



FULL APPLICATION SUBMITTED IN RESPONSE TO THE
*2011 NEW YORK STATE EDUCATION DEPARTMENT
REQUEST FOR PROPOSALS TO ESTABLISH CHARTER
SCHOOLS AUTHORIZED BY THE BOARD OF REGENTS FOR*

ASPIRA SECONDARY CHARTER SCHOOL

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COMMUNITY SCHOOL DISTRICT 8

GRADE LEVELS TO BE SERVED BY END OF FIVE YEARS:
5th—10th

TOTAL PROJECTED MAX. ENROLLMENT BY THE END OF FIVE YEARS:
630

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I. ASCS EDUCATION PLAN

The mission of **ASPIRA Secondary Charter School (ASCS)** is to develop leaders of integrity prepared for post-secondary academic success and 21st Century STEM¹ careers, through a holistic approach to education delivered in a high tech learning environment that encompasses rigorous college-prep academics, youth leadership development, meaningful civic engagement, and strong community and parental involvement.

ASPIRA, Spanish for **ASPIRE!** is the branded name of both the proposed charter school and its founding organization ASPIRA of New York. *Aspirantes*, the title given to the youth who have responded to the **ASPIRA** command to *aspire* and to set high educational goals in their lives, as adults now serve their communities as leaders modeling respect, commitment, and high expectations. ASPIRA New York is part of a 50 year educational movement, an educational movement that in 2011 includes the ASPIRA National Organization, 9 separately incorporated ASPIRA Associates located in 8 states plus the commonwealth of Puerto Rico. Three of the associates currently manage a total of 11 successful Charter Schools and support ASPIRA NY in this start up charter school effort. ASPIRA Pennsylvania (ASPIRA PA), especially, will provide intensive technical assistance during the planning and start up years in the areas of curriculum design, principal coaching, staff recruitment, professional development, back office support, and guidance in setting up school systems of control and management.

Despite differences in ASPIRA Charter Schools grade levels, the target populations and community dynamics in ASPIRA schools are remarkably similar, and all ASPIRA Charter Schools adhere to the same *Six Key Design Elements elaborated on in the ASCS Prospectus*²:

1. Rigorous College-Prep Academics
2. Longer School Day and School Year
3. Data-Driven Instruction
4. ASCS as Community of Learners
5. ASPIRA Youth Leadership Development Process
6. Strong Parental and Community Engagement

A. Curriculum and Instruction³

ASCS Curriculum Description

ASCS, planned as a grades 5-12 college prep secondary school, will be divided into a middle school (ASPIRA Middle Prep or AMP) and an early college high school (ASPIRA Early College or AEC). The curriculum for all 5 years will follow the design principles presented in the previously submitted Prospectus, and is to be considered incorporated into the full proposal.

The **ASPIRA Middle Prep** academy (AMP) is designed to accelerate (“amp up”) student academic proficiencies with the goal that by the time of promotion to 9th grade, 100% of students will be at or above grade level. The **ASPIRA Early College** is designed to support the high school student’s

¹ **STEM = Science, Technology, Engineering & Math.** Increasing STEM skills is considered paramount by the Obama administration and industry leaders in keeping the United States on a competitive footing with the rest of the world.

² The ASCS Prospectus is to be considered incorporated into this application.

³ Reviewer Note: To satisfy §5203 of the ESEA—CSP Grant, the educational program description should include information about (iii) the curriculum and instructional practices the charter school proposes to be used.

completion of 24-48 college credits by the time of graduation from high school. All students, regardless of special needs or IEP, are expected to strive toward the goal of successfully completing college credits in their junior and senior years. The goal is that 100% of general education students will qualify to be taking college level courses by the start of their junior year and will attain at least 24 college credits by the time of high school graduation.

ASCS will follow the ASPIRA charter schools educational design, which has resulted in notable positive student outcomes by ASPIRA Pennsylvania and ASPIRA Illinois charter schools. The specific methodology ASCS will use to increase student achievement and decrease student achievement gaps in reading/language arts and mathematics will include:

- Reading and hands-on Project-Based Learning (PBL) across the curriculum
- Double periods of English Language Arts and Math (increase time on subject)
- Integrating Math, Science and Technology through hands-on projects (STEM learning)
- Study Island (Web-based standards K-12 mastery program based on each state's standards, that combines assessment, diagnostic and instructional program and skill practice in all major subject areas in both tested and untested grade levels.)
- Curriculum Mapping, Unit Development and Lesson Planning, following Wiggins "Understanding by Design" principles
- Intensive professional development following a master teacher coaching model that follows a proven teaching and learning protocol developed and refined by ASPIRA Pennsylvania in partnership with education consultant group "PhocusED on Learning."

The ASCS curriculum will be a rich mix of published curriculum materials aligned to New York State Standards inclusive of the Common Core State Standards and the New York State Testing Program. Teachers will work with Master Teachers and Principal to align and map curriculum to state and common core standards, develop learning units, differentiate instruction, and contextualize and deepen lesson plans.

ASCS MIDDLE PREP ACADEMY (AMP) Grades 5-8:

The ASCS Middle Prep Academy (Grades 5-8) Math curriculum will follow Pearson's new DIGITS program, which is closely aligned with ASPIRA's technology-supported, laptop-based curriculum for middle school, and is a strong, problem-based approach to learning developed by the National Science Foundation that has been proven to raise student academic achievement. The Pearson/Prentice Hall Science Curriculum will be supplemented by Foss Science Kits.

For Reading/Language Arts, Science, and Social Studies, ASCS will utilize Pearson / Prentice Hall, which is fully aligned to State and Common Core Standards. Their Essential Questions stimulate conversation, emphasize source analysis and hands-on learning, and foster critical thinking. Across all subject areas, Pearson offers online materials that support textbook-based content, including video clips, author biographies, self-tests, research activities, and simulations, which is well aligned with our technology-infused instructional methodology.

In addition, Pearson provides consistent and ongoing assessments and practice tests that accompany all of their major texts, offers Success Tracker, an online remediation and assessment tool, and provides materials in English and Spanish, which well compliments our universal design inclusion approach to education. Supplemental tools like Study Island and PLATO will continue to be used with students throughout middle school.

Grades 9-12:

Starting in 9th grade, Pearson / Prentice Hall will be utilized across all core subject areas, as it continues to:

- Align to State and Common Core Standards
- Provides consistent and ongoing assessments and practice tests
- Offer both print and digital options that can be easily blended
- Provide video clips, simulations, and images that bring content to life
- Develop conceptual understanding through problem solving and visual instruction
- Provide activities, both hands-on and online, that offer automatic remediation to easily differentiate instruction
- Offer Essential Questions to stimulate conversation, emphasize source analysis and hands-on learning, and foster critical thinking
- Offer online tools for teachers to assist in lesson development
- Include a visual glossary with audio and definitions in English and Spanish

In 12th grade, ASPIRA will utilize the National Science Foundation’s Center for Mathematics Education’s Pre-Calculus curriculum, which offers research-based instruction and problem-based, student-centered curriculum, which also has an accompanying online learning portal with interactive options. These 9th-12th grade online math learning tools and options are well aligned with ASPIRA’s focus on technology integration into teaching and learning. Supplemental tools like Study Island and PLATO will continue to be used as appropriate through high school. High school students will also benefit from APEX, the online curriculum currently used in ASPIRA PA Bilingual Cyber Charter School. APEX is aligned to State and National Academic Standards and has a strong research-base for its methodology. APEX online provides an alternative learning path for students that struggle with traditional classroom instruction, and offers several Advanced Placement courses for high-level learners.

One of the particular strengths of the ASPIRA Charter Schools’ education model is its focus on developing students who are able to read and communicate (oral and written) in both Spanish and English. As with other ASPIRA charter schools, world language goals for the ASCS will be that, by the time the students graduate, they will be able to demonstrate the ability to express themselves orally and in written form in both English and Spanish. Students in grades 5 to 12 will participate in Spanish as a Second Language course 3 times per week.

The following chart provides a list of the published curriculum materials by grade that we plan to use in ASCS:

| GRADE | English | Math | Science | Social Studies | Spanish |
|---------------------------|--|--|--|---|---|
| Fifth Grade & Sixth Grade | Pearson / Prentice Hall Literature Study Island PLATO English | Pearson / Prentice Hall Mathematics DIGITS First in Math Study Island PLATO Math | Foss Kits STC Kits/booklets Pearson / Prentice Hall Life Science | Pearson / Prentice Hall Social Studies | Spanish as a Second Language Program: Santillana |
| Seventh Grade | Pearson / Prentice Hall Literature | Pearson / Prentice Hall Mathematics DIGITS First in Math | Foss Kits Pearson / Prentice Hall Earth Science | Pearson / Prentice Hall American History | Spanish as a Second Language Program: Santillana |

| | | | | | |
|-------------------|---|---|--|--|--|
| | Study Island PLATO English | Study Island PLATO Math | | | |
| Eighth Grade | Pearson / Prentice Hall Literature Study Island PLATO English | Pearson / Prentice Hall Mathematics: Pre Algebra First in Math Study Island PLATO Math | Foss Kits Pearson / Prentice Hall Physical Science | Pearson / Prentice Hall Government and Economics | Spanish as a Second Language Program: Santillana |
| Ninth Grade | Pearson / Prentice Hall Literature Study Island PLATO English APEX | Pearson / Prentice Hall Mathematics: Algebra 1 ©2011 Study Island PLATO Math APEX | Pearson / Prentice Hall Physical Science and nonconsuma ble kits APEX | Pearson / Prentice Hall World History and Global Geography APEX | Spanish as a Second Language Program: <i>Revalidates: Level A.</i> Pearson / Prentice Hall: 2004 Carninos: Houghton Mifflin APEX |
| Tenth Grade | Pearson / Prentice Hall Literature Study Island PLATO English APEX | Pearson / Prentice Hall Mathematics: Geometry ©2011 Study Island PLATO Math APEX | Pearson / Prentice Hall Biology, Health and non- consumable kits; Froguts Online Dissection Software APEX | Pearson / Prentice Hall Social Studies Civics, Government APEX | Spanish as a Second Language Program: <i>Realidades: Level B.</i> Pearson / Prentice Hall: 2004 Carninos: Houghton Mifflin APEX |
| Eleventh Grade | Pearson / Prentice Hall Literature Study Island PLATO English APEX | Pearson / Prentice Hall Mathematics: Algebra 2 ©2011 Study Island PLATO Math APEX | Pearson / Prentice Hall Chemistry and non- consumable kits APEX | Pearson / Prentice Hall Social Studies Geography, Multimedia Global History APEX | Spanish as a Second Language Program: <i>Realidades: Level 1.</i> Pearson / Prentice Hall: 2004 Carninos: Houghton Mifflin APEX |
| Twelfth Grade | Pearson / Prentice Hall Literature Study Island | CME Project PreCalculus ©2009 Study Island PLATO Math APEX | Pearson / Prentice Hall Physics and non- consumable | Pearson / Prentice Hall Economics, Sociology, Psychology | Spanish as a Second Language Program: <i>Realidades: Level 2.</i> Pearson / |

| | | | | | |
|--|--------------------------|--|--------------|------|---|
| | PLATO English APEX | | kits APEX | APEX | Prentice Hall: 2004 Carninos: Houghton Mifflin APEX |
|--|--------------------------|--|--------------|------|---|

Evidence-based curriculum

Following the curriculum described in this application, ASPIRA Charter Schools in Philadelphia have had significant academic successes. The ASPIRA PA De Hostos Charter has met AYP the last 6 years in a row and the Pantoja Charter met AYP in just its second year of operations, with some of the highest 5th grade math gains in the city of Philadelphia. Having ASCS and ASPIRA Philadelphia Charter Schools use the same curriculum will enable our schools to collaborate and work together more effectively, to share professional development and lesson planning resources, and to reduce costs in ordering materials through better purchasing positions. The materials have all been chosen for their research-proven abilities to raise student achievement, for their close tie-ins with use of technology for learning- a centerpiece of our school methodology, for their Spanish-language versions that support learning in both English and Spanish- part of our mission to increase bilingualism among our youth and community - and for their excellent support in the form of integrated assessments and data management tools. All of the materials we have chosen are directly aligned with the New York State learning Standards and Common Core Standards in their respective areas.

d. Describe how the proposed curriculum will be implemented so that it serves the needs of all students including those who are below or above grade level, ELL, Special Education, and mentally gifted.

ASPIRA PA Charter School curricula have been proven effective in educating students with special education needs, students with Limited English Proficiency, students who are below grade level, and students who are above grade level. Our overall approach is to regularly assess our students’ skills using a variety of assessments, including Developmental Reading Assessments (DRAs) in Spanish and English, Study Island PSSA-based benchmark assessments, QRI running records, end of unit tests, PSSA tests and other standardized tests to gauge how well our students are mastering the curriculum at their particular grade level. Using those results, teachers differentiate lessons so that students can receive individual or small group instruction that target their particular achievement levels. This will allow students to accelerate their learning (as is the case of students who are below grade level) or receive enriched learning experiences (as is the case of students who are significantly above grade level). Students with IEPs receive accommodations in their lesson presentations as well as in their assessments in accordance with the details of their IEPs (including those with GIEPs) and results of intensive progress monitoring. Students with identified special needs, including ELL students, receive the majority of their instruction with their regular education classmates, in accordance with Universal Design Principles, described in Prospectus. They also will receive both push-in and pull-out services with targeted instruction to their areas of need provided in individual and/ or small groups. Students with special needs will also receive additional tutorials and instruction in our 3 hour Saturday enrichment program, and our after school program that runs between October and May.

The Sheltered Instruction Observation Protocol Model (SIOP), also described in some detail in the Prospectus, is supported by the curriculum chosen and lessons developed cater to ASPIRA’s bilingual student population by enhancing native language skills and using them as a resource to learn English. Since about 30% of ASPIRA students are of low English proficiency, and many of their parents are

monolingual Spanish, we will recruit qualified bilingual personnel and provide bilingual programming to address language problems as we tackle academic challenges. Students with Limited English proficiency are supported by an experienced bilingual staff, ensuring bridging across any language barriers that may impact their ability to understand, learn, and achieve. The curriculum chosen allows modifications for small group learning, which provides a more intimate and less threatening learning environment for many students. An indirect benefit shown is the recognition of diversity and the acknowledgment of individual differences leading to improved interpersonal development. Small learning groups also actively involve students in learning, providing them more opportunities for personal feedback. These are the attributes for which ASPIRA seeks to make significant progress with at-risk students. This especially makes sense for student with limited English proficiency.

e. How will the effectiveness of the proposed curriculum be measured? How will this data be incorporated into the decision making of the school leadership team?

Our curriculum goals are consistent with both the federal No Child Left Behind Law and with the goals of Imagine 2014- that every student will be proficient and performing on grade level in the core subjects of Reading, Mathematics and Science. We will gauge the effectiveness of the proposed curriculum through a combination of assessments that indicate how well our students are progressing toward achieving at grade level.

Each school leadership team (administrators, master teachers and mentor teachers) will review student academic progress relative to expectations of grade level performance after each benchmark. If any aspect of our curriculum appears to be deficient in producing dramatic improvements in student achievement, we will begin investigating materials that will more effectively educate our students.

We utilize a tiered approach to data analysis and evaluation. First ASPIRA school leadership reviews school data on a macro level, analyzing achievement across grades and subject areas. Then the Principal reviews the data more microscopically, and reports their findings to the Leadership Team at their weekly meeting. The Leadership Team (consisting of school leadership, master teachers, mentor teachers, special education and ELL coordinators, etc.) work to make sense of the data on a school and student basis, and make initial decisions as to what actions should be taken. Their decisions are presented to teachers at the weekly Professional Learning Community (PLC), where classroom teachers work to plan improvements to their current instructional techniques and methodologies and/or discuss if different curricula might be more effective. Their collaborative improvement planning is implemented in the classrooms until the next benchmark period, where data will show if their changes had any affect. Generally, if instructional methods and strategies do not move students forward, the curriculum and professional development are closely examined and potentially altered.

3) Process that ASCS will use to ensure that the curriculum – specifically English Language Arts, math, science, and social studies – aligns with New York Learning Standards, inclusive of the Common Core Standards and the New York State Testing Program.

When choosing curriculum, ASPIRA asks various publishers to come present their offerings and research-base for their content to the academic leaders of ASPIRA's schools. The academic team evaluates the validity and alignment of each publisher's content, and makes a collaborative decision on the best curricula for ASPIRA's student population. ASPIRA has chosen curricula that 1) are aligned to state and national academic standards, 2) support ASPIRA's mission of increasing bilingualism and preserving heritage languages, 3) integrates technology into daily instruction, and 4) have relevant, diverse, and accurate content that mirrors ASPIRA's population.

4) Specific instructional strategies and practices relevant and necessary to the successful implementation of the curriculum.

Differentiated Instruction:

All ASPIRA schools implement differentiated instructional techniques, a vital force in achieving successful student outcomes. Specifically, ASPIRA implements:

- Direct Instruction
- Technology Integration
- Small Group Instruction
- Team Teaching
- Guided and Independent Reading
- Individual Instruction
- Peer-to-Peer Learning
- Computer-Assisted Instruction
- Stations and Centers
- Hands-on Learning
- Project-based and Service Learning

Utilizing a variety of techniques ensures that all learner needs are being met. We encourage teachers to experiment with various instructional methods within their classrooms and evaluate the effectiveness of each. Master teachers assist in the facilitation of this instructional practice research.

Data-driven Instruction:

Data-driven instruction is a vital key to school success. Our schools closely monitor data on a weekly basis, and structure professional development based on the needs shown in the data. Needed student and/or instructional interventions and supports are discussed weekly among the leadership team, professional learning community, and teacher grade groups of each school.

Professional Development:

ASPIRA believes strongly that high-quality, rigorous, and consistent professional development is key to school and student success. Every Wednesday afternoon throughout the school year is devoted to weekly staff professional development and collaborative planning time. Each school leadership team meets weekly, focused on consistent monitoring of teacher evaluations and student progress data. Teacher feedback is based on the use of an instructional rubric based on best practices in high quality instruction. This rubric creates a common language for effective instruction, and describes the elements of effective instruction in classrooms. Although a professional development plan is structured prior to school starting, the topics are dynamic and based on school and student needs highlighted within this data. Professional Learning Communities of teachers meet weekly to assess student progress from a multi-grade perspective and individual Grade Group meetings for all teachers occur every other week for one hour afterschool, which follow a structured protocol, dedicated to mutual communication on grade level and individual student progress, as well as collaborative planning.

5) How curriculum and instruction needs are reflected in the professional development plan (to support effective implementation of the curriculum).

ASPIRA believes strongly that high-quality, rigorous, and consistent professional development is a key to school and student success. This is an ASPIRA-branded Professional Development Model that we have named ASPIRE, which stands for *Acknowledging Superior Practice In Rigorous Education*. Every Wednesday afternoon throughout the school year is devoted to weekly staff professional development and collaborative planning time. Each school leadership team meets weekly, focused on consistent monitoring of teacher evaluations and student progress data. Teacher feedback is based on the use of

an instructional rubric based on best practices in high quality instruction. This rubric creates a common language for effective instruction, and describes the elements of effective instruction in classrooms. Although a professional development plan is structured prior to school starting, the topics are dynamic and based on school and student needs highlighted within this data. Professional Learning Communities of Master, Mentor, and classroom teachers meet weekly to assess student progress from a multi-grade perspective and individual Grade Group meetings for classroom teachers occur every other week for one hour afterschool, which follow a structured protocol, dedicated to mutual communication on grade level and individual student progress, as well as collaborative planning.

In each of our schools, teachers have an opportunity to assume greater responsibility. Our teacher hierarchy model provides classroom teachers with the opportunity to become Mentor Teachers, and Mentor Teachers with the opportunity to become Master Teachers. With this upward mobility, teachers are motivated to consistently strive to improve their practice. Master and Mentor Teachers work collaboratively to develop regular classroom teachers, offering assistance and guidance, highlighting areas of reinforcement and refinement. Teacher evaluation is based on a best-practices instructional rubric that clearly lays the elements of effective instruction for all teachers. All teachers are expected to increase their rubric scores throughout the academic year while receiving this consistent instructional support. Master and Mentor Teachers do not “oversee” classroom teachers and are not their supervisors, making their relationships beneficial and safe.

The Master Teachers, who are fully released from classroom duties, support the leadership team in the analysis of data as they create and institute a strategic academic achievement plan for the school. The Master Teachers plan and facilitate the weekly professional learning communities (one hour per week), and provide demonstration lessons, coaching and team teaching for classroom teachers. Master Teachers, in collaboration with the rest of the leadership team, identify research-based instructional strategies to share with classroom teachers. They are partners with the rest of the leadership team in the analysis of classroom instruction and the delivery of timely reflective feedback to teachers.

Mentor Teachers are partially released from their classroom duties and are also actively involved in enhancing/supporting the teaching experience of classroom teachers. Through the leadership team, they participate in analyzing student data and the creation of the school's academic achievement plan. In collaboration with the Master Teacher, they act as a support and sometimes lead the weekly professional learning community. As a result, they also provide classroom-based follow up and extensive feedback on the instructional practices of classroom teachers.

6)The research, experience, theoretical base and foundational materials for the proposed ASCS curriculum.

Grades 5-8:

Starting in 5th grade, ASCS will implement Pearson's new DIGITS program, as it is closely aligned with ASPIRA's technology-supported, laptop-based curriculum for middle school, and it is a strong, problem-based approach to learning developed by the National Science Foundation that has been proven to raise student academic achievement. For Reading/Language Arts, Science, and Social Studies, ASCS will utilize Pearson / Prentice Hall, which is fully aligned to State and National Common Core Standards. Their Essential Questions stimulate conversation, emphasize source analysis and hands-on learning, and foster critical thinking. Across all subject areas, Pearson offers online materials that support textbook-based content, including video clips, author biographies, self-tests, research activities, and simulations, which is well aligned with our technology-infused instructional methodology. In addition, Pearson provides consistent and ongoing assessments and practice tests that accompany all of their major texts,

offers Success Tracker, an online remediation and assessment tool, and provides materials in English and Spanish, which well compliments our dual-language approach to education. Supplemental tools like Study Island and PLATO continue to be used with students throughout middle school.

Grades 9-12:

Starting in 9th grade, Pearson / Prentice Hall is utilized across all core subject areas, as it continues to:

- Align to State and National Academic Standards
- Provides consistent and ongoing assessments and practice tests
- Offer both print and digital options that can be easily blended
- Provide video clips, simulations, and images that bring content to life
- Develop conceptual understanding through problem solving and visual instruction
- Provide activities, both hands-on and online, that offer automatic remediation to easily differentiate instruction
- Offer Essential Questions to stimulate conversation, emphasize source analysis and hands-on learning, and foster critical thinking
- Offer online tools for teachers to assist in lesson development
- Include a visual glossary with audio and definitions in English and Spanish

In 12th grade, ASPIRA utilizes the National Science Foundation's Center for Mathematics Education's Pre-Calculus curriculum, which offers research-based instruction and problem-based, student-centered curriculum, which also has an accompanying online learning portal with interactive options. These 9th-12th grade online math learning tools and options are well aligned with ASPIRA's focus on technology integration into teaching and learning.

7) How the education program enables all students to meet challenging State academic standards.

Every student with special needs of any kind is provided with a Free and Appropriate Public Education. Our schools provide an inclusive education model to 100% of our special education students as well as a full continuum of services based on the needs of each individual learner. All ELL students also participate in an inclusive model with appropriate pull out services as needed. We include students with special needs in all academic and all non-academic programs and extracurricular activities to the maximum extent appropriate in accordance with the student's Individual Educational Plan. For a more indepth discussion of how the educational design and curriculum support the learning needs of students with special needs, please refer to the prospectus, which is considered to be incorporated into this proposal.

B. School Calendar and Daily Schedule⁴

Extended School Year and Day: As one of the school design principles, ASCS will have a longer school year and school day than the traditional New York City Public schools, meeting and exceeding the requirement of Education Law 2852(2)(n) that the charter school provide at least as much instructional time during the school year as other traditional public schools and the requirement of Education Law section 3204(4) that public charter schools be in session for 180 days under the same conditions as other traditional public schools.

⁴ ***See Required Attachment 3: Sample Daily Schedules and Attachment 4: Proposed Annual Calendar for the first year of Operation***

Longer School Year: ASCS will operate for 190 instructional days per year, with the school year starting 6 days before the start of the NYC first day of school. In addition, Teachers start the school year in professional development 9 days before the first day of instruction.

Longer School Day: The ASCS school day operates from 7:30 am to 4:00 pm for teachers and Mon-Tues and Thurs-Fri from 8:00 am to 3:00 pm and Wed 8:00 to 1:30 p.m. for students. For additional academic support, extended-day academic programs include:

- Afterschool programming offered daily until 6 pm for further academic enrichment;
- Extended Day services offered to Special Education students needing additional support, according to the IEP mandates;
- Saturday School to strengthen test taking skills for the New York State ELA, Math, Science, Regents Exams and SAT. Typically, Saturday School starts in November/December and goes through March.
- A Spring Credit Recovery Program of evening classes for high school students from February through May, with 2 different 6-week cohorts available, both for 90 minutes a day, 2 days per week.

The calendars and schedules proposed here-in support the success of the school and lead to dramatic improvements in student achievement as they provide:

- Additional classroom time/ extended school day to accelerate student achievement, particularly in math and English/Language Arts.
- A considerable amount of time before the school year starts and during the school year for new teacher induction and continuing teacher coaching and professional development.
- Afterschool time for assisting struggling students and ELL students
- Extended Day and School Year services and supports for Special Education students to ensure compliance with IEP goals and to prevent backsliding in the summer months.
- Spring and Summer Credit Recovery Programs for high school students to increase graduation rates.

C. Target Population

ASCS is designed as a grade 5-12 secondary school, which, at full capacity, will serve **875** students in two academies, the ASPIRA Middle Prep (AMP) grades 5-8, and the ASPIRA Early College (AEC), grades 9-12.

| Grade Level | PROJECTED ENROLLMENT TABLE FOR 5 YEARS | | | | | YEAR 6 | YEAR 7 |
|------------------|--|------------|------------|------------|------------|------------|------------|
| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| 5 th | 75 | 75 | 125 | 125 | 125 | 125 | 125 |
| 6 th | 75 | 103 | 125 | 125 | 125 | 150 | 150 |
| 7 th | | 71 | 98 | 119 | 119 | 119 | 144 |
| 8 th | | | 66 | 93 | 113 | 113 | 113 |
| 9 th | | | | 63 | 88 | 107 | 107 |
| 10 th | | | | | 60 | 84 | 102 |
| 11 th | | | | | | 57 | 80 |
| 12 th | | | | | | | 54 |
| TOTALS | 150 | 249 | 414 | 525 | 630 | 755 | 875 |

ASPIRA Secondary Charter School will be located in the South Bronx within or in proximity to CSD 8, where ASPIRA NY runs afterschool programs in four Bronx schools: PS1107 (PK-5), JHS123 (6-8), JHS131 (6-8), and Millenium Arts High School (9-12).

There are few high quality choices for students in Bronx CSD 8, where over 75% of students at three District 8 middle schools score at level 1 or 2 in English Language Arts, approximately 23% of students have IEP's and 12% of students are English Language Learners. For those few small schools in the district, the demand far exceeds the available seats in the schools.

ASPIRA Pennsylvania has had great success with students in a similarly challenged community in North Philadelphia, where it currently operates 3 Charter Schools, one, most recently, a "re-start" elementary school. Within an impoverished, under-educated community, ASPIRA has achieved successful youth outcomes for over a decade. ASPIRA's approach to teaching and learning has proven highly successful in educating their population of mostly low income, Latino students. De Hostos Charter School has consecutively met AYP for the last six years. In 2009, De Hostos made all 13 of its Adequate Yearly Progress goals, and in 2010, it made all 15 of its AYP goals. In 2009, student attendance at De Hostos was 96%, students' PSSA Math Proficiency was 63%, and Reading Proficiency was 45%. In 2010, student attendance at De Hostos was 96%, students' PSSA Math Proficiency was 72% (a 9% gain), and Reading Proficiency was 54% (a 9% gain). Pantoja Charter School opened for the first year in 2008-09 to serve students in grades K to 8. In its first year of operation, Pantoja Charter, with a new staff and many non-English speaking students, was able to achieve 36% Proficiency on the Math PSSA tests and 34% Proficiency in Reading. Pantoja did not meet its AYP performance targets, although it did meet all of its test participation targets, as 100% of students participated in the PSSA tests. Also, it met its student attendance target, as its school registered a 95% average daily attendance rate. In just its second year of operation, Pantoja Charter made AYP in 2010, meeting 21 of 21 targets, more than doubling the number of targets met the prior year. Students achieved 52% Proficiency on the Math PSSA (a 16% increase overall, and one of the highest gains in 5th grade Math in the city of Philadelphia) and 45% Proficiency on the Reading PSSA (an 11% increase). Innovative Consultants International, Inc. released on September 9th, 2009 the results of research conducted comparing outcomes of ASPIRA schools to non-ASPIRA schools and to define student profiles of ASPIRA's targeted youth. The students who participated in this research were from our Leadership Club component. In their comparison, ASPIRA schools showed greater safety/minimal violence, higher student performance, higher parent involvement, more hygienic bathrooms, greater discipline, and generally happier students than non-ASPIRA schools. ASPIRA PA also developed and operated the largest Head Start/Pre-K program partnered with the School District of Philadelphia for the last four and half years. In 2010, ASPIRA began operating John B. Stetson Charter School, a turnaround Renaissance school in the School District of Philadelphia. Initial school improvement reports are very promising, with drastically reduced suspensions and increased academic proficiency thus far into the school year.

D. Assessment

ASPIRA's schools use a combination of assessment data to track student progress, including results from:

- Authentic assessments
- Diagnostic assessments
- Standardized assessments

Results from Authentic assessments are used to determine student achievement levels as documented on report cards. This information provides ongoing feedback to both parents and students in order to

move students towards obtaining higher levels of achievement. Ongoing, daily communications to parents are sent home, requiring parent signatures to be returned the following day.

Results from Diagnostic assessments or specific skill inventories such as the Woodcock Johnson III Assessment, as well as QRIs and DRAs are used by the academic team and special education staff to assess students' performance at a given point in time in order to determine areas of strengths and weaknesses. Individual goals are developed based in part on this data, which are communicated to parents in in-school meetings with the classroom teachers and special education staff, when appropriate.

Results from Standardized assessments, including the Terra Nova or GMADE/GRADE tests, WIDA for ELL learners, and the New York State ELA, Math and Science annual assessments help the school to gauge our progress toward the State's goals for student achievement, help students and parents to understand where they are relative to their peers nationally in certain basic skills, and help to inform the community about how the school is performing relative to other schools in the region.

Each school leadership team (administrators, master teachers and mentor teachers) will review student academic progress relative to expectations of grade level performance after each benchmark. If any aspect of our curriculum appears to be deficient in producing dramatic improvements in student achievement, we will begin investigating materials that will more effectively educate our students.

As stated earlier, when discussing how we will measure the effectiveness of the curriculum we employ, ASPIRA utilizes a tiered approach to data analysis and evaluation. The Leadership Team (consisting of school leadership, master teachers, mentor teachers, special education and ELL coordinators, etc.) work to make sense of the data on a school and student basis, and make initial decisions as to what actions should be taken. Their decisions are presented to teachers at the weekly Professional Learning Community (PLC), where classroom teachers work to plan improvements to their current instructional techniques and methodologies and/or discuss if different curricula might be more effective. Their collaborative improvement planning is implemented in the classrooms until the next benchmark period, where data will show if their changes had any affect. Generally, if instructional methods and strategies do not move students forward, the curriculum and professional development are closely examined and potentially altered.

These assessments include:

| Subject | Assessment | Grade Levels | Frequency |
|----------------|---|---------------------|------------------|
| Reading | Acuity- Benchmarking test | Grades 5 to 12 | Fall and Spring |
| Reading | QRI- Running records in reading | Grades 5 to 12 | 4 times per year |
| Reading | Study Island- Benchmarking tests for the PSSA Reading | Grades 5 to 11 | 4 times per year |
| Reading | GRADE- Reading | Grades 5 to 12 | Fall and Spring |
| Math | Acuity- Benchmarking test | Grades 5 to 12 | Fall and Spring |
| Math | Study Island- Benchmarking tests for the PSSA Math | Grades 5 to 11 | 4 times per year |

| | | | |
|-------------------|--|----------------|------------------------|
| Math | GMADE- Math | Grades 5 to 12 | Fall and Spring |
| Science | Benchmarking tests from Houghton Mifflin | Grades 5 to 5 | 3 times per year |
| All core subjects | Benchmarking tests from Pearson/Prentice Hall | Grades 5 to 12 | 3 times per year |
| All core subjects | Curriculum unit tests, linked to NY Learning Standards | Grades 5 to 12 | 6 to 10 times per year |

ASCS 6th & 8th Promotion standards

To be promoted from the 6th grade, students must pass all their classes and achieve 80% proficiency in Language Arts and Mathematics, as measured on the benchmark assessments, to move to the next grade level.

To graduate from 8th grade ASCS Middle Prep Academy to ASCS Early College Academy, 8th grade students must achieve 80% proficiency in the core subjects of Language Arts, Mathematics, Science, and Social Studies. Any student that scores below 80% in any one of the core content areas are not promoted to 9th grade. Students who achieve less than 80% proficiency in more than 1 minor subject also do not pass 8th grade.

Students with more than 10 unexcused absences or equivalent tardies are in jeopardy of not being enrolled into an ASPIRA school the following year. They must attend a Board hearing, where a determination to allow or disallow the student to return to an ASPIRA school the following year will be made.

ASCS policies and criteria for high school graduation:

A student must earn 48 high school credits, or 12 credits per grades 9-12, including required core courses and electives, in order to graduate from ASCS. A credit is earned when a student achieves a score of 80% or above on the course summative exam and passes the course with a C or better. Credits for courses passed during the ninth, tenth, eleventh and twelfth grades shall be counted towards the necessary credits for graduation. To receive an ASCS diploma, a student shall score 65 or above on all exams required for a Regents Diploma, or, if a student with a disability, the student must achieve the education goals specified in the student’s current IEP.

Required courses and credits are planned as follows:

- 8 credits of English
- 8 credits of Mathematics, Algebra 1 or higher, including Algebra I, Algebra II, and Geometry
- 8 credits of Social Studies, including U.S. History and World History
- 8 credits of Science, including Biology, Chemistry, Physical Science and Physics
- 4 credits of Health/Safety/Physical Education
- 2 credits of Arts and Humanities Electives
- 4 credits of Spanish
- 2 credit Business or Technology
- 2 credits of Community Service (80 hours)
- 2 credits additional elective/AP course

Total credits required for graduation: 48

Community Service

In addition to completing 46 credits of academic course work, students must complete 20 community service hours per year, which is equal to .5 credits per year. For students that start with us at 9th grade, that equates to 80 total hours upon graduation. As a school within the ASPIRA community, there are many opportunities for students to participate in a variety of community service activities. Students also have the option of finding their own community service project as long as it is approved prior to starting. All hours are logged and signed off by a school official. For graduation, our 12th graders will complete a report that describes the community service they participated in, what they learned from it and how they affected the community.

E. School Climate and Discipline

A precept of the ASPIRA Charter Schools design framework⁵ is that creating a safe and orderly school environment is absolutely essential for high quality instruction and learning. ASPIRA Pennsylvania (ASPIRA PA) will provide an internship and “train the trainer” professional development on the ASPIRA approach to classroom management and establishing a positive high expectations school culture. Master and mentor teachers will coach and support classroom teachers in finding techniques for behavior management that work within their classroom with students of a wide range of special and differentiated needs. Parents are a key component to the success of the model, and are invited to be an active part of the ASCS Community of Learners and be part of their child’s school and academic life.

ASPIRA believes that students learn best in an environment that provides both physical and emotional safety. The establishment of a positive school culture is the foundation of a successful ASPIRA school, is the focus of the school for the teacher, parent and student orientation and first 4-6 weeks of the opening of the school, and will be a large part of the ASCS principal’s coaching in the planning and start up year. ASCS will have full time safety personnel who monitor student and visitor entrances and exits from the building. Safety personnel also work as mentors with individual students, which creates a mutual respect between security staff, students, school staff, and parents. ASPIRA PA will provide guidance to ASCS for the set up of the Security systems including strategically placing security cameras throughout the building and school grounds to further ensure safety.

To create such an environment, ASCS behavioral norms and expectations are constantly reinforced through the daily interactions of our staff with parents and students, and student character is build in an intentional manner through the establishment and reinforcement, visual and verbal, of the ASPIRA cultural norms and expectations, and of the ASPIRA youth leadership development process. Throughout the facility the school’s norms of behavior will be posted, as well as the three steps of the ASPIRA Process: Awareness, Analysis and Action. ASCS students will follow a uniform dress code, so that students will not be distracted from their studies with concerns about fashion nor gang representations through gang colors and styles of dress. Moreover, in addition to the purchased uniform options, students “earn” their blazer jacket as the student shows leadership and growth by meeting ASCS high expectations and modeling the ASCS school norms.

⁵ Please refer to ASCS Prospectus for overview of ASCS 6 Design Elements, especially relevant the “ASCS as Community of Learners,” “ASPIRA Youth Leadership Development Process,” and “Strong Parental and Community Engagement.”

Parent and Community Involvement:

Cultural communication systems developed by the highly successful ASPIRA Pennsylvania (ASPIRA PA) Charter Schools will be adopted by ASCS to establish a climate of mutual respect between all teachers, administrators, staff, parents, and students. ASPIRA schools make considerable efforts to communicate with all parents, via phone calls and emails in each parent's first language. In addition, parent meetings and conferences are held during the day and in the evening to include parents whose work days and shifts occur at different times. ASCS will have an active parent association which will provide an ongoing and consistent forum in which they can discuss and advocate for students. This association acts as a liaison between school, home and community. Through the Parent Association, ASCS will seek parent input through surveys and questionnaires and parents will be enlisted to support the school in various ways such as assist in classrooms, chaperoning school trips, leading after-school activities, etc. Parents will also play a role in school safety, receiving stipends for providing an adult presence in the hall ways and outside the school when students come and go. The elected parent association president will serve as a voting Board Member for the school.

School Discipline

ASPIRA believes in positive, proactive behavior management rather than punitive, reactionary behavior resolutions. In ASPIRA Charter Schools we promote a positive school culture through the highly effective leadership development program and incentives.

In the ASPIRA Middle Prep Academy (AMP) we will utilize a "stop light" system and reward students that consistently remain on the "green light," including promoting students into leadership positions among their peers. We also reward students with perfect attendance and "students of the month," with certificates and public recognition. By the time students enter the ASPIRA Early College Academy (AEC), students will have demonstrated their ability to contribute to a positive school culture, and will be well on their way toward an understanding of the adult expectations and norms of being a college student.

ASCS will utilize a discipline policy that is adapted from the NYC DOE Discipline Code which provides coherent and highly structured range of appropriate disciplinary responses that can be used for each infraction, starting with parent outreach and staff intervention and creation of an individualized behavior plan, to peer mediation, peer mentor, conflict resolution, community services, and restorative justice. The ASCS Student Code of Conduct requires due process, and sets out the rights and responsibilities of all stake holders: Principal, Teacher, Student, and Parent. At the school orientation, before applying to the school and when the student enrolls, parents and students are advised of the expectations and consequences of student conduct. To ensure the safety and security of all students and staff members the ASCS Code of Conduct will be strictly enforced.

Expulsion and Long-Term Suspension Process

Expulsion and/or Long-Term Suspension (ten or more days) follows due process and will be sought only in the rarest of circumstances in which the student is at threat to the safety of the school and/or continues to be disruptive to other students' education despite following all available interventions.

Students with Disabilities & Special Needs

The ASCS Discipline policy will apply to students with disabilities and special needs to the extent with which they are in accordance with federal laws and regulations regarding the education and placement of students with disabilities. ASCS will comply with all requirements of the Individuals with Disabilities Act (IDEA) relating to the discipline of students with disabilities, and in cases where the above policies conflict with IDEA, the provisions of IDEA will take precedence.

