsible for using the online tool to maintain a record of the learner's progress against the plan over time and are subject to random audit by the FLOW PCS staff. If progress against the plan has not been updated for more than seven days, FLOW PCS staff will contact the coach responsible for updating that plan and ask them to remedy the situation and send an email to the Head of School explaining the reason for the lapse. If the proper remedies are not implemented within a week's time, or if the plan has not been updated within two weeks time, the coach will be suspended indefinitely.

Placement – All learners must be placed in employment or a postsecondary by February 1st in order for the coach to receive their second and final compensation for their coaching efforts. If the learner has not been placed by February 1st, the coach will not receive their second and final compensation.

b. Leading Indicators

Qualifications of the Coaches – One of the most critical success factors will be to hire and retain high quality coaches who can engage the target population. To that end we will seek individuals who demonstrate and understanding of the needs of the target population and demonstrate integrity, humility, honesty, patience, courage, kindness, generosity of spirit, and a strong sense of personal responsibility**.**

Attendance/Engagement – All learners will be required to respond to emails from FLOW PCS, or their assigned coach in a timely manner. Each learner will work with their coach to determine the most

appropriate and achievable expectations for engagement and participation. If the learner is unresponsive, it is the coach's responsibility to engage the learner, either by phone, in person, or email. If the learner is **unresponsive after five attempts**, the learner will lose the opportunity to work with an assigned coach.

4. Support for Learning

Coaching - As a general rule, our purpose is to provide a coach as the primary support for learning. We will make every effort to match the learner with a coach who can meet the learner where they are, engage, and best respond to the learner's learning needs. However, all FLOW PCS staff and stakeholders should be considered a resource to support learning.

a. Parental Involvement

At FLOW PCS, we seek to create an inclusive learning environment that is welcoming and supportive for all stakeholders. Our target population is adults, specifically parents, so we see no need to develop additional parent involvement activities at this time.

b. Community Participation

Several members of the founding team were identified after a presentation given at the **Ward 8 Workforce Development Council.** We have developed a strong relationship with the council and will continue to leverage the individual member organizations within the council to support the goals of our learners. We also have strong relationships with the **Re-Entry Network for Returning Citizens** and **Ballou Senior High School.**

c. School Organization and Culture

At FLOW PCS, **we support the coaches so that the coaches can focus on the learner**. The chart below depicts of the **areas of focus** (or FLOW) that we believe need to be developed over time in order to realize the full vision for the organization. It is not a head count, but rather a graphical depiction of the levels of support within a horizontal organizational structure where everyone is encouraged to collaborate with each other to support coaches so that they can focus on supporting the goals of the learner.

Head of School	Dean of Coaches	Coaches	Instructional Technology
	Dean of Learners	Adult Learners	Research
Executive Director	Operations	Assessment	Production
	External Relations	Knowledge Management	Board of Advisors
Board of Directors	Governance	Fundraising	Technology
	Finance	Legal	Partnerships
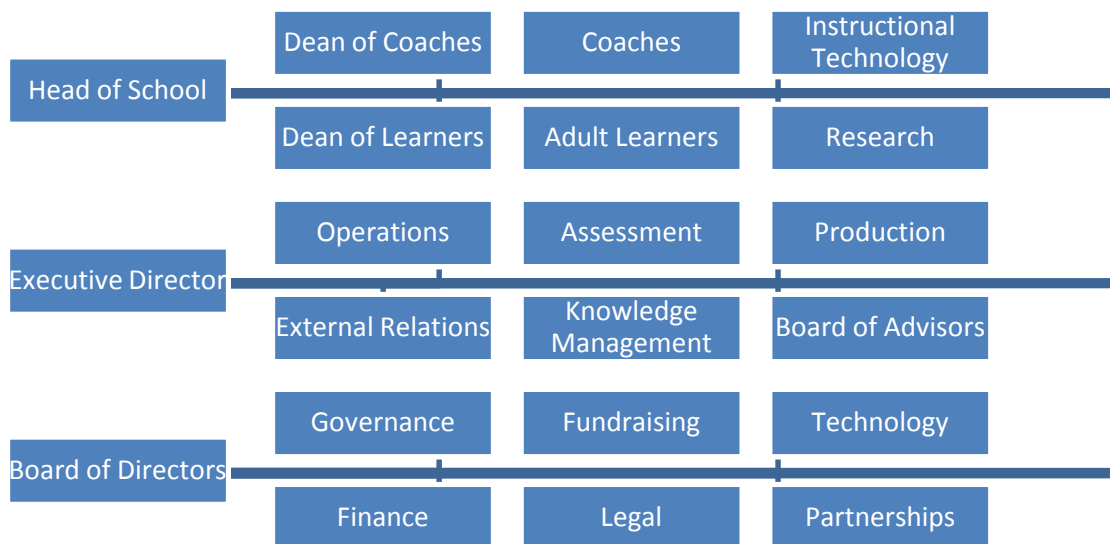
FLOW PCS will maintain four full-time staff whose key responsibility will be to efficiently run and maintain the operation of the school: **Head of School, Executive Director, Manager of Operations**, and **Director of External Relations.** We will also employ two part-time staff and a third party contract staff member: **Dean of Coaches, Director of Institutional Research and Business Manager.** In the first year, we will hire twenty independent contractors as **FLOW Coaches.**

Head of School is responsible for providing direct support to the coaches, leading the Daily Knowledge Flow discussion, and collecting organizational performance data. Head of School also shares responsibility with the Executive Director for governance, compliance, and financial stewardship of the organization.

As we grow, the **Dean of Coaches** will be responsible for providing direct support to coaches and creating professional development opportunities for the coaches. As we grow, the **Dean of Learners** will be responsible for providing direct support to learners that are above and beyond what we expect of coaches and will serve as a resource when and if the relationship between the learner and their assigned coach becomes strained or dysfunctional.

Coaches are the heart of the school. Each coach is an independent contractor who has the autonomy and flexibility to engage the learner in whatever way is most effective. Their main function is to focus on the needs of the learner, but within a learning organization, they have a secondary role as a researcher. As a researcher they are responsible for collecting information about the learners, capturing the responses to our questions, and using this information to help the organization improve over time.

As we grow, **Instructional Technology** will be responsible for setting up and maintaining site-based, instructional technology capabilities. The list of instructional technologies includes, but is not limited to, Smart Boards, green screens, projectors, information kiosks, video conferencing, and streaming capabilities.

As we grow, the **Director of Institutional Research** will be responsible for working with third-party research organizations to interpret the data we collect, or conduct longitudinal research studies. Research is internally focused on making sense of the qualitative and quantitative data that the organization will produce over time.

Executive Director is responsible for developing partnerships, fundraising, and resource development. Executive Director also shares responsibility with the Head of School for governance, compliance, and financial stewardship of the organization.

Manager of Operations is responsible for managing resources, partnerships, agreements, enrollment, and sending out the Daily Knowledge Flow. Also, maintaining student data, and shares responsibility with External Relations on the configuration and effective use of digital technologies.

Director of External Relations is responsible for managing relationships, marketing, and events. External Relations is also responsible for maintaining learner, coach, and stakeholder contact information, organizing Social Flows, and shares responsibility with Operations on the configuration and effective use of digital technologies.

As we grow, **Assessment** will be responsible for publishing assessments, collecting assessment data, and collaborating with the Director of Institutional Research. As we grow, **Knowledge Management** will be responsible for working with third-party media and information sources to support individual learning, Knowledge Flows, and codify the organization's knowledge stocks.

As we grow, **Production** will be responsible for creating original content for the Knowledge Flows and providing creative and/or technical support for Social Flows and other events.

The **Board of Advisors** is a network of resources, specialists, and other consultants who contribute to the mission, vision, and purpose of the organization.

The Board of Trustees is responsible for governance, compliance, and financial stewardship of the organization. Individual Trustees are responsible for reviewing individual learning plans for accuracy, validity, and viability; and providing feedback to FLOW PCS administrative staff. This feedback will be used to determine how the coaches will be compensated.

d. Extracurricular Activities

At FLOW PCS, we seek every opportunity to leverage the educational potential of the workplace, the modern media, the cultural or leisurely pursuits of adults to help adults learn how to learn, so we see no reason to provide additional extracurricular activities at this time. However, as we grow, we would like to explore the potential of **travel** and **tourism** as an adult learning experience.

e. Safety, Order, and Student Discipline

At FLOW PCS, we adopt policies and procedures to ensure a safe, orderly, and drug-free learning environment. As a virtual school, we will establish **online standards of conduct**, **permission structures**, as well as **security protocols and procedures** to help protect the learner's privacy and prevent the misuse of personal information. All learners, coaches, staff, and stakeholders will be oriented to these policies and be held accountable for adhering to them.

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

At FLOW PCS, professional development is a daily activity. The leadership of FLOW PCS will invite coaches, and other interested stakeholders to meet every day, from 2:00 – 5:00pm. During this time we will:

- Listen to feedback from the coach's interactions,
- Identify or anticipate the needs of the community
- Collaborate to develop questions that will become the seeds of change
- Share the things people discover and learn
- Assess public opinion about a particular topic or issue

As a result, we will hone our collective spirit of inquiry and become adept in the art of understanding, reading, and analyzing the organizations as living, human construction. Whether our focus in on an individual or the organization, we believe our performance improves when we focus on our successes, talents, passions and future potential. The future is an endless source of learning, inspiration, or interpretation. In addition to our daily discussions, we will also seek opportunities to learn more about Appreciative Inquiry. We will also explore the interest and potential of obtaining certifications from the International Coaching Federation (ICF).

g. Structure of the School Day and Year

At FLOW PCS, we believe learning and growth can occur anywhere at any time. So, we offer an unstructured school day that prioritizes time for reflection, discovery, and planning for action. Discovering your true nature and inventing your own life trajectory takes time. So we provide opportunities to stop the buzz of our inner and outer complaints, frustrations, blaming, and second-guessing, so that the learner can quietly and calmly analyze their situation, take stock of their resources, creatively reorder the possibilities and choose their next step.

STRUCTURE OF THE SCHOOL DAY:

9:00am	• Information Flow Published • Administrative Office Opens
10:00am - Noon	• Assessment Results Reviewed • Coaches meet with Learners
Noon - 2:00pm	• Lunch Meetings • Coaches meet with Deans
2:00pm - 5:00pm	• Head of School meeitng with Coaches and Stakeholders (Knowledge Translation)
5:00pm -	• Information Flow Produced • Social Flows

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Assess	Plan	Execute	Learn
March - May	June - September	September - February	Ongoing
Acquistion	Assimilation	Application	Adaptation
Knowledge	Comprehension	Analysis	Analysis
Comprehension	Analysis	Synthesis	Synthesis
	Synthesis		Evaluation

h. Technology Plan

Recent advances in communication technologies are changing the workplace, making work time a much more relative concept. Therefore, we seek to create a learning environment that emulates the way communications technologies are being used in the knowledge economy. We want to give less educated, less skilled adults an opportunity to develop the discipline and personal accountability necessary to enjoy flextime, telecommuting, and working remotely.