Students with a history of behavioral health and/or emotional issues are supported following all State and Federal Guidelines in accordance with each student's need as documented in their Individual Education Plan. Due to being a charter school in New York City, IEP evaluations will be managed by the South Bronx 2nd regional Committee on Special Education (CSE) and students who are determined to have needs that cannot be met in a charter school setting will be referred back to the District for placement in District 75, a district that serves only children with severe disabilities.

4) How ASPIRA Schools gauge satisfaction with school climate (students, parents/families, teachers, and staff).

End-of-year surveys taken by students, teachers, and parents are primary indicators of school climate satisfaction. These surveys ask students if they feel they can talk openly with adults in the schools, ask teachers how conducive the classroom learning environment is to achieving academic success, and ask parents if they feel the school is safe for their children, among many other things. ASPIRA's academic leaders also evaluate school suspensions, serious incidents, and disciplinary reports. Changes in security practices or disciplinary protocol may be decided upon as needed. Their findings are presented to school staff during professional development prior to the following school year.

5) Evidence that the ASPIRA approach to student behavior and discipline works and ensures a safe environment conducive to learning

Within an impoverished, under-educated community, ASPIRA has achieved successful youth outcomes for over a decade. ASPIRA's approach to teaching and learning has proven highly successful in educating their population of mostly low income, Latino students. Parent involvement is an essential foundation for academic success of all students, but is particularly important for limited English speaking parents and their children who often have great difficulty connecting with educational systems with limited second-language capacity. ASPIRA Pennsylvania has seen evidence of the ASPIRA model's success. In ASPIRA PA Charter Schools, parent conference attendance rates are over 90%; Student attendance rate over 95%; in 2010 both ASPIRA PA K-8 Charter Schools met AYP.

II. ORGANIZATIONAL PLAN

A. Governing Body

The role of the ASCS board of trustees is to ensure the school's success by providing academic, operational, fiscal, and legal oversight and support, holding the principal and the school accountable for the achievement of its performance and outcome goals.

Board Attributes and Recruitment

ASCS seeks to build a well-balanced and diverse Board, capable of leading the school towards academic excellence and sound operations. ASCS seeks board members who demonstrate:

- Deep commitment to the mission and vision of the school and improving public education opportunities for urban youth through rigorous academic programming and youth development activities
- Knowledge of and commitment to the local community
- Expertise in one or more areas of board responsibility

The chart below demonstrates the areas of expertise that we have among the proposed founding board members, and the expertise that we still seek to find in the remaining four voting board members to be identified in the coming months. ASCS seeks to have all seven voting board members identified by May 2011.

ASCS FOUNDING BOARD

| Proposed Founding Board Membership | Founding Group Member | VOTING | Educational Governance & Accountability | Legal & Corporate | Educational Leadership & Instruction | School Operations | Human Resources & Personnel | Finance & Fiscal Oversight | Higher Education | Youth Development & College-Career | Parent Engagement | Facilities Planning & Management | Community Engagement & Partnerships | Fundraising, & Resource Development |
|--|-----------------------|--------|---|-------------------|--------------------------------------|-------------------|-----------------------------|----------------------------|------------------|------------------------------------|-------------------|----------------------------------|-------------------------------------|-------------------------------------|
| Hector Gesualdo, MSW (Ex-Officio/Non-voting) | Y | | | | | | X | X | X | X | X | X | X | X |
| Dr. David Lopez, Ph.D. | Y | X | X | | X | | | | X | X | | | X | |
| Inocencia Taveras | N | X | | | | | | | | X | X | | X | X |
| Luis Cartagena, M.S.Ed. | Y | X | | | X | X | X | | | X | | | | |
| TBD | | X | | X | | | | X | | | | | | |
| TBD | | X | | | | | | | | | | X | | |
| TBD | | X | | | | | | | | | | | | X |
| TBD | | X | | | | | X | | | | | | | |

Proposed members include long-time Bronx community leader and Parent Educator Inocencia Taveras, Dr. David Lopez, who holds his Ph.D. in Urban Education from Fordham University, and Mr. Luis Cartagena, who is the Athletic Director at PS/MS 31 and a certified Special Education teacher with over 13 years of educational experience. Please see resumes and Board questionnaires, attachments 7, 8 and 9.

Going forward in the planning process, ASCS is casting a wide net to identify and recruit additional qualified candidates as founding members of the ASCS Board of Trustees that will fill out the Board expertise in the areas of law, finance, human resources and personnel, real estate and facility planning, and fundraising/resource development. One resource group that founding members is reaching out to is the newly created “Amigas of ASPIRA,” a professional network of young Latino corporate and business professionals under 35 who live and work in the Greater New York City area. All board candidates will undergo a vetting process that includes numerous interview and meetings with the planning team and founding board members to learn about the roles and responsibilities of ASCS trustees and to determine authentic commitment to the ASCS mission.

ASPIRA NY, as represented on the board (ex-officio-non voting) by Executive Director Hector Gesualdo, MSW, will continue to support ASCS in its planning and start up phase, providing the expertise of its key staff to both support the new school start up by providing fiscal, legal, human resources, fundraising and resource development, and facilities planning support.

Board Training

Founding members of the ASCS Board have received and reviewed comprehensive information regarding their responsibilities as trustees, including proposed by-laws, excerpts from the New York City Charter Center Governance Guidebook, and other resources. Before the school is operational, founding board members will also attend an orientation led by the planning team, with support from the ASPIRA of Pennsylvania board training team, where they will review the mission and vision of the school as well

as their responsibilities as trustees. Any new members that join the ASCS Board when the school is operational will also receive the binder of information and attend a new board member orientation.

Data Driven Decision-Making

In the same fashion that instruction at ASCS will be driven by informal and formal assessment data, Board of Trustees management and operations oversight and decision-making will be informed and driven by data. Prior to each monthly Board of Trustee meeting, Board members will receive a packet of information prepared by the Principal and the ASPIRA Executive Director containing the following:

- An executive summary of the overall state of the school (fiscal, academic, etc.)
- Summary of information in the packet
- Meeting Agenda, identifying agenda items in need of Board decision-making or support
- Minutes from the previous meeting
- Financial statements including income statement, balance sheet, and cash flow statement
- Principal's School Dash Board presenting school performance and student outcome data as measured against academic and operational benchmarks (attendance, discipline incidents, on track for promotion, etc.)
- Principal's Report on Student performance data, based on informal and formal assessment administered during the fall and Spring terms
- Standing Committee Reports: Executive, Academic, Finance and Personnel

Using the above qualitative and quantitative data as well as other data the Board can request on an as needed basis, the Board of Trustees and its various committees will make sound management and oversight decisions and provide on-going support toward continuous school improvement.

Bylaws and Code of Ethics

See **Attachment 5: Proposed corporate by-laws** and **Attachment 6: Proposed Code of Ethics**

Job Descriptions for Members of the Board of Trustees

Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall chair the Accountability and Governance Standing Committee of the Board and have other such powers and perform such other duties as the Board may prescribe.

Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given and any waivers thereto, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and by-laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to

be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chair of the Finance and Personnel Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

II. B. Founding Group Composition

The ASCS founding team is highly qualified to create and operate an excellent charter school. The team has extensive experience in school start-up, charter operations, secondary school instruction, administration, youth development, student support services, and community engagement. Founding team members have founded, led, taught in and provided numerous student supports in New York City public schools. Individuals from the planning team will comprise the school leadership team as well as the ASPIRA New York school support team providing consistency and alignment necessary to launch a successful new school.

Sunil Anand, CPA, Director of Finance – ASPIRA of NY. Sunil Anand is the president of S. K. Anand, CPA, PC, and has 35 years of extensive experience with non-profit organizations including: charter schools, methadone clinics, and mental health organizations. He is a specialist in developing infrastructure, software implementation and automation, troubleshooting, and certified audits. He is a member of AICPA, NYSCPA, NJCPA, Diplomat Member of American Board of Forensic Accountants, and the Institute of Chartered Accountant of India. He is also a licensed Real Estate broker and has had extensive real estate experience. He is also the founder of a charitable foundation, which has opened hospitals giving free service to the poor in India.

Peter Arencibia, MBA, is the Principal consultant at Arencibia Consulting, a management consulting firm established in 1994 and specializing in improving the operations of government and non-profit organizations. Mr. Arencibia has held senior level positions with non-profit and government organizations, including being Assistant Deputy Commissioner with the NYC Human Resources Administration. For the past sixteen years, he has been a Management Adjunct at the Sophie Davis School of Biomedical Education, City University of New York. Mr. Arencibia's professional experience also includes having taught at public high schools in New York City.

Hector Artiles, currently serves as the Director of Leadership Development for ASPIRA of New York. In this capacity, he oversees the participation of over 1000 students in ASPIRA's 36 After-School Leadership Development Clubs throughout NYC, Rockland, Nassau and Suffolk counties. In this role, Hector has successfully engaged all involved schools to improve program quality and outcomes. He developed systems for proper monitoring of all club activities and has over 5 years of experience in developing and implementing youth leadership development curricula. He is a soon-to-be graduate of New York University's Stern School of Business with a degree in Finance.

Jeannette Bocanegra has over fifteen years of experience as community advocate, activist and organizer. She is a product of the NYC public school system and a long time Bronx community resident. She has taken an active role in parent advocacy and educational reform through her roles as Parent Teacher Association President, Vice President and Secretary and also as Secretary to the Community School District 10 President's Council. She has facilitated hundreds of workshops for EPIC (Every Person Influence Children), the ASPIRA APEX program (ASPIRA Parents for Excellence), and on early childhood development.

Alfredo Calderón has served as ASPIRA Pennsylvania's Chief Executive Officer since 2000. Mr. Calderón is responsible for adhering to and fulfilling the mission and vision of ASPIRA of PA, including the overall supervision and operation of the business and affairs of ASPIRA and its property(s) and facilities, subject

always to the authority and direction of the Board of Directors. Mr. Calderón is accountable for a staff of over 350 full time and part time employees. He managed the charter application processes for Antonia Pantoja Charter School and John B. Stetson Charter School in Philadelphia, and oversaw the hiring of all staff, the creation of the non-profit Boards, the development of curriculum, the extensive renovation of school facilities, the development of the budgeting and financial management, and the recruitment of 1,400 students and their parents for the charter schools. He has also overseen the creation of the ASPIRA Pre-K/Head Start program, the largest Head Start program partnered with the School District of Philadelphia. Prior to leading ASPIRA of PA, Mr. Calderón served as the Director of Operations for the Private Industry Council of Philadelphia, and also served for 12 years in the US Army's Foreign Intelligence Activity. Mr. Calderón holds an Associate's Degree in Liberal Arts, a Bachelor's Degree in Liberal and Professional Studies, graduating magna cum laude with both degrees, and is currently pursuing a Master's Degree in Educational Leadership.

Luis A. Cartagena, has been the Director of the ASPIRA program at PS/MS 31, The William Lloyd Garrison School for the past three years. Mr. Cartagena is currently the Athletic Director at PS/MS 31 and a certified Special Education teacher with over 13 years of educational experience. Within those 13 years Mr. Cartagena has been an active part of the community and the families of the students in the school. Mr. Cartagena is also a charter school parent. He holds a B.A. in Psychology and an M.S. in Education.

Hector Gesualdo, Executive Director – since 1999, Mr. Gesualdo has been the Executive Director of ASPIRA of New York, Inc., a youth services organization which is dedicated to supporting Latino youth in the pursuit of educational achievement and leadership development. Prior to his tenure with ASPIRA, Mr. Gesualdo served as the Senior Vice President of Allocations and Agency Services for the United Way of New York City. With an MSW from Hunter College's School of Social Work, a BA from St. Peter's College, and an Executive Management in Human Services Certification from Harvard University, Hector brings to the table a wealth of management experience in the non-profit sector, spanning 26 years. Mr. Gesualdo currently serves on the Mayor's Committee on Appointments since 2002, and is a member of the Board of Trustees for the Randall's Island Sports Foundation since 2001.

Mark Gonzalez, As Chief Program Officer of ASPIRA of New York, Inc., Mark Gonzalez is responsible for the development and supervision of all School-Based and Government funded programs which include schools in CSD 8. Prior to this assignment, he was a Regional Administrator in the NYC Department of Education's Region One Office of Youth Development where he supervised support services for CBO's, Students in Temporary Housing, and Attendance Improvement Initiatives in both Districts 9 and 10. Mr. Gonzalez was born and raised in the Bronx and earned a Bachelor's Degree in Public Administration from Herbert Lehman College. In 1998 Mr. Gonzalez earned his first Master's Degree in Educational Psychology, followed by his second Master's Degree in Educational Supervision and Administration in 2003. In addition he earned his Doctorate Degree in Education in May 2010.

Dr. David Lopez, Ph.D., is a former Executive Deputy Administrator for Intergovernmental Affairs/Agency Chief Contracting Officer (ACCO) for the NYC Human Resources Administration. In that capacity, he supervised the Office of Legislative Relations (which develops and presents the agency's public policy positions), the Office of Community Affairs (which coordinates volunteer programs, works with community groups and institutions, and was HRA's representative to the City's fifty-nine Community Boards), and the Office of Media Relations (the agency's press office). Dr. Lopez has lectured at various universities on Urban Policy and the Puerto Rican community and its organizations. Dr. Lopez was a consultant to CF/Caliber Associates, Inc. where he was part of a team that provided program governance training to over twenty (20) Administration for Children Services (ACS) Head Start delegate agencies. Dr. Lopez has served as a consultant to Region Two Head Start both as a proposal reviewer and editor of PRISM reports and has served as a consultant to an Administration for Children Services (ACS) delegate agency in the area of program management. His experiences include managing Head Start and Day Care programs and over eight years experience as chairperson of the Board of the

East Harlem Council for Human Services Head Start program. Dr. Lopez received his Bachelors Degree from St. Francis College, his MA from Columbia University and PhD in Education from Fordham University.

Betty Lugo Esq., is a partner in the firm of Pacheco & Lugo, Attorneys at Law, the first Hispanic women-owned law firm in New York in 1992. Ms. Lugo has provided corporate services to small and medium sized businesses. These services included organization and licensing of professional organizations, counseling clients on day-to-day corporate matters, drafting contracts, licensing agreements, shareholder agreements and negotiating transactions. Prior to Pacheco & Lugo, Ms. Lugo worked as a civil trial attorney for a Long Island trial law firm. After graduating from law school she joined the Office of the District Attorney of Nassau County where she worked as an Assistant District Attorney. Ms. Lugo currently serves as a Trustee of Albany Law School of Union University, member of the Mayor of NYC Marshall's Committee, president of the National Alumni Association of Albany Law School, member of the National Congressional Business Advisory Council and a member of ASPIRA of NY Board of Directors. She received a BA from Brooklyn College and JD from Albany Law School of Union University. She is admitted to practice before the NY State Courts and US District Court for the Southern and Eastern Districts of New York. Ms. Lugo is fluent in Spanish and is a proud ASPIRANTE.

Evelyn Nuñez, the Chief Academic Officer of ASPIRA Pennsylvania, has served as the instructional leader of charter schools for ASPIRA PA since 2002. She is currently the Chief Academic Officer of ASPIRA of PA schools, serving as the highest educational leader. She oversees the budgeting of all ASPIRA schools, hires all school leadership positions, ensures rigorous professional development of school staff, evaluates school and student data to drive instruction and highlight (in)consistencies among ASPIRA schools, ensures quality implementation of instruction based on data and best practices, makes certain that all ASPIRA schools are in compliance with all federal, state, and local regulations, collaborates with ASPIRA's many community stakeholders, and raises additional funds for the schools as needed. Ms. Nuñez was the founding Principal of Antonia Pantoja Community Charter School in Philadelphia. As the founding Principal of Pantoja, she was responsible for interviewing and hiring over 100 staff members for a school serving over 700 students. While Principal, Pantoja Charter met AYP in just its 2nd year of operation. Prior to working at Pantoja Charter School, she was Principal of ASPIRA's other charter school, Eugenio Maria de Hostos Charter, which has made AYP for the last 6 years in a row due to her foundational leadership of the school. Ms. Nunez holds a Bachelor's Degree in Elementary and Early Childhood from Chestnut Hill College, a Master's Degree in Educational Leadership, a Principal Certification from Cheyney University, and a Letter of Superintendent from Arcadia University.

Heriberto Oquendo, Jr. is a Research Counselor at Project Achieve for the New York Blood Center where he provides HIV/STI pre and post test and risk reduction counseling to participants. Prior he worked at Cardinal McCloskey Services as a Health Care Integrator. Mr. Oquendo served as math teacher at The High School for Violin and Dance, located in Bronx, NY. As a teacher he created differentiated lesson plans, curricula, and curriculum maps for Math, Chemistry, Living Environment, and Production Design courses. He instituted and maintained the first ever chapter of the ARISTA National Honor Society for the High School for Violin and Dance. Mr. Oquendo currently serves on the board of directors of ASPIRA of NY. Mr. Oquendo participated in the physician's assistant program at St John's University, received a Bachelor of Liberal Arts & Sciences with a concentration in Biology and Theatre from City College of New York and a MS in Teaching with distinction from Pace University.

Jesus M. Maldonado Reyes, is Talent and Diversity strategist who recently served as lead for US Campus Diversity Recruiting for BlackRock, is the largest global investment management firm headquartered in New York City. In this role he managed the diversity recruiting strategy. Prior to BlackRock he worked at Goldman, Sachs & Co., Fleet Boston Financial, and Accenture. Jesus has over 11 years of experience in non-profit governance and fundraising where he has served on the local and national boards of the Latino Health Organization and National Society of Hispanic MBA's (NSHMBA). He is co-founder of

PRIMER Network a national network of Latino executives and currently serves on the development committee for St. Jude's Hospital Hispanic Initiative, executive advisory NSHMBA – Women Leadership Network (WLN), and on the ASPIRA of NY Board of Directors serving on the development and program committees. Jesus received his BS and MS in Chemical Engineering from the University of Puerto Rico at Mayaguez.

Neysa I. Torres, is a certified Special Education Teacher for the NYCDOE and has been for the past nine years. She currently is the Special Education Supervisor at PS/MS 31, The William Lloyd Garrison School in the South Bronx. Ms. Torres serves as a liaison for the school, parents, and students when dealing with the education mandates of students with special needs. Ms. Torres is the Assistant Director for the ASPIRA program at PS/MS 31, where she ensures that the educational portion of the program is aligned with the school curriculum. She holds a B.A. in Criminal Justice, an M.S. in Childhood Education and Special Education and an M.S. in School Leadership and Administration.

See Attachment 7 for prospective founding group resumes, and Attachments 8 & 9 for completed Statement of Assurances and Request for information from proposed ASCS Charter Board Trustees.

II. C. Management and Operations

1. Describe the organizational structure of the school.

The governance and management structure of the ASPIRA Secondary Charter School is as follows:

- The ASCS Board of Trustees is ultimately responsible for the academic, fiscal, and regulatory oversight of ASPIRA Secondary Charter School. Board oversight consists of approval of all school policies and monitoring of policy implementation.
- The ASCS Board of Trustees shall contract with agency/service organizations to provide academic services and operational support
- The Principal reports to the Board of Trustees and is responsible for the day-to-day management and implementation of all school functions including but not limited to education, financial management, human resource management, and compliance with all state and authorizer requirements.
- The Business manager, Master Teacher(s), ELL Coordinator (Year 3), SPED Coordinator (Year 3), Assistant Principal(s) (Year 3+), Parent & Community Liaison, Academic Advisor, report to and are evaluated by the Principal
- The Registrar/Attendance Clerk and Administrative Assistant report to and are evaluated by the Principal
- The Teachers report to and are evaluated by the Principal [by Asst Principal(s) after year 3]
- The Academic Advisor and Director of Early College Success report to and are evaluated by the Asst Principal (after year 3)
- Contracted Educational & Operational Services report to and are evaluated by the Principal
- Personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs will be made by the Principal in consultation with the ASPIRA of New York executive leadership and under the oversight of the Board of Trustees

For Key Position Descriptions and Organizational Chart, please see Attachments 10 & 11.

D. Staffing and Human Resources

Through the partnership with ASPIRA New York, ASCS will be able to access funding to hire the Principal and one support staff member for the full 9-12 month planning year where she/he will be trained in the ASPIRE professional development and educational model that has been developed and shown promising

results in ASPIRA PA charter schools. ASPIRA will assist in the recruitment of the ASCS principal and the ASPIRA PA Chief Academic Officer will assist the ASCS board in the interview and selection process. Instructional Leader (principal) will also be responsible for meeting all the school start up benchmarks of the planning year, including but not limited to: 1) community outreach and student recruitment 2) facilities control 3) teacher and staff recruitment 4) procurement of published curriculum materials. Master teacher will also be recruited and brought on board for 6 months prior to the start up year, funds permitting. Teachers will be recruited, interviewed, and selected in the Spring of the planning year, to begin July 1 of the start up year.

ASCS Staffing Plan

| | 2011-2012 Planning Year | 2012-2013 Year 1 | 2013- 2014 Year 2 | 2014-2015 Year 3 | 2015-2016 Year 4 | 2016-2017 Year 5 |
|---------------------------------------|-------------------------------|---------------------|-------------------------|---------------------|---------------------|---------------------|
| STUDENT ENROLLMENT | | 150 | 249 | 414 | 525 | 630 |
| Principal | 1 | 1 | 1 | 1 | 1 | 1 |
| Asst Principal | | | | 1 | 2 | 2 |
| Operations Manager | | 1 | 1 | 1 | 1 | 1 |
| Master Teacher | 1 | 1 | 1.5 | 3 | 4 | 4 |
| Registrar/Attendance Clerk/ Clerk | | 2 | 2 | 2 | 3 | 4 |
| ELL Coordinator | | | | 1 | 1 | 1 |
| SPED Coord | | | | 1 | 1 | 1 |
| Parent & Community Liaison | 1 | 1 | 1 | 1 | 1 | 1 |
| Academic Advisor | | | 1 | 2 | 2 | 2 |
| Director of Early College Success | | | | | 1 | 1 |
| School Nurse | | .5 | .7 | 1 | 1 | 1 |
| School Librarian | | | 1 | 1 | 1 | 1 |
| Language Arts/Social Studies Teachers | | 2 | 3 | 5 | 6 | 7 |
| Math/Science Teachers | | 2 | 3 | 5 | 6 | 7 |
| Special Art/PE | | 2 | 3 | 4 | 5 | 6 |
| Spanish – World Language | | 1 | 2 | 4 | 5 | 6 |
| SPED Teacher | | 1 | 2 | 3 | 4 | 5 |
| ELL Teacher | | 1 | 1 | 2 | 3 | 4 |
| TOTAL TEACHERS | | 9 | 14 | 23 | 29 | 35 |

Describe the instructional skills, experience, and development that teachers will need to have in order to be successful.

Master Teachers should possess:

- Master's Degree in relevant academic discipline from an accredited university/college required.
- New York Teacher's Certificate required.
- At least five years of successful teaching as measured by performance evaluations, promotions, known references and/or portfolio of work.
- Demonstrated expertise with instructional practice, content, curriculum development, student learning, test analysis, mentoring, and professional development .
- Excellent communication skills and an understanding of how to facilitate growth in adults.
- Proven track record of increasing student achievement.
- Knowledgeable of best practices in instructional pedagogies.
- Knowledgeable of New York State Standards, Common Core Standards and NCLB.
- Proficient in the use of technology.
- Bilingual (Spanish and English) preferred.

Teacher Candidates should possess:

- Valid New York Teaching Certificate in appropriate grade/content area
- Bachelors Degree (Minimum)
- Knowledge of NY Academic Standards and Common Core Standards
- Knowledge of research and trends in teaching and learning styles, as well as teaching and learning strategies to meet a wide range of student learning styles and abilities
- Strong classroom management skills
- Strong interpersonal skills to include the ability to work effectively with teachers, parents and students from diverse backgrounds
- Excellent organizational and leadership skills
- Excellent spoken and written communication skills
- Experience working in urban education settings Preferred
- Bilingual (Spanish & English) Preferred

Non-certified teacher candidates are reviewed on a case-by-case basis. Prior instructional experience is weighed heavily, as well as the willingness to seek licensure.

Strategies for recruiting and retaining effective teachers

ASPIRA of Pennsylvania, which will be the key instructional leadership and education design partner of ASCS, has been very successful at identifying, recruiting and hiring qualified teachers and other staff for their three charter schools and their large preschool/Head Start program. ASPIRA PA was able to recruit and hire over 50 highly qualified staff members in just a few months for Pantoja Charter in 2008 and again for Stetson Charter (Turn Around Renaissance School) in 2010. ASPIRA PA will utilize its national ASPIRA network again, as well as ASPIRA NY connections with local community organizations, colleges of education and Latino groups across the regional area to recruit for the new school. Hiring decisions will be based on education, experience, and past performance. All interested candidates will be required to instruct a demonstration lesson in one of our current charter schools.

ASPIRA believes strongly that high-quality, rigorous, and consistent professional development is a key to school and student success. Every Wednesday afternoon throughout the school year is devoted to weekly staff professional development and collaborative planning time. Actively developing our academic staff promotes employees invested in and loyal to ASPIRA schools.

In each of our schools, teachers have an opportunity to assume greater responsibility. Our teacher hierarchy model provides classroom teachers with the opportunity to become Mentor Teachers, and Mentor Teachers with the opportunity to become Master Teachers. With this upward mobility, teachers are motivated to consistently strive to improve their practice. Master and Mentor Teachers work collaboratively to develop regular classroom teachers, offering assistance and guidance, highlighting areas of reinforcement and refinement. Teacher evaluation is based on a best-practices instructional rubric that clearly lays the elements of effective instruction for all teachers. All teachers are expected to increase their rubric scores throughout the academic year while receiving this consistent instructional support. Master and Mentor Teachers do not “oversee” classroom teachers and are not their supervisors, making their relationships beneficial and safe.

Demonstrate a plan for the evaluation, retention and support of the teaching staff that is aligned with the State’s approach to incorporating student status and growth data in the evaluation and support of teachers.

ASPIRA’s schools take a school wide collaborative, comprehensive approach in the collection, analysis and interpretation of data regarding student academic progress. We closely monitor the academic growth of each individual student, ensuring that accurate and timely data is collected so as to inform targeted interventions that will continually improve their skills.

ASPIRA utilizes a tiered approach to data analysis and evaluation. ASPIRA school administration/Principal first reviews school data on a macro level, then reviews by grade level and classroom. The Principal reports the findings to the Leadership Team at their weekly meeting. The Leadership Team (consisting of school leadership, master teacher, mentor teachers, special education and ELL coordinators) work to make sense of the data, and make initial decisions as to what actions should be taken and what professional development is needed. Using this data, the team plans for topics, student-centered strategies, and pedagogical issues to be addressed during the weekly Professional Learning Communities. Additionally, plans are made for the master and mentor teachers to provide weekly individualized supports to teachers based on the data. The team also monitors changes in student achievement based on these interventions, thus connecting teacher practice to changes in student achievement. Their decisions are presented to teachers at the weekly Professional Learning Community (PLC), where classroom teachers examine the data in grade groups (example, K-2, 3-5, etc.). The final tier of data analysis occurs at bi-weekly grade group meetings, when the data is further broken down to the individual grade and student levels. At this point, classroom teachers work to plan improvements to their current instructional techniques and methodologies and/or discuss if different curricula might be more effective. Their collaborative improvement planning is implemented in the classrooms until the next benchmark and/or evaluation period, where teacher evaluations and student achievement data will show if their changes had any affect. Generally, if instructional methods and strategies do not move students forward, the curriculum and professional development are closely examined and potentially altered. This tiered approach to data analysis and evaluation dedicates strategic groups of administration and faculty to specific data sets, which provides the ASPIRA district of schools with District, School, Grade-Group, Individual Grade, and Student level data. No subsets of data

are ignored, and each is consistently and rigorously analyzed and evaluated, driving instructional decisions throughout the academic year across all spectrums.

ASPIRA believes strongly that high-quality, rigorous, and consistent professional development is a key to school and student success. Our Professional Development Model is known as ASPIRE, which stands for ***Acknowledging Superior Practice In Rigorous Education***. Two weeks prior to the start of each academic year, all staff engages in an intense, 2-week professional development series to ensure adequate preparation for the upcoming school year. Every Wednesday afternoon throughout the school year is devoted to weekly staff professional development and collaborative planning time. Each school leadership team meets weekly, focused on consistent monitoring of teacher evaluations and student progress data. Teacher feedback is based on the use of an instructional rubric based on best practices in high quality instruction. This rubric creates a common language for effective instruction, and describes the elements of effective instruction in classrooms. Although a professional development plan is structured prior to school starting, the topics are dynamic and based on school and student needs highlighted within this data. Professional Learning Communities of Master, Mentor, and classroom teachers meet weekly to assess student progress from a multi-grade perspective and individual Grade Group meetings for classroom teachers occur every other week for one hour afterschool, which follow a structured protocol, dedicated to mutual communication on grade level and individual student progress, as well as collaborative planning.

In ASPIRA schools, teachers have an opportunity to assume greater responsibility. Our teacher hierarchy model provides classroom teachers with the opportunity to become Mentor Teachers, and Mentor Teachers with the opportunity to become Master Teachers. With this upward mobility, teachers are motivated to consistently strive to improve their practice. Master and Mentor Teachers work collaboratively to develop regular classroom teachers, offering assistance and guidance, highlighting areas of reinforcement and refinement. Teacher evaluation is based on a best-practices instructional rubric that clearly lays the elements of effective instruction for all teachers. All teachers are expected to increase their rubric scores throughout the academic year while receiving this consistent instructional support. Master and Mentor Teachers do not “oversee” classroom teachers and are not their supervisors, making their relationships beneficial and safe.

The Master Teachers, who are fully released from classroom duties, support the leadership team in the analysis of data as they create and institute a strategic academic achievement plan for the school. The Master Teachers plan and facilitate the weekly professional learning communities (one hour per week), and provide demonstration lessons, coaching and team teaching for classroom teachers. Master Teachers, in collaboration with the rest of the leadership team, identify research-based instructional strategies to share with classroom teachers. They are partners with the rest of the leadership team in the analysis of classroom instruction and the delivery of timely reflective feedback to teachers.

Mentor Teachers are partially released from their classroom duties and are also actively involved in enhancing/supporting the teaching experience of classroom teachers. Through the leadership team, they participate in analyzing student data and the creation of the school's academic achievement plan. In collaboration with the Master Teacher, they act as a support and sometimes lead the weekly professional learning community. As a result, they also provide classroom-based follow up and extensive feedback on the instructional practices of classroom teachers.

Teacher Professional Development Topics Before the School Opens (two weeks in August)

- School Vision, Mission and Introduction to ASPIRA, Inc.

- Goals of the ASPIRA Secondary Charter School
- What is a Charter School? New York State Charter Law
- Discussion of the professional learning community in the school
- Planning your professional growth
- Understanding the Urban/Latino Achievement Gap
- Student disaffection and motivation- theories and best practices
- Structure of the school's educational program (e.g., testing, report cards, technology, curriculum)
- Code of Professional Practice and Conduct for Educators
- Relationship with strategic partners such as ASPIRA
- School policies and procedures including ELL and Special Education
- Student Information System – hands on training
- Understanding evaluation systems and tools
- High impact pedagogical indicators
- Review of methods and tools for communicating with parents
- Overview of testing and student academic placement
- Review of special education/ ELL programs and best practices
- Review of the school's curriculum and Pennsylvania Academic Standards
- Review of school safety and evacuation procedures
- Review of teacher evaluation procedures and forms used at the school
- Review of the roles of technological tools in instruction and management of the school
- Review Teacher support system, role of Master/ Mentor Teachers and weekly Professional Learning Community Meetings

Teacher Professional Development Topics During the School Year (weekly, every Wednesday)

- Using student data to tailor instruction and track student progress
- Working collaboratively in grade groups
- Integrating technology effectively into instruction
- Targeting instruction and planning toward New York State Learning Standards & Common Core Standards
- Communicating effectively with parents
- Mainstreaming special education students
- Mainstreaming ELL students
- Using student support system and counseling effectively
- Classroom management, managing student behaviors
- Using resources from the curriculum to teach all skill levels
- Teaching higher order thinking skills
- Teaching for higher content retention
- Teaching test-taking skills and strategies
- Reading comprehension strategies
- Vocabulary instruction across all content areas
- How to differentiate content – process and product
- How to read and interpret data
- How to be a mentor for others

Leadership Team Professional Development Topics Before the School Opens (two weeks in August)

- Instructional Rubric
 - Understanding/Analyzing the Components of Effective Instruction
 - How is it used to evaluate instruction?
- Establishing Protocols for Effective Leadership Team Meetings
- Coaching
 - Focused Coaching under the ASPIRA model
 - Leading Effective Professional Development
 - Operating Effective Meetings
- Analysis of School-wide Assessment Data
- Professional Learning Communities
 - Protocols for Professional Learning Community Meetings

Leadership Team Professional Development Topics During the School Year (weekly)

- Instructional Rubric
 - Using Data from Observations to Design Focused Professional Development/Coaching
 - Inter-rater Reliability among evaluators
 - Developing Post Conference Plans
- Field Testing Student Centered Strategies
 - Student Centered vs. Teacher Centered Strategies
 - Using Data to Identify Field Testing Strategies
 - Monitoring Implementation of Field Tested Strategies
- Coaching
 - Creating/Monitoring Coaching Plans
- Analyzing Benchmark Data to Monitor Student Progress
- Analyzing Benchmark Data to Identify Professional Development Needs
- Reflective Journals
 - How to use a Reflective Journal for Professional Growth
 - Using Teachers Reflections to inform coaching/PD needs

School Support Staff Professional Development:

All instructional support staff attends the same professional development as teachers in August, all Wednesday professional development afternoons, and all weekly grade group meetings throughout the school year as the teachers they support. They receive additional trainings specifically on how to effectively support classroom instruction.

All additional support staff, including bus drivers, volunteers, lunch aids, and security officers are trained on Fire and Safety, Infection Control, Professionalism, Heat Related Illness, Verbal De-escalation Responses, Child Protective Services Law, CPR & First Aid, HIPAA & FERPA.

Additionally, each month all district principals meet at one school. The team visits classrooms to analyze instruction through a specific lens. Their schedule for this is:

- September – Cognitive Engagement
- October – Differentiation of Instruction
- November – Grouping
- December – Thinking/Problem Solving
- January – Instructional Planning

II E. Student Recruitment, Enrollment, and Evidence of Demand⁶

The ASCS comprehensive outreach plan to attract and recruit students, including special populations (i.e., students with disabilities, English language learners, students eligible for free or reduced lunch) in numbers that are comparable to that or greater than the existing numbers in school district 8, will be designed to make outreach to a broad cross-section of families and prospective students, including outreach to families traditionally less informed about educational options.

Outreach will include bi-lingual English/Spanish presentations and open houses to elementary school parents, students, and educators at a diversity of community venues, including school district 8 elementary schools, community and new school fairs in community districts 2 and 9; direct marketing campaigns in English and Spanish including leafleting and door-to-door street outreach; Spanish and English print, radio and Community TV advertising; and special event components. Community connections include leadership contacts at local schools and community organizations, many of which are long-standing partners with ASPIRA and host ASPIRA's extended day tutoring, academic enrichment, youth leadership club programs and parent education meetings. In addition, the planning team will collaborate with community organizations such as the Bronx Works, Children Aids Society, The Point and the ASPIRA 21ST Century Learning Tutorial Program which can provide venues for recruitment drives, and open houses to families of the target population. These programs traditionally serve a high proportion of students who: 1) qualify for free or reduced lunch; 2) are students who qualify for ESL/ELL educational services and/or speak a language other than English at home; 3) are students with disabilities – or parents of students with disabilities; and 4) read or test in math at two or more grades below their grade level.

Additional venues include: tenant association meetings of local housing projects; Community District 2 & 9 Community Board meetings; Claremont Neighborhood Center, and the Southeast Bronx Neighborhood Center Settlement House; Castle Hill, Soundview, Mott Haven, and Bronx River NYCHA Community Centers; back to school nights at local elementary schools, and local community based organizations that serve the elementary school population, especially those that serve local residents of NYCHA and other subsidized housing. Additional outreach efforts will include bi-lingual flyers distribution at playgrounds, basketball courts, community centers, parks and recreations, the South Bronx Chamber of Commerce, ESL adult learning centers, local churches, Laundromats, local bodegas, and temporary housing and homeless shelter agencies to ensure that the neediest families are informed and have an opportunity to enroll in ASPIRA Secondary Charter School.

The ASCS planning team will also engage community district 2 and 9 residents in the ASCS planning process by making presentations, District 8 Leadership Teams, Community Education Council and the Youth and Education Committee of Community Boards 2 and 9. Over the long term, our core outreach strategy is to leverage long-standing school partnerships to establish and/or reinforce ongoing communication with Principals, Parent Coordinators and school guidance counselors of the following South Bronx community districts 2 and 9 elementary schools: PS 107, PS 138, PS 182, PS 62, PS 36, PS 48, PS 93 and PS 130.

⁶ As directed by the 2010 Revisions to the Charter Schools Act, the Department and the Board of Regents will prepare guidance and draft Admissions Policies and Procedures (Enrollment Policy) as well as lottery guidance for schools. These policies, protocols and procedures will be adopted by schools during the planning year, or pre-opening period.

ASCS will schedule, announce and conduct a lottery in accordance with the requirements of Charter Law if there are more applications to enroll than open seats at the time of the scheduled lottery.

II. F. ASCS Community Involvement

One of ASCS six Key Design Elements is Strong Parent and Community Engagement. Parent and community engagement is a principle of the ASPIRA holistic approach to youth development. ASPIRA believes that supporting youth requires family engagement and nurturing so that those families may give the time and attention the children need to grow academically, socially, and emotionally into leaders of their community. We bring our community-based approach to the development of a charter school by involving all stakeholders in the life of the school, including parents, political leaders, not-for-profits and colleges in the community in which the students live. We believe in consistent parent communication, and actively initiate parent involvement. The ASCS will utilize the highly regarded ASPIRA Parents for Educational Excellence (APEX) parent engagement model to increase the awareness and involvement of ASCS parents in their children's education. Workshops utilizing APEX curriculum, available in English and Spanish, will be offered to parents throughout the year. The NYS District 8 Report Card shows that 63% of the students enrolled in the district are Hispanic or Latino. We plan to have sufficient bi-lingual staff at ASCS which will allow us to make all necessary accommodations for our students, from providing special education services, to counseling and teaching our students, to simply communicating with our students and parents who have limited English-speaking abilities. Equally important having sufficient bi-lingual staff members makes our parents comfortable and involves them more directly in the education of their children. Parent involvement is an essential foundation for academic success of all students, but is particularly important for limited English speaking parents and their children who often have great difficulty connecting with educational systems with limited second-language capacity.

ASCS plan for parent and community involvement in the planning, design, governance and operation of the school:

Our school will open with a full time Parent and Community Liaison. This person will be responsible for communicating with parents and the community, conducting outreach and preparing materials for recruitment, open houses and parent meetings. In addition, this person will be responsible for implementing our Stakeholders Group. Its purpose is to bring together on a regular (monthly) basis students, families, neighbors, local businesses, community agencies, healthcare organizations, higher learning educational institutions and others interested in the betterment of the local community to discuss concerns, needs and opportunities that support the growth of the students in the school and the whole community.

South Bronx CSD 8 Community Support:

We have met with members of the CSD 8 Community Educational Council and with the Chairperson for the Housing and Land Use Committee for Community Board 2 and have received from them suggestions, advice and support for our charter school. We have also met with and received support for our charter school from the principals at four CSD 8 schools where we currently operate school-based after-school tutoring and academic enhancement programs: PS 107X, IS123, MS 131, and Millennium Arts HS.

Key ASCS Community Partnerships:

The ASCS school design demands the creation of collaborative partnerships with a number of key community and IHE partners. Among ASCS key partnerships are:

- 1) ASPIRA New York: Applicant Organization, ASPIRA New York, a 501© (3) established in 1961 with the mission of building youth "Leadership Through Education" will be the key ASCS

community partner, providing long-standing community ties in the South Bronx CSD 8 as well as a highly regarded youth leadership and parent leadership development brand both locally and nationally. ASPIRA New York will also provide back office support to ASCS (Accounting, Financial Management, and Human Resources).

- 2) ASPIRA National Network of Charter Schools: Nationally there are 9 ASPIRA Associates, in 8 states plus the commonwealth of Puerto Rico. Three of the ASPIRA Associates, ASPIRA Pennsylvania, Illinois and Florida, currently manage 11 successful charter schools, and ASPIRA Delaware is approved to open a charter school in Fall 2011. ASPIRA PA and ASPIRA IL will be close ASCS collaborators, assisting ASCS in the planning and start up process, including planning and implementation of their middle school and high school curriculum, instruction and professional development.
- 3) IHE Partners: Lehman and Hostos Community College: We have met with Dr. Ricardo R. Fernandez, the President of Lehman College and with Dr. Felix V. Matos Rodriguez, the President of Hostos Community College in regards to collaboration between their Bronx-located educational institutions and the ASCS. The goals of the collaboration are to enrich student learning and ensure student readiness and motivation to graduate high school and enter college. These colleges offer a variety of programs and services for middle and high school students, including the "College Now" Program where eleventh and twelfth-graders can enroll in college-credit courses at no cost to students and ASCS.
- 4) American Diabetes Association and the Cornell University Cooperative Extension, Nutrition and Health Program: CSD 8 has an overwhelmingly high poverty rate with the majority of students living in low-income families. Because of their low income and/or recent immigrant status, many children do not receive appropriate health information and treatment. The result is a high number of children suffering from diabetes and obesity. ADA and CUCE have agreed to conduct workshops at the school (and provide information on health and nutrition) for families, students and school staff.

II. F. 1 Joint Application – Key Partners

The applicant organization ASPIRA of New York will partner with ASCS Board of Trustees to provide back office support and "train the trainer" capacity development technical assistance services to the school, pending a proposal to be accepted by the ASCS Board of Trustees, once incorporated and conducting Board business. Specifically the contracted services will include:

Back Office Support:

- School Start Up Planning & Project Management
- Financial Services & Accounting
- Human Resources , School Leadership/Staff Recruitment, Interviewing & Hiring
- Facilities Planning and maintenance
- Security Systems Development
- IT Services and Systems Development
- Capacity Development:
- School Leadership Development and Coaching

- Implementation of the ASPIRE Teacher Professional Development & Curriculum Development Model
- Curriculum Mapping and Unit Development/Lesson Planning Support
- Classroom Management Training
- ASPIRA School Culture program development and orientation
- Advise on the development and implementation of the ASCS Early College high school curriculum

The Board of Directors of ASPIRA of NY will partner/subcontract with ASPIRA of Pennsylvania and with ASPIRA of Illinois to support the development and launch of the ASPIRA Secondary Charter School and the build out of the ASPIRA NY back office capacity in the areas of school operations and human resources. These two organizations will partner and collaborate to provide the following operations/back office and “train the trainer” capacity-building technical assistance services to the school (**Letters of intent are attached.**)

Back Office Support:

- School Start Up Planning & Project Management
- Human Resources , School Leadership/Staff Recruitment, Interviewing & Hiring
- Facilities Planning and maintenance systems
- Security Systems Development
- IT Systems Development

Capacity Development:

- School Leadership Development and Coaching
- Implementation of the ASPIRE Teacher Professional Development & Curriculum Development Model
- Curriculum Mapping and Unit Development/Lesson Planning Support
- Classroom Management Training
- ASPIRA School Culture program development and orientation
- Advise on development and implementation of the ASCS Early College high school curriculum

ASPIRA of NY is the oldest Latino educational organization in the state of New York with over 50 years of experience working with poor and immigrant populations. ASPIRA of NY has extensive experience working with students, parents, educators and communities in the Bronx where it operates ten (10) school-based programs and in Community School District 8 where it operates four (4) of the programs. Over the past 12 years, ASPIRA of Pennsylvania has grown from a small community-based organization to one that operates three (3) charter schools and several educational programs in Philadelphia that have all produced dramatic improvements in student learning and behavior. Since 2003, ASPIRA of Illinois has managed four (4) charter schools, a math, science and technology middle school, an alternative high school, a computer technology high school and an early college high school. These organizations will combine their knowledge and expertise to support the achievement of the school’s mission.

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III. Financial Plan

- A. 1. Charter School Budget and Cash Flow Template – See Attachment 17.
- 2. Budget Information for Charter School Program (CSP) Grant – NOT APPLICABLE

Key Budget Assumptions:

| | |
|---|---|
| REVENUE | |
| REVENUES FROM STATE SOURCES | |
| Per Pupil Revenue | Per pupil income is based on \$13527 X actual enrollment |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | |
| Special Education Revenue | |
| Grants | |
| Other | |
| TOTAL REVENUE FROM STATE SOURCES | |
| REVENUE FROM FEDERAL FUNDING | |
| IDEA Special Needs | \$430 X enrollment |
| Title I | Title IIA \$76.88, Title IID \$10, Title IV \$8.67, Title V \$5 X enrollments |
| Title Funding - Other | \$3.20*student*200 days*90% eligible |
| School Food Service (Free Lunch) | |
| Grants | 1st, 2nd and 3rd Year installments |
| Other | |
| TOTAL REVENUE FROM FEDERAL SOURCES | |
| LOCAL and OTHER REVENUE | |
| Contributions and Donations | |
| Fundraising | |
| Erate Reimbursement | Assuming e-rate approval |
| Earnings on Investments | |
| Interest Income | |
| Food Service (Income from meals) | |
| Text Book | in kind; \$57.3 Textbk/\$6.00Lib/\$14.98 software expensed |
| OTHER | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | |
| TOTAL REVENUE | |

| EXPENSES | |
|---|---|
| ADMINISTRATIVE STAFF PERSONNEL COSTS | |
| Executive Management | Principal. Salaries incremented 4% per year Assistant Principals & Director of Early College Success |
| Instructional Management Deans, Directors & Coordinators | |
| CFO / Director of Finance | Salaries incremented 4% per year Registrar and Attendance Clerk; Salaries incremented 4% per year |
| Operation / Business Manager | |
| Administrative Staff | |
| TOTAL ADMINISTRATIVE STAFF | |
| INSTRUCTIONAL PERSONNEL COSTS | |
| Teachers - Regular | Salaries is based on student enrollment times 4% increase per year # of students X 18%/20 + \$65,000 + 4% salary increase per year |
| Teachers - SPED | |
| Substitute Teachers | Master Teachers |
| Teaching Assistants | |
| Specialty Teachers | |
| Aides | |
| Therapists & Counselors | \$200 X students; Parent/Community Liaison & Academic Advisor ELL Coordinator & SPED Coordinator |
| Other | |
| TOTAL INSTRUCTIONAL | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | |
| Nurse | One part time librarian after second year. One custodian first year; two custodians after first year. |
| Librarian | |
| Custodian | |
| Security | |
| Other | |
| TOTAL NON-INSTRUCTIONAL | |
| SUBTOTAL PERSONNEL SERVICE COSTS | |
| PAYROLL TAXES AND BENEFITS | |
| Payroll Taxes | 7.65% of Salaries Health, dental and life & disab @ 20% 403 B 3% |
| Fringe / Employee Benefits | |
| Retirement / Pension | |
| TOTAL PAYROLL TAXES AND BENEFITS | |
| TOTAL PERSONNEL SERVICE COSTS | |
| CONTRACTED SERVICES | |
| Accounting / Audit | Outsourced (Auditing \$20,000; Acctg \$55,000) Retainer for lawyer |
| Legal | |
| Management Company Fee | One part time nurse for year 1 and 2; full time year 3 onward. |
| Nurse Services | |

| | |
|---|---|
| <p>Food Service / School Lunch Payroll Services Special Ed Services</p> <p>Titlement Services (i.e. Title I)</p> <p>Other Purchased / Professional / Consulting</p> <p>TOTAL CONTRACTED SERVICES</p> | <p>Payroll Services @ \$200 X 26 weeks Specific services to meet the needs of Sp. Ed. Students</p> <p>Back Office Support: \$75k ASPIRA PA, \$25k ASPIRA IL, \$100K ASPIRA NY</p> |
| SCHOOL OPERATIONS | |
| <p>Board Expenses Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials Textbooks / Workbooks Supplies & Materials other Equipment / Furniture Telephone Technology Student Testing & Assessment Field Trips Transportation (student) Student Services - other Office Expense Staff Development Staff Recruitment Student Recruitment / Marketing School Meals / Lunch Travel (Staff)</p> <p>Fundraising</p> <p>Other</p> <p>TOTAL SCHOOL OPERATIONS</p> | <p>Meetings etc. \$133 per student \$33 per student \$267 per student</p> <p>Classroom furniture, SmartBoards, etc 85% will be covered by e-rate Laptop Carts, Teacher Laptops, Projectors, etc. \$100 per student \$100 per student \$80 per student \$127 per student printing, copying, postage, etc. conferences news paper and/or magazine advertisement \$10,000 year 1 & 2; year 3 to 5 increased 66% \$900 per student based on \$10,000 first year and incrementing 20% thereon Development Consultant, etc. bank charges, licensing fees, dues & memberships, etc</p> |
| FACILITY OPERATION & MAINTENANCE | |
| <p>Insurance Janitorial Building and Land Rent / Lease Repairs & Maintenance Equipment / Furniture Security Utilities</p> <p>TOTAL FACILITY OPERATION & MAINTENANCE</p> | <p>liability, sexual abuse, umbrella, etc. janitorial supplies space rental based on \$20,000 per classroom facility equipment repairs equipment purchase; equipment leases, etc cameras, monitoring system, etc electricity</p> |
| <p>DEPRECIATION & AMORTIZATION DISSOLUTION ESCROW & RESERVES / CONTINGENCY</p> | <p>\$526,665 amortized for five years</p> |

III. B. Financial Management

ASPIRA Secondary Charter School will put in place policies to ensure proper oversight and control of payroll, procurement, accounting, audit, cash management and fundraising procedures that adhere to Generally Accepted Accounting Practices (GAAP). These policies have been developed through industry best practices in non-profit management as well as high performing charter school practice. As agreed by the Board of Trustees, an outsourced financial management firm will serve as custodians of ASCS funds to ensure the highest standards of financial oversight.

Payroll

The Operations Manager will maintain a personnel file for each ASCS employee to include updated salary, benefits, and withholding tax information including IRS I-9 and W4 forms. Staff will be paid bi-weekly by check or direct deposit through a payroll administration service such as ADP. Contractual services will be processed as accounts payable with IRS Form 1099 issued annually to independent contractors. The Board of Trustees will be responsible for the selection of the payroll administration service, which will operate under the oversight of the outsourced financial management and accounting firm. The ASCS principal will review payroll distributions monthly and the Treasurer of the ASCS Board of Trustees will review said transactions quarterly.

Procurement

The outsourced financial management and accounting firm will oversee the procurement process in collaboration with the principal. The Operations Manager can make purchases up to \$500.00 for the good of the school at his or her discretion. All expenditures above this amount must be approved by the ASCS Principal. All purchases over \$1500 will be made after a comparison of at least three vendors based on price, quality, value, and dependability and delivery time. For purchases exceeding \$25,000 a competitive bid process or sole source justification showing unique qualifications of the vendor must be completed. In addition to approval from the Principal, the Board of Trustees will also review and approve competitive bid or sole source requests before an expenditure can be made.

All expenditures shall be documented by a purchase requisition and purchase order form, regardless of amount of purchase, in advance of the transaction, bearing the required authorized signatures as well as the terms of the purchase and the account coding. Only original invoices shall be processed for payments, and will be stamped as paid to prevent duplicate payment. No payment can be processed unless all documentation including a payment voucher, purchase order, invoice, receiving reports, are attached and properly approved.

Only the Principal and the Treasurer of the Board of Trustees may sign checks or authorize the disbursement of ASCS funds. In addition, checks may not be signed in advance and may not be payable to cash. Finally, an ASCS credit card will be issued to the Principal following the same procurement procedures outlined above. Other cards may be issued if deemed necessary by the Principal and the Board of Trustees. The outsourced financial management and accounting firm will review credit card statements and complete bank reconciliations for irregularities monthly.

Accounting and Audit Requirements

ASCS will use accrual basis accounting in accordance with GAAP for its books, including Budget Reports, Chart of Accounts and the General Ledger, Cash Receipts and Disbursements, Trial Balances, all financial statements and any reporting to the IRS or other governmental entities. The Operations Manager maintains these accounts with an approved software package such as Sage Software's MIP platform

with support from the outsourced financial management and accounting firm. The Principal reviews all completed draft financial reports from the outsourced firm, attaches explanations when required and presents to the Board of Trustees at Board meetings.

ASCS shall undergo an annual independent audit by a Certified Public Accountant (CPA selected by the Board of Trustees). The audit will be conducted in accordance with Generally Accepted Auditing Procedures (GAAP) and Government Auditing Standards.

Cash Management, Investing & Fundraising

With respect to school funds, any investment recommendations, including a risk analysis, will be made by the outsourced financial management and accounting firm in conjunction with the Principal for approval by the Board of Trustees.

In order to support the mission and vision of ASPIRA Secondary Charter School, raising additional funds will likely be necessary. ASCS may hire a development consultant to aid ASCS staff to raise individual, foundation, and government grants based on annual fundraising targets as defined in the partnership agreement. In addition to thoroughly documenting all fundraising dollars, all ASCS grants will be actively managed by the Operations Manager with oversight from the outsourced financial management and accounting firm.

C. Facility

The ASPIRA Secondary Charter School (ASCS) will be located in Community School District 8 in the South Bronx and is requesting to be considered for permanent placement in a DOE building. For its first year, ASCS space needs include 8 classrooms, access to 1 middle school science lab, 1 administrative office, 2 storage rooms and access to cafeteria, gym, library and auditorium space. In year three, ASCS would need 21 classrooms, 2 science labs, 2 administrative offices, 1 counselor's office, 3 storage rooms and access to the cafeteria, gym and library.

While ASCS is seeking placement in a NYC DOE facility, we understand that this may not be possible and have developed an alternative facility leasing plan which include the following specifications:

- ADA compliant barrier free access
- 37,000 square feet (90 square feet per student to include, 21 classrooms at 600 square feet each, 6,000 square feet for science labs and an art room, 3,000 square feet for library, 10,000 square feet for auditorium/cafeteria/physical education space, 4,000 square feet for administrative, supplies and records storage, custodial rooms and additional space for circulation)
- Low floor (Basement – 5th floor) and generous fire egress stairs
- Minimum column bay of 25 feet and minimum slab to slab beam depth of 14'
- Either a warming kitchen, suitable for heating pre-prepared meals or a full kitchen, suitable for the preparation of meals on-site. (All applicable Department of Health permits will be obtained prior to occupancy)
- Access to various modes of public transportation

Members of the founding have visited a few potential private spaces within the proposed community school district and is working identify viable space with Maureen Coughlin Ph.D., Director of Charter School Division at Fillmore Real Estate, an firm with expertise in the real estate needs of charter schools in New York City.

D. Transportation

All ASCS's students who do not live within walking distance from the school will receive either full fare or half-fare metro card, determined by their distance from the school. The office manager will submit a Transportation Request form to the NYC DOE to enable eligible students to receive full or half-fare metro cards. In the event that a student is not eligible for transportation, ASCS staff will work with and assist parents, who will be responsible for getting students to/from school. ASCS will establish contracts with reputable transportation companies so that ASCS can provide transportation services for off-site activities, trips and special events. Furthermore, ASCS will work with families of special needs students to ensure that they receive the appropriate transportation services.

E. Food Service

ASCS will provide breakfast, lunch, and an afternoon snack each day. An SD 1041 form will be included in every student's enrollment package and every student will be required to submit said form in order to confirm enrollment. At the beginning of each school year, each student will be required to submit and updated form as well. Given the demographics of the district, we anticipate that the majority of students will be eligible for free or reduced lunch. Our food plan is dependent on the facility in which the school will be located. If we are housed in a NYC DOE facility, we will make the necessary arrangements to use the food services already in place at the school. If we are in our own private facility, we will contract approved food service vendors to provide these services.

F. Insurance

ASCS will carry a full range of required insurances to operate the school including Directors' and Officers' Liability, Commercial General Comprehensive Liability, Educators' Legal Liability, Sexual Abuse Liability, Automobile Liability, Employment Practices Liability, Workers Compensation Liability and Excess Umbrella Liability policies to cover the operations of the school. A Surety Bond for the school's Chief Financial Officer will be obtained in an amount to be determined based on the cash flow of the school. See budget attachment for expense assumptions based on estimates from an insurance broker with the firm Taylor & Taylor.

G. Pre-Opening Plan

| Timeline | Task | Responsible Party |
|-----------------------|--|--------------------------|
| As Soon As Authorized | Board Meeting: Formalize Agreements of ASCS Board & ASPIRA New York | ASCS Board |
| As Soon As Authorized | Approve Charter By-Laws and Code of Ethics | ASCS Board |
| As Soon As Authorized | Begin work on Financial, Personnel, School Policies & Procedures | ASCS Board |
| As Soon As Authorized | Meet with all Key Partners - Community Engagement | ASPIRA NY & ASCS Board |
| As Soon As Authorized | Meet with NYCDOE Dept of Portfolio Planning - Identify Colocation School | ASPIRA NY & ASCS Board |
| As Soon As Authorized | Obtain EIN | ASCS Board |
| As Soon As Authorized | Apply for 501© 3 Status | ASCS Board |

| | | |
|-----------------------|--|----------------------------------|
| As Soon As Authorized | Open Bank Accounts | ASCS Board |
| As Soon As Authorized | Announce Charter School Approval to Bronx / ASPIRA Communities | ASCS Board |
| As Soon As Authorized | Complete all Chartering School Documents | ASPIRA NY |
| As Soon As Authorized | Submit CSP Application for Start Up \$\$ | ASPIRA NY |
| As Soon As Authorized | School Branding & Development of Marketing Materials | ASCS Board |
| Summer 2011 | ASCS Board Retreat & Traing | ASPIRA NY/ASPIRA PA |
| on-going | Fundraising | ASPIRA NY |
| Summer 2011 | Recruitment/ Marketing Materials | ASCS Board |
| Monthly | Board Meetings | ASCS Board |
| Summer 2011 | Recruit and Interview Principal Candidates | ASCS Board |
| 1-Sep-20 | Hire Principal | ASCS Board |
| 1-Sep-20 | Secure Control over School Facility | ASPIRA NY |
| 1-Sep-20 | Complete Facility Plan | ASPIRA NY |
| Sept - Nov 2011 | Principal Internship - ASPIRA PA | ASPIRA PA |
| 1-Oct-11 | Hire Parent & Community Liaison | Principal |
| Oct - Dec 2011 | Student Recruitment Activities & Outreach | P & C Liaison |
| Sept - Nov 2011 | School Development Plan Completion | Principal |
| Nov-11 | Evaluation of School Development Plan | ASCS Board |
| Mar-11 | Develop School Budgets | Chief Officers, Principal |
| January - March 2012 | Recruit and Hire Master Teacher | CAO/ASPIRA and Principal |
| Jan-12 | Hold Lottery if More Applicants than Seats | ASCS Board/ Principal |
| April - June 2012 | Train Master Teacher | CAO/ASPIRA and Principal |
| April - June, 2012 | Solidify Partner Contracts | ASPIRA Administration, Principal |
| March - April 2012 | Arrnge to Train Registrar on State Student Information System | ASPIRA Administration, Principal |
| April - June, 2012 | Enroll Accepted Students into State Student Information System | Principal/Registrar |
| April - June, 2012 | Maintain regular connection with enrolled students and parent | Parent & Community Liaison |
| By March 2012 | Develop School Operations Plan | ASPIRA Administration, Principal |
| By March 2012 | Arrance for NYC Delivered Free Breakfast, Lunch, Snack | ASPIRA Administration, Principal |
| June 6 - July 8, 2012 | Order Curriculum and School Supplies | Principal |

| | | |
|------------------------|--|----------------------------------|
| June 6 - July 8, 2012 | Order Furniture and Equipment, Phones, Communications, Technology, Security | ASPIRA Administration, Principal |
| June 6 - July 8, 2012 | Hire Contractors/ Contract Companies for Maintenance, Security | ASPIRA Administration, Principal |
| April - June 25, 2012 | Recruit and Hire Teachers and School Support Staff | CAO and Principal |
| June 6 - Aug 22, 2012 | Communications with Parents Re: ASCS Orientation & First Day | Principal |
| June - July , 2012 | Order Building Renovation Materials and Surveillance Equipment | ASPIRA NY |
| June 20 - Aug 22, 2012 | Order School Uniforms | Parents |
| Jul-12 | Organize/Install Curriculum, School Supplies, Furniture, Equipment | Principal/ ASPIRA NY |
| Aug 1 - Aug 22, 2011 | Complete HR for All New Staff (enroll in insurance, enter into payroll system, etc.) | HR Director |
| July, 2011 | Complete Building Renovations and Install Surveillance System | ASPIRA NY |
| August 13-23, 2012 | All School Professional Development | School Leadership Team |
| August 13-23, 2012 | Train all staff on use of Power School/ Power Grade | ASPIRA NY/ASPIRA IL |
| 24-Aug-12 | First Day of School for Students | All |

Attachment 1: Roster of Key Contacts

| Name | Role (Founding Group Member, Proposed Board Member, or Proposed School Employee) |
|------------------------------------|---|
| Sunil Anand, CPA | Founding Group Member |
| Peter Arencibia, MBA | Founding Group Member |
| Hector Artilles | Founding Group Member |
| Jeannette Bocanegra | Founding Group Member |
| Alfredo Calderon | Founding Group Member |
| Mark Gonzalez, Ed.D. | Founding Group Member |
| Betty Lugo, Esq. | Founding Group Member |
| Evelyn Nuñez | Founding Group Member |
| Heriberto Oquendo, M.S. | Founding Group Member |
| Jesus Maldonado Reyes, M.S. | Founding Group Member |
| Neysa Torres, M.S. | Founding Group Member |
| Luis A. Cartagena | Founding Group Member and Proposed Board Member |
| Hector Gesualdo, MSW | Founding Group Member and Proposed Board Member |
| David Lopez, PhD | Founding Group Member and Proposed Board Member |
| Inocencia Taveras | Proposed Board Member |
| | |
| | |

Attachment 2: Certification Statement

Proposed Charter School Name: **ASPIRA Secondary Charter School**

Proposed School Location (District): **District 8**

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Lead Applicant/
Authorized Person



Date: **March 31, 2011**

(Please label the copy that has original signatures)

Print/Type Name: **Hector Gesualdo**

Address:

New York, NY 10018

Daytime Phone:

ATTACHMENT 3: SAMPLE DAILY SCHEDULES

GRADE 7-8 STUDENT SCHEDULE

| REG DAY SCHEDULE | M, T, TH, FR | WED SCHEDULE | Early Dismissal 1:15 P.M. |
|------------------|---|---------------|--|
| 7:30 – 7:55 | Breakfast | 7:30 – 7:55 | Breakfast |
| 8:00 - 9:45 | BLOCK 1 – English/Language Arts | 8:00 - 9:30 | BLOCK 1 – English/Language Arts |
| 9:47 – 11:30 | BLOCK 2 Science/Math | 9:32 – 11:00 | BLOCK 2 Science/Math |
| 11:30 – 12:10 | LUNCH & RECESS | 11:00 – 11:40 | LUNCH & RECESS |
| 12:13 – 1:58 | BLOCK 3 Social Studies/World Language/ Spanish/Cultural Studies | 11:42 – 1:15 | BLOCK 3 Social Studies/World Language/ Spanish/Cultural Studies |
| 2:00 – 3:00 | SPECIAL / ART- GYM – Health / Technology | 1:15 – 6:30 | EXTENDED DAY LEARNING including free/reduced snack and dinner |
| 3:00 – 6:30 | EXTENDED DAY LEARNING including free/reduced snack and dinner | | |

GRADE 9-10 STUDENT SCHEDULE

| REG DAY SCHEDULE | M, T, TH, FR | WED SCHEDULE | Early Dismissal 1:15 P.M. |
|------------------|--|---------------|---|
| 7:30 – 7:55 | Breakfast | 7:30 – 7:55 | Breakfast |
| 8:00 - 9:45 | English/Language Arts | 8:00 - 9:30 | English/Language Arts |
| | Social Studies | | Social Studies |
| 9:47 – 11:30 | Math | 9:32 – 11:00 | Math |
| | Science | | Science |
| 11:30 – 12:10 | LUNCH & RECESS | 11:00 – 11:40 | LUNCH & RECESS |
| 12:13 – 1:03 | World Language/ Spanish/Cultural Studies | 11:42 – 1:15 | World Language/ Spanish/Cultural Studies |
| 1:05 – 1:58 | Computer Technology | 1:15 – 6:30 | EXTENDED DAY LEARNING |
| 2:00 – 3:00 | X-BLOCK / ART- GYM – Health / COMPUTERS/ College & Career Advisory | | |
| 3:00 – 6:30 | EXTENDED DAY LEARNING | | |

SAMPLE TEACHER SCHEDULE

| BELL SCHEDULE | M, T, TH, FR | WED SCHEDULE | Early Dismissal 1:15 P.M. |
|---------------|--|------------------|---|
| 7:30 – 7:55 | TEACHER PREP | 7:30 – 7:55 | TEACHER PREP |
| 8:00 - 9:45 | BLOCK 1 | 8:00 - 9:30 | BLOCK 1 |
| 9:47 – 11:30 | BLOCK 2 | 9:32 – 11:00 | BLOCK 2 |
| 11:30 – 12:10 | LUNCH & RECESS | 11:00 – 11:40 | LUNCH & RECESS |
| 12:13 – 1:58 | BLOCK 3 | 11:42 – 1:15 | BLOCK 3 |
| 2:00 – 3:00 | TEACHER PREP | 1:30 – 4:00 P.M. | PROFESSIONAL DEVELOPMENT, CLUSTER MEETINGS & COMMON PLANNING TIME |
| 3:00 – 4:00 | TEACHER PREP, PROF DEV, MEETINGS WITH PARENTS, SCHOOL MTGS | | |



**ASPIRA SECONDARY
CHARTER SCHOOL**

BRONX CSD8

**2012-2013 SCHOOL CALENDAR
(PENDING BOARD APPROVAL)**

| DATES | INSTRUCTIONAL ACTIVITIES | # Days of Instruction (DOI) | # Hrs Professional Development |
|----------------------|--|-----------------------------|--------------------------------|
| July 2 – August 10 | Summer Session | | |
| August 13-23, 2012 | Staff Only - Professional Development | | |
| August 24, 2012 | First Day of School/Early Dismissal 1:15 (GRADES 5-6) | August = 6 | 72 |
| September 3, 2012 | School Closed – Labor Day | September = 19 | 9 |
| September 12, 2012 | Early Dismissal 1:15 Staff Professional Development | | |
| September 19, 2012 | Early Dismissal 1:15 Staff Professional Development | | |
| September 26, 2012 | Early Dismissal 1:15 Staff Professional Development | | |
| October 3, 2012 | Early Dismissal 1:15 Staff Professional Development | October = 21 | 23 |
| October 5, 2012 | School Closed – Staff Only Professional Development | | |
| October 8, 2012 | School Closed – Día de la Raza (Columbus Day) | | |
| October 10, 2012 | Early Dismissal 1:15 – Staff Professional Development | | |
| October 17, 2012 | Early Dismissal 1:15 – Staff Professional Development | | |
| October 24, 2012 | Early Dismissal 1:15 – Staff Professional Development | | |
| October 31, 2012 | Early Dismissal 1:15 – Staff Professional Development | | |
| November 7, 2012 | Early Dismissal 1:15 – 4-8 PM Parent-Teacher Conferences | November = 18 | 14 |
| November 9, 2012 | School Closed -- Staff Only Professional Development | | |
| November 12, 2012 | School Closed – Veterans Day | | |
| November 14, 2012 | Early Dismissal 1:15 – Staff Professional Development | | |
| November 21, 2012 | Early Dismissal 12:00 PM | | |
| November 22-23, 2012 | School Closed – Thanksgiving Break | | |
| November 28, 2012 | Early Dismissal 1:15 – Staff Professional Development | | |
| December 5, 2012 | Early Dismissal 1:15 - Staff Professional Development | December = 15 | 9 |
| December 12, 2012 | Early Dismissal 1:15 – Staff Professional Development | | |
| December 19, 2012 | Early Dismissal 1:15 Staff Professional Development | | |
| December 21, 2012 | Early Dismissal 12:00 PM | | |
| December 24-31, 2012 | School Closed -- Winter Break | | |
| January 1, 2013 | School Closed – New Year's Day | January=21 | 9 |
| January 2, 2013 | Welcome Back to School for all Students and Staff!! | | |
| January 9, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| January 16, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| January 21, 2013 | School Closed -- Martin Luther King Day | | |
| January 23, 2013 | Early Dismissal 1:15 – Report Card Pick Up & Parent Conference | | |
| January 28, 2013 | First Day of Spring Term (Term 2) | | |
| January 30, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| February 6, 2013 | Early Dismissal 1:15 – Staff Professional Development | February=18 | 20 |
| February 13, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| February 15, 2013 | School Closed – Staff Professional Development | | |
| February 18, 2013 | School Closed -- President's Day | | |
| February 20, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| February 27, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| March 6, 2013 | Early Dismissal 1:15 – Staff Professional Development | March=16 | 9 |
| March 13, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| March 20, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| March 25-29, 2013 | School Closed – Spring Break | | |
| April 3, 2013 | Early Dismissal 1:15 – Staff Professional Development | April = 22 | 9 |
| April 10, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |

| | | | |
|-------------------------|---|-----------------|------------|
| April 17, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| April 24, 2013 | Early Dismissal 1:15 – Parent-Teacher Conferences | | |
| May 1, 2013 | Early Dismissal 1:15 – Staff Professional Development | May = 21 | 20 |
| May 8, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| May 15, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| May 22, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| May 24, 2013 | School Closed – Staff Only Professional Development | | |
| May 27, 2013 | School Closed – Memorial Day | | |
| May 29, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| June 5, 2013 | Early Dismissal 1:15 – Staff Professional Development | June = 13 | 6 |
| June 12, 2013 | Early Dismissal 1:15 – Staff Professional Development | | |
| June 19, 2013 | Last Day for Students: Early Dismissal 1:15 | | |
| June 21, 2013 | Last Day for Teachers | | |
| June 24 – June 30, 2013 | Registrar Close out of School Year | | |
| | | Total DOI = 190 | 200 hrs PD |

BYLAWS
OF
ASPIRA Secondary Charter School (ASCS)

A New York Not-for-Profit Education Corporation

ARTICLE I: NAME

The name of the Corporation is the ASPIRA Secondary Charter School (hereinafter “the Corporation” or “the School”).

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees”) of the ASPIRA Secondary Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to provisions of applicable New York Education Law, New York Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;

2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the School;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Composition of Board. The number of Trustees of the Corporation shall be an odd number no less than five (5) and no more than eleven (11). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the ASCS Founding Board membership is set at seven (7). The Board of ASPIRA of New York, Inc. will appoint up to forty-nine percent (49%) of the Trustees of the ASPIRA Secondary Charter School. The additional fifty-one (51%) of the Trustees will be elected by the ASPIRA Secondary Charter School Board following the procedures set-forth in the following sections.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person to the Board of Trustees who in its discretion it believes will serve the interests of the Corporation faithfully and effectively and who is over the age of eighteen (18) years. The Board will seek nominations of candidates who show a deep commitment to the mission and vision of the school, have knowledge of and commitment to the local community, and will bring expertise in one or more areas of board responsibility (community relations, educational governance and accountability, school operations, higher education, resource development, legal, personnel, finance/accounting, real-estate/facilities, etc.) through their professional and academic experiences and volunteer work, and/or have an ability to leverage resources and in-kind support for ASCS.

In addition to those nominated based on the expertise brought to the Board, the Board membership will include the following ex-officio positions:

- a. The President of the ASPIRA Secondary Charter School Parents' Association (the "Parent Representative"), who is an ex-officio, voting member of the Board.
- b. The Educational Leader, Principal, who is an ex-officio, non-voting member of the Board.
- c. The ASPIRA Executive Director, who is an ex-officio, non-voting member of the Board.
- d. The ASCS Early College (Upper School Grades 9-12) ASPIRA Club President, who is an ex-officio, non-voting member of the Board.

3. Interested Persons.

- a. Not more than 49 percent of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor,

descendant, spouse, sister-in-law, brother-in-law, son-in-law, mother-in-law or father-in-law of any such person.

- b. Subject to the exceptions of the New York General Municipal Law, no School Trustee, Officer or employee may have an interest, direct or indirect, in any contract with the School, when such Trustee, Officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school.
- c. Any Trustee, Officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the School shall be one (1) year, unless the child leaves the School.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the School's Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the School's Charter, the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the New York Education Law and the New York Not-for-Profit Corporation Law by vote of a majority of the entire Board. Bases for removal include, but are not limited to, cases where any Trustee:

1. Has failed to attend three (3) or more of the Board's Regular Meetings in any fiscal year;
2. Has been declared of unsound mind by a final order of court;
3. Has been convicted of a felony; or
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the New York Education Law.

Any Trustee who has failed to attend three (3) or more consecutive meetings of the Board without excuse accepted as satisfactory by the Board shall upon vote of the Board be deemed to have resigned and such vacancy shall be filled.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the ASPIRA Secondary Charter School or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

- A. Place of Meetings.** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.
- B. Annual Meetings.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.
- C. Regular Meetings.** Regular Meetings shall be held monthly throughout the year, and other times as the Board determines.
- D. Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-third (1/3) of the entire Board.
- E. Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. Notices.** Public notice of the time and place of a meeting shall be given in compliance with the New York Open Meetings Law. Notices to Trustees of Board Meetings shall be given as follows:
1. Notice of the time and place of every meeting of the Board (Regular or Annual) shall be mailed not less than five (5) nor more than ten (10) days before the meeting at the usual address of every Trustee and shall include an outline of meeting agenda items that are expected to be discussed during the upcoming meeting.
 2. Special or other meetings shall be held upon four days notice by first-class mail or 48 hours notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person

or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents, and approvals into the minutes of the meeting. A waiver may also specify an alternate form of notice for a Trustee so long as it is also acceptable to the Board. This provision shall not permit waiver of the public notice provisions contained in the New York Open Meetings Law.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, one-third (1/3) of the voting membership of the Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. **Actions Taken at Board Meetings.** Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation.** In all events (except as set forth under Article III.C.1), a quorum of Trustees must be physically present to lawfully conduct a Board Meeting of the Corporation. To the extent permitted by Article 7 of the Public Officers Law (the Open Meetings Law), Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or person in the public audience. Trustees other than those in-person or by live video-conferencing shall not vote.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose. A Board Committee will consist of not fewer than three (3) Trustees, who shall be selected by resolution adopted by a majority of the entire Board. Only Trustees shall serve on Standing Committees and the Board may designate alternate members of any Standing Committee. The Executive Committee of the Board shall consist of not fewer than three (3) Trustees.

2. Authority of Board Standing Committees. The Board may delegate to a Board Standing Committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- d. The appointment of other committees of the Board, or the members of the committees; and
- e. The amendment or repeal of any resolution of the Board which by its terms is not so amendable or repeal able.

3. Standing Committees. The Board shall have the following Standing Committees and shall assign specific duties to each Standing Committee:

a. Executive Committee. This committee will evaluate prospective and current Trustees and will nominate and orient new Trustees.

b. Accountability and Governance Committee. This committee will conduct the annual performance evaluation of the Educational Leader using the student achievement and organizational goals articulated in the School's mission statement and charter application.

c. Finance and Personnel. The Board shall have a standing Finance and Personnel Committee, chaired by the Treasurer provided that the Treasurer is a Trustee. Additional members of the Finance and Personnel Committee will be appointed by resolution of the entire Board. The Finance and Personnel Committee shall prepare the Corporation's budget for approval by the Board, and prepare and propose rules, policies, and procedures for the conduct of the financial and personnel affairs for the approval of the Board. The Committee may be assisted by the Corporation's bookkeeper, auditor, and attorney.

d. **Development.** This committee will support the Educational Leader in creating and implementing an annual development plan.

e. **Academic.** This committee will ensure the academic quality and credibility of the school as an academic institution and support the Educational Leader in the maintenance, promotion and improvement of the academic standards set forth in the charter.

5. **Other Committees.** The Board may create Special or other committees in accordance with the provisions of the New York Not-for-Profit Corporation Laws as may be deemed desirable.

a. The members of Special Committees shall be appointed by the President of the Board. Special Committees shall have only the powers specifically delegated by the Board and in no case shall have powers which are not authorized for Standing Committees.

b. Other committees shall be committees of the Corporation and may be elected or appointed in the same manner as Officers of the Corporation. Provisions of the New York Not-for-Profit Corporation Law applicable to Officers shall be applicable to members of such committees.

5. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the New York Open Meetings Law with respect to the calling of meetings, notice, minutes, and public access.

D. Standard of Care.

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the School's best interest, and with that degree of diligence, care, and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short-term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

1. Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a conflict of interest; (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

2. The Parent Representative and the Student Representative shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator, faculty member or student; (b) administrator or faculty compensation; (c)

Executive Session of the Board; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board. Moreover, any School employee may be disciplined, including immediate dismissal or short-term suspension (after appropriate due process), if confidential Board information is disclosed without the Board's or Chair's prior written approval.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall chair the Accountability and Governance Standing Committee of the Board and have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given and any waivers thereto, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chair of the Finance and Personnel Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility, and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer in accordance with the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the New York Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

Subject to the exceptions of the New York General Municipal law, the Corporation shall not engage in any self-dealing transactions.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30 of the following year.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair, the Educational Leader or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New York Not-for-Profit Corporation Law and the New York Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest.

A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term, "interest", means a pecuniary or material benefit accruing to an officer or employee.

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

F. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend, or repeal these Bylaws, material revisions being subject to the approval of the Board of Trustees of Regents of New York State or its designee.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the ASPIRA Secondary Charter School, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary Dated: _____

ASPIRA Secondary Charter School (ASCS)
Code of Ethics and Conflict of Interest Policy

Preamble

ASPIRA Secondary Charter School (ASCS) is committed to adherence to the highest standards of honesty, integrity, and fairness. Avoidance of unethical conduct and conflicts of interest on the part of ASCS board members, employees, and volunteers through informed judgment is essential to the preservation of these standards. Informed judgment requires that ASCS consciously identifies and communicates its values and standards to all board members, employees, volunteers, and key constituents.

This code was developed in recognition that ASCS, as an organization, was established for the public's benefit and has legal standing for that purpose. ASCS has accepted a public trust to abide by the highest standards of performance and ethical behavior. In turn, ASCS recognizes that it can provide its service only as long as it maintains the trust and support of the public. The policies contained herein are to build and sustain this trust.

ASPIRA SECONDARY CHARTER SCHOOL CODE OF ETHICS

Scope and Powers

Each board member, volunteer, and staff member is expected to be a person of integrity who carefully avoids action that could compromise ASCS or the individual's relationship with ASCS.

The jurisdiction over all decisions regarding ethical concerns shall finally rest with the Board of Directors. However, as they regard employees such concerns shall normally be dealt with by the appropriate supervisor, followed (if necessary) by the Educational Leader or Principal and the Executive Committee.

Conflict of Interest

To avoid even the appearance of a conflict of interest, which would tarnish the image of the organization and undermine the public's trust in ASCS, the ASCS Board members, employees, and volunteers shall:

- Avoid any activity or outside interest which conflicts or appears to conflict with the best interests of ASCS including involvement with a current or potential ASCS vendor, funding recipient, or competing organization unless disclosed to and deemed to be appropriate by the employee's supervisor or the ASCS Board of Directors.
- Refrain from participating in or influencing any decision or other action of ASCS that could result in a direct or indirect benefit to his or her family or any organization with which the employee or volunteer is materially affiliated.

A. Preference

Preference based on family or close personal relationships is unfair to other employees or, when applicable, volunteers. The appearance of preference is easily perceived, even in some cases of friendship that otherwise are harmless. Accordingly:

- Persons related to ASCS Board members, employees, and volunteers by blood or marriage are not employed except under special circumstances that are clearly in the best interest of ASCS and disclosed immediately to those persons and/or bodies of the organization that are responsible for the monitoring and implementation of the ethics, compensation and human resources policies of the organization.
- ASCS Board members, employees, and volunteers do not supervise or exercise management authority over staff with which they have a relationship that adversely affects impartiality.
- ASCS Board members, employees, and volunteers consider the nature and appearance of their relationships with others to ensure that all of their decisions and actions are fair to all.