To accomplish this, we will use email to develop strong cognitive and communication skills, and content from the Internet to help facilitate discovery. Our intent is to use the most ubiquitous and intuitive interactive technologies to reduce any potential barriers to using the technology. We do not anticipate providing any centralized technology support, but we have received a quote for such services and will consider it if that's what the community requires. Rather, we hope to hire coaches who have the ability to use email and the Internet effectively. If a learner is having trouble using these technologies effectively, then we would expect the coach to assess the nature of the difficulty and work with FLOW PCS staff to identify a strategy for obtaining these skills that would ultimately appear in the learner's individual learning plan.

As a virtual school, we understand the need for a common platform to orient the learning community, so we will leverage the storage, media, and computing capacity that already exist in the cloud to establish and maintain our learning environment. By using the cloud, we receive the added benefit of the uptime and redundancy that is already in place should there be a catastrophic system failure.

Should there be an outage or disruption of service that affects the learner's ability to participate in the school's activities, we expect learners to contact their coach and inform them of their difficulty. We are not currently planning to provide access to information technology for learners or coaches, but we would like to explore the potential of providing tablets with Internet service and video-conferencing capabilities so that we can contact the learner when necessary.

AspirePath will be our student information system. Coaches and administrative staff will be trained to become "power-users" so that they are able to create individualized learning plans and track the student's progress against the plan with little support. Should there be an outage that affects the coach's ability to use AspirePath, we expect the coaches to notify the Head of School, or the Administrative/ Communications staff.

B. Business Plan

1. Planning and Establishment

a. Profile of the Founding Group

Robert Jackson is the Chair of the Board of Trustees for FLOW PCS. Rob has 21 years of experience working in Education, Entertainment, and Information Technology. Most recently, he served as Deputy Director for Workforce Development Programs at the University of the District of Columbia Community College. Prior to that, he served as the VP for Business Development at Community IT Innovators (CITI) and led the Senior Consulting practice. Prior to that, he served as the Interim Director of Finance and Operations at the See Forever Foundation/Maya Angelou Public Charter School. In Hip Hop circles, he is affectionately known as Blue Black of the Unspoken Heard. Rob has a Bachelor's degree in Sociology and a Masters in the Management of Information Technology from the University of Virginia.

Nikki Edgecombe is a Senior Research Associate at the Community College Research Center at Teachers College, Columbia University. Her current portfolio of work includes research on accelerating developmental education, teaching and learning, student support services, online courses, and college readiness programs. Nikki joined CCRC from private industry, where she was a research analyst responsible for assessing the financial and organizational performance of publicly-traded companies and evaluating the effects of federal and state policy on strategy and execution. Prior to her work in the private sector, Nikki studied teacher learning and school-based professional development at the Urban Education Institute and Consortium on Chicago School Research at the University of Chicago. She holds a Ph.D. in Education from the University of Pennsylvania and a B.A. in Urban Studies – Economics from Columbia University.

Bridgette Gray is the Senior Consultant for The Gray Group. Bridgette brings over 20-years of experience and a commitment to helping nonprofits thrive through customized services, regardless of size or sector. Bridgette works with start-up organizations and leaders on organizational development, change management, talent acquisition, youth development, workforce development, civic engagement and education. In 2007, Bridgette became the Deputy Director for Year Up, National Capital Region. As a member of the senior leadership team, Bridgette built out the site to accommodate a doubling in staff and students served. She implemented a groundbreaking dual enrollment partnership with Northern Virginia

Community College, and led the efforts for one of the largest philanthropic donations ever received by Year Up, in the amount of $4.5 million dollars. She has worked with the Corporation for National and Community Service, Hands On Network/Points of Light Foundation and Earth Conservation Corps, and was instrumental in founding the Septima Clark Public Charter School in Washington DC. Bridgette completed her undergraduate work in Human Services Management at the University of Tennessee at Chattanooga and is pursuing a dual degree in Education and Educational Administration at Trinity University.

Paul Moss is an educator and entrepreneur with over 25 years of experience in human development, project management, and business development. Paul brings over 20 years of experience in program design working with people of all ages using performing arts as a medium for lifelong learning. He has experience creating learning experiences outside of the formal K-12 school setting and has strong desire to develop integrated, digital, performing arts pedagogies that engage those with limited formal educational. His continuous research into small business trends and interest in entrepreneurship led him to become a co-owner of an arts and entertainment, craft, brewery bar. Paul has a Bachelors degree in the Humanities from the University of Tennessee, a Masters degree in Adult Education from Tennessee State University, and has participated in several Masters Courses in Performing Arts and Digital Learning at the Savannah College of Art and Design.

Kris Miller is an Executive Coach who works with global leaders and teams in corporations, the U.S. government, and non-profit organizations. His prior experience as a business executive serves as a foundation for coaching leaders across sectors and helping his clients and their organizations to flourish. Clients increase self-awareness, strengthen core leadership competencies, and move forward with a stronger sense of self-direction and overall well-being. Kris is also a life-long learner and a participant in the development of the coaching process. Kris is a graduate of the Georgetown University Leadership Coach Training Program and Certified by the International Coach Federation (ICF) as a Professional Certified Coach (PCC). He received his MBA from George Washington University and B.S. in Finance from Louisiana State University. Kris is currently participating in the inaugural cohort of the Advanced Coaching Program for Generative Well-being, at the Center for Consciousness and Transformation, at George Mason University. He is the recipient of 2010 Prism Award for excellence and business achievement through coaching within a government agency. He completed Strozzi Institute School of Embodied Leadership (SOEL), Korn/Ferry certifications for Leadership Architect 101 and VOICES360 assessments, and Accompli Team Coaching and Human Dynamics Workshop.

Sal Corbin began his academic teaching career as an adjunct instructor at West Virginia State College and Northern Virginia Community College while he completed his doctorate. He served as the Assistant Director of Education at the Computer Learning Center in Alexandria, Virginia, and the Director of Education for the evening program at ECPI College of Technology in Manassas, VA. Most recently, Sal was the Assistant Director of Psychology for the Undergraduate program at UMUC, and currently is a program developer and trainer for Strive DC. His research interest is in the area of trust issues and interpersonal relationship dynamics. He serves as the executive director of Dr. Sal Ph.D. & Associates Inc., an international consulting group, and has conducted training workshops for the Metropolitan Transit Police Department, the National Student Leadership Conference, the National Congress of Black Women, the Congressional Black Caucus and the Shahi Export House in Delhi, India. Sal holds a master's degree in Clinical Psychology from Virginia Polytechnic Institute & State University and a doctorate in Educational Psychology from Catholic University in Washington, DC. Sal can be reached at saladin_65@yahoo.com.

Dominic Moulden has more than two decades of experience as a community leader, community organizer, and housing rights educator. He has created several local businesses by fostering economic development aimed at helping entrepreneurs and low and moderate-income urban residents gain

economic equity. Dominic has given lectures on organizing, social policy, economics, philosophy and theology at Howard, Georgetown, and George Washington Universities. He is passionate about creating a democratic workplace and shared leadership, which focuses on expanding community organizing to the next level nationally and globally. He taught at ONE DC's Freedom School, an annual community education forum focused on popular education, human and civil rights for youth and adults to promote justice and equity centered community learning. He taught at the Combahee Drylonso School, a community-organizing institute sponsored by ONE DC, which teaches transformative community organizing and social justice theory and practice. He studied Management and Community Development at Tufts University and at the Washington Urban League. He studied Cooperative Housing and Education at the DC Department of Housing and Community Development, earned a B.A. in Philosophy from St. Alphonsus College, and attended the Executive Education program at the Kennedy School of Government - Achieving Excellence Program, Community Development, Leadership and Management at Harvard University.

Howard Fickling Finley has over 20 years of experience developing, designing, and implementing programs to serve urban youth. He served as director of a 21st Century community Learning Center, program manager at Sasha Bruce Youthwork, Inc., and residential director at the Maya Angelou Public Charter School. Additionally, Howard has delivered a youth leadership empowerment program at Bell Multicultural High School and Young America Works Public Charter School. He earned a Bachelors of Arts degree from Howard University and a Masters of Divinity from the Samuel D. Proctor School of Theology at Virginia Union. He has completed specialized training in curriculum instruction and lesson planning, peer mediation conflict resolution, and computer-based reading programs.

Brian McIntee is the President at Free State Consulting Group, LLC. Brian brings a unique combination of skills and experience as a CFO who has also led a large sales and operations team with a Fortune 50 company. Free State has served clients across various industries including wireless telecommunications, IT services, electronic payment processing, mobile commerce, etc. by providing cost structure management, P&L management, financial reporting & analysis, financial modeling, organizational integration, mergers & acquisitions, managing complex projects, communications including with external constituents, and even QuickBooks.

b. Planning Process

Hip Hop music in the mid 1980s gave voice to the idea of Edu-tainment, which is a term that describes social activities the right combination of Education and Entertainment. FLOW PCS comes out of this tradition.

The idea for a place like FLOW PCS has been in discussion since 1997. Rob Jackson & Rahman Branch had several conversations about creating "a place to be" after a discussion about the Manchester Craftsman Guild in Pittsburgh, PA. Rob first learned about the Carlos Rosario Public Charter School in 2004.

In fall 2006, Rob Jackson attended a FOCUS charter school, start-up workshop as a contractor for the Johnson-Hughes Public Charter School.

In summer 2010, Rob organized a "charter school design team" meeting at Busboys and Poets, which was the first formal discussion about starting an adult education charter school. Juliette Acker, Tonya Allen, Corey Barnes, Akosua Bates, Rahman Branch, Mark Raspberry, Sean Smith, and Jason Towns attended. Nikki Edgecombe was unable to attend, but participated in several follow-up conversations.

In fall 2010, Rob Jackson attended a FOCUS charter school, start-up workshop as an employee of the Community College of the District of Columbia. Rob served on the Board of Community College of the District of Columbia Preparatory Academy.

In fall 2011, Rob created and implemented a pilot for FLOW PCS at the University of the District of Columbia Community College (name change). We worked with the Ward 8 Workforce Development Council, the Empowerment Center, and Ballou Senior High School to recruit 75 people for the Student Success Course. We successfully enrolled 22 people in a "coaching course" where Rob acted as the coach. The course was ultimately unsuccessful because it lacked institutional support.

In fall 2011, Rob created the first mission statement and logic model for FLOW PCS.

In fall 2011, Rob organized a series of meetings with another group interested in learning more about the adult education charter concept. The meetings were held on September 17, October 22, and November 19, 2011. Allie Bird, Doug Bass, Hans Charles, Saladin Corbin, Kamal Wright-Cunningham, Quentin Graham, Doran Gresham, Robert Gundling, Shakela Jackson, Kamilla Johnson, Paul Moss, Mark Raspberry, Frances Rollins, Mustafa Abdul Salaam, and Jason Towns attended at least one of these meetings.

During these meetings we articulated the vision, clarified the need, refined the mission, discussed the coaching role, discussed compensation for coaches, and introduced AspirePath as a potential student information system. The agendas, meeting documents, attendance sheets can be found in APPENDIX.

In fall 2011, Rob left the University of the District of Columbia Community College to work on the application to establish the FLOW Public Charter School in the District of Columbia and has been meeting individually with the founding team, potential board members, potential coaches, and potential staff to complete this application.

c. Corporate Structure and Nonprofit Status of the School

Currently, FLOW PCS is **not** incorporated as a nonprofit organization in the District of Columbia. We believe there are too many nonprofit organizations in the District, so we are currently in discussion with the Community Foundation of the National Capital Region (CFNCR) to be considered a Sponsored Program Fund.

Should our application be accepted by CFNCR, FLOW PCS would be incubated within the CFNCR and operate under CFNCR's Employer Identification Number (EIN). We would comply with all of the rules and regulations of the DC Nonprofit corporations Act as a Sponsored Program Fund and CFNCR would charge two-percent of the total fund to act as our fiscal agent.

If we are unable to operate as a Sponsored Program Fund under the CFNCR, or find another existing nonprofit organization that would benefit by acting as our fiscal agent, then we will incorporate FLOW PCS as a nonprofit in the District of Columbia.

2. Governance and Management

a. Board of Trustees
The Board will be composed of a minimum of five (5) and a maximum of fifteen (15) members. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined in the Trustee Position Description. The Board will have four offices with specific roles and responsibilities as outlined

in the Board Office Position Description. The governing Board of Trustees will evolve from the current Founding Group once FLOW PCS is granted a charter. *(See Appendix B-Addendum for Virtual School Programs section B.2.a. Board of Trustees).* Individual Board Members were invited to serve by the Chair to serve for three years, which is for the proposed duration of the charter.

Rahman Branch is the Principal of Ballou Senior High School in SE DC. Rahman is recognized as an expert on developing and implementing the perfect blend of arts and education as a means to unlock the potential in our children. His vision and implementation of wrap-around services, parental and community support programs, and curriculum that allows adults to address socio-emotional issues have proven to be wildly successful. Rahman brings a wealth of knowledge and experience from his work with Rock Creek Academy, Community Academy Public Charter Schools, Music Resource Center, and Kids House National After School Program. He is a forward thinker who empowers the disenfranchised to dream a world where achievement is colorful and diversity is the standard. For this reason, his most recent strides have been celebrated by US Senator Ron Paul, former DCPS Chancellor Michelle Rhee, current DCPS Chancellor Kaya Henderson, former DC Mayor Adrian Fenty, Ward 8 Council Member and former DC Mayor Marian Berry, Stevie Wonder, and First Lady Michelle Obama. He has humbly accepted invitations to serve on the Chancellor Selection Committee (2011), Chancellor's Principal Advisory Committee (2011) and the High School Transformation Task Force (2011). Under his leadership, Friends of Ballou was created and raised close to 6 million dollars in the first year. Rahman earned a BA in English from the University of Virginia in 1997 and went on to obtain a M.Ed. in Educational Leadership from Trinity University in 2005.

Nikki Edgecombe is a Senior Research Associate at the Community College Research Center at Teachers College, Columbia University. Her current portfolio of work includes research on accelerating developmental education, teaching and learning, student support services, online courses, and college readiness programs. Nikki joined CCRC from private industry, where she was a research analyst responsible for assessing the financial and organizational performance of publicly-traded companies and evaluating the effects of federal and state policy on strategy and execution. Prior to her work in the private sector, Nikki studied teacher learning and school-based professional development at the Urban Education Institute and Consortium on Chicago School Research at the University of Chicago. She holds a Ph.D. in Education from the University of Pennsylvania and a B.A. in Urban Studies – Economics from Columbia University.

Bridgette Gray is the Senior Consultant for The Gray Group. Bridgette brings over 20-years of experience and a commitment to helping nonprofits thrive through customized services, regardless of size or sector. Bridgette works with start-up organizations and leaders on organizational development, change management, talent acquisition, youth development, workforce development, civic engagement and education. In 2007, Bridgette became the Deputy Director for Year Up, National Capital Region. As a member of the senior leadership team, Bridgette built out the site to accommodate a doubling in staff and students served. She implemented a groundbreaking dual enrollment partnership with Northern Virginia Community College, and led the efforts for one of the largest philanthropic donations ever received by Year Up, in the amount of $4.5 million dollars. She has worked with the Corporation for National and Community Service, Hands On Network/Points of Light Foundation and Earth Conservation Corps, and was instrumental in founding the Septima Clark Public Charter School in Washington DC. Bridgette completed her undergraduate work in Human Services Management at the University of Tennessee at Chattanooga and is pursuing a dual degree in Education and Educational Administration at Trinity University.

Shelby Hill is the Director of the Washington DC office of Bridges…From School to Work. Shelby spent seventeen years working for Marriott International before accepting her current position with the Marriott

Foundation for People with Disabilities. As Director, Shelby provides leadership to a staff of nine Employer Representatives who are responsible for the preparation and successful placement of youth with disabilities in the senior year of high school. She is responsible for overseeing all aspects of the Bridges program for the national capital region and acts as the primary spokesperson for the program in the local community, seeking opportunities to raise funds and build awareness of and identity for Bridges.

Robert Jackson is the Chair of the Board of Trustees for FLOW PCS. Rob has 21 years of experience working in Education, Entertainment, and Information Technology. Most recently, he served as Deputy Director for Workforce Development Programs at the University of the District of Columbia Community College. Prior to that, he served as the VP for Business Development at Community IT Innovators (CITI) and led the Senior Consulting practice. Prior to that, he served as the Interim Director of Finance and Operations at the See Forever Foundation/Maya Angelou Public Charter School. In Hip Hop circles, he is affectionately known as Blue Black of the Unspoken Heard. Rob has a Bachelor's degree in Sociology and a Masters in the Management of Information Technology from the University of Virginia.

Michael Kohn is the Co-Founder, Partner at Kohn, Kohn & Colapinto, LLP. Michael is also the Co-Founder, President of the National Whistleblowers Center, where he significantly expanded the scope of whistleblower protections in both the private and public sectors. From 1985-1987 Michael served as the Director of Legal Ethics and member of the Executive Committee of the Government Accountability Project (GAP). He left GAP to wage a battle against the payment of hush money resulting in groundbreaking case law and the enactment of federal regulations. Michael's litigation success led the National Law Journal to recognize KKC as one of a handful of top plaintiff law firms in the entire nation. Martindale Hubble designated KKC as a preeminent law firm and awarded Michael its highest rating of AV. Michael is identified in Washingtonian Magazine's listing of "Washington's Best Legal Minds."

b. Rules and Policies

The Board is responsible for ensuring the school's operations are faithful to the terms of the charter, and that the school is a viable organization. The Board is to keep the school true to the mission and purpose and to continually assess the program activities to ensure that the organization is not drifting from its original purposes.

A complete Board Manual will be developed during the planning. The first draft of this document will be completed by August 2012. Annual goals and board member expectations also will be included. Among the rules and policies to be included in the Board Manual are: the management of legal documents; and the development of effective organizational planning that includes measurable goals consistent with the mission and philosophy of FLOW PCS.

The Manual also will define board structure; Trustee tenure, qualifications and responsibilities (including nominating and appointment processes, length and number of terms); conflict of interest policy; and the process to encourage learners and their support designee participation. In addition, the Manual will outline processes to ensure the school has adequate resources; describe ways in which to enhance the school's public standing and ensure legal and ethical integrity; and define the relationship between the Trustees and school leadership.

Lastly, the Board will provide guidance where needed or as mandated by the District of Columbia or federal law.

c. Administrative Structure

Governance of FLOW PCS will be the sole responsibility of the Trustees. As a virtual school, we intend to develop a "software as a service" platform to support all of our administrative processes. Our official communication system and system of record will be email, so we will seek to create our own domain.

During the planning year we will create all of the self-service forms for the Web and workflow processes that will allow learners, coaches, and staff to use the Web in order to submit and review all of the information necessary for intake, enrollment, assessment, planning, and learning.

All contacts, coaching agreements, student records, financial records, coaching contracts, employment records, and learning plans will be maintained securely on the Web. Access to this information will be strictly controlled by permissions, logins, and passwords embedded within third-party solutions and administered by FLOW PCS Administrative staff. FLOW PCS Administrative staff will be responsible for maintaining data quality and integrity and updating this information as necessary.

d. School Management Contracts

The FLOW PCS founding Board of Trustees does not intend to enter into a contract with a school management firm. However, we anticipate being affiliated with the Community Foundation for the National Capital Region as a Sponsored Program Fund.

3. Finance

a. Anticipated Source of Funds

Per Pupil Charter Payments: As shown in Section F, we expect per pupil charter payments in the amount of $1,006,358 and $1,006,358 for Year 1 and Year 2 respectively. These amounts include only the base per pupil amount, as adults are not privy to special education tiers.

We also expect a per pupil facilities allowance of $420,000 and $420,000 for Year 1 and Year 2 respectively. These numbers are based on the DC FY 2011 budget per pupil allocation amounts and the following enrollment data and assumptions:

Federal Grants/Funding: We are not eligible for Federal Funds as an Adult Charter School. We will explore options to leverage other federal funds after the first year.

State/Local Grants: We will explore local governmental workforce development funding.

In order to protect the financial stability of the school, we will use surplus funds to first create an equity reserve in order that essential services can be paid in the event of cash flow issues or unanticipated shortfalls in funding or enrollment. Our goal is to contribute a minimum of fifty thousand per annum in the early years of the charter to this fund. We also will look to invest surpluses in human resources and technology.

b. Planned Fundraising Efforts

The fundraising strategy will include solicitation of federal grants, foundation grants, establishing an individual donor base and major donor events. In addition to these traditional avenues of fundraising, we are considering the following, but do not have concrete plans to do so:

Release an **all-instrumental Hip Hop album** that contains original music from local, Washington, DC producers. We will sell the album as a fundraiser and use it as a recruiting tool that helps build awareness for the school.

We would also like to explore the potential of creating a **DC Hip Hop Festival** similar to the Brooklyn Hip Hop Festival that has just celebrated its seventh anniversary. We would potentially partner with the Community Foundation for the National Capital Region, the Washington DC Economic Partnership, the Business Improvement Districts, the Advisory Neighborhood Commissions, the DC Arts and Humanities Education Collaborative, and local radio stations to host the festival as a fundraising effort for FLOW PCS.

Once we receive the charter, we will reach out to **for-profit organizations** and ask them to **sponsor, provide, or subsidize a coach at FLOW PCS at the cost of the per pupil allotment**. By engaging the for-profit sector, we seek to create a direct pipeline from FLOW PCS to corporate entities and small businesses that are interested in finding a cost effective way to build their workforce. By engaging the for-profit sector in this way, we will be able to increase our capacity to serve more adults without increase the amount of funding we receive from the District.

c. Financial Management and Accounting

The school will maintain its accounting records using QuickBooks software in accordance with Generally Accepted Accounting Principles (GAAP). A set of internal controls will be established that limits access to the school's bank accounts to the appropriate personnel as determined by the Board of Trustees. A detailed monthly cash flow forecast will be established that determines the appropriateness of planned disbursements.