- ASCS board members, employees, and volunteers with decision-making authority do not improperly influence the selection of consultants or service providers who are affiliated with or employ or are employed by a person with whom they have a relationship that adversely affects impartiality.

B. Nepotism

Because of the small size of the ASCS workforce, it is essential that ASCS minimize the potential for problems with confidentiality, preference or the appearance thereof, and other personal problems that may intrude into the workplace. As a result, ASCS employees agree that:

- ASCS will consider hiring qualified individuals related to current employees if disclosure of the relationship is made. An employee may not, however, work under the direct or indirect supervision of, or occupy a position that participates in or influences a decision affecting any aspect of employment of a member of his/her family, live-in partner or significant other. For purposes of this policy, "family" includes the employee's spouse or life mate, siblings, parents, children or step-relatives, and relatives identified as in-laws. This policy shall be applicable to seasonal employees, temporary employees assigned by an agency, full-time and part-time employees, and persons performing services on a contractual basis.

Additionally, ASCS volunteers in performing service for the organization agree that volunteers who are "family" members (see definition given above) will not serve on governing (Board of Directors, etc.) or advisory bodies (committees, panels, etc.) of the organization if such service places them in a position of potential conflict (serving in a supervisory capacity over a family member) within the structure of the organization.

Personal Gain

No Board member, employee, or volunteer should accept any gratuity or favor for doing his or her job or service. ASCS Board members, employees, and volunteers:

- Do not solicit or accept gratuities, gifts or favors, other than promotional gifts of nominal value.
- Do not accept food, transportation, lodging, or entertainment unless directly related to ASCS business and, if accepted a report will be made to ASCS' Educational Leader regarding the nature of such acceptance.
- Do not use ASCS resources for personal gain.

Vendor Relations

Vendors are treated fairly to avoid preference or appearances of impropriety. ASCS:

- Affords all vendors the opportunity to offer or qualify their products or services on a competitive basis.
- Conducts all competitive bidding in a fair and professional manner, giving no special preferences or advantages to any vendor.
- Purchases all products and services under its purchasing policy procedures and in accordance with this Code of Ethics.
- Expects its vendors also to have in place policies and procedures that ensure the vendor's compliance with current federal and state laws of the land, as they pertain to such matters as Equal Employment Opportunity, Anti-discrimination, and Sexual or Other Harassment.

Diversity and Equal Opportunity

ASCS is an equal opportunity employer and is committed to the principle of diversity. ASCS Board members, employees, and volunteers:

- Value, champion, and embrace diversity as an integral part of their business.
- Respect all co-workers and all other individuals without regard to race, color, sex, religion, creed, age, national origin or ancestry, citizenship, marital status, veteran status, sexual orientation, status as a qualified person with a disability, or any other category protected by law.
- Support affirmative action and equal employment opportunity programs throughout ASCS.
- Refuse to engage in or tolerate in others any form of sexual or other harassment, as provided in the organization's policy against sexual or other harassment.
- Strive to create an environment conducive to professionalism.

Travel, Entertainment and Related Expenses

Travel, entertainment, and related expenses are incurred on a basis consistent with the mission of ASCS. Accordingly, expenses incurred will comply with policies adopted by ASCS Board of Directors.

Outside Employment and Other Activities

Employees shall ensure that outside employment and other activities do not interfere with their responsibilities and assigned functions of their positions with ASCS and do not adversely affect ASCS. Employees shall inform their supervisors of any significant outside activities. ASCS reserves the right to request a cessation of such actions inherently deemed detrimental to the employee's performance so as to avoid further interruption of the work. Additionally, employees shall not use ASCS resources to facilitate any outside employment or other activity.

Solicitations

ASCS employees shall not be subjected to unapproved outside solicitations. Further, employees are free from unwarranted interruptions in the form of solicitations from other employees, in order that they may concentrate on work. ASCS employees:

- Shall not solicit or distribute literature for purposes inconsistent with the ASCS mission on ASCS premises.
- Shall not use ASCS working time for non-ASCS purposes.
- Are not required to contribute or respond to a solicitation for fear that their response will be a factor in their career path.

Confidential Information

Confidentiality is a hallmark of professionalism. ASCS Board members, employees, and volunteers shall:

- Ensure that all information is confidential or privileged.
- Ensure that all non-public information of other persons or firms acquired by ASCS in dealing with outside firms on behalf of ASCS is treated as confidential and not disclosed.

Disclosure

The ASCS Board members, employees, and volunteers are encouraged to disclose any perceived breaches of the Code of Ethics of which they are aware. In the case of an employee, disclosure should be made first to a supervisor or, if not available, an identified ethics monitoring person or body. In the case of Board members and volunteers, any perceived breaches should be disclosed to the Chair of the Board, or if not available, another identified ethics monitoring person or body. Any reported breaches will be investigated and appropriate action, if needed, will be taken.

Confidentiality will be maintained for the Board member, employee, or volunteer disclosing the breach, unless the matter raises serious legal implications. In such instances, the person disclosing the breach will be notified. ASCS management and governing bodies will not take any adverse action against Board members, employees, or volunteers solely for disclosing perceived breaches of the code. ASCS encourages all board members, employees, and volunteers to be prompt, open and forthright in reporting perceived breaches of the Code of Ethics.

Use of ASCS Property

Board members, staff, and volunteers shall not use the ASCS name, property, services, supplies or resources – except for official business of ASCS.

ASPIRA Secondary Charter School (ASCS)

Code of Ethics

**Certificate of Compliance
(To be completed annually by all ASCS
Board Members, Employees, and Volunteers*)**

I hereby certify that I have reviewed the contents of ASCS' Code of Ethics and have considered my personal situation in light thereof. I have obtained an interpretation of any provision about which I had a question. I further certify that (check appropriate box):

To the best of my knowledge, I am not in violation of ASCS' Code of Ethics and have not been in violation since the date of my last certification or as of the date on which I became a board member, employee, or volunteer of ASCS.

Or

I have made a full disclosure on the back of this certificate of (1) the facts regarding any possible violation of the principles set forth in the Code of Ethics, and (2) any positions held as an employee, officer or director of a for-profit business enterprise or not-for-profit organization. Except for this disclosure, to the best of my knowledge, I am not in violation of ASCS' Code of Ethics and have not been in violation since the date of my last certification or as of the date on which I became a Board member, employee, or volunteer of ASCS.

(Please Print)

Name of ASCS Board Member / Employee / Volunteer

ASCS Board Member / Employee / Volunteer Title (if applicable)

Signature of ASCS Board Member / Employee / Volunteer

_____, 200__

Date

*** Volunteers on ASCS Committees, which have financial oversight, will be asked to sign this form.**

ASPIRA Secondary Charter School (ASCS)

Code of Ethics

Certificate of Compliance

(Continued)

**(To be completed annually by all ASCS
Board Members, Employees, and Volunteers)**

- A. Please list any positions held as an employee, officer or director of a for-profit business enterprise or not-for-profit organization which may pose a conflict of interest with any matters concerning ASCS.

| Organization Name | Describe Position |
|--------------------------|--------------------------|
| | |
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- B. Please list any other matters which may pose a conflict of interest or violation of the principles set forth in the Code of Ethics.

| Conflict/Violation | Nature of Conflict/Violation |
|---------------------------|-------------------------------------|
| | |
| | |
| | |
| | |
| | |

(Please Print)

Name of ASCS Board Member/Employee/Volunteer

Attachment 7

Resumes/CVs of Prospective Founding
Group Members

Sunil K. Anand, CPA, DABFA, ACA

Affiliations:

- American Institute of Certified Public Accountants
- New York State Society of Certified Public Accountants
- New Jersey Society of Certified Public Accountants
- Institute Of Chartered Accountants of India
- American Board of Forensic Accountants

Education:

- Certified Public Accountant (NYS) 1975
- Licensed Real Estate Broker (NYS) 1984
- Notary Public (NYS)
- Certified Public Accountant (India) 1969
- B.S.C. (Majored in Accounting) (India) 1965

Business Experience:

(1975 to 2011) 36 Years

A. Auditing: (Non Profit Organization)

Conducted Certified Audits including A-133, Review & Preparation of Financial Statements including Cash Flows and other related statements of various non-profit government funded organizations. Some of the governmental agencies dealt with were:

- Community Development Agency (CDA)
- Agency for Child Development (ACD)
- Office of Mental Health (OMH)
- Department of Aging (DOA)
- Division of AIDS Services (DAS)
- Department of Alcoholism & Substance Abuse (DASA)
- Child Welfare Administration (CWA)
- Office of Family Services (OFS)
- Income Support Programs (ISP)
- Department of Labor (DOL)
- Division for Youth (DFY)
- Adult Service Agency (ASA)

B. Monitoring & Establishing Internal Controls and Compliance Procedures:

Established internal control systems including: budgetary controls, structure polices and procedures with respect to cycle of the entity's activities (external financial reporting), financial statement captions (cash and cash equivalents, receivables, payables and accrued liabilities), accompanying systems (cash receipts, disbursements, payroll and general ledger) and inventory controls. Also established procedures and systems to insure compliance with laws, regulations and compliance provision of grants to provide reasonable assurance about whether financial statements are free of material misstatements and that assets are safeguarded against loss from unauthorized use or disposition

C. CFO Services:

- Our firm, with its team has successfully rendered and is currently providing services to non-profit corporations including NYS Charter school
- These services include:
 - Setting up books of accounts by various funds and on consolidated basis including preparation and monitoring of general ledger, trial balance, cash receipts and disbursement journals, statement of financial position, statement of budgeted revenues, expenditure and variance reports by grant, statement of revenue and expenditures, monthly bank reconciliation, printing books of accounts on a monthly basis, set up payroll, set up g/a - according to OMB circular 122 & others - by funds
 - We have also developed expertise in selection of specialized software for non for profit accounting (MIP, FUND-EZ), established automatic offsets in the areas of accounts payable, payroll allocation, cash receipts cash disbursements to be allocated to numerous funds by the touch of a button
 - We have also developed a methodology of allocation of overhead cost based on OMB circulars and other regulatory requirements
 - Based on the past and current experience, of our firm, working as CFO, we believe that the skills and capabilities of our team of professionals can best serve the needs of your corporation through the application of specialized industry expertise and a commitment to providing services at the highest possible level **instead of having a single person**

Sunil K. Anand, CPA, DABFA, ACA

Page 3

D. Taxes:

Corporate Tax Returns: (Non-Profit)

Preparation of annual corporation tax returns, (990) and conducting review engagement including preparation of reports under Charities Registration Act (497) as mandated by New York State.

Payroll Tax Returns and Systems: Monitored preparation of payroll registers, payroll checks, quarterly payroll tax returns including 941, unemployment insurance tax returns, workmen's compensation and disability insurance tax returns via ADP service/manually.

Corporation and Individual Taxes:

Prepared returns including but not limited to 1040 and schedules, 941 and schedules 1120, 1120S and schedules, State Franchise Tax (T4), New York City Corporation Tax (4S) Sales Tax Returns, 990, 497 etc.

E. Real Estate:

Purchased and Sales of apartment building (residential and commercial) multi-dwelling homes, condominiums, private homes, etc., managing various properties in terms of financial and administration.

Peter Arencibia

1994-Present Management Consultant, Arencibia Consulting

Provide consulting and training services specializing in organizational change, tailoring operations to meet strategic goals and improving employee performance

Principal accomplishments to date:

- Recommended and guided the implementation of multiple and simultaneous operational changes at several organizations, resulting in substantial performance improvement and increased revenues
- Facilitated hundreds of focus groups at staff retreats and on-site for the purpose of developing well defined, optimal strategies and timelines to meet strategic goals
- Trained hundreds of supervisors on performance management using a curriculum developed by Arencibia Consulting that teaches coaching and motivational techniques, and emphasizes leadership and the institution's organizational culture
- Facilitated focus groups to reduce job-related stress and resolve organizational conflicts between staff members, managers and their staff at numerous AIDS treatment centers
- Conducted training to change organizational culture at a major AIDS treatment facility

1994-Present Management Lecturer, Sophie Davis School of Biomedical Education, CUNY

- Introduce medical students to the major components of organizations and provide a holistic framework for identifying weaknesses and implementing change in health care institutions

1990-2009 Faculty, Manhattan Comprehensive Night and Day High School, NYC Department of Education

- Taught AP Spanish Language and Spanish Native Language Arts courses in evening program to inner city youth ages 17 through 21

1991-1994 Manager, Department of Psychiatry, Lincoln Medical and Mental Health Center

- Administrator for all personnel and budget matters of affiliate employees
- Member of senior team that successfully prepared the department for continued accreditation by Joint Commission on Accreditation of Healthcare Organizations
- In association with the Director, defined department's Quality Assurance indicators and monthly tracked their implementation and results
- Chaired department's Credentials Committee

1990-1991 Management Trainer, NYC Human Resources Administration

- Trained over forty supervisors per week on various topics including leadership, motivation and delegation, communication, conflict management, project management, and performance evaluation methods

1988-1990 Assistant Deputy Commissioner, NYC Human Resources Administration

- Member of senior policy team responsible for the implementation of welfare reform, affecting over one million recipients in New York City
- Accomplished mandated program changes, the physical co-location of several agencies and the integration of their services under strict federal guidelines, thereby assuring full funding in the first year for New York City
- Developed macro work plan defining the tasks needed to accomplish mandated federal changes, within the Office of Employment Services
- Assisted agency's senior management in the implementation of the work plan

Peter Arencibia

1986-1988 Special Education Coordinator and Faculty, NYC Department of Education

Member of team that performed psychological and educational evaluations of students

- Served as Spanish interpreter and translated evaluations into Spanish for dissemination to non-English speaking parents
- Taught Spanish at High School of Graphic Communication Arts

1985-1986 Internal Consultant, Non-Traditional Employment for Women

- Formalized staff work flows and internal reporting system

1980-1984 Management Assistance Staff, US Department of Labor

- Analyzed federally funded employment and training programs for economically disadvantaged persons in New York, New Jersey and the Caribbean for the purpose of improving productivity
- Recommended and directed approaches for improving performance including the use of on-site assistance teams and the training of over 1,000 local staff members
- Developed and led training courses on grant planning and submission

1978-1980 Youth Programs Policy Administrator, US Department of Labor

Established federal policies under national guidelines for school to work programs in New York, New Jersey and the Caribbean

- Responsible for the design of annual grants totaling \$400 million that recruited, selected, trained and employed 250,000 at-risk youths each year
- Complied with federal legislation while encouraging flexibility in local program design
- Led semi-annual conferences of program directors for the purpose of sharing exemplary program designs

1972-1978 Field Representative, US Department of Labor

- Conducted on-site reviews of employment and training programs to determine compliance with federal regulations, policies and program objectives

1971-1972 Program Director, National Puerto Rican Forum, Inc

- Managed the federally funded Basic Occupational Language Training program in New York City, customizing courses of job-oriented Spanish for supervisors and English for employees of private and public corporations

education

1980-1986 MBA in Management and Finance, Leonard N. Stern School of Business, New York University, 1986

- *Applied Business Project:* Analysis of the significant factors in strategic planning for organizational synergy in mergers and acquisitions

1963-1968 BA in Spanish Literature, Queens College, CUNY, 1968

presentation Health Care Management Introduction for Sophie Davis Medical Students - Presented at the Annual Meeting of the Association of Behavioral Science and Medical Education, October 18 – 23, 2006 Annapolis, Maryland

publication "Introduction to Health Care Management for Medical Students", Annals of Behavioral Science and Medical Education, Vol. 13, Number 1, Spring 2007

licenses New York City, High School, Spanish
New York State, School Administration and Supervision

HECTOR R. ARTILES JR.

RELEVANT EXPERIENCE

- July 2008 – Present **ASPIRA of New York, Inc.** **New York, NY**
Director, Leadership Development Program
- Manage all operations, planning and expenditures for the organization's flagship program serving more than 1,000 young people in New York City, Yonkers and Rockland and Nassau Counties
 - Develop relationships with schools for the purposes of establishing new Leadership Clubs
 - Supervise programmatic events such as major conferences, community service projects, college trips, etc.
 - Facilitate staff development sessions for a team of Leadership Development Specialists based on the principles established by our National Leadership Development Curriculum as well as the Core Competencies for Youth Workers as outlined by the Advancing Youth Development Curriculum
 - Conduct site visits to over 35 after school clubs to ensure compliance and quality of service
 - Provide regular reports to the Executive Director for submission to the Board of Directors
- Feb. 2008 – July 2008
Coordinator, Teen ACTION/Service Learning Program & Leadership Development Program
- Recruited and ensured retention of 100 participants as per contract stipulations
 - Trained Leadership Development Specialists on Service Learning Curricula
 - Monitored all program aspects to ensure contract compliance
 - Managed expenses and personnel costs for both Service Learning and Leadership Development Programs
 - Supervised a staff of two Senior Leadership Development Specialists and thirteen Leadership Development Specialists
- Aug. 2007 – Feb. 2008
Senior Leadership Development Specialist, Leadership Development Program
- Deployed and supervised a team of 4 Leadership Development Specialists responsible for implementing the program's leadership development curriculum
 - Updated and developed new content for the program's curriculum
 - Planned the program's annual Citywide Youth Conference
 - Actively seek and engage potential schools for program expansion
- Oct. 2005 – Aug. 2007
Leadership Development Specialist, Leadership Development Program
- Performed site visits to the organization's 15 Leadership Clubs to gauge their performance
 - Provided detailed reports on the Leadership Clubs to the Leadership Development Coordinator
 - Assisted in facilitating the Leadership Clubs' bi-weekly Federation meetings
 - Aided the Leadership Development Coordinator in implementing the program curriculum
- June 2003 – June 2004
Student Chair, ASPIRA Clubs Federation
- Organized and planned citywide youth events with attendance of over 500 students
 - Maintained accurate records of representation at the Federation from 20+ participating Leadership Clubs
 - Represented student interest on the organization's Board of Directors, as well as the ASPIRA Association's National Board of Directors
 - Developed business agendas, organized and conducted all Federation meetings

ADDITIONAL WORK EXPERIENCE

- Sept. 2006 – Dec. 2006 **Lehman Brothers Holdings** **New York, NY**
Benefits Intern, Human Resources
- Maintained Employee Capital Partnership participation files
 - Assisted Benefits Administrator in providing assistance to employee investors
 - Processed and maintained accurate records of capital calls payments totaling over \$1 Million USD
 - Prepared daily deposits related to the capital calls averaging over 200 checks per day
- Summer 2004 *IT Intern, Fixed Income*
- Designed layout for the Department's Derivative Price Calculator's (GREEN) web-based help
 - Updated content and created web-pages for GREEN's web-based help
 - Performed basic office duties such as filing, faxing and answering telephone calls

SKILLS

- Extensive knowledge of NYC's Dept of Youth & Community Development's MIS System for funded programs (DYCD Online/Beacon Online)
- Proficient in Microsoft Office & Publisher, Borland C++, HTML and Java Programming
- Proficient in Macintosh OS X, iLife & iWork Application Suites
- Basic Knowledge of Adobe Creative Suite 3.0 (Photoshop, Illustrator & Dreamweaver)
- Typing Speed: 70 Words Per Minute
- Fluent in Spanish, conversational in French

ACTIVITIES, AWARDS & RECOGNITIONS

- Panelist at the 2009 Dr. Antonia Pantoja Fellowship, Inc. Intergenerational Forum – "Leadership and Integrity" alongside New York City Council Member Melissa Mark-Viverito, NYS OCFS Commissioner Gladys Carrion and other distinguished community leaders
- Spring 2009 Recipient of United Way of New York City's Junior Fellowship in Non-Profit Management
- Advancing Youth Development Training of Facilitators Certificate
- ASPIRA of New York, Inc. Board of Directors, *Served as Student Member for two years*
- Association of Latino Professionals in Finance and Accounting, *Founder and Executive Vice President, Fordham University Chapter 2006 – 2007*

EDUCATION

New York University, Stern School of Business

New York, NY

September 2007 – Present

- ***Candidate for Graduation; Bachelors of Science: May 2011***
- Major: Finance Minor: Mathematics
- Relevant Coursework: Financial Management I & II, Corporate Finance, International Financial Management, Real Estate Capital Markets, Equity Valuation, Futures and Options, Investment Banking, Microfinance

Fordham University, College of Business Administration

Bronx, NY

July 2004 – May 2007

- Major: Finance Minor: Mathematics
- 60 Credits Completed
- Relevant Coursework: Principles of Financial/Managerial Accounting, Microeconomics, Macroeconomics, Principles of Management, Marketing Principles, Legal Framework of Business, Statistics, Information Systems, Business Ethics, Law and Economics, Calculus I & II

Jeannette Bocanegra
Bronx, New York.

Objective: To obtain a position with unlimited growth that will enable me to utilize my numerous skills independently or as a team member.

Experience:

4/06 – present **ASPIRA of New York, Inc.** **New York, NY**

Parent Involvement Coordinator

Responsibilities Include:

- Help parents understand their role and responsibilities in a school leadership team.
- Help parents be more effective in their child(ren) education
- Provide ongoing workshops for parents on new regulations within the Department of Education City, State and Federal
- Coordinate school wide events for parents
- Facilitate workshops for parents (APEX, Chancellors Regulations A-660 & A-655)
- Coordinate computer literacy training in Spanish for parents
- Coordinate Arts & Crafts activities
- Coordinate health fairs
- Coordinate end of program events
- Collaborate with various Schools, Community Base Organizations to bring more resource to parents

11/04 -3/06 **EPIC (Every Person Influence Children)** **New York, NY**

Program Coordinator

Responsibilities Include:

- Coordinated training sessions for parent
- Collaborated with Region 1 & 2 on Federal, State & City grants for parents
- Executed programs at various school sites across the City
- Facilitated ongoing workshops for parents

2/00 -8/04 **ASPIRA of New York, Inc** **New York, NY**

Team leader for City Wide Parent Engagement Project

Responsibilities Include:

- Helping parents understand their role and responsibilities in a school leadership Team
- Facilitated workshops for parents
- Provided ongoing professional development for ASPIRA facilitators as to new Regulations within the Department of Education City, State and Federal
- Designed and implemented child care curriculum for ASPIRA child care providers
- Coordinated City Wide events
- Sort out and coordinated donations for various programs
- Created along with team members a variety of tip sheets for parents
- Managed an average of 15 to 20 childcare providers

Jeannette Bocanegra #2

10/94 -6/00 Learning Leaders (District 10 & 12) New York, NY

Responsibilities Include:

- Helping children with their reading
- Recruit parents to become volunteers
- Created and distributed flyers for parental events
- Coordinated school fairs, health fairs, book fairs and school assembly
- Coordinated educational programs for parents and support groups
- Coordinated arts and crafts activity

Education

**11/10-11/10 Certificate Alternative to Incarceration – Community Connections for Youth
3 day training**

**11/08-11/08 Certification New York State School –Age Training Regulations Tarrytown, NY
3 day training**

**Ten Week United Federation of Teachers New York, NY
Program School Leadership Team, Comer Model**

2/99- EPIC (Every Person Influence Children) Training Bronx, NY

**9/87- 6/88 Interboro Institute New York, NY
Major: Business Administration**

**9/80 -6/84 Theodore Roosevelt High School Bronx, NY
Major: Business & Science**

Skills and

Abilities Software Skills: Microsoft Windows, Print Shop / Online Service: America online / Fax / familiarity with numerous state-of-the-arts copying and duplicating/ Received Hispanic Achiever Award ASPIRA of New York/ Received NYC (UPA) Parent Empowerment Award / Westchester School for Special Children Parent Support Award / P.S.9 & M.S.321 Parent Leadership Award / Welcome Center Parent of the Year Award / Fluent in Spanish

References: Furnished upon request

Alfredo B. Calderon

Skill Areas:

Leadership of large operations
Project management

Visionary thinking
Capacity building

Infrastructure development
Contract negotiation

Professional Experience:

Chief Executive Officer December 2000-Present

**ASPIRA, Inc. of Pennsylvania
Philadelphia, PA**

- Lead the operation of a \$40 million dollar advocacy, education, and leadership development non-profit organization.
- Oversee 5 charter schools, 1 cyber charter school, a prekindergarten/HeadStart program, several out-of-school time youth programs, adult capacity building programs, 2 community stakeholder groups, and a truancy prevention and case management program.
- Direct the agency community advocacy events, community service projects, and fundraising efforts.
- Develop and negotiate agency contracts to serve the diverse North Philadelphia community.
- Evaluate and foster quality assurance of educational programs and school initiatives.
- Solidify the agency infrastructure, manage all project development plans, and ensure consistent professional development of all staff.
- Manage a staff of over 400 employees.
- Founded and oversee the operation of ASPIRA Community Enterprises, a financial holding company for ASPIRA school properties.

Director of Operations April 1995-December 2000

**Private Industry Council of Philadelphia
Philadelphia, PA**

- Directed all phases of developing, negotiating, and executing over \$100 million in training contracts annually.
- Reviewed and approved all agency proposals and budgets.
- Presented programs, answered questions on program issues, and ensured staff implemented quality programs as approved by the Board of Directors.
- Prior positions held: Manager of Operations, Senior Account Representative, Account Representative

Special Assistant to Executive Director September 1994-February 1995

**The Lighthouse, Inc.
Philadelphia, PA**

- Served as a liaison between the agency and the eastern North Philadelphia community.
- Increased agency visibility in the Latino community through outreach, public relations, and participation in community events.
- Identified and cultivated potential funding sources.
- Supervised the Youth Services Department that provided recreational and leadership activities and conferences to over 500 youth.

Staff Sergeant, Non-Commissioned Officer in Personnel & Administration May 2004-October 2008

**U.S. Army
Fort Meade, MD**

- Provided administrative support for individuals in sensitive military assignments in the U.S. and abroad.
- Coordinated and reviewed all personnel actions between the Brigade and Higher Headquarters.
- Developed the Organization Inspection Program and related forms.
- Determined personnel requirements, established work priorities, organized work schedules, assigned duties, and instructed employees in work techniques and procedures.

Education:

Masters in Educational Leadership
Expected Graduation August 2012

Chestnut Hill College
Philadelphia, PA

Bachelors in Liberal Arts and Professional Studies
Graduated May 2008

St. Joseph's University
Philadelphia, PA

Associates in Liberal Arts
Graduated May 1993

Anne Arundel Community College
Arnold, MD

Mark Gonzalez

Improving Performance • Enhancing Programs • Inspiring Systemic Change

EXPERIENCED EDUCATOR/ ADMINISTRATOR

Leadership | Communication | Management | Community Development and Relationship Building

I am a Visionary Leader, Bridge Builder and Licensed Educator with a Master's Degree coupled with 18 years' experience in organizing, designing, and implementing systems and processes.

PROFESSIONAL PROFILE

- Goal-driven Masters Degree Level professional with a solid foundation in designing and implementing community youth development programs, and significant progressive experience that is highly applicable to a Executive Director position.
- Quantitatively competent administrator who has developed budgets and operated successfully within budget parameters; skilled in fiscal management; familiar with general accounting practices and demands facing non-profits
- Strong written, and oral communicator and ability to represent community organizations
- Designed and implemented an outcome based Community and Youth Development model, which has been replicated at multiple program sites
- Successful grant writer for grants totaling \$5 million+ for not-for-profit organizations fundraising and program needs; skilled at identifying and securing external funding to meet training and program needs
- Skilled at developing Operational Efficiencies, Strategic Visions and Project Planning

HIGHLIGHTED PROFESSIONAL ADMINISTRATIVE EXPERIENCE

ASPIRA of New York, Inc., New York, NY

September, 2006 - Present

Chief Program Officer(CPO)

- As the CPO partnered with the Executive Director(ED) and Chief Financial Officer(CFO) to implement the agency's strategic plan and vision. Responsible for overall program planning, organizing, operating, and staffing. Responsible for developing, implementing, and managing the program aspects of the annual budget in conjunction with the Chief financial Officer and ED. Responsible for ensuring that ASPIRA's services are in compliance with all federal, state, funding, and city regulations, certifications, and licensing requirements. Assisted the ED in planning, organizing, and implementing public and private fund-raising initiatives.
- Provide effective and inspiring leadership, as well as stewardship, of ASPIRA by being actively involved in all programs and services. Implement and lead a continuous quality improvement process throughout the program and service areas, focusing on systems/process improvement. Promote regular and ongoing opportunities for all staff to give feedback on program operations.
- Lead a high performing team of regional and program directors to the next level by further developing and implementing recruitment, training, and retention strategies.
- Partner with the ED to represent ASPIRA with external constituency groups, including community, governmental, and private organizations.
- Ensure that all program activities operate consistently and ethically within the mission and values of ASPIRA.
- Prepare and submit an annual operational budget to the ED and CFO for review and approval, manage effectively within this budget, and report accurately on progress made and challenges encountered.
- Ensure the continued financial viability of ASPIRA program/service units through sound fiscal management. Provide programmatic leadership and input for all strategic planning processes with the ED and staff.

NEW YORK CITY DEPT. OF EDUCATION, BRONX, NY

December, 2003 – August, 2006

Regional Coordinator of the Students in Temporary Housing Program

Region One, Office of Youth Development

Regional Coordinator of the students in Temporary Housing Program

Major Duties and Responsibilities: To coordinate and supervise the West Bronx Temporary Housing Program.

The West Bronx has one of the largest configurations of students living in temporary residences in the city. There are approximately 3,420 students serviced by three Attendance Teacher and twenty-two Family Worker at over 25 facilities .

- Supervise the Family Move In and Move Out process to ensure an increase of the proper and prompt school registration of STH students in accordance with the Chancellors Regulations, Federal and State law. Monitor and review the STH staff's intake forms, anecdotes and home visits logs to identify students in need of assistance. Make referrals to the appropriate agency/ organization that will provide the proper services to the identified student
- Develop and Supervise attendance improvement programs for STH students by coordinating activities that offer rewards, recognition, and incentives. Ensure that the parents/guardians of any absentee students are visited to determine the cause of absences and to facilitate the students return to school
- Schedule a calendar of meetings with regions/agencies that collaborate and partner with the regional STH program and report information to the Regional Director of Attendance Services
- Implementation of a program budget consistent with the approved operational plan for the fiscal period
- On-time submission of all reports to funding resources
- Annual development and implementation of the program's operational plan
- Identifying and developing services that support the operational plan
- Establish relationships with outside community based organizations and consulting agencies that will design and implement four (topical) staff development workshops
- Maintain contact with funding officials toward facilitating implementation of program's goals/objectives
- Coordinate and prepare program and staff performance evaluations
- Compile pertinent data and prepare reports for internal agency control
- Ensure quality control systems implemented and monitored for maximum effectiveness in service delivery

ASPIRA OF NEW YORK INC., BRONX, NY

March, 1996 – November, 2003

Program Director (Beacon Program Director)

- Recruitment, hiring, and termination of personnel: insuring that labor relations are properly handled
- Implementation of a program budget consistent with the approved operational plan for the fiscal period
- On-time submission of all reports to funding resources
- Annual development and implementation of the program's operational plan
- Plan and outline staff responsibilities/activities for achieving goals
- Plan and provide for staff training
- Maintain contact with funding officials toward facilitating implementation of program's goals/objectives
- Compile pertinent data and prepare reports for internal agency control
- Ensure quality control systems implemented and monitored for maximum effectiveness in service delivery
- Development of program materials
- Establish and maintain relationships with community residents, leaders, collaborators, and linkages

EL PUENTE LEADERSHIP CENTER, BROOKLYN, NY

September, 1994 – December, 1995

Community and Youth Development Director

KINGSBRIDGE HEIGHTS COMMUNITY CENTER, BRONX, NY

August, 1992 – August , 1994

Assistant Director of Youth Program

EDUCATION

M.S., Supervision and Administration, Herbert H. Lehman College, Bronx, NY – 2003

M.S., Educational Psychology, Herbert H. Lehman College, Bronx, NY - 1999

B.S., Public Administration, Herbert H. Lehman College, Bronx, NY -- 1994

CERTIFICATIONS

Forest Hills

Street Outreach Replication Course

United Neighborhood Houses

Conflict Resolution and Meditation Working
with Youth at Risk

Youth Action Program

Teen Leadership Development

AWARDS

NYC Mayor's Office

1994 Community Leaders Scholarship

State of NY Executive Chambers Decade of the Child

Certificate of Merit

LANGUAGES

Fluent in English and Spanish

Betty Lugo
New York, New York

PARTNER BIOGRAPHY

Betty Lugo is a partner in the firm of Pacheco & Lugo, Attorneys at Law, the first Hispanic women-owned law firm in New York. It was established at One World Trade Center in January 1992. Ms. Lugo is a native of Brooklyn. She accomplished the distinction of Cum Laude from Brooklyn College of the City University of New York from where she received her Bachelor of Arts in 1981. She received her Juris Doctor from Albany Law School of Union University in 1984. She is admitted to practice before the New York State Courts and United States District Court for the Southern and Eastern Districts of New York. Ms. Lugo is fluent in Spanish.

In July of 1984, she joined the Office of the District Attorney of Nassau County where she worked as an Assistant District Attorney through 1987. Thereafter, she became a civil litigator managing extensive caseloads of general liability matters from inception through trial. Ms. Lugo worked as a civil trial attorney as an associate for a Long Island trial law firm. There she conducted trials, hearings, arbitrations, and argued appeals in complex and sophisticated litigation matters. Her substantive areas of litigation practice included: insurance, general, commercial and automobile liability; products liability; municipal liability; construction law, labor law; and real estate.

In addition, through the years, Ms. Lugo has provided corporate services to small and medium sized businesses. These services included organization and licensing of professional organizations, counseling clients on day-to-day corporate matters, drafting contracts, licensing agreements, shareholder agreements and negotiating transactions. Ms. Lugo has represented lenders, real estate developers and purchasers in commercial and real estate transactions. She has acted as a Receiver of property and Referee in foreclosure matters and partnership dissolutions. Ms. Lugo has served as a Court appointed Conservator, Guardian, Trustee, and Court Evaluator. Ms. Lugo has also served as a Foreclosure Commissioner for the United States Department of Housing & Urban Development:

Ms. Lugo is a member of the prestigious Board of Trustees of Albany Law School of Union University. She serves on the Mayor of New York City Marshall's Committee. She is also the President of the National Alumni Association of Albany Law School of Union University. Ms. Lugo also serves on the National Congressional Business Advisory Council. She is a board member of Aspira. Ms. Lugo served as a delegate alternate to the White House Conference on Small Business. She served as President of the Hispanic National Bar Association Region I from 1992 through 1993. She is Treasurer of the Global Link of Business Women Exchange ("GLOBE").

She is a founding member of 100 Hispanic Women. She is legal counsel to the Nassau County Republican Hispanic Assembly and served on the Board of the Nassau County Federation of Republican Women. Ms. Lugo is a member of the New York State Bar Association Section on Federal Initiatives and Torts, Insurance, Labor, and Environmental Law; Brooklyn Bar Association, Kings County Inns of Court, Hispanic National Bar Association; and the Puerto Rican Bar Association.

Ms. Lugo served as Vice Chair of the New York State for Bush Campaign and was honored as a "Hispanic Hero" by the George W. Bush Campaign during the Republican Convention in Philadelphia in 2000. Ms. Lugo was also the Republican and Independence party candidate for City Council, District 2 in New York City in November 1997. She received 30% of the vote in this election. This was her first run for public office. Ms. Lugo has continued to remain active in Republican campaigns and issues.

Ms. Lugo is an instructor with the National Institute for Trial Advocacy. She has lectured in real estate matters and corporate matters for various organizations and institutional lending agencies including the Federal National Mortgage Agency, State of New York Mortgage Agency, various banks and not for profit organizations. Ms. Lugo has appeared on various television programs: Good Day New York, (FOX TV, in NY Channel 5); Important Person of the Week (Channel 47); "Business Women of the Week" (cable channel); "The Changing Role of the Hispanic Women" (FOX TV, in NY Channel 5); and Good Day Street Talk, (FOX TV, in NY Channel; and 6); CNN in Spanish. She has also appeared on an FM radio program "Law You Should Know"; Radio WADO an AM Spanish radio talk show program regarding Economic Development and the New York State Federation of Taxi Drivers.

Evelyn Nunez

Philadelphia, PA

CHIEF ACADEMIC OFFICER

PROFESSIONAL EXPERIENCE

| | |
|--|----------------------------|
| ASPIRA of Pennsylvania, Philadelphia, PA <i>Chief Academic Officer- ASPIRA Charter Schools</i> | 2009-Present |
| <ul style="list-style-type: none">• Serve as instructional leader for the following schools; Antonia Pantoja Middle School, Eugenio Maria de Hostos Charter middle School and John B. Stetson Charter School• Oversee the budgeting of all ASPIRA schools and staffing of school leadership roles• Ensures rigorous professional development of school staff• Evaluates school and student data to drive instruction and highlight (in) consistencies among ASPIRA schools• Ensures quality implementation of instruction based on data and best practices, makes certain that all ASPIRA schools are in compliance with all federal, state, and local regulations• Collaborates with ASPIRA's many community stakeholders, and raises additional funds for the schools as needed | |
| Antonia Pantoja Community Charter School, Philadelphia PA <i>Founding Principal</i> | 2007 – 2009 |
| <ul style="list-style-type: none">• Responsible for interviewing and hiring over 100 staff members for school serving over 700 students• Met Annual Yearly Progress (AYP) in its second year of operation | |
| Eugenio Maria de Hostos Charter School, Philadelphia PA <i>Principal</i> | 2001 - 2007 |
| <ul style="list-style-type: none">• Oversee the budgeting and staffing of school leadership roles• Met Annual Yearly Progress (AYP) for the last 6 years in row | |
| Edison Cluster Office, Philadelphia, PA <i>Facilitator – Grades Headstart to 12th</i> | September 2000–August 2001 |
| <ul style="list-style-type: none">• Assisted Cluster Staff, Principals, and Teachers in developing School Improvements Plans• Provided staff development and modeled effective teaching practices | |
| Ferguson Elementary School, Philadelphia, PA <i>Teacher – Grade 1-4 (Bilingual, Spanish/English)</i> | September 1993–August 2000 |
| Edison Cluster Office, Philadelphia, PA <i>Facilitator – Grades Headstart to 12th</i> | September 2000–August 2001 |
| <ul style="list-style-type: none">• Assisted Cluster Staff, Principals, and Teachers in developing School Improvements Plans | |

EDUCATION

| | |
|---|------|
| CHEYNEY UNIVERSITY, Philadelphia, PA Master in Administration and Principal Certification | 2001 |
| CHESTNUT HILL COLLEGE, Philadelphia, PA Bachelor in Science – Early Childhood Education | 1993 |

CERTIFICATIONS

Pennsylvania Principal Certification
Pennsylvania Teacher Certificate

Language Skills: Fully Bilingual: Spanish/English, **Computer Skills:** Word, Excel, Power Point, and Outlook

Heriberto Oquendo, Jr., CHSS
Bronx, New York

HIGHLIGHTS

- Developed & implemented curricula for educational & community-based programs
- Competent in organizational strategic planning through the use of SWOT, SMART, and LOGIC Models
- Planned local and national conferences
- Served as spokesperson for ASPIRA Association (a national organization)
- New York State Certified Pre - and Post HIV Test counselor
- Certified in Red Cross First Aid and Basic Life Support
- Skilled in developing & maintaining database files
- Consultant to Adolescent AIDS prevention programs
- Advocate for HIV/AIDS Education
- Certified as New York State phlebotomist

EXPERIENCE

Project Achieve – New York Blood Center **2/10 - Present**
Research Counselor

- Provide HIV/STI pre & post test counseling to study participants
- Provide Risk Reduction Counseling to participants
- Perform necessary blood draws as per study specific protocols – Including processing and storing blood in cryovials if needed.
- Use of various databases for study specific specimens
- Complete necessary paperwork including scheduling specimen collection.
- Conduct HIV vaccine educational visits for interested vaccine volunteers as per IRB protocol
- Assist with recruitment team to identify venues and strategies to recruit volunteers.
- Conduct phone screeners to determine eligibility for various studies
- Participate in study specific meetings to collaborate with other studies and study sites.

Cardinal McCloskey Services **1/09 – 11/09**
Health Care Integrator

- Coordinate Team meeting with all stakeholders involved in the child's care
- Coordinate and monitor waiver service providers as per the Individualized Health Plan
- Conduct home visits to ensure children and family are receiving appropriate services.
- Maintain two contacts with Case Planner's, WSP's, Clients, and all stakeholders involved in the child's care
- Create an Individualized Health Plan as per the child's mental health, psychiatric, and psychological needs.
- Maintain files and contacts via progress notes, services summary forms, and billing logs.
- Input B2H services in connections platform
- CANS Certification
- Coordinate linkages with outside providers and resources

The High School for Violin and Dance, Bronx, NY **11/05 – 11/08**

- Created differentiated lesson plans, curricula, and curriculum maps for Algebra I, Math A, Math B, Chemistry, Living Environment, and Production Design courses
- Certified as a Texas Instruments (TI Nspire) Instructor

Math Teacher

*Coordinator of
Student Activities
(COSA)*

- Worked as an afterschool teacher for Math and Science
- Updated students grades using www.teacherease.com, an online grade book
- Performed hallway duty with the deans
- Served on the School Leadership Team committee to address school concerns and contributed to improving learning environment for the school
- Helped the Parent Coordinator for Parent Meetings and agenda planning
- Mentored new teachers in lesson planning and classroom management skills
- Attended “Professional Development Workshops” on various concepts i.e., Math, Differentiated Instruction, Theater, and Literacy
- Participated in math conferences in and out of New York state
- Participated as a member of the planning committee for staff retreat
- Led the 2008 Senior Yearbook Committee in designing a 68 page, full color yearbook: Including uploading photographs and text documents into the document.
- Received training from Lifetouch publishing on using the webase program for the yearbook
- Negotiated contracts with vendors for the senior class of 2008 and 2009
- Provided and assisted with fundraising opportunities in the school for the seniors.
- Planned and implemented the “Senior Trip” for the class of 2008
- Organized and developed “Senior Night” for the class of 2008
- Designed, decorated, and coordinated the “Senior Prom” for the class of 2008
- Coordinated the “Commencement of the Class of 2008” including program creation, agenda planning, keynote speaker selection, and performances for the event.
- Trained and supervised production crew for the Spring and Winter Concerts 2008
- Set and Production designer for the Spring and Winter Concerts 2008
- Designed programs and tickets for the Spring and Winter Concerts 2008
- Responsible for the set design and program development of the “Senior Open House/Recitals 2008”
- Attended borough wide COSA meetings

*ARISTA National
Honor Society
Chapter President*

- Responsible for creating and managing the projected and actual expense accounts for all senior events.
- Instituted and maintained the first ever chapter of the ARISTA National Honor Society for the High School for Violin and Dance. Responsible for the school meeting the strict membership criteria and managing inductees
- Presided over the ARISTA Honor Society meetings and helped identify students for the society and organized their induction ceremony
- Coordinated and presided the 2008 ARISTA National Honor Society induction ceremony

*College Summit
Advisor*

- Attended the 2007 College Summit Advisor Training in Atlanta, Georgia to learn AVID strategies for my students.
- Assisted students with creating, and editing personal statements for their college applications
- Provided one on one mentoring with seniors for college, financial aid, and scholarship applications
- Facilitated meetings with the college summit peer leaders to plan “College Summit Days” in the school.
- Created “College Summit Days” to foster a college bound school community for seniors and underclassmen

AVID Instructor

- Visited various colleges and universities with the senior class to inspire college interest
- Attended the Advancement Via Individual Determination (AVID) Math Instructor

training in Dallas, Texas

- Learned AVID strategies for the Math classroom
- Trained on Cornell Note taking skills for Math
- Gained working knowledge of “Philosophical Chairs” and “Socratic Seminars” for student mastery of content area
- Identified and interviewed “AVID students” for selection into the program
- Met with the AVID team to strategically plan for school-wide AVID certification.
- Mentored freshman AVID students to make sure that they remained on track with the program and their studies.

Minority Task Force on AIDS, New York, NY

11/01 – 3/05

Community Health Care Specialist Supervisor/Assistant Coordinator of Education

- Demonstrated leadership in reconfiguring the Education Department.
- Supervised and trained staff of 40 health educators, peer educators, and community health specialists on HIV prevention strategies and to educate community members.
- Conducted and supervised community level interventions
- Coordinated monthly staff outreach, agency trainings, and CBO coalition meetings
- Completed 16 month Technology Exchange and Capacity building for Community Health Training Initiative and certified as Community Health Specialist Supervisor by NY State AIDS Institute, NYC Department of Health & Mental Hygiene and Columbia University School of Public Health.
- Instrumental in forging a collaborative relationship for a Public Health Research Study.
- Maintained quality assurance policies and procedures

Settlement Health, New York, NY

9/01 – 11/01

Health Educator/Outreach Worker

- Facilitated HIV/AIDS educational workshops/trainings for the East Harlem community
- Designed community-based interventions for the East Harlem community
- Conducted condom and IV kits outreach in East Harlem
- Met weekly with outreach teams to plan outreach strategies

The City College of New York (CUNY) SEEK Program, NY

9/98 – 9/00

SEEK Tutor/ Assistant Remedial Class Instructor

- Provided one-on-one tutoring for Biology, Calculus, English, Sociology, and related courses
- Prepared and assisted remedial instructor with math course
- Coordinated staff tutoring sessions

HIV/AIDS Technical Assistance Project, Brooklyn, NY

11/96 – 4/97

B.A.S.E. Grant Assistant Coordinator

- Coordinated grant disbursements and quality assurance for 120 public high schools.
- Maintained high school database.
- Conducted on site visits to grant awardees

Hetrick Martin Institute, New York, NY

11/95 – 3/96

Peer Educator

- Received HIV/AIDS prevention training including sex, sexuality, and homophobia
- Learned group dynamics and facilitation skills

HIV/AIDS Technical Assistance Project, Brooklyn, NY

6/95 – 8/95

Student Advisory Committee Member

- Developed and created grant applications form and B.A.S.E grants poster
- Received and developed empowerment trainings for youth.
- Created a youth friendly referral guide of community based organizations for youth.

Public Health Research Institute, New York, NY

6/94 – 8/94

Summer Youth Apprentice

- Conducted DNA research of E. Coli Bacteria
- Manipulated gene sequences using radiation and viral bacteriophages
- Attended research seminars on various infectious diseases
- Worked under the Direct Supervision of Karl Drlica; a renowned DNA researcher.

EDUCATION

Pace University, New York, NY

10/05 – 1/08

- Master's of Science in Teaching
- Honors distinction with a 3.7 GPA

The City College of New York (CUNY), New York, NY

1/98 – 5/03

- Bachelor's of Liberal Arts & Sciences with a concentration in Biology and Theatre
- Cum Laude Honors Graduate
- Member of Chi Alpha Epsilon & Golden Key National Honor Societies

Saint John's University, Queens, New York

7/96 – 12/97

- Physician's Assistant major in the Self Pace Program
- Earned 33 undergraduate college credits

AFFILIATIONS

ASPIRA Of NYC, Inc. – NYC

ASPIRA Association – DC

Scenarios USA – NY

JESUS M. MALDONADO REYES

New York, NY

TALENT ACQUISITION MANAGER and DIVERSITY STRATEGIST

Professional with over 11 years of combined experience in management consulting, human resources, executive recruitment and non-profit specialized in diversity initiatives and programs. Proven ability to create new initiatives and effective team player who can collaborate and create organizational buy in to influence culture change. Highly motivated, disciplined and organized with local, regional and national networks strategically aligned to corporate executive and diversity initiatives.

CORE SKILLS

Alumni and Community Relations
Diversity Strategy
Program Development

Executive and Specialized Search
Campus Recruiting
Governance Programs

Career Coaching
Multicultural Markets
US Hispanic Market

PROFESSIONAL EXPERIENCE

BLACKROCK, New York, NY

2008-2010

Diversity Strategy – Campus Recruiting Programs

- Created and executed firm wide diversity recruiting strategy and reported directly into global head of recruiting and diversity
- Partnered with HR generalist to identify executive sponsors to initiate and execute diversity strategy across the firm
- Completed an analysis of all campus recruiting initiatives which resulted in a revised recruitment strategy including an expanded list of preferred schools and outreach to various student clubs
- Managed relationships with non-profit organizations to build a pipeline for historically underrepresented candidates.
- Bolstered women's recruiting initiatives through partnerships with the Forte Foundation, Columbia Women Business Society, Wharton Women, the Grace Hopper Conference, and the creation of a workshop for women student leaders
- Created and launched an Annual Historically Black Colleges and Universities (HBCU) event
- Created strategy for Sponsors for Educational Opportunity (SEO) intern/analyst program including the development and delivery of on-boarding workshops designed to facilitate a smooth integration to foster mentorship and networking opportunities

Firmwide Campus Recruiting

- Led and coordinated on-campus activities for schools including information sessions and student club presentations.
- Assisted the summer analyst program manager in engaging senior leaders for speaker series

Global Client Group Campus Recruiter (August 2009–2010)

- Responsible for the full life-cycle recruiting effort of full time and summer analyst programs and for managing relationships at ten undergraduate schools. Responsibilities included career center and school team management, educated and sourced top candidates for opportunities across Global Client Group (GCG) in the US.

GOLDMAN, SACHS & Co., New York, NY

2005–2008

Senior Consultant, Human Capital Management; Diversity - Experience Hire Recruiting Team

- Developed a business strategy that enabled sourcing of candidates from different backgrounds and industries
- Organized and delivered diversity recruiting events designed to attract qualified diversity candidates in multiple geographies
- Established effective relationships with in-house divisional recruiters. Acted as internal senior consultant with all recruiting teams to help design, integrate, and monitor diversity strategies reflecting overall corporate recruiting strategies
- Built strategic alliances with key business partners including the Association of Latino Professionals in Finance and Accounting, Hispanic National Bar Association, National Association of Black Accountants, National Black MBA Association, National Society of Black Engineers, National Society of Hispanic MBAs, and Society of Hispanic Professional Engineers
- Launched first-ever Puerto Rico diversity strategy for experienced hires and undergraduates from the University of Puerto Rico
- Devised and executed Austin, Detroit, San Antonio, and Washington DC recruiting initiatives

FLEET BOSTON FINANCIAL (Acquired by Bank of America), New York, NY

2003-2004

Senior Diversity Recruiter

- Established office in New York and developed diversity strategy for commercial banking group
- Developed and managed Fleet's diversity recruiting initiatives throughout the Metro NY, NJ and Philadelphia regions
- Responsible for coordinating activities of National Conferences executed by ALPFA, NBMBA, and NSHMBA

ACCENTURE, LLP, New York, NY

1998-2001

Consultant-Financial Services

- Project Management and Leadership - Supervised and managed projects up to 16 team members to meet deadlines by overseeing and directing work tasks, as well as, conducting performance reviews

Process Management Consulting Projects – Fortune 100 Financial Services Firms

- Developed and audited process of all Trading Module Systems to ensure Y2K compliancy
- Supervised process for Y2K project of major brokerage firm; developed/directed new process for tracking Y2K module
- Developed requirements for HR Internet Strategy of major brokerage firm & reengineered processes
- Developed business process function matrix for operations and front office of financial services clients
- Lead role on the planning of the merger of a European and an American global financial services firm

Accenture continued...

Diversity Program

- Led diversity recruiting initiative for Accenture at national level for National Society of Hispanic MBAs
- Led the culture and community service unit for NY Office Latino community interest group (Employee Resource Group)
- Established best practices for Latino community interests groups for Chicago and San Francisco offices

CONSULTING EXPERIENCE

INDEPENDENT CONSULTING/EXECUTIVE SEARCH PROJECTS & EVENTS – Key Accomplishments

- Delivered 20 qualified diverse candidates for Chief Marketing Officer confidential search for Fortune 500 company 2010
- Placed senior investment professional CFA for financial services start-up 2010
- Chaired and coordinated NSHMBA Executive Event featuring Stephen Holmes CEO Wyndham Worldwide 2010
- Interviewed by Latino Leaders Magazine on Board Governance and Diversity pipeline 2010
- Consulted by Federal Reserve Bank of New York to recommend senior executives for advisory board 2006

HACE (Hispanic Alliance for Career Enhancement), New York, NY January 2005 - May 2005

HACE's mission is to inspire and guide Latinos in achieving their educational and professional aspirations

- Developed and implemented plans and strategies to fulfill HACE's mission in the New York and the Northeast marketplace
- Planned and executed first NY Career Fair and conference

iHISPANO.com, New York, NY 2002-2003

iHispano.com is the nation's premier professional networking site and job board for Latinos in the United States

- Developed national/regional partnerships, effectively increasing Hispanic professional traffic to ihispano.com by 28% over the course of four months. Functioned as regional focal point for all sales issues and opportunities involving ihispano.com
- Developed ihispano.com advisory board of corporate leaders to support increased awareness in the corporate sector and facilitated corporate sponsorship growth by 30%
- Identified key opportunities for increasing market share with new clients; increased revenues with existing clients

ENGINEERING EXPERIENCE

Abbott Laboratories, Project Engineer, North Chicago, IL 1997-1998

Tyton-Hellerman Corporation, Quality Assurance Engineer, Milwaukee, WI 1996-1997

EDUCATION

University of Puerto Rico (UPR), Mayaguez, PR

Master of Science (MS); Chemical Engineering, GPA 3.41/4.00 1995

Bachelor of Science (BS); Chemical Engineering – recipient *Good Fellow Award by Institute of Chemical Engineers of PR* 1991

AWARDS

National Society of Hispanic MBAs: National Member Service Award “Brillante Award” 2007

ASPIRA of New York: Recipient of Corporate Circle of Achiever Award 2001

GOVERNANCE, LEADERSHIP & PROFESSIONAL ASSOCIATIONS

Corporate Advisor, **University of Puerto Rico – Women in Business Association** 2009 - Present

Director, **ASPIRA of New York Board of Directors** 2007 - Present

- Co-Chair Development Committee – ASPIRA 50th Anniversary – Salute to 50 Latina Leaders 2010 - Present

National Society of Hispanic MBAs (NSHMBA) 1999 - Present

- Advisor – Women Leadership Network (WLN) - NSHMBA 2010 - Present

- Founder/Advisor, New Jersey Chapter Board of Directors 2007 - Present

- Chaired NSHMBA Hispanic Executive Summit 2006

- Created and Chaired – NSHMBA National Governance conference held at MIT Sloan 2006

- Director, National Board of Directors – HR and Compensation Committee 2003 - 2006

- President, New York Chapter Board of Directors 2000 - 2002

Member, **Society of Hispanic Professional Engineers (SHPE)** 2007 - Present

- Advisor to NY Chapter Board of Directors 2007 - 2008

Co-Founder, **PRIMER – Puerto Ricans in Management and Executive Roles** 2004 - Present

Consultant, Facilitator, Speaker for multiple corporations and professional associations 1999 - Present

Language Skills: Fully Bilingual: Spanish/English, **Computer Skills:** Word, Excel, Power Point, and Outlook

Neysa I. Torres

Objective

To obtain a position as a Site Coordinator.

Experience

2005-Present NYCDOE Bronx, NY

IEP Teacher/District Representative/Special Education Liaison/Transportation Liaison

- Preparing and attending IEP meetings of students initially referred to special education
- Instructing students with disabilities.
- Instructing identified special education and general education students at risk of academic failure.
- Administering curriculum-based assessments for at-risk general education students.
- Participating in Pupil Personnel Committee/Instructional Support Committee
- Chair IEP meetings.
- Facilitate open discussion among all participants regarding issues related to eligibility for services and development or revision of the IEP.
- Ensure parents are meaningful participants in the IEP process and encourage them to discuss their concerns about the child's education.
- Provide information regarding the continuum of services, including supports and services available in the child's current school and those which are available in other schools in the district.
- Ensure that all programs and service options be considered.
- Ensure that the child's IEP includes the supports, services and accommodations the child needs to meet IEP goals and to access and progress in the grade level curriculum and on State and district assessments as appropriate.
- Provide professional development on various topics pertaining to all aspects of special education mandates.
- Ensure that the students have their Metro cards
- Assist in the supervision of dismissal.

2008-Present ASPIRA of New York Bronx, NY

Lead Teacher

- Facilitate the elementary school homework program.
- Facilitate the fourth grade test prep program.
- Co-Coordinate trips.
- Deal with parents and their concerns.
- Supervise and facilitate program in the absence of the Site Coordinator.
- Assist in the supervision of supper.

2001-2005 NYCDOE Bronx, NY

Special Education Teacher

- Taught students with special needs in small groups and classes.
- Created Individualized Education Plans for students.
- Constructed district wide curriculums geared to specific age groups and academic ability.

- Developed and implemented student centered lessons in all subject areas.
- Devised projects for individual investigations and small group collaboration suitable for students with a wide range of interest and achievement levels.
- Implemented positive classroom management strategies.
- Ensured grade level curriculum.
- Participated in grade team meetings, parent conferences, IEP meetings, and field trips.
- Developed and implemented student portfolios.
- Ensured that students received the homework management and study skills they needed.
- Integrated technology into curriculum, supplementing class lectures, developing student's word processing and researching skills.
- Monitored records of academic growth and assessments.
- Kept anecdotal records for academic intervention and suspensions.

Education

| | | |
|--------------|---|-------------------|
| 1999 | John Jay College of Criminal Justice | New York City, NY |
| | • B.A., Criminal Justice. | |
| 2007 | Mercy College | Bronx, NY |
| | • M.S., Childhood Education & Special Education | |
| | • Phi Delta Kappa | |
| 2009-Present | Mercy College | Bronx, NY |
| | • M.S., School Leadership & Administration | |
| | • Phi Delta Kappa | |

Licensing & Training

Dual State Certification in General Education & Special Education

Child Abuse Recognition and Reporting, Violence Prevention, District Representative, Wilson, CPR Certified (Adult & Infant)

ATTACHMENT 8: STATEMENT OF ASSURANCES

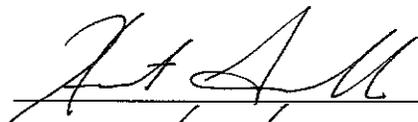
2011 NYSED Charter School Application Statement of Assurances

X – We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the **ASPIRA Secondary Charter School** application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED>

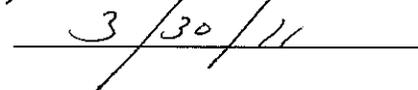
X – In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the **ASPIRA Secondary Charter School**, we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.

X – We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we will include such requests along with justification where appropriate in the application narrative.

X – I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed **ASPIRA Secondary Charter School** is accurate and correct.



Signature of Lead Applicant



Date

SCHOOL TRUSTEE BACKGROUND INFORMATION

Name: Luis Cartagena
(Include preferred honorific or title.)

Contact Telephone: [REDACTED]

City & State of Residence: Bronx, NY

E-Mail/Fax: [REDACTED]

Business Address: 250 East 156th Street, Bronx NY 10451

Business E-Mail/Fax: lcartag@schools.nyc.gov

Charter School Name: ASPIRA Secondary Charter School

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.): TBD

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.
 Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was informed and invited by the founding team to become a board member**
4. Please explain why you wish to serve on the board. **As an educator I believe that families deserve a choice; and students should have a right to access to a high quality education.**
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: **I have a working relationship with my colleague Dr. David Lopez, because we have work on various projects over the year.**
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes:
 If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes:
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes:
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes:
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes:
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes:
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would follow the proper procedures as delineated by education law, the school charter, and the Board of Trustees by-laws including seeking legal counsel.**

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
At the core of the mission of ASCS is to bring unity and empowerment to the community by challenging youth, parents, teachers and staff to serve that community with respect,

commitment, and high expectations. In turn, this will ensure the successful transformation of the community into an exemplary one that invites investment for the future.

18. Please explain your understanding of the educational program of the charter school.

The ASCS no-excuses college preparatory curriculum, is designed to challenge all students to do their best academically regardless of their English language proficiency, special education status, poverty level, or the academic level at which they enter the school.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe successful charter schools consist of the following characteristics;

1. **Strong Administration>Teacher>Parent>Student relationships which define a clear communication pipeline.**
2. **Strong Parent Involvement which is enhanced by full school accessibility.**
3. **Using formative assessments to Individualize Instruction and Promote Learning.**
4. **Responsible Lesson Planning**
5. **High Quality Teacher Preparedness which combines theory and practice including professional development, peer coaching from veteran teachers and continual learning.**
6. **Infusing Youth Development Principles and Asset-Building into content areas and existing curricula.**
7. **Designing Co-Curricular activities that support fitness and wellness, civic engagement, and career and college exploration.**

20. Please explain your understanding of the appropriate role of a public charter school board member.

A Board Member must provide guidance, counsel, oversight, and commitment to the charter school and the school leader. The Board member should have a commitment and dedication to the community they're serving in.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

STATEMENT OF ASSURANCE

I, Luis A. Cartagena (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.


Signature

3/31/11
Date



Luis A. Cartagena

Objective Seeking a position as a Special Education Teacher.

Education (1990 - 2002) **Herbert H. Lehman College**
250 Bedford Boulevard West Bronx, New York 10468
Bachelor / Psychology
MS.ED. / Teacher of Special Education - Learning Disabilities

Professional experience (2007 – Present) **The William Lloyd Garrison School P.S. / M.S. 31**
250 East 156 Street Bronx, New York 10451
Alternative Learning Environment Teacher / Athletic Director / Cafeteria Supervisor

- Provide a safe alternative learning environment for suspended students.
- Oversee all the necessary class work for each ALE student.
- Ensure that all students complete their school work before they return to their regular class.
- Coach Basketball, Baseball, Fitness and Track.
- Schedule games, Track meets and transportation for all events.
- Order all equipment and trophies for sports.
- Supervise Cafeteria during Breakfast and Lunch.
- Supervise 8 School Aides and 3 Teachers during cafeteria duty.
- Aide in supervision of dismissal.

(2008 – Present) **Aspira Of New York / PS/MS 31**
520 Eighth Avenue, 22nd Floor
New York, New York 10018
Site Coordinator

- Responsible for hiring employees.
- Responsible for payroll.
- Responsible for planning and creating the schedule of activities/Trips. (academic, clubs and sports)
- Supervise 15 workers (Youth Development Specialist, Teachers and Activity Specialist).
- Responsible for inputting daily attendance using YouthServices.net

(2001-2007) **Lou Gehrig Academy / Intermediate School 151**
250 East 156 street Bronx, N.Y 10451
Special Education Teacher / Dean

(1998-2001) **Rafael Cordero Y. Molina / Intermediate School 184**
778 Forrest Avenue Bronx, New York 10456
Special Education Teacher

- Taught individual students, small groups, and classes.
- Wrote Individualized Educational Plans.
- Constructed district wide curriculums geared to specific age groups and academic ability.
- Developed and implemented student-centered lessons in all subject areas.
- Devised projects for individual investigation and small group collaboration suitable for students with a wide range of interest and achievement levels.
- Implemented positive classroom management strategies.
- Participated in grade level curriculum, team meetings, parent's conferences, IEP meetings, and field trips.
- Communicated with parents on a regular basis via newsletters, weekly progress reports, phone calls, and email.
- Developed and implemented student portfolios.
- Helped students with homework management and study skills.
- Integrated technology into curriculum, supplementing class lectures, developing student's word processing and researching skills. Utilized Internet for resource on current events, history, and literature to complement learning activities.
- Monitored records of academic growth and assignments.
- Supervised cafeteria for breakfast and lunch.
- Kept anecdotal records for academic intervention and suspensions.
- Attended suspension hearings.
- Helped in the supervision of dismissal.

(1999 – Present) Office Of Support Services – School Food
 44 – 36 Vernon Boulevard Long Island City, New York 11101

Site Supervisor (Breakfast and Lunch Program)

- Oversee and assist staff responsible for ensuring compliance with local and federal regulations regarding summer breakfast and lunch program.
- Maintaining appropriate records, i.e. timekeeping, payroll and meal count.
- Physically active in assisting all staff in maintaining cafeteria.
- Demonstrate effective communication with all school personnel and the community.
- Maintain a safe and clean atmosphere in the cafeteria.

License

New York City Department of Education – Permanent

University of the State of New York Education Department - Permanent

Language

English / Spanish

Skills

Proficient in Microsoft Word, Excel, PowerPoint, Smart Board, Outlook and Internet. Adaptive to new applications and technology.

Training

- Adult/Child CPR With Mask and Choking (BOE)
- Adult/Child AED (BOE)
- Infant CPR With Mask and Choking (BOE)
- Identification and Reporting of Child Abuse and Maltreatment (BOE)
- School Violence Prevention and Intervention (BOE)
- Fire Prevention and Safety (Health and Hospital Corporation)
- AIDS and HIV Education and Prevention (Health and Hospital Corporation)

SCHOOL TRUSTEE BACKGROUND INFORMATION

Name: Hector Gesualdo, MSW – Executive Director, ASPIRA of NY, Inc
(Include preferred honorific or title.)

Contact Telephone: [REDACTED]

City & State of Residence: Livingston, NJ

E-Mail/Fax: [REDACTED]

Business Address: 520 Eighth Avenue, 22 Fl New York, NY 10018

Business E-Mail/Fax: 212-564-7152

Charter School Name: ASPIRA Secondary Charter School

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.): Non-voting Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. X - Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X - I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
 - As Executive Director of ASPIRA of NY, Inc. we have several ASPIRA Associates in the United States operating charter schools. With the lifting of the cap here in NY, we at this time are pursuing this opportunity.
4. Please explain why you wish to serve on the board.
 - I will be serving as a non-voting member of the Board as I do on the ASPIRA of NY Board.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. X - Yes. (Include description here):
 - I am currently on the Board of the Randall's Island Sports Foundation and Youth Bridge. I have 35 years of experience with non-profit governance and management.
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
X- This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

X- This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. X- Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

- The relationship is professional.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

X- I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. X- Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

- ASPIRA of NY, Inc. intends to contract with the charter school for services.

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

X- Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes:

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

X- Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes:

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is

being or will be conducted.

X- Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes:

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X- This does not apply to me, my spouse or other family members.
 Yes:

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X - None. Yes:

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

- I would inform them that it is not acceptable and they should seek legal counsel.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

- I understand the mission of the ASPIRA Secondary Charter School is to develop leaders of integrity prepared for college success and careers needed in the 21st Century, through a holistic approach to education that encompasses academic rigor, youth leadership development, meaningful civic engagement, and strong community and parental involvement.

18. Please explain your understanding of the educational program of the charter school.

- I understand that the Four Core Values of the charter school are excellence, diversity, stewardship and integrity.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

- The six key design elements of a successful charter school are as follows:

1. Rigorous College-Prep Academics
2. Longer School Day and School Year
3. Data-Driven Instruction
4. ASCS as Community of Learners
5. ASPIRA Youth Leadership Development Process

6. Strong Parental and Community Engagement

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
 - I understand that the appropriate role of a Charter school board member is both fiduciary and policy. In addition, the role is also to ensure that the students are receiving quality educational services.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
 - I affirm I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.
 - We believe that starting the charter school is consistent with our 50 year history of providing quality educational services to our constituency.

STATEMENT OF ASSURANCE

I, Hector Gesualdo (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Hector Gesualdo
Signature

March 29, 2011
Date



Hector M. Gesualdo

Profile: Twenty- eight years of progressive management experience in the voluntary non-profit sector with specific emphasis on administration, resource development, strategic planning, and collaborative partnerships.

Current Position: ASPIRA of New York, Inc. – February 1999 to Present

Chief Executive Officer

Direct and manage day to day operations for ASPIRA, a direct youth services organization dedicated to supporting Latino youth in pursuit of educational achievement. Responsibilities include board management, resource development, and providing leadership in all areas of agency operations.

Prior Experience: Consultant – February 1998 to February 1999

Engaged by several non-profit organizations to develop strategic alliances and initiatives to enhance service delivery in underserved areas.

United Way of New York City – 1988 to 1999

Senior Vice President & Managing Director of Human Services

- Directed and managed all grant programs and special projects for United Way. Responsibilities included \$35 million in grant program administration and an additional \$26 million in contracted services with Federal, State, and City auspices.
- Developed strategic approaches in addressing effective and efficient use of resources. Provided staff leadership in the development of the Hispanic Federation and the Asian American Federation.
- Chaired the Emergency Food and Shelter Local Board in the administration of Federal Funds totaling \$4.7 million to over 200 local organizations operating emergency food and shelter services.

Vice President of Allocations and Agency Services

- Directed and managed grant programs and special projects in the department. Responsibilities included \$2.5 million in grant program administration and the development of urban initiatives.

- Administered both Federal and State contracts totaling \$4.3 million to food and shelter providers in the five boroughs of New York City.
- Assisted in the achievement of corporate goals and special assignments for the Board and President of the organization.

Greater New York Fund/United Way - 1977 to 1988

Held the following positions in the eleven year period with emphasis on agency program services and funding.

- Associate Executive Director
- Director of Community Services
- Associate Director of Community Services
- Assistant Director of Community Agency Development
- Assistant Director of Agency Relations

United Fund of Greater New York -- 1976 to 1977

- Analyzed corporate accounts and submitted written presentations requesting corporate gifts in addition to implementing employee campaigns.

Academic/Professional Credentials

M.S.W. - Hunter College School of Social Work - 1976

B.A. - St. Peter's College

Executive Management in Human Services - Harvard University (specialized certificate program - 1989-90)

CORO - First Class Participant - "Leadership New York"

Member - Several Task Force Commissions including the Latino

Commission for Educational Reform, Youth Employment Services (YES),

Special Commission on United Way Revenue Trends, and Fund Distribution Redesign.

Current Board/Special Committee Affiliations

Board of Trustees: Randall's Island Sports Foundation
Bridge to Brotherhood

Mayor's Committee on Appointments

SCHOOL TRUSTEE BACKGROUND INFORMATION

Name: David Lopez, PhD
(Include preferred honorific or title.)

Contact Telephone: [REDACTED]

City & State of Residence: New York City, New York State

E-Mail/Fax: [REDACTED]

Business Address: 340 West 28th Street, Suite 1-G, New York, NY 10001

Business E-Mail/Fax: David309@aol.com

Charter School Name: ASPIRA Secondary Charter School

Charter School Address: To be determined

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Chairperson

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was invited to attend the first meeting of founding members by the lead applicant.

4. Please explain why you wish to serve on the board.

I have been involved in the field of education and community development for all of my professional life and have conceptualized and a number programs that serve primarily Hispanic children and families including the first Hispanic foster care and adoption agency in the country. I have a PhD inter and intra organizational behaviors which positions me well to monitor the conceptualization and development of the ASPIRA Secondary Charter School and its relationship the community it will be placed.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

Former member of the Board of the Community Service Society (New York City)
Former Chairperson of the Board of the East Harlem Council for Human Services and
the Boriquen Health Center.

Former Chairperson of the New York City Human Resources Administration's (HRA)
Advisory Council

Former member of the Board of Directors of the Puerto Rican Association for Community
Affairs, Inc.

Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates

of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

I know the following board members through working with them as a consultant to ASPIRA of New York, Inc., Mr. Sunil Anand and Ms. Inocencia Taveras

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes:
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes:

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company

or charter management organization.

I / we have no such interest. Yes:

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes:

Consultant to ASPIRA of New York, Inc.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
 Yes:

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes:

Consultant to ASPIRA of NEW York, Inc

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would first call a meeting of the board's executive committee and our attorney to determine if a conflict of interest has occurred according to the by-laws and at the meeting allow the member in question an opportunity to explain his/her actions. If it is established that the conflict of interest has in fact occurred, I would convene the entire board of directors and ask for the resignation of the member in question. Lastly, if criminality seemed to be indicated, I would notify the appropriate law enforcement authorities.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of the ASPIRA Secondary Charter School is to develop leaders of integrity prepared for college success and careers needed in the 21st Century, through a holistic approach to education that encompasses academic rigor, youth development, meaningful civic engagement, and strong community and parental involvement. At the core of mission of the Charter school's mission is the mission of ASPIRA itself which is to bring unity and

empowerment to the community by challenging youth, parents, teachers and staff to serve that community with respect, commitment, and high expectations. In turn, this will ensure the successful transformation of the community into an exemplary one that invites investment for the future.

18. Please explain your understanding of the educational program of the charter school.

The educational program will offer a rigorous curriculum that reflects the national and state standards in the content areas, in addition, to a serve and learn approach to challenge every student's academic and citizenship potential.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school should have four central themes: culture, mission, people, and structures and systems which include: 1) a clear sense of mission and a defined institutional culture dedicated to achieving the school's mission; 2) a set of organizational structures and systems supporting student learning; 3) purposefully chosen teachers and administrators who understand the school's objects and are committed to achieving its goals; 4) families aware of and willing to carry out their responsibilities to support their children, and 5) classroom procedures that maximize time spent on instructional tasks and link content to state standards

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

My understanding of the appropriate role of a public charter school board member includes: 1) determining its mission and purpose; 2) selecting the school administrator; 3) supporting the school administrator and reviewing his/her performance; 4) ensuring effective organizational planning; 5) ensuring adequate resources; 6) managing resources effectively; 6) determining and monitoring programs and services; 7) enhancing school's public image, and; 8) assessing its own performance.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm

22. Please provide any other information that you feel is pertinent to the Department's review.

My PhD in Urban Education and Master's degree in Social Work with a specialty in community organization gives me the skill sets needed to establish working relationships with community based organizations which includes my understanding of their importance

as a resource to schools and the barriers that confront minority families and their children in achieving educational success. Additionally, I have been the Director of an After School program and the evaluator of the ASPIRA 21st Century after school program and have worked with the ASPIRA Upward Bound and Talent Search programs.

STATEMENT OF ASSURANCE

I, DAVID LÓPEZ (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

David Lopez
Signature

3-30-11
Date

DAVID LOPEZ, PH.D.

OBJECTIVE

A senior management position in the public or private sector

PROFESSIONAL HIGHLIGHTS

- Over 25 years of experience as a senior manager in positions assuming progressively higher levels of responsibility as a leader and manager in the private and public sector.
- Executive Deputy Agency Administrator for the New York City's Human Resources Administration (HRA) the largest social service delivery agency in the country serving over 50,000 clients. Supervised six senior managers who had responsibility for over 250 staff. Reported directly to the Commissioner and was involved in all areas of agency operations. Hired personnel, designed and managed staff training, reviewed personnel grievances, and at the cabinet level participated in discussions that enforced union contracts and union negotiations. Supervised contracts and procurement offices and \$2.5 billion in expenditures.
- CEO of highly successful self-owned consulting practice obtaining major contracts from public and private sector to provide a wide range of services related to the delivery of educational and social services. Consulted on organizational management, leadership, strategic planning, computerization, and financial management. Developed/Designed educational programs and other services, staff training programs and materials, and proposals to funding sources.
- Consultant to numerous public agencies at federal, state and city levels
- Rockefeller Foundation Fellow at the National Institute of Education in Washington D.C and the Carnegie Corporation; Fellow in Higher Education Administration at Fordham University.
- Conceptualized and created the first Latino foster care and adoption agency in the country.

EMPLOYMENT HISTORY

| | |
|-----------------------|---|
| 5/ 1999 to Present | Chief Executive Officer LD Associates, Inc. Manage successful consulting practice providing services to public and private sector non-profit agencies in areas that include, program evaluation, strategic planning, fund development, staff development, staff development, staff training, board training, crises management, organizational development, organizational expansion, identification and recruitment of resources and the formulation of public policy initiatives. |
| 1/97 to 6/97 | Director HANAC Beacon School At the request of the agency's Executive Director was asked to take over a school in |

crisis. Served as full time Director, provided management services, strategic planning, evaluated staff, maintained staff morale and served as liaison to community. Successfully organized and implement its curriculum and assured continued funding.

6/ 1997
to 5/ 1999

Program Director
Puerto Rican Association for Community Affairs, Inc. (PRACA)
Jointly appointed by the Agency for Children's Services and PRACA to managed PRACA's "Criemos Los Nuestros" foster care and adoption program that was in crises. Supervised a staff of over 30 professionals, including, supervisors, caseworkers, case aides, medical and quality assurance personnel. PRACA received an "outstanding" rating for fiscal year 1998 from ACS. Created a management information unit which monitored compliance with ACS standards. Implemented CONNECTIONS training.

Consultant to the HHS Region 2 Headstart. Conducted program reviews in Aguadilla and Bayamon, Puerto Rico. Focused on evaluating family and community partnerships while participating in all aspects of the PRISM Review.

10/ 1994
to 6/ 1997

Chief Executive Officer
LD Associates, Inc.
Chief Officer of self owned consultant firm providing services to public and private sector agencies and organizations including colleges in the areas of strategic planning, fund development, crises management, organizational development, organizational expansion, staff training, staff evaluation and fund development.

8/ 1990
to 10/ 1994

Executive Deputy Administrator for Intergovernmental Affairs/
Agency Chief Contracting Officer (ACCO)
Human Resources Administration (HRA), New York
Appointed by Commissioner and Mayor to provide leadership for major functions of the New York City Human Resources Administration, the largest social service agency/delivery system in the country. Reported directly to the Commissioner and was involved in all areas of agency operations. Provided leadership in the management, policy, planning and evaluation functions to realize agencies goals. Supervised the Office of Land Use Review, the Office of Legislative Relations, the Office of Community Affairs and the Office of Media Relations.

As Agency Chief Contracting Officer (ACCO) was responsible for HRA's procurement policies and for the overall direction and supervision of the contracting and procurement activities of its constituent agencies. Duties included direct control of the Office of Contracts (responsible for the human/client services contracts which compromise 90% of contact expenditures) and formal oversight of the Office of Purchasing and Materials Management. Total value of procurements exceeded \$2.5 billion. Computerized the contracting process and put various new management practices in place.

1/ 1989
to 7/1990

Director
Minority Community Based Organization Project
Welfare Research Incorporated, Albany, New York.
Provided statewide services to a wide range of community based organizations.

Conducted primary and secondary research in the field of social services, conducted policy analysis, evaluations, and prepared numerous reports for dissemination to clients and broader dissemination to policy advocates and public sector policymakers.

2/ 1985
to 1/ 1989

Chief Executive Officer
LD Associates, Inc.

Provided consulting services to public and private sector agencies in areas that included leadership, management, fund development, diversity, program development, assessment.

7/ 1974
to 2/ 1985

Chief Executive Officer
Puerto Rican Association for Community Affairs, Inc. (PRACA)

Conceptualized and implemented the first foster care and adoption agency for Hispanic youth and families in the country. Provided culturally diverse programs meeting the linguistic and cultural needs of children and families facing crisis and family disintegration. Designed programs and interventions, trained staff and developed bilingual/bicultural materials guiding implementation. Designed and implemented case management systems, financial planning and reporting systems and staff and program evaluation designs.

10/ 1971
to 6/ 1974

Deputy Executive Director
ASPIRA of New York

Provided leadership for the largest community based agency offering college preparation services, leadership programs, educational support programs and counseling to Hispanic youths and their families. The agency provided services at five centers in the boroughs of the city of New York. Designed, implemented and evaluated a wide range of programs. Responsible for staff supervision and training. Supervised the formulation of organizational policies and practices in all areas involving program delivery and staff training and supervision.

10/ 1963
to 10/ 1971

Case Worker
New York City Department of Social Services

Served as Caseworker, Supervisor, Community Organization Consultant, Special Assistant to Commissioner for Day Care. Given special responsibility to serve as Project Manager for Interim Funded Day Care Programs and was part of the team which helped create the Agency for Child Development, New York City's publicly funded day care system.

EDUCATION

- 1983 *Ph.D.* , Fordham University, Graduate School of Education, New York
- 1978 *Professional Diploma* , Fordham University, Graduate School of Education, NY
- 1969 *Master of Science*, Columbia University, School of Social Work, New York
- Bachelor of Science*, St. Francis College, New York

SELECTED PUBLICATIONS & PAPERS

"The Challenge of Delivering Human Services to a Multi-Ethnic City," paper presented

to the International Conference on Multi-Culturalism and Diversity, Barcelona, Spain, April, 1993. Spanish version published in Revista de la Economia Social, Number 16, Universidad de Barcelona, 1993.

"HRA's Procurement Savings Effort," NYC Contract News, volume 4, issue 4, Mayor's Office of Contracts, July, 1993.

"Healing From Within, Challenges and Opportunities in the Utilization of Local Resources to Address Community Problems," paper presented to the Second International Conference on Urban Social Issues, Montevideo, Uruguay, August, 1992.