If we are not invited to become a Sponsored Program Fund at the Community Foundation for the National Capital Region, the resources of the charter school will be segregated by utilizing separate bank accounts and separate ledgers or "legal entities" within the accounting system. All books and records will be stored electronically and remain the property of the school.

The Manager of Operations will satisfy the day-to-day responsibility for managing the school's finances as supervised by the **Executive Director and Head of School** with oversight from **Free State Consulting Group** and the **Board of Trustees Finance Committee.** Specific roles and responsibilities are outlined below:

The Executive Director and Head of School will share responsibility for the preparation of the annual budget and work collaboratively with **Free State Consulting Group** and the **Board Finance Committee** during this process. **The budget will be delivered on or before May 1 of each year**.

 Free State Consulting Group will have primary responsibility for preparing monthly financial statements for the **Board of Trustees**. These financial statements will include a comparison of actual versus budgeted results, and will be delivered to the **Executive Director and Head of School** at the start of each month. Financial statements will follow generally accepted accounting principles as defined by the American Institute of Certified Public Accountants.

The Manager of Operations will work collaboratively with the **Executive Director** to ensure that school staff provides accurate information at each payroll cycle through a web-based reporting system. The **Executive Director and Head of School** will both be responsible for new hire and termination reporting**:**

The Manager of Operations will review the payroll detail (showing employees paid each cycle) for accuracy.

 The Manager of Operations will be responsible for monthly bank reconciliations, invoice recording for products and services check cutting, bank reconciliations and wire transfers. However, the **Executive Director and Head of School** will be responsible for the accuracy of financial data and making sure that a strong system of internal controls exists, that tasks are segregated to limit potential mismanagement of funds, and that any identified internal control weaknesses identified by the external auditors are resolved quickly.

Free State Consulting Group will prepare the cash flow analysis and be included in the monthly financial statement reports to the Board of Trustees. This analysis will be reviewed as compared to the annual budget. Any projected overruns or cash shortfalls will be identified by the **Executive Director and Head of School** and we will work with **Free State Consulting Group** to arrange for temporary financing or other plans to cover the shortfall.

d. Civil Liabilities and Insurance

FLOW PCS will obtain an insurance policy that meets or exceeds the minimum coverage recommended by the D.C. Public Charter School. An initial estimate of the cost is included in the budget. At a minimum, we will maintain the recommended amounts of insurance in the following categories:

- General Liability $1,000,000 per occurrence, $2,000,000 aggregate
- Directors and Officers Liability $1,000,000
- Educators Legal Liability $1,000,000
- Umbrella Coverage $3,000,000
- Property/Lease Insurance   100 percent of replacement cost
- Boiler and Machinery Insurance $1,000,000
- Auto Liability Insurance $1,000,000
- Workers Compensation   As required by law

e. Provision for Audit

The Board will provide for an annual audit to be conducted according to Government Auditing Standards, by a Certified Public Accountant licensed in the District of Columbia, and included in the Approved Auditor List for charter schools.

The Manager of Operations will be responsible for coordinating the audit, acting as liaison between the audit and the school during the audit process, preparing audit schedules and reports, and delivering required supporting documentation as necessary. The auditors will report internal control findings and deliver the audit report directly to the BOT in order to maintain high levels of fiscal integrity and independence.

4. Facilities

a. Identification of a Site

At this point in the application process, we have not identified a site. As a virtual school, we will need to establish an administrative office, so we have budgeted for 1,000 sq. ft of office space that includes enough seating and desk space for three people and access to a conference room at $27 per sq. ft.

However, it is our limited understanding that the Department of Employment Services (DOES) headquarters at 4058 Minnesota Avenue, SE has excess office space that could be used to house the FLOW PCS administrative offices. Securing office space in this building would be ideal because it would give us access to the adults within our target population who will be in the building seeking services or support from DOES.

The building has a number of conference rooms that would be ideal for our professional development activities and a large community space that would be ideal for recruiting, conducting orientations and workshops, or hosting Social Flows.

b. Site Renovation

As a virtual school, we have no plans for site renovation at this time.

c. Financing Plans for Facilities

As a virtual school, we will not require financing for facilities at this time.

d. Building Maintenance

As a virtual school, we will not require support for building maintenance.

5. Recruiting and Marketing

a. Outreach to the Community

We intend to use our strong relationship with the Ward 8 Workforce Development Council, the Re-Entry Network for Returning Citizens, and Ballou Senior High School to build awareness for the school amongst our target population.

The Ward 8 Workforce Development Council (WDC) was created in 2007 by Councilmember Marion Barry to help reduce Ward 8's unemployment - the highest in the nation of any metropolitan area with a similarly sized workforce. The council's dual mission is to 1) build the capacity of the Ward 8 workforce through a continuum of education, training and wrap-around services that help residents prepare for, secure and retain family-sustaining jobs and careers; and 2) assist employers in recruiting, hiring and retaining qualified DC resident employees. Since its inception in 2007, the WDC has grown from 7 to 70+ members representing workforce development organizations, employers, local and federal government agencies, unions, churches and social services organizations working to increase the economic security and family well being of DC residents living East of the Anacostia River.

The Re-Entry Network for Returning Citizens is a group of volunteers who are dedicated to restoring the image of reentrants and improving the quality of life for the entire community. They connect previously

incarcerated individuals to jobs, housing, training, mental health, substance abuse treatment, and recovery programs upon their return to the community. This group of volunteers will play an instrumental role in connecting FLOW PCS with the returning citizen population and identifying potential coaches who have an interest in working with this population.

We are particularly interested in working with DC Public School system (DCPS) to support their parent engagement strategy. We want to offer the parents of DCPS students the opportunity to participate in FLOW PCS and get access to a coach for one year. By engaging parents in our process of discovery that will help them become more self-aware and allow them to experience success on the road to becoming a lifelong learner, we hope to create a culture of learning in the home that will inspire their children to set goals and become lifelong learners as well.

And finally, we plan to reach out to all of the Charter Support Agencies listed on the DCPCSB handout that we received at the information session. We believe that making ourselves known to these groups will be invaluable resources that will help us identify coaches, adult learners, potential partners, and resources.

b. Recruitment of Students

Our primary recruiting strategy will be to hire high quality coaches who understand the needs of the target population. In our model, coaches have a financial incentive to identify adult learners in need of support, and as a result, they will be more inclined to recruit learners who would benefit from FLOW PCS.

As mentioned above, we intend to use our strong relationship with the Ward 8 Workforce Development Council, the Re-Entry Network for Returning Citizens, and Ballou Senior High School to build awareness for the school, but we will also work with these organizations to recruit learners.

One of our planned fundraising efforts is to release an all-instrumental Hip Hop album that contains original music from local Washington DC producers. Using this strategy, we hope to engage a wide, cross section of adults who don't traditionally participate in postsecondary education programs.

 And finally, we will hand out flyers at the Metro stations, use social media, and engage our collective personal networks to build greater awareness for the school.

c. Future Expansion and Improvements

For the first three years of operation, we do not anticipate any growth or expansion. Our intent is to spend the first three years mastering the interaction between a coach and a learner, evaluating the outcomes, improving the interaction, and developing partnerships with employers, small businesses, or local education and service providers to make sure that everyone who successfully enrolls in FLOW PCS is successfully placed in employment or a postsecondary education program.

We would like to keep the number of learners we serve at 150 so that we can build mastery and community amongst our coaches. Should there be significant demand for FLOW PCS, we will implement a lottery system and a waiting list for those who are unable to be matched with a coach in the first year. We will also work with for-profit organizations to identify coaches and hire individuals to serve as Deans of Coaches to support our for-profit coaches without compromising the integrity of the core group.

C. Operations Plan

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

April 2012 – Recruitment of Coaches begins

February 2013 - Recruitment of Learners begins (Self Service Website for Interest/Intake)

March 2013 – Learner Assessment begins (Emails/Online Assessments/Social Flows)

May 2013 – Enrollment (Coaches and Learners are matched/Agreements are signed)

June 2013 – Individualized Learning Plans start being created

September 2013 – Individualized Learning Plans Finalized

October 2013 – Individualized Learning Plans Approved (Coach's First Payment)

February 2014 – Placement/(Coach's First Payment)/Recruitment of Learners begins

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

Enrollment in FLOW PCS will be open to adults **22 years of age or older** who have a **professional or academic goal** that is specific, measurable, attainable, relevant, and can be achieved in one year (SMART).

Prospective learners will be considered without regard to aptitude, ethnicity, national origin, gender, disability, or language proficiency. If applications exceed the number of spaces available, learners will be admitted using a random selection process (or lottery). A wait list will be maintained in order of lottery results. If learners chosen from the lottery do not enroll, the next learner on the wait list will be given an opportunity to enroll. Nonresident learners shall pay tuition to attend at a rate equal to the applicable rate established for the District of Columbia public schools.

Pre-Enrollment - Everyone who successfully enters their Intake information on the self service website will receive a **@FLOWPCS.org** email address and immediately begin receiving Knowledge Flows and invitations to attend Social Flows. We will monitor the open rates and response rates of these emails and cease sending emails to those email accounts that have lapsed for **ten days**. These accounts will still exist within our system as inactive, but they can be re-activated so that emails can be sent to the same Learner upon request.

Enrollment - Learners who successfully complete the six-week assessment course in May and successfully select a coach will be enrolled in FLOW PCS. In order to enroll, the Learner must sign a coaching agreement that contains all of the expectations and requisite commitments required by both parties to establish and maintain the coaching relationship. Once the agreement has been signed, the learner can be enrolled in FLOW PCS. FLOW PCS will retain an electronic copy of the agreement in order to provide accountability and/or arbitration should the need arise. Learners, who do not successfully complete the six-week assessment course in May, will not be allowed to select a coach or

enroll in FLOW PCS. However, they will still receive Knowledge Flows and still be invited to attend Social Flows hosted by FLOW PCS.

Withdrawal - Enrolled Learners who do not respond to Knowledge Flows, or are unable to honor their agreement to work with a coach, and remain unresponsive after **five attempts** by the coach to contact them by phone, in person, or email, **the learner will lose the opportunity to work with an assigned coach**. If the plans are never approved, then the coach will not be eligible to receive compensation for their coaching efforts and the learner will lose access to their assigned coach.

Suspension - If progress against the plan has not been updated for more than seven days, FLOW PCS staff will contact the coach responsible for updating the plan and ask them to remedy the situation and send an email to the Head of School explaining the reason for the lapse. If the proper remedies are not implemented within a week's time, or if the plan has not been updated within two weeks time, the coach will be suspended indefinitely. If the learner has not been placed by February 1st, the coach will not receive their second and final compensation.

Expulsion – If any learner, coach, staff or board member at FLOW PCS violates the online standards of conduct, violates the permission structures, or disables the security protocols and procedures to gain unauthorized access to learner or organizational data; uses FLOW PCS resources to commit an illegal act; or puts themselves or others in a dangerous or potentially life threatening situation, then they will be expelled from the school; and in the event that federal or local authority becomes involved, the leadership will abide by the law, yet make every attempt to act in the best interest of the learner. Aside from these violations, the only penalty for non-compliance or non-performance is that the learner will lose access to their assigned coach.