Interorganizational Practices: New York City Public Schools and Voluntary Agencies Serving Foster Boarding Home Children, Fordham University Doctoral Dissertation. New York, April, 1983.

ADDITIONAL SKILLS

Fluent in reading, writing, and speaking Spanish. Computer skills include Microsoft Word and Word Perfect.

SCHOOL TRUSTEE BACKGROUND INFORMATION

Name: Inocencia Berges-Taveras
(Include preferred honorific or title.)

Contact Telephone: [REDACTED]

City & State of Residence: [REDACTED] Richmond Hills, NY, 11418

E-Mail/Fax: [REDACTED]

Business Address: N/A

Business E-Mail/Fax: N/A

Charter School Name: ASPIRA Secondary Charter School

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.): **Community Involvement subcommittee.**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.
 Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was informed and invited by the founding team to become a board member**
4. Please explain why you wish to serve on the board. **In my role as a Parent Development Consultant, I believe that young people deserve the best educational opportunities possible. Additionally, I believe the mission and vision of the ASPIRA Secondary Charter School would afford otherwise under represented students this opportunity.**
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): **I currently serve on the National Coalition for Title One Schools.**
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: **I have a working relationship with my colleague Dr. David Lopez, because we have work on various city-wide projects over the past ten years.**

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes:
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes:
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes:
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes:
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes:
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes:
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would follow the proper procedures as delineated by education law, the school charter, and the Board of Trustees by-laws including seeking legal counsel.**

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The mission/philosophy of the ASPIRA Secondary Charter School(ASCS) is to provide a rigorous college preparatory academic curriculum and youth development co-curricular activities which prepare students to succeed in the 21st Century.
18. Please explain your understanding of the educational program of the charter school.
The ASCS curriculum will be challenging, rigorous, purposeful and aligned to the Common Core State Standards. ASCS will focus on providing opportunities for students to pursue personal interests, engage in school and community activities, explore potential futures and careers, develop useful social, interpersonal and life skills, and nurture a "love of learning"
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
I believe successful charter schools consist of the following characteristics; Rigorous Curriculum and Instruction, Teacher Effectiveness and Professional Growth, Stakeholder Engagement, Organization and Structure, Assessment and Accountability, Student and Family Involvement, Effective Leadership and Sustainability. The Board of Trustees will need to provide 1. Oversight 2. Guidance and 3. Resources.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
A Board Member must provide guidance, counsel, oversight, and commitment to the charter school and the school leader. The Board member should have a commitment and dedication to the community they're serving in.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

STATEMENT OF ASSURANCE

I, Inocencia Taveras (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Inocencia Taveras
Signature

3/30/11
Date

Inocencia Berges-Taveras

Work Experience

January 2007 – Present

ASPIRA of New York, Inc.

Senior Consultant, Parent Engagement Program

- Developed / facilitate APEX Parent Leadership Program
- Provide school staff professional development to increase performance of low performing schools
- Facilitate parent advocacy workshops
- Inform parents on home resources and strategies for academic achievement
- Increase parent participation in PA/PTA and Leadership teams
- Title I PAC to create support for each grade
- Provide opportunities for enriching parenting skills
- Encourage parents and community leaders to become engaged as advocate educational partners

November 2004- December 2006

Failure Free Reading

Recruitment / Program Director

- Provide leadership and vision for the marketing activities
- Developed community relations
- Managed acquisition of a school site; student enrollment; and parental engagement for services
- Developed a database for eligible S.E.S. students
- Developed relationships with school personnel and parents
- Recruited staff
- Ensure program quality of our services at each school

June 1999-July 2004

ASPIRA of New York, Inc.

Senior Consultant / Facilitator

- Provided professional development and readiness skills to parents teams in team building, collaboration, preparation and analyzing of school budgets, reading and reading progress reports for their effectiveness on SLTs
- Field assessments throughout the five boroughs
- Implemented educational service plans for increased school performance
- Instructed SLT members in Comprehensive Educational Plans, providing a complete overview of budget allocations
- End of the year evaluations or program and revising service plans
- Facilitated SLT retreats on innovative scholastic approaches

Independent Consulting

New York University Metro
Medgars Evers College
United Way AIDP Program
Hispanic Children and Families, Inc.
Literacy, Inc.
Community School Districts 1,6,8-10,16,17-19,23,28

Volunteering

Puerto Rican Guidance Center, Inc.
United Parents Association, President/Vice President
Multinational Lions Club, President
New York North Manhattan Lions Club
Parent Coalition Inc. Board Member
Chancellor Advisory Committee, Secretary
Parent Teachers Association, President
President Council, President
Title 1 District Advisory Council
Title 1 National Coalition
NYSED Parent Advisory Council
NYS Regents Low Performance Schools Advisory Council

Education

Queens College 1975-1977
Flushing, NY

Borough of Manhattan Community College 1972-1973
New York, NY

Malcolm-King College at St. Vincent University 1970-1971
and Mary Mount College
New York, NY

Certificates

Harvard University
Violence Prevention

Yale University
The Comer Model

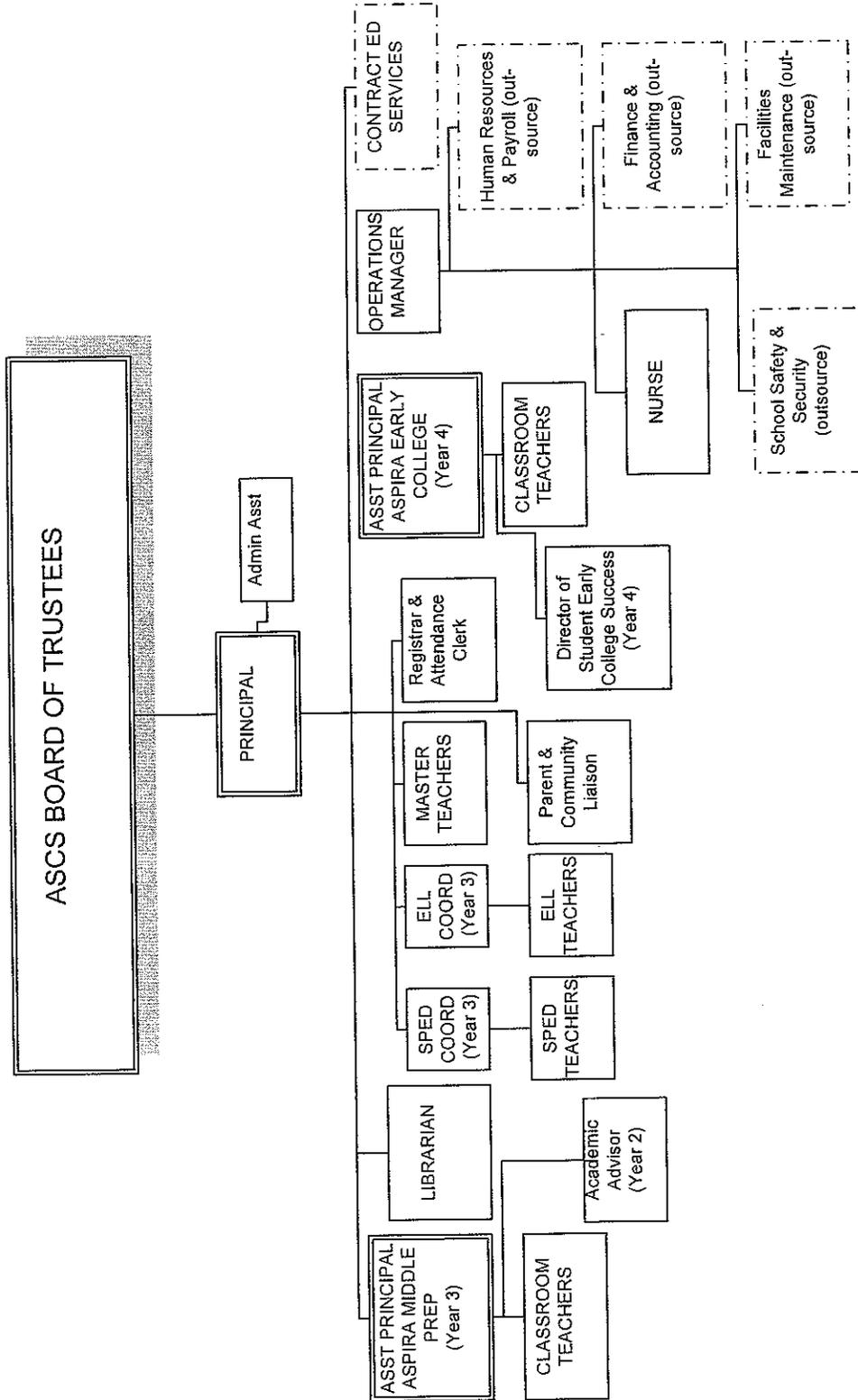
Educators for Social Responsibility
Conflict Resolution

EPIC (Every Person Influences Children)

Languages

Fluent English / Spanish

ASPIRA SECONDARY CHARTER SCHOOL ORGANIZATIONAL CHART



**ASPIRA SECONDARY CHARTER SCHOOL
KEY POSITION DESCRIPTIONS**

Principal

Following the ASPIRA Charter School model, the ASCS School Principal will serve as the educational leader, responsible for managing the policies, regulation, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The Principal will work collaboratively to direct and nurture all members of the school staff hired by the Board of Directors and to communicate effectively with parents. The Principal will be responsible for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and assist with the facilities, fiscal, food services and safety operations. Featured responsibilities of the Principal will include:

- A. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- B. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
- C. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- D. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- E. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
- F. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
- G. Establish a professional respectful rapport with students and with staff to gain their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
- J. Research and collect data regarding the needs of students, including the collection of detail health records, standardized test scores, attendance records, discipline records and other pertinent information.
- K. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings for the proper functioning of the school: weekly meetings for staff.
- M. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.

- N. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
- O. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
- P. Maintain a master schedule to be posted for all teachers.
- Q. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
- R. Maintain visibility with students, teachers, parents and the Board.
- S. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
- T. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
- U. Use excellent written and oral English skills when communicating with students, parents and teachers.
- V. Complete in a timely fashion all records and reports as requested by the CAO/CEO/COO and CFO. Maintain accurate attendance records.
- W. Maintain and account for all student activity funds and money collected from students.
- X. Communicate with the CAO regularly about the needs, successes and general operation of the school.
- Y. Establish procedures for safe storing and integrity for all public and confidential school records. Ensure that student records are complete and current.
- Z. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- AA. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical and emotional needs.
- BB. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardians are apprised of the reasons for exclusion.
- CC. Attend required committee meetings and extra school sponsored functions, (e.g. fundraising, curriculum, graduation, etc.).
- EE. Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.
- FF. Provide student grade and behavior reports to parents. Post honor roll lists each quarter.
- GG. Enforce uniform policy and appearance policy so as to assure a school environment that is focused on academic achievement rather than on individuals.
- HH. Provide and supervise a safe recreation and play period for the students.

Assistant Principal

Each ASCS Assistant Principal will use leadership, supervisory, and administrative skills to promote the educational development of each student in the assigned academy. This position will include assuming all responsibilities of the school academy's operation during the principal's absence. Features responsibilities of the Assistant Principal will include:

- a. Curriculum Development, Supervision and Evaluation, and Assist the Principal in:
 - Understanding school curriculum, ensuring teaching of the written curriculum, and helping staff use curriculum resources.
 - Participate in and/or leading curriculum development activities.
 - Provide opportunities and encouragement for staff to increase program expertise.
 - Identifying curricular and extracurricular needs by analyzing current programs and student achievement.
 - Regularly using the results of the student assessment data to identify problems and implement program improvements.
- b. Student Assessment and Monitoring and Assist in Principal in:
 - Emphasizing student achievement as the primary outcome of schooling
 - Systematically assessing and monitoring student progress using objective and verifiable information whenever possible.
 - Working with staff to systematically identify and respond at risk students; making referrals to appropriate community agencies when needed.
 - Providing meaningful information to parents and others regarding student progress.
 - Maintaining policies and practices for grading, reporting, and promoting.
- c. Student and Staff Relations:
 - Models and facilitates good human relations skills; effectively interacts with others.
 - Solicits information from school personnel and community in gauging the school climate.
 - Recognizes efforts of students and teachers.
 - Promotes the improvement of student and staff self-images.
 - Communicates high expectations for both staff and students and provides appropriate motivation to reach expectations.
 - Attends special events held to recognize student achievement and attends school sponsored activities.
 - Fosters collegial relationship with and among teachers and staff.
- d. Establishing an Effective Workplace and Assist the Principal to:
 - Develop and maintain positive staff morale.
 - Define and articulate a school philosophy with vision through board adopted goals and administrative recommended objectives.
 - Conduct meetings of the staff as necessary for the proper functioning of the school.
 - Implement a discipline code that is fair and promotes orderliness and student learning.
 - Protect instructional time by minimizing interruptions to the instructional process.

- Coordinate teacher and student schedules to promote maximum learning and minimize conflict.
 - Maintain high visibility in the school.
 - Provide for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel.
- e. Staff Supervision, Personnel Evaluation, and Assist the Principal in:
- Supervise professionals, teacher assistants, secretaries, and classroom volunteers within the building.
 - Implement the school personnel evaluation program.
 - Demonstrate objectivity in personnel evaluation.
- f. Communication, Community Relations, and Assist the Principal in:
- Listening and responding appropriately to staff, student, and community concerns.
 - Respecting differences of opinions and fostering open communications among staff.
 - Developing communications that reflect and support management team decision in the implementation of school board policies.
 - Communicating effectively with students; individually and in groups.
 - Speaking and writing effectively.
 - Keeping the CAO/Superintendent and other appropriate central office administrators informed of school activities and problems such as transportation, food services, security and any other special services, etc.
 - Communicating and working with central office and other principals to share ideas, problems, expertise, and personnel.
 - Keeping the community informed about school activities through newsletters, news releases, and attendance at parent meetings, etc.
 - Effectively utilizing community resources and volunteering to promote student learning.
- g. Other Responsibilities:
- Arranging substitutes and arranging day to day coverage.
 - Maintaining cafeteria discipline and appropriate climate.
 - Working with the transportation supervisor to establish appropriate discipline measures.
 - Monitor bus activity in the morning and afternoon for arrival and dismissal of all students.
 - Arranging and scheduling outside programs to enhance curriculum, assemblies, etc.

Master Teacher

Each Master Teacher will be a school-based position that is fully released from classroom teaching assignments in order to fulfill teacher leadership roles as defined below, and to teach up to two (2) periods per day for demonstration lessons or to cover a Mentor teacher's classroom. Master Teachers will be members of the School Leadership Team and assist with analyzing student data to identify student learning goals; developing a school academic achievement plan; creating school assessment plan; monitoring goal setting, activities, classroom follow-up and goal attainment for PLC groups and individual growth plans; assessing teacher evaluation results; and maintaining inter-rater reliability. Other featured responsibilities of the Master Teachers will be:

- Analyze school-wide student data as basis for developing school plan
- Align ASPIRA elements to the school improvement plan
- Oversee planning, facilitation, and follow-up of PLC meetings during professional growth blocks
- Partner with Mentor teachers to develop the long-range PLC plan and weekly PLC group agendas and activities, following the ASPIRA methods for effective learning
- Team-teach with colleagues, demonstrate model lessons, and develop and support implementation of curriculum content and delivery
- Visit classrooms and provide peer assistance and coaching toward meeting teachers' Individual growth plan goals
- Assess teacher performance using ASPIRE observation rubrics and conduct follow-up teacher conferences

Special Educational Coordinator

The Special Education Coordinator will be responsible for ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the school's program of services. Responsibilities include managing the school's special education programs and services' developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource. Featured responsibilities of the Special Education Coordinator will include:

- A. Develops and implements plans for the curriculum program assigned and show written evidence of preparation as required.
- B. Prepares lessons that reflect accommodation for individual student differences.
- C. Presents the subject matter according to guidelines established by Board of Trustees, board policies, and administrative regulations.
- D. Plans and uses appropriate instructional/learning strategies, activities, materials, and equipment that reflect accommodation for individual needs of students assigned.
- E. Conducts assessment of student learning styles and use results for instructional activities.
- F. Works cooperatively with Special Education teachers to modify curricula as needed for special education students.
- G. Cooperates with other members of the staff in planning and implementing instructional goals, objectives, and methods according to state requirements.
- H. Plans and supervise purposeful assignments for teacher aide(s) and/or volunteer (s).
- I. Uses technologies in the teaching/learning process.
- J. Assists students in analyzing and improving methods and habits of study.
- K. Consistently assesses student achievement through formal and informal testing.
- L. Assumes responsibility for extracurricular activities as assigned and may sponsor outside activities approved by the school.
- M. Presents a positive role model for students that supports the mission of the school.

- N. Creates a classroom environment conducive to learning and appropriate to the physical, social, and emotional development of students.
- O. Manages student behavior in the classroom and administer discipline according board policies, administrative regulations.
- P. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Q. Assists in the selection of books, equipment, and other instructional materials.
- R. Establishes and maintain open lines of communication with students and their parents.

English Language Learner /English as a Second Language Coordinator

Under the supervision of the School Principal, the ELL/ESL Coordinator will be responsible for overseeing instructional services for ESL courses. The coordinator will lead a team of ESL staff and be an essential part of the leadership team. Featured responsibilities of the ELL Coordinator will be:

- assist in hiring and supervising ESL instructors;
- ordering and distributing assessment and instructional materials;
- supervising registration processes;
- collection and analyzing of attendance and student performance data from ESOL instructors;
- establishing and monitoring program/grant outcomes;
- reviewing and reporting program data;
- working collaboratively with classroom teachers to ensure students are excelling in the academic program;
- establishing and maintaining relationships with community ESOL advocates including NYCDOE Division of Students with Disabilities and English Language Learners
- planning and implementing staff development;
- maintaining program quality.

Teacher- Librarian

The Teacher-Librarian will be responsible for making the media library an inviting and information-rich learning environment. S/he will collaborate with the other teachers in the school in curriculum planning and development, making the library a resource for the classroom. S/he will also organize activities for the whole school to experience in the library, organize educational activities for parents, and provide afterschool educational activities related to understanding the safe use of media and the enjoyment of reading and learning.

Parent & Community Liaison

The Parent & Community Liaison will be responsible for communicating with parents and the community, conducting outreach and preparing materials for recruitment, open houses and parent meetings. In addition, this person will be responsible for implementing the ASCS Stakeholders Group. Its purpose is to bring together on a regular (monthly) basis students, families, neighbors, local businesses, community agencies, healthcare organizations, higher learning educational institutions and others interested in the betterment of the local community to discuss concerns, needs and opportunities that support the growth of the students in the school and the whole community.

Academic Advisor

The Academic Advisor is a full time employee whose mission is to ensure that students stay on track to graduate from high school with their class and are motivated and prepared to pursue post-secondary

education and/or vocational-technical training at a post-secondary level. Academic Advisor will meet with students, parents, teachers and counselors as appropriate and when needed, provide career, academic and college counseling to individual students and student groups, and facilitate the academy ASPIRA Club, providing technical assistance, direction and support to the leadership of the club.

School Nurse

The School Nurse will provide preventive health services to facilitate the student's optimal physical, mental, emotional and social growth and development. She will be part of the school team to promote whole school physical fitness and healthy eating. She will maintain, evaluate and interpret cumulative student files, identify problems and disabilities, and support the education process by working to assure the health of students.

Director of Student Success (high school model only)

The Director of Student Success is a full-time employee whose only mission is to ensure all high school upperclassmen graduate high school on time and enroll in post-secondary education. This Director will establish calendars of important deadlines for all juniors and seniors, such as SAT application deadlines and test dates, FAFSA and scholarship deadlines, common college and university application due dates, etc. They will meet with each junior and senior individually at least 6 times throughout each academic year, as well as conduct at least 2 meetings annually with their parents to ensure the entire family is well-prepared for the student's next steps for success. The Director will also send out monthly parent communications regarding upcoming college fairs, important deadlines, etc.

Business Manager

The Business Manager is a full-time on-school site employee who will be responsible for the day-to-day coordination of contracted services vis a vis school operations and facilities management. The Business Manager will be the on-site coordinator of procurement, time sheets, facility maintenance, school safety, food service, etc. and will report directly to the Principal.

Contracted Services

ASCS expects to contract with key partner ASPIRA New York, Inc. for back office services (finance, accounting, human resources, and payroll) and for Educational services and technical assistance, including "Train the Trainer" professional development and coaching of Principal, Asst. Principals, and Master Teacher. For information on our expectations of services to be provided by ASPIRA NY and its subcontractors ASPIRA PA and ASPIRA IL, please see the partnership section of this proposal.

ATTACHMENT 17

BUDGET



Charter Schools Institute
The State University of New York

New Application Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

Aspira Secondary Charter School

| | |
|----------------|------------------------|
| Contact Name: | Hector Gesualdo |
| Contact Email: | hgesualdo@nyaspira.org |
| Contact Phone: | 212-564-6880 x 8102 |

| | |
|------------------------|----------------------------------|
| | Examples |
| Start-Up Budget Period | January 1, 2012 to June 30, 2012 |
| Planning Year | July 1, 2012 to June 30, 2013 |
| Operational Year ONE | July 1, 2012 to June 30, 2013 |

**Aspira Secondary Charter School
PROJECTED BUDGET / OPERATING PLAN FOR START-UP
January 1, 2012 to June 30, 2012**

| | |
|--------------------------------------|---------|
| Total Revenue | 263,470 |
| Total Expenses | - |
| Net Income | 263,470 |
| Actual Student Enrollment | - |
| Total Paid Student Enrollment | - |

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

REVENUE

REVENUES FROM STATE SOURCES

| Per Pupil Revenue | CY Per Pupil Rate | |
|---|-------------------|--|
| Aspira Secondary Charter School | - | - |
| School District 2 (Enter Name) | - | - |
| School District 3 (Enter Name) | - | - |
| School District 4 (Enter Name) | - | - |
| School District 5 (Enter Name) | - | - |
| School District 6 (Enter Name) | - | - |
| School District 7 (Enter Name) | - | - |
| School District 8 (Enter Name) | - | - |
| School District 9 (Enter Name) | - | - |
| School District 10 (Enter Name) | - | - |
| School District 11 (Enter Name) | - | - |
| School District 12 (Enter Name) | - | - |
| School District 13 (Enter Name) | - | - |
| School District 14 (Enter Name) | - | - |
| School District 15 (Enter Name) | - | - |
| School District - ALL OTHER | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | - | - |
| Special Education Revenue | - | - |
| Grants | - | - |
| Stimulus | - | - |
| DYCD (Department of Youth and Community Developmt.) | 98,500 | DYCD start up funds of \$51,000 and \$475 per 150 Students |
| Other | - | - |
| Other | 37,500 | Implementation start up grant |
| TOTAL REVENUE FROM STATE SOURCES | 136,000 | |

REVENUE FROM FEDERAL FUNDING

| | |
|--|----------|
| IDEA Special Needs | - |
| Title I | - |
| Title Funding - Other | - |
| School Food Service (Free Lunch) | - |
| Grants | - |
| Charter School Program (CSP) Planning & Implementation | - |
| Other | - |
| Other | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - |

LOCAL and OTHER REVENUE

| | |
|---|----------------|
| Contributions and Donations | - |
| Fundraising | 127,470 |
| Erate Reimbursement | - |
| Earnings on Investments | - |
| Interest Income | - |
| Food Service (Income from meals) | - |
| Text Book | - |
| OTHER | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 127,470 |

| | |
|----------------------|----------------|
| TOTAL REVENUE | 263,470 |
|----------------------|----------------|

**Aspira Secondary Charter School
PROJECTED BUDGET / OPERATING PLAN FOR START-UP
January 1, 2012 to June 30, 2012**

| | |
|--------------------------------------|---------|
| Total Revenue | 263,470 |
| Total Expenses | - |
| Net Income | 263,470 |
| Actual Student Enrollment | - |
| Total Paid Student Enrollment | - |

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

| | No. of Positions | | |
|-----------------------------------|------------------|---------------|------------|
| Executive Management | - | - | |
| Instructional Management | 1.00 | 50,000 | Principal: |
| Deans, Directors & Coordinators | - | - | |
| CFO / Director of Finance | - | - | |
| Operation / Business Manager | - | - | |
| Administrative Staff | 1.00 | 10,000 | |
| TOTAL ADMINISTRATIVE STAFF | 2.00 | 60,000 | |

INSTRUCTIONAL PERSONNEL COSTS

| | | |
|----------------------------|-------------|---------------|
| Teachers - Regular | - | - |
| Teachers - SPED | - | - |
| Substitute Teachers | - | - |
| Teaching Assistants | - | - |
| Specialty Teachers | 1.00 | 17,000 |
| Aides | - | - |
| Therapists & Counselors | - | - |
| Other | 1.00 | 10,000 |
| TOTAL INSTRUCTIONAL | 2.00 | 27,000 |

NON-INSTRUCTIONAL PERSONNEL COSTS

| | | |
|--------------------------------|-------------|--------------|
| Nurse | - | - |
| Librarian | - | - |
| Custodian | - | - |
| Security | 1.00 | 5,000 |
| Other | - | - |
| TOTAL NON-INSTRUCTIONAL | 1.00 | 5,000 |

SUBTOTAL PERSONNEL SERVICE COSTS

| | |
|------|--------|
| 5.00 | 92,000 |
|------|--------|

PAYROLL TAXES AND BENEFITS

| | | |
|---|---------------|---|
| Payroll Taxes | 7,038 | 7.65% of Salaries |
| Fringe / Employee Benefits | 12,201 | Based on 13.35% for health, dental and life & disab |
| Retirement / Pension | - | |
| TOTAL PAYROLL TAXES AND BENEFITS | 19,239 | |

TOTAL PERSONNEL SERVICE COSTS

| | |
|------|---------|
| 5.00 | 111,239 |
|------|---------|

CONTRACTED SERVICES

| | | |
|---|---------------|----------------------------|
| Accounting / Audit | 5,000 | |
| Legal | - | |
| Management Company Fee | - | |
| Nurse Services | - | |
| Food Service / School Lunch | - | |
| Payroll Services | 1,000 | |
| Special Ed Services | - | |
| Titlement Services (i.e. Title I) | - | |
| Other Purchased / Professional / Consulting | 5,000 | Aspira back office support |
| TOTAL CONTRACTED SERVICES | 11,000 | |

SCHOOL OPERATIONS

| | | |
|---|---------------|---|
| Board Expenses | - | |
| Classroom / Teaching Supplies & Materials | - | |
| Special Ed Supplies & Materials | - | |
| Textbooks / Workbooks | - | |
| Supplies & Materials other | - | |
| Equipment / Furniture | 5,000 | |
| Telephone | 3,900 | \$2,400 for Telephone for six months and \$1,500 phone installation |
| Technology | 4,331 | Two computers |
| Student Testing & Assessment | - | |
| Field Trips | - | |
| Transportation (student) | - | |
| Student Services - other | - | |
| Office Expense | 3,000 | |
| Staff Development | - | |
| Staff Recruitment | 10,000 | |
| Student Recruitment / Marketing | 10,000 | |
| School Meals / Lunch | - | |
| Travel (Staff) | 5,000 | |
| Fundraising | - | |
| Other | - | |
| TOTAL SCHOOL OPERATIONS | 41,231 | |

FACILITY OPERATION & MAINTENANCE

| | |
|---|---------------|
| Insurance | 5,000 |
| Janitorial | - |
| Building and Land Rent / Lease | 60,000 |
| Repairs & Maintenance | - |
| Equipment / Furniture | 5,000 |
| Security | - |
| Utilities | 4,000 |
| TOTAL FACILITY OPERATION & MAINTENANCE | 74,000 |

DEPRECIATION & AMORTIZATION

| | | |
|--|--------|--------------------|
| 1,000 | | |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | 25,000 | \$75,000 / 3 years |

TOTAL EXPENSES

| |
|----------------|
| 263,470 |
|----------------|

NET INCOME

| |
|---|
| - |
|---|

**Aspira Secondary Charter School
PROJECTED BUDGET / OPERATING PLAN FOR START-UP
January 1, 2012 to June 30, 2012**

| | |
|--------------------------------------|---------|
| Total Revenue | 263,470 |
| Total Expenses | - |
| Net Income | 263,470 |
| Actual Student Enrollment | - |
| Total Paid Student Enrollment | - |

DESCRIPTION OF ASSUMPTIONS

| |
|--------------------|
| START-UP PERIOD |
|--------------------|

ENROLLMENT - *School Districts Are Linked To Above Entries*

| | |
|---------------------------------|----------|
| Aspira Secondary Charter School | - |
| School District 2 (Enter Name) | - |
| School District 3 (Enter Name) | - |
| School District 4 (Enter Name) | - |
| School District 5 (Enter Name) | - |
| School District 6 (Enter Name) | - |
| School District 7 (Enter Name) | - |
| School District 8 (Enter Name) | - |
| School District 9 (Enter Name) | - |
| School District 10 (Enter Name) | - |
| School District 11 (Enter Name) | - |
| School District 12 (Enter Name) | - |
| School District 13 (Enter Name) | - |
| School District 14 (Enter Name) | - |
| School District 15 (Enter Name) | - |
| School District - ALL OTHER | - |
| TOTAL ENROLLMENT | - |

| | |
|--------------------------|---|
| REVENUE PER PUPIL | - |
|--------------------------|---|

| | |
|---------------------------|---|
| EXPENSES PER PUPIL | - |
|---------------------------|---|

**Aspira Secondary Charter School
PROJECTED CASH FLOW FOR START-UP
January 1, 2012 to June 30, 2012**

| | | | | | | | |
|-------------------------------|--------|--------|--------|--------|--------|--------|---------|
| Total Revenue | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 256,000 |
| Total Expenses | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 42,666 | 256,000 |
| Net Income | (0) | (0) | (0) | (0) | (0) | 1 | - |
| Cash Flow Adjustments | - | - | - | - | - | - | - |
| Beginning Cash Balance | - | - | - | - | - | - | - |
| Net Income | (0) | (0) | (0) | (0) | (0) | 1 | - |

| | January | February | March | April | May | June | TOTAL |
|---|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| REVENUE | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | |
| Per Pupil Revenue | | | | | | | |
| Aspira Secondary Charter School | - | - | - | - | - | - | - |
| School District 2 (Enter Name) | - | - | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | - | - | - | - | - | - | - |
| Special Education Revenue | - | - | - | - | - | - | - |
| Grants | | | | | | | |
| Stimulus | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | 16,417 | 16,417 | 16,417 | 16,417 | 16,417 | 16,417 | 98,500 |
| Other | - | - | - | - | - | - | - |
| Other | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 37,500 |
| TOTAL REVENUE FROM STATE SOURCES | 22,667 | 22,667 | 22,667 | 22,667 | 22,667 | 22,667 | 136,000 |
| REVENUE FROM FEDERAL FUNDING | | | | | | | |
| IDEA Special Needs | - | - | - | - | - | - | - |
| Title I | - | - | - | - | - | - | - |
| Title Funding - Other | - | - | - | - | - | - | - |
| School Food Service (Free Lunch) | - | - | - | - | - | - | - |
| Grants | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - |
| LOCAL and OTHER REVENUE | | | | | | | |
| Contributions and Donations | - | - | - | - | - | - | - |
| Fundraising | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 120,000 |
| Erate Reimbursement | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - | - | - |
| Text Book | - | - | - | - | - | - | - |
| OTHER | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 120,000 |
| TOTAL REVENUE | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 256,000 |

| | | | | | | | |
|---|------------------|--|--|--|--|--|--|
| EXPENSES | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | No. of Positions | | | | | | |

**Aspira Secondary Charter School
PROJECTED CASH FLOW FOR START-UP
January 1, 2012 to June 30, 2012**

| | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 256,000 |
|--|----------------|-----------------|---------------|---------------|---------------|---------------|----------------|
| Total Revenue | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 42,666 | 256,000 |
| Total Expenses | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 42,666 | 256,000 |
| Net Income | (0) | (0) | (0) | (0) | (0) | 1 | - |
| Cash Flow Adjustments | - | - | - | - | - | - | - |
| Beginning Cash Balance | - | - | - | - | - | - | - |
| Net Income | (0) | (0) | (0) | (0) | (0) | 1 | - |
| | January | February | March | April | May | June | TOTAL |
| Executive Management | 1.00 | | | | | | |
| Instructional Management | | | | | | | |
| Deans, Directors & Coordinators | | | | | | | |
| CFO / Director of Finance | | | | | | | |
| Operation / Business Manager | | | | | | | |
| Administrative Staff | 1.00 | | | | | | |
| TOTAL ADMINISTRATIVE STAFF | 3.00 | | | | | | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | |
| Teachers - Regular | | | | | | | |
| Teachers - SPED | | | | | | | |
| Substitute Teachers | | | | | | | |
| Teaching Assistants | | | | | | | |
| Specialty Teachers | | | | | | | |
| Aides | | | | | | | |
| Therapists & Counselors | | | | | | | |
| Other | | | | | | | |
| TOTAL INSTRUCTIONAL | | | | | | | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | |
| Nurse | | | | | | | |
| Librarian | | | | | | | |
| Custodian | | | | | | | |
| Security | 1.00 | | | | | | |
| Other | | | | | | | |
| TOTAL NON-INSTRUCTIONAL | 1.00 | | | | | | |
| SUBTOTAL PERSONNEL SERVICE COSTS | 4.00 | | | | | | |
| PAYROLL TAXES AND BENEFITS | | | | | | | |
| Payroll Taxes | 1,084 | 1,084 | 1,084 | 1,084 | 1,084 | 1,083 | 6,502 |
| Fringe / Employee Benefits | 1,878 | 1,878 | 1,878 | 1,878 | 1,878 | 1,878 | 11,267 |
| Retirement / Pension | | | | | | | |
| TOTAL PAYROLL TAXES AND BENEFITS | 2,962 | 2,962 | 2,962 | 2,962 | 2,962 | 2,961 | 17,769 |
| TOTAL PERSONNEL SERVICE COSTS | 4.00 | | | | | | |
| CONTRACTED SERVICES | | | | | | | |
| Accounting / Audit | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 10,000 |
| Legal | | | | | | | |
| Management Company Fee | | | | | | | |
| Nurse Services | | | | | | | |
| Food Service / School Lunch | | | | | | | |
| Payroll Services | 167 | 167 | 167 | 167 | 167 | 167 | 1,000 |
| Special Ed Services | | | | | | | |
| Titlement Services (i.e. Title I) | | | | | | | |
| Other Purchased / Professional / Consulting | 833 | 833 | 833 | 833 | 833 | 833 | 5,000 |
| TOTAL CONTRACTED SERVICES | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 16,000 |
| SCHOOL OPERATIONS | | | | | | | |
| Board Expenses | | | | | | | |
| Classroom / Teaching Supplies & Materials | | | | | | | |
| Special Ed Supplies & Materials | | | | | | | |
| Textbooks / Workbooks | | | | | | | |
| Supplies & Materials other | | | | | | | |
| Equipment / Furniture | 833 | 833 | 833 | 833 | 833 | 833 | 5,000 |
| Telephone | 650 | 650 | 650 | 650 | 650 | 650 | 3,900 |
| Technology | 722 | 722 | 722 | 722 | 722 | 722 | 4,331 |
| Student Testing & Assessment | | | | | | | |
| Field Trips | | | | | | | |
| Transportation (student) | | | | | | | |
| Student Services - other | | | | | | | |
| Office Expense | 500 | 500 | 500 | 500 | 500 | 500 | 3,000 |
| Staff Development | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 10,000 |
| Staff Recruitment | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 10,000 |
| Student Recruitment / Marketing | | | | | | | |
| School Meals / Lunch | | | | | | | |
| Travel (Staff) | 167 | 167 | 167 | 167 | 167 | 167 | 1,000 |
| Fundraising | | | | | | | |
| Other | | | | | | | |
| TOTAL SCHOOL OPERATIONS | 6,205 | 6,205 | 6,205 | 6,205 | 6,205 | 6,205 | 37,231 |
| FACILITY OPERATION & MAINTENANCE | | | | | | | |
| Insurance | 833 | 833 | 833 | 833 | 833 | 833 | 5,000 |
| Janitorial | | | | | | | |
| Building and Land Rent / Lease | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 60,000 |
| Repairs & Maintenance | | | | | | | |
| Equipment / Furniture | 833 | 833 | 833 | 833 | 833 | 833 | 5,000 |
| Security | | | | | | | |
| Utilities | 667 | 667 | 667 | 667 | 667 | 667 | 4,000 |
| TOTAL FACILITY OPERATION & MAINTENANCE | 12,333 | 12,333 | 12,333 | 12,333 | 12,333 | 12,333 | 74,000 |
| DEPRECIATION & AMORTIZATION | 167 | 167 | 167 | 167 | 167 | 167 | 1,000 |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 25,000 |
| TOTAL EXPENSES | 42,667 | 42,667 | 42,667 | 42,667 | 42,667 | 42,666 | 256,000 |
| NET INCOME | (0) | (0) | (0) | (0) | (0) | 1 | - |

Aspira Secondary Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
 July 1, 2012 to June 30, 2013

* IF taking a planning year, include a cash projection for the entire period

| Total Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|---|-------------|---------------|------------------|----------------|-----------------|-----------------|----------------|-----------------|--------------|--------------|------------|-------------|--------------|---|
| Total Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Income | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Cash Flow Adjustments | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Beginning Cash Balance | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Income | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL | |
| REVENUE | | | | | | | | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | | | | | | | | |
| Per Pupil Revenue | | | | | | | | | | | | | | |
| Aspira Secondary Charter School | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 2 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Special Education Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grants | | | | | | | | | | | | | | |
| Stimulus | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| REVENUE FROM FEDERAL FUNDING | | | | | | | | | | | | | | |
| IDEA Special Needs | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Title I | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Title Funding - Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School Food Service (Free Lunch) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grants | | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LOCAL and OTHER REVENUE | | | | | | | | | | | | | | |
| Contributions and Donations | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Erate Reimbursement | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Text Book | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| OTHER | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

EXPENSES
ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Aspira Secondary Charter School
PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

| | | | | | | |
|--------------------------------------|-----------|-----------|----------|----------|-----------|-----------|
| Total Revenue | 2,406,805 | 60,000 | 76,500 | - | - | 2,543,305 |
| Total Expenses | 1,115,113 | 183,363 | 164,475 | 10,000 | 886,850 | 2,359,800 |
| Net Income | 1,291,692 | (123,363) | (87,975) | (10,000) | (886,850) | 183,505 |
| Actual Student Enrollment | 150 | - | - | - | - | 150 |
| Total Paid Student Enrollment | - | - | - | - | - | - |

| PROGRAM SERVICES | | | SUPPORT SERVICES | | |
|-------------------|-------------------|-------|------------------|----------------------|-------|
| REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL |

| REVENUE | | | | | | | |
|--|-------------------|-------------------|-------------------|---------------|-------------|----------------------|------------------|
| REVENUES FROM STATE SOURCES | | | | | | | |
| Per Pupil Revenue | CY Per Pupil Rate | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL |
| Aspira Secondary Charter School | 150 | 2,029,050 | 60,000 | - | - | - | 2,089,050 |
| School District 2 (Enter Name) | - | - | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | 150 | 2,029,050 | 60,000 | - | - | - | 2,089,050 |
| Special Education Revenue | | - | - | - | - | - | - |
| Grants | | - | - | - | - | - | - |
| Stimulus | | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | | 2,029,050 | 60,000 | - | - | - | 2,089,050 |
| REVENUE FROM FEDERAL FUNDING | | | | | | | |
| IDEA Special Needs | | - | - | - | - | - | - |
| Title I | | 64,500 | - | - | - | - | 64,500 |
| Title Funding - Other | | 15,083 | - | - | - | - | 15,083 |
| School Food Service (Free Lunch) | | 86,400 | - | - | - | - | 86,400 |
| Grants | | - | - | - | - | - | - |
| Charter School Program (CSP) Planning & Implementation | | 200,000 | - | - | - | - | 200,000 |
| Other | | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 365,983 | - | - | - | - | 365,983 |
| LOCAL and OTHER REVENUE | | | | | | | |
| Contributions and Donations | | - | - | - | - | - | - |
| Fundraising | | - | - | - | - | - | - |
| Erate Reimbursement | | - | 76,500 | - | - | - | 76,500 |
| Earnings on Investments | | - | - | - | - | - | - |
| Interest Income | | - | - | - | - | - | - |
| Food Service (Income from meals) | | - | - | - | - | - | - |
| Text Book | | 11,772 | - | - | - | - | 11,772 |
| OTHER | | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 11,772 | - | 76,500 | - | - | 88,272 |
| TOTAL REVENUE | | 2,406,805 | 60,000 | 76,500 | - | - | 2,543,305 |