2. Human Resource Information

a. Key Leadership Roles

The administrative team—responsible for the operational and instructional leadership—is the Head of School and Executive Director (ED) respectively. The monumental task of the startup process requires clear lines of communication, responsibility, and deliverables. The operational functions rest with the ED while all instructional functions rest with the Head of School. The Head of School and ED both report to the Board of Trustees. The working relationship between the ED and the Head of School will be cooperative in nature. Both the ED and Head of School will attend Board of Trustee meetings and both have full responsibility of all aspects of the school.

Head of School is responsible for all instructional activities including:
- **School Culture:** Strictly adhere to FLOW PCS's mission; communicate/train all staff to that mission, the expectations, and policies that create the school culture; set and hold a high bar of expectations for all learners and staff.
- **Staffing:** Work with the ED to hire staff; plan and assess performance development and training needs; and performance evaluation on a regular basis.
- **Curriculum and Standards:** Guide the development of curriculum standards, and select or create the curriculum.
- **Assessment:** Develop/select/implement assessment practices to ensure the highest in learner achievement; disaggregate and evaluate learner assessment data; work with the Dean of Coaches to modify curriculum/work plans to meet the needs of the individual learners.

- **Administrative and Operational Function:** Ensure necessary reporting systems, documentation, federal and district reporting and compliance mechanism are maintained; assist with the timely submission of all federal and district reports.
- **Learners:** Ensure that learner's needs, concerns, and opportunities to participate are addressed and supported on a consistent and ongoing basis.
- **Board communication:** Work with the Executive Director to communicate consistently with the board/board chair; coordinate board meetings; and provide accurate and timely information.

Executive Director is responsible for all administrative and operational aspects of the school including:
- **Board communication:** Work with the Head of School to communicate consistently with the board/board chair; coordinate board meetings; and provide accurate and timely information.
- **Budget and Finance:** Develop FLOW's budget, manage financial reporting systems daily; ensure sufficient revenue is available to meet program needs; review detailed program expenditures records; and implement and monitor finance related policies.
- **Administrative and Operational Function:** Ensure all internal operations related to related to finance, human resource, and administrative systems are coordinated, efficient, and effective in the execution of the mission; monitor the timely submission of all federal and district reports.
- **School Culture:** Support the Head of School to set and hold a high bar of expectations for all learners and staff.
- **Personnel:** Ensure sufficient numbers of personnel available to execute the school's mission; monitor faculty and staff evaluation and performance processes; lead, develop, and evaluate direct reports on a regular basis; support Head of School in the faculty recruitment and hiring process.
- **Facilities:** Execute all facility related issues including lease, acquisition, renovations and maintenance with the support of the Board.
- **Public Awareness:** Build the school's presence in the District and represent FLOW among various stakeholders.
- **Fundraising:** Develop and implement a fundraising plan by cultivating individual, foundation, and corporate supporters.

Dean of Coaches, working closely with the Head of School, is responsible for creating a continuous supportive learning environment including:
- **Coaching/Learner Support:** Manage learner evaluation and recognition program for Coaches, identify and respond to learner needs, ensure that systemic interventions occur whenever learners are struggling; monitor quality and effectiveness of interventions to ensure they are rigorous, discipline and high-impact. Plan and coordinate high-quality coaching activities and professional development opportunities. Ensure higher learner achievement by setting clear, measureable and motivating goals at the beginning of each year. Analyze school-wide data regularly and manage the interim assessment process to ensure that Coaches are using data to drive plans and run high-impact interim assessment and data debriefs.
- **Administrative and Operational Function:** Oversee learner plans to ensure seamless transition from goal setting to implementation and overall successful completion. Manage, enforce, and track learner plans in a consistent manner and monitor learner attendance. Manage coaching

team budget, coordinate weekly schedules and identify learners and coaches for external fundraising events.
- **School Culture:** Support the Head of School and ED to set and hold a high bar of expectations for all learners and staff.
- **Public Awareness:** Build the school's presence in the District and represent FLOW among various stakeholders.

Director of External Relations is responsible for the overall external communications for FLOW PCS including:
- **Communications and Public Relations:** Develop a proactive and comprehensive external communications strategic plan that is focused on increasing the visibility of FLOW PCS nad establishing a broad relationship base to maximize the organizational goals. Develop and retain relationships with the media that ensures FLOW PCS' point of view is proactively communicated. Create 'Best in Class' media channels and communication tools that include: interview briefing documents for organizational spokespeople, media, press releases, press kits, and e-communication. Provide innovative media training for company spokespeople.
- **Fundraising and Events:** Assist the ED in identifying donors and potential board members by leveraging internal and external sources. Prepare cultivation, solicitation and stewardship materials for top prospects; devise and take action on new and improving approaches and track trends in individual and corporate giving. Prepare and lead organizational leadership for donor visits – planning and logistics; act as an ambassador of the organization.
- **Community Relations:** Build and maintain collaborative relationships with key stakeholders, including learners, funders, community partners, coaches and prospective employers. Proactively connects external events with internal cross functional teams. Convene appropriate stakeholders as situations dictate.
- **School Culture:** Support the Head of School and ED to set and hold a high bar of expectations for all learners and staff.
- **Public Awareness:** Build the school's presence in the District and represent FLOW among various stakeholders.

Director of Institutional Research and Evaluation is responsible for developing and administering research and evaluation to measure outcomes for FLOW PCS including:
- **Evaluation Strategist:** Facilitate internal process to refine FLOW's five-year evaluation strategy. Clarify evaluation goals and process for measuring achievement of those goals. Lead internal communication of evaluation strategy
- **Evaluation Implementation**: Work directly with key evaluation partners to develop evaluation strategies and implementation plans. Lead implementation of program evaluation activities across the organization, including the development of work plans, timelines, and budgets. Provide as-needed support to the team throughout the implementation of evaluation activities. Work with external partners and internal team to analyze and synthesize finds of all evaluation efforts.
- **Evaluation Specialist:** Serve as the evaluation thought leader within the organization by developing a process for regular internal communication of evaluation progress; and serving as a resource in any evaluation-related discussions within the organization. Work with the Head of

School and Director of External Relations to develop external communications related to evaluation results. Serve as evaluation specialist with external audiences by proactively seeking opportunities for publication and speaking engagements and providing as-needed support for meetings with donors, employers and other key stakeholders. Administer school-wide standardized surveys and assess results of these surveys. Design, conduct, analyze and assess results of web-based surveys of learners, coaches, staff and external stakeholders. Develop and maintain databases to allow for efficient retrieval of information.

- **Team Leadership:** Guide staff on evaluation and assessment projects. Work across teams to collect data and prepare materials for academic program review and functional area review. Serve as an active member of the Leadership Team.

Manager of Operations is responsible for the day-to-day operations of the office including:

- **Operations:** Serve as site-based human resources administrator (posting job descriptions, scheduling meetings with candidates, conducting phone screens, administering Strength Finders, collecting interview notes from interviewers, managing Onboarding paperwork, etc); Maintain and manage office equipment and site supplies inventory/ordering; Oversee general office organization and maintenance. Support Executive Director in operational strategic planning as requested.

- **Office Administration:** Possess strong project management skills; Coordinate internal workshops and vents; Manage site catering, travel and mailings; Serve as main liaison with office-related vendors and building management; Provide note-taking assistance during weekly team, and/or local board meetings; Collect and document timesheets and status reports. Keeper of all internal records, such as: enrollment docs, financial, annual audit, board minutes and staff information.

- **Reception:** Give and/or coordinate tours of the site to visitors as needed; Posses strong professional telephone, interpersonal and leadership skills; s external events with internal cross functional teams. Convene appropriate stakeholders as situations dictate.

- **Infrastructure:** Anticipate staff and learners needs, maintaining effective operations by implementing and developing well organized work procedures and workflow, solving problems and implementing action plans, processing payments and maintaining reconciliation documents, ensuring that everyone understand company procedures and policies; making appointments to conferences or meetings.

Free State Consulting, LLC/Business Manager is responsible for the financial accounting of FLOW PCS including:

- **Fiscal Responsibility:** All accounting, financial reporting, and budgeting operations for FLOW PCS; management of the general ledger, accounts payable, payroll, benefits, monthly budget reconciliation, preparation and monitoring of a variety of financial reports and compliance reports, operating and capital budgets, and preparation for annual audits goals.
.

Coaches are responsible for the overall external communications for FLOW PCS including:

- **Maintaining Engagement:** Ensure that learning is relevant and useful. Ensure the learner is responding to Knowledge Flows and attending Social Flows. Motivating others to be hands on and to perform each essential duty satisfactorily.
- **Facilitating Planning:** Provide assistance through workshops, course instruction, or personal advisement in general career exploration, decision-making, resume writing and job search skills to learners and graduates.
- **Providing Feedback:** Engaging the learner in continuous assessment and feedback.
- **Documenting Progress:** Organize and maintain documentation, distribute, collect and summarize satisfaction surveys, and maintain program files and assist data collection for evaluation purposes.
- **Learner Success:** Facilitate placement in employment or post-secondary education program. Assist learners to develop or reestablish skills, attitudes, personal characteristics, interpersonal skills, work behaviors, functional capacities to achieve positive training outcomes. Build on existing assets to make positive choices about their health and well-being, academic achievement and interaction with others.

b. Qualifications of School Staff

FLOW Public Charter School believes that having the "right people on the bus" is critical to the academic success of our learners. To that end, we hold the highest regard and respect for our staff. Conversely, we will hold our staff to exceptional standards of professionalism and work ethic. All members of the staff will undergo a background check prior to employment. *(Please see addendum for professional position descriptions).*

The faculty and staff have an awesome responsibility to help people learn how to learn. The following are personal and professional skills and qualities we hold for our faculty and staff. We expect all personnel to have:
- a deep commitment to lifelong learning;
- the belief that everyone can learn;
- learning and growth can occur anywhere at any time;
- there are no pre-requisites for lifelong learning;
- through learning we grow, becoming more, or better than we were before;
- by learning how to do it, we can position ourselves to eventually do it;
- by changing our behavior we can change our lives;
- people with goals and plans succeed in life;
- everyone should become a lifelong learner; and
- a minimum of three years relevant professional experience in operational, administrative and coaching.

Recruitment Strategies for Staff
We believe coaches should have an understanding of the target population; therefore, we will seek to recruit coaches that are already working with or familiar with our target population. We anticipate selecting coaches from the Ward 8 Workforce Development Council and Wards 7 & 8 businesses.

c. Staffing Plan

FLOW PCS will maintain four key full-time staff whose key responsibility will be to efficiently run and maintain the operation of the school:
- Executive Director
- Head of School
- Manager of Operations
- Director of External Relations

Two part-time staff:
- Dean of Coaches
- Director of Institutional Research and Evaluation

Twenty One contracted positions:
- Coaches (20 for first year)
- Business Manager

d. Employment Policies

All human resource policies, contracts, salary schedules, and personnel evaluation processes will be developed upon the receipt of the charter. All human resources policies will conform to industry standards and best practices and relevant sections of the DC School Reform Act.

Human Resource Policy Development Timeline		
Policy	**General Content**	**Timeline**
Salaries, Contracts, Hiring, Dismissal	• Hiring process • Contract outlines expectations, school schedule, employee salary • Dismissal Policy based on evaluations policy with the contract outlining professional conduct and cause for dismissal	**May-August 2012**
Benefits	• Benefit packages provide, at a minimum, health and wellness care • Retirement package, if possible	**May-August 2012**
Personnel Evaluation	• Informal ongoing • Quarterly formal staff evaluations • Evaluation tools	**May –August 2012**

Staff Contracts

All staff contracts will be effective for one year. Contracts can be renewed based on professional conduct, learner achievement/outcomes, contribution and support of school community, and participation in professional development activities. Consistent informal and informal professional feedback will be given as this will a critical aspect of contract renewal.

Benefits

Our benefits packages will include health care, dental, vision, and short/long term disability, and a retirement package. We will work with the Center for Nonprofit Advancement Benefit's Trust Health Program to obtain competitive group rates for the benefits package.

Background Checks

Every staff member of FLOW Public Charter School will have a background check conducted prior to full employment with the school, including the sexual offender's registry.

Equal Employment Opportunity

As an equal opportunity employer, FLOW Public Charter School will treat all employees, contractors, and applicants in a nondiscriminatory manner without regard to race, color, religion, national origin, sex, disability, age, sexual orientation, or any other characteristic or status protected by law.

Drug-Free Workplace

FLOW Public Charter School will be a drug-free work environment.

e. Volunteers

Volunteers will be an integral part of our school and will be used in many capacities with the ultimate goal of transitioning volunteers into coaches.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety

FLOW PCS will abide by all health and safety laws and regulations, as described in the SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010.

b. Safety

Although FLOW is a virtual charter school, all staff members, whether full-time, part-time and/or contracted, will have a background check, to include the sex offender registry.

If any learner, coach, staff or board member at FLOW PCS violates the online standards of conduct, violates the permission structures, or disables the security protocols and procedures to gain unauthorized access to learner or organizational data; uses FLOW PCS resources to commit an illegal act; or puts themselves or others in a dangerous or potentially life threatening situation, then they will be expelled from the school; and in the event that federal or local authority becomes involved, the leadership will abide by the law, yet make every attempt to act in the best interest of the learner. Aside from these violations, the only penalty for non-compliance or non-performance is that the learner will lose access to their assigned coach.

c. Transportation

FLOW PCS' learners will not need transportation services.

d. Enrollment Data

As outlined in §38-1802.04(c)(12), DC School Reform Act, we will maintain daily attendance and enrollment records. All records will be provided to the appropriate authorities on a timely basis. We propose to use the Litmus software to maintain all records.

e. Maintenance and Dissemination of Student Records

FLOW PCS will maintain comprehensive electronic database, using the Litmus software, of all learner data including, enrollment, and attendance and performance assessment data. This electronic record system will be maintained by the Manager of Operations with reports routinely reviewed by the Head of School. The privacy and confidentiality of all learners will be strictly maintained by the school.

f. Compulsory Attendance Laws

Due to our Virtual status, this law will not apply to FLOW PCS.

g. Subchapter B of the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

FLOW PCS will comply with federal special education regulations. Our special education program will be developed with the assistance of special education experts to ensure we are in complete compliance with the provisions of Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). We have planned ahead to address this area by adding the Director of Disabilities for the Marriott Foundation, Shelby Hill, to our Board of Trustees.

h. Title I of Improving America's Schools Act

FLOW PCS is not a Title I school.

i. Civil Rights Statutes and Regulations of the Federal Government of the District of Columbia

In compliance with §§ 38-1802.02(11); 38-1802.04(c)(5), DC School Reform Act, FLOW PCS will adhere to all federal and District regulations on civil rights in its policies, practices, and procedures to ensure that all students and employees are appropriately protected.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

Tasks	2012											2013									
	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT
Develop FLOW PCS One-pager	■																				
Develop FLOW PCS PowerPoint	■																				
Hold a series of meetings with key community stakeholders	■																				
Recruit additional board members	■																				
FLOW PCS Board Meeting	■																				
DCPCSB Applicant Interviews	■																				
Implement community outreach strategy		■																			
DCPCSB Public Hearings		■																			
Board Decision Announced Publicly			■																		
Develop press releases			■																		
Issue press releases			■																		
Host an Open House			■																		
Identify potential partnerships funding opportunities			■																		
Develop fundraising strategy		■																			
Begin Fundraising			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■				
Develop volunteer strategy			■																		
Develop the professional development plan for coaches			■	■																	
Develop branding				■																	
Develop marketing and recruiting materials				■																	
Develop lottery procedures				■																	
Establish school operations schedule				■																	

Task
Develop FLOW PCS Handbook of policies and procedures
Develop risk management plan
Develop emergency disaster plan
Negotiation of the Charter
FLOW PCS Board Meeting
Finalize Board of Trustees
Finalize Corporate Structure
Identify a fiscal agent or incorporate in the District of Columbia
Apply for EIN
Reserve the Domain name
Establish business banking account
Establish payroll system
Obtain insurance policies
Identify an office location
Finalize personnel policies
Develop web and social media presence
Identify data collection and reporting requirements
Finalize student records requirements
Implement financial management systems reporting
Implement student information system
Integrate third-party information and assessments into website
FLOW PCS Board retreat
Engage an independent auditor
Receive approval of charter petition
Negotiate and sign contract with chartering authority
File application with IRS for 501c3 status
File application for DC tax-exempt status
Finalize salary scale compensation plan
Advertise for staff openings
FLOW PCS Board Meeting
Vacation
Move into office
Employment Applications Due
Conduct background checks
Hire Staff
Staff Orientation
Hire coaches
Coach Orientation
Coach Training
Implement Coach Staff evaluation procedures
FLOW PCS Board Meeting
Create operations plan for the six-week assessment course
Recruit learners
Initiate Intake Assessment Enrollment Process
Confirm enrollment Update wait list status
Collect all required student information

Task																			
FLOW PCS Board Meeting														■					
Match coaches and learners													■						
Implement Enable Individual Learning Plans															■				
Coaches work with Learners to Crerate Learning Plans															■	■			
Fiscal Year Begins															■				
Order tablets																			
Receive tablets																	■		
Individual Learning Plans Finalized																	■		
Individual Learning Plans Approved																		■	
Coach First Payment																	■		

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

As a virtual school, FLOW PCS will use web-based technologies to collect, store and organize all academic and non-academic content. The Head of School will work collaboratively with the Manager of Operations and several third-party vendors to create a self-service administrative environment where learners and coaches are empowered to enter and maintain their own personal information. FLOW PCS staff will conduct regular audits to review the quality of the data being entered and we will share the results with both learners and coaches to help provide additional opportunities for learning.

Specifically, we will use:
- AspirePath to manage intake and measure the learner's progress against our standards and their own goals.
- Google Apps to facilitate communication through email and conduct informal assessments using custom web forms or surveys.
- Litmus to track emails, which will help us track engagement and attendance.
- QuickBooks to track our finances and publish the reports necessary for effective governance and compliance.
- A web portal that will connect all learners to the full a range of online assessments and information resources.

c. Major Contracts Planned

FLOW PCS is not planning for any major contracts.

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

In April 2012, we will host an Open House event to build greater awareness for FLOW PCS in the community, and provide an opportunity for District residents to participate in the development of our fundraising and volunteer strategy.

In January 2013, we will have a week long orientation for staff and coaches immediately after they have been hired. We will use this time to build community between coaches and staff, as well as introduce members of the board, and implement our employee evaluation procedures.

e. Services Sought from the District of Columbia Public Schools

FLOW PCS will function as its own Local Education Agency. At this time, we will not need the services of DCPS, but we would like to support their parent engagement efforts.

D. Certifications

1. Required to be submitted in the Final Application

a. Assurances Form

2. Required to be submitted prior to written Notice and publication of charter approval

a. Insurance

b. Contracts greater than $25,000

2. Final documentation required to be submitted prior to commencement of operations/instruction:

a. Verify the safety and structural soundness of the school

> i.   Inspection – Building Inspector
> ii. Inspection Fire Department
> iii. Occupancy Permit
> iv. Approval from DCRA – Explosives/Flammables
> v.   Evidence of Compliance

b. Resumes for all professional staff and documentation of findings of background checks

c. Documentation of Current Insurance Coverage

d. Any contracts greater than $25,000

e. Certificate of Good Standing

f. Copies of

> vi.   Pupil and personnel policies
> vii. Employment policies, equal employment, drug-free workplace
> viii. Governance Operations of the School
> ix.   Informal Complaint Resolution Policies

Budget

1.   Pre-opening Expenses

The Founding Board expects to begin our operations in the April of 2012. This is more than a year before FY2013 begins. We expect that the Head of School and the Executive Director will be need to be engaged full-time to begin fundraising, developing our branding and marketing materials, hosting local events, recruiting and training coaches, and developing our online assessments. We estimate the total pre-opening expenses to be $351,016.

Rob Jackson has applied to become an Echoing Fellow. Should his application be accepted for the Black Male Initiative, he will receive an annual award of $70,000, plus health care and funding for professional development for two years. If his application is accepted as a full Echoing Green Fellow, he would be eligible for a $2 million fellowship that can be used for pre-opening expenses and other start-up costs.

2.   Two-Year Operating Budget

The budget projections were prepared assuming that all revenues are derived from funds provided by the per pupil allocation and formula grants. The budget also provides for an Administrative Fee of one half of one percent of the annual budget of the school.

However, we have included expenses related to providing access and support for technology that are not essential to achieving our mission. Nevertheless, we have included them in the budget to demonstrate our interest, and these items will be included in our fundraising strategy. We also have a number of third party solutions that are not essential to operating the school, but again we listed them in the budget to show our interest in providing these as well.

Year two is relatively the same as year one. We do not expect very much variation in our basic operating expenses, and we will still be able to achieve our mission without the technology and assessment costs.

3.   Budget Narrative

Revenues: Per the funding formula, the budget assumes an annual per pupil allocation of $6,709 for General Education and $2,800 for Non-Residential Facilities for 150 students ($1,426,358).

Expenses: A description of the assumptions used in budgeting each of the expense line items follows:

- Administrative Staffing Costs represents the salaries, benefits and payroll taxes for the school's administrative and management staff including the Executive Director, Head of School, Dean of Coaches, Director of Administration, Director of Communications and Director of Institutional Research. These salaries are expected to increase by 3% per year.

- Coach's Salary. 20 coaches @ $22,500/year. Coaches will earn $3,000 per pupil coached and will coach an average of 7.5 pupils. Coaches will be contractors.

- Facilities. Assumes a 1,100 square foot office space at $27 per square foot with a 5% rent escalation after the first year. Real Estate Taxes, Common Area Maintenance and Utilities are assumed to be 40% of total rent.

- District of Columbia Public Charter School Board Administrative Fee. As required, this fee is 0.5% of total budget.

- Community Foundation Administrative Fee. 2.0% of total budget.