Per pupil income is based on \$13527 X actual enrollment

\$430 X enrollment
 Title IIA \$76.88, Title IID \$10, Title IV \$8.67, Title V \$5 X enrollments
 \$3.20/student 200 days: 90% eligible

1st, 2nd and 3rd Year installments

Assuming e-rate approval

in kind: \$57.3 Textbk/\$6.00Lib/\$14.98 software expensed

Aspira Secondary Charter School
PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

| | | | | | | |
|--------------------------------------|-----------|-----------|----------|----------|-----------|-----------|
| Total Revenue | 2,406,805 | 60,000 | 76,500 | - | - | 2,543,305 |
| Total Expenses | 1,115,113 | 183,363 | 164,475 | 10,000 | 886,850 | 2,359,800 |
| Net Income | 1,291,692 | (123,363) | (87,975) | (10,000) | (886,850) | 183,505 |
| Actual Student Enrollment | 150 | - | - | - | - | 150 |
| Total Paid Student Enrollment | - | - | - | - | - | - |

| | PROGRAM SERVICES | | | SUPPORT SERVICES | | TOTAL |
|--|-------------------|-------------------|-------|------------------|----------------------|-------|
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | |

| | | | | | | |
|---|------------------|---|---|---|---------|---------|
| EXPENSES | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | No. of Positions | | | | | |
| Executive Management | - | - | - | - | - | - |
| Instructional Management | 1.00 | - | - | - | 130,000 | 130,000 |
| Deans, Directors & Coordinators | - | - | - | - | - | - |
| CFO / Director of Finance | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | - | - | - | 60,000 | 60,000 |
| Administrative Staff | 2.00 | - | - | - | 70,000 | 70,000 |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | - | - | - | 260,000 | 260,000 |

Salaries incremented 4% per year
 Salaries incremented 4% per year
 Salaries incremented 4% per year

| | | | | | | |
|--------------------------------------|-------|---------|--------|---|---|---------|
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Teachers - Regular | 7.00 | 455,000 | - | - | - | 455,000 |
| Teachers - SPED | 1.00 | - | 65,000 | - | - | 65,000 |
| Substitute Teachers | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - |
| Specialty Teachers | 1.00 | 80,000 | - | - | - | 80,000 |
| Aides | - | - | - | - | - | - |
| Therapists & Counselors | 2.00 | 30,000 | - | - | - | 30,000 |
| Other | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | 11.00 | 565,000 | 65,000 | - | - | 630,000 |

Salaries is based on student enrollment times 4% increase per year
 # of students X 18%/20 + \$65,000 + 4% salary increase per year
 Arts Enrichment & ESL Teachers \$533 X students and 4% increase per year
 \$200 X students: One part time therapist first year; two therapist thereafter.

| | | | | | | |
|--|------|---|--------|---|---|--------|
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Nurse | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - |
| Custodian | 1.00 | - | 30,000 | - | - | 30,000 |
| Security | 1.00 | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 2.00 | - | 30,000 | - | - | 30,000 |

One custodian first year; two custodians after first year.

| | | | | | | | |
|---|-------|---------|--------|--------|---|---------|---------|
| SUBTOTAL PERSONNEL SERVICE COSTS | 17.00 | 565,000 | 65,000 | 30,000 | - | 260,000 | 920,000 |
|---|-------|---------|--------|--------|---|---------|---------|

| | | | | | | | |
|---|--|---------|--------|-------|---|--------|---------|
| PAYROLL TAXES AND BENEFITS | | | | | | | |
| Payroll Taxes | | 43,223 | 4,973 | 2,295 | - | 19,890 | 70,380 |
| Fringe / Employee Benefits | | 113,000 | 13,000 | 6,000 | - | 52,000 | 184,000 |
| Retirement / Pension | | 3,390 | 390 | 180 | - | 1,560 | 5,520 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 159,613 | 18,363 | 8,475 | - | 73,450 | 259,900 |

7.65% of Salaries
 Health, dental and life & disab @ 20%
 403 B 3%

| | | | | | | | |
|--------------------------------------|-------|---------|--------|--------|---|---------|-----------|
| TOTAL PERSONNEL SERVICE COSTS | 17.00 | 724,613 | 83,363 | 38,475 | - | 333,450 | 1,179,900 |
|--------------------------------------|-------|---------|--------|--------|---|---------|-----------|

| | | | | | | | |
|---|--|---|---|--------|---|---------|---------|
| CONTRACTED SERVICES | | | | | | | |
| Accounting / Audit | | - | - | - | - | 75,000 | 75,000 |
| Legal | | - | - | - | - | 5,000 | 5,000 |
| Management Company Fee | | - | - | - | - | - | - |
| Nurse Services | | - | - | 30,000 | - | - | 30,000 |
| Food Service / School Lunch | | - | - | - | - | - | - |
| Payroll Services | | - | - | - | - | 10,400 | 10,400 |
| Special Ed Services | | - | - | 10,000 | - | - | 10,000 |
| Titement Services (i.e. Title I) | | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | - | - | - | - | 200,000 | 200,000 |
| TOTAL CONTRACTED SERVICES | | - | - | 40,000 | - | 290,400 | 330,400 |

Outsourced (Auditing \$20,000; Acctg \$55,000)
 Retainer for lawyer
 One part time nurse for year 1 and 2; full time year 3 onward.
 Payroll Services @ \$200 X 26 weeks
 Back Office Support Aspira Of New York, Inc.

| | | | | | | | |
|---|--|---------|--------|--------|--------|--------|---------|
| SCHOOL OPERATIONS | | | | | | | |
| Board Expenses | | - | - | - | - | 2,000 | 2,000 |
| Classroom / Teaching Supplies & Materials | | 20,000 | - | - | - | - | 20,000 |
| Special Ed Supplies & Materials | | - | 5,000 | - | - | - | 5,000 |
| Textbooks / Workbooks | | 40,000 | - | - | - | - | 40,000 |
| Supplies & Materials other | | - | - | - | - | - | - |
| Equipment / Furniture | | 15,000 | 5,000 | 20,000 | - | - | 40,000 |
| Telephone | | - | - | 15,000 | - | - | 15,000 |
| Technology | | 40,000 | 12,000 | - | - | 23,000 | 75,000 |
| Student Testing & Assessment | | 12,000 | 3,000 | - | - | - | 15,000 |
| Field Trips | | 12,000 | 3,000 | - | - | - | 15,000 |
| Transportation (student) | | 9,000 | 3,000 | - | - | - | 12,000 |
| Student Services - other | | 15,000 | 4,000 | - | - | - | 19,000 |
| Office Expense | | 10,000 | 4,000 | - | - | 12,000 | 26,000 |
| Staff Development | | 14,500 | 3,000 | - | - | 2,000 | 19,500 |
| Staff Recruitment | | 5,000 | 2,500 | - | - | 2,500 | 10,000 |
| Student Recruitment / Marketing | | 10,000 | - | - | - | - | 10,000 |
| School Meals / Lunch | | 123,000 | 27,000 | - | - | - | 150,000 |
| Travel (Staff) | | 5,000 | 2,500 | - | - | 2,500 | 10,000 |
| Fundraising | | - | - | - | 10,000 | - | 10,000 |
| Other | | - | - | - | - | 5,000 | 5,000 |
| TOTAL SCHOOL OPERATIONS | | 330,500 | 74,000 | 35,000 | 10,000 | 49,000 | 498,500 |

\$33 per student
 \$267 per student
 85% will be covered by e-rate
 85% will be covered by e-rate
 \$100 per student
 \$100 per student
 \$80 per student
 \$127 per student
 printing, copying, postage, etc.
 conferences
 news paper and/or magazine advertisement
 \$10,000 year 1 & 2; year 3 to 5 increased 66%
 based on \$10,000 first year and incrementing 20% thereon
 bank charges, licensing fees, dues & memberships, etc

| | | | | | | | |
|---|--|--------|--------|--------|---|---------|---------|
| FACILITY OPERATION & MAINTENANCE | | | | | | | |
| Insurance | | 30,000 | 10,000 | - | - | 10,000 | 50,000 |
| Janitorial | | - | - | 24,000 | - | - | 24,000 |
| Building and Land Rent / Lease | | - | - | - | - | 150,000 | 150,000 |
| Repairs & Maintenance | | - | - | 12,000 | - | - | 12,000 |
| Equipment / Furniture | | - | - | - | - | 20,000 | 20,000 |
| Security | | - | - | 10,000 | - | - | 10,000 |
| Utilities | | 24,000 | 15,000 | 3,000 | - | 6,000 | 48,000 |
| TOTAL FACILITY OPERATION & MAINTENANCE | | 54,000 | 25,000 | 49,000 | - | 186,000 | 314,000 |

| | | | | | | | |
|--|--|-------|-------|-------|---|--------|--------|
| DEPRECIATION & AMORTIZATION | | 6,000 | 1,000 | 2,000 | - | 3,000 | 12,000 |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | | - | - | - | - | 25,000 | 25,000 |

\$526,665 amortized for five years

| | | | | | | | |
|-----------------------|--|-----------|-----------|----------|----------|-----------|-----------|
| TOTAL EXPENSES | | 1,115,113 | 183,363 | 164,475 | 10,000 | 886,850 | 2,359,800 |
| NET INCOME | | 1,291,692 | (123,363) | (87,975) | (10,000) | (886,850) | 183,505 |

Aspira Secondary Charter School
PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

| | | | | | | |
|--|----------------------|----------------------|----------|------------------|-------------------------|---------------|
| Total Revenue | 2,406,805 | 60,000 | 76,500 | - | - | 2,543,305 |
| Total Expenses | 1,115,113 | 183,363 | 164,475 | 10,000 | 886,850 | 2,359,800 |
| Net Income | 1,291,692 | (123,363) | (87,975) | (10,000) | (886,850) | 183,505 |
| Actual Student Enrollment | 150 | - | - | - | - | 150 |
| Total Paid Student Enrollment | - | - | - | - | - | - |
| | PROGRAM SERVICES | | | SUPPORT SERVICES | | |
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | |
| Aspira Secondary Charter School | 150 | - | - | | | 150 |
| School District 2 (Enter Name) | - | - | - | | | - |
| School District 3 (Enter Name) | - | - | - | | | - |
| School District 4 (Enter Name) | - | - | - | | | - |
| School District 5 (Enter Name) | - | - | - | | | - |
| School District 6 (Enter Name) | - | - | - | | | - |
| School District 7 (Enter Name) | - | - | - | | | - |
| School District 8 (Enter Name) | - | - | - | | | - |
| School District 9 (Enter Name) | - | - | - | | | - |
| School District 10 (Enter Name) | - | - | - | | | - |
| School District 11 (Enter Name) | - | - | - | | | - |
| School District 12 (Enter Name) | - | - | - | | | - |
| School District 13 (Enter Name) | - | - | - | | | - |
| School District 14 (Enter Name) | - | - | - | | | - |
| School District 15 (Enter Name) | - | - | - | | | - |
| School District - ALL OTHER | - | - | - | | | - |
| TOTAL ENROLLMENT | 150 | - | - | | | 150 |
| REVENUE PER PUPIL | 16,045 | - | - | | | 16,955 |
| EXPENSES PER PUPIL | 7,434 | - | - | | | 15,732 |

**Aspira Secondary Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2012 to June 30, 2013**

| | | | | | | | | | | | | | | | | |
|-------------------------------|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|-----------|
| Total Revenue | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 2,543,305 |
| Total Expenses | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 2,359,799 |
| Net Income | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 183,506 |
| Cash Flow Adjustments | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 72,000 |
| Beginning Cash Balance | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Income | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 255,506 |

| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
|---|--|--------|-----------|---------|----------|----------|---------|----------|--------|---------|--------|--------|-----------|
| REVENUE | * Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'. | | | | | | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | | | | | | | |
| Per Pupil Revenue | CY Per Pupil Rate | | | | | | | | | | | | |
| Aspira Secondary Charter School | 150 | | | | | | | | | | | | |
| School District 2 (Enter Name) | 507,263 | - | - | 507,263 | - | - | 507,263 | - | - | 507,263 | - | - | 2,029,050 |
| School District 3 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | 150 | | | | | | | | | | | | |
| Special Education Revenue | 507,263 | - | - | 507,263 | - | - | 507,263 | - | - | 507,263 | - | - | 2,029,050 |
| Grants | 15,000 | - | - | 15,000 | - | - | 15,000 | - | - | 15,000 | - | - | 60,000 |
| Stimulus | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | 522,263 | - | - | 522,263 | - | - | 522,263 | - | - | 522,263 | - | - | 2,089,050 |
| REVENUE FROM FEDERAL FUNDING | | | | | | | | | | | | | |
| IDEA Special Needs | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Title I | 5,375 | 5,375 | 5,375 | 5,375 | 5,375 | 5,375 | 5,375 | 5,375 | 5,375 | 5,375 | 5,375 | 5,375 | 64,500 |
| Title Funding - Other | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 1,257 | 15,083 |
| School Food Service (Free Lunch) | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 86,400 |
| Grants | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Charter School Program (CSP) Planning & Implementation | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 200,000 |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | 30,499 | 30,499 | 30,499 | 30,499 | 30,499 | 30,499 | 30,499 | 30,499 | 30,499 | 30,499 | 30,499 | 30,499 | 365,983 |
| LOCAL and OTHER REVENUE | | | | | | | | | | | | | |
| Contributions and Donations | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Erate Reimbursement | 6,375 | 6,375 | 6,375 | 6,375 | 6,375 | 6,375 | 6,375 | 6,375 | 6,375 | 6,375 | 6,375 | 6,375 | 76,500 |
| Earnings on Investments | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Text Book | 981 | 981 | 981 | 981 | 981 | 981 | 981 | 981 | 981 | 981 | 981 | 981 | 11,772 |
| OTHER | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 7,356 | 7,356 | 7,356 | 7,356 | 7,356 | 7,356 | 7,356 | 7,356 | 7,356 | 7,356 | 7,356 | 7,356 | 88,272 |
| TOTAL REVENUE | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 2,543,305 |

Aspira Secondary Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2012 to June 30, 2013

| | | | | | | | | | | | | | |
|-------------------------------|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|-----------|
| Total Revenue | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 2,543,305 |
| Total Expenses | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 2,359,799 |
| Net Income | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 183,506 |
| Cash Flow Adjustments | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 72,000 |
| Beginning Cash Balance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Income | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 255,506 |

| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
|---|------------------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|-----------|
| EXPENSES | | | | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | | | | |
| | No. of Positions | | | | | | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Instructional Management | 1.00 | 10,833 | 10,833 | 10,833 | 10,833 | 10,833 | 10,833 | 10,833 | 10,833 | 10,833 | 10,833 | 10,833 | 130,000 |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 60,000 |
| Administrative Staff | 2.00 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 70,000 |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 260,000 |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | |
| Teachers - Regular | 7.00 | 37,917 | 37,917 | 37,917 | 37,917 | 37,917 | 37,917 | 37,917 | 37,917 | 37,917 | 37,917 | 37,917 | 455,000 |
| Teachers - SPED | 1.00 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 65,000 |
| Substitute Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Specialty Teachers | 1.00 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 80,000 |
| Aides | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Therapists & Counselors | 2.00 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 30,000 |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | 11.00 | 52,500 | 52,500 | 52,500 | 52,500 | 52,500 | 52,500 | 52,500 | 52,500 | 52,500 | 52,500 | 52,500 | 630,000 |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custodian | 1.00 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 30,000 |
| Security | 1.00 | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 2.00 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 30,000 |
| SUBTOTAL PERSONNEL SERVICE COSTS | 17.00 | 76,667 | 76,667 | 76,667 | 76,667 | 76,667 | 76,667 | 76,667 | 76,667 | 76,667 | 76,667 | 76,667 | 920,000 |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | |
| Payroll Taxes | 5,865 | 5,865 | 5,865 | 5,865 | 5,865 | 5,865 | 5,865 | 5,865 | 5,865 | 5,865 | 5,865 | 5,865 | 70,380 |
| Fringe / Employee Benefits | 15,333 | 15,333 | 15,333 | 15,333 | 15,333 | 15,333 | 15,333 | 15,333 | 15,333 | 15,333 | 15,333 | 15,333 | 184,000 |
| Retirement / Pension | 460 | 460 | 460 | 460 | 460 | 460 | 460 | 460 | 460 | 460 | 460 | 460 | 5,520 |
| TOTAL PAYROLL TAXES AND BENEFITS | 21,658 | 21,658 | 21,658 | 21,658 | 21,658 | 21,658 | 21,658 | 21,658 | 21,658 | 21,658 | 21,658 | 21,658 | 259,900 |
| TOTAL PERSONNEL SERVICE COSTS | 17.00 | 98,325 | 98,325 | 98,325 | 98,325 | 98,325 | 98,325 | 98,325 | 98,325 | 98,325 | 98,325 | 98,325 | 1,179,900 |
| CONTRACTED SERVICES | | | | | | | | | | | | | |
| Accounting / Audit | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 75,000 |
| Legal | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 5,000 |
| Management Company Fee | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Nurse Services | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 30,000 |
| Food Service / School Lunch | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Payroll Services | 867 | 867 | 867 | 867 | 867 | 867 | 867 | 867 | 867 | 867 | 867 | 867 | 10,400 |
| Special Ed Services | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 10,000 |
| Titement Services (i.e. Title I) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 200,000 |
| TOTAL CONTRACTED SERVICES | 27,533 | 27,533 | 27,533 | 27,533 | 27,533 | 27,533 | 27,533 | 27,533 | 27,533 | 27,533 | 27,533 | 27,533 | 330,400 |
| SCHOOL OPERATIONS | | | | | | | | | | | | | |
| Board Expenses | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 2,000 |
| Classroom / Teaching Supplies & Materials | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 20,000 |
| Special Ed Supplies & Materials | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 5,000 |
| Textbooks / Workbooks | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 40,000 |
| Supplies & Materials other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Equipment / Furniture | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 40,000 |
| Telephone | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 15,000 |
| Technology | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 75,000 |
| Student Testing & Assessment | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 15,000 |
| Field Trips | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 15,000 |
| Transportation (student) | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 12,000 |
| Student Services - other | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 19,000 |
| Office Expense | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 26,000 |
| Staff Development | 1,625 | 1,625 | 1,625 | 1,625 | 1,625 | 1,625 | 1,625 | 1,625 | 1,625 | 1,625 | 1,625 | 1,625 | 19,500 |
| Staff Recruitment | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 10,000 |
| Student Recruitment / Marketing | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 150,000 |
| School Meals / Lunch | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 10,000 |
| Travel (Staff) | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 10,000 |
| Fundraising | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 10,000 |
| Other | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 5,000 |
| TOTAL SCHOOL OPERATIONS | 41,542 | 41,542 | 41,542 | 41,542 | 41,542 | 41,542 | 41,542 | 41,542 | 41,542 | 41,542 | 41,542 | 41,542 | 498,500 |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | |
| Insurance | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 50,000 |
| Janitorial | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 24,000 |
| Building and Land Rent / Lease | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 150,000 |
| Repairs & Maintenance | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 12,000 |
| Equipment / Furniture | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 20,000 |
| Security | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 10,000 |
| Utilities | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 48,000 |
| TOTAL FACILITY OPERATION & MAINTENANCE | 26,167 | 26,167 | 26,167 | 26,167 | 26,167 | 26,167 | 26,167 | 26,167 | 26,167 | 26,167 | 26,167 | 26,167 | 314,000 |
| DEPRECIATION & AMORTIZATION | | | | | | | | | | | | | |
| DISOLUTION ESCROW & RESERVES / CONTINGENCY | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 12,000 |
| | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 25,000 |
| TOTAL EXPENSES | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 2,359,799 |
| NET INCOME | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 183,506 |

Aspira Secondary Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
 July 1, 2012 to June 30, 2013

| | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 2,543,305 |
|---|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|-----------|
| Total Revenue | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 560,117 | 37,855 | 37,855 | 2,543,305 |
| Total Expenses | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 196,650 | 2,359,799 |
| Net Income | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 363,467 | (158,795) | (158,795) | 183,506 |
| Cash Flow Adjustments | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 72,000 |
| Beginning Cash Balance | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Income | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 255,506 |
| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL | | | |
| CASH FLOW ADJUSTMENTS | | | | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | | | | |
| Example - Add Back Depreciation | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 12,000 | | | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Total Operating Activities | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 12,000 | | | |
| INVESTMENT ACTIVITIES | | | | | | | | | | | | | | | | |
| Example - Subtract Property and Equipment Expenditures | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 60,000 | | | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Total Investment Activities | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 60,000 | | | |
| FINANCING ACTIVITIES | | | | | | | | | | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Total Financing Activities | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Total Cash Flow Adjustments | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 72,000 | | | |
| NET INCOME | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 255,506 | | | |
| Beginning Cash Balance | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| ENDING CASH BALANCE | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 369,467 | (152,795) | (152,795) | 255,506 | | | |

**Aspira Secondary Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|------------------|------------------|------------------|------------------|
| Total Revenue | 2,543,305 | 3,989,124 | 6,333,199 | 7,784,539 | 9,363,176 |
| Total Expenses | 2,471,163 | 3,533,480 | 5,367,592 | 7,030,528 | 8,778,561 |
| Net Income (Before Cash Flow Adjustments) | 72,142 | 455,644 | 965,608 | 754,011 | 584,616 |
| Actual Student Enrollment | 150 | 249 | 414 | 525 | 630 |
| Total Paid Student Enrollment | - | - | - | - | - |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| | 2012 | 2013 | 2014 | 2015 | 2016 |
| | * Year 1 should tie to Totals for Year 1 on Tabs 3 and 4 | | | | |
| | Per Pupil Revenue Percentage Increase | | | | |
| | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| REVENUE | | | | | |
| REVENUES FROM STATE SOURCES | | | | | |
| Per Pupil Revenue | | | | | |
| Aspira Secondary Charter School | - | - | - | - | - |
| School District 2 (Enter Name) | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | 2,029,050 | 3,368,223 | 5,600,178 | 7,101,675 | 8,522,010 |
| Special Education Revenue | 60,000 | 90,000 | - | - | - |
| Grants | | | | | |
| Stimulus | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | - | - | - | - | - |
| Other | - | - | - | - | - |
| Other | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | 2,089,050 | 3,458,223 | 5,600,178 | 7,101,675 | 8,522,010 |
| REVENUE FROM FEDERAL FUNDING | | | | | |
| IDEA Special Needs | - | - | - | - | - |
| Title I | 64,500 | 107,070 | 178,020 | 225,750 | 270,900 |
| Title Funding - Other | 15,083 | 25,037 | 41,628 | 52,789 | 63,347 |
| School Food Service (Free Lunch) | 86,400 | 132,588 | 220,447 | 279,552 | 335,462 |
| Grants | | | | | |
| Charter School Program (CSP) Planning & Implementation | 200,000 | 200,000 | 200,000 | - | - |
| Other | - | - | - | - | - |
| Other | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | 365,983 | 464,694 | 640,094 | 558,091 | 669,709 |
| LOCAL and OTHER REVENUE | | | | | |
| Contributions and Donations | - | - | - | - | - |
| Fundraising | - | - | - | - | - |
| Erate Reimbursement | 76,500 | 46,665 | 60,635 | 83,824 | 122,318 |
| Earnings on Investments | - | - | - | - | - |
| Interest Income | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - |
| Text Book | 11,772 | 19,542 | 32,292 | 40,950 | 49,140 |
| OTHER | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 88,272 | 66,207 | 92,927 | 124,774 | 171,458 |
| TOTAL REVENUE | 2,543,305 | 3,989,124 | 6,333,199 | 7,784,539 | 9,363,176 |

Per pupil income is based on \$13527 X actual enrollment

\$430 X enrollment
Title IIA \$76.88, Title IID \$10, Title IV \$8.67, Title V \$5 X enrollments
\$3.20*student*200 days*90% eligible

1st, 2nd and 3rd Year installments

Assuming e-rate approval

in kind: \$57.3 Textbk/\$6.00Lib/\$14.98 software expensed

| Aspira Secondary Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| *NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations. | | | | | |
| | 2,543,305 | 3,989,124 | 6,333,199 | 7,784,539 | 9,363,176 |
| Total Revenue | 2,543,305 | 3,989,124 | 6,333,199 | 7,784,539 | 9,363,176 |
| Total Expenses | 2,471,163 | 3,533,480 | 5,367,592 | 7,030,528 | 8,778,561 |
| Net Income (Before Cash Flow Adjustments) | 72,142 | 455,644 | 965,608 | 754,011 | 584,616 |
| Actual Student Enrollment | 150 | 249 | 414 | 525 | 630 |
| Total Paid Student Enrollment | - | - | - | - | - |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| | 2012 | 2013 | 2014 | 2015 | 2016 |

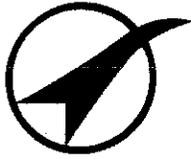
| DESCRIPTION OF ASSUMPTIONS | |
|---|--|
| Principal. Salaries incremented 4% per year | |
| Assistant Principals & Director of Early College Success | |
| Salaries incremented 4% per year | |
| Registrar and Attendance Clerk; Salaries incremented 4% per year | |
| Salaries is based on student enrollment times 4% increase per year | |
| # of students X 18%/20 + \$65,000 + 4% salary increase per year | |
| Master Teachers | |
| \$200 X students; Parent/Community Liaison & Academic Advisor | |
| ELL Coordinator & SPED Coordinator | |
| One part time librarian after second year. | |
| One custodian first year; two custodians after first year. | |
| 7.65% of Salaries | |
| Health, dental and life & disab @ 20% | |
| 403 B 3% | |
| Outsourced (Auditing \$20,000; Acctg \$55,000) | |
| Retainer for lawyer | |
| One part time nurse for year 1 and 2: full time year 3 onward. | |
| Payroll Services @ \$200 X 26 weeks | |
| Back Office Support: \$75k ASPIRA PA, \$25k ASPIRA IL, \$100k ASPIRA NY | |
| Meetings etc. | |
| \$133 per student | |
| \$33 per student | |
| \$267 per student | |
| Classroom furniture, SmartBoards, etc | |
| 85% will be covered by e-rate | |
| Laptop Carts, Teacher Laptops, Projectors, etc. | |
| \$100 per student | |
| \$100 per student | |
| \$80 per student | |
| \$127 per student | |
| printing, copying, postage, etc. | |
| conferences | |
| news paper and/or magazine advertisement | |
| \$10,000 year 1 & 2; year 3 to 5 increased 66% | |
| \$900 per student | |
| based on \$10,000 first year and incrementing 20% thereon | |
| Development Consultant, etc. | |
| bank charges, licensing fees, dues & memberships, etc | |

| EXPENSES | | No. of Positions | | | | |
|---|--------------|------------------|------------------|------------------|------------------|------------------|
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | |
| Executive Management | - | - | - | - | - | - |
| Instructional Management | 1.00 | 130,000 | 135,200 | 140,608 | 146,232 | 152,082 |
| Deans, Directors & Coordinators | - | - | - | 80,000 | 243,200 | 252,928 |
| CFO / Director of Finance | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | 60,000 | 62,400 | 64,896 | 67,492 | 70,192 |
| Administrative Staff | 3.00 | 70,000 | 72,800 | 75,712 | 78,740 | 81,890 |
| TOTAL ADMINISTRATIVE STAFF | 5.00 | 260,000 | 270,400 | 361,216 | 535,665 | 557,091 |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Teachers - Regular | 8.00 | 520,000 | 811,200 | 1,262,092 | 1,622,400 | 1,955,668 |
| Teachers - SPED | 1.00 | 65,000 | 151,492 | 251,878 | 319,410 | 383,292 |
| Substitute Teachers | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - |
| Specialty Teachers | 1.00 | 80,000 | 138,026 | 229,488 | 291,018 | 349,222 |
| Aides | - | - | - | - | - | - |
| Therapists & Counselors | 2.00 | 30,000 | 49,800 | 82,800 | 105,000 | 126,000 |
| Other | 2.00 | - | - | 80,000 | 83,200 | 86,528 |
| TOTAL INSTRUCTIONAL | 14.00 | 695,000 | 1,150,517 | 1,906,258 | 2,421,028 | 2,900,710 |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Nurse | - | - | - | - | - | - |
| Librarian | - | - | 30,000 | 35,000 | 40,000 | 45,000 |
| Custodian | 1.00 | 30,000 | 61,200 | 62,400 | 62,400 | 62,400 |
| Security | - | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 1.00 | 30,000 | 91,200 | 97,400 | 102,400 | 107,400 |
| SUBTOTAL PERSONNEL SERVICE COSTS | 20.00 | 985,000 | 1,512,117 | 2,364,874 | 3,059,093 | 3,565,201 |
| PAYROLL TAXES AND BENEFITS | | | | | | |
| Payroll Taxes | - | 75,353 | 115,677 | 180,913 | 234,021 | 272,738 |
| Fringe / Employee Benefits | - | 197,000 | 302,423 | 472,975 | 611,819 | 713,040 |
| Retirement / Pension | - | 5,910 | 9,073 | 14,189 | 18,355 | 21,391 |
| TOTAL PAYROLL TAXES AND BENEFITS | - | 278,263 | 427,173 | 668,077 | 864,194 | 1,007,169 |
| TOTAL PERSONNEL SERVICE COSTS | 20.00 | 1,263,263 | 1,939,290 | 3,032,951 | 3,923,286 | 4,572,370 |
| CONTRACTED SERVICES | | | | | | |
| Accounting / Audit | - | 75,000 | 90,000 | 108,000 | 129,600 | 155,520 |
| Legal | - | 10,000 | 12,000 | 14,400 | 17,280 | 20,736 |
| Management Company Fee | - | - | - | - | - | - |
| Nurse Services | - | 30,000 | 40,000 | 60,000 | 65,000 | 70,000 |
| Food Service / School Lunch | - | - | - | - | - | - |
| Payroll Services | - | 10,400 | 14,000 | 16,000 | 18,000 | 24,000 |
| Special Ed Services | - | 10,000 | 20,000 | 25,000 | 30,000 | 30,000 |
| Titelment Services (i.e. Title I) | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | - | 200,000 | 220,000 | 242,000 | 266,200 | 292,820 |
| TOTAL CONTRACTED SERVICES | - | 335,400 | 396,000 | 465,400 | 526,080 | 593,076 |
| SCHOOL OPERATIONS | | | | | | |
| Board Expenses | - | 2,000 | 5,000 | 7,000 | 8,000 | 10,000 |
| Classroom / Teaching Supplies & Materials | - | 20,000 | 33,200 | 55,112 | 91,486 | 151,867 |
| Special Ed Supplies & Materials | - | 5,000 | 8,300 | 13,778 | 22,871 | 37,967 |
| Textbooks / Workbooks | - | 40,000 | 66,400 | 110,224 | 182,972 | 303,733 |
| Supplies & Materials other | - | - | - | - | - | - |
| Equipment / Furniture | - | 40,000 | 30,000 | 30,000 | 35,000 | 40,000 |
| Telephone | - | 15,000 | 24,900 | 41,334 | 68,614 | 113,900 |
| Technology | - | 125,000 | 30,000 | 30,001 | 30,002 | 30,003 |
| Student Testing & Assessment | - | 15,000 | 24,900 | 41,400 | 52,500 | 63,000 |
| Field Trips | - | 15,000 | 24,900 | 41,400 | 52,500 | 63,000 |
| Transportation (student) | - | 12,000 | 19,920 | 33,120 | 42,000 | 50,400 |
| Student Services - other | - | 19,000 | 31,540 | 52,356 | 86,912 | 144,273 |
| Office Expense | - | 26,000 | 43,160 | 71,646 | 118,932 | 197,427 |
| Staff Development | - | 19,500 | 32,370 | 53,820 | 68,250 | 81,900 |
| Staff Recruitment | - | 10,000 | 16,600 | 27,556 | 45,743 | 75,933 |
| Student Recruitment / Marketing | - | 10,000 | 10,000 | 16,600 | 27,556 | 45,743 |
| School Meals / Lunch | - | 135,000 | 224,100 | 372,600 | 472,500 | 567,000 |
| Travel (Staff) | - | 10,000 | 12,000 | 14,400 | 17,280 | 20,736 |
| Fundraising | - | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| Other | - | 5,000 | 8,300 | 13,778 | 22,871 | 37,967 |
| TOTAL SCHOOL OPERATIONS | - | 533,500 | 655,590 | 1,036,125 | 1,455,989 | 2,044,848 |

| | |
|---|--|
| Principal. Salaries incremented 4% per year | |
| Assistant Principals & Director of Early College Success | |
| Salaries incremented 4% per year | |
| Registrar and Attendance Clerk; Salaries incremented 4% per year | |
| Salaries is based on student enrollment times 4% increase per year | |
| # of students X 18%/20 + \$65,000 + 4% salary increase per year | |
| Master Teachers | |
| \$200 X students; Parent/Community Liaison & Academic Advisor | |
| ELL Coordinator & SPED Coordinator | |
| One part time librarian after second year. | |
| One custodian first year; two custodians after first year. | |
| 7.65% of Salaries | |
| Health, dental and life & disab @ 20% | |
| 403 B 3% | |
| Outsourced (Auditing \$20,000; Acctg \$55,000) | |
| Retainer for lawyer | |
| One part time nurse for year 1 and 2: full time year 3 onward. | |
| Payroll Services @ \$200 X 26 weeks | |
| Back Office Support: \$75k ASPIRA PA, \$25k ASPIRA IL, \$100k ASPIRA NY | |
| Meetings etc. | |
| \$133 per student | |
| \$33 per student | |
| \$267 per student | |
| Classroom furniture, SmartBoards, etc | |
| 85% will be covered by e-rate | |
| Laptop Carts, Teacher Laptops, Projectors, etc. | |
| \$100 per student | |
| \$100 per student | |
| \$80 per student | |
| \$127 per student | |
| printing, copying, postage, etc. | |
| conferences | |
| news paper and/or magazine advertisement | |
| \$10,000 year 1 & 2; year 3 to 5 increased 66% | |
| \$900 per student | |
| based on \$10,000 first year and incrementing 20% thereon | |
| Development Consultant, etc. | |
| bank charges, licensing fees, dues & memberships, etc | |

| Aspira Secondary Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD | | | | | | DESCRIPTION OF ASSUMPTIONS |
|--|------------------|------------------|------------------|------------------|------------------|--|
| *NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations. | | | | | | |
| Total Revenue | 2,543,305 | 3,989,124 | 6,333,199 | 7,784,539 | 9,363,176 | |
| Total Expenses | 2,471,163 | 3,533,480 | 5,367,592 | 7,030,528 | 8,778,561 | |
| Net Income (Before Cash Flow Adjustments) | 72,142 | 455,644 | 965,608 | 754,011 | 584,616 | |
| Actual Student Enrollment | 150 | 249 | 414 | 525 | 630 | |
| Total Paid Student Enrollment | - | - | - | - | - | |
| | Year 1 2012 | Year 2 2013 | Year 3 2014 | Year 4 2015 | Year 5 2016 | |
| FACILITY OPERATION & MAINTENANCE | | | | | | |
| Insurance | 50,000 | 83,000 | 137,780 | 228,715 | 379,667 | liability, sexual abuse, umbrella, etc. |
| Janitorial | 24,000 | 45,000 | 45,000 | 45,000 | 45,000 | janitorial supplies |
| Building and Land Rent / Lease | 150,000 | 249,000 | 414,000 | 525,000 | 630,000 | space rental based on \$20,000 per classroom |
| Repairs & Maintenance | 12,000 | 20,000 | 20,000 | 20,000 | 20,000 | facility equipment repairs |
| Equipment / Furniture | 20,000 | 33,200 | 55,112 | 91,486 | 151,867 | equipment purchase: equipment leases, etc |
| Security | 10,000 | 15,000 | 20,000 | 25,000 | 30,000 | cameras, monitoring system, etc |
| Utilities | 36,000 | 59,760 | 99,202 | 164,675 | 273,360 | electricity |
| TOTAL FACILITY OPERATION & MAINTENANCE | 302,000 | 504,960 | 791,093 | 1,099,875 | 1,529,893 | |
| DEPRECIATION & AMORTIZATION | 12,000 | 12,640 | 17,022 | 25,297 | 38,373 | \$526,665 amortized for five years |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | 25,000 | 25,000 | 25,000 | - | - | |
| TOTAL EXPENSES | 2,471,163 | 3,533,480 | 5,367,592 | 7,030,528 | 8,778,561 | |
| NET INCOME | 72,142 | 455,644 | 965,608 | 754,011 | 584,616 | |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | |
| Aspira Secondary Charter School | 150 | 249 | 414 | 525 | 630 | assumption of student enrollment |
| School District 2 (Enter Name) | - | - | - | - | - | |
| School District 3 (Enter Name) | - | - | - | - | - | |
| School District 4 (Enter Name) | - | - | - | - | - | |
| School District 5 (Enter Name) | - | - | - | - | - | |
| School District 6 (Enter Name) | - | - | - | - | - | |
| School District 7 (Enter Name) | - | - | - | - | - | |
| School District 8 (Enter Name) | - | - | - | - | - | |
| School District 9 (Enter Name) | - | - | - | - | - | |
| School District 10 (Enter Name) | - | - | - | - | - | |
| School District 11 (Enter Name) | - | - | - | - | - | |
| School District 12 (Enter Name) | - | - | - | - | - | |
| School District 13 (Enter Name) | - | - | - | - | - | |
| School District 14 (Enter Name) | - | - | - | - | - | |
| School District 15 (Enter Name) | - | - | - | - | - | |
| School District - ALL OTHER | - | - | - | - | - | |
| TOTAL ENROLLMENT | 150 | 249 | 414 | 525 | 630 | |
| REVENUE PER PUPIL | 16,955 | 16,021 | 15,298 | 14,828 | 14,862 | |
| EXPENSES PER PUPIL | 16,474 | 14,191 | 12,965 | 13,391 | 13,934 | |
| CASH FLOW ADJUSTMENTS | | | | | | |
| OPERATING ACTIVITIES | | | | | | |
| Example - Add Back Depreciation | 12,000 | 12,640 | 17,022 | 25,297 | 38,373 | |
| Other | - | - | - | - | - | |
| Total Operating Activities | 12,000 | 12,640 | 17,022 | 25,297 | 38,373 | |
| INVESTMENT ACTIVITIES | | | | | | |
| Example - Subtract Property and Equipment Expenditures | 60,000 | 63,200 | 85,112 | 126,486 | 191,867 | |
| Other | - | - | - | - | - | |
| Total Investment Activities | 60,000 | 63,200 | 85,112 | 126,486 | 191,867 | |
| FINANCING ACTIVITIES | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | |
| Other | - | - | - | - | - | |
| Total Financing Activities | - | - | - | - | - | |
| Total Cash Flow Adjustments | 72,000 | 75,840 | 102,134 | 151,783 | 230,240 | |
| NET INCOME | 144,142 | 531,484 | 1,067,742 | 905,795 | 814,856 | |
| Beginning Cash Balance | - | - | - | - | - | |
| ENDING CASH BALANCE | 144,142 | 531,484 | 1,067,742 | 905,795 | 814,856 | |

ATTACHMENT 18
KEY ASCS PARTNERSHIPS



ASPIRA of New York, Inc.

An Investment In Latino Youth™

Est. 1961

March 30, 2011

The Regents of The University of the State of New York
Office of Innovative School Models
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

On behalf of the Board of Directors of ASPIRA of New York, I am writing this letter to confirm that we will be a key partner to support the development and launch of a new ASPIRA Secondary Charter School which will be located in District 8 Bronx, New York.

We are excited to move forward with this project.

Please advise if you have any questions.