- Tablets. Assumes the purchase and reuse of tablets for each pupil (150), coach (20) and member of the administrative staff (6) at $600 per tablet.

Third Party Solutions includes costs for outside vendor's solutions such as:

- Google Apps for cloud storage ($2,300 set-up, $675 annually)
- Aspire Path for Student Information System ($10,000 set-up, $95,000 annually)
- Evaluation & Assessment ($100,000 annually)
- Gallup for Baseline Assessments ($7,500 annually)
- Litmus for Attendance Tracking ($3,588 annually)

All of the following expense line items are assumed to increase by 3% annually: Marketing & Branding, Recruitment, Events/Social Flows, Subscriptions/Media Information Services, Memberships, Professional Development, Academic Support, IT/Broadband, Student Services, and Financial Audit.

4.   Estimated Five-Year Budget Projections

Please refer to the Excel spreadsheet that follows this section.

5.   Capital Budget

We do not anticipate the need for capital expenditures. We have expensed the cost of tablets in Year one.

6.   Cash Flow Projections Year 1

Please refer to the Excel spreadsheet that follows this section.

F. Resumes, Board Member Agreements, and Statements of Interests and Qualifications

Rahman Branch
Nikki Edgecombe
Bridgette Gray
Shelby Hill
Rob Jackson
Michael Kohn

G. Conflict of Interest

Rahman Branch
Nikki Edgecombe
Bridgette Gray
Shelby Hill
Rob Jackson
Michael Kohn

H. Demographic Analysis

See appendix C

I. Required Documents

Charter School Board of Trustees Job Description
Charter School Individual Director Performance Expectations
Code of Ethics

J. Curriculum Sample

A curriculum map can be found on page 26 of this document within the Charter School
Curriculum Section of the Education Plan.

Addendum for Virtual School Programs

A.2.d. Student Progress and Achievement

At FLOW PCS, we believe that all learners are **a "work in progress**". Every learner's definition of success can and will be different, so it is the responsibility of learners to execute their individualized learning plan in order to achieve their stated goal.

While FLOW PCS will play an instrumental role in facilitating continuous assessment throughout the year to help measure the learner's progress against the stated goal, we ultimately want them to **take responsibility for assessing themselves**.

We also believe that everyone should become a lifelong learner, but this is a long-range goal that will require sustained practice long after the learner has completed a year at FLOW PCS. However, we have identified lifelong learning standards and we will measure learner progress against these standards as long as they are enrolled.

Standards will be assessed **twice a year**. The learners will assess themselves at the **beginning of the year** during the six-week assessment course, and each learner will identify three people who would be willing to assess their ability to achieve the standards **at the end of the year**.

A.2.e. Students with Exceptional Needs

All learners with an exceptional need must have an identified and documented disability by a medical professional (i.e. psychiatric evaluation or academic institution or Individualized Education Plan) that is no more than five years old.

Learners will personally apply for enrollment, or be referred to the school by community and state/city organizations that provide support services to people with exceptional needs. The school may also identify potential learners with exceptional needs through marketing and public relations collateral such as web site, brochures, participation in local events, etc.

Once the learner has been identified, the assigned coach and administrative staff will evaluate learner. Internal assessment tools will be used to determine the learners' capabilities as it relates to their interest in advanced education or employment.

Once an initial intake assessment has been completed, the school will consult with an academic professional that specializes in the development and implementation of online content. Collaboration between the school administration and content developers will result in content designed to meet the specific needs of each learner and that complies with ADA technology regulations.

Some of these specific accommodations will be voice demand technology that types for the learners, text color typing and sizing for the visually impaired, volume and other modifications. The school will ensure that the technology supports the federal regulation Section 508 amendment of the Rehabilitation Act. Staff, family and learners will commune within the community that the learner lives, or virtually if their coach is not in the local region.

The school will develop partnerships with local organizations that provide complementary, but unrelated services in the areas of drug rehabilitation, housing, finances and family services. These

partnerships will contribute to the development of the learner's self-sufficiency and career development. The school will work with local academic institutions to provide additional educational, professional and employment skills training and support as necessary.

A.2.f. English Language Learners

At FLOW PCS, all learners whose dominant language is not English will be identified during the initial intake assessment. Once identified, the school will consult with an academic professional that specializes in working with English Language Learners to determine the specific accommodations required to meet the learner's specific need. The school will develop partnerships with local organizations that provide complementary, but unrelated services to find a coach who will assist the learners and commune within the community that the learner lives, or virtually if their coach is not in the local region. The school will also work with local academic institutions to provide additional educational, professional and employment skills training and support as necessary.

A.2.g. Strategies for Providing Intensive Academic Support

At FLOW PCS, all learners who struggle academically will be identified during the initial intake assessment. Once identified, the school will consult with an academic professional that specializes in working with remedial learners to determine the specific accommodations required to meet the learner's specific need. The school will develop partnerships with local organizations that provide complementary, but unrelated services to find a coach who will assist the learner. The school will also work with local academic institutions to provide tutoring within their learning plan, but we will also identify additional educational, professional and employment skills training and support as necessary.

Examples of the curriculum materials or additional information that will be helpful in understanding the proposed school's curriculum, is included above.

A.3.b. Leading Indicators

Qualifications of the Coaches – One of the most critical success factors will be to hire and retain high quality coaches who can engage the target population. To that end we will seek individuals who demonstrate and understanding of the needs of the target population and demonstrate integrity, humility, honesty, patience, courage, kindness, generosity of spirit, and a strong sense of personal responsibility**.**

Attendance/Engagement – All learners will be required to respond to emails from FLOW PCS, or their assigned coach in a timely manner. Each learner will work with their coach to determine the most appropriate and achievable expectations for engagement and participation. If the learner is unresponsive, it is the coach's responsibility to engage the learner, either by phone, in person, or email. If the learner is **unresponsive after five attempts**, the learner will lose the opportunity to work with an assigned coach.

A.4.a Parent Involvement

At FLOW PCS, we seek to create an inclusive learning environment that is welcoming and supportive for all stakeholders. Our target population is adults, specifically parents, so we see no need to develop additional parent involvement activities at this time.

A.4.f. Professional Development for Coaches, Administrators, and Other School Staff

At FLOW PCS, professional development is a daily activity. The leadership of FLOW PCS will invite coaches, and other interested stakeholders to meet every day, from 2:00 – 5:00pm. During this time we will:

- Listen to feedback from the coach's interactions,

- Identify or anticipate the needs of the community

- Collaborate to develop questions that will become the seeds of change

- Share the things people discover and learn

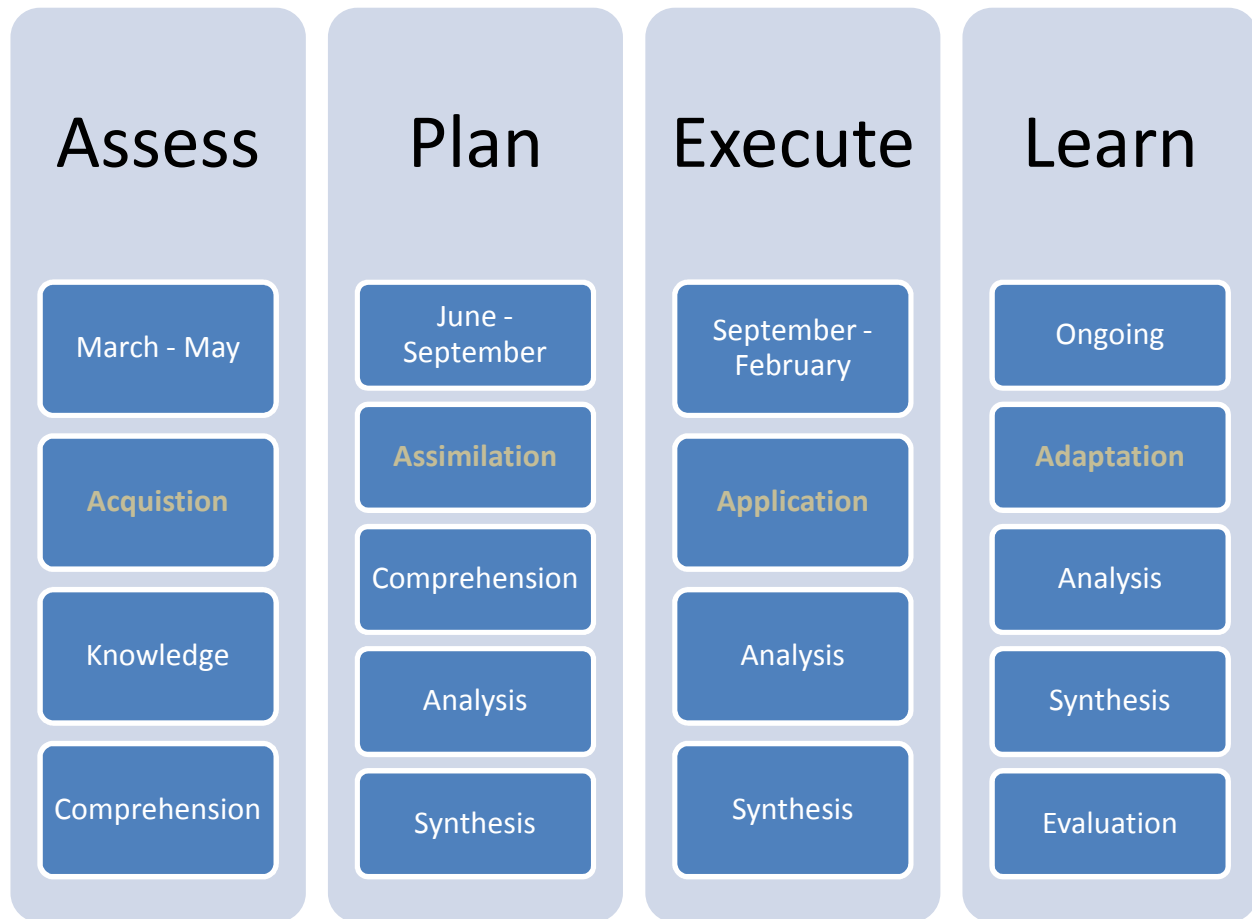- Assess public opinion about a particular topic or issue

As a result, we will hone our collective spirit of inquiry and become adept in the art of understanding, reading, and analyzing the organizations as living, human construction. Whether our focus in on an individual or the organization, we believe our performance improves when we focus on our successes, talents, passions and future potential. The future is an endless source of learning, inspiration, or interpretation. In addition to our daily discussions, we will also seek opportunities to learn more about Appreciative Inquiry. We will also explore the interest and potential of obtaining certifications from the International Coaching Federation (ICF).

A.4.g. Structure of the School Day and Year

At FLOW PCS, we believe learning and growth can occur anywhere at any time. So, we offer an unstructured school day that prioritizes time for reflection, discovery, and planning for action. Discovering your true nature and inventing your own life trajectory takes time. So we provide opportunities to stop the buzz of our inner and outer complaints, frustrations, blaming, and second-guessing, so that the learner can quietly and calmly analyze their situation, take stock of their resources, creatively reorder the possibilities and choose their next step.

Time	Activity
9:00am	• Information Flow Published • Administrative Office Opens
10:00am - Noon	• Assessment Results Reviewed • Coaches meet with Learners
Noon - 2:00pm	• Lunch Meetings • Coaches meet with Deans
2:00pm - 5:00pm	• Head of School meeitng with Coaches and Stakeholders (Knowledge Translation)
5:00pm -	• Information Flow Produced • Social Flows

Assess	Plan	Execute	Learn
March - May	June - September	September - February	Ongoing
Acquistion	Assimilation	Application	Adaptation
Knowledge	Comprehension	Analysis	Analysis
Comprehension	Analysis	Synthesis	Synthesis
	Synthesis		Evaluation

A.4.h. Technology Plan

Recent advances in communication technologies are changing the workplace, making work time a much more relative concept. Therefore, we seek to create a learning environment that emulates the way communications technologies are being used in the knowledge economy. We want to give less educated, less skilled adults an opportunity to develop the discipline and personal accountability necessary to enjoy flextime, telecommuting, and working remotely.

To accomplish this, we will use email to develop strong cognitive and communication skills, and content from the Internet to help facilitate discovery. Our intent is to use the most ubiquitous and intuitive interactive technologies to reduce any potential barriers to using the technology. We do not anticipate providing any centralized technology support, but we have received a quote for such services and will consider it if that's what the community requires. Rather, we hope to hire coaches who have the ability to use email and the Internet effectively. If a learner is having trouble using these technologies effectively, then we would expect the coach to assess the nature of the difficulty and work with FLOW PCS staff to identify a strategy for obtaining these skills that would ultimately appear in the learner's individual learning plan.

As a virtual school, we understand the need for a common platform to orient the learning community, so we will leverage the storage, media, and computing capacity that already exist in the cloud to

establish and maintain our learning environment. By using the cloud, we receive the added benefit of the uptime and redundancy that is already in place should there be a catastrophic system failure.

Should there be an outage or disruption of service that affects the learner's ability to participate in the school's activities, we expect learners to contact their coach and inform them of their difficulty. We are not currently planning to provide access to information technology for learners or coaches, but we would like to explore the potential of providing tablets with Internet service and video-conferencing capabilities so that we can contact the learner when necessary.

AspirePath will be our student information system. Coaches and administrative staff will be trained to become "power-users" so that they are able to create individualized learning plans and track the student's progress against the plan with little support. Should there be an outage that affects the coach's ability to use AspirePath, we expect the coaches to notify the Head of School, or the Administrative/ Communications staff.

B.2.a. Board of Trustees

The Board is responsible for ensuring the school's operations are faithful to the terms of the charter, and that the school is a viable organization. The Board is to keep the school true to the mission and purpose and to continually assess the program activities to ensure that the organization is not drifting from its original purposes.

A complete Board Manual will be developed during the planning. The first draft of this document will be completed by August 2012. Annual goals and board member expectations also will be included. Among the rules and policies to be included in the Board Manual are: the management of legal documents; and the development of effective organizational planning that includes measurable goals consistent with the mission and philosophy of FLOW PCS.

The Manual also will define board structure; Trustee tenure, qualifications and responsibilities (including nominating and appointment processes, length and number of terms); conflict of interest policy; and the process to encourage learners and their support designee participation. In addition, the Manual will outline processes to ensure the school has adequate resources; describe ways in which to enhance the school's public standing and ensure legal and ethical integrity; and define the relationship between the Trustees and school leadership.

Lastly, the Board will provide guidance where needed or as mandated by the District of Columbia or federal law.

B.3.a. Anticipated Source of Funds

Per Pupil Charter Payments: As shown in Section F, we expect per pupil charter payments in the amount of $1,006,358 and $1,006,358 for Year 1 and Year 2 respectively. These amounts include only the base per pupil amount, as adults are not privy to special education tiers.

We also expect a per pupil facilities allowance of $420,000 and $420,000 for Year 1 and Year 2 respectively. These numbers are based on the DC FY 2011 budget per pupil allocation amounts and the following enrollment data and assumptions:

Federal Grants/Funding: We are not eligible for Federal Funds as an Adult Charter School. We will explore options to leverage other federal funds after the first year.

State/Local Grants: We will explore local governmental workforce development funding.

In order to protect the financial stability of the school, we will use surplus funds to first create an equity reserve in order that essential services can be paid in the event of cash flow issues or unanticipated shortfalls in funding or enrollment. Our goal is to contribute a minimum of fifty thousand per annum in the early years of the charter to this fund. We also will look to invest surpluses in human resources and technology.

B.4.a. Identification of a Site

At this point in the application process, we have not identified a site. As a virtual school, we will need to establish an administrative office, so we have budgeted for 1,000 sq. ft of office space that includes enough seating and desk space for three people and access to a conference room at $27 per sq. ft.

However, it is our limited understanding that the Department of Employment Services (DOES) headquarters at 4058 Minnesota Avenue, SE has excess office space that could be used to house the FLOW PCS administrative offices. Securing office space in this building would be ideal because it would give us access to the adults within our target population who will be in the building seeking services or support from DOES.

The building has a number of conference rooms that would be ideal for our professional development activities and a large community space that would be ideal for recruiting, conducting orientations and workshops, or hosting Social Flows.

B.5.b. Recruitment of Students

Our primary recruiting strategy will be to hire high quality coaches who understand the needs of the target population. In our model, coaches have a financial incentive to identify adult learners in need of support, and as a result, they will be more inclined to recruit learners who would benefit from FLOW PCS.

As mentioned above, we intend to use our strong relationship with the Ward 8 Workforce Development Council, the Re-Entry Network for Returning Citizens, and Ballou Senior High School to build awareness for the school, but we will also work with these organizations to recruit learners.

One of our planned fundraising efforts is to release an all-instrumental Hip Hop album that contains original music from local Washington DC producers. Using this strategy, we hope to engage a wide, cross section of adults who don't traditionally participate in postsecondary education programs.

 And finally, we will hand out flyers at the Metro stations, use social media, and engage our collective personal networks to build greater awareness for the school.

C.1.b. Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Learners

Enrollment in FLOW PCS will be open to adults **22 years of age or older** who have a **professional or academic goal** that is specific, measurable, attainable, relevant, and can be achieved in one year (SMART).

Prospective learners will be considered without regard to aptitude, ethnicity, national origin, gender, disability, or language proficiency. If applications exceed the number of spaces available, learners will be admitted using a random selection process (or lottery). A wait list will be maintained in order of lottery results. If learners chosen from the lottery do not enroll, the next learner on the wait list will be given an opportunity to enroll. Nonresident learners shall pay tuition to attend at a rate equal to the applicable rate established for the District of Columbia public schools.

Pre-Enrollment - Everyone who successfully enters their Intake information on the self-service website will receive a **@FLOWPCS.org** email address and immediately begin receiving Knowledge Flows and invitations to attend Social Flows. We will monitor the open rates and response rates of these emails and cease sending emails to those email accounts that have lapsed for **ten days**. These accounts will still exist within our system as inactive, but they can be re-activated so that emails can be sent to the same Learner upon request.

Enrollment - Learners who successfully complete the six-week assessment course in May and successfully select a coach will be enrolled in FLOW PCS. In order to enroll, the Learner must sign a coaching agreement that contains all of the expectations and requisite commitments required by both parties to establish and maintain the coaching relationship. Once the agreement has been signed, the learner can be enrolled in FLOW PCS. FLOW PCS will retain an electronic copy of the agreement in order to provide accountability and/or arbitration should the need arise. Learners who do not successfully complete the six-week assessment course in May, will not be allowed to select a coach or enroll in FLOW PCS. However, they will still receive Knowledge Flows and still be invited to attend Social Flows hosted by FLOW PCS.

Withdrawal - Enrolled Learners who do not respond to Knowledge Flows, or are unable to honor their agreement to work with a coach, and remain unresponsive after **five attempts** by the coach to contact them by phone, in person, or email**, the learner will lose the opportunity to work with an assigned coach**. If the plans are never approved, then the coach will not be eligible to receive compensation for their coaching efforts and the learner will lose access to their assigned coach.

Suspension - If progress against the plan has not been updated for more than seven days, FLOW PCS staff will contact the coach responsible for updating the plan and ask them to remedy the situation and send an email to the Head of School explaining the reason for the lapse. If the proper remedies are not implemented within a week's time, or if the plan has not been updated within two weeks' time, the coach will be suspended indefinitely. If the learner has not been placed by February 1st, the coach will not receive their second and final compensation.

Expulsion – If any learner, coach, staff or board member at FLOW PCS violates the online standards of conduct, violates the permission structures, or disables the security protocols and procedures to gain unauthorized access to learner or organizational data; uses FLOW PCS resources to commit an illegal act; or puts themselves or others in a dangerous or potentially life threatening situation, then they will be expelled from the school; and in the event that federal or local authority becomes involved, the leadership will abide by the law, yet make every attempt to act in the best interest of the learner. Aside from these violations, the only penalty for non-compliance or non-performance is that the learner will lose access to their assigned coach.

C.2.b. Qualifications of School Staff

FLOW Public Charter School believes that having the "right people on the bus" is critical to the academic success of our learners. To that end, we hold the highest regard and respect for our staff.

Conversely, we will hold our staff to exceptional standards of professionalism and work ethic. All members of the staff will undergo a background check prior to employment. *(Please see addendum for professional position descriptions).*

The faculty and staff have an awesome responsibility to help people learn how to learn. The following are personal and professional skills and qualities we hold for our faculty and staff. We expect all personnel to have:
- a deep commitment to lifelong learning;
- the belief that everyone can learn;
- learning and growth can occur anywhere at any time;
- there are no pre-requisites for lifelong learning;
- through learning we grow, becoming more, or better than we were before;
- by learning how to do it, we can position ourselves to eventually do it;
- by changing our behavior we can change our lives;
- people with goals and plans succeed in life;
- everyone should become a lifelong learner; and
- a minimum of three years relevant professional experience in operational, administrative and coaching.

Recruitment Strategies for Staff
We believe coaches should have an understanding of the target population; therefore, we will seek to recruit coaches that are already working with or familiar with our target population. We anticipate selecting coaches from the Ward 8 Workforce Development Council and Wards 7 & 8 businesses.

C.3.a. Health and Safety

FLOW PCS will abide by all health and safety laws and regulations, as described in the SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010.

b. Safety

Although FLOW is a virtual charter school, all staff members, whether full-time, part-time and/or contracted, will have a background check, to include the sex offender registry.

If any learner, coach, staff or board member at FLOW PCS violates the online standards of conduct, violates the permission structures, or disables the security protocols and procedures to gain unauthorized access to learner or organizational data; uses FLOW PCS resources to commit an illegal act; or puts themselves or others in a dangerous or potentially life threatening situation, then they will be expelled from the school; and in the event that federal or local authority becomes involved, the leadership will abide by the law, yet make every attempt to act in the best interest of the learner. Aside from these violations, the only penalty for non-compliance or non-performance is that the learner will lose access to their assigned coach.