Regards,

Magda Yrizarry, Chair
Board of Directors
ASPIRA of New York



ASPIRA, Inc. of Pennsylvania

4322 North 5th Street, 3rd Floor
Philadelphia, Pennsylvania 19140

Phone: (215) 455-1300 Fax: (215) 455-6310

Web: <http://aspirapa.org>

March 30, 2011

Hector Gesualdo, Executive Director
ASPIRA of NY 520 8th Ave, 22nd Floor
New York, NY 10018

Dear Hector:

On behalf of the Board of Directors of ASPIRA of Pennsylvania I am writing this letter to confirm that we will be entering into a partnership with ASPIRA of NY to support the development and launch of a new charter school that will be located in District 8 Bronx, New York.

We will provide support in the following

Back Office Support:

- School Start up Planning & Project Management
- Human Resources, School Leadership/Staff Recruitment, Interviewing & Hiring
- Facilities Planning and maintenance systems
- Security Systems Development
- IT Systems Development

Capacity Development:

- School Leadership Development and Coaching
- Implementation of the ASPIRE Teacher Professional Development & Curriculum Development Model
- Curriculum Mapping and Unit Development/Lesson Planning Support
- Classroom Management Training
- ASPIRA School Culture program development and orientation

Please advise if you have any questions.

Regards,

Alfredo B. Calderón
President & CEO



2415 NORTH MILWAUKEE AVENUE

CHICAGO, IL 60647

PHONE: (773) 252-0970

FAX: (773) 342-8615

JOSÉ E. RODRIGUEZ
PRESIDENT AND CEO

SONIA SÁNCHEZ
CHAIRPERSON

Hector Gesualdo, Executive Director
ASPIRA of NY 520 8th Ave, 22nd Floor
New York, NY 10018

Dear Hector:

On behalf of the Board of Directors of ASPIRA Inc. of Illinois, I am writing this letter to confirm that ASPIRA Illinois is committed to extending our partnership with ASPIRA of NY to support the development and launch of an ASPIRA-founded charter school that will be located in District 8 Bronx New York.

Since 2003, ASPIRA of Illinois has managed four charter schools, a Math, Science and Technology middle school, an alternative high school, a Computer Technology High School, and an Early College High School. ASPIRA is prepared to provide ASPIRA of NY in start-up charter school technical assistance and capacity building in all areas from setting up school operations protocols and systems to curriculum development and professional development, specifically in the areas of differentiated instruction, curriculum mapping and designing the education plan for the ASCS early college academy (set to begin in 4th year of operations).

We are excited to partner with ASPIRA NY on establishing this long-awaited and much needed ASPIRA secondary school in the South Bronx.

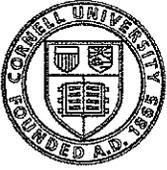
Please advise if you have any questions.

Regards,

A handwritten signature in black ink that reads "Jose E. Rodriguez". The signature is written in a cursive, flowing style.

Jose E. Rodriguez, C.E.O. and President

LEADERSHIP THROUGH EDUCATION



Cornell University
Cooperative Extension
New York City

432 East 149th Street
3rd Floor
Bronx, NY 10455
Tel: (718) 993-5360
Fax: (718) 993-5346
cenyc@cornell.edu
<http://nyc.ccextension.org>

March 28, 2011

Mr. Hector Gesualdo
Executive Director
ASPIRA of New York, Inc
520 Eighth Avenue, 22nd floor
New York, NY 10018

Dear Mr. Gesualdo:

On behalf of Cornell University Cooperative Extension Bronx/Manhattan Nutrition & Health Program, it is my pleasure to write a letter in enthusiastic support of the proposal for a charter school, serving youth in grades 5-12, to start in the 2012-2013 school year.

Our Nutrition & Health program has greatly benefited from our partnership with ASPIRA by actively addressing the needs of New York City residents by providing a wide variety of educational services for youth and adults, especially classes and workshops on Nutrition and Health.

Prospective students, parents and school staff of this proposed charter school will significantly benefit from our free Nutrition and Health workshops. Our workshops engage participants in a learner-centered, dialogue based education. Visuals and hands-on activities make teaching come alive. In addition, participants prepare, cook and taste foods.

We believe that this exciting opportunity will allow for ASPIRA to continue its excellent work in the community. We have no hesitation in strongly supporting their application for this initiative.

If you have any additional questions, please don't hesitate to contact me at spg63@cornell.edu

Sincerely,



Sandra Grueso MPH, RD, CDN

Bronx/Manhattan Regional Coordinator
Cornell University Cooperative Extension- NYC

por tu familia

a program of
American Diabetes Association.
 Cure • Care • Commitment®

March 29, 2011

Hector Gesualdo
 Executive Director
 ASPIRA of New York, Inc.
 520 Eighth Avenue, 22nd FL.
 New York, NY 10018

Dear Mr. Gesualdo,

Diabetes has become an urgent health crisis in the Hispanic/ Latino communities in the Greater NY market. Approximately 800,000 people in New York City have diabetes, 28% of the people in NYC with diabetes are Hispanic/Latino Americans. The prevalence of diabetes is at least 1.7 times higher in Hispanic/Latinos than non-Latino whites. Their rates of diabetes are almost double those of non-Hispanic/Latino whites. Diabetes is a complex problem; its prevention and treatment require planning, action and support that are culturally and linguistically appropriate.

Many Latinos feel guilty spending time and money on personal health. They feel selfish putting their own health care ahead of their family's needs. The opposite should be true. The American Diabetes Association (ADA) is here for their family, but we want to bring the message home that each person should take care of their diabetes or prevent themselves from developing it, for their family's sake too. Their family needs them to be healthy and feeling their best, so they can be there for those they love. That is why the name for ADA's Latino Initiatives health campaign is *por tu familia*--or "for your family" in English.

The ADA would like ASPIRA of New York, Inc. to serve as a collaborative partner for our Latino Initiatives "Por tu Familia" educational program. The educational program consists of several educational workshop/sessions such as *Health & Flavor in the Latino Kitchen*, *With All My Heart* and *Everybody Dance for your Health!*

Health and Flavor in the Latino Kitchen is a culturally specific community session created for people in the Latino community with diabetes, those at risk for developing diabetes, and those wanting to learn more about healthy eating for themselves and their families. This informative and highly interactive session will inform participants about ways to prepare foods in a healthier way, to identify correct portion sizes for preparing healthy meals and to make healthier choices when eating outside the home. This session can also include Food Demonstration with Nutritionist and Chef.

With All My Heart is a culturally specific community session created for people in the Latino community with diabetes, those at risk for developing diabetes, and those wanting to learn more about keeping their heart healthy. This informative session will teach participants to identify the ABCs of diabetes management and will encourage them to make a commitment to incorporate healthier habits into their daily routines.

Greater New York Office
 333 Seventh Avenue, 17th Fl.
 New York, NY 10001
 Tel: 212-725-4925

Diabetes information
 call 1-800-DIABETES (1-800-342-2383)
 online www.diabetes.org
 The Association gratefully accepts gifts through your will.

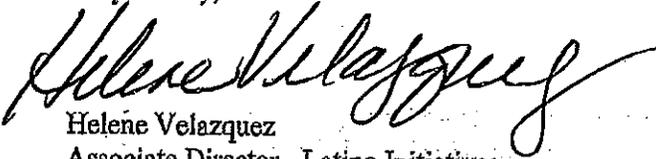
The Mission of the American
 Diabetes Association is to prevent and
 cure diabetes and to improve the lives
 of all people affected by diabetes.

Everybody Dance for your Health! workshop provides the community the opportunity to come together and celebrate their rich dance heritage and enjoy dancing as a form of exercise. Brief diabetes messages are shared throughout the dance. This session can include dance instructor and music DJ.

We'd also like **ASPIRA** to partner with our unique event "**Feria de Salud**". A special component of *Por tu Familia* is our annual "**Feria de Salud**" an outdoor community event that is intended to reach thousands of local Latinos/Hispanics with the important message that they may be at risk for diabetes. **Feria** captures the festive elements of a street fair, but maintains the important aspects of choosing and managing a healthier lifestyle for the entire Latino family. The atmosphere of **Feria** includes music, dancing, nutritional information, cooking demonstrations, speakers on topics related to diabetes, and a variety of product and service booths.

Please let us know if **ASPIRA** of New York, Inc. is interested in collaborating with American Diabetes Association-Latino Initiatives "**Por tu Familia**". Your support in the fight to **STOP DIABETES** will make a difference in the quality of life of Latinos. I look forward to speaking to you.

Respectfully,



Helene Velazquez
Associate Director - Latino Initiatives

KEY ASCS PARTNERS:

ASPIRA of New York, Inc. (See Letter of Partnership)

ASPIRA New York is part of a 50 year educational movement, an educational movement that in 2011 includes the ASPIRA National Organization, 9 separately incorporated ASPIRA Associates located in 8 states plus the commonwealth of Puerto Rico. Three of the associates currently manage a total of 11 successful Charter Schools and support ASPIRA NY in this start up charter school effort. ASPIRA Pennsylvania (ASPIRA PA), especially, will provide intensive technical assistance during the planning and start up years in the areas of curriculum design, principal coaching, staff recruitment, professional development, back office support, and guidance in setting up school systems of control and management.

Expected Role: ASPIRA schools benefit from ASPIRA's strong capacity to provide comprehensive operations. ASPIRA of New York will provide back office support to ASCS and will manage the key partnership relationships with ASPIRA Pennsylvania, ASPIRA Illinois, and the ASPIRA National organization. ASPIRA NY, the ASCS Applicant, is committed to the successful planning and launch of the ASPIRA Secondary Charter School. Through its connections with community, parents and youth and its community partnerships with schools, CBO's, Institutions of Higher Education, and social services agencies, ASPIRA will connect the start up Charter School with a depth of services and support that only 50 years of work in the Bronx community can provide.

ASPIRA of New York Administrative Team:

Executive Director: Hector Gesualdo, MSW

Mr. Gesualdo will oversee the community partnerships that ASPIRA NY will bring to the planning and start up of the new charter, and manage the relationships of ASCS with the ASPIRA Organization, specifically ASPIRA New York, ASPIRA Pennsylvania, ASPIRA Illinois and ASPIRA National. Mr. Gesualdo will hold an ex-officio non-voting position on the ASCS Board of Trustees.

Director of Finance: Sunil Anand, CPA

Mr. Sunil will be responsible for creating and managing the budgets for ASCS, including reporting on the budgets to the ASCS Board of Trustees on a regular basis, and making budget forecasts based on changes in enrollments and other factors that affect fiscal viability of the schools. Mr. Sunil will also oversee accounting, procurement and payroll, and will assist in facilities planning.

Chief Program Officer: Dr. Mark Gonzalez, Ed.D.

As Chief Program Officer at ASPIRA of New York, Inc., Dr. Gonzalez is responsible for the development and supervision of all School-Based and Government funded programs which include schools in CSD 8. Dr. Gonzalez will identify community resources, financial and in-kind, to support the charter school provision of extended day academic programs and activities.

Community Outreach: Jeannette Bocanegra

Ms. Bocanegra, a long-time Bronx community resident, has over fifteen years of experience as community advocate, activist and organizer. She has taken an active role in parent advocacy and educational reform through her roles as Parent Teacher Association President, Vice President and Secretary and also as Secretary to the Community School District 10 President's Council. She has facilitated hundreds of workshops for EPIC (Every Person Influence Children), the ASPIRA APEX program (ASPIRA Parents for Excellence), and on early childhood development.

ASPIRA of Pennsylvania, Inc. (See Letter of Partnership)

For over 40 years, ASPIRA PA has been serving the North Philadelphia community with educational and advocacy programs. ASPIRA PA currently operates and manages three charter schools (including one Renaissance school), a large Perk/Head Start program, a cyber charter school, and several educational programs for the community.

Expected Role: ASPIRA PA will provide technical assistance and capacity building to ASPIRA NY, so that ASPIRA NY will grow its capacity to provide comprehensive back office support to the ASPIRA Secondary Charter School. Back office support includes Information Technology (network building, configuration and implementation; IT support; working with teachers infusing curriculum with technology), Finance / Accounting (accounts payables/receivables; accounting; auditing; funding reporting; deposits; payroll), Human Resources (hiring/firing/discipline; all reporting as it pertains to personnel to state; benefits analysis and implementation; compliance), Maintenance (facility maintenance and repair; trash removal; exterior upkeep; snow removal; code compliance and certifications of facility), Security (safety support personnel; security equipment installation and monitoring; 24-hour on duty guards), Food Services (managing kitchen staff and lunch aides; ordering of food and supplies; monitoring of food consumption and waste; compliance of all food distribution codes and certifications), Academics (curriculum support; technology integration into learning; bilingual instruction; data collection, evaluation, and improvement planning; academic staff training; community outreach program), and Administration (executive management; fundraising and grant writing).

ASPIRA of Pennsylvania Key Administrative Team:

Chief Executive Officer: Mr. Alfredo Calderón

Mr. Calderón will oversee the delivery of capacity-building services to ASCS through the conduit and relationship with ASPIRA New York, and raise additional funding to support capacity building for the development and. Mr. Calderon will oversee the services provided by ASPIRA of PA to ASCS and ASPIRA NY, including capacity-building and technical assistance in the development of Human Resources support (including recruitment, interviewing, selection and hiring), and technical assistance in the areas of setting up security, school IT infrastructure.

Chief Academic Officer: Ms. Evelyn Nuñez

Ms. Nuñez will apply her experience in starting and managing ASPIRA's other charter schools to the new Renaissance Schools. She will oversee the development of the curriculum and the transition of the curriculum from the School District's curriculum to the ASPIRA model's dual language curriculum. She will also manage the hiring and training of all staff for the new schools.

Chief Information Technology Officer: Richard Martinez

Mr. Martinez's role will be to provide vision and leadership for developing and implementing information technology initiatives. He will direct the planning and implementation of enterprise IT systems in support of school operations in order to improve cost effectiveness, service quality, and school development. He will be responsible for all aspects of the organization's information technology and systems.

Director of Curriculum and Instruction: Dr. Lucila Paramo

Dr. Paramo oversees every facet of school operations that directly impact student learning. She communicates regularly with the CAO concerning student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each. She has oversight of curriculum development and student assessment (internal and external) and implement effective

internal assessment systems to monitor academic progress of students throughout the year, and implement and oversee systems for data analysis of all internal and external assessments.

Director of Professional Development (TBD).

The Director of Professional Development will provide support, guidance, and training to Master Teachers and school Coordinators, who work very closely with schools to implement ASPIRA's Professional Development Model, known as ASPIRE, which stands for Acknowledging Superior Practice In Rigorous Education. She will work with the CAO, ILA's and School Administrators regarding trainings, school leadership support, ASPIRE school review and evaluation, and other projects as assigned.

ASPIRA Inc. of Illinois (See Letter of Partnership)

For over 40 years, ASPIRA IL has been serving the Chicago community with youth leadership development, educational and advocacy programs including extended day 21st Century Learning Centers, college prep, and school to career educational programs. ASPIRA IL opened its first Charter School campus in 2003, and currently operates and manages four charter school campuses (including the ASPIRA Early College High School, the model for the ASCS Early College Academy grades 9-12).

Expected Role: ASPIRA IL will provide technical assistance and capacity building to ASPIRA NY, in the areas of Early College High School design and new school start up.

ASPIRA of Illinois Key Administrative Team:

Chief Executive Officer: Mr. Jose E. Rodriguez

Mr. Rodriguez has served as the C.E.O. of ASPIRA of Illinois since 1997 and has overseen the development of a Charter School Network of 4 Charter School campuses, Mr. Rodriguez will oversee the services provided by ASPIRA of IL to ASCS and ASPIRA NY, including capacity-building and technical assistance in the development of new school start up and the design and management of an Early College high school.

Chief Strategic Officer: Dr. MariBeth Welch, Ph.D.

Dr. Welch has been the designer and developer of the ASPIRA Illinois charter school network of three of the four charter school campuses, including the ASPIRA Science, Math and Technology Middle School, the ASPIRA Computer Technology high School, and the ASPIRA Early College High School. She headed up the ASPIRA team that worked with The Parthenon Group on the development of an ASPIRA School Network business plan, funded by the Gates Foundation as part of their support of the start up of the ASPIRA Early College.

Cornell University Cooperative Extension (See Letter of Partnership)

Cornell University Cooperative Extension will provide free Nutrition and Health workshops to the students, parents, and school staff. The workshops are designed to engage participants in learner-centered dialogue-based education. As part of the workshop participants prepare, cook and taste foods.

American Diabetes Association (See Letter of Partnership)

The American Diabetes Association has committed to partner with ASPIRA Secondary Charter School on the ADA "Por tu Familia" Diabetes Prevention initiative, providing educational workshops and "Feria de Salud" (Health Fair) for students, families and staff including "Health and Flavor in the Latino Kitchen," "With All My Heart," and "Everybody Dance for your health" to bring awareness to the school community about the Diabetes Epidemic in the Latino Community.

ASPIRA PA EDUCATION RESOURCES AND PARTNERS BEING BROUGHT TO ASCS

- Hocused on Learning is the ASPIRA PA Professional Development partner dedicated to the growth and success of the instructional and administrative staff.
- Catapult Learning primarily supports academically struggling learners.

Hocused on Learning

Organization Profile

The single greatest school-related factor impacting student achievement in the urban setting is the quality of the teacher in the classroom, followed closely by the quality of the principal. The mission of Hocused on Learning, LLC, is to improve the instructional skills of teachers and the instructional leadership skills of principals. PhocuseD on Learning currently serves schools in 7 cities and has yielded strong gains in student achievement. They provide support in the creation of professional development and teacher coaching systems, leadership development, and principal and teacher evaluation systems. They assist schools in the selection of teachers based on observation of instructional skill, interviews, and analysis of prior student achievement results, and have extensive experience with successful performance pay systems. Their support services use data to assess the individual needs of schools, teachers, and school leaders, and then they create customized professional development to meet those needs. PhocuseD on Learning has been contracted by ASPIRA PA to provide instructional capacity building, including:

- Customized professional development for teachers and principals;
- Systems development;
- Ongoing on-site support aimed at improving instructional planning and delivery.

Catapult Learning

Organization Profile

Catapult Learning has been in operation for over 30 years, and provides effective, research-based educational programs and services to schools, including “instructional intervention programs, specialized support services, professional development, and school improvement service.” They offer customized solutions for all types of schools, which is a unique approach that has led to very dramatic school results. Catapult Learning supports ELL learners through small group instruction using their proprietary AchieveEnglish program supplemented with PLATO Reading online curriculum. The curriculum chosen allows modifications for small group learning, which provides a more intimate and less threatening learning environment for many students. Catapult Learning also provides support to ASPIRA’s special education population through individual and small group instruction using their proprietary AchieveReading, AchieveMath, and Special Education Model, supplemented with PLATO Reading and PLATO Math online curriculum, small group computer-assisted instruction using their proprietary AchieveReading Plus Tech and AchieveMath Plus Tech technology programs, speech language therapy, psychological evaluations, and occupational and physical therapy.

ASPIRA PENNSYLVANIA PORTFOLIO OF SCHOOLS AND PROGRAMS

- **Eugenio Maria de Hostos Charter School.** ASPIRA has operated De Hostos since 1998. De Hostos is a fully bilingual K-7th grade school that serves 350 students and their families, the majority of whom are native Spanish speakers. De Hostos has made Adequate Yearly Progress (AYP) consecutively for the last six years.
- **Antonia Pantoja Charter School.** Pantoja opened in 2008 based on the bilingual school model of De Hostos. Pantoja serves 720 students in grades K-8, and has a waiting list of over 700 more students. Pantoja opened with full enrollment in all 9 grades, with little advertisement other than word of mouth. In its second year of operation, Pantoja achieved AYP, boasting some of the largest 5th grade math increases in the city of Philadelphia.
- **John B. Stetson Charter School.** Stetson Charter is a 5-8th grade turnaround school in its first year of transition from a public to a charter school. Within just a few months of school operation, ASPIRA invested over \$450K in new furniture for all classrooms and offices, over \$50K in technology purchases and upgrades, \$1.2 Million in contracted specialized services for ELL, special education, and behaviorally-challenged youth through Catapult Learning and Success Schools, and over \$200K in new curriculum. We also installed security equipment including over 80 surveillance cameras and painted the building interior. Thus far into the 2010-2011 school year, Stetson has reported a dramatic decrease in suspensions and increases in academic proficiency.
- **ASPIRA Bilingual Cyber Charter School.** In the fall of 2010, ASPIRA launched the first K-12 bilingual cyber charter school in the state of Pennsylvania. This cyber charter has expanded ASPIRA's bilingual education services from North Philadelphia to students across the entire state. 100% of seniors are on track to graduate this school year.
- **ASPIRA Afterschool Programs.** ASPIRA believes in structured, high quality afterschool programs that provide a mix of academic enrichment, counseling, academic help, personal development, and a safe, drug and violence-free environment. ASPIRA's Afterschool Success Center at De Hostos, for example, serves over 150 students for 38 weeks, 3 hours per day, five days per week at no cost to the families. This program has received awards from its funders for consistently overachieving attendance and retention goals, and was recognized in the Fall of 2010 in PHMC's *The OST Highlighter* as an outstanding afterschool program in Philadelphia, for its extensive community partnerships that allow the program to offer a wide menu of services to children.
- **Stakeholder Groups.** ASPIRA manages advocacy groups of community stakeholders, including businesses, government agencies, educators and parents, who share information and develop ways to improve our neighborhoods. These groups have successfully implemented community clean-ups, the installation of playgrounds, fundraisers for needy families, and safety initiatives throughout North Philadelphia.
- **ASPIRA's Head start/Pre-K School.** Since 2005, ASPIRA has operated the largest Headstart program and preschool partnered with the School District of Philadelphia, and currently has a waiting list of almost 300 families. ASPIRA's Preschool offers a bilingual environment and implements research-based brain development techniques vital to youth under 5 years old.
- **Truancy Case Management and Attendance & Truancy Intervention Prevention Support (ATIPS).** ASPIRA collaborates with the School District of Philadelphia and the City of Philadelphia to provide support and case management to families to ensure that students are able to attend school. Since 2004, ASPIRA's truancy programs have served over 1,600 families.
- **Career Exploration Programs.** ASPIRA helps high school students explore careers and develop 21st century skills necessary for success in a global society through a summer program that places 220 students in work experiences and internships in Philadelphia's public and private sector. Upon

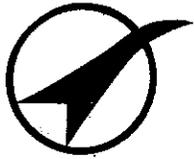
successful completion of the summer experience, youth in the School District of Philadelphia receive a credit toward high school graduation. ASPIRA's summer service learning model won first place in its category in the city-wide competition of 2010, and was chosen as a best-practice model to replicate throughout the city-wide system for the summer of 2011.

- **Educational Talent Search (College Prep).** ASPIRA's federally-funded college preparation program helps students and their families explore post-secondary educational options, prepare for college (including SAT-preparation workshops), and find funding to support their post-secondary aspirations. Over the last 15 years, this program has helped almost 1,000 youth enroll in college.
- **Leadership Development Program.** ASPIRA offers 6-12th grade in-school and afterschool character development activities to enhance the leadership abilities of youth. Students learn the process of awareness, analysis, and action. The program provides leadership training, cultural enrichment activities, and community action projects that teach students how to become effective leaders of their communities. The leadership program is currently partnered with 20 local schools and serves over 400 students.
- **21st Century Community Learning Center.** ASPIRA's new Learning Center launched in September 2010 to provide more intensive support to middle and high school youth and their families. The program offers an amalgam of services for the youth, including academic support, 21st century skill-based enrichment programs, physical fitness, and character development activities. Parents of youth in the program are offered free courses in GED preparation, computer basics, English language support, and parenting skills.

ASPIRA Pennsylvania Successes & Academic Outcomes

Within an impoverished, under-educated community, ASPIRA has achieved successful youth outcomes for over a decade. ASPIRA's approach to teaching and learning has proven highly successful in educating their population of mostly low income, Latino students.

- De Hostos Charter School has consecutively met AYP for the last six years. In 2009, De Hostos made all 13 of its Adequate Yearly Progress goals, and in 2010, it made all 15 of its AYP goals. In 2009, student attendance at De Hostos was 96%, students' PSSA Math Proficiency was 63%, and Reading Proficiency was 45%. In 2010, student attendance at De Hostos was 96%, students' PSSA Math Proficiency was 72% (a 9% gain), and Reading Proficiency was 54% (a 9% gain).
- Pantoja Charter School opened for the first year in 2008-09 to serve students in grades K to 8. In its first year of operation, Pantoja Charter, with a new staff and many non-English speaking students, was able to achieve 36% Proficiency on the Math PSSA tests and 34% Proficiency in Reading. Pantoja did not meet its AYP performance targets, although it did meet all of its test participation targets, as 100% of students participated in the PSSA tests. Also, it met its student attendance target, as its school registered a 95% average daily attendance rate. In just its second year of operation, Pantoja Charter made AYP in 2010, meeting 21 of 21 targets, more than doubling the number of targets met the prior year. Students achieved 52% Proficiency on the Math PSSA (a 16% increase overall, and one of the highest gains in 5th grade Math in the city of Philadelphia) and 45% Proficiency on the Reading PSSA (an 11% increase).
- Innovative Consultants International, Inc. released on September 9th, 2009 the results of research conducted comparing outcomes of ASPIRA schools to non-ASPIRA schools and to define student profiles of ASPIRA's targeted youth. The students who participated in this research were from our Leadership Club component. In their comparison, ASPIRA schools showed greater safety/minimal violence, higher student performance, higher parent involvement, more hygienic bathrooms, greater discipline, and generally happier students than non-ASPIRA schools.



ASPIRA of New York, Inc.

An Investment In Latino Youth™

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March 22, 2011

Ms. Laura Rodriguez
Chief Achievement Officer for Special Education
and English Language Learners
52 Chambers Street, Room 220
New York, NY 10007

Dear Ms. Rodriguez:

We are writing to inform you that ASPIRA of New York has received approval from the NYS Education Department to submit a full application for a proposed charter school, serving youth in grades 5 – 12 in Community School District 8, to start in the 2012 – 2013 school year.

The mission of the ASPIRA Secondary Charter School (ASCS) is to develop leaders of integrity prepared for college success and careers needed in the 21st century, through a holistic approach to education that encompasses academic rigor, youth leadership development, meaningful civic engagement, and strong community and parental involvement.

As you know, ASPIRA of NY is the oldest Latino educational organization in the state of New York with over 50 years of experience working with poor and immigrant populations. ASPIRA was founded in 1961 with the goal of providing support to recently arrived Puerto Rican youth so that they would remain in and successfully graduate from high school. Today, ASPIRA serves a diverse youth population and the ASPIRA ideals have taken root around the country. Beginning in 1968 with ASPIRA of America, today known as the ASPIRA association, ASPIRA associate offices now serve youth in Connecticut, Florida, Illinois, New Jersey, Pennsylvania and Puerto Rico.

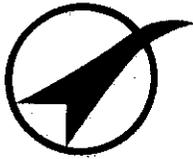
We are looking forward to working with Superintendent Behr and to continue working with NYCDOE staff in Community School District 8.

Attached please find our Prospectus for the ASPIRA of NY Charter School (ASCS). If you have any questions, please feel free to contact me at (212) 564-6880, ext. 8102.

Sincerely,

Hector Gesualdo
Executive Director

Cc: ASCS Prospectus



ASPIRA of New York, Inc.

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March 22, 2011

Mr. Timothy Behr
Superintendent
Community School District 8
1230 Zerega Avenue
Bronx, NY 10462

Dear Superintendent Behr:

We are writing to inform you that ASPIRA of New York has received approval from the NYS Education Department to submit a full application for a proposed charter school, serving youth in grades 5 – 12 in Community School District 8, to start in the 2012 – 2013 school year.

The mission of the ASPIRA Secondary Charter School (ASCS) is to develop leaders of integrity prepared for college success and careers needed in the 21st century, through a holistic approach to education that encompasses academic rigor, youth leadership development, meaningful civic engagement, and strong community and parental involvement.

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I recently contacted your office and left you a message requesting a meeting with you. We are looking forward to working with you and to continue working with NYCDOE staff in CSD 8.

Attached please find our Prospectus for the ASPIRA of NY Charter School (ASCS). If you have any questions, please feel free to contact me at (212) 564-6880, ext. 8102.

Sincerely,

Hector Gesualdo
Executive Director

Cc: ASCS Prospectus



ASPIRA of New York, Inc.

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March 15, 2011

Honorable Annabel Palma
Council Member
New York City
1041 Castle Hill Avenue
Bronx, NY 10472

Dear Council Member Palma:

We are writing to inform you that ASPIRA of New York has received approval from the NYS Education Department to submit a full application for a proposed charter school, serving youth in grades 5 – 12 in Community School District 8, to start in the 2012 – 2013 school year.

CSD 8 has an overwhelmingly high poverty rate with the vast majority of students living in low-income families. Among elementary and middle school students in CSD 8, only 48% meet state English Language Arts standards and only 64% meet state Math standards. When CSD 8 students enter the 5th grade they are, on average, at a third grade level in ELA and math. The graduation rate from high schools in the district is dismal.

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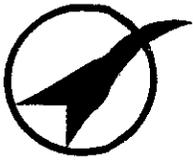
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Attached please find our Prospectus for the ASPIRA of NY Charter School (ASCS). If you have any questions, please feel free to contact me at (212) 564-6880, ext. 8102.

Sincerely,

Hector Gesualdo
Executive Director

Cc: ASCS Prospectus



ASPIRA of New York, Inc.

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March 15, 2011

Honorable Marcos A. Crespo
Assemblyman
New York State
1163 Manor Avenue
Bronx, NY 10472

Dear Assemblyman Crespo:

We are writing to inform you that ASPIRA of New York has received approval from the NYS Education Department to submit a full application for a proposed charter school, serving youth in grades 5 – 12 in Community School District 8, to start in the 2012 – 2013 school year.

CSD 8 has an overwhelmingly high poverty rate with the vast majority of students living in low-income families. Among elementary and middle school students in CSD 8, only 48% meet state English Language Arts standards and only 64% meet state Math standards. When CSD 8 students enter the 5th grade they are, on average, at a third grade level in ELA and math. The graduation rate from high schools in the district is dismal.

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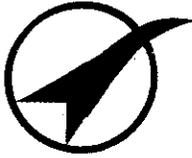
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Attached please find our Prospectus for the ASPIRA of NY Charter School (ASCS). If you have any questions, please feel free to contact me at (212) 564-6880, ext. 8102.

Sincerely,

Hector Gesualdo
Executive Director

Cc: ASCS Prospectus



ASPIRA of New York, Inc.

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March 15, 2011

Dr. Felix V. Matos Rodriguez
President
Eugenio Maria de Hostos Community College
500 Grand Concourse
Bronx, NY 10451

Dear Dr. Matos Rodriguez:

At our recent meeting, I spoke about ASPIRA of New York having begun the process to apply for a charter school, which would open in the fall of 2012. I am pleased to tell you that, since our meeting, the NYS Education Department has approved our Prospectus for a charter school and we will be submitting shortly a full application to the state. We are proposing a charter school in Community School District 8 serving students in grades 5 – 12 and at full enrollment, serving 875 students.

CSD 8 has an overwhelmingly high poverty rate with the vast majority of students living in low-income families. Traditionally a destination for new immigrant families, the area has a diverse community, home to many who are new to the continental United States from the Dominican Republic, Puerto Rico and Mexico as well as second, third, fourth and fifth generation African Americans and Puerto Ricans.

Among elementary and middle school students in CSD 8, only 48% meet state English Language Arts standards and only 64% meet state Math standards. When CSD 8 students enter the 5th grade they are, on average, at a third grade level in ELA and math. The graduation rate from high schools in the district is dismal.

We are very interested in establishing collaboration between our proposed charter school and Hostos Community College. We are certain that our at-risk students and their teachers will benefit greatly from the services offered by your institution.

We are also certain that the collaboration between our charter school and Hostos Community College will have a very positive impact on the education and future of our prospective students and their families. To that end, we look forward to working with you and with your staff. We would greatly appreciate if your office could confirm your willingness to collaborate with us.

Attached please find our Prospectus for the ASPIRA of NY Charter School (ASCS). If you have any questions, please feel free to contact me at (212) 564-6880, ext. 8102.

Sincerely,

Hector Gesualdo
Executive Director

Cc: ASCS Prospectus



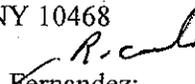
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March 15, 2011

Dr. Ricardo R. Fernandez
President
Lehman College
250 Bedford Park Boulevard West
Bronx, NY 10468

Dear Dr.  Fernandez:

At our recent meeting, I spoke about ASPIRA of New York having begun the process to apply for a charter school, which would open in the fall of 2012. I am pleased to tell you that, since our meeting, the NYS Education Department has approved our Prospectus for a charter school and we will be submitting shortly a full application to the state. We are proposing a charter school in Community School District 8 serving students in grades 5 – 12 and at full enrollment, serving 875 students.

CSD 8 has an overwhelmingly high poverty rate with the vast majority of students living in low-income families. Traditionally a destination for new immigrant families, the area has a diverse community, home to many who are new to the continental United States from the Dominican Republic, Puerto Rico and Mexico as well as second, third, fourth and fifth generation African Americans and Puerto Ricans.

Among elementary and middle school students in CSD 8, only 48% meet state English Language Arts standards and only 64% meet state Math standards. When CSD 8 students enter the 5th grade they are, on average, at a third grade level in ELA and math. The graduation rate from high schools in the district is dismal.

We are very interested in establishing collaboration between our proposed charter school and Lehman's Center for School/College Collaboratives. We are certain that our at-risk students and their teachers will benefit greatly from the services offered by the Center. We are also interested in our charter school eleventh and twelfth graders participating in your excellent College Now Program where they would be able to enroll in college-credit courses.

We are sure that the collaboration between our charter school and Lehman College will have a very positive impact on the education and future of our prospective students and their families. To that end, we look forward to working with you and with your staff. We would greatly appreciate if your office could confirm your willingness to collaborate with us.

Attached please find our Prospectus for the ASPIRA of NY Charter School (ASCS). If you have any questions, please feel free to contact me at (212) 564-6880, ext. 8102.

Sincerely,



Hector Gesualdo
Executive Director

Cc: ASCS Prospectus



ASPIRA of New York, Inc.

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March 15, 2011

Ms. Sandra Grusso
Bronx and Manhattan Regional Coordinator
Cornell University
Cooperative Extension NYC – Nutrition & Health Program
422 East 149th Street, 3rd Fl.
Bronx, NY 10455

Dear Ms. Grusso:

We are writing to request your support in providing education on health care issues to children and families in our proposed Community School District 8 secondary charter school in the Bronx. ASPIRA of New York has received approval from the NYS Education Department to submit a full application for a proposed charter school, serving youth in grades 5 – 12, to start in the 2012 – 2013 school year.

Community School District 8 has an overwhelmingly high poverty rate with the majority of students living in very low-income families. Traditionally a destination for new immigrant families, the area has a diverse community, home to many who are new to the continental United States from the Dominican Republic, Puerto Rico and Mexico as well as second, third, fourth and fifth generation African Americans and Puerto Ricans. Because of their low income and/or recent immigrant status, many of the children and their families in the district do not receive the necessary health information and treatment. Many of the households lack awareness and knowledge as to what constitutes proper nutrition resulting in high numbers of children suffering from obesity.

ASPIRA of NY is the oldest Latino educational organization in the state of New York with over 50 years of experience working with poor and immigrant populations. ASPIRA was founded in 1961 with the goal of providing support to recently arrived Puerto Rican youth so that they would remain in and successfully graduate from high school. Today, ASPIRA serves a diverse youth population and the ASPIRA ideals have taken root around the country. Beginning in 1968 with ASPIRA of America, today known as the ASPIRA association, ASPIRA associate offices now serve youth in Connecticut, Florida, Illinois, New Jersey, Pennsylvania and Puerto Rico.

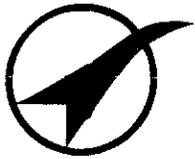
We are hopeful that your organization will be willing to provide materials and information on health care issues to our prospective students, parents and school staff. We are sure that our collaboration will have a very positive impact on the health of our future students and their families. We would greatly appreciate your confirming your willingness to collaborate with us.

Attached please find our Prospectus for the ASPIRA of NY Charter School (ASCS). If you have any questions, please feel free to contact Ms. Jeannette Bocanegra at (212) 564-6880, ext. 8118, or myself at extension 8102.

Sincerely,

Hector Gesualdo
Executive Director

Cc: Ms. Bocanegra
ASCS Prospectus



ASPIRA of New York, Inc.

An Investment In Latino Youth™

Est. 1961

March 15, 2011

Ms. Helen Velasquez
Associate Director, Latino Initiatives
American Diabetes Association
333 Seventh Avenue, 17th Floor
New York, NY 10001

Dear Ms. Velasquez:

We are writing to request your support in providing diabetes awareness and information on diabetes treatment to children and families in our proposed Community School District 8 secondary charter school in the Bronx. ASPIRA of New York has received approval from the NYS Education Department to submit a full application for a proposed charter school, serving youth in grades 5 – 12, to start in the 2012 – 2013 school year.

Community School District 8 has an overwhelmingly high poverty rate with the majority of students living in very low-income families. Traditionally a destination for new immigrant families, the area has a diverse community, home to many who are new to the continental United States from the Dominican Republic, Puerto Rico and Mexico as well as second, third, fourth and fifth generation African Americans and Puerto Ricans. Because of their low income and/or recent immigrant status, many of the children and their families in the district do not receive the necessary health information and treatment.

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Sincerely,


Hector Gesualdo
Executive Director

Cc: Ms. Bocanegra
ASCS Prospectus



ASPIRA of New York, Inc.

An Investment In Latino Youth™

Est. 1961

March 15, 2011

Honorable Ruben Diaz
Senator
New York State
900 Rogers Place
Bronx, NY 10459

Dear Senator Diaz:

We are writing to inform you that ASPIRA of New York has received approval from the NYS Education Department to submit a full application for a proposed charter school, serving youth in grades 5 – 12 in Community School District 8, to start in the 2012 – 2013 school year.

CSD 8 has an overwhelmingly high poverty rate with the vast majority of students living in low-income families. Among elementary and middle school students in CSD 8, only 48% meet state English Language Arts standards and only 64% meet state Math standards. When CSD 8 students enter the 5th grade they are, on average, at a third grade level in ELA and math. The graduation rate from high schools in the district is dismal.

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Attached please find our Prospectus for the ASPIRA of NY Charter School (ASCS). If you have any questions, please feel free to contact me at (212) 564-6880, ext. 8102.

Sincerely,

Hector Gesualdo
Executive Director

Cc: ASCS Prospectus



ASPIRA of New York, Inc.

An Investment In Latino Youth™

Est. 1961

March 15, 2011

Honorable Ruben Diaz Jr.
Bronx Borough President
851 Grand Concourse, 3rd Floor
Bronx, NY 10451

Dear Borough President Diaz:

We are writing to inform you that ASPIRA of New York has received approval from the NYS Education Department to submit a full application for a proposed charter school, serving youth in grades 5 – 12 in Community School District 8, to start in the 2012 – 2013 school year.

CSD 8 has an overwhelmingly high poverty rate with the vast majority of students living in low-income families. Among elementary and middle school students in CSD 8, only 48% meet state English Language Arts standards and only 64% meet state Math standards. When CSD 8 students enter the 5th grade they are, on average, at a third grade level in ELA and math. The graduation rate from high schools in the district is dismal.

The mission of the ASPIRA Secondary Charter School (ASCS) is to develop leaders of integrity prepared for college success and careers needed in the 21st century, through a holistic approach to education that encompasses academic rigor, youth leadership development, meaningful civic engagement, and strong community and parental involvement.

ASPIRA of NY is the oldest Latino educational organization in the state of New York with over 50 years of experience working with poor and immigrant populations. ASPIRA was founded in 1961 with the goal of providing support to recently arrived Puerto Rican youth so that they would remain in and successfully graduate from high school. Today, ASPIRA serves a diverse youth population and the ASPIRA ideals have taken root around the country. Beginning in 1968 with ASPIRA of America, today known as the ASPIRA association, ASPIRA associate offices now serve youth in Connecticut, Florida, Illinois, New Jersey, Pennsylvania and Puerto Rico.

Attached please find our Prospectus for the ASPIRA of NY Charter School (ASCS). If you have any questions, please feel free to contact me at (212) 564-6880, ext. 8102.

Sincerely,

Hector Gesualdo
Executive Director

Cc: ASCS Prospectus